LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reef Sunset Unified School District
CDS Code: 16-73932-0000000
School Year: 2024-25
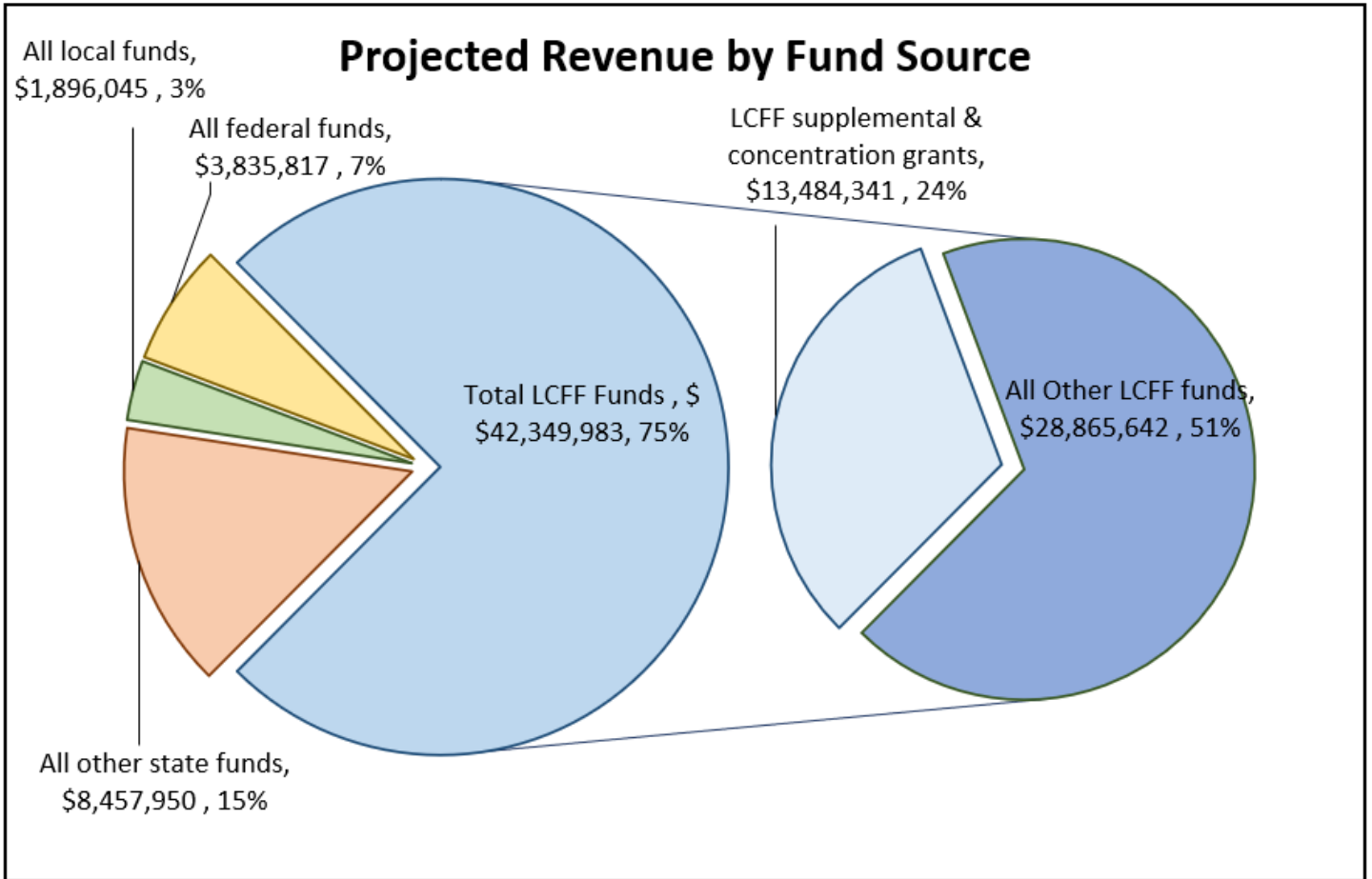LEA contact information:
Juan Ruiz
Superintendent
jruiz@rsusd.org
559-386-9083

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 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $1,896,045 , 3%

All federal funds, $3,835,817 , 7%

LCFF supplemental & concentration grants, $13,484,341 , 24%

Total LCFF Funds , $ $42,349,983, 75%

All Other LCFF funds, $28,865,642 , 51%
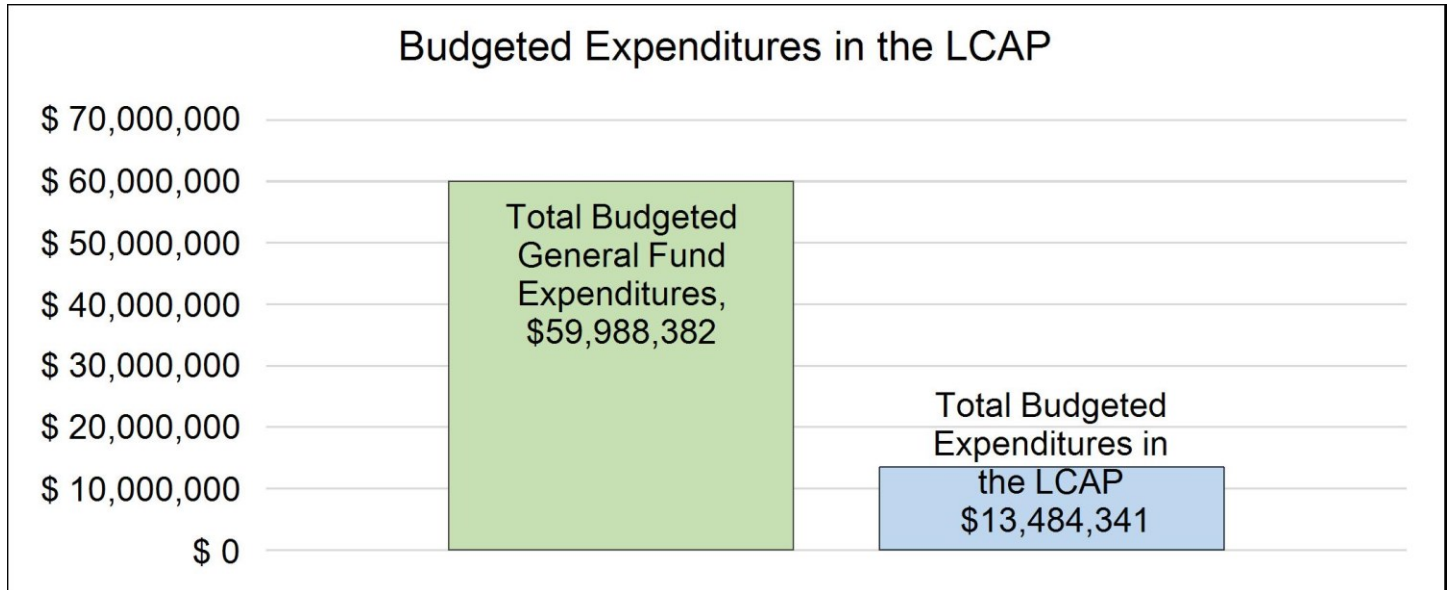
All other state funds, $8,457,950 , 15%

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

The text description for the above chart is as follows: The total revenue projected for Reef Sunset Unified School District is $56,539,795, of which $42,349,983 is Local Control Funding Formula (LCFF), $8,457,950 is other state funds, $1,896,045 is local funds, and $3,835,817 is federal funds. Of the $42,349,983 in LCFF Funds, $13,484,341 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $59,988,382

Total Budgeted Expenditures in the LCAP $13,484,341

(Y-axis: $ 70,000,000 / $ 60,000,000 / $ 50,000,000 / $ 40,000,000 / $ 30,000,000 / $ 20,000,000 / $ 10,000,000 / $ 0)

This chart provides a quick summary of how much Reef Sunset Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Reef Sunset Unified School District plans to spend $59,988,382 for the 2024-25 school year. Of that amount, $13,484,341 is tied to actions/services in the LCAP and $46,504,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the Local Control and Accountability Plan (LCAP) for the school year include routine maintenance, administrative costs, and utilities. These expenditures are essential for the overall operation and maintenance of the school district but are not directly tied to the specific goals and actions outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Reef Sunset Unified School District is projecting it will receive $13,484,341 based on the enrollment of foster youth, English learner, and low-income students. Reef Sunset Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Reef Sunset Unified School District plans to spend $13,484,341 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 2023-24

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $15,788,811

Actual Expenditures for High Needs Students in LCAP: $17,636,409
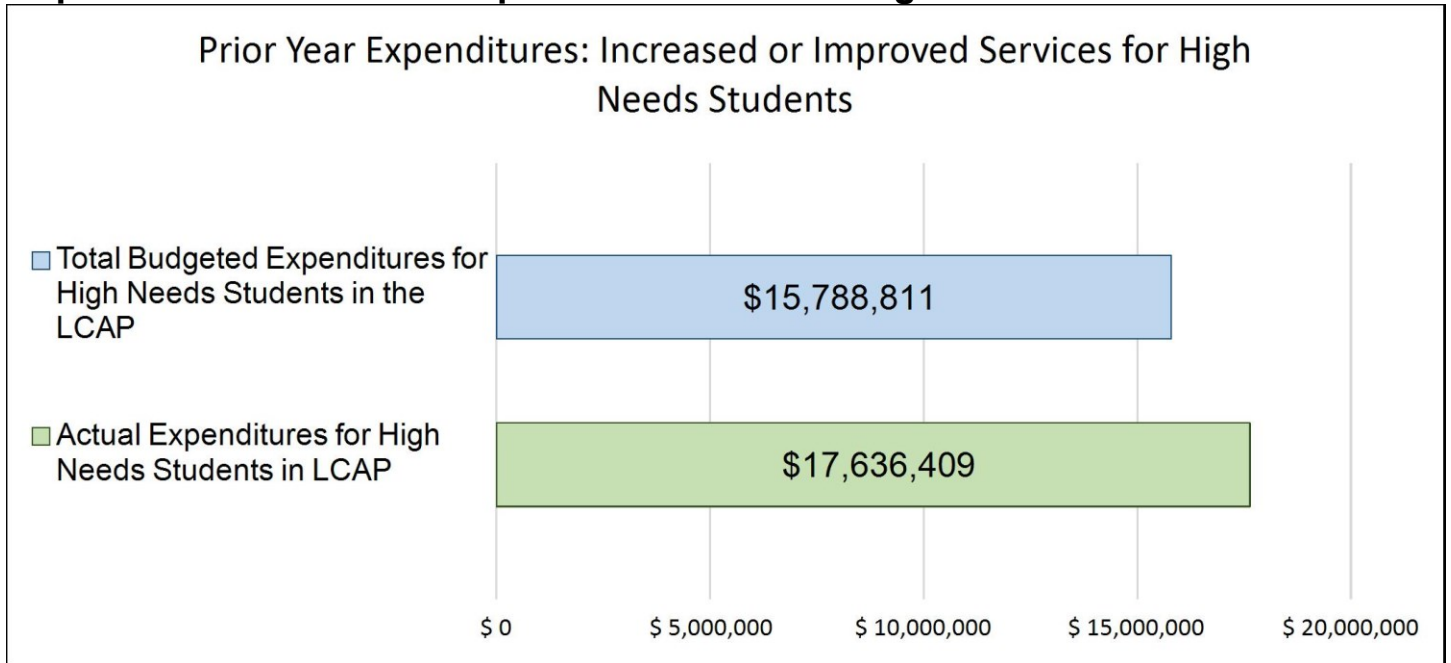
This chart compares what Reef Sunset Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Reef Sunset Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Reef Sunset Unified School District's LCAP budgeted $15,788,811 for planned actions to increase or improve services for high needs students. Reef Sunset Unified School District actually spent $17,636,409 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Reef Sunset Unified School District	Juan Ruiz Superintendent	jruiz@rsusd.org 559-386-9083

Goals and Actions

Goal

Goal #	Description
1	Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Fully Credentialed & Appropriately Assigned Teachers The percentage of fully credentialed teachers will increase by 3.5% and appropriately assigned teachers will be maintained each year based on the Teacher Assignment Monitoring and Review Report.	In 2020-21, 89% of teachers are fully credentialed and 100% are appropriately assigned.	In 2021-22, 91% of teachers are fully credentialed and 100% are appropriately assigned.	In 2022-23, 92.8% of teachers are fully credentialed and 100% are appropriately assigned.	In 2023-24, 97.3% of teachers are fully credentialed and 100% are appropriately assigned.	Increase baseline of fully credentialed teachers by 10.5% and the percentage of appropriately assigned teachers will be maintained.
Basic Services: Sufficient Access to standards-aligned instructional materials	In 2020-21 100% of RSUSD students have sufficient access to the standards-aligned instructional materials according to the Williams Report	In 2021-22 100% of RSUSD students have sufficient access to the standards-aligned instructional materials according to the Williams Report	In 2022-23 100% of RSUSD students have sufficient access to the standards-aligned instructional materials according to the Williams Report	In 2023-24, 100% of RSUSD students have sufficient access to the standards-aligned instructional materials according to the Williams Report	Maintain baseline of 100% of RSUSD students with sufficient access to the standards-aligned instructional materials annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students with sufficient access to standards-aligned instructional materials will be maintained at 100% as evidenced in the Williams Instructional Materials Report.					
Implementation of State Academic Standards: Implementation of state academic standards (4.0 or above, full implementation) will be maintained, as measured by the CA Dashboard Local Indicator.	In 2019-20, 100% of State standards were fully implemented.	In 2020-21, 100% of State standards were fully implemented.	In 2022-23, 100% of State standards were fully implemented.	In 2023-24 100% of State standards were fully implemented.	Maintain baseline Implementation of State standards (4.0 or above, full implementation) at all sites.
Implementation of State Academic Standards: EL Access to CA Standards including ELD standards English learners access to the CCSS	In 2019-20, 100% of sites received professional learning on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD.	In 2020-21, 100% of sites received professional learning on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD.	In 2022-23, 100% of sites received professional learning on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD.	In 2023-24, 100% of sites received professional learning on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD.	Maintain baseline implementation of English learners access to the CCSS and ELD standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and ELD standards will be maintained at all sites, as measured by yearly professional learning offered on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD.					
Pupil Achievement: ELA Assessment SBAC Decrease the points below level 3 on the English Language Arts (ELA) assessment by 20 points districtwide, Hispanic, White, EL, SED, and Homeless, and 25 points for SWD and Foster as measured by previous year's score.	In 2019, ELA SBAC Districtwide: 60.6 points below level 3 Hispanic: 61.1 points below level 3 White: 59.6 points below level 3 EL: 79 points below level 3 SED: 61.1 points below level 3 SWD: 118.5 points below level 3 Foster: 106.1 points below level 3 Homeless: 54.7 points below level 3	In 2021, ELA SBAC performance Districtwide: 17.04% met or exceeded Hispanic: 16.88% White: 25% EL: 1.74% SED: 16.29% SWD: 2.22% Foster: data not available Homeless: 15.88% * This data is used as Distance from Standard is not available. Will return to using DFS when it is available.Discussed 2019 Met and Exceeded	In 2022-23, ELA SBAC performance (DA) District wide - 77.1points below level 3 Hispanic -77.1 points below level 3 White -76.5 points below level 3 EL - 98.7 points below level 3 SED- 78.5 points below level 3 SWD - 140.8 points below level 3 Foster - 79.1 points below level 3 Homeless -53.2 points below level 3	In 2023-24, ELA SBAC performance District wide - 89.2 points below level 3 Hispanic - 88.7 points below level 3 White -68.5 points below level 3 EL - 114.1 points below level 3 SED- 91.5 points below level 3 SWD - 139.3 points below level 3	Decrease baseline points below level 3 on the English Language Arts (ELA) assessment by 60 points districtwide, Hispanic, White, EL, SED, and Homeless, and 75 points for SWD and Foster.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		performance with all educational partners			
Pupil Achievement: Math Assessment SBAC Decrease the points below level 3 on the Math assessment by 20 points districtwide, Hispanic, White, SED, and Homeless, and 25 points for EL, SWD, and Foster as measured by previous year's score.	In 2019, Math SBAC Districtwide: 89.4 points below level 3 Hispanic: 89.9 points below level 3 White: 89.5 points below level 3 EL: 102.9 points below level 3 SED: 89.9 points below level 3 SWD: 146.2 points below level 3 Foster: 138.9 points below level 3 Homeless: 76.3 points below level 3	In 2021, Math SBAC performance Districtwide: 6.33% Hispanic: 6.32% White: 4.17% EL: .89% SED: 5.94% SWD: 1.10% Foster: data not available Homeless: 4.69% * This data is used as Distance from Standard is not available. Will return to using DFS when it is available.Discussed 2019 Met and Exceeded performance with all educational partners	In 2022-23, Math SBAC performance (DA) District wide -123.3 points below level 3 Hispanic -124 points below level 3 White -105 points below level 3 EL - 136 points below level 3 SED- 124.9 points below level 3 SWD - 175.7 points below level 3 Foster -108.5 points below level 3 Homeless -114.3 points below level 3	In 2023-24, Math SBAC performance: District wide -124.1 points below level 3 Hispanic -124.2 points below level 3 White -113.7 points below level 3 EL - 140 points below level 3 SED- 126.4 points below level 3 SWD - 166.4 points below level 3 Foster -*less than 11 students, no data Homeless -125.5 points below level 3	Decrease baseline points below level 3 on the Math assessment by 60 points districtwide, Hispanic, White, SED, and Homeless, and 75 points for EL, SWD, and Foster.
Pupil Achievement: California Science Test (CAST) Increase the percentage of students mastering	In 2019, on CAST Districtwide: 9.53% EL: 1.16% SED: 9.65% SWD: 2.9%	In 2020-21, on CAST Districtwide: 7.33% EL: .92% SED: 7.03% SWD: 0%	In 2022-23, on CAST District Wide 7.94% EL .87% SED 7.99% SWD 0%	In 2023-24, on CAST District Wide 7.10% EL .95% SED 6.41% SWD 1.54%	Increase baseline by 6% for districtwide and SED and 9% for EL and SWD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade-level standards (met or exceeded) on the CAST assessment by 2% districtwide and SED, and 3% EL and SWD as measured by previous year's score.					
Pupil Achievement: California Alternative Assessment (CAA) Increase the percentage of students mastering grade-level standards (met or exceeded) on the CAA assessment by 2% as measured by previous year's score.	In 2019, on the CAA ELA, 33.3% of students met or exceeded the standard. In 2019, on the CAA Math, 33.3% of RSUSD students met or exceeded the standard.	In 2021, on the CAA ELA, In order to protect student privacy, data is suppressed because 10 or fewer students tested In 2020-21, on the CAA Math, In order to protect student privacy, data is suppressed because 10 or fewer students tested	In 2021-22, in the CAA ELA, 19.05% met or exceeded the standard In 2021-22, in the CAA Math, 0% met or exceeded the standard	In 2023-24, in the CAA ELA, 15.76% met or exceeded the standard In 2023-24, in the CAA Math, 8.86% met or exceeded the standard	Increase baseline by 6% for ELA and Math .
Pupil Achievement: A-G completion Increase the percentage of A-G completion by 1% as measured by previous year's score.	In 2019, the A-G completion rate was 45.8%.	In 2021, the A-G completion rate was 43.6% (DataQuest)	In 2022, the A-G completion rate was 37%	In 2023-24, the A-G completion rate was 51.4%	Increase baseline by 3% for A-G completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: Career Technical Education (CTE) Pathway Completion Increase the percentage of CTE course sequence by 2% as measured by previous year's score.	In 2020, 8.4% of students completed a CTE course sequence.	In 2021, 8.7% of students completed a CTE course sequence.	In 2022, 3.5% of students completed a CTE course sequence.	In 2023-24, 5.9% of students completed a CTE course sequence	Increase baseline by 6% of students who completed a CTE course sequence.
Pupil Achievement: A-G and Career Technical Education (CTE) Pathway Completion Increase the percentage of pupils who have successfully completed both A-G completion and Career Technical Education (CTE) Pathway by 1% as measured by previous year's score.	In 2019, 52% of students completed an A-G completion and Career Technical Education (CTE) Pathway. Baseline date was misreported. Actual data is 3.67%.	In 2021, 4.1% of students completed an A-G completion and Career Technical Education (CTE) Pathway.	In 2022, .7% of students completed an A-G completion and Career Technical Education (CTE) Pathway.	In 2023-24, 3.2% of students completed an A-G completion and Career Technical Education (CTE) Pathway.	Increase baseline by 3% for students who completed both A-G completion and CTE course sequence.
Pupil Achievement: English Learner students making progress toward English Proficiency	In 2019, the CA School Dashboard showed that 33.9% of English learners were making progress	In 2021, the CA School Dashboard was suspended. Based on local data, in 2021, 32% of English Learners were	In 2022-23, the CA School Dashboard showed that 34.8% of English learners were making progress	In 2023-24, the CA School Dashboard showed that 37.2% of English learners were making progress	Increase baseline by 15% of English Learners progressing towards English Proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of English Learners who are progressing towards English Language proficiency by 5% each year based on previous year's rate.	towards English proficiency.	making progress towards English proficiency.	towards English proficiency.	towards English proficiency.	
Pupil Achievement: English Learner Reclassification Rate Increase the reclassification rate of English Learner students by 3% each year, based on previous year's reclassification rate.	In 2019-20, 30.2% of English Learners were reclassified (DataQuest)	In 2020-21, 26.9% of English Learners were reclassified. (DataQuest)	In 2022-23, 22.2% of English Learners were reclassified. (DataQuest)	In 2023-24, 20.1% of English Learners were reclassified. (DataQuest)	Increase baseline by 9% of English Learners reclassified.
Pupil Achievement: Advanced Placement (AP) Passage Rate Increase the percentage of students who score a 3 or higher on the AP exam by 1% each year based on previous year's score.	In 2020, 67.3% of students who took an AP exam scored a 3 or higher.	In 2021, 42.1% of students who took an AP exam scored a 3 or higher.	In 2022-23, 3.2% of students who took an AP exam scored a 3 or higher.	In 2023-24, 0% of students who took an AP exam scored a 3 or higher.	Increase baseline by 3% of students who scored 3 or higher on AP exams.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: Early Assessment Program (EAP) ELA

EAP percentage of "ready" and "conditionally ready" as measured by the previous year's scores will increase by 2% districtwide, Hispanic, and SED, and 3% for English Learners
*This measure will use 11th grade student performance on CAASPP | In 2019, percentage of students "ready" and "conditionally ready"

Districtwide: 40.7%
Hispanic: 40%
English Learner: 4.76%
SED: 40.19%
Foster Youth: Data not available
Homeless: Data not available
SWD: Data not available | In 2020, percentage of students "ready" and "conditionally ready"

Districtwide: 46.83%
Hispanic: 46.34%
English Learner: 3.70%
SED: 46.15%
Foster Youth: Data not available
Homeless: Data not available
SWD: Data not available | In 2022-23, percentage of students "ready" and "conditionally ready"

Districtwide: 54.6%
Hispanic 45.49%
English Learner 7.74%
SED 45.06%
Foster Youth: Data not available
Homeless: Data not available
SWD: Data not available | In 2023-24, percentage of students "ready" and "conditionally ready"

Districtwide: 55.41%
Hispanic 46.41%
English Learner 7.68%
SED 46.04%
Foster Youth: 22.42%
Homeless: 34.05%
SWD: 16.78% | Increase baseline EAP percentage of "ready" and "conditionally ready" by 6% districtwide, Hispanic, and SED, 9% for English Learners. |
| Pupil Achievement: Early Assessment Program (EAP) Math

EAP percentage of "ready" and "conditionally ready" as measured by the previous year's scores will increase by 2% districtwide, Hispanic, and SED, and 3% for | In 2019, percentage of students "ready" and "conditionally ready"

Districtwide: 13.05%
Hispanic: 12.5%
English Learner: 0%
SED: 12.85%
Foster Youth: Data not available
Homeless: Data not available | In 2020, percentage of students "ready" and "conditionally ready"

Districtwide: 19.84%
Hispanic: 20.33%
English Learner: 3.57%
SED: 19.49%
Foster Youth: Data not available | In 2022-23, percentage of students "ready" and "conditionally ready"

Districtwide 26.97%
Hispanic 15.16%
English Learner 2.64%
SED 16.45%
Foster Youth: Data not available | In 2023-24, percentage of students "ready" and "conditionally ready"

Districtwide 27.35%
Hispanic 15.83%
English Learner 2.47%
SED 16.94%
Foster Youth: 3.74%
Homeless: 11.05% | Increase baseline EAP percentage of "ready" and "conditionally ready" by 6% districtwide, Hispanic, and SED, 9% for English Learners. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners*This measure will use 11th grade student performance on CAASPP	SWD: Data not available	Homeless: Data not available SWD: Data not available	Homeless: Data not available SWD: Data not available	SWD: 4.47%	
Course Access: Broad Course of Study Maintain all students access to a broad course of study including courses described in 51210 and 51220(a)(i) as applicable for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, based off of local master schedules.	In 2020-21, 100% of all students are enrolled in all required areas of broad coursework.	In 2021-22, 100% of all students are enrolled in all required areas of broad coursework.	In 2022-23, 100% of all students are enrolled in all required areas of broad coursework.	In 2023-24, 100% of all students are enrolled in all required areas of broad coursework.	Maintain baseline of 100% of all students enrolled in all required areas of broad coursework annually.
Course Access: Maintain programs and services developed and provided to unduplicated pupils. English learners are provided with designated and integrated English	In 2020-21, 100% of unduplicated students are enrolled in all required areas of broad coursework.	In 2021-22, 100% of unduplicated students are enrolled in all required areas of broad coursework.	In 2022-23, 100% of unduplicated students are enrolled in all required areas of broad coursework.	In 2023-24, 100% of unduplicated students are enrolled in all required areas of broad coursework.	Maintain baseline of 100% of unduplicated students enrolled in all required areas of broad coursework annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learner instruction. All low-income, English learner, and foster youth have access to a Multi-Tiered System of Support and extended day programs, based on local master schedules.					
Course Access: Maintain programs and services developed and provided to students with exceptional needs, based on master schedules.	In 2020-21, 100% of students with exceptional needs are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP.)	In 2021-22, 100% of students with exceptional needs are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP.)	In 2022-23, 100% of students with exceptional needs are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP.)	In 2023-24, 100% of students with exceptional needs are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP)	Maintain baseline of 100% of students with exceptional needs enrolled in all required areas of broad coursework annually.
Other Pupil Outcomes: Physical Fitness Test Increase the percentage of students who are in the Healthy Fitness Zone by 5% in each fitness area, at each grade level, each year	In 2018-19, the % of students in the Healthy Fitness Zone (HFZ) Grade 5 Aerobic Capacity: 32.1% Body Composition: 23.5% Abdominal Strength: 38%	In 2021-22 Local data for PFT: Mile run is recorded in minutes: seconds Curl up possible score 1-75 Trunk lift possible score 0-12 Push up possible score 1-75	In 2022-23, Local data for PFT: Mile run is recorded in minutes: seconds Curl up possible score 1-75 Trunk lift possible score 0-12 Push up possible score 1-75	In 2023-24, Local data for PFT: Mile run is recorded in minutes: seconds Curl up possible score 1-75 Trunk lift possible score 0-12 Push up possible score 1-75	Increase baseline of students will reach the Healthy Fitness Zone (HFZ) by 15% in each fitness area, at each grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on previous year's score.	Trunk Extension Strength: 65.2% Upper Body Strength: 22.5% Flexibility: 49.7% Grade 7 Aerobic Capacity: 55.4% Body Composition: 39.5% Abdominal Strength: 93.1% Trunk Extension Strength: 99.1% Upper Body Strength: 78.5% Flexibility: 70% Grade 9 Aerobic Capacity: 39% Body Composition: 47% Abdominal Strength: 97% Trunk Extension Strength: 21.3% Upper Body Strength: 18.3% Flexibility: 60.4%	Shoulder Stretch is Pass/Fail Grade 5 average score: Mile run: 12:27 Curl ups: 10 Trunk lift: 9 Push up: 3 Shoulder Stretch-Left 38% pass Shoulder Stretch-Right 74% pass Grade 7 average score: Mile run: 12:47 Curl ups: 33 Trunk lift: 12 Push up: 11 Shoulder Stretch-Left 51% pass Shoulder Stretch-Right 66% pass Grade 9 average score: Mile run: 12:14 Curl ups: 34 Trunk lift: 8 Push up: 7 Shoulder Stretch-Left 16% pass Shoulder Stretch-Right 16% pass	Shoulder Stretch is Pass/Fail Grade 5 average score: Mile run: 11:18 Curl ups: 14 Trunk lift: 11 Push up: 5 Shoulder Stretch-Left 59% pass Shoulder Stretch-Right 78% pass Grade 7 average score: Mile run: 12:31 Curl ups: 40 Trunk lift: 14 Push up: 13 Shoulder Stretch-Left 65% pass Shoulder Stretch-Right 82% pass Grade 9 average score: Mile run: 11:15 Curl ups: 36 Trunk lift: 10 Push up: 9 Shoulder Stretch-Left 31% pass Shoulder Stretch-Right 31% pass	Shoulder Stretch is Pass/Fail Grade 5 average score: Mile run: 10:17 Curl ups: 18 Trunk lift: 13 Push up: 7 Shoulder Stretch-Left 74% pass Shoulder Stretch-Right 82% pass Grade 7 average score: Mile run: 12:15 Curl ups: 47 Trunk lift: 16 Push up: 15 Shoulder Stretch-Left 80% pass Shoulder Stretch-Right 95% pass Grade 9 average score: Mile run: 10:10 Curl ups: 38 Trunk lift: 12 Push up: 11 Shoulder Stretch-Left 46% pass Shoulder Stretch-Right 46% pass	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Local data is used; The reporting of student performance using the Healthy Fitness Zones are not required for 2021-22.	*Local data is used; The reporting of student performance using the Healthy Fitness Zones are not required for 2022-23.	*Local data is used; The reporting of student performance using the Healthy Fitness Zones are not required for 2023-24.	

Goal Analysis

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the Broad Goal: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Action 1.1 - Professional Learning Communities
Implementation Status: 3 - Initial Implementation. The LEA has moved away from their decades long collaboration time being referred to as a Professional Learning Community (PLC) and renamed the effort the use of Achievement Teams™ as an effective four-step protocol centered around Collective Teacher Efficacy. The LEA brought in a trainer from Achievement Teams™ during the 2022-23 school year and administrators and teachers will continue to be trained on Achievement Teams™ in the 2023-24 school year and beyond. There was a substantive difference in the planned action compared to the change in the actual implementation of this action. Due to these new efforts with Achievement Teams™ , we fill we are at the 3 - Initial Implemenation level on this action.

Action 1.2 - Instructional Aides
Implementation Status: 5 - Full Implementation and Sustainability. The LEA maintains instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for low income students, foster youth, special education and English Learner

students. The LEA hires and trains new Instructional Aides when open positions arise. The LEA provides ongoing training for existing Instructional Aides on reading intervention, math intervention, behavior intervention and other targeted areas of need.
There were no substantive differences in planned action compared to the actual implementation.

Action 1.3 - Field Trips
Implementation Status: 4 - Full Implemenation. The LEA continues to provide K-12 field trips for enrichment of the educational experience for all students, emphasizing low income students, foster youth, and English learner students to specifically meet the Common Core standards and improved student achiievement. There were no substantive differences in planned action compared to the actual implementation.

Action 1.4 - Enrichment/Fine Arts
Implementation Status: - 3 Initial Implementation. The LEA continues to maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low-income students, foster youth, and English learner students an experience in the fine arts. The LEA provides 3 FTE Certificated fine arts teachers and contracts for other services. The LEA provides materials and supplies, including art supplies, musical instruments, equipment, and instrument maintenance. The LEA has increased and expanded art enrichment clubs during the school day. There were no substantive differences in planned action compared to the actual implementation. The LEA rates this as 3 Initial Implementation because the LEA hasn't achieved full implementation equally at all school sites.

Action 1.5 - Summer Academies
Implementation Status: 4 - Full Implementation. The LEA provides extended learning opportunities grades TK-12 through Summer Academies. The LEA includes materials, supplies, health services, instructional staff, and administrative staff for all students emphasizing low income students, foster youth, and English learner students. The LEA also implemented WInter Break and Spring Break school academies. There were no substantive differences in planned action compared to the actual implementation.

Action 1.6 - College Career Readiness/Career and Technical Education Pathways
Implementation Status: 4 - Full Implementation. The LEA maintains and expands college readiness, career technical education pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. The LEA covers the enrollment costs, textbooks, and a certificated teacher on special assignment. This action is principally directed at all low-income students, foster youth, and English learner students. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag mechanics, and Ag Science. The LEA also offers Health Occupation, Medical Terminology, and Nursing Assistant CTE courses. There were no substantive differences in planned action compared to the actual implementation.

Action 1.7 - Dual Enrollment
Implementation Status: 5 - Full Implementation and Sustainability. The LEA maintains dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all low income students, foster youth, and English learner students. There were no substantive differences in planned action compared to the actual implementation.

Action 1.8 - College Entrance Prep
Implementation Status: 4 - Full Implementation. The LEA continues to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learner students. There were no substantive differences in planned action compared to the actual implementation.

Action 1.9 State Standards Based Curriculum
Implementation Status: 4 - Full Implementation. The LEA maintains standards based supplemental curricula and materials to support rigorous and relevant standards based instruction to improve the academic achievement and provide support for low income, foster youth, and English learner students. There were no substantive differences in planned action compared to the actual implementation.

Action 1.10 - Class Size Reduction
Implementation Status: 4 Full Implementation. The LEA continues the implementation of class size reduction maintaining 24:1 site average for grades Tk-3. The current CBA with WKCTA requires class size in TK-3 shall not exceed 28 students. This action will bridge the CBA to support CCR. This action will also maintain the ratio in TK as required by CDE, including additional paraprofessionals assigned to TK classrooms. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learner students. There were no substantive differences in planned action compared to the actual implementation.
Ne
Action 1.11 - Blended Learning Technologies
Implementation Status: 4 Full Implementation. The LEA maintains blended learning technologies to improve student engagement including instructional technology, and staff to support technology implementation, wireless access, classroom microphone and speaker systems, upgrading the LTE towers to provide faster connectivity and the ability to have more capacity for internet use, upgraded student file servers, DHCP, DNS, board room upgrade, cabling, Verizon hotspots, and a long term one-to-one technology replacement plan. The LEA has incorporated instructional technology into classroom instruction to support all learners. This action emphasizes support to low income students, foster youth, and English learner students that may not have access to the internet or technology at home.
There were no substantive differences in planned action compared to the actual implementation.

Action 1.12 - English Language Development Supports
Implementation Status: 4 Full Implementation. The LEA maintains English language development, reading intervention, supplemental materials, assessment resources, and Ellevation system to monitor student language development. Develop interventions to support Newcomers and long-term English Learners. This action will include providing English learner students with special needs appropriate supplemental assessments to accurately measure their language development. Intentional coaching cycles to support teachers and staff on high leverage instructional practices; Implementation of CA English Learner Roadmap principles districtwide. Our most current state and local assessments indicate a need for an increase in maintaining and increasing English language proficiency skills of all low income students, foster youth, and English students. There were no substantive differences in planned action compared to the actual implementation.

Action 1.13 - Professional Learning

Implementation Status: 3 - Initial Implementation. The LEA Maintains supervision of a standards-based curriculum and instruction program through professional learning for certificated and classified staff implemented through Learning Services, teachers on special assignment, and district librarian, certificated lead technology teachers and teacher improvement teams to support technology instruction, SEL implementation and Early Literacy. This action includes conferences, travel, professional learning services for coaching and curriculum and instruction consultation of ELA-ELD, Math, NGSS, social emotional learning, data analysis, leadership development, and cultural proficiency training emphasizing low-income students, foster youth, special education, and English learner students.

There was a substantive difference in the planned action compared to the actual implementation because personnel were unable to be hired during the school year, which led to a partial implementation of this action. The LEA is working to ensure that all personnel are hired, trained, and in place in order for this action to be fully implemented.

Action 1.14 - Instructional Supplies

Implementation Status: 5 Full Implementation and Sustainability. The LEA provides curriculum and instructional materials support to school sites with classroom materials, supplies and learning tools to support the academic needs of low income students, foster youth, and English learner students. There were no substantive differences in planned action compared to the actual implementation.

Action 1.15 - New Teacher Induction

Implementation Status: 4 - Full Implementation. The LEA maintains New Teacher Induction (NTI) support and mentors for all beginning teachers on the use of effective instructional strategies and classroom structures specific to the learning needs of all low income students, foster youth, and English learner students through a partnership with KCOE. The LEA support for all new teachers includes those who may not have a preliminary credential, including but not limited to mentor and release time. There were no substantive differences in planned action compared to the actual implementation.

Action 1.16 - Human Resource Support

Implementation Status: 4 Full Implementation. The LEA maintains additional support to Human Resources to help recruit highly qualified staff and reduce absenteeism to ensure continuity of instruction. Teacher attendance is important to deliver and maintain a consistent educational program to meet the needs of low income students, foster youth, English learner students, and students with disabilities. There were no substantive differences in planned action compared to the actual implementation.

Action 1.17 - 15% for Direct Services for Students

Implementation Status: 1 - Exploration and Research. This action is based on Governor Newsom's proposed augmentation through Proposition 98 funding to the concentration grant in the amount of 15%. This is an effort to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students. This action acts as a placeholder. This action was not funded. It is unclear as how to rate this action.

1.3 Field Trips: -10.00%
Expenditures were projected at $300,000, and Estimated Actual Expenditures are projected at $270,000. Material differences were a result of requiring less charter buses and due to an increase in bus drivers.

1.4 Enrichment/Fine Arts: +21.13%
Expenditures were projected at $474,680, and Estimated Actual Expenditures are projected at $575,000. Material differences were a result of increased in contractual services through PS Arts.

1.5 Summer Academies: -79.65%
Expenditures were projected at $124,000, and Estimated Actual Expenditures are projected at $25,240. Material differences were a result of utilizing Expanded Learning Opportunities funding to supplement this goal.

1.7 Dual Enrollment: +28.26%
Expenditures were projected at $214,403, and Estimated Actual Expenditures are projected at $275,000. Material differences were a result of additional costs for salary time, supplies, and equipment, necessary to maintain dual enrollment program support which involves coordination between community colleges and Avenal High School.

1.8 College Entrance Prep: -54.61%
Expenditures were projected at $3,800, and Estimated Actual Expenditures are projected at $1,725. Material differences were a result of staff utilizing alternative funding sources such as Title funds, and students qualifying for free or reduced-cost services from other organizations.

1.9 State Standards Based Curriculum: -21.12%
Expenditures were projected at $400,000, and Estimated Actual Expenditures are projected at $315,535. Material differences were a result of the district not purchasing all anticipated new curriculum within the current fiscal year.

1.10 Class Size Reduction: -59.89%
Expenditures were projected at $486,131, and Estimated Actual Expenditures are projected at $195,035. Material differences were a result of the discrepancy between budgeted amounts for bridging Collective Bargaining Agreement (CBA) requirements with class size reduction being less than anticipated.

1.14 Instructional Supplies: +15.77%
Expenditures were projected at $1.000.000, and Estimated Actual Expenditures are projected at $1,157,650. Material differences were a result of higher need from sites.

1.16 Human Resources Support: -100.00%
Expenditures were projected at $16,000, and Estimated Actual Expenditures are projected at $0.00. Material differences were a result of services not rendered.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal of improving student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards-based instruction.

Action(s): Action 1.1 - Professional Development
Effectiveness of Action (s): 2 - Somewhat Effective
Metric(s): Pupil Achievement ELA Assessment SBAC: Decrease the points below level 3 on the English Language Arts (ELA) assessment by 20 points districtwide, Hispanic, White, EL, SED, and Homeless, and 25 points for SWD and Foster as measured by previous year's score, CAASPP. Pupil Achievement Math Assessment SBAC: Decrease the points below level 3 on the Math assessment by 20 points districtwide, Hispanic, White, SED, and Homeless, and 25 points for EL, SWD, and Foster as measured by previous year scores. CAASPP. EL students making progress toward English Proficiency Baseline 2019, 33.9%.Increase baseline by 15% of English Learners progressing towards English Proficiency. English Learner Reclassification Rate Baseline 2019-20, 30.2%. Increase baseline by 9% of English Learners reclassified.
Analysis Statement: Although growth has not been made in the area of academics, new structures will be established to monitor plan implementation and progress. Instructional supplies are needed to support the professional learning communities and staff development planned for the year. Action(s): Action 1.2 - Instructional Aides. Effectiveness of Action(s): 2 - Somewhat effective.
Metric(s): Student support in classroom instruction to provide targeted assistance in the area of identified need for our low-income students, foster youth, special education, and English learner students.
provide targeted assistance in the area of identified need for our low Analysis Statement: In 2023, RSUSD is in the Red in both ELA and Math overall and in all student groups. In 2023, RSUSD is in the Red in Suspension Rate overall and in all student groups. One could argue that the instructional aides didn't provide the targeted assistance that was expected since student decreased in ELA and Math and increased in Suspension Rate. The LEA believes with ongoing training and support, the Instructional Aides will provide targeted assistance in the area of identified need for all student groups and the data will begin to show progress towards proficiency in ELA and Math, and a decrease in the Suspension Rate. ELA- We did not meet our desired outcome for 23-24, our white and SWD student groups did make growth from prior year. Math- We did not meet our desired outcome for 23-24, our SWD did make growth from prior year. Although we did not increase the baseline of 33.9% by 15% of English Learners progressing towards English Proficiency, we did increase to 37.2% of English learners making progress towards English proficiency. We did not increase the baseline by 9% of English Learners reclassified. We declined from 30.2% to 20.1%. We have identified a need for more support and structures to monitor EL data progress and reclassification.

Action(s): Action 1.2 - Instructional Aides
Metric(s): Pupil Achievement ELA Assessment SBAC: Decrease the points below level 3 on the English Language Arts (ELA) assessment by 20 points districtwide, Hispanic, White, EL, SED, and Homeless, and 25 points for SWD and Foster as measured by previous year's score.

CAASPP. Pupil Achievement Math Assessment SBAC: Decrease the points below level 3 on the Math assessment by 20 points districtwide, Hispanic, White, SED, and Homeless, and 25 points for EL, SWD, and Foster as measured by previous year scores. CAASPP.

Effectiveness of Action(s): 2 - Somewhat Effective

Analysis Statement: Although growth has not been made in the area of academics, new structures will be established to monitor plan implementation and progress. Instructional supplies are needed to support the professional learning communities and staff development planned for the year. ELA- We did not meet our desired outcome for 23-24, our white and SWD student groups did make growth from prior year. Math- We did not meet our desired outcome for 23-24, our SWD did make growth from prior year.

Action(s): Action 1.3 - Field Trips

Metric(s): field trips for enrichment of educational experience for all students to improve student achievement on the California State Standards.

Effectiveness of Action(s) 2 - Somewhat effective.

Analysis Statement: In 2023, RSUSD provided a robust set of field trips for K-12 students enrichment, however, RSUSD decreased in both ELA and Math and is in the Red overall and in the Red in all student groups. The LEA believes continuing the enrichment field trips will help all students and all student groups begin to show progress towards proficiency in ELA and Math.

Action(s): Action 1.4 - Enrichment - Fine Arts

Metric(s): The implementation of fine arts integration in the classroom for all students and all student groups.

Effectiveness of Action(s) 1- Somewhat Effective

Analysis Statement: In 2023, RSUSD was unable to provide the implementation of fine arts into the classrooms for all students due to a lack of the ability to hire enough staff to cover all of the schools.

The LEA believes with new staff being hired, the effectiveness of this action will increase due to the full implementation of fine arts integration into the classrooms at all school for all students and all student groups.

Action(s): Action 1.5 - Summer Academies

Metric(s): Student Information System Attendance Rates at Summer Academies.

Effectiveness of Action(s): 3 - Effective

Analysis Statement: In 2023, RSUSD provided an extended learning opportunity during the Summer, and it was very well attended. The LEA also provided extended learning during Winter Break and Spring Break for all K-12 students and these opportunities were well received in the community and well attended by students.

Action(s): Action 1.6 - College Career Readiness/Career and Technical Education

Metric(s): Career Technical Education (CTE) Pathway Completion: Increase the percentage of CTE course sequence by 2% as measured by previous year's score. CA Dashboard "Additional Reports". A-G and Career Technical Education (CTE) Pathway Completion:

Increase the percentage of pupils who have successfully completed both A-G completion and Career Technical Education (CTE) Pathway by 1% as measured by previous year's score. CA Dashboard "Additional Reports".

Effectiveness of Action(s): 1 Not Effective

Analysis Statement: A-G Completion-we did not meet this goal. Career Technical Education (CTE) Pathway Completion- we did not meet this goal, but we did make growth over prior year. A-G and Career Technical Education (CTE) Pathway Completion- we did not meet this goal.

Action(s): Action 1.7 - Dual Enrollment
Metric: Increase by 1% for students who completed Dual Enrollment sequence
Effectiveness of Action(s): 2 - Somewhat Effective
Analysis Statement: Dual Enrollment increase by 0.05%.

Action(s): Action 1.8 - College Entrance Prep
Metric: Increase by 1% student entrance/acceptance into a 4-year university
Effectiveness of Action(s): 3 - Effective
Analysis Statement: College Entrance Prep increased by 1%

Action(s): Action 1.9 - State Standards Based Curriculum
Metric: Implementation of State Academic Standards: Implementation of state academic standards (4.0 or above, full implementation) will be maintained, as measured by the CA Dashboard Local Indicator. LCFF Self-reflection Tool
Effectiveness of Action(s): 2 - Somewhat Effective
Analysis Statement: Maintain baseline implementation of English learners access to the CCSS and ELD standards.

Action(s): Action 1.10 - Class Size Reduction
Metric: Continue the implementation of class size reduction maintaining 24:1 site average for grades TK-3.
Effectiveness of Action(s) 3 - Effective
Analysis Statement: In 2023, RSUSD continued to support instructional strategies that allow for more individual attention for low-income students, foster youth, and English Learner students.

Action(s): Action 1.11 - Blended Learning Technologies
Metric: Increase student proficiency on California State Standards due to learning technologies provided to improve student engagement
Effectiveness of Action(s) 2 - Somewhat Effective
Analysis Statement: In 2023, despite RSUSD providing learning technologies to all students, the LEA saw a decrease in student achievement in ELA and Math by all students and by all student groups.
The LEA believes that continuing to provide all students with learning technologies will help to increase student achievement for all students and all student groups, but this Action will be removed from the 2024-2025 LCAP.

Action(s): Action 1.12 - English Language Development
Metric: English Learner students making progress toward English Proficiency: Increase the percentage of English Learners who are progressing towards English Language proficiency by 5% each year based on previous year's rate. CA Dashboard.
English Learner Reclassification Rate: Increase the reclassification rate of English Learner students by 3% each year, based on previous year's reclassification rate. DataQuest. Currently PL for teachers in EL strategies.
Effectiveness of Action(s): 2 - Somewhat Effective

Analysis Statement: Although we did not increase the baseline of 33.9% by 15% of English Learners progressing towards English Proficiency, we did increase to 37.2% of English learners making progress towards English proficiency. We did not increase the baseline by 9% of English Learners reclassified. We declined from 30.2% to 20.1%. We have identified a need for more support and structures to monitor EL data progress and reclassification.

Action(s): Action 1.13 - Professional Learning
Metric: Implementation of State Academic Standards: Implementation of state academic standards (4.0 or above, full implementation) will be maintained, as measured by the CA Dashboard Local Indicator. LCFF Self-reflection Tool. Implementation of State Academic Standards, EL Access to CA Standards including ELD Standards: English learners access to the CCSS and ELD standards will be maintained at all sites, as measured by yearly professional learning offered on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD. LCFF Self-reflection Tool.
Effectiveness of Action(s): 2 Somewhat Effective
Analysis Statement: We maintained a baseline of 100% of State standards fully implemented at all sites. We maintained a baseline of 100% of sites receiving professional learning on the CA ELA/ELD Framework, ELD standards, or integrated/designated ELD.

Action(s): Action 1.14 - Instructional Supplies
Metric: Pupil Achievement ELA Assessment SBAC: Decrease the points below level 3 on the English Language Arts (ELA) assessment by 20 points districtwide, Hispanic, White, EL, SED, and Homeless, and 25 points for SWD and Foster as measured by previous year's score. CAASPP. Pupil Achievement Math Assessment SBAC: Decrease the points below level 3 on the Math assessment by 20 points districtwide, Hispanic, White, SED, and Homeless, and 25 points for EL, SWD, and Foster as measured by previous year scores. CAASPP.
Effectiveness of Action(s): 1 Not Effective
Analysis Statement: Although growth has not been made in the area of academics, new structures will be established to monitor plan implementation and progress. Instructional supplies are needed to support the professional learning communities and staff development planned for the year. ELA- We did not meet our desired outcome for 23-24, our white and SWD student groups did make growth from prior year. Math- We did not meet our desired outcome for 23-24, our SWD did make growth from prior year. CAST- We did not meet our desired outcome for 23-24. EL and SWD did make an increase in the % of students who met or exceeded the standard from prior year. We did not decrease baseline points below level 3 on the English Language Arts (ELA) assessment by 60 points districtwide, Hispanic, White, EL, SED, and Homeless, and 75 points for SWD and Foster. ELA: District wide - 89.2 points below level 3; Hispanic - 88.7 points below level 3; White - 68.5 points below level 3; EL - 114.1 points below level 3; SED- 91.5 points below level 3; SWD - 139.3 points below level 3. We did not decrease baseline points below level 3 on the Math assessment by 60 points districtwide, Hispanic, White, SED, and Homeless, and 75 points for EL, SWD, and Foster. Math: District wide -124.1 points below level 3; Hispanic -124.2 points below level 3; White -113.7 points below level 3; EL - 140 points below level 3; SED- 126.4 points below level 3; SWD - 166.4 points below level 3; Foster -*less than 11 students, no data; Homeless -125.5 points below level 3.

Action(s): Action 1.15 - New Teacher Induction
Metric: Fully Credentialed & Appropriately Assigned Teachers: The percentage of fully credentialed teachers will increase by 3.5% and appropriately assigned teachers will be maintained each year based on the Teacher Assignment Monitoring and Review Report. LCFF Priority 1 Self-reflection Tool
Effectiveness of Action(s):2 Somewhat Effective

Analysis Statement: Although we did not Increase the baseline of 89% of fully credentialed teachers by 10.5%, we did increase to 92.8% of teachers fully credentialed and maintained the percentage of appropriately assigned teachers at 100%.

Action(s): Action 1.16 - Human Resources Support
Metric: Fully Credentialed & Appropriately Assigned Teachers: The percentage of fully credentialed teachers will increase by 3.5% and appropriately assigned teachers will be maintained each year based on the Teacher Assignment Monitoring and Review Report. LCFF Priority 1 Self-reflection Tool
Effectiveness of Action(s): 2 Somewhat Effective
Analysis Statement: Although we did not Increase the baseline of 89% of fully credentialed teachers by 10.5%, we did increase to 92.8% of teachers fully credentialed and maintained the percentage of appropriately assigned teachers at 100%.

Action(s): Action 1.17 - 15% for Direct Services to Students
Metric: Discontinued - combined into other actions.
Effectiveness of Action(s): Discontinued - combined into other actions.
Analysis Statement: Discontinued - combined into other actions.

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.

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 1:

Old LCAP Action 1.1 Professional Development will be added into the New LCAP as Action 1.1 Supplemental Supports for Students therefore more funding was allocated. Academic metric remains

Old LCAP Action 1.2 Instructional Aides will be added into the New LCAP as Action 1.1 Supplemental Supports for Students therefore more funding was allocated. Academic metric remains

Old LCAP Action 1.3 Field Trips will be added into the New LCAP as Action 1.1 Supplemental Supports for Students therefore more funding was allocated. Academic metric remains

Old LCAP Action 1.4 Enrichment - Fine Arts has been renumbered in the New LCAP as Action 1.3 Enrichment & Fine Arts. Funding has been decreased due to difficulties filling positions.

Old LCAP Action 1.5 Summer Academies will be discontinued in the LCAP and will be paid for out of Expanded Learning Opportunities Program (ELOP) funds.

Old LCAP Action 1.6 College Career Readiness/Career and Technical Education will be added into the NEW LCAP as Action 1.4 College & Career Readiness. Since it was an ineffective Action, we are now changing the name of the Action, increasing funds to the new Action, hiring "skilled and qualified" teachers for College & Career Readiness. Therefore the Action will be more effective.

Old LCAP Action 1.7 Dual Enrollment will be added into the NEW LCAP as Action 1.4 College & Career Readiness therefore funding was increased in this action.

Old LCAP Action 1.8 College Entrance Prep will be added into the NEW LCAP as Action 1.4 College & Career Readiness therefore funding was increased in this action.

Old LCAP Action 1.9 State Standards Based Curriculum will be added into the New LCAP as Action 1.1 Supplemental Supports for Students therefore funding was increased.

Old LCAP Action 1.10 Class Size Reduction will be added into the New LCAP as Action 1.1 Supplemental Supports for Students.

Old LCAP Action 1.11 Blended Learning Technologies will be added into the New LCAP as Action 1.1 Supplemental Supports for Students, therefore funding was increased.

Old LCAP Action 1.12 English Language Development will be added into the New LCAP as Action 1.2 English Learner Supports therefore funding was increased. Metric will remain the same.

Old LCAP Action 1.13 Professional Learning will be added into the New LCAP as Action 1.1 Supplemental Supports for Students therefore funding was increased.

Old LCAP Action 1.14 Instructional Supplies will be added into the New LCAP as Action 1.1 Supplemental Supports for Students. Since the Action was an ineffective Action, we are now changing the name of the Action, increasing funds to the new Action, and the purpose and types of materials purchased will now be aligned to be more supportive of new District initiatives aimed at Quality Instruction at the Tier 1 Universal supports level. Therefore the Action will be more effective.

Old LCAP Action 1.15 New Teacher Induction will be added into the New LCAP as Action 1.1 Supplemental Supports for Students therefore funding was increased.

Old LCAP Action 1.16 Human Resources Support will be discontinued as this will be paid for out of BASE funds. Funding was decreased (discontinued).

Old LCAP Action 1.17 15% for Direct Services to Students will be discontinued and combined into other actions Funding was decreased (discontinued).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance: Increase attendance rate by 1% based off of CALPADS from previous year's rate.	In 2019-20, Attendance Rate 97%	In 2020-21, Attendance Rate 75%	In 2021-22, 89.1%	In 2023-24, 92.4 %	Increase by 3% or Maintain baseline attendance rate
Chronic Absenteeism: Decrease chronic absenteeism rate by 1% districtwide, Hispanic, EL, and SED by 2% for SWD and homeless, and by 3% for White, and Foster youth from the previous year's rate.	In 2019, Chronic Absenteeism Rates: Districtwide: 6.2% Hispanic: 6% White: 14.8% EL: 5.9% SED: 6% SWD: 7.6% Foster: 23.8% Homeless: 9.9%	In 2020-21, Chronic Absenteeism Rates: Districtwide: 11.8% Hispanic: 11.6% White: 23% EL:12.2 % SED: 11.8% SWD: 14.1% Foster: 31.8% Homeless: 20.8%	In 2021-22, Chronic Absenteeism Rates: (DA) Districtwide: 42.8% Hispanic: 42.7% White: 46.7% EL:40% SED: 43.1% SWD: 57.5% Foster: 26.7% Homeless: 32.6%	In 2023-24, Chronic Absenteeism Rates: Districtwide: 25.1% Hispanic: 25% White: 36% EL: 21.6% SED: 25.2% SWD: 36.4% Foster: 40% Homeless: 22.7%	Decrease baseline by 3% districtwide, Hispanic, EL, and SED by 6% for SWD and homeless, and by 9% for White, and Foster youth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout: Maintain middle school dropout rate based off of the CALPADS Fall submission from previous year's rate.	In 2019-20, middle school dropout rate is 0%	In 2020-21, middle school dropout rate is 0%	In 2021-22, middle school dropout rate is 2%	In 2023-24, the middle school dropout rate is 0 %	Maintain baseline drop out rate or meet or exceed the state average.
High School Dropout: Decrease high school dropout rate by 1% based off of the CALPADS Fall submission from previous year's rate.	In 2019-20, high school dropout rate 5%	In 2020-21, high school dropout rate 10.6%	In 2021-22, high school dropout rate and 7.4%	In 2023-24, the high school dropout rate is 2.5 %	Decrease baseline by 3% for high school dropout rate.
Graduation Rate: Increase graduation rate by 1% for districtwide, Hispanic, and SED, and 2% for EL and SWD based off of the CA Dashboard each year.	In 2019, graduation rates: Districtwide: 93.5% Hispanic: 94% EL: 92.5 % SED: 93.5% SWD: 91.7%	In 2021, graduation rates: Districtwide: 84.3% Hispanic: 84.6% EL: 77.2% SED: 85.4% SWD: 64.7%	In 2022, graduation rates: Districtwide 90.7% Hispanic 90.4% EL 87.7% SED 91% SWD:73.3% Homeless 87.5%	In 2023, graduation rates Districtwide 89.7% Hispanic: 90% EL: 80.6% SED:89.5% SWD: 69% Homeless: 75%	Increase baseline by 3% for districtwide, Hispanic, and SED, and 6% for EL and SWD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate: Decrease suspension rate by 1% for districtwide, Hispanic, and EL and SED, 2% for White, SWD, and Foster, and maintain or decrease .5% for homeless based off of the CA Dashboard each year.	In 2019, suspension rates: Districtwide: 5.6% Hispanic: 5.5% White: 8.3% EL: 5.3% SED: 5.6% SWD: 12.8% Foster: 16.7% Homeless: 3.3%	In 2020-21, suspension rates: Districtwide: 0% Hispanic: 0% White: 0% EL: 0% SED: 0% SWD: 0% Foster: 0% Homeless: 0%	In 2021-22, suspension rates: (DA) Districtwide 8.6% Hispanic 8.5% White 12.5% EL 7.7% SED 8.7% SWD 11.9% Foster 9.1% Homeless 3%	In 2023-24, suspension rates: Districtwide : 12.4% Hispanic: 12.3% White: 18.2% EL:11.8% SED 12.4 % SWD: 18.4% Foster: 20% Homeless: 13.4%	Decrease baseline by 3% for districtwide, Hispanic, and EL and SED, 6% for White, SWD, and Foster, and maintain or decrease 1.5% for homeless
Pupil Expulsion Rates: Maintain expulsion rate or decrease by .5% based off of Dataquest report.	In 2019-20 our expulsion rate was 0%.	In 2020-21 our expulsion rate was 0%	In 2021-22, our expulsion rate was 0%	In 2023-24, our expulsion rate was 0.4%	Maintain baseline or decrease by .5% the number of students who were expelled.
Sense of Safety and Connectedness: Increase the percentage of stakeholders who are Satisfied or Very Satisfied with the safety of their campus by 3% each year based off of the District Needs Assessment Survey.	In 2020-21, 75.1% were Satisfied or Very Satisfied with the safety of their campus.	In 2021-22, 62% were Satisfied or Very Satisfied with the safety of their campus.	In 2022-23, 44.5% were Satisfied or Very Satisfied with the safety of their campus. 46.8% report school is a supportive and inviting place for students to learn.	In 2023-24, 59.1% were Satisfied or Very Satisfied with safety of their campus. In 2023-24, 60% were satisfied or very satisfied with school is a supportive and inviting place for students to learn.	Increase baseline by 9% who are Satisfied or Very Satisfied with the safety of their campus. Increase the percentage by 5% who report school is a supportive and inviting place for students to learn.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are maintained in good repair: Maintain Williams Act compliance at all schools by maintaining a "good"' or "exemplary" facilities rating on Facilities Inspection Tool (FIT).	In 2019, 100% of RSUSD school facilities are maintained in good repair according to the FIT Report.	In 2020-21, 100% of RSUSD school facilities are maintained in good repair according to the FIT Report.	In 2021-22, 100% of RSUSD school facilities are maintained in good repair according to the FIT Report.	In 2023-24, 100% of RSUSD facilities are maintained in good repair according to the FIT Report.	100% of RSUSD school facilities will maintain a "good" or "exemplary" rating according to the FIT Report.

Goal Analysis

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated foal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal Two supported the Broad Goal: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Action 2.1 - Student Services and Supports
Implementation Status: 3 - Initial Implementation. The LEA will maintain and increase student support services and behavioral interventions at school sites by adding a Coordinator of Special Education and secretarial support to monitor program
requirements, providing 2 prevention intervention specialists, LVN or School Nurse Assistant at each school site, 11 student supervisor aides, a District Nurse, Director of Student Services (80%), materials, supplies, communication tools,

Beyond SST software, and professional learning conference and travel. Contracting with mental health support providers. Implementation of comprehensive de-escalation training for all staff focused on support for special education, low-income students, foster youth, and English learner students. There was a substantive difference in the planned action compared to the actual implementation because the LEA reorganized the Student Services and Supports Department and the Department of Curriculum & Instruction and placed them under a Chief Learning Officer. The LEA created a new flow chart of duties for student support services and the Director of Student Services.

Action 2.2 - Alternative Education
Implementation Status: 3 - Initial Implementation. The LEA will continue to provide alternative education pathways to successful course completion and certifications for at-risk students, including supplemental staffing: 3 FTE certificated staff; 5 FTE classified staff; .5 FTE Alternative Education Administrator and books, materials training, and Edgenuity for all low-income students, foster youth, and English learner students, CTE and Dual Enrollment courses will be added to Alternative Education master schedule. There was a substantive difference in the planned action compared to the actual implementation because the LEA reorganized the Alternative Education administration and combined it with the Family Engagement Center administrative staff. All other parts of this action were implemented with no substantive difference in planned action compared to the actual implementation.

Action 2.3 - Facilities/Maintenance
Implementation Status: 4 - Full implementation. The LEA will maintain facility maintenance and repair as an ongoing effort identified through a long-term maintenance plan and needs assessment as identified through the Facilities Inspection Tool. To include 25% of 5 custodial staff members, materials, equipment to disinfect and clean campuses, and upgrading outdoor quads and student services centers at all campuses to increase student collaboration, participation, and engagement to improve learning outcomes for low income, foster youth and English learner students. No substantive difference in planned action compared to the actual implementation.

Action 2.4 - QZAB
Implementation Status:4 - Full implementation. The LEA continues to upgrade facilities using 5 million dollars in Qualified Zone Academy Bonds that the LEA acquired in 2014-2015 school year. Improved facilities to increase student collaboration, participation and engagement to improve learning outcomes for low income, foster your, and English learner students. No substantive difference in planned action compared to the actual implementation.

Action 2.5 - Secondary Support
Implementation Status: 3 - Initial Implementation. The LEA maintain support staff for secondary campuses including a student supervisor, Assistant Principal/Athletic Director at Avenal High School, a full-time counselor at RSMS and a full time Student Support Coordinator at Kettleman City Elementary School (TK-8) to support at risk students emphasizing support to low-income students, foster youth, and English learner students. No substantive difference in planned action compared to the actual implementation.

Action 2.6 - Safety and Support
Implementation Status: 4 - Full Implementation. The LEA continues to provide school safety and support for student engagement by maintaining a Support Officer and contract with the Sheriff's office to address the safety and engagement needs of students including low

income, English learners and Foster and Homeless students to provide an increased sense of safety and support. 3 Campus security monitors are provided to support campuses districtwide. No substantive difference in planned action compared to the actual implementation.

Action 2.7 - 21st Century Classrooms
Implementation Status: 4 - Full Implementation. The LEA continues updating student furniture and classroom environments to modernize schools for 21st Century Learning classrooms to increase student collaboration, participation, and engagement to improve learning outcomes for low income, foster youth, and English learner students. No substantive difference in planned action compared to the actual implementation.

Action 2.8 - PBIS Aides
Implementation Status: 4 - Full Implementation. The LEA maintains 5 Positive Behavior Intervention System (PBIS) Aides to improve student engagement and help students feel safe at AES, AHS, KCES, RSMS, and TES emphasizing support to low-income students, foster youth, and English learner students. Implementation of PBIS at each school site that focuses on positive reinforcement for desired behaviors. Reward students for displaying appropriate behaviors and provide clear expectations and consequences for inappropriate behaviors. No substantive difference in planned action compared to the actual implementation.

Action 2.9 - Personal Protective/Health and Safety Equipment
Implementation Status: 4 - Full Implementation. The LEA ensures that students, staff, and families entering school sites and staff working with the community are minimizing the spread of COVID19. Additional cafeteria staff added to ensure additional safety protocol. No substantive difference in planned action compared to the actual implementation, although with COVID19 waning, the necessity for this action will be evaluated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Student Services and Support: +11.25%
Expenditures were projected at $2,000,000, and Estimated Actual Expenditures are projected at $2,225,050. Material differences were a result of hiring additional staff and salary increases.

2.3 Facilities/Maintenance: 275.02%
Expenditures were projected at $1,000,000, and Estimated Actual Expenditures are projected at $3,750,234. Material differences were a result of increased modernization projects.

2.6 Safety and Support: +56.96%
Expenditures were projected at $150,000, and Estimated Actual Expenditures are projected at $235,435. Material differences were a result of increased costs in the same salary staff and additional services provided by Kings County Sheriffs at sites, leading to the overspending.

2.7 21st Century Classrooms: -74.95%
Expenditures were projected at $1,000,000, and Estimated Actual Expenditures are projected at $250,456. Material differences resulted from delays in procurement, as longer lead times than expected prevented the timely purchase of planned furniture and necessary site enhancements

2.8 PBIS Aides: +13.27%
Expenditures were projected at $350,000.00, and Estimated Actual Expenditures are projected at $396,450. Material differences were due to increased salary costs, enhanced PBIS supplies, and additional expenditures on PBIS signage and banners at various sites.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal of providing engaging and rigorous learning environments where students feel safe and want to be in school.

Action(s): Action 2.1 - Student Services and Supports
Effectiveness of Action (s): 2 - Somewhat Effective
Metric(s): An increase in student achievement and attendance and a decrease in chronic absenteeism and suspension rate. School Attendance: Increase attendance rate by 1% based off of CALPADS from previous year's rate.
Chronic Absenteeism: Decrease chronic absenteeism rate by 1% districtwide, Hispanic, EL, and SED by 2% for SWD and homeless, and by 3% for White, and Foster youth from the previous year's rate. Middle School Dropout: Maintain middle school dropout rate based off of the CALPADS Fall submission from previous year's rate. High School Dropout: Decrease high school dropout rate by 1% based off of the CALPADS Fall submission from previous year's rate. Graduation Rate: Increase graduation rate by 1% for districtwide, Hispanic, and SED, and 2% for EL and SWD based off of the CA Dashboard each year. Suspension Rate: Decrease suspension rate by 1% for districtwide, Hispanic, and EL and SED, 2% for White, SWD, and Foster, and maintain or decrease .5% for homeless based off of the CA Dashboard each year.
Pupil Expulsion Rates: Maintain expulsion rate or decrease by .5% based off of Dataquest report. Sense of Safety and Connectedness: Increase the percentage of stakeholders who are Satisfied or Very Satisfied with the safety of their campus by 3% each year based off of the District Needs Assessment Survey. School facilities are maintained in good repair: Maintain Williams Act compliance at all schools by maintaining a "good"' or "exemplary" facilities rating on Facilities Inspection Tool (FIT).

Analysis Statement: In 2023, RSUSD is in the Red in both ELA and Math overall and in all student groups. In 2023, RSUSD increased attendance rates overall, and in all student groups. In 2023, RSUSD decreased chronic absenteeism overall and in all student groups. In

2023, RSUSD decreased suspension rates for all students and in all student groups. RSUSD's use of Attention to Attendance program to fidelity is helping to increase student attendance overall and in all student groups. There is a trend that chronic absenteeism was low in Year one, due to the fact we were still coming out of COVID and not fully open. In Year two chronic absenteeism increases and then it decreases dramatically in Year three.
Year One:
Districtwide: 11.8%
Hispanic: 11.6%
White: 23%
EL:12.2 %
SED: 11.8%
SWD: 14.1%
Foster: 31.8%
Homeless: 20.8%
Year Two:
Districtwide: 42.8%
Hispanic: 42.7%
White: 46.7%
EL:40%
SED: 43.1%
SWD: 57.5%
Foster: 26.7%
Homeless: 32.6%
Year Three:
Districtwide: 25.1%
Hispanic: 25%
White: 36%
EL: 21.6%
SED: 25.2%
SWD: 36.4%
Foster: 40%
Homeless: 22.7%
Middle School drop out rates remain low over all three years. Year one was at 0%; Year two was at 2%; and Year three went back to 0%. High School drop out rates decreased for 3 years in a row by 3% each year or more. Year one was at 10.6%. Year two was at 7.4%. Year three was at 2.5%.
Suspension Rates desired outcome was to decrease by 3% each year, but in Year One, the school was still dealing with COVID and there were no suspensions. In Year two, there was an increase in suspensions due to the school district being opened up after COVID. In Year three, there was an increase in suspensions.
Year One:
Districtwide: 0%

Hispanic: 0%
White: 0%
EL: 0%
SED: 0%
SWD: 0%
Foster: 0%
Homeless: 0%
Year Two:
Districtwide 8.6%
Hispanic 8.5%
White 12.5%
EL 7.7%
SED 8.7%
SWD 11.9%
Foster 9.1%
Homeless 3%
Year Three:
Districtwide : 12.4%
Hispanic: 12.3%
White: 18.2%
EL:11.8%
SED 12.4 %
SWD: 18.4%
Foster: 20%
Homeless: 13.4%
The Expulsion Rate desired outcome was to decrease by .5%. The Expulsion Rate was 0% for Year one and Year two, and .4% in Year 3.
The Graduation Rate desired outcome was to increase by 3% in year year, but the Graduation Rate declined in Year three.
Year One:
Districtwide: 84.3%
Hispanic: 84.6%
EL: 77.2%
SED: 85.4%
SWD: 64.7%
Year Two:
Districtwide 90.7%
Hispanic 90.4%
EL 87.7%
SED 91%
SWD:73.3%

Homeless 87.5%
Year Three:
Districtwide 89.7%
Hispanic: 90%
EL: 80.6%
SED:89.5%
SWD: 69%
Homeless: 75%
FIT Report: 100% of facilities in good condition.

Action(s): Action 2.2 - Alternative Education
Effectiveness of Action (s): 2 Somewhat Effective
Metric: Course Completion and enrollment in Dual Enrollment courses show an increase in course completion, but a decrease in dual enrollment due to the transient nature in students going back to the comprehensive High School.
Analysis Statement: The Action will be moved to Goal 1, Action 1 in the New LCAP cycle. BASE parts of Action will be removed and Supplemental Supports will be incorporated into the New Action 1.1.

Action(s): Action 2.3 - Facilities/Maintenance
Effectiveness of Action(s): 3 - Effective
Metric: Maintain Williams Act compliance at all schools by maintaining a "good" or "exemplary" facilities rating on Facilities Inspection Tool (FIT).
Analysis Statement: The LEA's desired outcome is to maintain a 100% "good" or "exemplary" rating according to the FIT Report.
In 2020-21; 2021-22; and in 2022-23, 100% of RSUSD facilities are maintained in good repair according to the FIT Report. Even though this is considered a successful Action, Facilities/Maintenance is BASE funding and will be removed from the LCAP.

Action(s): Action 2.4 - QZAB
Effectiveness of Action(s): 3 - Effective
Metric: Maintain Williams Act compliance at all school by maintaining a "good" or "exemplary" facilities rating on Facilities Inspection Tool (FIT).
Analysis Statement: The LEA continues to upgrade facilities using 5 million dollars in Qualified Zone Academy Bonds that the LEA acquired in 2014-2015 school year. Improved facilities to increase student collaboration, participation and engagement to improve learning outcomes for low income, foster your, and English learner students. No substantive difference in planned action compared to the actual implementation. Even though this is considered a successful Action, QZAB is BASE funding and will be removed from the LCAP.

Action(s): Action 2.5 - Secondary Support
Effective of Action(s): 2 - Somewhat Effective
Metric: The LEA will maintain support staff for secondary campuses including a student supervisor, Assistant Principal/Athletic Director at Avenal High School, a fulltime counselor at RSMS and a full time Student Support Coordinator at Kettleman City Elementary School (TK-8) to support at risk students.

Analysis Statement: Although the LEA was successful in 2020-21, and 2021-22, there was a substantive difference in the planned action compared to the actual implementation in 2022-23 because a Student Support Coordinator position was never put in place at Kettleman City Elementary School (TK-8). All other parts of this action were implemented with no substantive difference in planned action compared to the actual implementation. Action will be removed and Supplemental Supports will be incorporated into the New Action 1.1.

Action(s): Action 2.6 - Safety and Support
Effectiveness of Action(s): 3 - Effective
Metric: The LEA will provide school safety and support for student engagement by maintaining a Support Officer and contract with the Sheriff's office to address the safety and engagement needs of students.
Analysis Statement: From 2020-21 to 2022-23, the LEA successfully provided a Support Officer and a contract with the Sheriff's office to address the safety and engagement needs of students. This Action will be moved to Goal 2, Action 2 in the new LCAP.

Action(s): Action 2.7 - 21st Century Classrooms
Effectiveness of Action(s): 3 - Effective
Metric: The LEA will continue updating student furniture and classroom environments to modernize schools for 21st Century Learning classrooms to increase student collaboration, participation, and engagement to improve learning outcomes for low income, foster youth, and English learner students.
Analysis Statement: The LEA successfully updated student furniture and classroom environments from 2020-21 through to 2022-23. Even though this is considered an Effective Action, it will be discontinued because it is BASE.

Action(s): Action 2.8 - PBIS Aides
Effectiveness of Action(s): 2 - Somewhat Effective
Metric: The LEA will 5 Positive Behavior Intervention System (PBIS) Aides to improve student engagement and help students feel safe at AES, AHS, KCES, RSMS, and TES
Analysis Statement: The LEA increased attendance over the three year period; lowered chronic absenteeism from Year two to Year three; but Suspension rates increased from Year two to Year three. This Action will be combined with Goal 2, Action 1 in the New LCAP Cycle.

Action(s): Action 2.9 - Personal Protective/Health and Safety Equipment
Effectiveness of Action(s):3 - Effective
Metric: School re-openings and lower attendance rates due to the implementation of Personal Protective Health and Safety Equipment
Analysis Statement: This was an Action based on the COVID and it was an Effective Action. Due to the fact that the COVID pandemic has passed, this Action will not be carried over. This Action was paid for with ESSER funds and will be discontinued since ESSER funds have expired.

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.

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 2:

Old LCAP Action 2.1 Student Services and Supports will be moved to Goal 2.8 in the New LCAP Cycle and lunch supervisor aides will be removed from the new Action.

Old LCAP Action 2.2 Alternative Education will be combined with Goal 1, Action 1 in the New LCAP for Supplemental Supports and the remained of the Old Goal 2, Action 2 is considered BASE and will be removed from the New LCAP Goal 1, Action 1.

Old LCAP Action 2.3 Facilities/Maintenance is BASE and will be discontinued in the New LCAP.

Old LCAP Action 2.4 QZAB is BASE and will be discontinued in the New LCAP.

Old LCAP Action 2.5 Secondary Support will be incorporated into Goal 1, Action 1, in the New LCAP.

Old LCAP Action 2.6 Safety and Support will be incorporated into Goal 2, Action 2, in the New LCAP.

Old LCAP Action 2.7 21st Century Classrooms is BASE and will be discontinued in the New LCAP.

Old LCAP Action 2.8 PBIS Aides will be incorporated into Goal 2, Action 1 in the New LCAP.

Old LCAP Action 2.9 Personal Protective/Health and Safety Equipment is BASE and will be discontinued in the NEW LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision Making: Increase the percentage of parents who participate in the District Needs Assessment Survey by 5% each year.	In 2020-21, 32% of parents participated in the District Needs Assessment Survey.	In 2021-22, 10% of parents participated in the District Needs Assessment Survey.	In 2022-23, 8% of parents participated in the District Needs Assessment Survey.	In 2023-24, 8% of parents participated in the District Needs Assessment Survey.	Increase baseline by 15% of parents who participate in the District Needs Assessment Survey.
Parental Participation for unduplicated students: Increase the percentage of parents of unduplicated students who participate in one parent education class offered by the district as measured by sign in sheets by 2% each year.	In 2020-21 56% of parents of unduplicated students participated in at least one parent education class offered by the district. In 2020-21 70.6% of parents of unduplicated students participated in parent-teacher conferences.	In 2021-22, 35% of parents of unduplicated students participated in at least one parent education class offered by the district. In 2021-22, 70% of parents of unduplicated students participated in parent-teacher conferences.	In 2022-23, 58.7% of parents of unduplicated students participated in at least one parent education class offered by the district. In 2022-23, 75.5% of parents of unduplicated students participated in parent-teacher conferences.	In 2023-24, 14% of parents of unduplicated students participated in at least one parent education class offered by the district. In 2023-24, 77% of parents of unduplicated students participated in parent-teacher conferences.	Increase baseline by 6% of parents of unduplicated students who participate in one parent education class offered by the district. Increase baseline by 9% of parents of unduplicated students who participate in parent-teacher conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of parents of unduplicated students who participate in parent-teacher conferences as measured by sign in sheets by 3% each year. Increase the percentage of parents of special needs students who meet with staff over the course of the year, through the IEP process by 1% each year.	In 2020-21, staff met with 95% of our parents of special needs students over the course of the year, through the IEP process.	In 2021-22, staff met with 91% of our parents of special needs students over the course of the year, through the IEP process.	In 2022-23, staff met with 100% of our parents of special needs students over the course of the year, through the IEP process.	In 2023-24, staff met with 100% of our parents of special needs students over the course of the year, through the IEP process.	Increase baseline by 3% of parents of special needs students who meet with staff over the course of the year, through the IEP process.
Improve Parent Communication Increase the percentage of education partners who indicate Highly Informative or Informative to how well the student's school keeps them informed on issues, upcoming events, and	In 2020-21, 69.9% of stakeholders indicated Highly Informative or Informative.	In 2021-22, 67% of stakeholders indicated Highly Informative or Informative.	In 2022-23, 63.8% of stakeholders indicated Highly Informative or Informative.	In 2023-24, 71.1% of stakeholders indicated Highly Informative or Informative.	Increase baseline by 9% of parents who indicated Highly Informative or Informative to how well the student's school keeps them informed on issues, upcoming events, and encouraging them to become involved.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
encouraging them to become involved by 3% each year based on the District Needs Assessment Survey.					
Suspension Rate: Decrease suspension rate by 1% for districtwide, Hispanic, and EL and SED, 2% for White, SWD, and Foster, and maintain or decrease .5% for homeless based off of the CA Dashboard each year.	In 2019, suspension rates: Districtwide: 5.6% Hispanic: 5.5% White: 8.3% EL: 5.3% SED: 5.6% SWD: 12.8% Foster: 16.7% Homeless: 3.3%	In 2020-21, suspension rates: Districtwide: 0% Hispanic: 0% White: 0% EL: 0% SED: 0% SWD: 0% Foster: 0% Homeless: 0%	In 2021-22, suspension rates: (DA) Districtwide 8.6% Hispanic 8.5% White 12.5% EL 7.7% SED 8.7% SWD 11.9% Foster 9.1% Homeless 3%	In 2022-23, suspension rates: Districtwide : 12.4% Hispanic: 12.3% White: 18.2% EL:11.8% SED 12.4 % SWD: 18.4% Foster: 20% Homeless: 13.4%	Decrease baseline by 3% for districtwide, Hispanic, and EL and SED, 6% for White, SWD, and Foster, and maintain or decrease 1.5% for homeless
Chronic Absenteeism: Decrease chronic absenteeism rate by 1% districtwide, Hispanic, EL, and SED by 2% for SWD and homeless, and by3% for White, and Foster youth from the previous year's rate. CA Dashboard each year	In 2019, Chronic Absenteeism Rates: Districtwide: 6.2% Hispanic: 6% White: 14.8% EL: 5.9% SED: 6%SWD: 7.6% Foster: 23.8% Homeless: 9.9%	In 2020-21, Chronic Absenteeism Rates: Districtwide: 11.8% Hispanic: 11.6% White: 23% EL:12.2 % SED: 11.8% SWD: 14.1% Foster: 31.8% Homeless: 20.8%	In 2022-23, Chronic Absenteeism Rates: (DA) Districtwide: 42.8% Hispanic: 42.7% White: 46.7% EL:40% SED: 43.1% SWD: 57.5% Foster: 26.7% Homeless: 32.6%	In 2023-24, Chronic Absenteeism Rates: Districtwide: 21.8% Hispanic: 21.5% White: 34.1% EL: 17.7% SED: 43.1% SWD: 24.8% Foster: 36.4% Homeless: 31.9%	Decrease baseline by 3% districtwide, Hispanic, EL, and SED by 6% for SWD and homeless, and by 9% for White, and Foster youth.

Goal Analysis

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

The actions outlined in Goal Three supported the Broad Goal: The LEA will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Action 3.1 - Parent Communication
Implementation Status: 3 - Initial Implementation. The LEA maintains home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, Attention 2 Attendance, Parent Square, 1 FTE Student Information Support Technician, 33% Family Engagement Coordinator, conference, and travel. Administrators will use Attention 2 Attendance to monitor student attendance, increase learning time, and provide support regarding chronic absenteeism to all parents with an emphasis on low income, foster youth, and English learner students. Difference in implementation includes the dissolved contract with outside agency for communications and adding an internal system to support district communications. Family Engagement Coordinator is also working a community schools administrator ensure the family engagement pilar is working effectively within our system.

Action 3.2 - Parent Education
Implementation Status: 3 - Initial Implementation: The LEA continues the maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research-based parent programs, Family Engagement Center on AHS campus and a satellite center on KCES campus to provide parent programs and strategies targeting low-income students, foster youth and English learners. No substantive difference in planned action compared to the actual implementation.

Action 3.3 - Student Engagement Outreach
Implementation Status: 3 - Initial Implementation: The LEA maintains extracurricular activities and sports programs to engage students in positive extended school day activities for low income, foster youth, and English learner students. Provide coaching and supervision for activities, supplies, materials, rentals, repair to support programs, travel and communication costs to support activities. Continue to maintain the existing track and field venues to ensure students and parents safe access both during the school day, and after hours. Increase the number and types of activities provided to engage students who are not involved in sports such as STEAM, Fine arts, and/or Clubs. Enhance the opportunities provided through Expanded Learning Opportunities Programs. No substantive difference in planned action compared to the actual implementation.

Action 3.4 - District Communication
Implementation Status: 3 - Initial Implementation: The LEA maintains Valor Communications to train on uniform procedures and protocols for communication on a district wide level. This will allow for effective and timely communications pathways between District and education partners. This will help to improve two-way communication between families and staff of all low-income students, foster youth, and English learner students. There was a substantive difference in planned action compared to the actual implementation. The LEA replaced Valor Communications with a District employee that handles all District communications on a Districtwide level.

Overall Successes and Challenges:
Parent and educational partner input has always been gathered in the typical ways such as parent teacher conferences, scheduled LCAP meetings, DELAC/DAC meetings, School Site Council meetings, etc. This year the district entered its first year of community school's implementation after being awarded the community schools grant, districtwide. This created the development of a steering committee that includes educational partners from each site including teachers, staff, administration, parents, students, and other partner agencies. Through the steering committee we were able to attain qualitative data regarding site and district needs. we used an asset-based model to then determine the best ways to address those needs in a quick and efficient manner. Some of this data is not reflected through the LCAP reported metrics.
Despite some changes in the overall gathering of partner input, we continued to collect quantitative data in order to accurately measure previous decided on metrics. Some input gathering strategies included but is not limited to:
Needs assessment survey.
Professional development survey
Empathy interviews
Board listening tours
School site council meetings
DELAC/DAC meetings
Community schools steering committee
California Healthy Kids Survey

Parent Education classes are something that our educational partners always seem to identify as a priority. The community of reef sunset sees the value in providing educational and engaging opportunities for our parents and families. Previously, our district would leverage our efforts at Avenal Adult School to make some of these possible. We also relied heavily on-site administration to seek out, organize and offer parent classes at a site level. Through the opening of the Family Engagement Center (FEC), that has slightly changed. The FEC staff now seeks, promotes, and offers additional educational opportunities and resources to our parents five days a week, throughout the school year.

In order to increase parent communication efforts, we have also worked hard at promoting Parentsquare district wide. Although the app itself is not something new to the district by any means, this year we really focused on helping our parents set it up and we promoted the features at our school events, city events, and as often as possible.

3.4 District Communication: -100%
Expenditures were projected at $80,000, and Estimated Actual Expenditures are projected at $0. Material differences were due to not utilizing the services of the vendor Volar, resulting in no expenditures for this action.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective

The actions outlined in Goal Three helped make progress towards the LEA's goal: fostering a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Action(s): Action 3.1 - Parent Communication
Effectiveness of Action(s): 3 - Effective
Metric(s): Parent Input in Decision Making: Increase the percentage of parents who participate in the District Needs Assessment Survey by 5% each year. LCAP Survey- Education Partner Engagement 23-24.
Analysis Statement: Reef-Sunset has fully implemented and sustained the procedures necessary to promote communication and obtain parent and educational partner input in school decision-making. Designated staff provided the communication and supported the district's ability to seek and obtain input and other information.22-23: 218 Participants and then an increase in participation in 23-24: 232 Participants.

Action(s): Action 3.2 - Parent Education
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): Parental Participation for unduplicated students: Increase the percentage of parents of unduplicated students who participate in one parent education class offered by the district as measured by sign in sheets by 2% each year. Increase the percentage of parents of unduplicated students who participate in parent- teacher conferences as measured by sign in sheets by 3% each year. There was a slight increase in parents participating from 22-23 school year to the 23-24 school year. Increase the percentage of parents of special needs students who meet with staff over the course of the year, through the IEP process by 1% each LCAP Survey- Education Partner Engagement 23-24
Analysis Statement: The LEA continues the maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research-based parent programs, Family Engagement Center on AHS campus and a satellite center on KCES campus to provide parent programs and strategies targeting low-income students, foster youth and English learners. The LEA has seen an increase in parents and families attending parent classes and the Family Engagement Center over the past two school years, after the COVID pandemic ended.

Action(s): Action 3.3 - Student Engagement Outreach
Effectiveness of Action(s):3 - Effective
Metric(s): Improve Parent Communication: Increase the percentage of stakeholders who indicate Highly Informative or Informative to how well the student's school keeps them informed on issues, upcoming events, and encouraging them to become involved by 3% each year based on the District Needs Assessment Survey. LCAP Survey- Education Partner Engagement 23-24.
Analysis Statement: The LEA saw an increase in the number of students participating in ELOP, after school programs, after school sports, and after school clubs.

Action(s): Action 3.4 - District Communication
Effectiveness of Action(s): 3 - Effective
Metric(s):Increase communication to all students parents and to E.L, SED, and Foster students parents.
Analysis Statement: On top of our base service of communication to all students parents, this Action provides targeted communication through social media, website, and hand outs to students groups: E.L. SED, Foster.

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.

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 3:

Old LCAP Action 3.1 - Parent Communication will be moved to Goal 2, Action 3 in the New LCAP.

Old LCAP Action 3.2 - Parent Education will be moved to Goal 2, Action 3 in the New LCAP.

Old LCAP Action 3.3 - Student Engagement Outreach will be moved to Goal 2, Action 1 in the New LCAP.

Old LCAP Action 3.4 - District Communication will be discontinued as an Action in the New LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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
Reef Sunset Unified School District	Juan Ruiz Superintendent	jruiz@rsusd.org 559-386-9083

Plan Summary [2024-25]

General Information
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Reef-Sunset Unified School District serves the communities of Avenal and Kettleman City located in the coastal foothills on the west side of the San Joaquin Valley. Agriculture is the main industry for both communities and the majority of the adult population are employed in the industry. The remaining population is employed by the school district, Avenal State Prison, and in the retail businesses serving both towns. The district enrollment mirrors the community with 97% Hispanic, 53% English Learners and 94% Socioeconomically Disadvantaged. Reef Sunset Unified School District has one of the highest English Learner counts in Kings County; 20.1% RFEP and 18.9% Long Term English Learner.

Despite growth of the agricultural industry, poverty is high; approximately fifty percent of the population receives some form of public assistance. The seasonal nature of agricultural employment is responsible for unemployment rates that can climb as high as thirty-three percent during the off seasons. According to the EDD jobless numbers among youth average over fifty percent within the city. The district is classified as a "Provision Two" district under Federal Guidelines which means that the economic levels are low enough to support all student meals being provided at no cost—making the free/reduced lunch count in the district 100%. 94% of RSUSD students are considered low socio-economic status with the median household income being $29,302. The average household size is four and 28% of the families we serve are single parent households.

The district serves approximately 2722 students; enrollment has maintained over the last five years. These students attend one of the following eight schools:

- Avenal Elementary School (TK-5)
- Kettleman City Elementary School (TK-8)
- Tamarack Elementary School (TK-5)
- Reef Sunset Middle School (6-8)
- Avenal High School (9-12)
- Adelante Continuation High School
- Sunrise Continuation High School -Equity Multiplier Site
- Secondary Community Day School (7-12) - Equity Multiplier Site

The district employs 134 classroom teachers, 18 administrators, and 192 classified staff, the district generally hires 10 - 15 new teachers a year due to staff leaving or retiring.

RSUSD uses a Multi-Tiered System of Support Framework to address academic, social-emotional learning, and behavior. The framework is used to establish what students must learn, how we create a culture of caring, and how we identify the needs of our students and provide them with effective culturally relevant supports to determine the best system of support for the student. Each and every student in our community is valued, welcomed, given a voice and sense of belonging in a system of teaching and learning. Educational equity is a priority in our district and means that each child receives what they need to develop to their full academic and social potential and adults are committed to doing whatever it takes to achieve grade level standards. The RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional development activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high quality resources to meet students' needs and use assessments and data sources to monitor student learning. We strive to serve students as a whole focusing on academic services as well as social emotional services.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state and local indicators measured by the California Dashboard, local data, a review of our annual self assessment tools, a review of educational partner input, and a review of progress made towards LCAP goals, Reef-Sunset Unified School District is proud of areas of improvement:

LOCAL INDICATORS
RSUSD met standard for all 5 local indicators for 2023-24. The district has 97.3% fully credentialed teachers. In order to maintain and build on success, the district will continue to support New Teachers with mentoring and professional learning,

ENGLISH LEARNER PROGRESS
Based CA Dashboard English Learner Proficiency Indicator the district has successfully increased from 36.8% in 2022 to 37.2% in 2023 of English Learners making progress toward English proficiency. In order to maintain and build on success, the district will continue to support English Language Development supports with supplemental instructional materials, targeted professional learning and adding a Teacher on Special Assignment to focus on English Learners. The district will also continue to use Ellevation to progress monitor English Learners.
The following school site(s) have received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI).(RED).

CONDITIONS AND CLIMATE - The following school sites received the lowest performance on the California School Dashboard on the suspension indicator: Avenal Elementary, Avenal High School, Kettleman City Elementary, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in suspension are English Learners, Foster Youth, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities and White.
The following student groups within a school site earned the lowest performance on the suspension indicator:
Avenal Elementary: Students with Disabilities, English Learners, Hispanic, Socio-Economically Disadvantaged
Avenal High School: Students with Disabilities, English Learners, Hispanic, Socio-Economically Disadvantaged
Kettleman City: English Learners, Hispanic, Socio-Economically Disadvantaged
Reef Sunset Middle School: Students with Disabilities, English Learners, Hispanic, Socio-Economically Disadvantaged
Tamarack Elementary: Students with Disabilities, English Learners, Hispanic, Socio-Economically Disadvantaged

An annual survey was administered to all staff, students, and parents. Based on the responses,
1. 80.5% are Satisfied or Very Satisfied with the conditions of the school in terms of instructional materials, facilities and credentialed teachers.
2. 80.9% are Satisfied or Very Satisfied with the technology provided by the School District.
3. 70.2% are Satisfied or Very Satisfied with the efforts that the district makes to maintain and/or improve College Career Readiness services for students
4. 70.2% are Satisfied or Very Satisfied with the services provided for English Learners.
5. 71.1% of education partners are informed or very informed on issues, upcoming events and the school encourages them to become involved.
In order to maintain and build on success, the district will continue to support supplemental instructional materials and supplemental curriculum. The district will continue to providing technology staff and blended learning technology including internet access and replacement plan for devices. The district will also continue to provide facility maintenance, repair, and upgrades. In order to maintain and improve satisfaction with the level of instruction students receive, the district will continue to provide instructional aides, professional learning communities and English Language Learner supports.

Feedback was gathered throughout the year through advisory groups and teams. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that education partners feel our greatest areas of strength include:
1. Instructional materials, facilities and credentialed teachers
2. Technology integration and communication (keeping partners informed).
3. Community Schools addition of Wellness Specialist and overall increase of direct service providers at site level.

In order to maintain and build on success, the district will continue to support student services and supports including health service staff, counseling and mental health staff. The district will continue to support parent communication and parent education by providing the Family Engagement Coordinator and Family Engagement Center on AHS campus for families districtwide, including a satellite Family Engagement Center at Kettleman City Elementary

ACADEMIC Performance- 2022-23 CAASPP Data -
The following school sites have received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): Reef-Sunset Middle School.

The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in Mathematics are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged.
The following student groups within a school site earned the lowest performance in Math:
Avenal Elementary: Students with Disabilities
Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged
Kettleman City: English Learners
Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities
Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

In the area of ELA the following school sites have received the lowest performance (RED) in the Area of English Language Arts: Avenal Elementary, Avenal High School, Kettleman City, Reef Sunset Middle School, and Tamarack Elementary. The data below outlines student group performance by Distance from Standard for each student group. he student groups that earned the lowest performance in ELA are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities.
The following student groups within a school site earned the lowest performance in ELA:
Avenal Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged, SWD
Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged
Kettleman City: English Learners, Hispanic, Socio-Economically Disadvantaged
Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged
Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

ELA (Distance from Standard) District wide -89.2
Hispanic -88.7
White -68.5
EL - 114.1
SED -91.5
SWD -139.3
Homeless -86.9

Math (Distance from Standard) District wide -124.1
Hispanic -124.2
White -113.7
Asian -154
EL -140
SED -126.4
SWD - 166.4
Homeless -125.5

Using local data to progress monitor growth in Early Literacy, Reading and Math, RSUSD saw success in Student Growth Percentile: STAR Early Literacy local data demonstrates that 51.5% met the goal of typical growth (Student Growth Percentile) in May 2024
STAR Reading local data demonstrates 58.2% met 'the goal of typical growth (Student Growth Percentile) in May 2024.
STAR Math local data demonstrates 55.1% met 'the goal of typical growth (Student Growth Percentile) in May 2024.
The percentage of students scoring proficient on STAR Early Literacy increased from 37.1% in 2023 to 41.4% in 2024.
In order to maintain and and build upon success, the district will continue to provided targeted professional learning in the areas of literacy and standards-based instruction.

Academic Engagement- Chronic Absenteeism
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: (RED)
Student group performance in RED: Foster Youth
In the area of Chronic Absenteeism the following school sites have
received the lowest performance: (RED) Avenal Elementary,
The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic
Absenteeism: Hispanic
Through annual surveys and Educational partner input RSUSD has identified the following areas of need:
1) Additional instructional support for students who are significantly below grade level; parents and staff indicated the need for intervention
and additional aides to support students
2) Academic supports for English language learners in the area of English language development. Parents and staff provided qualitative
feedback through surveys and meetings indicating a need for continued support in this area.
3) Professional Learning certificated and classified surveys were administered to certificated and classified staff. Certificated staff indicated a
desire for additional professional learning in Literacy, Math, and English Language Development . Designated ELD strategies and how to
support Newcomers were also indicated as desired professional learning needs. Certificated staff has also indicated that additional support
using Renaissance, Aeries and Google as priorities. Certificated staff responses indicated the would prefer Community of Practice format or
mini-PD series offered throughout a semester. Classified staff surveys indicate Computer skills and conflict management as the main topics
of interest. Instructional aides have indicated the need for Positive Behavior and Intervention Support as well as tiered interventions and
strategies.

ACTION STEPS
The district plans to continue to address address these needs through the RSUSD Instructional Model Matrix and full implementation of Multi-
Tiered System of Support. RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional
learning activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high
quality instructional resources to meet students' needs and use assessments/data sources to monitor student learning. Our district academic
focus will continue to be on Early Literacy, English Language Development, and Numeracy. Priority instruction content in ELA/Literacy and
Mathematics will be guided by recommendations in work from Renaissance and Achievement Team data process. Teachers will make
strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from
Renaissance Focus Skills. District pacing guides will be used to support the scope and sequence of our district adopted core curriculum. The
guides include focus standards which teachers will use to guide their instruction towards attaining mastery. Assessment data including
formative assessments, feedback, grading, and report cards will help us determine how prepared and how well our students are learning
content.

To support our district initiatives for the year, professional learning will focus on best practices to ensure our students are provided a rigorous
and effective learning experience, while meeting their social emotional well being. The district has established Technology Lead Teachers for
each grade span (Elementary, Middle School, High School and Special Education), College and Career Readiness Team to develop Robust
High Quality CTE Pathways that prepare students for high skills, high wage jobs that can be accessed through pathway completion or post
secondary degrees/certificate and Early Literacy Improvement Team (in partnership with CA Education Partners) committed to providing
equitable opportunities for all students. We believe providing a strong early literacy foundation leads to future academic success. By the end
of this collaboration, Reef-Sunset will have a student-centered system in place to produce confident, fluent readers and writers. District

approved curriculum aligned to the state standards and instructional learning tools and materials will guide good first instruction. Professional learning and resources specific to technical support for staff, students, and parents will be included in our Professional Learning Calendar for the year. Professional learning topics will be included for administration, teachers, paraprofessionals, and parents. Professional learning will include: Advanced Collaborative Solutions for continued work with our Achievement - PLC Teams, implementation, mentoring, and coaching of teachers and administrators; Fresno County Superintendent of Schools for ELA and Math Planning with Teachers and Coaching and Mentoring of Teachers and Administrators; and Kings County Office of Education for ELA, Math, and ELL professional development for teachers and administrators.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In 2023-24, RSUSD engaged in Differentiated Assistance with the Kings County Office of Education to investigate causal factors for low academic performance, chronic absenteeism, and pupil suspension rates. The DA team consisting of KCOE staff, site administrators, EL TOSA, and district administrators have addressed the following needs:

Reef-Sunset USD is eligible for Differentiated Assistance based on CA Dashboard:

All Students- ELA, Math, Suspensions

Students with Disabilities- Suspensions

English Learners- Suspensions

Hispanic- ELA, Math, Suspensions

Homeless- Suspensions

Socioeconomically Disadvantaged- Suspension

Foster- Suspensions (chronic absenteeism)

Priority 4: Pupil Achievement: Students with Disabilities(SWD), English Learners(EL), Homeless(HM), Socio-Economically Disadvantaged(SED) (Student group performance in RED: Foster Youth) (The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary). The student groups that earned the lowest performance in Mathematics (RED) are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged.

The following student groups within a school site earned the lowest performance (RED) in Math:

Avenal Elementary: Students with Disabilities

Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged

Kettleman City: English Learners

Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities

Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged.

In the area of ELA the following school sites have received the lowest performance (RED) in the Area of English Language Arts: Avenal Elementary, Avenal High School, Kettleman City, Reef Sunset Middle School, and Tamarack Elementary. The data below outlines student group performance by Distance from Standard for each student group. he student groups that earned the lowest performance in ELA (RED) are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities.

The following student groups within a school site earned the lowest performance (RED) in ELA:

Avenal Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged, SWD

Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged

Kettleman City: English Learners, Hispanic, Socio-Economically Disadvantaged

Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged

Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

Priority 5: Academic Engagement: Foster Youth(FY) (In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: (RED) (In the area of Chronic Absenteeism the following school sites have received the lowest performance: (RED) Avenal Elementary.) (The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic Absenteeism: Hispanic).

Priority 6: Conditions and Climate: Students with Disabilities, English Learners, Hispanic(Hi), Homeless, Socio-Economically Disadvantaged, Foster Youth. (RED) The schools having scored in the (RED) for suspensions are: Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle School; Tamarack Elementary. The The RSUSD students groups who scored in the (RED) for suspensions are: EL; Foster Youth; Hispanic; Homeless; SED; SWD; White. The AES student groups who scored in the (RED) for suspensions are: EL; Hispanic; SED; SWD. The AHS student groups who scored in the (RED) for suspensions are: EL; Hispanic; SED; SWD. The KCES student groups who scored in the (RED) for suspensions are: EL; Hispanic; SED. The RSMS student groups who scored in the (RED) for suspensions are: EL; Hispanic; SED; SWD. The TES student groups who scored in the (RED) for suspensions are: EL; Hispanic; SED; SWD.

Through an in-depth data analysis the following were determined: Notice and Wonder Protocol

Notice
- Suspension Rates Increased across the district for the following student groups(SWD, WH,FY) which correlates with Chronic Absenteeism Rates
- SWD is the lowest performing student group in Academic Performance
- Suspension Rates Increased Across all Student Groups, FY students were suspended at the highest rate
- ELA and Math are Red except for SWD in Math

- SWD increased Math performance
- Chronic Absenteeism decreased across the board (Foster Youth and Homeless have the highest rate of Chronic Absenteeism)
- Suspension increased across all student groups with Foster Youth, White, SWD having the highest suspension rates)
- SWD and English Learners are the furthest DFS in academic achievement.

Wonder:
- Survey students about Homelessness using modified language to prevent misconceptions or stigmas.
- English Learner/SWD- Strategies to address the needs of these students will help all students
- Analyze data - Deep dive into the areas with the greatest need - to plan next steps
- What does first instruction look like?
- Suspension Rate - Analyze trends in grade levels, cause, and repeat offenders
- Monitor data throughout the year so the dashboard is not a shock
- Have one person to monitor data so it doesn't all fall on one person (team concept for each site)

Based on those collaborative conversations, the team identified the following next steps:

Professional Learning around Data Analysis and Data Driven Decision Making

Deep Dive into Suspension Data - Identifying where students are in the COST and SST Process

Recognizing that every sites data tells a different story

Looking at things from another perspective due to what the data tell us for SWD and ELs

District Goal and Action Data Dive

The district DA team engaged in a root cause analysis based on a deep data dive of suspension

Systems
- Clear definitions of what attempted injury is
- Clarity of Approach across systems
- Clear systems of what counts for a referral
- Clear Direction from leadership
- No Preventetive Measures
- PBIS not being done with Fidelity

Social Skills
- Peer Pressure
- Handling of disagreements
- Mugging(dirty looks)

- Lack of Resolution
- Trauma Informed Systems
- Predictability/Structure
- Transitions (Seasons, BTS, Lunch, Passing Period)
- Adjusting to School

Mental Health Supports
- Lack of Social Emotional Learning
- Anger
- Anxiety
- Emotion Released

Building Staff Capacity
- Lack of Trusted Adult
- Clear Expectations
- Teacher/Staff Intervention (involvement)

The District Developed an AIM Statement for Suspension and will engage in PDSA cycles in the Fall of 2024.

Reef Sunset Unified will decrease the suspension rate by 10% (183) in the fall semester of 2024-25 school year.

The DA team also held an LCAP planning day led by KCOE staff to review district goals and actions for the development of the 2024-27 LCAP. RSUSD will continue work with Kings County Office of Education to address causal factors of low academic performance, chronic absenteeism, and pupil suspension rates that have negatively affected our students. We will continue to engage in Plan-Do-Study-Act (PDSA) cycles to test small changes in an effort to reduce these disparities.

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.

Avenal Elementary (TK-5)
Tamarack Elementary (TK-5)
Reef-Sunset Middle School (6-8)
Avenal High School (9-12)

Support for Identified Schools

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

Reef-Sunset Unified School District site administrators will create CSI Leadership Teams (CLT) which school site staff to develop the CSI plan with educational partner input that addresses the qualifying needs. Education partner engagement will include input from parent advisory groups, students, certificated, and classified staff. This includes School Site Council and English Learner Advisory Committee recommendations and comments regarding specific actions and expenditures proposed for the SPSA and CSI Plan. Additionally, the district has district wide planning committees which provide input and suggestions to each school site. CSI plans will be aligned to the goals of the LCAP.

RSUSD will work collaboratively with Kings County Office of Education (KCOE) to support each school in developing a plan to address the inequities that emerge as a result of a comprehensive needs assessment. Each site will administer the Fidelity Integrity Assessment (FIA) twice per year. This needs assessment includes data to identify strengths and weaknesses in the areas of leadership, MTSS, integrated instructional framework, family and community engagement, and policy structure and practice. KCOE also provided support in the identification and selection of evidence-based interventions. Interventions were selected based on site grade span, targeted area of support as indicated by data, and need. Evidence based interventions may include MTSS, Comprehensive Literacy Framework, Gradual Release of Responsibility Instructional framework Intervention- Phonics for Reading, Functional Behavior Assessments (FBA) Tier 3, Check and Connect, and Social-emotional learning (SEL).

RSUSD's improvement model is rooted in the continuous improvement process. Using multiple cycles of inquiry the five key phases include evaluating effectiveness, alignment with goals, developing an action plan, implementing the action plan, and reviewing results. Quality content aligned to grade level standards will support student's ability to demonstrate the learning objective of the day, engage in lessons with their teachers and peers, participate in small group instruction, and practice strategies to further their understanding of each subject. Priority instructional content in ELA/Literacy and Mathematics will be guided from recommendations from Achieve the Core and Renaissance Focus Skills. We will ensure student learning and competency development while also considering a student's social emotional well-being through cycles of assessment, initial screening, formative and summative assessments, and intervention strategies to accelerate learning for students at risk.

Monitoring and Evaluating Effectiveness

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

The Chief Learning Officer will work with each site through the CSI Leadership Teams (CLT) to regularly and systematically review progress made in the implementation of the plan. CLT meetings will be held four times during the year; August, November, February, and May to monitor implementation, timelines, funding, and data analysis. The CLT meetings will include a district level team member. The CLT will monitor the extent progress is being made toward improving the areas that caused the schools to be identified for CSI support. This process is intended to help build school and educational partner capacity for continuous improvement. Stakeholders, including staff, parents and community, will review data and offer guidance and suggestions for improvement throughout the year. Progress reports for the CLT team meetings will be submitted to the Superintendent and the Chief Learning Officer.

Initial Screening and diagnostic data will be gathered to determine current levels and student academic needs. A district Progress Monitoring schedule to monitor student progress will include assessing students at various times throughout the school year. Data will be collected and will be disaggregated by student groups to identify the progress of the CSI school site targeted groups. Data from STAR Early Literacy, Star Reading and STAR Math, along with attendance and suspension data will be monitored.

The Ellevation monitoring platform will be used to access data needed to make instructional decisions for English learners. Data from Ellevation will be used to monitor student progress and help identify students for intervention. Designated PLC time will be used to work collaboratively in grade level teams to review data, discuss best instructional practices, and plan for intervention for students who need additional support. MTSS, Comprehensive Literacy Framework, Gradual Release of Responsibility Instructional framework, Intervention-Phonics for Reading, Functional Behavior Assessments (FBA) Tier 3, Check and Connect tools may also be used to garner important feedback. Teachers will use the results from these assessments to determine if strategies are effective and make adjustments to instruction and interventions. Data will also be used to evaluate the effectiveness of the selected evidence-based interventions to improve student outcomes.

Professional development in areas such as the EL Roadmap, ELD strategies, Gradual Release of Responsibility, Comprehensive Literacy, MTSS and Achievement Teams will be provided to help master concepts, increase skills, and build the capacity of our instructional team. Staff professional learning will be evaluated in an end of year survey that measures teachers' perceptions of the effectiveness of learning to support their ability to plan and deliver instruction.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	"Listening tours" took place throughout the school year where board members, district, and site administrators would schedule times to listen to any concerns or suggestions regarding teacher needs in reference to the district level needs and/or site level needs. This allowed for reflection and documentation on teacher input. Teachers are also given the opportunity to provide input on professional learning needs through surveys prior to the selection of PD provided by learning services/district office. In addition, teachers participate in the LCAP needs assessment survey for the district that allows for input on services, programs, and facility needs to include just a few. Goal 1- curriculum and professional development goal 2- safety, and mental health and facilities.
Principals- administrators (DLT)	The site principals and district administrators had various collaborative meetings throughout the year to discuss the LCAP, the data, metrics, goals, actions, etc. The team then provided input based on those reflections on what changes needs to be made to the document. They were very active in the planning phases of writing process. RSUSD also worked with Kings County Office of Education to assist in the LCAP review and development process. This group had a large influence in the consolidation of goals and actions that seemed repetitive and the development of appropriate metrics that measured progress more effectively.
Parents	Parents have become a very active group in the LCAP development process. They provide input throughout the year through parent education classes that support parents in how to understand and

Educational Partner(s)	Process for Engagement
	participate in the educational realm. . SSC, ELAC, DELAC, and other parent groups were given the opportunity to provide specific input. This group influenced most if not all of the goals and actions surrounding student safety and English Learners
School Personnel	School personnel is encouraged to participate in the needs assessment survey. They also have bargaining unit representation that hold regular meetings and discusses their immediate needs and/or concerns as it relates to LCAP and partner input. This group had a large influence on goal 2- safety, and professional development.
Local Bargaining Units	Local bargaining units have regular "climate meetings" with the superintendent. They are able to voice the concerns of their members throughout the year in an effective manner to resolve issues as they are occuring. These meetings are goal oriented and collaborative in nature, improving communication. Unit leaders/Reps are also given the opportunity to respond in writing to provide input to the LCAP once a district representative reviews the most current data and LCAP information with them. This group had a large influence on goal 2- safety, mental health, and professional development.
Students	Student leaders from secondary sites meet with the superintendent to discuss needs and provide input. The students are also given a voice through the ASB, SSC, and other participation opportunities. Students are also given the needs assessment survey. Ths group had a large influence on Goal 2- Mental health, Special Ed, and safety.
Equity Multiplier Sites	Site administrator input and research based inquiry process. Site SSC notes and discussions were used to identify site needs as well as data collection and analysis via the achievement teams process were used to develop goals and plan accordingly. Finally, students were also given a voice via one on one conversations and surveys. This group had a large influence on Goal 3: counseling services, and professional development.
Parent Advisory Committee	The Parent Advisory Committee met with the Assistant Superintendent of Curriculum and Instruction, district personnel, and other educational partners to provide input throughout the school year. The committee expressed concern regarding school safety particularly in the secondary grades, transportation services within the

Educational Partner(s)	Process for Engagement
	school day and for extra curricular actives, and faculties. The committee also expressed the need for more training to teachers regarding students with special needs and how to offer support even in the general education setting. PAC meetings were held three times a year.
SELPA	The director of student services participated in all SELPA meetings where she served as an advocate for the district. County SELPA input influenced the amount of support, training, and PD planned for special education teachers as well as for general education teachers on SPED topics. They recommended an increase of mentorship support, consultation services and PD.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parent and educational partner input has always been gathered in the typical ways such as parent teacher conferences, scheduled LCAP meetings, DELAC/DAC meetings, School Site Council meetings, etc. This year the district entered its first year of community school's implementation after being awarded the community schools grant, districtwide. This created the development of a steering committee that includes educational partners from each site including teachers, staff, administration, parents, students, and other partner agencies. Through the steering committee we were able to attain qualitative data regarding site and district needs. we used an asset-based model to then determine the best ways to address those needs in a quick and efficient manner. Some of this data is not reflected through the LCAP reported metrics.
Despite some changes in the overall gathering of partner input, we continued to collect quantitative data in order to accurately measure previous decided on metrics. Some input gathering strategies included but is not limited to:
Needs assessment survey.
Professional development survey
Empathy interviews
Board listening tours
School site council meetings
DELAC/DAC meetings
Community schools steering committee
California Healthy Kids Survey

In order to increase parent communication efforts, we have also worked hard at promoting Parentsquare district wide. Although the app itself is not something new to the district by any means, this year we really focused on helping our parents set it up and we promoted the features at our school events, city events, and as often as possible.

Educational partners are most satisfied with areas in goal three which include technology, instructional materials and communication. The lower percentages of satisfaction revolved around students safety, Special Education, and facilities. In addition, anecdotal data includes concerns on increase of student behaviors, special education services, safety, and English Learner supports. Based on the input provided by our educational partners, RSUSD will be addressing these areas of concern as follows:

Goal 2 Action 1: RSUSD will continue to provide internal supports such as nursing and sped staff, supplemental materials, PBIS aides, and supplemental services and support for student well being. This will increase the sense of connectedness and safety within our schools to promote higher attendance, reduce suspensions, and increase student engagement overall.
Goal 2 Action 2: Safety and support through our school resource officers and campus safety liaisons students will feel safer on campus and be less likely commit suspendable offenses such as fighting or substance abuse on campus.
Goal 2 Action 3: Enhance parental involvement within the school district through year-round parent educational courses, fostering collaboration between parents and the school system to reinforce shared educational standards and societal norms, thereby supporting student success.
By providing parents of students with disabilities the resources needed to help their students become successful, academically, social emotionally, and behaviorally through resource fairs. This will help improve student behaviors within these populations.
Goal 2 Action 4: By focusing on increasing student attendance, decreasing chronic absenteeism, and decreasing dropout rates in middle and high school. This will be done by taking preventative measures with high need students, Foster and homeless youth, and hispanic student at Avenal Elementary School. The district and sites will also be providing early interventions by ongoing monitoring of student attendance. Sites will identify students early in order to intervene by providing resources, doing home visits, and parental communication. Schools will also be providing incentives at all tiers to ensure students maintain a high level of engagement. In order to increase on graduation rate; RSUSD will initiate instructional strategies districtwide that will increase student engagement, students will also be provided resources to plan for high school completion.

At LCAP Parent and Community Engagement meetings, the District shared the information on the Equity Multiplier qualifications required by the State of California: "For the LCFF, the new Equity Multiplier is a new state funding program providing additional funds to school-sites meeting nonstability and socioeconomically disadvantaged student thresholds in the prior year. Considered a separate state funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are used to implement evidence-based services and supports for students at eligible school-sites and address student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the California School Dashboard." The District worked with parents, staff, administrators and community members to create the Goal 3, Equity Multiplier Goal, "By June 2027, Students at Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved services and lead to improved outcomes.

The adopted LCAP was influenced by the feedback provided by educational partners (review)
Teachers-
Goal 1: Action 1.1 - Academic supports and curriculum
Goal 2: Action 2.2 Safety and Support
Action 2.5 MTSS
Principals/Admin-
Goals 1 and 2, restructure and consolidation of actions.

Data review and analysis as it relates to metrics.
Selection of metrics for progress monitoring.
Parents-
Goal 1: Action 1.2 English Learner Support
Action 1.3 Enrichment
Goal 2: Action 2.2 Safety and Support
Action 2.3 Family communication and education
Classified Staff-
Goal 2 Action 2.1 Supplemental services and support for student well being
Action 2.2 safety and support
Bargaining Units-
Goal 2 Action 2.2 Safety and support
Action 2.5 MTSS
Students-
Goal 2 Action 2.2 Safety and Support
Action 2.5 MTSS
Equity Multiplier sites-
Goal 3 Action 3.1 academic counseling support
Action 3.2 supplemental curriculum
Action 3.3 professional development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.	Broad Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners input, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning

The 2023 English language arts (ELA) CAASPP results showed the percentage of students who met or exceeded the standard decreased from 22.84% in 2022 to 19.10% in 2023. The CA Dashboard indicates a Very Low status for ELA for all students and all student groups.
2022-23: ELA (Distance from Standard) District wide -89.2
Hispanic -88.7
White -68.5
EL - 114.1
SED -91.5
SWD -139.3
Homeless -86.9

The 2023 math CAASPP results showed the percentage of students who met or exceeded the standard decreased from 10.36% in 2022 to 10.12% in 2023. The CA Dashboard indicates a Very Low status for math for all students and a Low status for students with disabilities.
2022-23: Math (Distance from Standard) District wide -124.1
Hispanic -124.2
White -113.7
Asian -154
EL -140
SED -126.4
SWD - 166.4
Homeless -125.5

The district's goal is to increase the performance of all students on CAASPP ELA and math assessments by 6% annually. Of particular concern is the performance of our English learners (ELs) and our students with disabilities. Only 6.95% of ELs met or exceeded grade-level standards in ELA and 5.19% of ELs met or exceeded grade-level standards in math. Additionally, only 3.10% of students with disabilities met or exceeded grade-level standards in ELA and only 3.18% of students with disabilities met or exceeded grade-level standards in math.

Goal 1 is a broad goal focused on improving performance across the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Data Source: SARC	2023-24 100% of teachers appropriately assigned 82.5% of teachers fully credentialed			100% of teachers appropriately assigned. 90% of teachers fully credentialed.	
1.2	Priority 1: Every student in the school district has sufficient access to the standards-aligned instructional materials. Data Source: Annual Instructional Materials of Sufficiency Certification	2023-24 100% of students have access to standards-aligned instructional materials.			100% of students have access to standards-aligned instructional materials.	
1.3	Priority 2: Implementation of state board adopted academic content and performance	2023-24 STAR Early Literacy 55.4% met the goal of typical growth (SGP-			STAR Early Literacy 65% met the goal of typical growth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards for all students. Data Source: STAR Early Literacy, Reading, & Math	Student Growth Percentile) STAR Reading 55.1% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 55.7% met the goal of typical growth (SGP-Student Growth Percentile)			(SGP-Student Growth Percentile) STAR Reading 75% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 70% met the goal of typical growth (SGP-Student Growth Percentile)	
1.4	Priority 2: How the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: ELPI	2022-23 37.2% of English learners were making progress towards English proficiency. Baseline data for Long Term English learners (LTELs) making progress towards English proficiency will be added in Year 1 Outcome. RSMS 28.5% of English learners were making progress towards English proficiency.			45% of English learners will make progress towards English proficiency. 45% of Long Term English learners were making progress towards English proficiency. RSMS 33% of English learners were making progress towards English proficiency.	
1.5	Priority 4: Student performance on statewide standardized	2022-23 ELA CAASPP- Distance From Standard (DFS)			ELA CAASPP-Distance From Standard (DFS)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessments (Note: includes CAASPP & CAA) Data Source: CAASPP Test Results	All Students -89.2 SWD -139.3 SED -91.5 EL -114.1 Hispanic -88.7 White -68.5 Homeless -86.6 1) Avenal Elementary All Students -82.4 SWD 3-138.1 SED -86.9 English Learner -93.6 Hispanic -81.5 2) Avenal High School All Students -155.45 SED -54.1 English Learner -103.8 Hispanic -54.9 3) Kettleman City Elementary All Students -73 English Learner -119.6 Hispanic -121.3 SED -124.7 4) Reef-Sunset Middle All Students -95.1 SED -95.2 English Learner -133.8 Hispanic -93.5 5) Tamarack All Students -120.9 SED -124.7			All Students -79.2 SWD -129.3 SED -81.5 EL -104.1 Hispanic -78.7 White -58.5 Homeless -76.6 1) Avenal Elementary All Students -72.4 SWD -128.1 SED -76.9 English Learner -83.6 Hispanic -71.5 2) Avenal High School All Students -144.45 SED -44.1 English Learner -93.8 Hispanic -44.9 3) Kettleman City Elementary All Students -63 English Learner -109.6 Hispanic -111.3 SED -114.7 4) Reef-Sunset Middle All Students -85.1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner -119.6 Hispanic -121.3 Math CAASPP-Students scored standard met or exceeded All Students -124.1 SWD -166.4 SED -126.4 English Learner -140 Hispanic -124.1 White -113.7 Homeless -125.5 1) Avenal Elementary All Students -82.8 SWD -138.1 2) Avenal High School All Students -155.4 SED -153.5 English Learner -201.7 Hispanic -154.8 3) Kettleman City Elementary All Students -109.2 English Learner -131.1 4) Reef-Sunset Middle All Students -141.5 SED -142.2 English Learner -171.8 Hispanic -141.1 SWD -189.3			SED -85.2 English Learner -123.8 Hispanic -83.5 5) Tamarack All Students -110.9 SED -114.7 English Learner -109.6 Hispanic -111.3 Math CAASPP-Students scored standard met or exceeded All Students -114.1 SWD -156.4 SED -116.4 English Learner -130 Hispanic -114.1 White -103.7 Homeless -115.5 1) Avenal Elementary All Students -72.8 SWD -128.1 2) Avenal High School All Students -145.4 SED -143.5 English Learner -191.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) Tamarack All Students -119.4 SED -124.3 English Learner -199.4 Hispanic -120.7 CAA ELA 15.76% met or exceeded standard CAA Math 8.86% met or exceeded standard			Hispanic -144.8 3) Kettleman City Elementary All Students -99.2 English Learner -121.1 4) Reef-Sunset Middle All Students -131.5 SED -132.2 English Learner -161.8 Hispanic -131.1 SWD -179.3 5) Tamarack All Students -109.4 SED -114.3 English Learner -189.4 Hispanic -110.7 CAA ELA---- 21.76 standard met or exceeded CAA Math---- 14.86% scored standard met or exceeded	
1.6	Priority 4: Percentage of students who have successfully completed courses that	2023 31.3% of students completed courses that satisfy the requirements			55.9% of students completed courses that satisfy the requirements for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	satisfy the requirements for entrance to a UC or CSU (A-G requirements). Data Source: CA Dashboard	for entrance to a UC or CSU.			entrance to a UC or CSU.	
1.7	Priority 4: Percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE - approved career technical education standards and frameworks. Data Source: CA Dashboard	2023 6.3% of students completed a CTE course sequence or programs of study that align with SBE approved CTE standards and frameworks.			8.9% of students completed a CTE course sequence or programs of study that align with SBE approved CTE standards and frameworks.	
1.8	Priority 4: Percentage of students who have successfully completed courses that satisfy requirements for entrance to a UC or CSU AND Career Technical Education (CTE) course sequence or programs of study that align with SBE approved CTE standards and frameworks.	2023 0% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.			6.2% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard					
1.9	Priority 4: Percentage of English learner students who make progress toward English Proficiency as measured by the ELPAC. Data Source: CAASPP ELPAC	2022-23 33.36% of English learners scored a Level 3 & 4 39.59% of Long Term English learners scored a Level 3 & 4			39.36% of English learners scored a Level 3 & 4 45.59% of Long Term English learners scored a Level 3 & 4	
1.10	Priority 4: English learner reclassification rate. Data Source: CALPADs	As of 5/1 annually 32.29% of English Learners were reclassified.			38.29% of English Learners were reclassified.	
1.11	Priority 4: Percentage of students who have passed an advanced placement (AP) examination with a score of 3 or higher. Data Source: Dashboard Additional Reports and Data > College/Career Measures Report > Prepared Students: Met via Advanced Placement; DataQuest AP report	2023 0% of students who took an AP exam scored a 3 or higher.			50% of students who took an AP exam scored a 3 or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Priority 4: Percentage of students who demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness. Data Source: DataQuest/CAASPP Results Site % Standard Exceeded (Ready) and % Met (Conditionally Ready)	2023 ELA Percentage of students "ready" and "conditionally ready" All Students: 30.89%			ELA Percentage of students "ready" and "conditionally ready" All Students: 36.89%	
1.13	Priority 7: A, B, C A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. Data Source: MTSS Rubric, Local Data	2023-24 • High-quality, Differentiated Classroom Instruction: Step 0-1 • Systemic and Sustainable Change: Step 0-1 • Integrated Data System: Step 0-1 • Positive Behavioral Support: Step 0-1 (Year 1 of LEA implementation will be 2024-25)			• High-quality, Differentiated Classroom Instruction: Step 2 • Systemic and Sustainable Change: Step 2 • Integrated Data System: Step 2 • Positive Behaviora	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					I Support: Step 2	
1.14	Priority 8: Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. (Section 51210 - Areas of study) Data Source: CAASPP CAST data, Enrichment & Fine Arts events data, CCI	2023 CAST Students scored standard met or exceeded District Wide 7.10% EL 13.49% SED 6.41% SWD 1.54% 12 culminating events for Enrichment & Fine Arts (2023-24 Local data) College/Career Indicator: All students: 54.3% prepared EL: 29.9% prepared SED: 53.3% prepared Homeless: 31.3% prepared			2024 CAST Students scored standard met or exceeded District Wide 13.10% EL 19.49% SED 12.41% SWD 7.54% 12 culminating events for Enrichment & Fine Arts College/Career Indicator: All students: 60.3% prepared EL: 38.9% prepared SED: 59.3% prepared Homeless: 37.3% prepared	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Supports for Students	Supplemental supports for students will be provided to meet the academic needs of students. These will include the implementation and support of Professional Learning Communities, instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers will be provided through a New Teacher Induction program. Maintain instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English - Professional Learning Communities - FTE Instructional Aides- LEA- non site specific - Educational Field Trips - Supplemental State Standards Based Curriculum - Professional Learning/development training to Focus on ELA, ELD, & Math	$4,009,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Instructional Supplies to include, but not limited to flexible seating, supplemental supplies, wall sized whiteboards to support cooperative learning structures • New Teacher Induction • Supplemental Technology support staff and devices • Secondary Support Staff - 1 FTE per site - SSC • Alternative Education - Supplemental staff support This Action will support an identified need through Differentiated Assistance.		
1.2	English Learner Supports	LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback. Pairing LTELs with proficient English speakers for peer tutoring or grouping them with peers of mixed language abilities for cooperative learning activities can provide opportunities for language practice and peer support. Recognizing and incorporating students' cultural backgrounds and experiences into instruction can increase engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences as assets in the learning process. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. EL's- Explicit language instruction, language development through content, and formative assessment and feedback. Explicit instruction in language skills, such as vocabulary development, grammar, and language structures, is beneficial for ELs. Teachers can use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning can support ELs' language development while they learn academic content. This approach, known as content-based language instruction, helps ELs make connections between language and subject	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		matter. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. These strategies and supports will be implemented and monitored via the following actions: - EL TOSA working with EL site coordinators - Intentional coaching cycles - ELD achievement teams - Continuous improvement cycle - Ongoing professional development of staff, certificated and classified This Action will support an identified need through Differentiated Assistance.		
1.3	Enrichment & Fine Arts	Maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs	$900,000.00	Yes
1.4	College & Career Readiness	Maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between	$654,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community colleges and Avenal High School for all low income students, foster youth, and English learners. The District will continue to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners. This Action will support an identified need through Differentiated Assistance.		
1.5	Supplemental ELA Instructional Support	The LEA will provide: • Tutoring and academic support • Instructional aides providing supplemental support in math • Additional language support programs • Collaboration opportunities • Chief Learning Officer, focused on increasing academic achievement in ELA for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. Unduplicated Groups (addresses using S/C funding) This Action addresses: * The student groups that earned the lowest performance in ELA are English Learners, Socio-Economically Disadvantaged. * The following student groups within a school site earned the lowest performance in ELA: Avenal Elementary: English Learners and Socio-Economically Disadvantaged; Avenal High School: English Learners, Socio-Economically Disadvantaged; Kettleman City: English Learners and Socio-Economically Disadvantaged; Reef Sunset Middle School: English Learners, Socio-Economically Disadvantage; Tamarack Elementary: English Learners, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated Assistance: EL (Academics, Suspension); SED (Academics, Suspension); Foster (CA, Suspension).	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group):		
		This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This Action addresses:		
		*The following school sites have received the lowest performance (RED) in the Areas of ELA: RSUSD; Avenal Elementary, Avenal High School, Kettleman Elementary, Rees Sunset Middle School, and Tamarack Elementary.		
		*The student groups that earned the lowest performance in ELA are RSUSD Hispanic; Homeless and SWD; AES: Hispanic; AHS Hispanic; KCES: Hispanic; RSMS: Hispanic; and TES: Hispanic		
		This Action will support an identified need through Differentiated Assistance: All Students (Academics- ELA, Suspension); SWD (Academics, ELA, Suspension); Hispanic (Academics-ELA, Suspension): Homeless (Academics-ELA, Suspension).		
1.6	Supplemental Math Instructional Support	The LEA will provide: • Tutoring and academic support • Instructional aides providing supplemental support in math • Additional language support programs • Collaboration opportunities • Chief Learning Officer, focused on increasing academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. Unduplicated Groups (addresses using S/C funding) This Action addresses: * The student groups that earned the lowest performance in Mathematics are English Learners, Socio-Economically Disadvantaged.	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* The following student groups within a school site earned the lowest performance in Math: Avenal High School: English Learners, Socio-Economically Disadvantaged; Kettleman City: English Learners; Reef Sunset Middle School: English Learners, Socio-Economically Disadvantage; Tamarack Elementary: English Learners, Socio-Economically Disadvantaged.		
		This Action will support an identified need through Differentiated Assistance: EL (Academics, Suspension); SED (Academics, Suspension); Foster (CA, Suspension).		
		Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group):		
		This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This Action addresses:		
		*The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Rees Sunset Middle School and Tamarack Elementary.		
		*The student groups that earned the lowest performance in Mathematics are Hispanic, Homeless.		
		*The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities, Avenal High School: Hispanic; Reef Sunset Middle School: Hispanic, Students with Disabilities; Tamarack Elementary: Hispanic.		
		This Action will support an identified need through Differentiated Assistance: All Students (Academics, Suspension); SWD (Academics, Suspension); Hispanic (Academics, Suspension): Homeless (Academics, Suspension).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will strive to create comprehensive learning environments that nurture the holistic development of every student, focusing on their social-emotional, behavioral, mental, and physical well-being. This will be achieved through fostering a culture of active involvement, collaboration, and positive relationships among students, parents, and the wider community, ensuring sustained engagement and support in all educational endeavors.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner input, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. 59.1% of students indicated they were satisfied or very satisfied with the safety of their campus, this needs to increase in order to provide all students a safe and positive school climate conducive to learning.

According to the 2023 CA Dashboard, RSUSD suspension rate was in the Very Low status level for all student groups with a rate of 12.4% for the 2022-23 school year, which is a 3.8% increase from the previous year. All student groups increased.
Additionally, according to the 2023 CA Dashboard, RSUSD chronic absenteeism was in the Medium status level for all student with a rate of 25.1% for the 2022-23 school year, which is a 17.7% decline from the previous year. However, Foster Youth increased 13.3% to 40% chronically absent. Chronic absenteeism and suspension rates continues to remain a priority for the district since students need to be actively engaged in school daily in order to become college and career-ready graduates.

Goal 2 is a broad goal focused on improving performance across the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site. Data Source: Local Data	2023-24 3 DAC sessions per yr 4 SSC sessions per yr			Maintain and hold a minimum of 3 DAC sessions per yr and 4 SSC sessions per yr	
2.2	Priority 3: How the LEA will promote parental participation in programs for low income, English learner and foster youth students. Data Source: Local Data	2023-24 Five wellness events were held to provide unduplicated family resources.			Maintain and hold a minimum of five wellness events to provide unduplicated family resources.	
2.3	Priority 3: How the LEA will promote parental participation in programs and for students SED, Foster, and EL students Data Source: Local Data	After assessing the needs, conditions and circumstances of our student groups we found that 71% - all students 70% of the SED 40% of the EL group 0% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey			75% - all students 74% of the SED 45% of the EL group 20% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		As such, goal/action #2.3 would serve to strengthen Family Communication & Education				
2.4	Priority 5: School Attendance Rates Data Source: Local Data, Calpads	2023-24 Attendance Rate 92.4%			Increase by 3%	
2.5	Priority 5: Chronic Absenteeism Rates Data Source: CA Dashboard	2023-24 Chronic Absenteeism Rates RSUSD All Students: 25.1% White: 36% EL: 21.6% SED: 25.2% Foster: 40% 1) Avenal Elementary All Students -21.8% White- 25% EL- 17.6% SED-21.8% Hispanic- 21.9% SWD- 33.3% 2) Avenal High School All Students - 19.5% White- 36.4% EL- 21.6% Foster - 50%			Chronic Absenteeism Rates All Students: 19.1% White: 26% EL: 15.6% SED: 19.2% Foster: 30% 1) Avenal Elementary All Students -18% White- 20% EL- 15% SED-18% Hispanic- 18% SWD- 26% 2) Avenal High School All Students - 15% White- 28%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3) Kettleman City Elementary All Students - 21.1% EL- 22.1% SED-21.8% 4) Reef-Sunset Middle All Students - 20.5% EL- 19.9% SED-20.1% 5) Tamarack All Students - 35.8% EL- 28.2% SED-36.3% *Some groups not reported due to identifiable numbers (too low).			EL- 15% Foster - 30% 3) Kettleman City Elementary All Students - 15% EL- 15% SED-15% 4) Reef-Sunset Middle All Students - 15% EL- 15% SED-15% 5) Tamarack All Students - 30% EL- 25% SED-30%	
2.6	Priority 5: Middle School Dropout Rates Data Source: Local Data, Calpads	2023-24 Middle school dropout rate 0%			Middle school dropout rate maintain baseline of 0%.	
2.7	Priority 5: High School Dropout Rates Data Source: Local Data, Calpads	2023-24 High school dropout rate 2.5%			Decrease High school dropout rate to 1% or maintain baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Priority 5: High School Graduation Rates Data Source: Dashboard	2023 High School Graduation Rates All Students 89.7% Hispanics: 90% EL: 80.6% SED: 89.5% SWD: 69% Homeless: 75%			High School Graduation Rates All Students 92.7% Hispanics: 93% EL: 88.6% SED: 93.5% SWD: 77% Homeless: 83%	
2.9	Priority 6: Pupil Suspension Rates Data Source: Dashboard	2023 Suspension Rates REDS All Students : 12.4% Hispanic: 12.3% White: 18.2% EL: 11.8% SED: 12.4 % SWD: 18.4% Foster: 20% Homeless: 13.4% 2023 Suspension Rate Reds: Avenal Elementary School- 6.7% AES SWD- 11.1% AES EL 5.6% AES Hispanic- 6.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - Hispanic - 14.8% AHS - SED - 14.7% AHS - SWD - 21.1%			Suspension Rates All Students : 6.4% Hispanic: 6.3% White: 9.2% EL: 5.8% SED 6.4% SWD: 9.4% Foster: 11% Homeless: 7.4% Suspension Rate Reds: Avenal Elementary School- 4% AES SWD- 8% AES EL 3% AES Hispanic- 4% AES SED- 4% Avenal High School- 10% Kettleman City Elementary School- 8% KCES EL-8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kettleman City Elementary School- 11% KCES EL-12% KCES Hispanic - 11.1% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4% TES - Hispanic - 9.1% TES - SED - 9.6% TES - SWD - 12.2% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS Hispanic - 18.8% RSMS SED - 19.2% RSMS SWD - 7.6%			Tamarack Elementary School- 7% Reef Sunset Middle School - 15% RSMS EL - 15% RSMS Hispanic - 15% RSMS SED - 16% RSMS SWD - 5%	
2.10	Priority 6: Pupil Expulsion Rates Data Source: DataQuest	2023-24 Expulsion rate 0.4%			Expulsion rate 0%	
2.11	Priority 6: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	In 2023-24 59% of students felt safe 53% of students felt connected 80% of parents felt safe 81% of parents felt connected			By 2026-27 68% of students felt safe 62% of students felt connected 89% of parents felt safe	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Healthy Kids Survey - 1 year target (Panarama will be added next year with 2 year target)	42% of staff felt safe 71% of staff felt connected			90% of parents felt connected 50% of staff felt safe 80% of staff felt connected	
2.12	Prioity 1: Faciliities Data Source: FIT	In 2023-24, 100% of RSUSD school facilities are maintained in good repair according to the FIT Report.			Maintain Williams Act compliance at all schools by maintaining a "good'" or "exemplary" facilities rating on Facilities Inspection Tool (FIT).	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Services & Support for Student Well Being	Maintain and increase supplemental services and support for student well being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well being. Unduplicated Groups (Addressed using S/C Funding) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The School Sites that are in the RED: Reef-Sunset USD *The following student groups are in the RED at the District: Foster Youth. This Action will support an identified need through Differentiated Assistance: District is Red for Foster Youth Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of the 2023 CA. Dashboard for Chronic Absenteeism for Avenal Elementary School. This ACTION address the following student groups that are in the RED at Avenal Elementary School: Hispanic. This Action will support an identified need through Differentiated Assistance:. AES is in the RED for Hispanic	$5,538,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Safety & Support	Provide school safety and support for student engagement by maintaining a Support Officers and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster Youth students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. Unduplicated Groups (Addressed using S/C Funding) This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard in the area of Suspension. The student groups at each site that earned the lowest performance in Suspension: RSUSD: EL, SED and Foster Youth; Avenal Elementary: EL and SED; Avenal High: EL and SED; Kettleman City Elementary: EL and SED; Reef Sunset Middle: EL and SED; Tamarack Elementary: EL and SED. This Action will support an identified need through Differentiated Assistance: EL; SED; and Foster Youth in the area of Suspension. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This Action will address the RED (lowest performance level indicators on the 2023 CA. Dashboard. This ACTION addresses: *The following school sites earned the RED in Suspension: RSUSD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; and Tamarack Elementary. *The student groups that earned the RED in Suspension are: Hispanic; Homeless; and Students with Disabilities. The following student groups within a school site earned the RED in suspension: RSUSD: White; Hispanic, Homeless, and Students with Disabilities Avenal Elementary: Hispanic and Students with Disabilities; Avenal High: Hispanic and Students with Disabilities; Kettleman City Elementary: Hispanic; Reef Sunset Middle: Hispanic and Students with Disabilities; Tamarack Elementary: Hispanic and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: All Students (Suspension) White (Suspension) SWD (Suspension) Hispanic (Suspension); Homeless (Suspension).	$730,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Family Communication & Education	Maintain home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50% Family Engagement Coordinator, conference, and travel. Parent Square will be used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site.Maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research based parent programs, Family Engagement Center to provide parent programs and strategies targeting low income students, foster youth and English learners.	$552,000.00	Yes
2.4	Student Attendance Support	Provide programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance. Unduplicated Groups (Addressed using S/C Funding) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The School Sites that are in the RED: Reef-Sunset USD *The following student groups are in the RED at the District: Foster Youth. This ACTION will support an identified need through Differentiated Assistance: RSUSD; RSUSD - Foster Youth Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of the 2023 CA. Dashboard for Chronic Absenteeism for Avenal Elementary School. This ACTION address the following student groups that are in the RED at Avenal Elementary School: Hispanic.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Action will support an identified need through Differentiated Assistance:. AES is in the RED for Hispanic		
2.5	MTSS Training	Training to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide.; for EL, Hispanic, SED and SWD at Avenal Elementary, Tamarack Elementary, Reef-Sunset Middle, and Avenal High; and for EL, Hispanic, and SED students at Kettleman City Elementary. The behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. Unduplicated Groups (Addressed using S/C Funding) This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: The school sites that earned the lowest performance level in Chronic Absenteeism: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary. The student groups at each site that earned the lowest performance in Chronic Absenteeism: RSUSD: EL, Foster and SED Avenal Elementary; White; EL; SED; Avenal High: White; EL; Foster Youth; Kettleman City Elementary: EL; SED; Reef Sunset Middle School: EL; and SED; Tamarack Elementary EL; and SED. This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard in the area of Suspension. The School sites that earned the lowest performance level in Suspensions: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle, and Tamarack Elementary. The student groups at each site that earned the lowest performance in Suspension: Avenal Elementary: EL and SED; Avenal High: EL and SED; Kettleman City Elementary: EL and SED; Reef Sunset Middle: EL and SED; Tamarack Elementary: EL and SED. This ACTION will support an identified need through Differentiated Assistance: EL (chronic absenteeism and suspension); SED (Chronic	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Absenteeism and Suspension) ; Foster Youth (Chronic Absenteeism and Suspension). Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: * The following school sites have received the lowest performance (RED) in the Areas of Chronic Absenteeism: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary. *The student groups that earned the lowest performance in Chronic Absenteeism are: Students with Disabilities. *The following student groups within a school site earned the lowest performance in Chronic Absenteeism: Avenal Elementary: Hispanic and Students with Disabilities This Action will address the RED (lowest performance level indicators on the 2023 CA. Dashboard. This ACTION addresses: *The following school sites have received the lowest performance (RED) in the Areas of Suspension: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary . *The student groups that earned the RED in Suspension are: Hispanic; Homeless; and Students with Disabilities. The following student groups within a school site earned the RED in suspension: Avenal Elementary: Hispanic and Students with Disabilities; Avenal High: Hispanic and Students with Disabilities; Kettleman City Elementary: Hispanic; Reef Sunset Middle: Hispanic and Students with Disabilities; Tamarack Elementary: Hispanic and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: All Students (Chronic Absenteeism and Suspension) SWD (Chronic Absenteeism and Suspension) Hispanic (Chronic Absenteeism and Suspension); Homeless (Suspension).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, Students at Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved services and lead to improved outcomes.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At LCAP Parent and Community Engagement meetings, the District shared the information on the Equity Multiplier qualifications required by the State of California: "For the LCFF, the new Equity Multiplier is a new state funding program providing additional funds to school-sites meeting nonstability and socioeconomically disadvantaged student thresholds in the prior year. Considered a separate state funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are used to implement evidence-based services and supports for students at eligible school-sites and address student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the California School Dashboard." The District worked with parents, staff, administrators and community members to create the Goal 3, Equity Multiplier Goal, "By June 2027, Students at Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved services and lead to improved outcomes.
The LEA has developed this goal for the following sites: Sunrise High School and Reef-Sunset Secondary Community Day School. SHS and RSSCDS qualify for the Equity Multiplier Goal because of high transient rates and low socioeconomic status. Non-stability rates greater than 25%. Socio-Economic pupil rates greater than 70%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	STAR assessment results	2023-24 Baseline Sunrise High School Reading Proficiency Rate: 4.2% Reading Student Growth Percentile: 70.8% Math Proficiency Rate: 0% Math Student Growth Percentile: 56.5% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 33.3% Math Proficiency Rate: 0% Math Student Growth Percentile: 50%			Sunrise High School Reading Proficiency Rate: 6% Reading Student Growth Percentile: 75% Math Proficiency Rate: 3% Math Student Growth Percentile: 65% Secondary Community Day School Reading Proficiency Rate: 2% Reading Student Growth Percentile: 50% Math Proficiency Rate: 2% Math Student Growth Percentile: 55%	
3.2	STAR assessment results	2023-24 Baseline Sunrise High School Reading Proficiency Rate: 4.2%			Sunrise High School Reading Proficiency Rate: 6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reading Student Growth Percentile: 70.8% Math Proficiency Rate: 0% Math Student Growth Percentile: 56.5% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 33.3% Math Proficiency Rate: 0% Math Student Growth Percentile: 50%			Reading Student Growth Percentile: 75% Math Proficiency Rate: 3% Math Student Growth Percentile: 65% Secondary Community Day School Reading Proficiency Rate: 2% Reading Student Growth Percentile: 50% Math Proficiency Rate: 2% Math Student Growth Percentile: 55%	
3.3	CA Dashboard Indicators- Sunrise High School	2023 CA Dashboard Suspension Rate: 5.3% Increased by 2%			Decrease of 2% in Suspension Rate	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Counseling Support	Provide Sunrise High School and Reef-Sunset Secondary Community Day School with Academic Counseling support. The Academic Counseling support will help build pathways to course completion and address the needs of our schools, which have a high non-stability rate and low SED, as well as to address absenteeism, suspension rate, and academic support.	$50,000.00	No
3.2	Supplemental Curriculum	A supplemental curriculum will be purchased to support the academic needs of students with high non-stability rates and are SED at Sunrise High School and Secondary Community Day School.	$30,000.00	No
3.3	Professional Development	Professional development will be provided to help advance academic pedagogy, Social-Emotional support skills, and evidence based instructional strategies for staff implementation as well as alternatives to suspensions for Sunrise High School and Secondary Community Day School.	$20,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,484,341	$1,826,536

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
47.329%	0.000%	$0.00	47.329%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Supports for Students **Need:** After assessing the needs, conditions and circumstances of our student groups we found that: RSUSD ELA CAASPP (REDS) RSUSD ALL - 89.2 Points Below Standard (PBS)	This action will provide supplemental supports for students in order to increase academic performance and achievement as described in the metrics (ELA, Math, ELPAC). English learners, Foster Youth, and Low Income students make up 93.8% of the RSUSD student population. Supplemental supports for students will be provided to meet the academic needs of students. These will include the implementation and support	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP-Distance From Standard (DFS) RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	RSUSD EL - 114.1 PBS RSUSD SED - 91.5 PBS AES ELA CAASPP (REDS) AES ALL - 82.4 PBS AES EL - 93.6 PBS AES SED - 86.9 PBS AHS ELA CAASPP (REDS) AHS ALL - 54.4 PBS AHS EL - 103.8 PBS AHS SED - 54.1 PBS KCES ELA CAASPP (REDS) KCES ALL - 73 PBS KCES EL - 96.9 PBS KCES SED - 76.8 PBS RSMS ELA CAASPP (REDS) RSMS ALL - 95.1 PBS RSMS EL - 133.8 PBS RSMS SED - 95.2 PBS TES ELA CAASPP (REDS) TES ALL - 120.9 PBS TES EL - 119.6 PBS TES SED - 124.7 PBS RSUSD MATH CAASPP (REDS) RSUSD ALL - 124.1 Points Below Standard (PBS) RSUSD EL - 140 PBS RSUSD SED - 126.4 PBS AHS MATH CAASPP (REDS) AHS ALL - 155.4 PBS	of Professional Learning Communities, instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers will be provided through a New Teacher Induction program. Maintain instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English - Professional Learning Communities - LEA - FTE Instructional Aides- LEA- non site specific - Educational Field Trips - Supplemental State Standards Based Curriculum - Professional Learning/development training to Focus on ELA, ELD, & Math - Instructional Supplies to include, but not limited to flexible seating, supplemental supplies, wall sized whiteboards to support cooperative learning structures - New Teacher Induction - Supplemental Technology support staff and devices - Secondary Support Staff - 1 FTE per site - SSC	AES ELA CAASPP AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7 RSMS ELA CAASPP RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7 RSUSD MATH CAASPP RSUSD All -114.1 RSUSD EL- 130 RSUSD SED -116.4 AHS MATH CAASPP AHS All -145.4 AHS EL- 191.7 AHS SED -143.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AHS EL - 201.7 PBS AHS SED - 153.5 PBS KCES MATH CAASPP (REDS) KCES EL - 131.1 PBS RSMS MATH CAASPP (REDS) RSMS ALL - 141.5 PBS RSMS EL - 171.8 PBS RSMS SED - 142.2 PBS TES MATH CAASPP (REDS) TES ALL - 119.4 PBS TES EL - 119.4 PBS TES SED - 124.3 PBS RSMS ELPI (English Learner Progress Indicator) - 29.8% making progress towards English language proficiency **Scope:** LEA-wide	• Alternative Education - Supplemental staff support This Action will support an identified need through Differentiated Assistance.	KCES MATH CAASPP KCES EL-121.1 RSMS MATH CAASPP RSMS All-131.5 RSMS EL 161.8 RSMS SED- 132.2 TES MATH CAASPP TES All-109.4 TES EL- 189.4 TES SED -114.3 RSMS ELPI- 35% making progress towards English language proficiency
1.3	**Action:** Enrichment & Fine Arts **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Chronic absenteeism rate are high. RSUSD Chronic Absenteeism Rates All Students: 25.1% EL: 21.6%	The Enrichment and Fine Arts program provides all low income students, foster youth, and English learners an experience in the fine arts throughout the regular school year, will increase interest in school and increase attendance rates of 93.3% for all students, including unduplicated students. Maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Chronic Absenteeism Rates All Students: 19.1% EL: 15.6% SED: 19.2% Foster: 30%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 25.2% Foster: 40% **Scope:** LEA-wide	all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs	
1.4	**Action:** College & Career Readiness **Need:** After assessing the needs, conditions and circumstances of our student groups we found that the percentage of students "prepared" in the college and career indicator are: All students - 54.3% prepared EL - 29.9% prepared SED- 53.3% prepared No data available for Foster Youth. **Scope:** Schoolwide	This action will provide the needed programs and supports within the district to maintain a consistent structure of actions aimed at improving college and career readiness. 73.1% of the student population in RSUSD are identified as LTELS. Only 29.9% of English learners and 53.3% of SED students were "prepared". RSUSD wants to improve percentage of students "prepared by 6% Maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all low income students, foster youth, and English learners.	Effectiveness will be measured based on a 3 year target outcome of: College Career Indicator for RSUSD All students: 60.3% prepared EL: 38.9% prepared SED: 59.3% prepared

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The District will continue to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners. This Action will support an identified need through Differentiated Assistance.	
1.5	**Action:** Supplemental ELA Instructional Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Unduplicated Students are in the RED in ELA- CAASPP . RSUSD ELA REDS RSUSD ALL - 89.2 Points Below Standard (PBS) RSUSD EL - 114.1 PBS RSUSD SED - 91.5 PBS AES ELA REDS AES ALL - 82.4 PBS AES EL - 93.6 PBS AES SED - 86.9 PBS AHS ELA REDS AHS ALL - 54.4 PBS AHS EL - 103.8 PBS	The LEA will provide tutoring and academic support; instructional aides; additional language support programs; collaboration opportunities; and a Chief Learning Officer to increase academic achievement in ELA for unduplicated students. The LEA will provide: • Tutoring and academic support • Instructional aides providing supplemental support in ELA/Math/ELD for SED, EL,and FY (in addition to base amount) • Additional language support programs • Collaboration opportunities • Chief Learning Officer to increase academic achievement in ELA for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide. This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: the following students groups identified for actions: ELA for EL, Homeless, Hispanic and SED, districtwide. For All Students at Avenal Elementary; Avenal High	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP- RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5 AES ELA CAASPP AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7 RSMS ELA CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AHS SED - 54.1 PBS KCES ELA REDS KCES ALL - 73 PBS KCES EL - 96.9 PBS KCES SED - 76.8 PBS RSMS ELA REDS RSMS ALL - 95.1 PBS RSMS EL - 133.8 PBS RSMS SED - 95.2 PBS TES ELA REDS TES ALL - 120.9 PBS TES EL - 119.6 PBS TES SED - 124.7 PBS RSMS RED ELPI (English Learner Progress Indicator) - 29.8% making progress towards English language proficiency **Scope:** LEA-wide	School; Kettleman City Elementary; Reef-Sunset Middle; and Tamarack Elementary. For EL, and SED at Avenal High School; Kettleman City Elementary; Reef-Sunset Middle; and Tamarack Elementary. For EL, SED, at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance.	RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7 RSMS ELPI- 35% making progress towards English language proficiency
1.6	**Action:** Supplemental Math Instructional Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Unduplicated Students are in the RED in Math.	The LEA will provide tutoring and academic support; instructional aides; additional language support programs; collaboration opportunities; and a Chief Learning Officer to increase academic achievement in Math for unduplicated students. The LEA will provide: • Tutoring and academic support	Effectiveness will be measured based on a 3 year target outcome of: RSUSD MATH CAASPP RSUSD All -114.1 RSUSD EL- 130 RSUSD SED -116.4 AHS MATH CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	RSUSD MATH REDS RSUSD ALL - 124.1 Points Below Standard (PBS) RSUSD EL - 140 PBS RSUSD SED - 126.4 PBS AHS MATH REDS AHS ALL - 155.4 PBS AHS EL - 201.7 PBS AHS SED - 153.5 PBS KCES MATH REDS KCES EL - 131.1 PBS RSMS MATH REDS RSMS ALL - 141.5 PBS RSMS EL - 171.8 PBS RSMS SED - 142.2 PBS TES MATH REDS TES ALL - 119.4 PBS TES EL - 119.4 PBS TES SED - 124.3 PBS **Scope:** LEA-wide	• Instructional aides providing supplemental support in math • Additional language support programs • Collaboration opportunities • Chief Learning Officer to increase academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide. This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in Mathematics are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated Assistance.	AHS All -145.4 AHS EL- 191.7 AHS SED -143.5 KCES MATH CAASPP KCES EL-121.1 RSMS MATH CAASPP RSMS All-131.5 RSMS EL 161.8 RSMS SED- 132.2 TES MATH CAASPP TES All-109.4 TES EL- 189.4 TES SED -114.3
2.1	**Action:** Supplemental Services & Support for Student Well Being	Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services to bolster	Effectiveness will be measured based on a 3 year target outcome of:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After assessing the needs, conditions and circumstances of our student groups we found that Average Daily Attendance Data show that unduplicated pupils have a higher rate of absenteeism than other students. RSUSD Chronic Absenteeism Rates All Students: 25.1% EL: 21.6% SED: 25.2% Foster: 40% AES Chronic Absenteeism Rates AES ALL- 21.8% **Scope:** 　LEA-wide	student well-being. This comprehensive approach aims to enhance the sense of belonging and safety within our schools, leading to improved attendance rates, decreased suspensions, and heightened overall student engagement district wide. Maintain and increase supplemental services and support for student well being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well being. This Action will support an identified need through Differentiated Assistance.	Average Daily Attendance rates for unduplicated students and decrease chronic absenteeism by 3% . RSUSD Chronic Absenteeism: All students: 19.1% EL 15.6% SED 19.2% Foster 30% Avenal Elementary-17%
2.2	**Action:** Safety & Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that RSUSD suspension rate was in the Red status level for all student groups in the 2022-23 school year. All student groups increased in suspension rate. RSUSD Suspension Rates REDS All Students : 12.4% EL: 11.8%	Through the inclusion of School Resource Officers (SROs) and campus safety liaisons in our LCAP, we aim to enhance student safety and support. Their presence will cultivate a secure campus environment, reducing the likelihood of students engaging in suspendable offenses like fighting or substance abuse. As a result, students will feel safer and more secure, fostering a safe learning environment and personal growth. Action progress and effectiveness will be monitored through empathy survey results and discipline data. Provide school safety and support for student engagement by maintaining a Support Officers	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Suspension Rates All Students 6.4% EL 5.8 % SED 6.4 % Foster 11% Avenal Elementary School- 4% AES EL 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 12.4 % Foster: 20% Avenal Elementary School- 6.7% AES EL 5.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - SED - 14.7% Kettleman City Elementary School- 11% KCES EL-12% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4% TES - SED - 9.6% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS SED - 19.2% **Scope:** LEA-wide	and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster and Homeless students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. This Action will support an identified need through Differentiated Assistance.	AES SED- 6.3% Avenal High School- 10% AHS - EL - 12% AHS - SED - 10% Kettleman City Elementary School- 7% KCES EL-9% SED - 7% Tamarack Elementary School- 6% TES - EL - 5% TES - SED - 6% Reef Sunset Middle School - 15% RSMS EL - 14% RSMS SED - 15%
2.3	**Action:** Family Communication & Education **Need:** After assessing the needs, conditions and circumstances of our student groups we found that 71% - all students	This action will increase the rate of parents feeling highly informed or informed about issues, upcoming events, and encouraging them to become involved. We also want to maintain solid partnerships with families of students with disabilities.	Effectiveness will be measured based on a 3 year target outcome of: 75% - all students 74% of the SED 45% of the EL group 20% of the FY group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	70% of the SED 40% of the EL group 0% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education **Scope:** LEA-wide	Maintain home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50% Family Engagement Coordinator, conference, and travel. Parent Square will be used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site. Maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research based parent programs, Family Engagement Center to provide parent programs and strategies targeting low income students, foster youth and English learners.	rated the schools as Highly Informative through the LCAP needs assessment survey
2.4	**Action:** Student Attendance Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that chronic absenteeism rates are high. RSUSD Chronic Absenteeism Rates All Students: 25.1% EL: 21.6% SED: 25.2% Foster: 40%	Extra Support/communication and resources for families of students with high risk attendance issues and chronic absenteeism. In addition to current systems, include and facilitate early intervention and support services for students and families through the family engagement center, community schools and identified attendance staff to implement research based strategies such as home visits, wrap around services, and coordination of services. Provide programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Chronic Absenteeism: All students: 19.1% EL 15.6% SED 19.2% Foster 30% Avenal Elementary-17%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AES Chronic Absenteeism Rates AES ALL- 21.8% **Scope:** Schoolwide	Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance.	
2.5	**Action:** MTSS Training **Need:** After assessing the needs, conditions and circumstances of our student groups we found that RSUSD suspension rates are high. RSUSD Suspension Rates REDS All Students : 12.4% EL: 11.8% SED: 12.4 % Foster: 20% Avenal Elementary School- 6.7% AES EL 5.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - SED - 14.7% Kettleman City Elementary School- 11% KCES EL-12% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4%	MTSS and PBIS will aide in lowering suspension rates and support the efforts in improving our school culture to support the behavioral and motivational adjustments required to be made by our students in order to gain higher achievement and keep students engaged in school daily in order to become college and career-ready graduates. Training to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide.; for EL, Hispanic, SED and SWD at Avenal Elementary, Tamarack Elementary, Reef-Sunset Middle, and Avenal High; and for EL, Hispanic, and SED students at Kettleman City Elementary. the behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: (RED) Student group performance in RED: Foster Youth In the area of Chronic Absenteeism the following school sites have received the lowest performance: (RED) Avenal Elementary,	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Suspension Rates All Students 6.4% EL 5.8 % SED 6.4 % Foster 11% Avenal Elementary School- 4% AES EL 3% AES SED- 6.3% Avenal High School- 10% AHS - EL - 12% AHS - SED - 10% Kettleman City Elementary School- 7% KCES EL-9% SED - 7% Tamarack Elementary School- 6% TES - EL - 5%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	TES - SED - 9.6% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS SED - 19.2% **Scope:** LEA-wide	The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic Absenteeism: Hispanic. This Action will support an identified need through Differentiated Assistance.	TES - SED - 6% Reef Sunset Middle School - 15% RSMS EL - 14% RSMS SED - 15%

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Supports **Need:** To increase the percentage of English Learner students who make progress towards English proficiency as measured by the ELPAC ELPAC: 39.36% of English learners scored a Level 3 & 4 45.59% of Long Term English learners scored a Level 3 & 4	1. Direct Impact: These actions directly support English learners by making the content more accessible and understandable from the outset, helping them to engage more fully with grade-level material. 2. Practical Implementation: Best practices and implantation of evidence based strategies can be integrated into existing lesson plans without requiring major changes to the curriculum or extensive additional resources. 3. Sustainable Practice: These techniques can be used across various subjects and grade levels, making them a versatile and sustainable approach to improving instruction while providing targeted support to the students identified as having the	ELPAC: 42% of English learners scored a Level 3 & 4 48% of Long Term English learners scored a Level 3 & 4 Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP RSUSD EL - 105 PBS AES EL -85 PBS AHS EL - 90 PBS KCES EL - 85 PBS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	After assessing the needs, conditions and circumstances of our student groups we found that: English proficiency on the ELPI. The difference in the percentage of students making progress towards English proficiency went from 34.8% in 2021-22 to 37.2% in the 2022-23 Summative ELPAC assessment. Although there was a slight increase of students making progress to English proficiency of 2.4%, we are not meeting our 3-year desired outcome. RSUSD ELA REDS EL - 114.1 PBS AES ELA REDS EL -93.6 PBS AHS ELA REDS EL - 103.8 PBS KCES ELA REDS EL - 96.9 PBS RSMS ELA REDS EL - 133.8 PBS TES ELA REDS EL - 119.6 PBS RSUSD MATH REDS EL - 124.1 PBS AHS MATH REDS EL - 201.7 PBS KCES MATH REDS EL - 131.1 PBS RSMS MATH REDS EL - 171.8 PBS TES MATH REDS EL - 119.4 PBS	highest needs, specifically in ELA, Math, and ELD for English Learners	RSMS EL - 115 PBS TES EL - 105 PBS RSUSD MATH CAASPP RSUSD EL - 105 PBS AHS EL - 185 PBS KCES EL - 115 PBS RSMS EL - 155 PBS TES EL - 104 PBS RSMS RED ELPI (English Learner Progress Indicator) -35% making progress towards English language proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	RSMS RED ELPI (English Learner Progress Indicator) - 29.8% making progress towards English language proficiency		
	This action will provide the needed monitoring, support, and training at all levels within the district to establish a consistent structure of implementation and monitoring of student progress. 73.1% of the student population in RSUSD are identified as LTELS.		
	LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback.		
	Pairing LTELs with proficient English speakers for peer tutoring or grouping them with peers of mixed language abilities for cooperative learning activities can provide opportunities for language practice and peer support. Recognizing and incorporating students' cultural backgrounds and experiences into instruction can increase engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences as assets in the learning process. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively.		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EL's- Explicit language instruction, language development through content, and formative assessment and feedback.		
	Explicit instruction in language skills, such as vocabulary development, grammar, and language structures, is beneficial for ELs. Teachers can use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning can support ELs' language development while they learn academic content. This approach, known as content-based language instruction, helps ELs make connections between language and subject matter. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively.		
	These strategies and supports will be implemented and monitored via the following actions: • EL TOSA working with EL site coordinators • Intentional coaching cycles • ELD achievement teams • Continuous improvement cycle • Ongoing professional development of staff, certificated and classified This Action will support an identified need through Differentiated Assistance.		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The Reef-Sunset Unified School District Planned Percentage of Improved Services is 47.329%.
RSUSD supports the educational program for approximately 2660 students at six schools. The site and district teams utilize data to evaluate the needs of our students throughout the district. This analysis begins with the needs of our unduplicated students. Many of our actions are provided on a school-wide basis. Principally directed and targeted actions and services for unduplicated pupils are monitored, evaluated and adjusted on an ongoing basis utilizing multiple sets of data. Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. Educational equity means that each child receives what they need to develop to their full academic and social potential and adults are committed to doing whatever it takes to achieve grade level standards. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. In developing the LCAP in this new 3-year cycle, the LCAP educational partners determined that English Learner Supports, in Goal 1, Action 2, is a limited action contributing to meeting the increased need and improved services requirement for English Learner students. The needs for English Learner Supports are to increase the percentage of English Learner students who make progress towards English proficiency as measured by the ELPAC and CAASPP. The Action is designed to address these needs:
1. Direct Impact: These actions directly support English learners by making the content more accessible and understandable from the outset, helping them to engage more fully with grade-level material.
2. Practical Implementation: Best practices and implantation of evidence based strategies can be integrated into existing lesson plans without requiring major changes to the curriculum or extensive additional resources.
3. Sustainable Practice: These techniques can be used across various subjects and grade levels, making them a versatile and sustainable approach to improving instruction while providing targeted support to the students identified as having the highest needs, specifically in ELA, Math, and ELD for English Learners.
We will measure the success of this Action with the following ELPAC metrics:
39.36% of EL to score a level 3 & 4
45.59% of Long Term English Learners score at a level 3 & 4

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All schools within RSUSD have high concentrations (above 55) of foster youth, English Learners and low-income students.
Goal 1:
Supplemental supports, EL supports , enrichment and fine arts, college and career readiness, supplemental ELA instructional support
Full time art teacher at RSMS, AHS and elementary schools to provide enrichment and a well rounded educational experience for all students. TOSA: English Learner to support teachers in data collection, lesson design and improved academic performance of English Leaners Projects Administrator to provide support to staff in Multi-Tiered Systems of Support (MTSS) and provided additional onsite support coordinating services at Avenal Elementary School. 2 Full time CTE instructors added to Avenal High School to enhance and maintain CTE pathway options for all students. AHS aims to ensure all students leave high school prepared for post secondary education or to enter the workforce. TOSA: Auxiliary Services and CTE to increasing the staffing dedicated to support students in CTE pathways and Dual Enrollment. 3 Technician Specialists to increase the support for staff and students to use instructional technology and repair devices in a timely manner. Maintain and increase instructional aide support at all campuses and maintain TK-3 class size reduction at all elementary school sites.

Goal 2:
Supplemental services and support for student well being, safety and support, family communication and education, student attendance support, MTSS
2 Full time Prevention Intervention Specialists and 3 full time Wellness Specialists to support students mental health, social emotional learning and behavioral concerns. 5 Full time School Nurse Assistants ensure that each school site has a dedicated health care provider on campus during normal school hours. A Full time District Health & Wellness Coordinator to oversee Health Services, Full time District RN and Full time LVN to provide health services to students that require supervision of a licensed nurse. Additional School Psychologist to increase service to students for mental health support, behavioral support and provide services to students with disabilities. Certificated staff to provide tutoring for unduplicated pupils to ensure they do not follow behind in academics. Full time Student Support Coordinator in Kettleman City Elementary, a small rural TK-8 site about 20 miles from the district office, to support staff, students and families at this school; support students in the middle grades for academic, social emotional and behavioral counseling, 2 additional cafeteria staff to support students during meal times and ensure meals are served in a timely manner and safety protocols are followed. Coordinator of Special Education to support students with disabilities and their families. Student Supervisors and PBIS aides to ensure a safe and orderly campus in the classrooms, during recess and at lunch periods on all campus. These positions help to reduce the staff to student ratio and provide students with individual intervention as needed.
Family Engagement Coordinator to establish the Family Engagement Center and provide resources and services to all students and families in the district. Community Schools Program Manager and Community Schools Intervention Coordinator to support families and students in getting wraparound services and other academic, behavioral and social services they may need; granted funding is used to maintain staffing for Community School program Athletics and extra curricular activities to maintain and increase elementary, middle and high school athletics opportunities available to all students. Full time District Athletic and Activities Coordinator Enhance expanded learning opportunities with additional staff to provide enrichment, intervention and club activities.

Goal 3: Equity Multiplier: Alternative Education program; grant funding is used to maintain staffing to support secondary students who pursue an alternative to the comprehensive high school. Professional development for staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		Avenal High School 1:56 Sunrise High School 1:14 Reef Sunset Middle School 1:52 Avenal Elementary School 1:39 Tamarack Elementary School 1:38 Kettleman City Elementary School 1:25
Staff-to-student ratio of certificated staff providing direct services to students		Avenal High School 1:25 Sunrise High School 1:10 Reef Sunset Middle School 1:26 Avenal Elementary School 1:22 Tamarack Elementary School 1:21 Kettleman City Elementary School 1:26

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,490,650	13,484,341	47.329%	0.000%	47.329%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,326,841.00	$100,000.00	$0.00	$157,500.00	$13,584,341.00	$7,536,631.00	$6,047,710.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,416,164.00	$1,593,551.00	$4,009,715.00				$4,009,715.00	
1	1.2	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$150,000.00	$150,000.00	$300,000.00				$300,000.00	
1	1.3	Enrichment & Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$375,000.00	$525,000.00	$900,000.00				$900,000.00	
1	1.4	College & Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AHS, SHS, and SCDS		$360,000.00	$294,125.00	$654,125.00				$654,125.00	
1	1.5	Supplemental ELA Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$122,100.00	$127,900.00	$210,000.00			$40,000.00	$250,000.00	
1	1.6	Supplemental Math Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$122,100.00	$127,900.00	$215,000.00			$35,000.00	$250,000.00	
2	2.1	Supplemental Services & Support for Student Well Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,515,267.00	$2,022,799.00	$5,528,066.00			$10,000.00	$5,538,066.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Safety & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$224,000.00	$506,435.00	$702,935.00			$27,500.00	$730,435.00	
2	2.3	Family Communication & Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$202,000.00	$350,000.00	$552,000.00				$552,000.00	
2	2.4	Student Attendance Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200,000.00	$190,000.00			$10,000.00	$200,000.00	
2	2.5	MTSS Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$100,000.00	$65,000.00			$35,000.00	$100,000.00	
3	3.1	Academic Counseling Support	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$50,000.00	$0.00		$50,000.00			$50,000.00	
3	3.2	Supplemental Curriculum	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.3	Professional Development	All	No			Specific Schools: Sunrise High School and Reef-		$0.00	$20,000.00		$20,000.00			$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Sunset Secondary Community Day School 9-12									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,490,650	13,484,341	47.329%	0.000%	47.329%	$13,326,841.00	0.000%	46.776 %	**Total:**	$13,326,841.00
								LEA-wide Total:	$12,182,716.00
								Limited Total:	$300,000.00
								Schoolwide Total:	$844,125.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,009,715.00	
1	1.2	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$300,000.00	
1	1.3	Enrichment & Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	
1	1.4	College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHS, SHS, and SCDS	$654,125.00	
1	1.5	Supplemental ELA Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
1	1.6	Supplemental Math Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Supplemental Services & Support for Student Well Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,528,066.00	
2	2.2	Safety & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$702,935.00	
2	2.3	Family Communication & Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$552,000.00	
2	2.4	Student Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
2	2.5	MTSS Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,788,811.00	$17,636,409.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning Communities	Yes	$75,000.00	$82,300
1	1.2	Instructional Aides	Yes	$1,043,575.00	$1,142,724
1	1.3	Field Trips	Yes	$300,000.00	$270,000
1	1.4	Enrichment/Fine Arts	Yes	$474,680.00	$575,000
1	1.5	Summer Academies	Yes	$124,000.00	$25,240
1	1.6	College Career Readiness/Career and Technical Education	Yes	$360,000.00	$375,325
1	1.7	Dual Enrollment	Yes	$214,403.00	$275,000
1	1.8	College Entrance Prep	Yes	$3,800.00	$1,725
1	1.9	State Standards Based Curriculum	Yes	$400,000.00	$315,535
1	1.10	Class Size Reduction	Yes	$486,131.00	$195,035
1	1.11	Blended Learning Technologies	Yes	$3,114,105.00	$2,915,345

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	English Language Development Supports	Yes	$60,050.00	$57,650
1	1.13	Professional Learning	Yes	$411,372.00	$385,000
1	1.14	Instructional Supplies	Yes	$1,000,000.00	$1,157,650
1	1.15	New Teacher Induction	Yes	$104,000.00	$104,000.00
1	1.16	Human Resources Support	Yes	$16,000.00	$0
1	1.17	15% for Direct Services to Students	Yes	$0.00	$0
2	2.1	Student Services and Supports	Yes	$2,000,000.00	$2,225,050
2	2.2	Alternative Education	Yes	$773,842.00	$702,140
2	2.3	Facilities/Maintenance	Yes	$1,000,000.00	$3,750,234
2	2.4	QZAB	Yes	$450,000.00	$475,000
2	2.5	Secondary Support	Yes	$578,217.00	$535,015
2	2.6	Safety and Support	Yes	$150,000.00	$235,435
2	2.7	21st Century Classrooms	Yes	$1,000,000.00	$250,456
2	2.8	PBIS Aides	Yes	$350,000.00	$396,450

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Personal Protective/Health and Safety Equipment	Yes	$80,000.00	$75,000
3	3.1	Parent Communication	Yes	$328,720.00	$323,000
3	3.2	Parent Education	Yes	$310,916.00	$315,000
3	3.3	Student Engagement and Outreach	Yes	$500,000.00	$476,100
3	3.4	District Communication	Yes	$80,000.00	$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
13,347,933	$15,788,811.00	$17,636,409.00	($1,847,598.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Communities	Yes	$75,000.00	$82,300		
1	1.2	Instructional Aides	Yes	$1,043,575.00	$1,142,724		
1	1.3	Field Trips	Yes	$300,000.00	$270,000		
1	1.4	Enrichment/Fine Arts	Yes	$474,680.00	$575,000		
1	1.5	Summer Academies	Yes	$124,000.00	$25,240		
1	1.6	College Career Readiness/Career and Technical Education	Yes	$360,000.00	$375,325		
1	1.7	Dual Enrollment	Yes	$214,403.00	$275,000		
1	1.8	College Entrance Prep	Yes	$3,800.00	$1,725		
1	1.9	State Standards Based Curriculum	Yes	$400,000.00	$315,535		
1	1.10	Class Size Reduction	Yes	$486,131.00	$195,035		
1	1.11	Blended Learning Technologies	Yes	$3,114,105.00	$2,915,345		
1	1.12	English Language Development Supports	Yes	$60,050.00	$57,650		
1	1.13	Professional Learning	Yes	$411,372.00	$385,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Instructional Supplies	Yes	$1,000,000.00	$1,157,650		
1	1.15	New Teacher Induction	Yes	$104,000.00	$104,000.00		
1	1.16	Human Resources Support	Yes	$16,000.00	$0		
1	1.17	15% for Direct Services to Students	Yes	$0.00	$0		
2	2.1	Student Services and Supports	Yes	$2,000,000.00	$2,225,050		
2	2.2	Alternative Education	Yes	$773,842.00	$702,140		
2	2.3	Facilities/Maintenance	Yes	$1,000,000.00	$3,750,234		
2	2.4	QZAB	Yes	$450,000.00	$475,000		
2	2.5	Secondary Support	Yes	$578,217.00	$535,015		
2	2.6	Safety and Support	Yes	$150,000.00	$235,435		
2	2.7	21st Century Classrooms	Yes	$1,000,000.00	$250,456		
2	2.8	PBIS Aides	Yes	$350,000.00	$396,450		
2	2.9	Personal Protective/Health and Safety Equipment	Yes	$80,000.00	$75,000		
3	3.1	Parent Communication	Yes	$328,720.00	$323,000		
3	3.2	Parent Education	Yes	$310,916.00	$315,000		
3	3.3	Student Engagement and Outreach	Yes	$500,000.00	$476,100		
3	3.4	District Communication	Yes	$80,000.00	$0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
28,499,302	13,347,933	8.15%	54.986%	$17,636,409.00	0.000%	61.884%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners
Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

  A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

  A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o   Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o   Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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