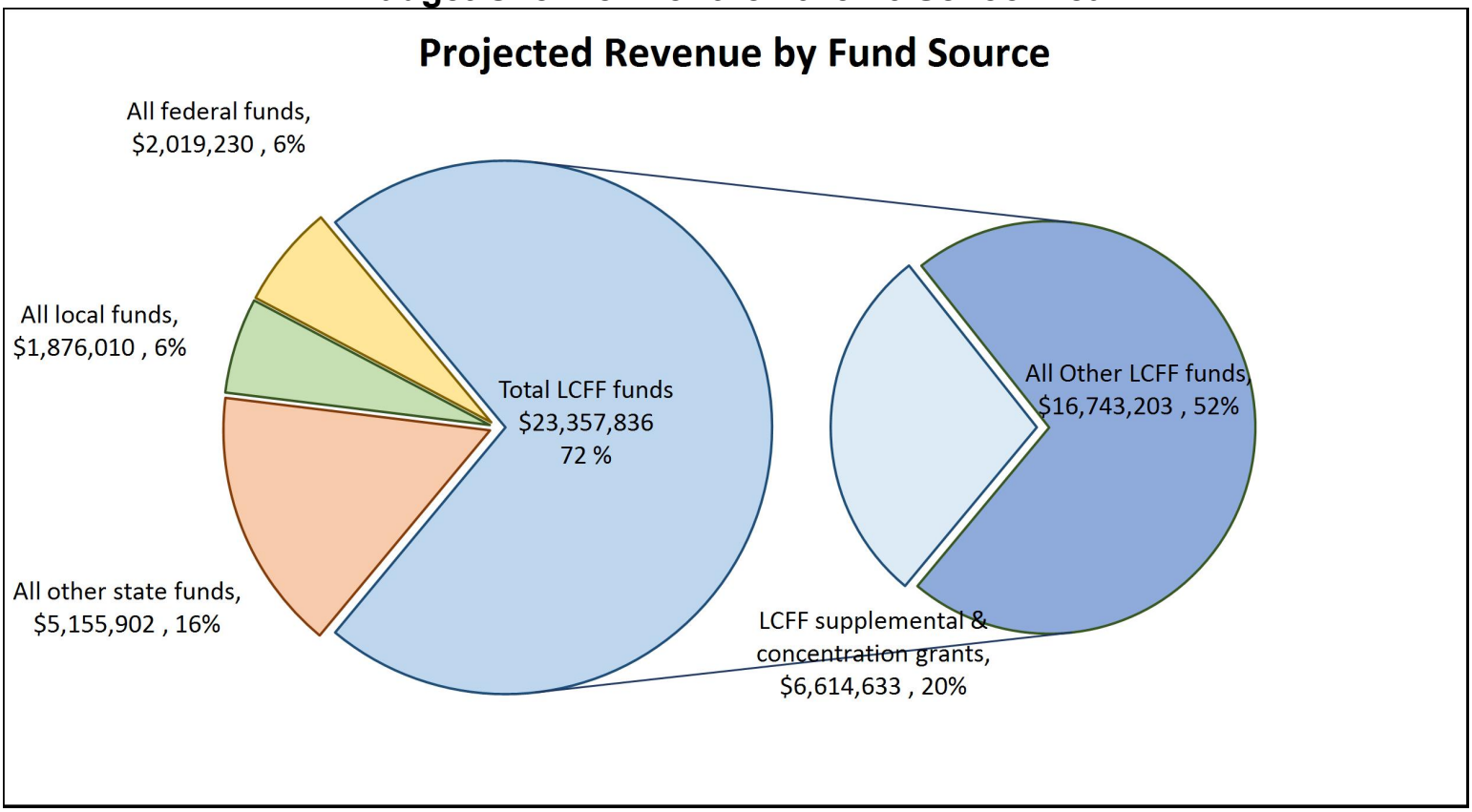
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverdale Joint Unified School District
CDS Code: 10754080000000
School Year: 2025-26
LEA contact information:
Jeff Percell
Superintendent
jpercell@rjusd.org
(559) 867-8200

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 2025-26 School Year

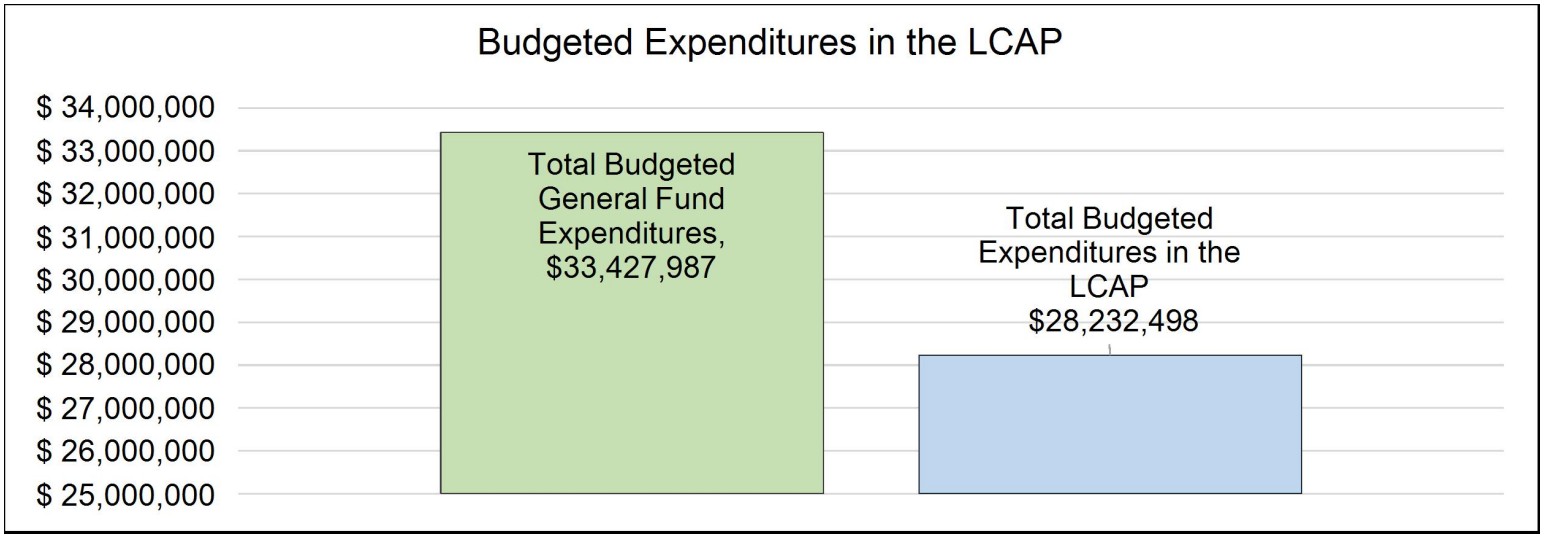



This chart shows the total general purpose revenue Riverdale Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverdale Joint Unified School District is $32,408,978, of which $23,357,836 is Local Control Funding Formula (LCFF), $5,155,902 is other state funds, $1,876,010 is local funds, and $2,019,230 is federal funds. Of the $23,357,836 in LCFF Funds, $6,614,633 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Riverdale Joint Unified School District plans to spend for 2025-26. 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: Riverdale Joint Unified School District plans to spend $33,427,987 for the 2025-26 school year. Of that amount, $28,232,498 is tied to actions/services in the LCAP and $5,195,489 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

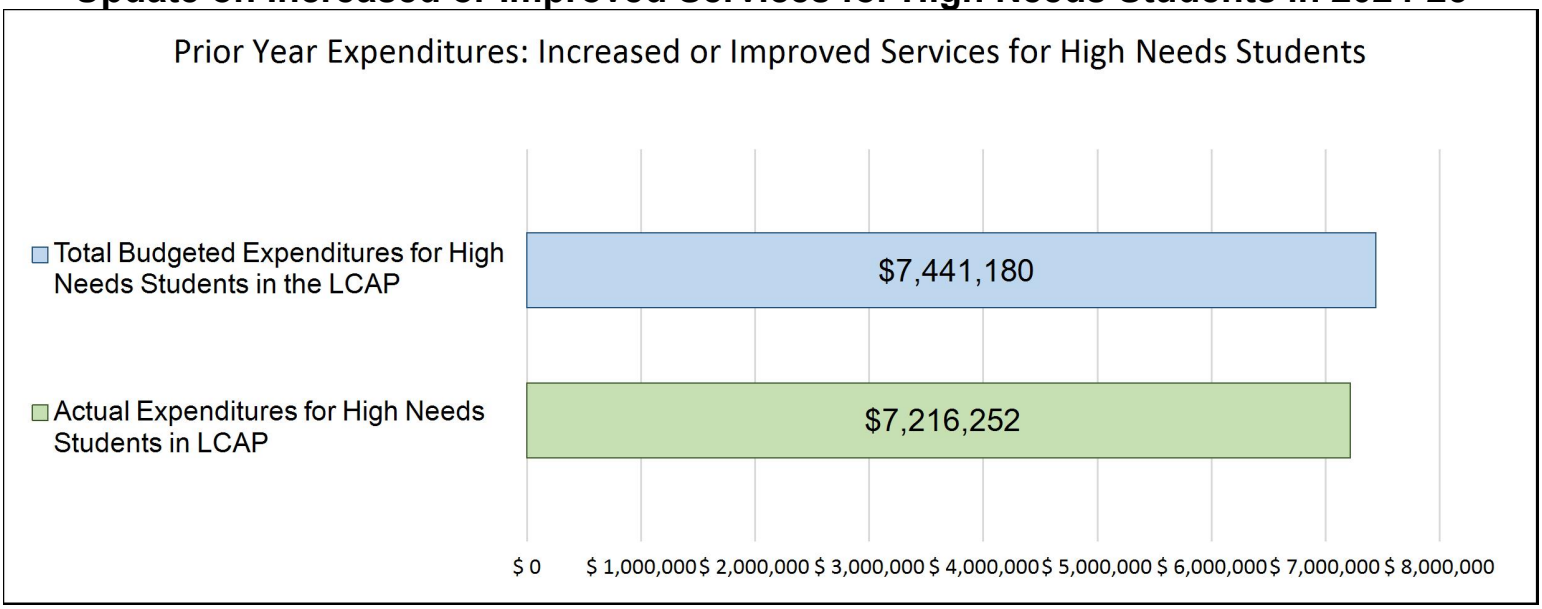
Expenditures not included in the LCAP will show an overall amount of $5,195,489. This amount of $5,195,489 stems from other various funding sources. California provided finances in the form of the Extended Learning Opportunities Program (ELOP) that is helping provide more opportunities to our students through our ELP. Other funding sources are the Community Schools Grant and Stronger Connections Grant which will be used towards a coordinator, SRO, intervention teacher, intervention tutors, counselor, and other materials and services.The only other general fund expenditures not included in the LCAP is the STRS on Behalf which is included to meet legal requirements of funding.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Riverdale Joint Unified School District is projecting it will receive $6,614,633 based on the enrollment of foster youth, English learner, and low-income students. Riverdale Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Riverdale Joint Unified School District plans to spend $7,115,886 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 2024-25




This chart compares what Riverdale Joint 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 Riverdale Joint 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 2024-25, Riverdale Joint Unified School District's LCAP budgeted $7,441,180 for planned actions to increase or improve services for high needs students. Riverdale Joint Unified School District actually spent $7,216,252 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $224,928 had the following impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students:

The reason for $224,928 less being spent in 2024-2025 was due to in large part because many of the additional educational materials that were purchased in the 24-25 school year were bought from another revenue source (Action 1.3). Approximately $160,000 less, of the $225,000, was spent on educational materials from LCFF funds. The difference between these two numbers is approximately $65,000 which resulted in price variations throughout the school year.

# 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 |
|---|---|---|
| Riverdale Joint Unified School District | Jeff Percell<br>Superintendent | jpercell@rjusd.org<br>(559) 867-8200 |

# Plan Summary [2025-26]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Riverdale Joint Unified School District is located approximately 25 miles southwest of Fresno in the heart of prime agricultural land. Farming and farm related enterprises are the principal businesses for the area. Riverdale Joint Unified School District is a TK-12 school district with five schools, Fipps Primary (TK-3), Riverdale Elementary (4-8), Riverdale High School (9-12), Horizon Continuation High School (9-12) and Riverdale Virtual School an Independent Study -Student Learner Lead Program (TK-12). Riverdale Joint Unified School District also provides an Adult Transition Program for students receiving services until the age of 22 years old. Riverdale Joint Unified School District provides services to approximately 1426 students. Riverdale Joint Unified School District is fortunate to have a student body which is ethnically and culturally diverse. Riverdale Joint Unified School District has approximately 1426 students for which the ethnicity of the District is 90.04% Hispanic; 9.12% White; 0.35% Black/African American, and the remainder made up of other groups. Approximately 1305 students for a percentage of 91.5% receive free/reduced breakfast/lunch. In examining other student groups, RJUSD has a composition of approximately 30% English Learner (EL), 5% Long Term English Learner (LTEL), 10% Students with Disabilities (SWD), and a Foster Youth (FY) group that is too small to have a measurement size but individuals are tracked internally. The District employs ninety-one classroom teachers, twenty tutors, five paraprofessionals, three library clerks, one school safety member, two school psychologists, three principals, three assistant principals, five counselors, a Director who oversees Curriculum & Instruction, an Assistant Superintendent of Educational Services, a Superintendent, as well as additional support staff. RJUSD works with the Fresno County Sheriff's Department and has a School Resource Officer (SRO) assigned to their district. Students in grades TK-6 are taught in self-contained classrooms and grades 7-12 are taught in a departmentalized instruction program. Riverdale Virtual School, which opened in 2024-2025, serves students virtually in grades TK - 12. Riverdale Joint Unified School District is staffed with a faculty which is professionally skilled and personally committed to meeting the District goals of providing an enriching educational experience.

The 2024-2025 school year overall was a successful year in that Riverdale Joint Unified School District was able to make progress on many of their planned operations, projects and procedures as stated in their LCAP. The district made progress in their professional development work by having teachers collectively begin mapping out the standards of their curriculum. The ability to collectively map out content standards for student instruction will bring about consistency among grade levels and subject areas. RJUSD also was successful in expanding their MTSS system by implementing a reading intervention program for students at Fipps Primary. Efforts to expand and build upon community engagement and parent connection also had growth as school site liaisons created a monthly newsletter for their site, an expanded District Wide Literacy Night took place with over 150 people attending along with the community unifying to change all school colors throughout the district to green and changed all of the mascots to various age levels of Cowboys (Buckaroos, Wranglers and Cowboys). Student opportunities grew through events in the Agriculture Department, Science Olympiad teams forming at each school site, expansion in arts education and the formation of a Science Outreach Club where they held events such as community members obtaining CPR certification. While there were many new items in 2024-2025, the second year additions of Riverdale Virtual School, adding a counselor to work with Horizon High students, the expansion of having two school psychologists, and having a School Resource Officer (SRO) were all celebrated. Perhaps the greatest accomplishment for the 2024-2025 school year was the district's ability to hire an Athletic Trainer which had been a long pursuit desired by students and parents through many LCAPs in recent years.

Riverdale Joint Unified School District has two school sites that qualify for Equity Multiplier (EM) Funds in 2025-2026. Equity Multiplier Funds are an additional allocation of funding from the Local Control Funding Formula (LCFF) to schools with high non-stability rates and socioeconomically disadvantaged pupil rates. Horizon High, identified as a continuation school, received these funds last year. Through conversations and input from the various stakeholders of Horizon High, funds in the 24-25 school year were used to address the suspension rate by having a school counselor work along with students on challenging issues. In addition, students of Horizon High were provided vocational field trip options to create interest in various career pathways. Being a recipient of EM Funds again for the 25-26 school year, stakeholders of Horizon High School have desired to see the continuation of the 24-25 plans into the 25-26 school year. Riverdale Virtual School (RVS), an Independent Study - Student Learner Lead program, is scheduled to receive EM Funds for the first time in the 2025-2026 school year. Similar to Horizon high, Riverdale Virtual held stakeholder meetings with students, staff and parents from this school site. Through the stakeholder conversations, Riverdale Virtual has decided to address low academic marks in English Language Arts. In an approach to provide additional support for students within Riverdale Virtual, RVS will add a tutor to their educational program to work with students both online and in-person when needed. Both Horizon high and Riverdale Virtual will be receiving and have developed plans to use the Equity Multiplier Funds they are receiving in the 2025-2026 school year. To monitor the development of these two school sites using their EM Funds, these plans have been placed within the 25-26 LCAP and can be found within Goals 5 and Goal 6.

While there were many achievements in 2024-2025, RJUSD is continuing to work on areas of improvement. Challenges still remain for RJUSD as they continue to experience declining school enrollment. Since 2020, Riverdale Joint Unified School District has experienced a decline of about 200 students bringing the current enrollment to a little over 1400 students. The reduction in student enrollment presents less money the district is eligible to receive which is challenging with consistently increasing educational costs. In addition, RJUSD recognizes the presence of academic gaps amongst student groups and social-emotional issues in connection with student behavior support as challenges to address. The methods to continue to financially support the wide range of services for students does present challenges that the district continues to find unique methods to address while supporting student learning and growth.

# Reflections: Annual Performance

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

Riverdale Joint Unified School District experienced both successes and challenges from Dashboard and local data that will impact the district's 2025-2026 LCAP.

Some of the successes were found in examining data for the 2024-2025 year where, RJUSD was able to continue their decline in Chronic Absenteeism for K-12 with a rate of 13.2% which was a drop of 2.7% from the year before, the California Dashboard displayed that the Graduation Rate increased to 96.4% from 93.6% the previous year and students overall performed better on their State Science exams (CAST) by 9%. Other data points revealed that increases occurred in A-G Completion Rate (+10%), EL Reclassification (+3.9%), AP Passage Rate (+7%) and CTE Pathway Completion (+9%). The suspension rate at Riverdale Elementary and other sites, except the high school, witnessed reductions amongst all student groups. One of the greatest successes in the 2024-2025 year was the district's ability to fill the Athletic Trainer position which had been sought after for the past two years.

While the examination of data brought some areas of success, it also revealed or demonstrated the continuation of various challenges. Both District Assessments (English Language Arts) and State Level Assessments (English Language Arts and Mathematics) disclosed declines in almost all areas from single digits to double digits (-1% to -17%) in comparison to the previous year. English Learner Progress Towards English Proficiency witnessed a double digit decline (-10%) and Riverdale High School had an increase in suspensions (+2.8%) for all students.

In 2023-2024, the Riverdale Joint Unified School District was placed in Differentiated Assistance (DA) through the California School Dashboard due to be placed in the "Red" category in different areas for different demographics of students. The district was cited for English Learners being in the "Red" for English Language Arts scores under state testing. RJUSD was also cited in the area of Suspensions for the following student groups placing in the "Red" due to their suspension rate: All students, EL students, Homeless students, Socially-Economically Disadvantaged (SED) students, and Hispanic students. The student group of English Learners in the areas of English Language Arts and Suspension Rate were found both at Riverdale Elementary and Riverdale High. Riverdale High also had been cited for English Learners in the area of Mathematics at Riverdale High. In addition to English Learners placing in the "Red" for Suspensions at Riverdale Elementary, this school site also had additional groups such as Homeless, Socio-Economically Disadvantaged (SED) and Hispanic students also place in the "Red" category. Due to their placement in these areas for the 2023-2024 school year, RJUSD must continue to focus on these items for the 2025-2026 LCAP and continue to monitor these areas until the 2026-2027 year comes to a close. While there was good news with modest reductions in suspensions for English Learners in 2024-2025, the data indicated mixed results for academic assessments. In examining Riverdale Elementary School specifically for suspension reduction, all of their groups saw their numbers drop: English Learners (-5.7%), Socio-Economically Disadvantaged (SED) (-4.6%), Homeless (8.1%), and Hispanic students-4.4%). Riverdale High has a small increase (+0.3%) for their English Learners. Both English Learners at Riverdale Elementary School (RES) and Riverdale High School (RHS) saw a decline in academic performance in mathematics and the two campuses split in the area of English Language Arts with EL students at RES improving (+2.71%) and RHS declining (-17.22%). In terms of positive news for 2024-2025, RJUSD did not have any additions of areas or demographics falling into Differentiated Assistance. Riverdale Joint Unified only needs to address the items cited in the 2023-2024 school year. As mentioned earlier, RJUSD will continue to focus on these identified 23-24 DA areas through their LCAP. For academics, Riverdale Joint Unified School District will continue to address the areas of "Red" as identified on the CA School Dashboard

through a district wide approach instead of individual school sites. The items identified as “Red” are being focused on through the following LCAP areas: Goal 1, Action 2 (Staff Collaboration),Goal 2, Action 2 (Professional Development),Goal 2, Action 4 (Professional Development ELD), and Goal 2, Action 5 (ELD Supplemental Materials) . For suspensions, RJUSD will continue these areas of concern in the DA process, along with the “Red” determination, through the LCAP in the areas of: Goal 1, Action 2 (Staff Collaboration), Goal 2, Action 2 (Professional Development), and Goal 3, Action 11 (Alternative Means of Suspension Programs).

Riverdale Joint Unified School District will have unspent Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-2026 year. The Learning Recovery Emergency Block Grant funds were provided to help LEAs address the academic and emotional impacts of the COVID-19 pandemic. LREBG funds need to be directed towards the support of academic learning recovery and the social emotional well-being of students. RJUSD conducted a needs assessment to assist in the determination of where LREBG Funds could be directed. In examining the student needs assessment, RJUSD was able to identify in both the examination of data through the CA School Dashboard and the Healthy Kids Survey conducted in November 2024, the continued need towards reading intervention programs to address low ELA and reading scores throughout the district along with social emotional support services as identified by students in the aforementioned surveys. An analysis of the needs assessment also concluded that further professional development in English Language Arts and Mathematics is needed as students continue to demonstrate lower than desired academic marks through state and district level assessments. In using the needs assessments, RJUSD is able to direct these funds towards allowable items as determined by Ed Code 32526(c) to address the learning recovery and social emotional well-being of the students the district serves. The LREBG-funded actions are aimed at the Reading Intervention Programs, social emotional support services and professional development. These three areas of need for LREBG funds to be used towards, will be found within three already established actions within the RJUSD LCAP. Action 1.6 which addresses Targeted Instruction and focuses on reading interventions will be used towards two separate reading intervention programs for staff and materials. Action 2.2, Professional Development, focuses on the areas of English Language Arts and Mathematics as RJUSD has made these two academic areas areas of focus. Action 3.10 is aimed at Social Emotional Support and LREBG funds will be used towards our expanded psychological services provided within the district. Each action description explains the rationale for selecting the selected actions. Riverdale may receive additional LREBG funds as part of the 2025-2026 Budget Act. RJUSD will identify any additional LREBG funds apportioned as part of the 2025-2026 Budget Act as part of the 2026-2027 LCAP.

The data from the Dashboard and local data, from various resources, provided successes and challenges that influenced Riverdale Joint Unified School District in the shaping and creation of their 2025-2026 LCAP.

## Reflections: Technical Assistance

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

Riverdale Joint Unified School District continues to work with the Fresno County Superintendent of Schools for Technical Assistance to address the district’s placement in Differentiated Assistance (DA) in 2023-2024 based on data from the California School Dashboard. RJUSD was placed in DA for the qualifying group of English Learners in the indicators section of English Language Arts, Mathematics and Suspension Rate. While RJUSD was not placed in Differentiated Assistance during the 2024-2025 school year, based again on data from the CA School Dashboard, the district is required to follow the progress of the work for the three-year span of the current LCAP. During the 2024-2025 school year, RJUSD has worked on the identified areas that placed the district in DA. The district’s work has included participation in various workshops and collaborations with the Fresno County Superintendent of Schools for staff and administration to make changes in

both instructional practices and approaches to addressing discipline issues. In the 2024-2025 school year, RJUSD witnessed varied levels of success in addressing the factors that produced results for English Learners in 2023-2024. Conversations and discussions continue to take place with various community stakeholders as a part of the LCAP process in 2024-2025. Conversations through the LCAP process and stemming from the DA process will continue to have a direct connection for the 2025-2026 RJUSD LCAP.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

Not Applicable

### *Support for Identified Schools*

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

Not Applicable

### *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# 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 |
|---|---|
| Mid-Year Report (2024-2025 LCAP) | A mid-year report on the 2024-2025 LCAP was provided and presented to Riverdale Joint Unified School Board in a Public Hearing on January 8, 2025. The RJUSD Board was presented and informed on the current progress of RJUSD in their current work on the 2024-2025 LCAP along with the Budget Overview for Parents on the financial expenditures. The presentation of this information prior to February 28, 2025 satisfied the requirement set in Senate Bill 114 (2023). |
| Teachers (Certificated Staff) | Different site meetings took place where certificated staff gathered to provide input and receive information on the LCAP on early release days. Meetings were led by site administration through various conversation dates. On occasion, the Assistant Superintendent would join into or lead the conversations. For most part, meetings were held during the teachers' contracted day to ensure full participation. Site principal's followed up with their respective school staff to investigate the priorities and provide input that was more specifically relevant to their school site. Topics of utilizing different district assessments, challenges in EL support, professional development needs, and continuation of current approaches were shared, discussed and/or introduced. Site Principals would delve into deeper conversations on how their specific school site would support the goals of the District's LCAP while addressing needs specifically through their School Plan for Student Achievement (SPSA). Dates: 10/17/24, 11/13/24, 11/20/24, 12/5/24, 12/19/24, 1/16/25, 3/20/25, 3/25/25, 3/31/25, |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 4/9/25. In addition, the Healthy Kids Survey was conducted in November 2024 for Certificated employees to take part in. |
| District Administration & Leadership Teams | Conversations occur on a weekly basis, throughout the 2024-2025 school year, between the Superintendent, the Assistant Superintendent, Site Principals and District Level Administrators. One Monday a month, Assistant Principals from the school site join in the conversations. Conversations center on topics raised by the Superintendent but also allow for questions and items of discussion to be raised by all members. Various elements of the LCAP are discussed throughout the year but a specific focus on the development of the LCAP takes place during spring meetings. Discussions held allow Principals and Directors to lead conversations to their staff while also presenting questions, concerns and thoughts by their groups to the district discussion. Dates: Monday's throughout the 2024-2025 school year. In addition, the Healthy Kids Survey was conducted in November 2024 for administrators to participate in. |
| Other Employees (Classified Staff) | Meetings with classified staff took place with each site principal, on their prospective campus, to discuss the LCAP process as well as the status and development of each of the district's goals. Classified topics discussed were centered on roles of tutors, professional development/training in working with Special Education students, and job duties. Principal's followed up with classified staff through an open dialogue discussion to collect input and feedback. Similar to certificated meetings, classified meetings were held during the contracted day to ensure opportunities for input and contribution. Dates: 8/27/24, 1/28/25, 3/31/25, 4/4/25, 4/9/25, 4/11/25. In addition, the Healthy Kids Survey was conducted in November 2024 for Classified employees to participate in. |
| Local Bargaining Units (Certificated & Classified) | The Superintendent meets on a regular basis with the certificated bargaining unit, Riverdale Teachers Association (RTA) and the classified bargaining unit, Service Employee International Union (SEIU). The Certificated meetings occur with the President of the RTA and they discuss items in a 1-1 format. Meetings frequently center on student learning and the various aspects connected to the district's LCAP. Meetings with SEIU occur in a similar fashion and are held on a regular basis with the officers of the Riverdale SEIU. Topics |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | of discussion center on staffing for various roles classified employees hold by positions created in the LCAP. Student learning and how to support these roles are also discussed. While the Superintendent held a meeting with the RTA President to discuss and review a final draft of the LCAP on 5/27/25, the Assistant Superintendent held a meeting with the officers of the Riverdale SEIU to discuss and review a final draft of the LCAP on 5/22/25. |
| Parents | Each site Principal held various meetings with parents, from their school site, to discuss the progress that specific site had accomplished under the 2024 - 2025 LCAP and to receive parental feedback on the development of the new 2025-2026 LCAP. Principals led the conversations with parents and while discussing the District's LCAP, site leaders also focused on their School Plan for Student Achievement. Parents raised questions and spoke about academic performance, construction plans for the new football stadium, English Learner performance, social-emotional programs and support for their children, concerns about vaping in restrooms and parent education on vaping were also expressed. The School Plan for Student Achievement (SPSA) is a specific plan for how each site, under the District LCAP, will specifically address student growth and learning. Dates: 8/20/24, 10/21/24, 2/11/25, 3/11/25, 3/25/25, 3/26/25, and 5/1/25. In addition, the Healthy Kids Survey was conducted in November 2024 for parents in all grades throughout the district. |
| Students | Input from students, towards the LCAP, was carried out in a variety of means. Principals spoke with students, in grades 4 - 12, both in small groups such as classroom settings along with student leadership groups. Meetings were conducted in an open discussion format with students asked to provide input or feedback on the different goals the district had established. Students provided input about the cleanliness of campus, lunch choices, school safety, dress code, transportation for curricular events, and types of elective opportunities available. The input of students not in formal leadership roles was sought through some formally structured forums at both the elementary, junior high and high school levels. Meeting dates were: 2/18/25, 3/3/25, and 3/25/25. In addition, the Healthy Kids Survey was conducted in November 2024 for grades 4th - 11th. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parent Advisory Committee (PAC) | This committee has become a traditional part of RJUSD for over ten years. The composition of the committee is representative of the community of Riverdale and the Title I designation of the district. Parents include but are not limited to represent various demographics of low-income, foster youth and English Learners. To meet recent requirements, membership of PAC members includes parents of students with disabilities. RJUSD was able to include the required parent groups along with other parent representation. The format of the PAC is open to the public and allows all parents to meet district administration, including the superintendent, and hold conversations on student learning. Conversations center specifically on the opportunity to discuss the LCAP and garner input from RJUSD parents. The Parent Advisory Committee is made up of parents who represent each school site. The Parent Advisory Committee is intended to meet on a frequent basis to discuss and provide input on the LCAP and other district concerns. Many times conversations centered on academic support for English Learners and Students with Disabilities. Parents have expressed to hold these meetings during school hours so that they may attend while their children are in class. Meetings occur at the District Office in the Boardroom. Dates: 8/23/24, 9/27/24, 10/18/24, 1/17/25, 2/21/25, 4/25/25 and 5/16/25 . A draft of the 2025-2026 LCAP was provided and reviewed by the Parent Advisory Committee on 5/16/25. No questions were raised or presented by parents thus not requiring the Superintendent to respond in writing. The Superintendent did not respond in writing since no questions were presented. Parents did express their appreciation of the plan. |
| District English Learner Advisory Committee (DELAC) | The DELAC, composed of parents of students identified as English Learners, was consulted regarding the LCAP, and specific feedback was sought. This advisory group was also advised of their right to provide specific feedback to the superintendent and receive a written response to their recommendations. DELAC meetings are held at the District Office. Parents' requests for meetings to be held during the school day as child supervision is reduced while their kids are in class. Throughout the year, DELAC members took part in the conversation on the progress of English Learners in the district. Questions also were raised about the improvement in EL proficiency |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | along with the academic achievement of English Learners. Dates: 10/2/24 and 2/5/25. School sites held their English Learner Advisory Committee (ELAC) meetings on the following dates: 9/4/24, 10/2/24, 11/6/24, 2/5/25, 3/5/25, 5/21/25. A draft of the 2025-2026 LCAP was presented and reviewed on 5/21/25 to both the DELAC and ELAC groups. The District English Learner Advisory (DELAC) did not provide specific feedback to the Superintendent on the final proposed LCAP. Since there was no specific feedback towards the LCAP, the Superintendent was not required to respond in writing. The Superintendent did not respond in writing since no questions were presented. |
| Student Advisory Committee (SAC) | For both the junior high and high school levels, a specific Student Advisory Group was created starting last year in 2023-2024. The Student Advisory Group for both Riverdale Elementary and Riverdale High School is made up of students from diverse backgrounds representing several demographics. Students were asked to provide input or feedback on the different goals the district had established. Students provided input about the cleanliness of campus, lunch choices including off-campus opportunities, school safety - bullying and social media, dress code, and types of elective opportunities available. While many groups of students were asked for input, only the SAC at the junior high and high school levels were provided a final draft to review. A draft of the 2025-2026 LCAP was provided and reviewed by the SAC on 5/20/25 and 5/22/25. Dates: 1/13/25, 3/31/25, and 4/11/25. Final Review Dates: 5/20/25 and 5/22/25. No questions were presented on the final draft for the SAC to review. The Superintendent did not respond in writing since no questions were presented. |
| Special Education Local Plan Area (SELPA) | Riverdale Joint Unified School District is a member of the Fresno County SELPA as a means to work with the county to provide a comprehensive range of special education programs and services for students. Members of the meetings consisted of Fresno County Superintendent of Schools personnel who make up the Special Education Department led by their Director along with district representation from each member school district. Discussions were held where both information and input was provided that centered on the LCAP and the support for students from each member school |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | district. Conversations on academic support and strategies for Students with Disabilities was the focal point. As SELPA meetings occur every month, LCAP conversations were recognized throughout the 2024-2025 year. Meetings throughout the 2024-2025 year were held in either a virtual or physical format. Dates: 9/12/24, 10/24/24, 11/13/24, 1/21/25, 2/13/25, 3/18/25, 4/10/25 and 5/12/25. |
| Schools Receiving Equity Multiplier Funding | Riverdale Joint Unified will have two school sites receiving Equity Multiplier Funds in 2025-2026. Horizon High received multiplier funds last school year and will again for 2025-2026 while Riverdale Virtual will be new.<br><br>Horizon High established in 2023-2024 the need for additional counseling services for their students along with expanded vocational career exploration opportunities to address their suspension rate. The committee for Horizon High continued to express their desire for the continuation of these programs in the 2025-2026 school year. Dates: 3/13/25 and 3/25/25<br><br>Riverdale Virtual formed a committee of students, parents, a teacher and administration to discuss their school site needs. Riverdale Virtual expressed a desire for greater academic support in relation to students academic performance. The committee discussed what academic support may look like for students. Dates: 3/11/25 and 3/20/25. |
| Public Comment Period | Riverdale Joint Unified School District opened up their LCAP for a public comment period from 5/12/25 - 5/30/25 through their district webpage. The public is welcome to make comments and submit them to the Superintendent. RJUSD invited the public to provide comments/feedback to the district LCAP either by email or in person at a public hearing at the June 4th RJUSD School Board. The 25-26 RJUSD LCAP was presented to the school board on June 4, 2025. |
| Public Hearing | The Public Hearing date was set for 6/4/25 allowing the public to comment. The District School Board collected public comments from 5/12/25 through 5/30/25. |
| LCAP Adoption by the Governing Board | The Riverdale Joint Unified School District's LCAP for 2025-2026 was approved by the governing board on 6/25/25. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Budget Adoption and Local Indicator Report to Governing Board | The Riverdale Joint Unified School District's Budget for 2025-2026 was approved by the governing board on 6/25/25.<br><br>The 2024-2025 Local Indicators for the California School Dashboard were presented to the Riverdale Joint Unified School Board in conjunction with the approval of the district's 2025-2026 LCAP and 2025-2026 budget on 6/25/25. |

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

Feedback from various formats such as in-person meetings, conversations, and surveys all played a great influence on the development of the 2025-2026 Riverdale Joint Unified School District LCAP. Through the different mediums, educational partners expressed their desire to see RJUSD continue their goals and actions as established in the 2024-2025 LCAP as it is a three year plan. While the goals and actions remain the same, approaches on how to carry out these may experience some difference in the 2025-2026 school year through the LCAP. While the district did not move into Differentiated Assistance (DA) for the 2024-2025 school year, they are still required to carry out the plans from their placement in 2023-2024 which educational partners were happy to see. Educational partners expressed that the actions relating to items connected to DA Placement (EL academics for English Language Arts and Math along with Suspensions) were areas of their concern as well.

Based on educational partner input sessions, RJUSD will continue many of the established actions under each goal from the previous LCAP but use a different approach while trying to meet student needs. While there are areas of progress noticed in the 2024-2025 school year, a majority of educational partners identified the necessity to continue working towards student growth for all students with a continued focus on identified groups such as English Learner, Low Income and Students with Disabilities in the 2025-2026 LCAP. In 2024-2025 LTEL students, a demographic of EL students who have been in the United States for six years or more without any significant progress in their English Language acquisition, became a new area of focus for state accountability. Educational partners expressed their desire to see this group, LTEL students, continue to receive support through the 25-26 LCAP. Discussions with educational partners through forums, district meetings and individual conversations revealed groups do not want to see the contraction of programs. It was explained to educational partners that contraction would not occur and that some programs and opportunities may be expanded through other funding sources outside of LCFF dollars. As RJUSD experiences declining enrollment and potential funding challenges from the State of California, the task of continuing programs does present obstacles.

To maintain the consistency of the district's vision, as expressed by educational partners, RJUSD will continue their current five goals as established in the 24-25 LCAP but will add an additional goal, Goal 6, for the 2025-2026 RJUSD LCAP. The district's new goal, or Goal 6 is entirely focused on Riverdale Virtual School. The six goals for the 2025-2026 LCAP are: (1) Student Learning, (2) Professional Growth, (3) School Climate and Culture, (4) Community Engagement, (5) Suspensions - Horizon High School and (6) Academic Support - Riverdale Virtual School.

District staff provided consistent feedback regarding the continuation of the systems in place to monitor student growth and specifically the growth of ELL, including LTEL, students, and Students with Disabilities. Certificated staff expressed desire to continue the system of ongoing collaboration time for staff, the continued presence of administration for structured observations, and a continuation of student centered professional development opportunities. Last year (23-24), teachers expressed the desire to narrow the wide-scope of Professional Development being provided by the district. In 24-25, RJUSD did narrow the focus by having teachers work on aligning their standards within their curriculum or grade level. The alignment of curriculum and instructional approaches has been greatly valued and staff expressed the need to continue this work for the 25-26 year. Evidence of this feedback on student growth and professional development can be found in Goal 1, Actions 4 and 11 and Goal 2, Actions 4 and 7. Teachers also expressed input in response to RJUSD continued placement in Differentiated Assistance and wanted to see efforts in 24-25 continue. RJUSD was placed in DA for EL Students in English Language Arts and Mathematics and Suspensions for the student groups of EL, LI, Homeless and Hispanic in 23-24. RJUSD did not expand their level of DA in the 24-25 school year. Evidence of addressing these concerns are found in Goal 1: Action 2, Goal 2: Action 2 and Goal 3: Action 11.

Educational partners and specifically EL parents stated their desire to see the continuation of ELD teachers and EL supports going into the 25-26 LCAP. It was shared that while RJUSD was not placed into DA for the 24-25 school year they were still committed to the work of the identified groups as the plan established in the 24-25 LCAP was a three year plan. While parents want to continue the current support, comments were raised about the LTEL group and why their progress is at a slower pace. Parents were informed that ELD teachers would not be reduced and that the district would continue past practices while changing approaches in their methodology. Evidence of this feedback can be found in Goal 1, Actions 2, 5 and 6. Goal 2, Actions 2, 4 and 5.

Certificated staff offered feedback on the continuation of the district's ELD program along with its continued focus on literacy. Teacher input specifically addressed the need to continue approaches of integrated and designated ELD instruction with a focus on reading and writing strategies for both EL and LTEL students. Instructional staff recognize the need to address low performance as identified through the Differentiated Assistance process for EL students in ELA and Math. This focus is found in the 2025-2026 LCAP. Evidence of this teacher input can be found in Goal 1: Action 2 and Goal 2: Actions 2, 4 and 6.

Teachers and parents provided input on their desire to have continued progress for students in the area of English Language Arts and Mathematics. Much of these conversations stemmed from lower than expected district mid-year assessments. Teachers shared their opinion regarding the need for the district to continue their current professional development plan into the 25-26 LCAP. The perspectives of educational partners are in alignment with the district's need to continue work on the areas for which the district was placed in DA in 23-24. English Language Arts and Mathematics for English Learner students are the focus. Evidence of this can be found in Goal 2, Actions 2 and 6.

Educational partners, particularly Low Income families, continued to express the necessity of having the district continue their 1:1 deployment of computers for students in grades 7th - 12th. EL and LI parents expressed their inability to have internet connection without the district's ability to provide connectivity. In 2024-2025, RJUSD changed their approach for district issued laptops to extend only to students in grades 7th - 12th. Students in grades TK-6th no longer have district appointed laptops as teachers changed their instructional approaches to include more technology based items within their classroom. 7th-12th grade teachers however continued to express their perspective on appropriate grade level students having laptops at home due to increasing work with technology for instructional purposes. Evidence of this input can be found in Goal 2, Action 3.

Feedback from educational partners on the topic of school safety and offering a welcoming environment for Social Emotional needs for students continued to serve as a contribution to the development of the LCAP. Concerns about the suspension rate were discussed as a result of the DA designation for English Learners, Low Income, Homeless and Hispanic students in the 24-25 LCAP and the district's ability to continue current practices in the 25-26 LCAP. Input was provided by the certificated and classified staff along with students and parents regarding school safety. Both staff and parents raised questions about vaping concerns, bullying, escalating student behavior in younger grades and overall staff safety. Administrators shared their challenges in addressing student behavior in the area of suspensions particularly when RJUSD is using various methods to reduce the suspension rate in the district. Ideas were presented from different conversations that will create alternative means of suspension both in a proactive and reactive fashion through various tiers. Riverdale Elementary School was able to reduce their suspension and educational partners wanted to see these practices continued while the high school still searches for attempts at reduction through the LCAP. Students and parents, through the Healthy Kids Survey taken in November 2024, expressed comments that reflect in the upkeep and cleanliness of campuses and facilities through the district. RJUSD will continue the current approaches while also seeking other means to address the expressed concerns. Evidence of this feedback can be found in Goal 3: Actions 1, 2, 5, 6, 9 and 11.

RJUSD was able to create Riverdale Virtual School as an alternative means for long term independent study. Riverdale Virtual serves students from TK-12. The availability of an online program has received positive feedback from parents and students who expressed they want to see this service continue in the 25-26 LCAP. Students and parents have stated Riverdale Virtual, as an online program, has served as a resource for students facing various social-emotional challenges and issues. The continuation of Riverdale Virtual will continue and the program will be expanded based on student need. The convenience of an Independent Study program such as Riverdale Virtual helps students to remain in the district instead of pursuing other educational opportunities for which English Learner and low-income parents expressed a challenge in transportation to get their children to other programs. Evidence of this feedback can be found in Goal 1: Action 1 and Goal 3: Action 10.

Parents, students, and staff members continue to state the need for a systematic approach to character education, expectation, and protocol for climate and behavior. This desire was elevated due to the district's placement into DA under Suspensions for EL, LI, Homeless and Hispanic students in the 24-25 LCAP. Parents, students and staff all expressed the desire to see the offering of some type of evidence-based framework but questions about the continuation of PBIS have begun to form. While RJUSD will use PBIS for the 2025-2026 school year, they will begin to examine other approaches for the greater future. Parents from both ELAC and DELAC meetings, along with parents from Social-Economic disadvantaged situations, expressed concern over elements of their children feeling safe at school and being at a greater potential for bullying. Comments from both teachers and parents will cause the district to examine the three tiers of support in the current PBIS structure. The continuation of the PBIS program, along with an examination of the expansion of programs within the tier system, will take place in the 25-26 LCAP but a deeper look into other programs will occur. Comments from teachers, students and parents brought about both proactive and reactive changes to the LCAP for the 25-26 school year. Evidence of this feedback can be found in Goal 3: Actions 1, 9, 10 and 11.

Parents as educational partners expressed the desire to build upon the increased relationships and connectedness between school sites amongst parents and students. Survey data revealed slight improvements in some areas of demonstrating connectedness between parents and school. Connectedness for students took a small decline. Parents during ELAC meetings expressed the greatest level of disconnectedness due to language barriers with instructional staff. Low-income parents expressed increased levels of connectedness but want to see relationships continue to improve. While teachers stated they felt stronger connections they would like to see improved

conversations on the topics of student attendance, academics and overall communication. RJUSD will continue the Home to School Liaison positions. The liaisons have been able to provide a connection between students/families with school sites. The focus will be on attendance patterns, academics and other methods of support not discussed among counselors with English Learners and Low-income students/families. Parents raised questions about the constant change in the liaisons at each school site. Parents expressed their happiness with the current stability of Home to School Liaisons in the 24-25 school year as there had been some inconsistencies amongst staffing in the 23-24 school year. Evidence of this input from various partners can be found in Goal 3: Action 9 and 10 along with Goal 4: Action 3, 6, and 7.

As social-emotional issues continue to serve as a focal point. Nearly all educational partners have presented their concerns about the continuation and possible expansion of services to support students. All educational partners recognized the benefit of having additional counseling staff available for students' social-emotional needs. EL parents have directly expressed in meetings that the stigma of mental health issues is a challenge within their culture and wish to see services continue and grow. Families from lower socio-economic backgrounds have expressed their appreciation of services due to their inability to pay for such items but do also wish to see programs expanded. It was shared that the counseling services for English Learners and Low Income, who are potentially at a higher risk of bullying as indicated by parent groups, would continue to be a focus group and the examination of expanding services would be explored. Evidence of this input can be found in Goal 3: Action 10.

Educational partners of students in athletics provided feedback expressing the need for greater medical support for their children when playing sports. RJUSD over several years, through a couple of LCAPs, had been searching for an Athletic Trainer. In early 2025 the district was able to fill this position. Parents were extremely happy with the acquisition of an Athletic Trainer and have expressed their hope that the position remains filled. Parents of low-income students continue to express they are at a greater disadvantage because many times they are not financially able to take their child for every injury they received in sports to have it examined when the district should provide that first line of support or intervention. RJUSD plans to continue the Athletic Trainer position and is hopeful of keeping it filled. RJUSD realizes the benefit that the position brings to support student athletes and in particular offers an intervention of medical support to help low-income families. Both EL and LI parents continue to request for their children to have access to extra and co-curricular programs for their social and academic value. RJUSD requires that students in athletic programs maintain certain academic status while many after-school and club programs present various academic enrichment opportunities. Parents want transportation access and placement access for their children due to increased academic accountability and support. Evidence of this input can be found in Goal 3: Action 4, 6 and 8.

Feedback was received from parents and teachers regarding the desire for continued and increased intervention opportunities for struggling students, enrichment opportunities for students, and tutorial support in the After School Programs at the sites. Determination of the continuation of these programs was made not only by educational partner input but the examination of various metrics. The offering of specialized programs have been a continued conversation item from stakeholders as they see the programs a necessity for their incorporation of language support and their culturally relevant content to enhance comprehension and engagement for English Learners and Low income students. Evidence of this feedback can be found in Goal 1: Actions 8. Goal 3: Actions 4, 8, 9 and 10.

Parents provided input, as educational partners, that the parent education workshops provided in the 2024-2025 year were extremely helpful and beneficial. RJUSD redesigned parent workshops in the 23-24 school year to better suit parent needs and desire of courses. The workshops focus as educational classes that contribute to parents becoming involved with their child's education. Parents continue to express their desire to see parent workshop opportunities continue to grow within the district. Community Engagement is a goal within

RJUSD. The opportunity to provide a meaningful program that supports the engagement of families and specifically English Learner families is essential. Evidence of this feedback can be found in Goal 4, Actions 1, 5 and 6.

Riverdale Joint Unified School District created a new goal, Goal #6, for the 2025-2026 LCAP in response to Riverdale Virtual School receiving Equity Multiplier funds due to their high socio-economically disadvantaged student levels. Last year in the 24-25 LCAP, RJUSD created a goal, Goal #5, for Horizon High School based on the same criteria. Equity Multiplier Funds equate to $50,500 for each school site. Educational Partners from Horizon High School (HHS) decided to address their suspension rate which had increased to 32.1% last year with Hispanic students being suspended 26.1% of the time (22-23 school year data). While the overall suspension rate increased by 2% and Hispanic students rose by 6% (23-24 school year data), educational partners decided to continue the plans of additional counseling support for HHS students along with expanded career exploration opportunities. Evidence of this feedback is found in Goal 5: Actions 1 and 2. For Riverdale Virtual School (RVS) their educational partners decided to focus on academic support. With the sample size of students too small to produce data within the California Schools Dashboard, District data on mid-year academic assessments was used. In the examination of RJUSD Academic Assessments, RVS Educational Partners decided to focus on levels of academic support to assist children in understanding core curriculum in academic subjects to a greater degree. Evidence of this feedback is found in Goal 6: Actions 1 and 2.

Riverdale Joint Unified School District will have unspent Learning Recovery Emergency Block Grant (LREBG) funds that will be spent within the 2025-2026 LCAP. In examining student needs as identified in both the examination of data through the CA School Dashboard and the Healthy Kids Survey conducted in November 2024, RJUSD will use their LREBG funds towards reading intervention programs and social emotional support services. These two areas of need for LREBG funds to be used towards will be found within two already established actions within the RJUSD LCAP. Action 1.6 which addresses Targeted Instruction and focuses on reading interventions will be used towards two separate reading intervention programs for staff and materials. Action 3.10 is aimed at Social Emotional Support and LREBG funds will be used towards our expanded psychological services provided within the district. Evidence of RJUSD spending their unused LREBG funds will be found in Goal 1, Action 6 and Goal 3, Action 10.

Riverdale Joint Unified School District took input provided by various educational partners and applied it into the development of the 2025-2026 LCAP. The various educational partners were informed of their contributions to the development of the LCAP through various final presentations carried out through the district. The feedback received and offered served as a contribution to the development of a document that supports the learning and success of all students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | STUDENT LEARNING - Goal 1: All students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences. | 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.

After internal and external reviews of student data on the subject of student learning, the goal of ALL students is to demonstrate academic growth annually while engaged in diverse, individualized educational experiences. The academic progress of many students in all subgroups is below the grade level expectation in various content (subject) areas as assessed using various measures, such as State assessments and district benchmarks. In addition, progress towards mastery of the English language for students identified as English Learners (EL) is not occurring at the expected rate of 3-5 years for oral proficiency and 4-7 years for academic English proficiency as determined in various measures. Based on the 2023 California School Dashboard, RJUSD was placed in Differentiated Assistance for English Learners in English Language Arts and Mathematics. RJUSD has committed to focusing on the academic improvement of English Learners.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | District Benchmarks - ELA Proficiency Rates | All Students - K-8: 46% & 9-12: 42%<br>EL - K-8: 17% & 9-12: 3%<br>SED - K-8: 42% & 9-12: 37% | All Students - K-8: 29% & 9-12: 30%<br>EL - K-8: 12% & 9-12: 1%<br>SED - K-8: 29% & 9-12: 30% | | All Students - K-8: 50% & 9-12: 46%<br>EL - K-8: 23% & 9-12: 9%<br>SED - K-8: 48% & 9-12: 43% | All Students - K-8: -17% & 9-12: -12%<br>EL - K-8: -5% & 9-12: -2%<br>SED - K-8: -13% & 9-12: -7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | LTEL - 3-8: 6.8% & 9-12: 0%<br>SWD - K-8: 27% & 9-12: 26%<br>Data Year: 2023-2024<br>Data Source: Illuminate | LTEL - 3-8: 1% & 9-12: 1%<br>SWD - K-8: 12% & 9-12: 9%<br>Data Year: 2024-2025<br>Data Source: Illuminate | | LTEL - 3-8: 10% & 9-12: 4%<br>SWD - K-8: 31% & 9-12: 30%<br>Data Year: 2026-2027<br>Data Source: Illuminate | LTEL - 3-8: -5.8% & 9-12: +1%<br>SWD - K-8: -15% & 9-12: -17% |
| 1.2 | CAASPP Met Achievement - ELA | All Students - 3rd-8th: 34.91% & 11th: 43.48%<br>Fipps - EL:12.5%<br>Riverdale Elementary - EL: 4.4%<br>Riverdale High - EL: 20%<br>SED - 3rd-8th: 33.09% & 11th: 41.32%<br>LTEL - 3rd-8th & 11th: 9.86%<br>SWD - 3rd-8th & 11th: 12.7%<br>Data Year: Spring 2023<br>Data Source: CAASPP | All Students - 3rd-8th: 34.57% & 11th: 42.85%<br>Fipps - EL: 20.59%<br>Riverdale Elementary - EL: 7.11%<br>Riverdale High - EL: 2.78%<br>SED - 3rd-8th: 31.76% & 11th: 37.4%<br>LTEL - 3rd-8th: 1% & 11th: 6.67%<br>SWD - 3rd-8th & 11th: 5.56%<br>Data Year: Spring 2024<br>Data Source: CAASPP | | All Students - 3rd-8th: 39% & 11th: 48%<br>Fipps - EL:16%<br>Riverdale Elementary - EL: 10%<br>Riverdale High - EL: 26%<br>SED - 3rd-8th: 39% & 11th: 47%<br>LTEL - 3rd-8th & 11th: 15%<br>SWD - 3rd-8th & 11th: 17%<br>Data Year: Spring 2026<br>Data Source: CAASPP | All Students - 3rd-8th: -0.34% & 11th: -0.63%<br>Fipps - EL: +8.09%<br>Riverdale Elementary - EL: +2.71%<br>Riverdale High - EL: -17.22%<br>SED - 3rd-8th: -1.33% & 11th: -3.92%<br>LTEL - 3rd-8th & 11th: -3.19%<br>SWD - 3rd-8th & 11th: -7.14% |
| 1.3 | CAASPP Met Achievement - Math | All Students - 3rd-8th: 31.73% & 11th: 20.15%<br>Fipps - EL: 18.75%<br>Riverdale Elementary - EL: 7.2%<br>Riverdale High - EL: 0% | All Students - 3rd-8th: 28.7% & 11th: 18.8%<br>Fipps - EL: 8.82%<br>Riverdale Elementary - EL: 5.43% | | All Students - 3rd-8th: 36% & 11th: 24%<br>Fipps - EL: 24%<br>Riverdale Elementary - EL: 14% | All Students - 3rd-8th: -3.03% & 11th: -1.35%<br>Fipps - EL: -9.93%<br>Riverdale Elementary - EL: -1.77% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED - 3rd-8th: 30.4% & 11th: 21.31%<br>LTEL - 3rd-8th & 11th: 5.63%<br>SWD - 3rd-8th & 11th: 12.7%<br>Data Year: Spring 2023<br>Data Source: CAASPP | Riverdale High -<br>EL: 0%<br>SED - 3rd-8th: 26.3% & 11th: 14.78%<br>LTEL - 3rd-8th: 2.78% & 11th: 0%<br>SWD - 3rd-8th & 11th: 5.56%<br>Data Year: Spring 2024<br>Data Source: CAASPP | | Riverdale High -<br>EL: 6%<br>SED - 3rd-8th: 36% & 11th: 27%<br>LTEL - 3rd-8th & 11th: 11%<br>SWD - 3rd-8th & 11th: 16%<br>Data Year: Spring 2026<br>Data Source: CAASPP | Riverdale High -<br>EL: 0%<br>SED - 3rd-8th: -4.1% & 11th: -6.53%<br>LTEL - 3rd-8th & 11th: -5.63%<br>SWD - 3rd-8th & 11th: -7.14% |
| 1.4 | CAST Met Achievement - Science (5th, 8th, & 11th) | All Students - 21.67%<br>EL - 2.78%<br>SED - 20.32%<br>LTEL - 2.5%<br>SWD - 6.45%<br>Data Year: Spring 2023<br>Data Source: CAASPP | All Students - 5th, 8th, & 11th: 30.7%<br>EL - 2.36%<br>SED - 20.73%<br>LTEL - 1%<br>SWD - 8%<br>Data Year: Spring 2024<br>Data Source: CAASPP | | All Students - 35%<br>EL - 9%<br>SED - 26%<br>LTEL - 8%<br>SWD - 10%<br>Data Year: Spring 2026<br>Data Source: CAASPP | All Students: +9.03%<br>EL: -0.42%<br>SED: +0.41%<br>LTEL: - 1.5%<br>SWD: +1.55% |
| 1.5 | EL Reclassification | EL Students Reclassified: 15.4%<br>LTEL Students reclassified: 23%<br>Data Year: 2022-2023<br>Data Source: District Internal | EL Students Reclassified: 19.3%<br>LTEL Students reclassified: 23%<br>Data Year: 2023-2024<br>Data Source: District Internal | | EL Students Reclassified: 20%<br>LTEL Students Reclassified: 28%<br>Data Year: 2025-2026<br>Data Source: District Internal | EL Students Reclassified: +3.9%<br>LTEL Students reclassified: 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.6 | EL Progress Towards English Proficiency | EL Making Progress Towards Proficiency: 53.6%<br>LTEL Making Progress Towards Proficiency: 48%<br>Status: Green<br>Data Year: 2022-23<br>Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report | EL Making Progress Towards Proficiency: 43.4%<br>LTEL Making Progress Towards Proficiency: 39.9%<br>Status: Red<br>Data Year: 2023-2024<br>Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report | | EL Making Progress Towards Proficiency: 59%<br>EL Making Progress Towards Proficiency: 54%<br>Status: Green<br>Data Year: 2025-26<br>Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report | EL Making Progress Towards Proficiency: -10.2%<br>LTEL Making Progress Towards Proficiency: -8.1% |
| 1.7 | Implementation of standards for all students and enable ELs access to CCSS and ELD standards | Implementation of Standards: 3.6 Initial<br>Data Year 2022-2023<br>Data Source: Local Performance Indicator - CA Dashboard | Implementation of Standards: 3.8 Initial<br>Data Year 2023-2024<br>Data Source: Local Performance Indicator - CA Dashboard | | Implementation of Standards: 3.6 or Higher<br>Data Year 2025-2026<br>Data Source: Local Performance Indicator - CA Dashboard | Implementation of Standards: +.2 Initial |
| 1.8 | College Career Indicator - High School | All Students - 52.2%<br>EL - 19%<br>SED - 49.2%<br>SWD - 18.2%<br>Data Year: 2022-2023<br>Data Source: College/Career Indicator - CA Dashboard | All Students - 49.6%<br>EL - 23.7%<br>LTEL - 20.6%<br>SED - 47.6%<br>SWD - 8.3%<br>Data Year: 2023-2024<br>Data Source: College/Career | | All Students - 56%<br>EL - 25%<br>LTEL - 22%<br>SED - 55%<br>SWD - 22%<br>Data Year: 2025-2026<br>Data Source: College/Career Indicator - CA Dashboard | All Students: -2.6%<br>EL: +4.7%<br>LTEL: New Indicator 24-25<br>SED: -1.6%<br>SWD: -9.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Indicator - CA Dashboard | | | |
| 1.9 | A-G Completion Rate | All Students - 42%<br>EL - 2%<br>SED - 30%<br>Data Year: 2022-2023<br>Data Source: CALPADS Report (1.22 & 1.23) | All Students - 52%<br>EL - 1.3%<br>SED - 52.5%<br>Data Year: 2023-2024<br>Data Source: CALPADS Report (1.22 & 1.23) | | All Students - 55%<br>EL - 2%<br>SED - 30%<br>Data Year: 2025-2026<br>Data Source: CALPADS Report (1.22 & 1.23) | All Students: +10%<br>EL: -0.7%<br>SED: +22.5% |
| 1.10 | AP Passage Rate | 39% - AP Score of 3 or higher<br>Data Year: 2022-2023<br>Data Source: AP College Board | 46% - AP Score of 3 or higher<br>Data Year: 2023-2024<br>Data Source: AP College Board | | 45% - AP Score of 3 or higher<br>Data Year: 2025-2026<br>Data Source: AP College Board | +7% - AP Score of 3 or higher |
| 1.11 | CTE Pathway Completion Rate | All Students - 86%<br>EL - 12%<br>SED - 69%<br>SWD - 4%<br>Data Year: 2022-2023<br>Data Source: CALPADS Report (3.14 & 3.19) | All Students - 95%<br>EL - 14%<br>SED - 95%<br>SWD - 6%<br>Data Year: 2023-2024<br>Data Source: CALPADS Report (3.14 & 3.19) | | All Students - 90%<br>EL - 16%<br>SED - 75%<br>SWD - 8%<br>Data Year: 2025-2026<br>Data Source: CALPADS Report (3.14 & 3.19) | All Students: +9%<br>EL: +2%<br>SED: +26%<br>SWD: +2% |
| 1.12 | A-G Completion & CTE Pathway Completion Rate | 25% - 12th CTE/a-g Completion Rate<br>Data Year: 2023-2024<br>Data Source: Aeries 2023-2024 | 27% - 12th CTE/a-g Completion Rate<br>Data Year: 2024-2025<br>Data Source: Aeries 2024-2025 | | 30% - 12th CTE/a-g Completion Rate<br>Data Year: 2025-2026<br>Data Source: Aeries 2025-2026 | +2% - 12th CTE/a-g Completion Rate |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.13 | EAP ELA - Ready | EAP ELA Ready 2022-2023: 43.48% - 11th grade<br>Data Year: 2022-2023<br>Data Source: CAASPP 2022-2023 | EAP ELA Ready 2023-2024: 43% - 11th grade<br>Data Year: 2023-2024<br>Data Source: CAASPP 2023-2024 | | EAP ELA Ready 2024-2025: 47% - 11th grade<br>Data Year: 2024-2025<br>Data Source: CAASPP 2024-2025 | EAP ELA Ready - 11th grade: +0.48% |
| 1.14 | EAP Mathematics - Ready | EAP Math Ready 2022-2023: 20.15% - 11th grade<br>Data Year: 2022-2023<br>Data Source: CAASPP 2022-2023 | EAP Math Ready 2023-2024: 19% - 11th grade<br>Data Year: 2023-2024<br>Data Source: CAASPP 2023-2024 | | EAP Math Ready 2024-2025: 25% - 11th grade<br>Data Year: 2024-2025<br>Data Source: CAASPP 2024-2025 | -1.15% EAP Math Ready |
| 1.15 | High School CTE Enrollment | All Students - 100<br>EL - 15<br>SED - 82<br>SWD - 5<br>Data Year: 2022-2023<br>Data Source: CALPADS Report (3.14 & 3.19) | All Students - 108<br>EL - 19<br>SED - 92<br>SWD - 4<br>Data Year: 2023-2024<br>Data Source: CALPADS Report (3.14 & 3.19) | | All Students - 110<br>EL - 20<br>SED - 87<br>SWD - 10<br>Data Year: 2025-2026<br>Data Source: CALPADS Report (3.14 & 3.19) | All Students: +8<br>EL: +4<br>SED: +10<br>SWD: -1 |
| 1.16 | Appropriately assigned and fully credentialed teachers | 93.8% of RJUSD teachers marked "Clear"<br>Data Year: 2022-2023<br>Data Source: Local Indicator - CA Dashboard | 90.3% of RJUSD teachers marked "Clear"<br>Data Year: 2023-2024<br>Data Source: Local Indicator - CA Dashboard | | Maintain 90% of RJUSD teachers marked "Clear" or higher<br>Data Year: 2025-2026<br>Data Source: Local Indicator - CA Dashboard | RJUSD teachers marked "Clear": -3.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1.17 | Access to a broad course of study | 100% of students had access to a broad course of study<br>Data Year: 2023-2024<br>Data Source: Aeries | 100% of students had access to a broad course of study<br>Data Year: 2024-2025<br>Data Source: Aeries | | Maintain High % of students having access to a broad course of study<br>Data Year: 2026-2027<br>Data Source: Aeries | Maintain High % of students having access to a broad course of study |

# Goal Analysis [2024-25]

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.

Riverdale Joint Unified was able to effectively carry out and implement the actions listed under Goal 1 in the 2024-2025 LCAP with a large degree of success in their implementation. The district was able to provide a highly effective and qualified staff as defined in Action 1 that was given numerous opportunities to collaborate as desired in Action 2 and in Action 5 with the Instructional Steering Committee meetings throughout the year. Throughout the 2024-2025 school year, instructional staff were able to order, receive and use a wide range of supplemental materials for students identified as English Learners and Low Income. Instructional staff working with Students with Disabilities were also able to access a variety of supplemental materials to support student learning. Actions 3 and 4 are directly related to providing supplemental materials to specifically identified students to support their educational process. RJUSD was able to implement Action 6, Targeted Instruction, to a great degree with a new reading intervention program beginning at Fipps Primary. The expansion of a reading intervention program for identified students, low reading scores, at Fipps Primary was perhaps the greatest success in the 2024-2025 school year. The district was able to fully utilize and provide specialized programs to students to support their desire of courses while also providing a pathway for a-g completion for four-year college entrance. Programs such as Regional Occupational Programs (ROP) and Career Technical Education (CTE) courses along with Visual and Performing Arts (VAPA) and Science, Technology, and Math (STEM) were available for students. The opportunity to provide these programs stems directly from Action 7. Instructional Support, as indicated in Action 8, was carried out by providing small groups and 1:1 opportunities by Instructional Staff with identified students to also help narrow the achievement gap. To help in measuring the effectiveness of the programs being carried out and to examine our ability to narrow the achievement gap, RJUSD has been able to use standards-aligned assessments to measure student progress as outlined in Action 9. RJUSD faced few challenges in implementing and carrying out the actions listed under Goal 1. Perhaps the only challenge that occurred was the ongoing development and discussion of standard aligned assessments as RJUSD made this a focus amongst Professional Development in the 24-25 school year. As teachers worked on aligning their standards amongst their curriculum, changes in assessments occurred that represented where teachers were at that moment of development in their practice. While there might have been some

changing or adaptation of assessments, RJUSD was pleased with the work that was undertaken in professional development and will continue to advance this process in the 25-26 school year. More of this work will be mentioned in Goal 2, Professional Development. Overall, Riverdale Joint Unified School District was able to carry out all of their actions for students as planned and outlined under Goal 1 for the 2024-2025 school year.

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.

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures, RJUSD identified areas of change in the following actions under Goal 1. Action 1.1 revealed an approximate $223,988 increase in Highly Effective and Qualified Staff that can be attributed to salary increases from negotiated contracts in the 2024-2025 school year. Action 1.3 had a decrease in expected expenditures of approximately $160,000 as many educational material expenses were shifted to another revenue source. While many educational materials were obtained from another revenue source, RJUSD did notice that teachers did also purchase less than what had originally been indicated. Much of this was due to shifts in Professional Development that focused on aligning standards as instructors are re-examining their course structures. Finally, $25,575 less were spent in Action 1.8, Instructional Support, as RJUSD experienced a high tutor turn-over rate during the year. While positions were able to be filled, that rotation of employees did cause breaks in expected non-stop periods throughout the year that caused the reduction in spending. RJUSD did experience some adjustments between the budgeted and estimated actual expenditures during the 2024-2025 school year.

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

While the actions under Goal 1 were carried out, the examination of data from various metrics revealed moderate growth along with frustration towards the actions. Riverdale Joint Unified 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

Action: 1 - Highly Effective & Qualified Staff
Effectiveness of Action: 3
Metric: 16
Analysis Statement:
Riverdale Joint Unified was able to operate with a highly effective and qualified staff to support student learning and need. The ability to educate the students of Riverdale was conducted by credentialed staff. An in-depth analysis of highly effective and qualified staff in the district along with working with the Fresno County Superintendent of Schools Credentialing Department ensured that individuals were authorized to teach the programs they were assigned to.

Action: 2 - Staff Collaboration & 5 - Instructional Steering Committee
Effectiveness of Action: 2

Metric: 1, 2, 3 and 4
Analysis Statement:
An in-depth analysis of Staff Collaboration and the Instructional Steering Committee reveals that its effectiveness in addressing the needs of all students and specifically low-income students and English Learners is somewhat effective as seen in metrics 1-4 as academic success varied with declines in English Language Arts and Math but witnessed growth in Science. Both low-income students and English Learners experienced declines in 24-25 through the academic analysis of data along with most student groups. While CAASPP data is from the 23-24 school year, the frustration was from the 24-25 district mid-year data which produced declines. RJUSD was placed in DA due to English Learners placing in the “Red” on the CA School Dashboard for English Language Arts. In addition to the district overall, both RES and RHS had English Learners in the “Red” for ELA and the high school also had EL students in the “Red” for Math. On District Assessment in ELA, EL students declined by 5% in grade K-8 and 2% in high school. However on CAASPP ELA assessments, Fipps Primary (TK-3) grew by 8% along with RES at 2.71%. The high school however dropped by 17%. Similar results were found in math as EL students at the high school experienced any growth as they continued at 0% achievement on the CAASPP. English Learners are of a great focus for RJUSD in the area of ELA and Math not only for student growth but to address their status in DA. Staff Collaboration and the Instructional Steering Committee both serve as mediums for educators to converse and share ideas while examining student data to determine instructional changes or adjustments that need to be made. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

Action: 3 - Supplemental Materials & 4 Supplemental Materials - Special Education
Effectiveness of Action: 2
Metric: 1, 2, 3 and 4
Analysis Statement:
A comprehensive review of educational partner input from teachers and students along with an examination of academic assessment data from metrics 1 - 4 suggests that Action 3 was somewhat effective in addressing the barriers for low-income students and English Learners. While the overall academic assessment numbers being presented within the LCAP seem to present a depressing message, conversations from teachers and students support how effective various supplemental materials were for the identified groups of low-income and English Learners. Action 4 directly relates to supplemental materials for Students with Disabilities In examining the effectiveness of supplemental materials for Students with Disabilities, RJUSD reached similar conclusions to other supplemental materials that were effective despite the review of assessment data. In conversations with teachers, they feel that low-income, English Learners and Students with Disabilities benefited from the exposure and usage of supplemental materials in demonstration of other means outside of the academic assessments being used for the LCAP. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

Action: 6 - Targeted Instruction
Effectiveness of Action: 2
Metric: 1, 2, 3, 4, 5 and 6
Analysis Statement:
By evaluating metrics 1-6 alongside educational partner feedback from teachers, it is clear that Targeted Instruction has a degree of effectiveness as RJUSD views Action 6 as somewhat effective for English Learners and low-income students. Outside of academic metrics 1-4, there was a split between metrics 5 and 6. Metric 5, EL Reclassification, witnessed a 3.9% increase but EL Progress Towards English Proficiency (Metric 6) had a 10.2% decrease for EL students and a 8.1 decrease for LTEL students. RJUSD was able to begin a Reading

Intervention Program at Fipps Primary in the 24-25 school year that is providing early positive results. In addition, Fipps teachers in grades TK-1 have taken part in training of a structured literacy program and begun working on these strategies with their current students. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

Action: 7 - Specialized Programs
Effectiveness of Action: 3
Metric: 8, 9, 10, 11, and 12
Analysis Statement:
In comparing baseline data to current performance, Action 7, Specialized Programs, has improved overall in college-readiness, AP Passage Rate, and CTE exploration and completion for English Learners and low-income students demonstrating the effectiveness of the action. Overall growth was seen for EL students in metrics 8 (+4/7%) and 11 (+2%) while low-income students demonstrated growth in metrics 9 (+22.5%) and 11 (+26%). Student growth was seen overall in metrics 10 (+7%) and 12 (+2%). The variety of programs offered through Action 7, Specialized Programs, brings opportunities for students to explore which is what student and parent input has asked for. Riverdale Joint Unified believes the work moving forward is successful and producing positive results.

Action: 8 - Instructional Support
Effectiveness of Action: 2
Metric: 1, 2, 3, and 4
Analysis Statement:
An in-depth analysis of Instructional Support reveals that its effectiveness in addressing the needs of all students and specifically low-income students and English Learners is somewhat effective as seen in metrics 1-4 as academic success varied with declines in English Language Arts and Math but witnessed growth in Science. Support staff serve as a medium for students to receive the knowledge shared by their teacher or perhaps receive additional support in an academic area of determined need. Instructional Support staff serve an instrumental role in the educational development of each child. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

Action: 9 - Standards Aligned Assessments
Effectiveness of Action: 2
Metric: 1, 2, 3, 4, and 7
Analysis Statement:
Educational Partner input from teachers, coupled with various academic assessment data pieces presents a mixed impact on academic growth as determined through Standards Aligned Assessments from English Learners and low-income students. RJUSD currently views Standards Aligned Assessments within the district as somewhat effective. Metrics 1-4 serve of such great importance in their overall determination of academic success in both State and District assessments. While the State CAASPP scores from 23-24 revealed a decline in most areas, Science scores were positive. As important as the State assessments are, RJUSD was most frustrated with the current year (24-25) District ELA mid-year assessments. Declines were seen in almost every area. While not an excuse, RJUSD did shift their district level assessments to the same assessment medium for all grades. Previously, RJUSD used iReady as an assessment only in certain grades. In an effort to move the entire district onto the iReady platform, along with the entire district undergoing a revision of aligning standards in every grade level and subject area through their professional development, an analysis of this data does raise the question if

this is a temporary setback. In conversations with teachers and administrators, Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

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.

Riverdale Joint Unified made various adjustments to their Year 3 Outcomes based on educational partner input and data analysis from the 24-25 school year. The largest question that came about was over the discussion to adjust the Year 3 outcomes for metrics 1.1-3. After long and careful discussion with teachers, administrators and parents, the decision was made to keep the current target outcomes. While RJUSD was very disappointed by the assessments results and in particular the 24-25 mid-year results, the consensus was to wait an additional year to determine if the results were attributed to the district uniformly using iReady which was new to some grade levels and school sites. With the current work being done for standards alignment and an additional year of using iReady, RJUSD is hoping that results for 25-26 will produce better results.

Aside from metrics 1.1-3, RJUSD did decide to increase the Year 3 outcomes due to students reaching Year 3 goals in the 24-25 school year. Metric 1.4 which addresses the CAST or the State Science Assessment, will see an increase in the level of proficiency for all students from 26% (24-25) to 35% (25-26) based on the data of All Students surpassing (30.7%) the previous Year 3 Outcome. A LTEL Year 3 Outcome was created for Metric 8 as this demographic group did not have any data from the CA Dashboard until the 24-25 release. RJUSD also increased the Year 3 Outcome for All Students on Metric 9 as this group surpassed their intended goal (48% in 24-25 to 55% in 25-26). While other Year 3 Outcomes approached or slightly exceeded their goals, the decision was to keep the status quo until another year of data analysis could occur.

Finally, Action 1.6 was expanded to include the LREBG Funds as additional reading intervention tutors will be purchased.

RJUSD did not alter any of their actions and intends to carry out the essence of the action for the 25-26 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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Highly Effective & Qualified Staff | All instructional staff are considered to be highly effective to fulfill their teaching assignment. Qualified and capable classified and certificated employees are in place to support the overall learning structure for students. | $12,145,132.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.2** | Staff Collaboration | RJUSD was placed in Differentiated Assistance (DA) for English Learners in the areas of English Language Arts (ELA) and Mathematics. On the fall 2023 CA Dashboard, RJUSD had English Learners in ELA categorized as “Red” at the LEA Level, Riverdale Elementary , and both ELA and Math at Riverdale High School.<br><br>To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the low performance of English Learners in both academic areas. As part of the needs assessment, RJUSD disaggregated data to look at academic performance of all students and the identified group of English Learners along with empathy interviews with instructional staff.<br><br>RJUSD found that teachers and tutors lacked the opportunity to work together to discuss, create and collaborate ideas towards English Learners.<br><br>Riverdale Joint Unified School District will provide opportunities for instructional staff to collaborate on the topic of English Learner student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment of this identified group. The focus of this work will be aimed for English Learners at Riverdale Elementary in ELA and English Learners at Riverdale High in both ELA and Math. The discussions raised from these opportunities will directly allow RJUSD staff at both RES and RHS to address the “Red” indicators on the dashboard for English Learners. Collaboration opportunities will occur during the school day and allow instructional staff to use this time to focus on the topic of student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment. RJUSD however does believe that this opportunity for collaboration amongst instructional staff will create moments in which instructional staff can discuss all students thus providing circumstances for English Learners and all students. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Supplemental Materials | The district will provide supplemental materials to increase state and local assessment scores for English Learners and Low Income students. | $569,671.00 | Yes |
| **1.4** | Supplemental Materials - Special Education | Provide special education assessment and services to students identified as being in need of these assessments and support services. Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards. | $1,305,811.00 | No |
| **1.5** | Instructional Steering Committee | The district will purchase time for district and site leaders to gather to discuss, develop and continue educational practices to support English Learners and Low Income students. | $14,656.00 | Yes |
| **1.6** | Targeted Instruction | LREBG funds will be used to purchase additional reading intervention tutors. The district will employ tutors and ELD curriculum along with Reading Resource teachers to provide targeted instruction for English Learners and Low Income students based on their needs assessment which included an analysis of 2024 Dashboard for RJUSD and local data related to ELA and Math achievement. While S&C dollars will be used towards EL and SED students for reading intervention needs, LREBG funds will be used for additional Reading Resource teachers and other program needs. Our needs assessment revealed significant needs regarding English Language Arts and Math (Metrics: 1.1 - 1.4) among English Learners (EL and LTEL) and Low Income (LI) students. In response, RJUSD will focus on additional reading support programs for identified students to use. This action aligns with the allowable fund uses in the area of LREBG funds. A review of state and local data indicates a need for greater academic support among English Learners and Socio-Economically Disadvantaged students. This action directly addresses the need to increase academic support for students to improve their academic ability in ELA and Math. This action aligns with allowable uses of funds in Ed Code 32526(c) as these programs are aimed at learning recovery. The programs RJUSD will be using are in areas supporting students who have not met the achievement standard in ELA and Math. Research indicates | $816,185.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | that providing students, from disadvantaged backgrounds, targeted instruction in academic intervention programs like reading can be effective in improving their ELA and Math achievement. Additionally, when a targeted instruction program is offered, it can lead to measurable academic gains and long-term improvements.<br><br>LCFF Funds: Will be used towards targeted services for ELs and LI students including certificated instructors, ELD instruction, and intervention, reading resource teacher, and classified tutors.<br><br>LREBG Funds: Will be used towards additional intervention teachers and program needs of materials.<br>Metrics: 1.1, 1.2, 1.3, & 1.4<br>LREBG Funds: $328,000 | | |
| **1.7** | Specialized Programs | The district will employ teachers to provide courses specialized in VAPA, CTE, and STEM for English Learners and Low Income students so that they can have access to a broad course of study with access to a-g courses and ROP/CTE programs. | $2,070,293.00 | Yes |
| **1.8** | Instructional Support | The district will employ tutors and certificated staff to work with English Learners and Low Income students for instructional support. | $474,216.00 | Yes |
| **1.9** | Standards Aligned Assessments | The district will purchase time for educators to develop and refine standards aligned assessments to support English Learners and Low Income students in instructional and academic growth. | $101,991.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | PROFESSIONAL GROWTH - Goal 2a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom. 2b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom. | 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)

An explanation of why the LEA has developed this goal.

Pursuing the goal of ALL students demonstrating growth annually while engaged in diverse, individualized educational experiences requires the establishment of a system of communication across the organization that possesses accountability, support and meets the needs of teachers. Teachers have identified that professional growth in curriculum such as (a) Implementation of the California State Standards, Next Generation English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and additional content standards adopted by the State of California during the term of this Local Control Accountability Plan is necessary for effective instruction to facilitate achievement. Teachers have also identified that professional growth in (b) 21st Century Skills include critical thinking, communication, collaboration, and creativity and the ability to apply these skills utilizing technology will contribute to student academic success.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Access to Standards Aligned Instructional Materials | 100% Access to Standards Aligned Instructional Materials<br>Data Year: 2023-2024<br>Data Source: Board Approval | 100% Access to Standards Aligned Instructional Materials<br>Data Year: 2024-2025<br>Data Source: Board Approval | | 100% Access to Standards Aligned Instructional Materials<br>Data Year: 2026-2027<br>Data Source: Board Approval | Maintain Access to Standards Aligned Instructional Materials |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | Student Access to Technology | All students: 100%<br>EL: 100%<br>LI: 100%<br>Data Year: 2023-2024<br>Data Source: Technology Dept. Asset Report | All students: 100%<br>EL: 100%<br>LI: 100%<br>Data Year: 2024-2025<br>Data Source: Technology Dept. Asset Report | | All students: 100%<br>EL: 100%<br>LI: 100%<br>Data Year: 2023-2024<br>Data Source: Technology Dept. Asset Report | Maintained Student Access to Technology |
| 2.3 | Student Connectivity to Internet at Home Available | All students: 100%<br>EL: 100%<br>LI: 100%<br>Data Year: 2023-2024<br>Data Source: Technology Dept. Asset Report | All students: 100%<br>EL: 100%<br>LI: 100%<br>Data Year: 2024-2025<br>Data Source: Technology Dept. Asset Report | | All students: 100%<br>EL: 100%<br>LI: 100%<br>Data Year: 2023-2024<br>Data Source: Technology Dept. Asset Report | Maintained Student Connectivity to Internet |
| 2.4 | Classroom Observations | 86% of Teachers Observed > 3x During the Year<br>Data Year: 2023-2024<br>Data Source: District Measurement | 87% of Teachers Observed > 3x During the Year<br>Data Year: 2024-25<br>Data Source: District Measurement | | 100% of Teachers Observed > 3x During the Year<br>Data Year: 2026-2027<br>Data Source: District Measurement | +1% of Teachers Observed > 3x During the Year |
| 2.5 | Staff Survey | 57.6% Staff Survey Participation Rate<br>Data Year: 2023-2024<br>Data Source: Local Survey | 60.1% Staff Survey Participation Rate<br>Data Year: 2023-2024<br>Data Source: Local Survey | | 66% Staff Survey Participation Rate<br>Data Year: 2026-2027<br>Data Source: Local Survey | +2.5% Staff Survey Participation Rate |

# Goal Analysis [2024-25]

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.

Riverdale Joint Unified was able to effectively carry out and implement the actions listed under Goal 2 in the 2024-2025 LCAP. The district was able to implement each action by the ongoing monitoring and observation of each action which allowed them to make adjustments as needed. The district made sure to create opportunities for instructional staff to work on their standard aligned instructional materials as cited in Action 1 to give them time to make adjustments and corrections stemming from their professional development. While Professional Development, Action 2, sometimes presented challenges due to sub-coverage it was carried out in partnership with the Fresno County Superintendent of Schools (FCSS). RJUSD contracts with FCSS to address many different needs of professional development. Professional Development for TK and K teachers was also very successful as they took part in a Structured Literacy training in the fall and were able to implement many of the strategies learned into their curriculums for student growth. From the various activities that staff took part in for professional development, it was essential to provide time for staff to be able to enact, create, and adjust their instructional practices. Actions 1, 2 and 6 are closely tied together and were a success for RJUSD in 2024-2025 as shared by teachers and administrators. Access to technology for students was utilized by teachers in carrying out their curriculums as designated in Action 3. Technology, in some form, is as common as pencil and paper in each classroom. While teaching students standards relating to their grade level curriculum, RJUSD feels it is as important to incorporate technology for student usage to assist in their 21st Century skills. Teachers were provided opportunities to collaborate together on approaches, strategies and methodologies gathered from professional development. Additional professional development in the area of English Language Development (ELD) took place to assist English Learners and their progress in learning. Narrowing the achievement gap is a driving force for the focus of ELD professional development. ELD teachers were also able to acquire and use ELD supplemental materials to support their work with students. Professional development and instructional materials designated for English Learners stem from Actions 4 and 5 as professional development focused on examining how to address EL and LTEL students. Teachers and administrators, in working with FCSS, created new tools that focused on the effectiveness of approaches being used in the alignment of standards for EL and LTEL students . As mentioned earlier, opportunities for professional development again faced challenges as a shortage of substitute teachers presented obstacles. To work around days of substitute coverage, RJUSD sent presenters into classrooms so that teachers could work with students. The transition of Instructional Coaching from pull-out models to push-in models for teachers allows the district to be able to carry out Action 7. While there may be a sense of misalignment when examining the carrying out of Actions 4,5 and 7 when examining various metrics focused on English Learners, RJUSD does believe they are taking the correct steps and the actions were carried out effectively.The last action in Goal 2 is Library Staffing (#8). As shared from Educational Partner input from teachers, this action was carried out mostly for the ability of the district to have individuals in place at all three schools sites for the entire year. Last year, RJUSD experienced extended periods of vacancy for Library staffing. The ability to fill these positions allowed for their ability to work with classroom teachers in supporting their curriculum needs and provide access to students. Riverdale Joint Unified School District was able to carry out all of their actions for students as planned and outlined under Goal 2 for the 2024-2025 school year.

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.

In examining material differences in Goal 2, RJUSD did experience changes of 10% or greater from their projected expenditures to their actual costs. Under Action 2.3, Instructional Technology, RJUSD spent $39,314 less than anticipated. The reduction in projected cost was actually due to a savings as the Chromebooks purchased were obtained at a cheaper cost. On review throughout the year, ELD Supplemental Materials, Action 2.5, were not purchased to the degree originally thought thus producing a reduction in spending of $12,165. The reduction in the preplanned materials did not impact the learning for the classrooms. $19,527 less was spent in Action 2.6, Staff Collaboration, as RJUSD staff decided to remain in the district for collaboration opportunities as opposed to attending out of the area workshops and conferences. Salary increases in the 2024-2025 school year resulted in $13,161 more being spent on personnel than projected. Goal 2 did have adjustments occurring from the budgeted to estimated actual expenditures during the 2024-2025 school year in the RJUSD LCAP.

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

As Riverdale Joint Unified was able to carry out the actions under Goal 2, Educational Partners through conversations determined the effectiveness of each action. Riverdale Joint Unified 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

Action: 1 - Standards Aligned Instructional Materials and 6 - Staff Collaboration
Effectiveness of Action: 3
Metric: 2.1 , 2.4 and 2.5
Analysis Statement:
Educational Partner input from teachers and examination of data from various metrics confirms that instructional staff was provided opportunities to create or adjust their curriculums to support English Learners and low-income students. Instructional staff was provided standard aligned materials (Metric 1) and given opportuniites by the district as indicated by Staff Surveys (Metric 5). Instructional staff were observed carrying out or demonstrating instructional strategies in the classroom as observed by site administration (Metric 4). RJUSD was extremely effective in carrying out Actions 1 and 6 in terms of providing opportunities for instructional staff to carry out and/or work on different strategies or approaches for all students and specifically English Learners and low-income students.

Action: 2 - Professional Development and 4 - Professional Development: ELD & 7 - Instructional Coaching
Effectiveness of Action: 2
Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 2.4
Analysis Statement:
An in-depth analysis of Actions 2.2 and 2.4, both which revolve around professional development, revealed a level determined to be somewhat effective in examination of the various academic metrics found in Goal 1 for English Learners (EL), Long term English Learners

(LTEL) and low-income students. Instructional staff were able to take part in professional development, Action 2.2 and 2.4, but when reviewing the academic assessment data from Goal 1, frustration and disappointment were found. While the State assessments, CAASPP and CAST, provided mixed results from the 23-24 examination the District Assessments from December 2024 displayed a regression. It has been discussed through Educational Partner input of teachers that the efforts of taking part in Professional Development for all English Learners and all students is not being displayed fully through the academic marks on the district assessments from December 2024. Last year, RJUSD used iReady as District Assessment for some grade levels and school sites. For the 24-25 year, iReady was used at all school sites and for every grade level. The transition to a uniformed test for all students during its first full administration may be the cause for some poor marks. In examining Metrics 1.5 and 1.6, English Learners split in terms of success as EL Reclassification increased by 3.7% but EL Progress Towards Proficiency decreased by 10.2%. LTEL students offered a split as there was no change in the Reclassification Rate as this group remained at 23% but a decline of 8.1% for this group making progress towards English proficiency. Neither EL or LTEL students demonstrated the growth that RJUSD had been hoping for. Teachers and administrators have indicated that the work being done in professional development has been successful. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports especially for EL and LTEL students.

Action: 3 - Instructional Technology
Effectiveness of Action: 3
Metric: 2.2 and 2.3
Analysis Statement:
Educational Partner input, including parents, students and teachers, coupled with data from metrics 2.2 and 2.3 confirms that Instructional Technology is having a positive impact on the accessibility of technology for English Learners and low-income students. While Metrics 2.2 and 2.3 show that students have access to technology and technology at home, student usage in the classroom remains very high. Instructional Staff use technology in a variety of methods and ways for students to demonstrate their learning. While every student is exposed to technology in the classroom, RJUSD did make a shift in 24-25 for students taking home a home laptop. Before 24-25 every student was provided a laptop for home usage. Parents of children in grades 1st-6th grade found the computers problematic as students would use them for other methods outside of instruction. At the sametime, 1st - 6th grade teachers shared that while students in those grades were using technology in class, the usage of these devices for homework was not needed. Currently only students in grades 7th - 12th have laptop computers for home usage. The input by both teachers and parents in large has been positive. There has been some element of discontent amongst students in grades 5th-6th as they were hoping to have computer access through school devices at home. Riverdale Joint Unified is satisfied by the level of implementation of technology and plans to continue their current policies.

Action: 5 - ELD Supplemental Materials
Effectiveness of Action: 2
Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 2.4
Analysis Statement:
By evaluating metrics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 2.4 alongside educational partner feedback from teachers the level of effectiveness for Action 5 is considered to be somewhat effective. As discussed earlier, the metrics of 1.1 - 1.3 offer a grim perspective on academic performance and can sway the opinion of an action’s effectiveness in a quick manner. It has been discussed through Educational Partner input of teachers that the efforts of taking part in Professional Development for all English Learners and all students is not being displayed fully through the academic marks on the district assessments from December 2024. Last year, RJUSD used iReady as District Assessment

for some grade levels and school sites. For the 24-25 year, iReady was used at all school sites and for every grade level. The transition to a uniformed test for all students during its first full administration may be the cause for some poor marks. In examining Metrics 1.5 and 1.6, English Learners split in terms of success as EL Reclassification increased by 3.7% but EL Progress Towards Proficiency decreased by 10.2%. LTEL students offered a split as there was no change in the Reclassification Rate as this group remained at 23% but a decline of 8.1% for this group making progress towards English proficiency. Neither EL or LTEL students demonstrated the growth that RJUSD had been hoping for. Teachers and administrators have indicated that the work being done in professional development has been successful. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports especially for EL and LTEL students.In deeper analysis, RJUSD does feel that supplemental materials being used are effective despite academic data results. Input from teachers and administrators support this theory. Positive signs of English Learner achievement can be found in metrics 1.4 (CAST scores) and increases in 1.5, EL Reclassification. LTEL students experienced a decline in all of the metrics used to determine effectiveness. Riverdale Joint Unified believes the work moving forward is successful and producing positive results for EL students but greater examination of how to support and academically grow LTEL students is still needed. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

Action: 8 - Library Staff
Effectiveness of Action: 2
Metric: 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6
Analysis Statement:
By evaluating metrics: 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6 alongside educational partner feedback from teachers the level of effectiveness for Action 8 is considered to be somewhat effective. As discussed earlier, the metrics of 1.1 - 1.3 offer a grim perspective on academic performance and can sway the opinion of an action's effectiveness in a quick manner. Both English Learners and socio-economic disadvantaged students decreased in academic achievement when examining assessment data. Decreases ranged from single to double digits in different areas. In deeper analysis, RJUSD does feel however that the collaboration and contribution of the library staff is effective despite academic data results. Input from teachers and administrators support this theory. Positive signs of English Learner achievement can be found in metrics 1.4 (CAST scores) and increases in 1.5, EL Reclassification. In examining Metrics 1.5 and 1.6, English Learners split in terms of success as EL Reclassification increased by 3.7% but EL Progress Towards Proficiency decreased by 10.2%. Riverdale Joint Unified believes the work moving forward is successful and producing positive results. Frustration is evident however due to the results of academic assessment data especially from the 24-25 mid-year reports.

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.

In examining the various metrics and their sustainment or growth under Goal 2, Riverdale Joint Unified School District did not change or alter their metrics, actions or intent towards their goal. The opportunity for professional growth, as identified under Goal 2, is essential for educators and support staff to hone, enhance and develop instructional strategies to work with the identified groups. While some of the academic metrics performed lower than expected for all students including English Learners and low-income, teachers through educational partner conversations along with administrators believe the district is moving in the right direction for instructional practices. The work being conducted through professional development centered on the alignment of standards and the district has seen growth and plans to continue

this practice in the 25-26 school year. While RJUSD scaled back the opportunity for students to take home laptops as the district limited it to grades 7th - 12th, technology still plays an important medium for students to use as a tool. The district was also pleased to see the increase in staff participation on surveys. In conversations with labor unions, the district understands the importance of creating variable times for classified employees to take part in the annual survey as their times of opportunity do not always correlate to those of certificated staff. In review of the actions however two typos were corrected in the actions portion. In examination of actions 2.4 and 2.5 the number associated with Classroom Observations for both goals was listed incorrectly. Both Actions 2.4 and 2.5 had indicated that Classroom Observations was listed as 2.6 in the metric section. The correct identification of Classroom Observations is 2.4 and can be found in the metrics section under Goal 2. Finally, Action 2.2 was expanded to include the LREBG Funds being used towards those activities.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Standards Aligned Instructional Materials | RJUSD will purchase instructional time for teachers to access Standards Aligned Instructional Materials for students. | $232,543.00 | No |
| **2.2** | Professional Development | LREBG funds will be used towards professional development directed at addressing learning recovery involving approaches and strategies. LREBG funds will be paying for a portion of the FCSS PD contract, the areas it is paying for are ELA/ELD/HSS, Math and leadership coaching. For the federal fund portion of this goal and action, RJUSD will be using federal funds to pay for subs that cover our staff when attending PD. Any remaining federal funds will be used at a portion of the FCSS PD contract outside the areas receiving LREBG funds and in the areas of Technology and Science. The needs assessment substantiated findings from the 2024 Dashboard and district data related to ELA and Math Achievement of English Learners. In addition, RJUSD was placed in Differentiated Assistance (DA) for English Learners in the areas of English Language Arts (ELA) and Mathematics. On the fall 2023 CA Dashboard, RJUSD had English Learners in ELA categorized as "Red" at the LEA Level, Riverdale Elementary , and both ELA and Math at Riverdale High School.<br><br>To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the low performance of English Learners in both academic areas. As part of the needs assessment, RJUSD disaggregated data to look at academic performance of all students and | $241,900.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | the identified group of English Learners along with empathy interviews with instructional staff.<br><br>RJUSD found that teachers and tutors varied in instructional approaches when working with English Learners and that even common strategies being used varied in approaches.<br><br>Riverdale Joint Unified School District will provide professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops to bring about a more aligned approach to instructional practices and approaches in working with English Learners. The focus of this work will be aimed for English Learners at Riverdale Elementary in ELA and English Learners at Riverdale High in both ELA and Math. The discussions raised from these opportunities will directly allow RJUSD staff at both RES and RHS to address the “Red” indicators on the dashboard for English Learners. The portions of Professional Development that are centered at Learning Recovery and being paid out of LREBG funds are in alignment with the outlined allowable expenses. This action, involving LREBG directed funds towards specific professional development, aligns with allowable uses of funds in Ed Code 32526(c) as these programs are aimed at learning recovery. The professional development RJUSD will be using are in areas directed towards to support them as they have not met the achievement standard in ELA and Math.<br><br>Research indicates that using research based aligned approaches will provide proven strategies for instructional staff and administrators to use with English Learners and focus on their academic growth and development. Professional development opportunities will occur during the school day and allow instructional staff and administrators to use these strategies with English Learners for academic growth. RJUSD however does believe the learned strategies will be applicable to all students thus providing structured learning opportunities for English Learners and all students thus leading to measurable academic growth in both English Language Arts and Mathematics.<br><br>Metrics: 1.1, 1.2, 1.3, & 1.4<br>LREBG Funds: $195,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.3** | Instructional Technology | The district will provide instructional technology to English Learners and Low Income students. | $965,100.00 | Yes |
| **2.4** | Professional Development ELD | The district will provide professional development opportunities in the area of ELD for instructional staff to use specifically with English Learners and Long Term English Learners. | $55,892.00 | Yes |
| **2.5** | ELD Supplemental Materials | The district will purchase ELD supplemental instructional materials to be used for English Learner and Long Term English Learner students. | $37,286.00 | Yes |
| **2.6** | Staff Collaboration | The district will purchase time for instructional staff to provide opportunities for collaboration to develop and enhance a system of academic support for English Learners and Low Income students. | $35,630.00 | Yes |
| **2.7** | Instructional Coaching | The district will provide instructional coaching to teachers and support staff working with English Learners and Low Income students in an academic setting. | $206,727.00 | Yes |
| **2.8** | Library Staff | The district will employ librarians at each school site to provide a wide assortment of reading materials for English Learners and Low Income students. | $212,826.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | SCHOOL CLIMATE & CULTURE - Goal 3: District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A school is a place for education, and it's also a place where kids can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive climate and culture that supports the learning and overall well-being of every student, as well as for staff members, parents, and the community. A positive climate and culture can be measured through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally. Providing a learning environment that is clean, appealing, and safe where students are attending on a high rate, involved in various programs, and feel connected are elements that contribute to success both academically and emotionally. Based on the 2023 California School Dashboard, RJUSD was placed in Differentiated Assistance for All Students in the area of suspension. In addition to All Students, there were specific subgroups identified in the "Red" for the CA Dashboard. These subgroups were English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic students. English Language Arts . RJUSD has committed to focusing on the suspension rate of identified student subgroups.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Chronic Absenteeism Rate | All students - 15.9%<br>EL - 16.7%<br>SED - 17%<br>SWD - 22.2% | All students - 13.2%<br>EL - 13.4%<br>SED - 13.9% | | All students - 12%<br>EL - 12%<br>SED - 13%<br>SWD - 17% | All students: -2.7%<br>EL: -3.3%<br>SED: -3.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 2022-2023<br>Data Source: DataQuest | SWD - 18.1%<br>Data Year: 2023-2024<br>Data Source: DataQuest | | Data Year: 2025-2026<br>Data Source: DataQuest | SWD: -4.1% |
| 3.2 | Student Attendance Rate | 94.92% Attendance Rate<br>Data Year 2023-2024<br>Data Source: Aeries (P2 Report) | 94.92% Attendance Rate<br>Data Year 2024-2025<br>Data Source: Aeries (P2 Report) | | Maintain Above 92% Attendance Rate<br>Data Year 2026-2027<br>Data Source: Aeries (P2 Report) | No Change/Maintained Attendance Rate |
| 3.3 | High School Graduation Rate | All students - 93.6%<br>EL - 88.4%<br>SED - 92.6%<br>SWD - 45.5%<br>Data Year: 2022-2023<br>Data Source: CA Dashboard | All students - 96.4%<br>EL - 94.7%<br>LTEL - 94.1%<br>SED - 96%<br>SWD - 75%<br>Data Year: 2023-2024<br>Data Source: CA Dashboard | | All students - 95%<br>EL - 90%<br>LTEL<br>SED - 95%<br>SWD - 50%<br>Data Year: 2025-2026<br>Data Source: CA Dashboard | All students: +2.8%<br>EL: +6.3%<br>LTEL: New Metric in 24-25<br>SED: +3.4%<br>SWD: +29.5% |
| 3.4 | High School Drop-out Rate | .02% High School Dropout Rate<br>Data Year: 2022-2023<br>Data Source: CALPADS (1.24) 2022-2023 | .03% High School Dropout Rate<br>Data Year: 2023-2024<br>Data Source: CALPADS (1.24) 2023-2024 | | Maintain Low % High School Dropout Rate<br>Data Year: 2025-2026<br>Data Source: CALPADS (1.24) 2025-2026 | +0.01 Maintain Low % High School Dropout Rate |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | Middle School Drop-out Rate | 0% Middle School Dropout Rate<br>Data Year: 2022-2023<br>Data Source: CALPADS (1.12)2022-2023 | 0% Middle School Dropout Rate<br>Data Year: 2023-2024<br>Data Source: CALPADS (1.12) 2023-2024 | | Maintain Low % Middle School Dropout Rate<br>Data Year: 2025-2026<br>Data Source: CALPADS (1.12) 2025-2026 | Maintain Low % Middle School Dropout Rate |
| 3.6 | Suspension Rate | RJUSD:<br>All Students - 5.7%<br>EL - 6.6%<br>SED - 5.9%<br>SWD - 5.5%<br>Hispanic - 5.4%<br>Homeless - 12.8%<br><br>Riverdale Elementary:<br>All Students - 9.8%<br>EL - 10.8%<br>SED - 10.2%<br>Hispanic - 9.7%<br>Homeless - 16.2%<br><br>Riverdale High School:<br>All Students - 4.6%<br>EL - 9%<br><br>Data Year: 2022-2023<br>Data Source: CA Dashboard | RJUSD:<br>All Students - 5%<br>EL - 5%<br>SED - 5.3%<br>SWD - 4.8%<br>Hispanic - 5.2%<br>Homeless - 5.8%<br><br>Riverdale Elementary:<br>All Students - 5.1%<br>EL - 5.1%<br>SED - 5.6%<br>Hispanic - 5.3%<br>Homeless - 8.1%<br><br>Riverdale High School:<br>All Students - 7.4%<br>EL - 9.3%<br><br>Data Year: 2023-2024<br>Data Source: CA Dashboard | | RJUSD:<br>All Students - 4%<br>EL - 3%<br>SED - 3%<br>SWD - 3%<br>Hispanic - 3<br>Homeless - 8%<br><br>Riverdale Elementary:<br>All Students - 7%<br>EL - 7%<br>SED - 7%<br>Hispanic - 6%<br>Homeless - 10%<br><br>Riverdale High School:<br>All Students - 3%<br>EL - 6%<br><br>Data Year: 2025-2026<br>Data Source: CA Dashboard | RJUSD:<br>All Students: -0.7%<br>EL: -1.6%<br>SED: -0.6%<br>SWD: -0.7%<br>Hispanic: -0.2%<br>Homeless: -7%<br><br>Riverdale Elementary:<br>All Students: -4.7%<br>EL: -5.7%<br>SED: -4.6%<br>Hispanic: -4.4%<br>Homeless: -8.1%<br><br>Riverdale High School:<br>All Students: +2.8%<br>EL: +0.3% |
| 3.7 | Expulsion Rate | All Students - 1.0%<br>Data Year: 2022-2023 | All Students - 0.1% | | All Students - Maintain Low % | All Students: -0.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Data Quest | Data Year: 2023-2024<br>Data Source: Data Quest | | Data Year: 2025-2026<br>Data Source: Data Quest | |
| 3.8 | Co-Curricular/Extra-Curricular Participation Rate | 26.2% Co-Curricular/Extra - Curricular Participation Rate<br>Data Year: 2023-2024<br>Data Source: Local Census | 27.9% Co-Curricular/Extra - Curricular Participation Rate<br>Data Year: 2024-2025<br>Data Source: Local Census | | 30% Co-Curricular/Extra - Curricular Participation Rate<br>Data Year: 2026-2027<br>Data Source: Local Census | +1.7% Co-Curricular/Extra - Curricular Participation Rate |
| 3.9 | After-School Program Participation Rate | 25.3% After-School Program Participation Rate<br>Data Year: 2023-2024<br>Data Source: Local Census | 27.5% After-School Program Participation Rate<br>Data Year: 2024-2025<br>Data Source: Local Census | | 30% After-School Program Participation Rate<br>Data Year: 2026-2027<br>Data Source: Local Census | +2.2% After-School Program Participation Rate |
| 3.10 | Facilities Inspection Tool (FIT) Program | Status: Good<br>Data Year 2023-2024<br>Data Source: FIT Evaluation | Status: Good<br>Data Year 2024-2025<br>Data Source: FIT Evaluation | | Status: Maintain Good Status<br>Data Year 2026-2027<br>Data Source: FIT Evaluation | Maintain Good Status |
| 3.11 | Student Survey Participation | 79% Student Survey Participation Rate<br>Data Year: 2023-2024<br>Data Source: HK Survey | 81% Student Survey Participation Rate<br>Data Year: 2024-2025<br>Data Source: HK Survey | | 82% Student Survey Participation Rate<br>Data Year: 2026-2027<br>Data Source: HK Survey | +2% Student Survey Participation Rate |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3.12 | Sense of Safety | Students - 61.3%<br>Staff - 96%<br>Parents - 89%<br>Data Year: 2023-2024<br>Data Source: HK Survey | Students - 56%<br>Staff - 89%<br>Parents - 90%<br>Data Year: 2024-2025<br>Data Source: HK Survey | | Students - 65%<br>Staff - Maintain In 90% Range<br>Parents - 93%<br>Data Year: 2026-2027<br>Data Source: HK Survey | Students: -5.3%<br>Staff: -7%<br>Parents: +1% |
| 3.13 | Sense of Connectedness | Students - 63%<br>Staff - 90%<br>Parents - 78%<br>Data Year: 2023-2024<br>Data Source: HK Survey | Students - 55.6%<br>Staff - 93%<br>Parents - 80%<br>Data Year: 2023-2024<br>Data Source: HK Survey | | Students - 68%<br>Staff - Maintain In 90% Range<br>Parents - 82%<br>Data Year: 2026-2027<br>Data Source: HK Survey | Students: -7.4%<br>Staff: +3%<br>Parents: +2% |

# Goal Analysis [2024-25]

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.

The actions for Goal 3, Culture and Climate, were implemented successfully throughout the 2024-2025 school year prompting RJUSD to continue them for the 2025-2026 LCAP. RJUSD was able to continue Action 3.1 to offer PBIS as a framework to create a positive learning environment for all students to help in the reduction and prevention of negative behaviors. The ability to carry out this framework served as a component in reducing student suspensions throughout the district overall in conjunction with actions 3.9 and 3.11. Supervision and Support, Action 3.9, and Alternative Means of Suspension Programs (3.11) were both carried out with Action 3.9 to greater desired effectiveness to 3.11. While creating some alternative methods of suspension in the 24-25 school year, RJUSD would still like to expand the opportunities in 3.11. The difficulty of RJUSD being a small rural district does however present challenges in the expansion and offering of additional means of alternative approaches. Numerous actions centered on proactive approaches to support students in various fashions were carried out in the 24-25 school year, Actions such as Student Recognition (3.2), After School Programs (3.7) and Student Opportunities (3.8) were all carried out. Perhaps the greatest achievement in the 24-25 school year was under Action 3.8 as RJUSD was finally successful in hiring an Athletic Trainer in the spring of 2025. The desire for an Athletic Trainer had been a long standing goal of educational partners and in particular parents of low-income students, as expressed in previous LCAPs for RJUSD. Through all of the various events, activities and off-

campus learning experiences, RJUSD was successful in implementing transportation services as indicated in Actions 3.3, Student Transportation, and Action 3.4 Transportation Co-curricular/Extra-curricular Activities. In 24-25, RJUSD was able to provide and continue to implement additional services as stated in Action 3.6, Health and Support Services, along with Action 3.10 for Social Emotional Support. The ability to carry out Action 3.10 was extremely beneficial for English Learners and low-income students as these parents continue to express their lack of ability to receive these services away from school sites. While RJUSD was able to carry out Action 3.5 during the 24-25 school year by offering Clean Campuses and Facilities, the conversation from educational partners about aging facilities and the need to create spaces for changes in enrollment such as the expansion of transitional kindergarten did take place. Riverdale Joint Unified School District was able to carry out all of their actions for students as planned and outlined under Goal 3 for the 2024-2025 school year.

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.

In reviewing expenditures under Goal 3, RJUSD witnessed several changes from budgeted to estimated actual expenditures that produced several changes that exceeded 10%. Action 3.1 or PBIS, had $5,333 less spent on supplies and services as student ability to receive such items declined slightly in the 24-25 year. Student Transportation or Action 3.3 had a price increase occur in the contracted price that resulted in $42,211 more being spent to transport students in RJUSD for the school year. Retirements in the 2023-2024 school year resulted in $71,267 less being spent in Action 3.5, Clean Campuses/Facilities, for the 2024-2025 school year amongst the maintenance department. The largest difference in Goal 3 is found under Action 3.8 where $135,367 more dollars were spent in Student Opportunities. The largest single expense that resulted in Action 3.8 was towards the necessity to recover the tennis courts for student use along with redoing the green spaces located on the North side of the high school for school and community access. The district's ability to offer tennis for both boys and girls provides another opportunity for students who come from social-economically disadvantaged backgrounds the ability to partake in an event they would usually not have the opportunity to take part in. A dilapidated tennis court would result in the closure of the programs thus deterring participation, especially among students who already face barriers to access. The redoing of green spaces also opens opportunities where removal of these places for safety reasons increases barriers. If the current fields were in disrepair it can create a significant barrier to participation, especially for low-income families who may not have access to alternative , off-campus facilities. The salary increases in the 24-25 school year caused an increase of $17,464 for staff under Action 10, Social Emotional Support. The final difference that was greater than 10% in Goal 3 is found with Action 3.11 - Alternative Means of Suspension Programs. The $5,000 projected was not spent as it was set aside for the possible purchase of materials. Action 3.11 was addressed by "people" who served as the "program" and hands-on materials were not purchased for the 2024-2025 school year. Goal 3 had several large financial changes from budgeted to estimated actual expenditures in the 2024-2025 LCAP being carried out.

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

While the actions under Goal 3 were carried out, the examination of data from various metrics indicate progress in most areas but do reveal some specific areas of continued work and growth. Riverdale Joint Unified 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

Action: 1 - PBIS
Effectiveness of Action: 3
Metric: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, and 3.12
Analysis Statement:
Comparing numerous baseline data points to current performance, PBIS and its methodology has positively impacted and contributed to an overall reduction of negative student behaviors and their consequences. Chronic Absenteeism (3.1) saw an overall decline of 2.7% with EL students declining by 3.3% and socio-economic students also dropping by 3.1%. The Student Attendance Rate (3.2) maintained above 92% along with the High School Graduation Rate (3.3) increasing by 2.8% to an astounding 96.4%. Within the graduation rate, EL students increased by 6.3% and low-income improved by 3.4%. Both the High School Drop-out Rate (3.4) and Middle School Drop-out Rate (3.5) maintain a very low to non-existent statistic. Overall, the Suspension Rate (3.5) and Expulsion Rate (3.6) saw declines but the high school rate did see an increase. As a district, RJUSD witnessed a 0.7% decrease with EL students dropping by 1.6%, low-income students dropping by 0.6% along with Hispanic students declining by 0.2% and Homeless with the greatest decrease at 7%. The small decreases were due in large part to Riverdale High School as they witnessed a 2.8% increase along with their EL up by 0.3%. The greatest success however in the decline of suspensions was found at Riverdale Elementary School. RES experienced an overall decline of 4.7% with EL students declining by 5.7% and low-income dropping by 4.6%. With a foundation such as PBIS to address or create positive behaviors, more students were able to participate in both Co and Extracurricular activities and after-school programs as metric 3.8 saw an increase of 1.7% and metric 3.9 had a jump of 2.2%. The area to grow however can be found in metric 3.12, Sense of Safety as students' sense of safety declined by 5.3%. In examining surveys that were taken in the fall, RJUSD can see that a great concern about bullying through online mediums was reflected in the student voice that increased by 2% (3.11). While PBIS has statistically proven to be successful, Educational Partners such as teachers have begun to express concern over the program and its existence for over 10 years. PBIS will continue in the 2025-2026 school year but the possibility of change will be discussed next school year.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 2 - Student Recognition
Effectiveness of Action: 3
Metric: 3.1, 3.2, 3.4, 3.5, 3.6, and 3.7
Analysis Statement:
In analyzing baseline data to current data RJUSD, along with Educational Partners, find that providing opportunities for Student Recognition positively reinforces student behavior thus having more students wanting to come to school along with decreasing negative behaviors. In the examination of metrics 3.1 through 3.7, positive results were found throughout the district minus the results from Riverdale High School. Through the conversations of staff, students and parents from Riverdale High School Educational Partners expressed the value of Student Recognition at grades TK-12.

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

3 - Effective
Action: 3 - Student Transportation and Action: 4 Transportation Co-curricular/Extra-curricular Activities
Effectiveness of Action: 3
Metric: 3.1, 3.6, 3.8 and 3.13
Analysis Statement:
An in-depth analysis of Actions 3 and 4 reveals that its effectiveness in addressing attendance, behaviors, and providing opportunities for students in RJUSD is taking place. In particular, Action 4 (Transportation Co-curricular/Extra-curricular Activities) has helped to improve attendance for English Learners and low -income students as seen in metric 3.1, reduced suspension rates for these same groups as found in metric 3.6 and increased participation for all students as found in metric 3.8. Parents in Educational Partner groups continue to praise RJUSD for providing transportation opportunities for students to explore their learning or extend their school day. Specifically, low-income families have shared their inability to transport students to these events due to the hours of their workday. While positive data was found in metrics 3.1, 3.6, and 3.8 metric 3.13 provided a different story. Metric 3.13 focuses on Sense of Connectedness and survey data revealed that in 24-25 students experienced a 7.4% decrease in feeling connected than the prior year. As a matter of fact, the indicator for connectedness has declined continually over the past couple of years. Diving deeper into the student survey data however, it reveals that students are expressing a greater disconnect with their teachers. While greater division between students and staff may be perceived, it does not impact transportation but is an item that needs to be addressed.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 5 - Clean Campuses/Facilities
Effectiveness of Action: 3
Metric: 3.10
Analysis Statement:
Riverdale Joint Unified School District has been effective in carrying out Action 5 as evidenced by metric 3.10. Action 5 focuses on clean campuses and facilities. Annually RJUSD inspects their facilities and evaluates them. Metric 3.10 is the Facilities Inspection Tool (FIT) Program. RJUSD facilities continued to rank in the “good” category which is considered to be passing. While the RJUSD campuses and facilities are clean and well maintained, conversations from Educational Partners such as teachers, students and parents have expressed the necessity to update due to age. In addition, changes in enrollment, such as the expansion of transitional kindergarten, have started conversation on facility needs that meet the requirements of the program they are serving.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 6 - Health and Support Services and Action: 10 - Social Emotional Support
Effectiveness of Action: 3
Metric: 3.1, 3.2, 3.8, 3.11, and 3.13
Analysis Statement:

A comprehensive review of metric data and Educational Partner discussions suggests that all students in Action 6 and specifically English Learners and socio-economic students in Action 10 have effectively been supported in receiving services for health and social-emotional. Both Action 6 and 10 are being discussed collectively because of the familiarity in their services. The metrics reveal by and large that the offering and implementation of these two actions has been effective. Chronic absenteeism decreased by 2.7% for all students and 3.3% for English Learners and 3.1% for low-income students. Attendance overall for RJUSD was very high as determined in metric 3.2 as the district maintained over 92% attendance (94.92% - same as 23-24 school year). Children being healthy both physically and mentally allow them to take part in Co-curricular and Extra-curricular activities as student participation increased by 1.7% (metric 3.8). The student surveys, conducted by Healthy Kids, provide a lot of information and students stated they value the services that are offered to them. The increase in student participation, increase of 2% (metric 3.11) is helpful in knowing the voice of the student body at large. The availability of services either for health or social emotional support are discussed frequently by parents in Educational Partner meetings as parents see the value of these services. Both parents of English Learners and low-income students also speak of their inability many times to get or take their children to these services and appreciate the district's ability to provide them. Metric 3.13 focuses on Sense of Connectedness and survey data revealed that in 24-25 students experienced a 7.4% decrease in feeling connected than the prior year. As a matter of fact, the indicator for connectedness has declined continually over the past couple of years. Diving deeper into the student survey data however, it reveals that students are expressing a greater disconnect with their teachers. While greater division between students and staff may be perceived, it does not impact offering of health or social emotional support services in the district but is an item that needs to be addressed.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 7 - After School Programs and Action: 8 - Student Opportunities
Effectiveness of Action: 2
Metric: 1.1, 1.2, 1.3, 1.4, 3.1, 3.6, 3.8, and 3.13
Analysis Statement:
Through Educational Partner conversations and evaluating metrics on academics in Goal 1 and metrics on attendance, suspension and participation under Goal 3, Actions 3.7 and Action 3.8 are deemed somewhat effective not only for all students but specifically English Learners and low-income students. Parents in conversations both on the school site and district level continually express their appreciation for the programs and opportunities provided for their children. Parents firmly believe that participation in various after-school programs and student opportunities help their children to grow academically while also giving them something to do in a positive fashion. Input from teachers also aligns with parent sentiment as teachers see value for students to be involved in a multitude of activities. As discussed previously, the academic data from CAASPP results (Spring 2024) and District Benchmarks (Winter 2025) did not produce the desired results as almost every student demographic group experienced a decline (metric 1.1 - 1.3). Teacher explanations center on the district moving to a uniformed assessment in comparison to when grade levels had different exams as a portion of the rationale. Aside from the academic data found in Goal 1, the data in Goal 3 offered a lot of positive results that coincide with parent and teacher perspectives. Chronic Absenteeism declined across the district at 2.7% with EL students dropping at 3.3% and low-income students at 3.1%. As a district, suspension rates saw a decline of 0.7% with EL students dropping 1.6% and low-income at 0.6%. District numbers were a little offset as Riverdale High had an increase in suspensions at 2.8% which muted some of the success of Riverdale Elementary which had a 4.7% drop for all students along with a drop of 5.7% for EL and 4.6% for low-income. The increase in student participation, increase of 2% (metric 3.11) is helpful in knowing the voice of the student body at large. Metric 3.13 has already been discussed several times but it does not take away

from the fact that perspectives by students and the involvement of their teachers is at a disconnect. RJUSD will need to work on how to change this in the 25-26 LCAP through professional development opportunities.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 9 - Supervision & Support
Effectiveness of Action: 3
Metric: 3.1, 3.2, 3.6, 3.8, 3.11, 3.12 and 3.13
Analysis Statement:
Educational Partner input, including parents, students and staff along with being coupled by data from various metrics confirms that the Coordinator of Safety position is having a positive impact on English Learners and low-income students feeling safe on campus. The presence of the coordinator, through most of the metric and educational partner conversations, has been effective. Metrics on attendance in 3.1 and 3.2 show attendance holding over 92% while chronic absenteeism dropped by 2.7% for all students and 3.3% for EL students and 3.1% for low-income students. The suspension rate for the district also witnessed a decline with a drop of 0.7% for all students and 1.6% for EL and 0.6% for low-income students. In a deeper dive of metric 3.6, one will find that Riverdale Elementary had significant declines but were offset by increase at Riverdale High. An increase in student survey participation (metric 3.11) helps to give a wider perspective on student voice. While students expressed a decline in a sense of safety (5.3% in metric 3.12) and connectedness (7.4% in metric 3.13), closer examination of survey data indicates that sense of safety is being more commonly referenced to online bullying and connectedness dealing with interactions between teachers and students. Parents expressed a slight increase in sense of safety (1%) while staff dropped (7%) in metric 3.12. Again, deeper analysis through the survey and teacher conversations place the reduction in sense of safety towards student behavior as students in younger grades in specialized programs have become more challenging. While some data and conversation points towards a reduction in the sense of safety, it is not directed towards the coordinator position as sentiment towards that role is supportive and valued.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 11 - Alternative Means of Suspension Programs
Effectiveness of Action: 2
Metric: 3.6
Analysis Statement:
Comparing baseline data to current performance, Alternative Means of Suspension Programs has reduced suspensions for English Learners, Socio-economically Disadvantaged students (SED), Hispanic students and Homeless students demonstrating its somewhat effectiveness. In examining overall district data in metric 3.6, one will find that overall student suspension decreased by 0.7% for all students. The identified subgroups of students also saw an overall district decline. EL students dropped 1.6%, SED 0.6%, Hispanic 0.2% and Homeless 7%. While the district results seem minimal, they were skewed as Riverdale Elementary had significant declines but were offset by Riverdale High School with a general 2.8% increase in suspensions. Riverdale Elementary witnessed a decline amongst all students at 4.7%. The identified

subgroups casted a decline of 5.7% for EL students, 4.6% for SED, 4.4% for Hispanic and Homeless students with 8.1%. While the Alternative Means of Suspension Programs reduced the suspension rate overall at a district level, conversations about the differences in data between the elementary and high school do cause the reflection of the programs to be somewhat effective. Greater work, especially at the high school level, will be the focus during the 2025-2026 school year as RJUSD will continue this action in the 25-26 LCAP.

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.

In examining the various metrics and their sustainment or growth found in most areas under Goal 3, Riverdale Joint Unified School District did not change or alter their metrics or intent towards their goal. RJUSD did however make a change due to wording in Action 3.5 and the district is planning to use a portion of their Learning Recovery Emergency Block Grant (LREBG) towards Action 3.10 in the 25-26 LCAP and school year. Many positive areas of data were found in Goal 3. Metrics on attendance (3.1 & 3.2), graduation rate and dropout rate (3.3 - 3.5), suspension and expulsion rates (3.6 and 3.7), participation rates in various programs (3.8 and 3.9) all provided statistical data that all students and in particular specific groups of students in some metrics were all improving. In conversations with Educational Partners the actions under Goal 3 have been expressed to continue while fine tuning a few specific areas such as the suspension rate at the high school. In the review of metrics and actions under Goal 3, a change in Action 3.5 did occur. Action 3.5 - Clean Campuses/Facilities previously contained in the description . . address facilities needs relating to increased enrollment and … This portion of the sentence was discussed as RJUSD is experiencing declining enrollment and the sentence no longer seemed appropriate. In conversations with Educational Partners the need for new and upgraded facilities has been discussed but it is more centered on enrollment needs and not enrollment size. For example, with the increase in TK due to age expansions, RJUSD is facing growth challenges but the district overall is not experiencing an increase in enrollment. In an attempt to better represent the situation, the description in Action 3.5 has been edited to now state . . needs relating to enrollment needs . . Action 3.8, Student Opportunities, had a minor change within its description of supporting students to participate in athletic programs. While both staff and materials are needed for various athletic programs, only personnel were mentioned beforehand creating the possibility of a grey area of where materials fit in. For students to participate in various programs materials are needed to create opportunities for students. To provide greater clarity, Action 3.9 had further detailed provided into its description as playground aides, custodians, and teachers were added into the supervision scope. Besides these small changes, RJUSD will be diverting a portion of their LREBG funds into social-emotional support. Through survey data and Educational Partner conversations with parents and students, social-emotional supports are extremely important and serve a tremendous need. The support of social-emotional needs can already be found within the RJUSD LCAP in Action 3.10 - Social Emotional Support which had their statistical data updated from 61.3% last year to 56% this year. The essence of this action presents the direction that RJUSD will use a portion of the LREBG funds in 2025.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | PBIS | The district will provide alternative means to suspension through programs like PBIS for English Learners and Low Income students. In providing alternative means, RJUSD will purchase time for staff to work together to develop, enhance and provide the curriculum of PBIS. This action will support the recognized need according to the 2023 CA School Dashboard of addressing the suspension rate of English Learners and Low Income students as these groups were identified in the “Red” category for that Dashboard. | $47,231.00 | Yes |
| **3.2** | Student Recognition | Enhance opportunities for student recognition to include a wide range of students and families. | $2,700.00 | No |
| **3.3** | Student Transportation | Maintain transportation to support positive school attendance. | $1,031,440.00 | No |
| **3.4** | Transportation Co-curricular/Extra-curricular Activities | The district will provide transportation for English Learner and Low Income students in co-curricular and extra curricular programs. | $110,357.00 | Yes |
| **3.5** | Clean Campuses/Facilities | Maintain clean campuses that are in good repair, address facilities needs relating to enrollment needs and increased course offerings, and improve current facilities. | $3,335,482.00 | No |
| **3.6** | Health and Support Services | Maintain contracted health and support services. | $724,954.00 | No |
| **3.7** | After School Programs | Provide quality after school programs at each school site. | $100,000.00 | No |
| **3.8** | Student Opportunities | The district will provide opportunities for participation in athletic programs for English Learners and Low Income students by paying for individuals to serve as Athletic Trainers and Coaches along with materials for the program to work within the athletic realm so that opportunities for athletic programs are available. | $975,159.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.9** | Supervision & Support | The district will employ a Coordinator of Safety and other personnel, such as playground staff, custodians, and teacher supervision time, to work and interact with English Learners and Low Income students to increase levels of perceived student safety. | $560,155.00 | Yes |
| **3.10** | Social Emotional Support | LREBG funds will be used towards the social-emotional services of All-4-Youth counselors in the district along with a psychologist. LREBG funds do not have supplement and supplant rules applicable to them. RJUSD will use S&C Funds towards school site counselors salaries and benefits. The needs assessment substantiated findings from the 2024 Dashboard and district data related to the chronic absentee rate and social-emotional support of students in RJUSD. An analysis of the needs assessment identified English Learners and Low-income students at a greater need for mental health support due to these groups' greater abilities to access such services. Our needs assessment revealed significant needs regarding mental health support (Metrics: 3.1, 3.2, 3.8, 3.11, and 3.13) among English Learners (EL and LTEL) and Low Income (LI) students. In response, RJUSD will focus on mental health support programs for identified students to use. This action aligns with the allowable fund uses in the area of LREBG funds.<br><br>To provide such services to address social-emotional concerns and address chronic absenteeism, RJUSD will employ counselors, psychologists, and staff for an Alternative School of Choice program to provide various opportunities of social emotional support for English Learners and Low Income students.The All-4-Youth Counseling Services along with the psychologist will be paid out of LREBG funds which are in alignment with the outlined allowable expenses under social-emotional student need. This action, involving LREBG directed funds towards social-emotional well-being, aligns with the allowable uses of funds in Ed Code 32526(c) as these programs are aimed at supporting the social and emotional well being of students.<br><br>Research indicates that providing counseling and mental health support will provide a nurturing emotional well-being and social development. This | $1,376,695.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | approach will provide a deeper understanding of students' emotional and social well-being creating opportunities for them to attend school and enhance their academic performance.<br><br>LCFF Funds: Will be used towards school site counselors<br><br>LREBG Funds: Will be used towards school psychologists and All-4-Youth, a supplemental mental health service through Fresno County.<br>Metrics: 3.1, 3.2, 3.8, 3.11, and 3.13<br>LREBG Funds: $175,000 | | |
| **3.11** | Alternative Means of Suspension Programs | On the fall 2023 CA Dashboard, RJUSD had the identified student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless and all students placed in the “Red” at the LEA level. Riverdale Elementary had the identified student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless, and all students placed in the “Red” and Riverdale High School English Learners placed in the “red” on the Dashboard for suspension.<br><br>To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for All Students, English Learners, SED students, Hispanic students, and Homeless Students.<br><br>RJUSD found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.<br><br>Riverdale Joint Unified School District will provide staffing to implement an Alternative Means to Suspension Program and social-emotional support for the identified student groups. The implemented social-emotional supports will focus on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. Designated staff will identify students at risk of | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | suspension in order to connect them and their families with supports that meet their individual needs. The staff of Riverdale Elementary will conduct a closer examination of the student groups that were identified as “Red” for suspensions. The groups of students identified as a “Red” for suspensions at RES were English Learners, Homeless, Socio-Economically Disadvantaged, and Hispanic students. A similar process will be carried out by Riverdale High staff as they will conduct a deeper examination of English Learners who were identified as a “Red” group for suspensions by the CA School Dashboard. The program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | COMMUNITY ENGAGEMENT - Goal 4: District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning. RJUSD has witnessed that while parent support is strong, the number of families and parents who actively take part in various functions is not proportionally grounded. Opportunities for parent involvement and engagement must be further developed and better communicated. To measure the effectiveness of parental support and engagement, RJUSD needs to examine the level of parent workshops and opportunities for parents to engage in meaningful conversations with RJUSD staff at all levels which includes the parental view of their opportunities and ability to provide input. The district's ability to increase parent involvement, input and engagement will result in greater community engagement and strengthen the educational partnership with families.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Parent Survey Participation | 23% Parent Survey Participation Rate<br>Data Year: 2023-2024<br>Data Source: HK Survey | 23% Parent Survey Participation Rate<br>Data Year: 2024-2025<br>Data Source: HK Survey | | 29% Parent Survey Participation Rate<br>Data Year: 2026-2027<br>Data Source: HK Survey | No change |
| 4.2 | Parent Involvement Opportunities District wide | 24 Parent Involvement Opportunities District wide<br>Data Year: 2023-2024 | 26 Parent Involvement Opportunities District wide | | 27 Parent Involvement Opportunities District wide | +2 opportunities in the district |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Local Survey | Data Year: 2024-2025<br>Data Source: Local Survey | | Data Year: 2026-2027<br>Data Source: Local Survey | |
| 4.3 | Parent Engagement Rate | 26% Parent Engagement Rate<br>Data Year: 2023-2024<br>Data Source: Local Survey | 29% Parent Engagement Rate<br>Data Year: 2024-2025<br>Data Source: Local Survey | | 30% Parent Engagement Rate<br>Data Year: 2026-2027<br>Data Source: Local Survey | +3% Parent Engagement Rate |
| 4.4 | School Actively Seeks Parental Input | 81% School Actively Seeks Parental Input<br>Data Year: 2023-2024<br>Data Source: HK Survey | 81% School Actively Seeks Parental Input<br>Data Year: 2024-2025<br>Data Source: HK Survey | | 85% School Actively Seeks Parental Input<br>Data Year: 2026-2027<br>Data Source: HK Survey | No change |
| 4.5 | Parent Input & Participation in Programs for Unduplicated Students and Students with Exceptional Needs | 20% Parents Actively Provided Input & Participation<br>Data Year: 2023-2024<br>Data Source: Local Survey | 24% Parents Actively Provided Input & Participation<br>Data Year: 2024-2025<br>Data Source: Local Survey | | 30% Parents Actively Provided Input & Participation<br>Data Year: 2023-2024<br>Data Source: Local Survey | +4% Parents Actively Provided Input & Participation |
| 4.6 | Parent Square Outreach Rate | All students: 96%<br>EL: 97%<br>SED: 97%<br>Data Year: 2023-2024<br>Data Source: Technology Dept. Asset Report | All students: 95%<br>EL: 97%<br>SED: 96%<br>Data Year: 2024-2025 | | All students: Maintain 95% or Above<br>EL: Maintain 95% or Above<br>SED: Maintain 95% or Above | All students: Maintain 95% or Above<br>EL: Maintain 95% or Above<br>SED: Maintain 95% or Above |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Source: Technology Dept. Asset Report | | Data Year: 2026-2027<br>Data Source: Technology Dept. Asset Report | |
| 4.7 | Parent Workshops Participation | 63 Parents Attended A Site Workshop<br>Data Year: 2023-2024<br>Data Source: Local Survey | 96 Parents Attended A Site Workshop<br>Data Year: 2024-2025<br>Data Source: Local Survey | | 80 Parents Attended A Site Workshop<br>Data Year: 2026-2027<br>Data Source: Local Survey | +33 Parents Attended A Site Workshop |

# Goal Analysis [2024-25]

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.

Riverdale Joint Unified School District implemented the planned actions under Goal 4, Community Engagement, during the course of the 2024-2025 school year and witnessed improved data outcomes by and large as a result of their efforts. Parent Workshops, as outlined in Action 4.1 were not only carried out but drew greater attendance. RJUSD continued to support Parent Volunteerism under Action 4.2 by providing parents opportunities to be trained as volunteers but also support them in being fingerprinted to work with children. The district uses many different levels of communication as outreach for parents as identified in Action 4.3. The many different mediums of communication are specifically directed as the district's English Learner and Socio-economically disadvantaged families. Gaining parent perspective is tremendously important as RJUSD carried out Action 4.4 in 24-25 by offering the district wide Healthy Kids survey in November 2024. In addition to the district level survey, many school sites will also conduct smaller scaled surveys to gain input and perspective on various items school site administration wish to learn about. In understanding the socio-economic situation of the Riverdale community RJUSD provides Parent Access, Action 4.5, throughout the district by having computer workstations at each school site and in the District Office. To better empower our non-English speaking parents, RJUSD did provide workshops for families of English Learners to build and enhance communication skills with school officials as indicated in Action 4.6. While helping to build those skills, for non-English speaking parents, Riverdale was able to carry out Action 4.7 by providing bilingual staff throughout the district in different educational opportunities to answer and support family needs. Riverdale Joint Unified School District was able to carry out all of the stated actions under Goal 4 in the 2024-2025 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.

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4, RJUSD only had two actions that experienced a difference greater than 10%. Action 4.4, Parent Survey, was projected at a cost of $4,000. However, in working with WestEd to administer the Annual Healthy Kids Survey, Riverdale Joint Unified School District qualified for several discounts which took the cost of the surveys for students, staff and parents to $972.00. Action 4.6 also experienced a difference between the budgeted and estimated actual expenditures. In providing Parent School Engagement, Action 4.6, RJUSD ended up spending more for the classes they offered along with an increase in paid childcare. The increase of $5,296.00 was due to the cost increase of the evening classes and offering childcare. RJUSD witnessed an increase of 33 more parents attending evening workshops which increased the cost of childcare. Aside from these two areas, RJUSD did not experience any significant difference between budgeted and estimated expenditures under Goal 4 in the 2024-2025 LCAP.

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

As Riverdale Joint Unified was able to carry out the actions under Goal 4, Educational Partners through conversations determined the effectiveness of each action. Riverdale Joint Unified 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
Action: 1 - Parent Workshops
Effectiveness of Action: 3
Metric: 4.2, 4.3, 4.4 and 4.7
Analysis Statement:
Riverdale Joint Unified School District through analysis of various metrics and Educational Partner input by parents determined that Action 1 - Parent Workshops were effective in the 24-25 school year. RJUSD was able to expand their parent involvement opportunities in the district in 24-25 with parent workshops being one of those items. In looking at Metric 4.2, the district was able to continue to expand opportunities with Parent Workshops being one of the items on the list. The increase in the Parent Engagement Rate, Metric 4.3, can also be partially attributed to the offering of the parent workshops held in the 24-25 school year. The workshops that were provided help parents to increase or create their voice and perspective for the educational decisions in the district. The opportunity to enhance or create this voice is directly related to Metric 4.4 in which RJUSD seeks parental input. While metric 4.4 did not see an increase in the 24-25 year, evidence of the perspectives shared do stem from opportunities gained out of the workshops provided. Finally the greatest metric of support for Action 4.1 is Metric 4.7. RJUSD saw an increase of 33 parents in the 24-25 school year who participated in their workshop series held throughout the year and at each school site. Aside from the statistical data, Educational Partners such as parents and specifically parents of English Learners stated their praise of the workshops and the district's ability to continually offer them.

Rating Scale (lowest to highest):
1 - Not Effective

2 - Somewhat Effective
3 - Effective
Action: 2 - Parent Volunteerism
Effectiveness of Action: 3
Metric: 4.2, 4.4 and 4.5
Analysis Statement:
In examination of various metrics associated with Goal 4, RJUSD found Parent Volunteerism, Action 4.2, to be effective for the 24-25 school year. RJUSD is always seeking to provide and offer opportunities for parents to volunteer their time. In an attempt to assist with this, RJUSD provided for parents the opportunity to be fingerprinted in order to work with children in the district. To gauge the range and success RJUSD expanded the opportunities for parent involvement (Metric 4.2) in which some of the opportunities allow for parent volunteerism. In addition, within the survey to help provide data for Metric 4.4, the opportunity for parents to volunteer is examined as part of the context of the school actively seeking parental input. The range of Parent Volunteerism can also be found in Metric 4.5 for input and participation in programs for unduplicated students and students with exceptional needs. An increase of 4% occurred in this metric for the 24-25 school year which again can be tied to opportunities for parent volunteers and the push to increase them.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 3 - Parent Communication
Effectiveness of Action: 2
Metric: 4.4 and 4.6
Analysis Statement:
The Educational Partner input, from parents and teachers, differs from the statistical data in terms of Parent Communication aimed at families of English Learners and Socio-economically disadvantaged students thus determining the impact of Action 4.3 as Somewhat Effective. While parents and teachers, in various LCAP forums, have stated and praised the district for the multitude of communication approaches for families of English Learners and Socio-economically disadvantaged students, RJUSD did not see any significant statistical change in data outcomes. Metric 4.4 witnessed no difference (maintained at 81%) from the previous year through 24-25. The same can almost be said for Metric 4.6 but a 1% decline occurred. While the 1% decline was disappointing, RJUSD was able to continue under this desired outcome of maintaining an outreach rate at 95% or above. Parent Communication is essential for all students especially for families of English Learners and low-income students. RJUSD will examine the types of communication and their execution of distributing them in the 25-26 LCAP as RJUSD does plan to continue this goal.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 4 - Parent Survey
Effectiveness of Action: 3
Metric: 4.1

Analysis Statement:
Riverdale Joint Unified School District finds the annual Parent Survey as indicated in Action 4.4 to be effective for the information it provides from students, staff and parents. Metric 4.1 provides the level of parent participation for which the district continues to pursue it being higher but Metrics 3.11, 3.12, and 3.13 all provide key insights for which the district seeks and desires. The Healthy Kids Survey was conducted in November 2024 and offered through a variety of means. As RJUSD wishes for the response percentage to be higher, the district values the input provided and will continue to seek measures to increase participation by parents, students and staff. RJUSD will continue to offer the annual survey as a part of the 25-26 LCAP.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 5 - Parent Access
Effectiveness of Action: 3
Metric: 4.1, 4.3 and 4.4
Analysis Statement:
Through the examination of various metrics in Goal 4 along with the input from parents during Educational Partner meetings, RJUSD finds Action 5 - Parent Access to be effective. In an attempt to provide parents access to technology, RJUSD provides computer workstations at all school sites including the district office. These computer workstations allow parental access for a variety of parent needs in working with their child's school site or the district office. The workstations are used by parents at times to take part in the annual survey for the district which is found in Metric 4.1. The computer workstations also serve as a medium many times for parents to engage with teachers or administrators while allowing them to provide their input into various educational decisions not only for their child but for the Riverdale Joint Unified School District as a whole which are elements of Metrics 4.3 and 4.4. In reviewing the data associated with Metrics 4.1, 4.3, and 4.4 increases or sustainment can be viewed thus supporting the reflection of Action 4.5 as effective. RJUSD will continue this level of Parent Access through computer workstations located at each campus and the district office in the 25-26 LCAP.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 6 - Parent School Engagement
Effectiveness of Action: 2
Metric: 4.2, 4.4, 4.6 and 4.7
Analysis Statement:
An in-depth analysis of Parent School Engagement reveals that it is somewhat effective in addressing the needs of English Learner families as data outcomes overall were effective but less positive as desired. RJUSD continues to expand district wide parent involvement opportunities as seen in Metric 4.2. RJUSD has expanded district wide events by two more experiences in the 24-25 school year. While a positive growth was seen in Metric 4.2, Metric 4.4 offered that same statistical approach as the previous year in that 81% of families feel the school is actively seeking their input. The multitude of communication mediums provided to parents also offered minimal data growth as seen in Metric 4.6 as English Learner families experienced no growth. The largest statistical point however came about in Metric 4.7 as 33

more parents attended a school site workshop. In conversations with parents, many state that reasons for lower than desired turnouts are due to apathy and work or family obligations that prevent them from taking part. Families who do participate are appreciative of the actions and measures the district provides. RJUSD will continue Action 4.6 in the 25-26 LCAP but seek methods to expand school engagement for families of English Learner students.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 7 - Communication Needs for Parents
Effectiveness of Action: 3
Metric: 4.1, 4.2, 4.3, 4.4, 4.6 and 4.7
Analysis Statement:
By evaluating several metrics in Goal 4 alongside educational partner feedback from parents and teachers, it is clear that the presence of bilingual staff to provide communication opportunities for families of English Learners is effective for Action 4.7. Almost every metric in Goal 4 can be tied to Action 4.7. When reviewing these data outcomes, the various metrics overall do display growth and improvement. While RJUSD does wish the measures of growth were greater in some metrics, the district does realize the importance of providing bilingual staff to support and address the communication needs of our English Learner families. In Education Partner meetings with parents, parents continue to praise the recent addition of our Home-to-School Liaisons. While there are several areas of bilingual staff, parents are appreciative of the bilingual Home-to-School Liaisons and the role they have taken on in the district. Language can serve as a tremendous barrier for parents having access to various educational items about either their children or the district. The addition of bilingual staff helps to increase parent access despite slow statistical increments of growth as seen in the metrics. Riverdale Joint Unified School District will continue to employ bilingual staff. RJUSD will continue Action 4.7 in the 25-26 LCAP.

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.

In examining the various metrics accompanied with input from parents as Educational Partners, Riverdale Joint Unified School District did not change or alter their metrics or intent towards Goal 4. RJUSD did however make some changes as the incorrect metric numbers were recognized in an analysis of some of the actions. Parent Square Outreach Rate which is recognized as Metric 4.6 had been marked as 4.5. The same is true with Parent Workshops Participation as it is Metric 4.7 but was marked as 4.6. Corrections were made in the Scope Metric section of the following actions: 4.3, 4.6 and 4.7. As the metrics in Goal 4 support growth in a majority of areas and parent input is supportive, RJUSD will continue to seek approaches to the parental perspective on the district actively seeking input. Metric 4.4 was stagnant for the 24-25 year in comparison to the year prior. RJUSD would like to expand the current 81% perspective of the district seeking parental input. The district has established a core group of parents who continue to attend, support and participate in numerous events and decision making opportunities. While RJUSD is extremely grateful for this group of parents, most of which represent English Speaking families, the district will seek methods to expand beyond this nucleus of support. No changes were made to items under Goal 4 as our analysis indicates that the current goal continues to address the identified needs. RJUSD will continue Goal 4 and the items within it for the 2025-2026 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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Parent Workshops | Increase and improve opportunities for parent workshops. | $0.00 | No |
| **4.2** | Parent Volunteerism | Provide fingerprinting sessions to increase and improve opportunities for parent volunteerism. | $2,000.00 | No |
| **4.3** | Parent Communication | The district will provide varied methods of electronic communication and home to school liaisons to the families of English Learners and Low Income students. | $154,203.00 | Yes |
| **4.4** | Parent Survey | Continue the RJUSD established LCAP survey for educational partners to provide ongoing input regarding the 8 State priorities. | $4,000.00 | No |
| **4.5** | Parent Access | Increase parent access to computer workstations at all school sites. | $0.00 | No |
| **4.6** | Parent School Engagement | The district will provide workshops for families of English Learner's to build and enhance communication with school officials. | $37,500.00 | Yes |
| **4.7** | Communication Needs for Parents | The district will employ bilingual staff at each school site to provide communication opportunities for families of English Learner students. | $183,693.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **5** | Goal 5 (Suspensions - Horizon High): By 2025-2026, suspensions at Horizon High School will:<br>* Decrease by 6% in all student groups including Hispanic students and Socio-Economically Disadvantaged students as measured by the California School Dashboard and the CDE Dataquest reporting mechanism. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Horizon High is a continuation program within RJUSD. RJUSD identified that students in Horizon High had experienced a 22.1% increase in suspension in the 2023-2024 CA School Dashboard. Through deeper examination of the CDE Dataquest System, RJUSD found that Hispanic students had a suspension rate of 26.1% which was an increase of 26.1% from the previous year and Socio-Economically Disadvantaged students experienced a 32.1% suspension rate which was an increase from the previous year by 24.7%. Due to the alarming increase in the suspension rate of students at Horizon High School, RJUSD decided to make the suspension rate of students at this site a focus goal under the Equity Multiplier. In holding educational partner meetings with individuals from Horizon High School, feedback indicated that members wanted to see social-emotional support for students to curb the suspension rate. Counseling services for students along with opportunities for students to examine career options outside of the school setting were strongly voiced as a means to reduce suspension in a proactive fashion. The district's ability to offer counseling services and provide opportunities to explore different career options for students will result in a lowered suspension rate along with changing the social-emotional outlook for Horizon students.

2025-2026 LCAP:
In conversation with Educational Partners for Horizon High School for the 2025-2026 LCAP, the decision was made to continue this goal as suspensions were still high for the school site. As data on suspensions runs a year behind the current year, Horizon Educational Partners looked at 2023-2024 suspension data that revealed a suspension rate of 31% for All Students and 32.1% for both SED and Hispanic students. Educational Partners realized that the data runs a year behind (23-24) but were happy with the steps taken in 24-25 in working towards this goal. Educational Partners expressed their pleasure in the additional counseling outreach specifically for Horizon students along with the vocational career exploration field trip expansion in the 24-25 school year.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Suspension Rate - Horizon High | All Students - 29%<br>SED - 32.1%<br>Hispanic - 26.1%<br>Data Year: 2022-2023<br>Data Source: Dataquest 2023-2024 | All Students - 31%<br>SED - 32.1%<br>Hispanic - 32.1%<br>Data Year: 2023-2024<br>Data Source: Dataquest | | All Students - 23%<br>SED - 26%<br>Hispanic - 20%<br>Data Year: 2025-2026<br>Data Source: Dataquest 2026-2027 | All Students: +2%<br>SED: No Change (NC)<br>Hispanic: +6% |

# Goal Analysis [2024-25]

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.

Riverdale Joint Unified School District did implement the planned actions under Goal 5, Suspension Rate - Horizon High, during the course of the 2024-2025 school year. RJUSD was able to carry out Action 5.1 by hiring a counselor who was assigned to the student at Horizon High for the entire school year. The counselor was able to meet with students and address their needs for social-emotional behavioral support. The counselor was able to conduct presentations within the classroom and continued to meet with students at their discretion. In addition, the student body of Horizon High School were given various opportunities to explore varied career pathways both inside and outside the school setting (Action 5.2). The staff of the high school worked with students in selecting which career pathways they wished to pursue and learn more about. All planned actions were implemented as described in the 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.

There were some financial variances in the two actions listed under Goal 5. Action 5.1 saw an increase in expenditures of $13,086 more than projected that was due to salary increases for the 2024-2025 school year that occurred. While an increase took place in Action 5.1, Action 5.2 saw a decrease of $14,926 as the high school did not take field trips that required excessive transportation costs. The high was able to conduct various field trips using smaller transportation vehicles that kept costs lower than projected. The adjustments for Actions 5.1 and 5.2 represented the entire differences between budgeted and estimated expenditures under Goal 5 in the 24-25 LCAP.

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

As Riverdale Joint Unified was able to carry out the actions under Goal 5, Suspension Rate - Horizon High, continued conversations with Educational Partners and examination of data determined the effectiveness of each action. Riverdale Joint Unified 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
Action: 1 - Counseling Support - Horizon High
Effectiveness of Action: 2
Metric: 5.1
Analysis Statement:
Riverdale Joint Unified School District through analysis of Metric 5.1 and Educational Partner input by parents, students and staff determined that Action 1 - Counseling Support - Horizon High were somewhat effective in the 24-25 school year. The distinction of “somewhat effective” was mainly due to the presentation of data. Parents were very quick however to point out that the data on suspensions runs a year behind. While Horizon High is in the 24-25 school year, the data being used is from the 23-24 school year. Parents understand that numbers for suspensions increased or remained the same for Hispanic students (Metric 5.1), but they along with teachers point out that the counselor did not begin until August 2024. Students, parents and teachers of Horizon High expressed the value in the addition of a counselor assigned to their school site as the needs of the Horizon student body are different from the needs of the traditional Riverdale High Campus. Educational Partners do believe a reduction in suspension will be visible for the 24-25 school year in the 25-26 LCAP. Educational Partners expressed their desire to see the counselor remain in place specifically serving Horizon High students. RJUSD does plan to continue Action 5.1 based on Educational Partner input.

Rating Scale (lowest to highest):
1 - Not Effective
2 - Somewhat Effective
3 - Effective
Action: 2 - Career Exploration - Horizon High
Effectiveness of Action: 2
Metric: 5.1
Analysis Statement:
Riverdale Joint Unified School District through analysis of Metric 5.1 and Educational Partner input by parents, students and staff determined that Action 2 - Career Exploration - Horizon High were somewhat effective in the 24-25 school year. The distinction of “somewhat effective” was mainly due to the presentation of data. Similar to the discussion for Action 5.1, parents were very quick however to point out that the data on suspensions runs a year behind. While Horizon High is in the 24-25 school year, the data being used is from the 23-24 school year. Parents understand that numbers for suspensions increased or remained the same for Hispanic students (Metric 5.1). Parents and students expressed that they saw a benefit for the opportunities for different fields of career exploration as most students at Horizon High will not be attending either a 2 or 4 year college. The opportunity to explore items in fields the students desired helped them to focus on what their career choices could be. In discussing the suspension rate of Horizon students, Educational Partners do believe a reduction in suspension will be visible for the 24-25 school year in the 25-26 LCAP. RJUSD does plan to continue Action 5.2 based on Educational Partner input.

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.

In examining Metric 5.1 accompanied with input from parents as Educational Partners, Riverdale Joint Unified School District did not change or alter items found within Goal 5. As discussed earlier, the data for suspensions runs a year behind. Educational Partner input from students, parents and staff want to continue the actions under Goal 5 and do believe data for the 2024-2025 school year will be an improvement from the previous data points provided. No changes were made to items under Goal 5 as RJUSD will examine a full year of data with the actions in place before making any decisions on change. RJUSD will continue Goal 5 and the items within it unchanged for the 2025-2026 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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Counseling Support - Horizon High | RJUSD will provide counseling services to Horizon students for proactive social-emotional support and reactive support at times they are suspended. | $47,907.00 | No |
| **5.2** | Career Exploration - Horizon High | RJUSD will provide opportunities for Horizon students to explore varied career pathways both inside and outside the school setting to serve as a proactive approach to promoting an interest in a career. | $2,628.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | Goal 6 (Academic Achievement - Riverdale Virtual School): By 2026-2027, English Language Arts - District Benchmark Scores at Riverdale Virtual School will:<br>* Increase by 5% in all student groups including Socio-Economically Disadvantaged students as measured by the Riverdale Joint Unified School District by their internal reporting mechanism. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Riverdale Virtual School is an online Self-Learner led TK-12 school within RJUSD. RJUSD identified that students in Riverdale Virtual had experienced a low English Language Arts Proficiency Rate on their District Benchmark Assessments with K-8 at 20% and 9-12 at 38%. In examination of the student demographics, it was identified that all students in the program were identified as Socio-Economically Disadvantaged (SED) in the 2024-2025 school year. While “All Students” are currently identified as SED, RJUSD realizes the additional challenges presented to this subgroup. Due to the alarming low English Language Arts Proficiency Rate of students in Riverdale Virtual School, RJUSD decided to make Academic Achievement at this site a focus goal under the Equity Multiplier. In holding educational partner meetings with individuals from Riverdale Virtual School, feedback indicated that members wanted to see a tutor provided for students to work with or access to support them in their academic growth.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 6.1 | District Benchmarks - ELA Proficiency Rates | All Students - K-8: 20% & 9-12: 38%<br>SED - K-8: 20% & 9-12: 38%<br>Data Year: 2024-2025<br>Data Source: Illuminate | N/A | | All Students - K-8: 25% & 9-12: 43%<br>SED - K-8: 25% & 9-12: 43%<br>Data Year: 2026-2027<br>Data Source: Illuminate | N/A |

# Goal Analysis [2024-25]

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.

N/A

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.

N/A

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

N/A

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.

N/A

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.1** | Academic Support - Riverdale Virtual School | RJUSD will provide a tutor to Riverdale Virtual students for academic support as identified in their English Language Arts RJUSD Benchmark assessments. | $50,535.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$6,614,633.00 | $856,342.00 |

**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 |
|---|---|---|---|
| 40.913% | 0.041% | $6,588.52 | 40.954% |

**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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Supplemental Materials<br><br>**Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment | To address this need RJUSD will provide supplemental materials to augment instructional practices outside the basic content and coursework in all areas of study by supporting the identified students' ability to access coursework thus enhancing their academic performance as expressed by teacher feedback. It is our expectation that providing supplemental materials will increase state and local assessment scores for English Learners and Low Income students, as it | RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4). |

| 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 |
|---|---|---|---|
| | highlighted the necessity for additional language support and resources. Feedback from educational partners emphasized the importance of boosting engagement, enhancing academic performance, and fostering long-term success for these student groups through supplemental resources.<br><br>**Scope:**<br>LEA-wide | is designed to augment instructional practices outside the basic content and coursework to decrease the achievement gap for the identified students. However, because RJUSD expects the addition of supplemental materials to augment instructional practices to support all students, this action is provided on an LEA-wide basis. | |
| **1.5** | **Action:**<br>Instructional Steering Committee<br><br>**Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students.<br><br>**Scope:**<br>LEA-wide | To address this need, RJUSD will develop and maintain an Instructional Steering Committee composed of district and teacher leaders. The creation and continuation of the Instructional Steering Committee will be able to further develop and sustain the systems, structures, and resources for instructional practices at each school site. The purpose of the committee is to develop a multi-tiered system of support to provide additional opportunities that will help meet the identified students' needs and RJUSD's goals to close the achievement gaps for its at-risk students. It is our expectation that establishing and carrying out the Instructional Steering Committee will result in English Learner and Low Income students increasing their CAASPP and District Benchmark scores, as the program is designed to develop and sustain systems, structures and resources for instructional practices at each school site. However, because RJUSD expects that the systems, structures and practices created will benefit all students, this action is provided on an LEA-wide basis. | RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4). |

| 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 |
|---|---|---|---|
| **1.6** | **Action:**<br>Targeted Instruction<br><br>**Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. A needs assessment highlighted the call for targeted instruction for English Learners and Low Income students, leading the district to provide additional tutors and teachers specialized in addressing the specific educational needs of these groups.<br><br>**Scope:**<br>LEA-wide | To address this need RJUSD will provide targeted services during instruction to English Learner and Low Income students. Targeted Services for the identified students will include highly effective certificated instructors, including ELD instruction and intervention, and a reading resource teacher (TK-3) along with classified tutors. Targeted instruction will support language acquisition, vocabulary development and other needs identified by local data to develop academic skills and narrow the achievement gap in comparison to "All Students". It is our expectation that providing targeted instruction to English Learner and Low Income students will result in increased state and local scores thus decreasing the achievement gap, as the program is designed to support language acquisition, vocabulary development and reading skills. However, because RJUSD expects the addition of Targeted Services to support all students, this action is provided on an LEA-wide basis. | RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4) along with English Learner status in both Reclassification (1.5) and Progress Towards Proficiency (1.6). |
| **1.7** | **Action:**<br>Specialized Programs<br><br>**Need:**<br>Students who have been identified as English Learner and Low Income have a low participation rate in comparison to "All Students" in Visual and Performing Arts (VAPA), Career and Technical Education (CTE) and Science, Technology, and Math (STEM) courses as identified in a-g completion rates and ROP/CTE enrollment that are part of a broad course of study. A needs assessment revealed a significant gap in access to a board course of study that contained enriched | RJUSD will provide increased access to a broad range of courses content and coursework beyond the academic core, including Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Science, Technology, and Math (STEM), and Advancement Via Individual Determination (AVID) for the identified students. The availability of teachers will create additional course offerings that will provide opportunities of greater interest for students to explore enrichment opportunities, college and career readiness and a sense of school connectedness by enrolling in such VAPA, CTE, and STEM courses thus expanding their broad course of study. Additionally, the curriculum and supports will be | RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through the College Career Indicator (1.8), A-G Completion Rate (1.9 & 1.10), AP Passage Rate (1.11), and the ROP/CTE Enrollment Rate (1.12). |

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| | educational opportunities in Visual and Performing Arts (VAPA), Career Technical Education (CTE), and STEM for English Learners and Low Income students. The need revealed the importance of the courses incorporating language support and culturally relevant content to enhance comprehension and engagement.<br><br>**Scope:**<br>LEA-wide | designed with hands-on, practical experiences that link directly to real-world applications, helping to bridge the gap between theoretical knowledge and practical skills for ELs and LI students.It is expected that an increase will occur in both the ROP/CTE participation rate and a-g completion rate for English Learner and Low Income students thus providing a broad course of study, as these programs are designed based on student interest to draw in student enrollment. However, because RJUSD expects the offering of such courses to support all students, this action is provided on an LEA-wide basis. | |
| **1.8** | **Action:**<br>Instructional Support<br><br>**Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment revealed that ELs and LI students need additional instructional support to narrow the achievement gap and increase academic skills. The support of tutors and additional teachers will address the identified need of EL and LI students to gain additional instructional support.<br><br>**Scope:**<br>LEA-wide | To address this need, RJUSD will have instructional support staff (e.g. highly effective tutors) and additional certificated staff in place to work with identified students who possess the greatest academic need. The presence of instructional support staff and additional certificated teachers working with identified students will allow for smaller group interaction, 1:1 learning opportunities, and individualized opportunities of intervention to aid in the increase of academic skill development to narrow the achievement gap. It is the expectation of RJUSD that providing instructional support staff working with English Learners and Low Income students will result in increased state and local scores thus reducing the achievement gap, as the program is designed to reduce skill deficits, create 1:1 learning opportunities and support individualized opportunities. However, because RJUSD expects the addition of instructional support staff to support all students, this action is provided on an LEA-wide basis. | RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4). |

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| **1.9** | **Action:**<br>Standards Aligned Assessments<br><br>**Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment revealed that ELs and LI students need additional targeted instructional strategies to narrow the achievement gap and increase academic skills. In addition, there is a need to refine standards-aligned assessments and monitor the identified student data on a regular basis to ensure additional supports are targeted based on need.<br><br>**Scope:**<br>LEA-wide | To address this need, RJUSD will purchase time for teachers to develop and refine standards-aligned assessments at each grade level and utilize various data systems. In providing teachers time, they will create standards-aligned assessments at each grade level and by utilizing monitoring systems, student growth can be measured to determine the effectiveness of various applied educational strategies. With the purchase time, teachers can use various data systems in ELD to monitor growth and provide instructional strategies to the identified population of students to increase academic skill and narrow the achievement gap. It is the expectation of RJUSD that providing time to teachers, they will be able to develop and refine standards-aligned assessments that will increase academic skill and narrow the achievement gap of English Learners and Low Income students, as the program is designed to measure and monitor academic skill development and increase. However, because RJUSD expects that developing and refining standards-aligned assessments will support all students, this action is provided on an LEA-wide basis. | RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4). |
| **2.3** | **Action:**<br>Instructional Technology<br><br>**Need:**<br>Educational partners, through conversation in forums, have indicated that English Learner and Low Income pupils have less exposure to technology than “All Students”. A local needs assessment highlighted the necessity to provide instructional technology to EL and LI students. Feedback from educational partners | To address this need, RJUSD will equip English Learner and Low Income students with the necessary instructional technology and provide employees with the tools to support student learning. In providing instructional technology to English Learners and Low Income students RJUSD will be able to allow them to engage in 21st Century learning opportunities. These opportunities for both students and staff will bring technology both in the classroom and at home while supporting the identified students' ability to | RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students having access to instructional technology through district metrics (2.2 and 2.3). |

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| | emphasized that these student groups would not have internet connectivity or access technology unless it was provided by the district. In providing instructional technology it will boost engagement, enhance academic performance, and foster long-term success for these student groups.<br><br>**Scope:**<br>LEA-wide | access coursework through the medium instructional staff is using. It is the expectation of RJUSD that by providing English Learner and Low Income students with the needed instructional technology they will have these tools within their possession, as the program is designed to provide these items of technology to support and expand student learning. However, because RJUSD expects that providing these tools of instructional technology will support all students, this action is provided on an LEA-wide basis. | |
| **2.6** | **Action:**<br>Staff Collaboration<br><br>**Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students.<br><br>**Scope:**<br>LEA-wide | To address this need, RJUSD will purchase time for instructional staff to take part in ongoing professional learning opportunities. The purchased time for instructional staff will allow for professional learning opportunities that will include on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops aimed for teachers and staff to provide a multi-tiered system of support for English Learner and Low Income students to narrow the achievement gap. It is our expectation that purchasing time to provide professional learning opportunities will increase state and local assessment scores for English Learners and Low Income students, as it is designed to support the vertical articulation of curriculum for all instructional staff by increasing the embedded tiers of support and strategies for our identified students. However, because RJUSD expects the incorporation of these professional learning opportunities to support all students, this action is provided on an LEA-wide basis. | RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students through classroom observations (2.4). |
| **2.7** | **Action:**<br>Instructional Coaching | To address this need, RJUSD will coordinate instructional coaching support to work with and | RJUSD will monitor progress of All Students, |

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| | **Need:**<br>English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A needs assessment identified the necessity to provide instructional coaching for teachers and support staff to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students.<br><br>**Scope:**<br>LEA-wide | guide their instructional staff. Instructional Coaching will occur both in the classroom and outside of the class for the implementation of standards-based instruction and 21st Century Learning for teachers and instructional staff working with identified populations to support and introduce instructional practices to address small group instruction, scaffolding and skills building lessons to support the narrowing of the achievement gap. It is our expectation that coordinating instructional coaching will support teachers and instructional staff in increasing the academic level of English Learner and Low Income students, as it is designed to provide targeted instruction for students based on identified need and skill deficits and thus lower the achievement gap in comparison to other students. However, RJUSD expects that the providing of these services will support all students, this action is provided on an LEA-wide basis. | English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4), EL Reclassification (1.5),EL Proficiency Progress (1.6), and classroom observations (2.4). |
| **2.8** | **Action:**<br>Library Staff<br><br>**Need:**<br>English Learner and Low Income pupils have exhibited low reading levels through district benchmarks in comparison to “All Students”. A needs assessment revealed a significant gap in the reading levels of EL and LI students in comparison to All Students. The need revealed the importance of EL and LI students having access to reading materials of their interest and relatability. Having librarians provide an assortment of reading materials will encourage reading and increase literacy skills of these groups of students. | To address this need, RJUSD will have library staff work with identified students and provide a wide assortment of varied reading materials. The library staff will offer support by providing varied levels of reading materials for student access. Library staff will gather student perspectives to offer a range of reading materials that appeal to student interest and trends. It is our expectation that providing the availability of varied reading materials for English Learner and Low Income students, as it is designed to encourage reading and increase literacy skills will encourage an excitement for reading and increase literacy skills, thus resulting in increasing district benchmark scores for these identified populations. However, because RJUSD expects the addition of these | RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4), EL Reclassification (1.5), and EL Proficiency Progress (1.6). |

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| | **Scope:**<br>LEA-wide | reading materials to support all students, this action is provided on an LEA-wide basis | |
| **3.1** | **Action:**<br>PBIS<br><br>**Need:**<br>As indicated through educational partner input and examination of internal data, the English Learner and Low Income population have a higher suspension rate in comparison to “All Students” groups. In addition EL and SED students were placed in the “Red” on the CA School Dashboard in fall of 2023. A local needs assessment and the CA School Dashboard revealed that ELs and LI students have increased in their suspension rate. RJUSD hopes that by offering an alternative means of suspension and programs to address suspension this will lower the suspension rate of the identified groups of students.<br><br>**Scope:**<br>LEA-wide | To address this need, RJUSD will sustain systems created at each school site to enhance social, emotional, and behavioral development, including communication of input and feedback between students, staff, parents, and community stakeholders (e.g. Positive Behavior Intervention and Supports - PBIS). To develop this system, RJUSD will purchase time for staff to work together to develop, enhance, and provide the PBIS curriculum. The sustaining of a multi-tiered support system with counseling, positive rewards, and non-punitive consequences will help to support the reduction of the identified student population suspension rate. In providing this continued action, it is designed to decrease the suspension rate for English Learner and Low Income students by creating and sustaining more positive relationships and communication opportunities for students who need additional behavior and social emotional support in comparison to other groups. However, because RJUSD expects this will benefit all students, this action will be provided on an LEA-wide basis. The intended outcome for RJUSD will be to witness a trend in reducing the suspension rates for English Learner and Low Income students. | RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of Graduation rate (3.3), high school and middle school drop out rates (3.4 & 3.5), suspension rate (3.6), expulsion rate (3.7), co & extra curricular participation rate (3.8), after-school program participation (3.9), student survey participation rate (3.11), sense of safety (3.12), student attendance (3.2), and chronic absenteeism (3.1). |
| **3.4** | **Action:**<br>Transportation Co-curricular/Extra-curricular Activities<br><br>**Need:** | To address this need, RJUSD will maintain transportation to support participation in co-curricular/extra- curricular activities. In offering transportation opportunities students identified as English Learner and Low Income will have access | RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students |

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| | Parental and student input has expressed that from the Parent Advisory Committee suggests English Learner and Low Income students have the least opportunity, in comparison to "All Students", to take part in activities outside of the classroom due to transportation challenges. Families believe that involvement in school activities creates a desire to attend and perform better in school. A local needs assessment highlighted the need for transportation services due to their lack of ability for EL and LI students. Feedback from educational partners emphasized the inability for EL and LI students to attend and be a part of co-curricular and extra curricular programs due to transportation needs. The involvement in such activities was expressed as being a connection to better performance and attendance in school.<br><br>**Scope:**<br>LEA-wide | to co-curricular/extra- curricular activities and events. Participation in co-curricular activities will increase desire to attend school while extra-curricular activities will hold students academically accountable. Participation in athletic clubs requires satisfaction of grade eligibility status. It is our expectation that providing transportation to co-curricular/extra-curricular events will increase the participation rate for English Learner and Low Income students, as it is designed to offer transportation and thus create access to such activities that will encourage desire to attend school while holding students academically responsible. However, because RJUSD expects the provision of transportation for co-curricular and extra-activities to support all students, this action is provided on an LEA-wide basis. | through district metrics of co & extra curricular participation rate (3.8), suspension rate (3.6), chronic absenteeism (3.1), and sense of connectedness (3.13). |
| **3.8** | **Action:**<br>Student Opportunities<br><br>**Need:**<br>Input from the Parent Advisory Committee suggests English Learners and Low Income pupils have the least opportunities, in comparison to "All Students", for student participation in athletics. Families believe involvement in athletic programs is connected to involvement and success in academics as RJUSD athletes are required to follow academic requirements for participation. | To address this need, RJUSD will provide opportunities for English Learner and Low Income student participation in athletics thus placing these students in the same academic requirements as all athletes. Parents of EL and SED students have expressed a need for their children to be involved in athletic programs. These parents have also indicated the need for an Athletic Trainer due to their inability and financial hardship for them to seek medical services when their children are playing sports. In providing this opportunity, RJUSD will need to pay for individuals to serve as Athletic Trainers and Coaches along with materials | RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics in both Goal 3 and Goal 1. The metrics to be followed are: Co & extra curricular participation rate (3.8), Suspension rate (3.6), Chronic absenteeism (3.1), Sense of |

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| | Parents continued to express that if their children played sports, they would need access to an Athletic Trainer due to their inability and financial hardship in seeking medical assistance from their children playing. RJUSD has a 2.0 GPA grade requirement along with a no “F” policy for academics to be eligible for athletic programs. A local needs assessment highlighted the need that EL and LI students have fewer opportunities to participate in athletics. Feedback from educational partners emphasized that EL and LI students have less opportunities to be a part of athletic programs and that their participation in such programs is directly related to better academic performance and attendance in school based on the district’s grade requirements to participate in athletics.<br><br>**Scope:**<br>LEA-wide | for the program to work with the athletic realm so that opportunities for athletic programs are available. Participation in various athletic programs for English Learners and Low Income students will produce a greater awareness and desire to succeed in academic programs for athletic eligibility as RJUSD has a 2.0 GPA grade requirement along with a no “F” policy for academics to be eligible for athletic programs. It is our expectation that providing athletic opportunities for English Learner and Low Income students will increase their participation in these events along with their academic ability. In the experience of RJUSD, athletics provide English Learners (EL) and low-income (LI) students with valuable opportunities to develop language skills and social networks through teamwork and communication with peers, fostering a sense of belonging and community. Additionally, research states that participation in sports can enhance self-esteem and resilience, contributing positively to both academic engagement and personal development, as it is designed to increase school connectedness and engagement in all academic courses. However, because RJUSD expects the provision of athletics to support all students, this action is provided on an LEA-wide basis. | connectedness (3.13), District Benchmarks (1.1), and CAASPP Met Achievement in ELA, Math and Science (1.2, 1.3, 1.4). |
| **3.9** | **Action:**<br>Supervision & Support<br><br>**Need:**<br>Based on recent surveys, only 56% of English Learner and Low Income students feel safe at school. Concerns towards harassment, bullying and a perceived level of illegal drug and alcohol usage on campus were expressed | In order to support identified students feeling safe RJUSD will provide staff, such as playground staff, custodians, and teacher supervision time,who can build meaningful relationships that help students thrive. The district will provide a Coordinator of Safety to work with site administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the Coordinator of Safety will conduct presentations | RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students feeling safe through district metrics of co & extra curricular participation rate (3.8), chronic absenteeism |

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| | by the identified students in surveys. According to parent feedback from our English Learner and Low Income populations, providing a safe environment through positive individual student processes, relationships within the school, and contextual qualities will lead to a greater sense of student safety. A needs assessment identified the necessity for the presence of a Coordinator of Safety. Community partners expressed the desire to have a visible presence in the district to address the perceived student group safety concerns.<br><br>**Scope:**<br>LEA-wide | on campus safety for staff and students, work with school administration on Restorative Practices, and demonstrate positive interactions with law enforcement. The RJUSD Coordinator of Safety will also work with the counseling staff to support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities. The addition of a Coordinator of Safety, and having other staff present is designed to meet the needs of English Learners and Low Income students feeling safe on campus. However, because RJUSD expects the addition of staff to support a safer school environment for all students, this action is provided on an LEA-wide basis. RJUSD expects to increase the percentage of English Learners and Low Income students who report feeling safe on campus. | (3.1), student attendance rate (3.2), suspension rate (3.6), student survey participation (3.11), sense of safety (3.12), and sense of connectedness (3.13). |
| **3.10** | **Action:**<br>Social Emotional Support<br><br>**Need:**<br>English Learner and Low Income pupils have the least exposure to social emotional support services such as counselors, psychologists and extended educational services, in comparison to “All Students”, as expressed by educational partner input. Families of English Learner and Low Income students have expressed a desire for social emotional services such as counselors and psychologists along with opportunities for educational services that allow students to be away from social pressures relating to behavior issues and attendance concerns. Families of English | To address this need, RJUSD will provide opportunities for school site counselors, an Independent Study program and a district psychologist to provide and offer social emotional support services. Social emotional support services for such identified students will allow individuals to feel more comfortable to come or return to school. Identified students can work with site and district support staff to increase the opportunities available for social emotional services. It is our expectation that providing social emotional support services such as counselors, an Independent Study program and a psychologist to English Learner and Low Income students will increase the opportunity for such students to have access and receive services for behavior issues and attendance concerns, as it is designed to | RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students feeling socially-emotionally supported through district metrics of chronic absenteeism (3.1), student attendance rate (3.2), co & extra curricular participation rate (3.8), student survey participation (3.11) and sense of connectedness (3.13). |

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| | Learners and Low Income students have stated in conversations that they have few opportunities to provide or seek social-emotional services for their children. In addition, these same families have expressed their inability to have their children attend other educational opportunities for their children to have extended time away from the physical format of schools and attend online/independent study type of programs. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain social emotional opportunities along with expanded educational services to support English Learners and Low Income students. Community partners expressed that EL and LI students had less exposure to social emotional programs and opportunities to address such issues. The providing of such social emotional programs and opportunities will support those groups of students in their academic performance.<br><br>**Scope:**<br>LEA-wide | address and provide greater connection to caring adults and strategies to deal with social emotional needs. However, because RJUSD expects these services to support all students, this action is provided on an LEA-wide basis.<br><br>English Learner (EL) and Low-Income (LI) pupils have the least exposure to social emotional support services such as counselors, psychologists and extended educational services, in comparison to “All Students”, as expressed by educational partner input. Families of English Learner and Low-Income students have expressed a desire for social emotional services such as counselors, psychologists and extended educational services to address behavior issues and attendance concerns. Input from educational partners has further indicated that English Learner and Low-Income populations desire a safe environment for their children that offers positive student connections and relationships along with a greater sense of student safety.<br><br>To address this need, RJUSD will provide an independent study program online with a strong emphasis on meeting the social-emotional needs of our EI and LI students. RJUSD will continue to offer the expanded numbers of counseling services provided in recent years along with examining methods to promote greater social-emotional awareness through strategies and instructional curriculum in the independent studies program. Strategies may include counselors or the school psychologist meeting with students one-on-one or in small group settings in a designated private “safe space” as well as referrals to outside | |

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| | | and partner agencies in the community as appropriate. Independent Study program staff will utilize trauma-informed strategies to connect with and support EL and LI students in need of assistance.<br><br>It is our expectation that providing additional social emotional support services such as counselors, school psychologists and an Independent Study program focused on the needs of EL and LI students access to services for behavior, attendance, and socio-emotional issues will increase. This action is designed to provide EL and LI students with greater connections to caring adults and needed support strategies, in an educational environment specially designed to meet their academic and social emotional needs to become more involved in various RJUSD activities. However, because RJUSD expects these services can support all students, this action is provided on an LEA-wide basis. | |
| **4.3** | **Action:**<br>Parent Communication<br><br>**Need:**<br>Conversations with parent groups have indicated that parents of English Learners and Low Income students have a lower parental engagement rate than parents of other student groups. A local needs assessment highlighted the necessity to expand parental engagement amongst families of EL and LI students. Feedback from educational partners indicated that families of EL and LI students learn of school events and establish connections less | To address this need, RJUSD will improve school to home communication (e.g. Text Messaging, Automated Phone Dialing System, Social Media). The expansion of methods to communicate with parents of English Learner and Low Income students will aid in the process of informing parents of opportunities to engage in school events. This action will provide varied methods of communication and outreach to enhance and expand communication. It is our expectation that providing and expanding levels of communication will result in an increased parent engagement rate, as it is designed to draw in greater engagement for the families of identified students. However, | RJUSD will monitor the effectiveness of their communication outreach with families of All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.6). |

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| | frequently. Expanding opportunities to communicate with families will increase parent engagement amongst those groups of students' families.<br><br>**Scope:**<br>LEA-wide | because RJUSD expects the level of communication to support all students, this action is provided on an LEA-wide basis. | |
| **4.6** | **Action:**<br>Parent School Engagement<br><br>**Need:**<br>There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys. A local needs assessment highlighted the barrier with English Learner families having access and understanding the daily procedures of the education system. Feedback from educational partners emphasized the importance of providing opportunities for parents of English Learner students to learn the daily nuances of education and how to better access the systems to learn of their child's academic development.<br><br>**Scope:**<br>LEA-wide | To address this need, RJUSD will enhance and sustain opportunities for parent English Language Development that will help to reduce the language barrier. RJUSD will increase services to provide workshops that build and enhance conversational English Language Development for educational nomenclature and questioning techniques to prompt greater communication between school sites and homes. It is the expectation of RJUSD that providing these opportunities for parent workshops will result in an increase in parental engagement through communication, as it is designed to increase parental engagement in their child's education and increase educational awareness of the school setting. However, because RJUSD expects the opportunity for providing workshops to expand parental educational awareness to support the families of all students, this action is provided on an LEA-wide basis. | RJUSD will monitor the effectiveness of their communication outreach with the families of All Students and English Learner students through district metrics of Parent Involvement Opportunities (4.2), School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.6), and Parent Workshops Participation (4.7). |
| **4.7** | **Action:**<br>Communication Needs for Parents<br><br>**Need:** | To address this need, RJUSD will employ bilingual staff at each school site. The addition of bilingual staff will assist with ongoing parent support and improve outreach by reducing the language barrier | RJUSD will monitor the effectiveness of their communication outreach with All Students families |

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| | There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys. A local needs assessment highlighted the barrier with English Learner families having access and understanding the daily procedures of the education system. Feedback from educational partners emphasized the importance of providing opportunities for parents of English Learner students to learn the daily nuances of education and how to better access the systems to learn of their child's academic development.<br><br>**Scope:**<br>LEA-wide | through conversations with families in their native language. In reducing the language barrier, parents of English Learners will be able to communicate with school sites in a greater fashion. It is the expectation of RJUSD that providing bilingual staff will increase communication between school officials and English Learner parents, as it is designed to strengthen lines of communication by offering lines of conversation in their native language. However, because RJUSD expects the presence of bilingual staff to support all students and their families, this action is provided on an LEA-wide basis. | and those of English Learners through district metrics of Parent Survey Participation (4.1), Parent Involvement Opportunities (4.2), Parent Engagement Rate (4.3), School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.6),and Parent Workshops Participation (4.7). |

## *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 |
|---|---|---|---|
| **2.4** | **Action:**<br>Professional Development ELD<br><br>**Need:**<br>English Learners, and specifically Long Term English Learners (LTELs), have demonstrated an achievement gap in comparison to "All | To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the Next Generation English Language Development (ELD) Standards when working with English Learner students. In receiving professional learning opportunities on ELD standards and how to incorporate them, | RJUSD will monitor progress of English Learner and Long Term English Learner students through district and state level assessments (1.1, 1.2, 1.3, 1.4) and |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students" in both English Language Arts and Math in state and local assessments. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A local needs assessment found that both EL and LTEL students were performing at a much lower comparison to other student groups. The discovery of RJUSD was highlighted by the California School Dashboard as EL students were placed in the "Red" for their academic performance in ELA and Math. Feedback from educational partners emphasized the importance of professional development opportunities in ELD to acquire skills and strategies for instructional staff to work with both EL and LTEL students to enhance academic performance. LTEL students present a unique need as they have been designated as an English Learner for a longer period of time. RJUSD staff will take part in professional development that will focus on the skills development of this identified group of LTEL students.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | instructional staff can provide intervention to support and address academic skills to address the achievement gap both EL and LTEL students have in comparison to "All Students". RJUSD staff will also take part in professional development that is specifically focused on the academic skill development of LTEL students. RJUSD anticipates that the offering of professional learning opportunities for instructional staff on incorporating ELD standards will benefit both English Learners and Long Term English Learners by supporting them in building their academic skills thus closing the achievement gap on state and local assessments. | Classroom Observations (2.4). English Learner and Long Term English Learner students will also be observed through EL Reclassification (1.5) and EL Proficiency Progress (1.6). |
| **2.5** | **Action:**<br>ELD Supplemental Materials<br><br>**Need:**<br>English Learners and Long Term English Learners have demonstrated an achievement gap in comparison to "All Students" in both English Language Arts and Math in state and | To address this need, RJUSD will provide ELD supplemental materials to English Learner and Long Term English Learner students. The addition of ELD supplemental materials will support academic growth and augment instructional practices outside the basic content and coursework in all areas of study by supporting English Learner and Long Term English Learner | RJUSD will monitor progress of English Learner and Long Term English Learner students through district and state level assessments (1.1, 1.2, 1.3, 1.4) and Classroom Observations |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | local assessments along with a low reclassification rate. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A local needs assessment found that both EL and LTEL students were performing at a much lower comparison to other student groups. The discovery of RJUSD was highlighted by the California School Dashboard as EL students were placed in the "Red" for their academic performance in ELA and Math. Feedback from educational partners emphasized the importance of professional development opportunities in ELD to acquire skills and strategies for instructional staff to work with both EL and LTEL students to enhance academic performance. LTEL students present a unique need as they have been designated as an English Learner for a longer period of time. RJUSD staff will conduct greater scrutiny in the purchase of materials to be used with LTEL students to ensure that they are appropriate for the identified needs of the students.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | students' ability to access coursework thus increasing their academic skills to close the achievement gap and increase reclassification rates. RJUSD staff will also conduct greater scrutiny in the purchase of materials to be used with LTEL students to ensure that they are appropriate and specifically focused on the academic skill development of LTEL students. RJUSD expects that providing ELD supplemental materials to EL and LTEL students will result in decreasing the achievement gap on state and local assessments while also increasing their reclassification rates. | (2.4). English Learner and Long Term English Learner students will also be observed through EL Reclassification (1.5) and EL Proficiency Progress (1.6). |

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.

N/A

## 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.

Riverdale Joint Unified School District possesses a high concentration of students who are English learners, foster youth and/or low-income were able to receive an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in Riverdale Joint Unified School District. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 1; Action 6: Targeted Instruction - ELD teachers
Goal 1; Action 8: Instructional Support - Certificated Staff and Classroom Tutors
Goal 3; Action 8: Student Opportunities - Athletic Trainer
Goal 3; Action 9: Supervision & Support - Playground Aides and Custodian
Goal 3; Action 10: Social Emotional Support - Certificated Staff and Counselors
Goal 4; Action 3: Parent Communication - Home-to-School Liaisons

| **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 | N/A | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

# 2025-26 Total Planned 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 | $16,167,730.00 | $6,614,633.00 | 40.913% | 0.041% | 40.954% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $24,599,798.00 | $1,851,408.00 | $999,042.00 | $782,250.00 | $28,232,498.00 | $20,169,723.00 | $8,062,775.00 |

| 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 | Highly Effective & Qualified Staff | All | No | | | All Schools | | $10,746,113.00 | $1,399,019.00 | $12,145,132.00 | $0.00 | $0.00 | $0.00 | $12,145,132.00 | 0 |
| 1 | 1.2 | Staff Collaboration | All<br>English Learners | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0 |
| 1 | 1.3 | Supplemental Materials | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $0.00 | $569,671.00 | $569,671.00 | $0.00 | $0.00 | $0.00 | $569,671.00 | 0 |
| 1 | 1.4 | Supplemental Materials - Special Education | Students with Disabilities | No | | | All Schools | | $1,181,030.00 | $124,781.00 | $619,038.00 | $0.00 | $686,773.00 | $0.00 | $1,305,811.00 | 0 |
| 1 | 1.5 | Instructional Steering Committee | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $14,656.00 | $0.00 | $14,656.00 | $0.00 | $0.00 | $0.00 | $14,656.00 | 0 |
| 1 | 1.6 | Targeted Instruction | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $672,092.00 | $144,093.00 | $438,146.00 | $328,931.00 | $0.00 | $49,108.00 | $816,185.00 | 0 |
| 1 | 1.7 | Specialized Programs | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $1,586,685.00 | $483,608.00 | $1,319,276.00 | $593,890.00 | $108,570.00 | $48,557.00 | $2,070,293.00 | 0 |
| 1 | 1.8 | Instructional Support | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $474,216.00 | $0.00 | $474,216.00 | $0.00 | $0.00 | $0.00 | $474,216.00 | 0 |
| 1 | 1.9 | Standards Aligned Assessments | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $101,991.00 | $0.00 | $101,991.00 | $0.00 | $0.00 | $0.00 | $101,991.00 | 0 |
| 2 | 2.1 | Standards Aligned Instructional Materials | All | No | | | All Schools | | $0.00 | $232,543.00 | $3,244.00 | $229,299.00 | $0.00 | $0.00 | $232,543.00 | 0 |

| 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 | Professional Development | All<br>English Learners | No | | | All Schools | | $10,125.00 | $231,775.00 | $0.00 | $197,750.00 | $0.00 | $44,150.00 | $241,900.00 | 0 |
| 2 | 2.3 | Instructional Technology | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $519,489.00 | $445,611.00 | $965,100.00 | $0.00 | $0.00 | $0.00 | $965,100.00 | 0 |
| 2 | 2.4 | Professional Development ELD | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $18,567.00 | $37,325.00 | $18,567.00 | $3,300.00 | $0.00 | $34,025.00 | $55,892.00 | 0 |
| 2 | 2.5 | ELD Supplemental Materials | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $0.00 | $37,286.00 | $37,286.00 | $0.00 | $0.00 | $0.00 | $37,286.00 | 0 |
| 2 | 2.6 | Staff Collaboration | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $18,567.00 | $17,063.00 | $35,630.00 | $0.00 | $0.00 | $0.00 | $35,630.00 | 0 |
| 2 | 2.7 | Instructional Coaching | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $206,727.00 | $0.00 | $206,727.00 | $0.00 | $0.00 | $0.00 | $206,727.00 | 0 |
| 2 | 2.8 | Library Staff | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $175,758.00 | $37,068.00 | $138,905.00 | $0.00 | $0.00 | $73,921.00 | $212,826.00 | 0 |
| 3 | 3.1 | PBIS | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $15,732.00 | $31,499.00 | $47,231.00 | $0.00 | $0.00 | $0.00 | $47,231.00 | 0 |
| 3 | 3.2 | Student Recognition | All | No | | | All Schools | | $0.00 | $2,700.00 | $2,700.00 | $0.00 | $0.00 | $0.00 | $2,700.00 | 0 |
| 3 | 3.3 | Student Transportation | All | No | | | All Schools | | $0.00 | $1,031,440.00 | $1,031,440.00 | $0.00 | $0.00 | $0.00 | $1,031,440.00 | 0 |
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | | $110,357.00 | $0.00 | $110,357.00 | $0.00 | $0.00 | $0.00 | $110,357.00 | 0 |
| 3 | 3.5 | Clean Campuses/Facilities | All | No | | | All Schools | | $1,459,349.00 | $1,876,133.00 | $3,335,482.00 | $0.00 | $0.00 | $0.00 | $3,335,482.00 | 0 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.6 | Health and Support Services | All | No | | | All Schools | | $152,108.00 | $572,846.00 | $344,876.00 | $70,000.00 | $62,500.00 | $247,578.00 | $724,954.00 | 0 |
| 3 | 3.7 | After School Programs | All | No | | | All Schools | | $7,162.00 | $92,838.00 | $0.00 | $40,000.00 | $0.00 | $60,000.00 | $100,000.00 | 0 |
| 3 | 3.8 | Student Opportunities | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $423,679.00 | $551,480.00 | $975,159.00 | $0.00 | $0.00 | $0.00 | $975,159.00 | 0 |
| 3 | 3.9 | Supervision & Support | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $492,729.00 | $67,426.00 | $560,155.00 | $0.00 | $0.00 | $0.00 | $560,155.00 | 0 |
| 3 | 3.10 | Social Emotional Support | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $1,351,253.00 | $25,442.00 | $732,417.00 | $287,168.00 | $141,199.00 | $215,911.00 | $1,376,695.00 | 0 |
| 3 | 3.11 | Alternative Means of Suspension Programs | All English Learners, Socio-Economically Disadvantaged, Hispanic and Homeless | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0 |
| 4 | 4.1 | Parent Workshops | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0 |
| 4 | 4.2 | Parent Volunteerism | All | No | | | | | $0.00 | $2,000.00 | $2,000.00 | $0.00 | $0.00 | $0.00 | $2,000.00 | 0 |
| 4 | 4.3 | Parent Communication | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | | $149,203.00 | $5,000.00 | $149,203.00 | $0.00 | $0.00 | $5,000.00 | $154,203.00 | 0 |
| 4 | 4.4 | Parent Survey | All | No | | | All Schools | | $0.00 | $4,000.00 | $0.00 | $0.00 | $0.00 | $4,000.00 | $4,000.00 | 0 |
| 4 | 4.5 | Parent Access | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0 |
| 4 | 4.6 | Parent School Engagement | English Learners | Yes | LEA-wide | English Learners | All Schools | | $0.00 | $37,500.00 | $37,500.00 | $0.00 | $0.00 | $0.00 | $37,500.00 | 0 |
| 4 | 4.7 | Communication Needs for Parents | English Learners | Yes | LEA-wide | English Learners | All Schools | | $183,693.00 | $0.00 | $183,693.00 | $0.00 | $0.00 | $0.00 | $183,693.00 | 0 |
| 5 | 5.1 | Counseling Support - Horizon High | All | No | | | Specific Schools: Horizon High | | $47,907.00 | $0.00 | $0.00 | $47,907.00 | $0.00 | $0.00 | $47,907.00 | 0 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | School | | | | | | | | | |
| **5** | **5.2** | Career Exploration - Horizon High | All | No | | | Specific Schools: Horizon High School | | $0.00 | $2,628.00 | $0.00 | $2,628.00 | $0.00 | $0.00 | $2,628.00 | 0 |
| **6** | **6.1** | Academic Support - Riverdale Virtual School | All | No | | | Specific Schools: Riverdale Virtual School | | $50,535.00 | $0.00 | | $50,535.00 | | | $50,535.00 | |

# 2025-26 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 |
|---|---|---|---|---|---|---|---|---|---|
| $16,167,730.00 | $6,614,633.00 | 40.913% | 0.041% | 40.954% | $7,115,886.00 | 0.000% | 44.013 % | **Total:** | $7,115,886.00 |
| | | | | | | | | **LEA-wide Total:** | $7,060,033.00 |
| | | | | | | | | **Limited Total:** | $55,853.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| 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 | 1.3 | Supplemental Materials | Yes | LEA-wide | English Learners Low Income | All Schools | $569,671.00 | 0 |
| 1 | 1.5 | Instructional Steering Committee | Yes | LEA-wide | English Learners Low Income | All Schools | $14,656.00 | 0 |
| 1 | 1.6 | Targeted Instruction | Yes | LEA-wide | English Learners Low Income | All Schools | $438,146.00 | 0 |
| 1 | 1.7 | Specialized Programs | Yes | LEA-wide | English Learners Low Income | All Schools | $1,319,276.00 | 0 |
| 1 | 1.8 | Instructional Support | Yes | LEA-wide | English Learners Low Income | All Schools | $474,216.00 | 0 |
| 1 | 1.9 | Standards Aligned Assessments | Yes | LEA-wide | English Learners Low Income | All Schools | $101,991.00 | 0 |
| 2 | 2.3 | Instructional Technology | Yes | LEA-wide | English Learners Low Income | All Schools | $965,100.00 | 0 |
| 2 | 2.4 | Professional Development ELD | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $18,567.00 | 0 |
| 2 | 2.5 | ELD Supplemental Materials | Yes | Limited to Unduplicated | English Learners | All Schools | $37,286.00 | 0 |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | Student Group(s) | | | | |
| 2 | 2.6 | Staff Collaboration | Yes | LEA-wide | English Learners Low Income | All Schools | $35,630.00 | 0 |
| 2 | 2.7 | Instructional Coaching | Yes | LEA-wide | English Learners Low Income | All Schools | $206,727.00 | 0 |
| 2 | 2.8 | Library Staff | Yes | LEA-wide | English Learners Low Income | All Schools | $138,905.00 | 0 |
| 3 | 3.1 | PBIS | Yes | LEA-wide | English Learners Low Income | All Schools | $47,231.00 | 0 |
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | Yes | LEA-wide | English Learners Low Income | All Schools | $110,357.00 | 0 |
| 3 | 3.8 | Student Opportunities | Yes | LEA-wide | English Learners Low Income | All Schools | $975,159.00 | 0 |
| 3 | 3.9 | Supervision & Support | Yes | LEA-wide | English Learners Low Income | All Schools | $560,155.00 | 0 |
| 3 | 3.10 | Social Emotional Support | Yes | LEA-wide | English Learners Low Income | All Schools | $732,417.00 | 0 |
| 4 | 4.3 | Parent Communication | Yes | LEA-wide | English Learners Low Income | All Schools | $149,203.00 | 0 |
| 4 | 4.6 | Parent School Engagement | Yes | LEA-wide | English Learners | All Schools | $37,500.00 | 0 |
| 4 | 4.7 | Communication Needs for Parents | Yes | LEA-wide | English Learners | All Schools | $183,693.00 | 0 |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $26,869,780.00 | $27,040,532.00 |

| 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** | Highly Effective & Qualified Staff | No | $11,523,138.00 | $11,747,126.00 |
| **1** | **1.2** | Staff Collaboration | No | $0.00 | $0.00 |
| **1** | **1.3** | Supplemental Materials | Yes | $850,894.00 | $692,262.00 |
| **1** | **1.4** | Supplemental Materials - Special Education | No | $1,301,203.00 | $1,345,064.00 |
| **1** | **1.5** | Instructional Steering Committee | Yes | $13,734.00 | $14,481.00 |
| **1** | **1.6** | Targeted Instruction | Yes | $451,826.00 | $460,658.00 |
| **1** | **1.7** | Specialized Programs | Yes | $1,809,758.00 | $1,805,486.00 |
| **1** | **1.8** | Instructional Support | Yes | $463,247.00 | $437,672.00 |
| **1** | **1.9** | Standards Aligned Assessments | Yes | $112,557.00 | $118,270.00 |
| **2** | **2.1** | Standard Aligned Instructional Materials | No | $144,708.00 | $151,907.00 |
| **2** | **2.2** | Professional Development | No | $97,302.00 | $96,974.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.3 | Instructional Technology | Yes | $917,735.00 | $878,421.00 |
| 2 | 2.4 | Professional Development ELD | Yes | $105,200.00 | $105,210.00 |
| 2 | 2.5 | ELD Supplemental Materials | Yes | $20,023.00 | $7,858.00 |
| 2 | 2.6 | Staff Collaboration | Yes | $47,025.00 | $27,498.00 |
| 2 | 2.7 | Instructional Coaching | Yes | $194,065.00 | $207,226.00 |
| 2 | 2.8 | Library Staff | Yes | $208,032.00 | $212,891.00 |
| 3 | 3.1 | PBIS | Yes | $43,665.00 | $38,332.00 |
| 3 | 3.2 | Student Recognition | No | $3,700.00 | $3,269.00 |
| 3 | 3.3 | Student Transportation | No | $1,016,182.00 | $1,058,393.00 |
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | Yes | $109,566.00 | $115,010.00 |
| 3 | 3.5 | Clean Campuses/Facilities | No | $3,367,150.00 | $3,295,883.00 |
| 3 | 3.6 | Health and Support Services | No | $703,949.00 | $700,311.00 |
| 3 | 3.7 | After School Programs | No | $100,000.00 | $100,000.00 |

| 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) |
|---|---|---|---|---|---|
| 3 | 3.8 | Student Opportunities | Yes | $1,058,533.00 | $1,193,900.00 |
| 3 | 3.9 | Supervision & Support | Yes | $632,544.00 | $633,844.00 |
| 3 | 3.10 | Social Emotional Support | Yes | $1,154,893.00 | $1,172,357.00 |
| 3 | 3.11 | Alternative Means of Suspension Programs | No | $5,000.00 | $0.00 |
| 4 | 4.1 | Parent Workshops | No | $0.00 | $0.00 |
| 4 | 4.2 | Parent Volunteerism | No | $1,500.00 | $3,276.00 |
| 4 | 4.3 | Parent Communication | Yes | $145,226.00 | $146,434.00 |
| 4 | 4.4 | Parent Survey | No | $4,000.00 | $972.00 |
| 4 | 4.5 | Parent Access | No | $0.00 | $0.00 |
| 4 | 4.6 | Parent School Engagement | Yes | $37,500.00 | $42,796.00 |
| 4 | 4.7 | Communication Needs for Parents | Yes | $175,925.00 | $178,591.00 |
| 5 | 5.1 | Counseling Support - Horizon High | No | $33,523.00 | $46,609.00 |
| 5 | 5.2 | Career Exploration - Horizon High | No | $16,477.00 | $1,551.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |

# 2024-25 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) |
|---|---|---|---|---|---|---|
| $6,460,492 | $7,441,180.00 | $7,216,252.00 | $224,928.00 | 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 | 1.3 | Supplemental Materials | Yes | $850,894.00 | $692,262.00 | 0 | |
| 1 | 1.5 | Instructional Steering Committee | Yes | $13,734.00 | $14,481.00 | 0 | |
| 1 | 1.6 | Targeted Instruction | Yes | $370,896.00 | $379,077.00 | 0 | |
| 1 | 1.7 | Specialized Programs | Yes | $1,322,966.00 | $1,155,268.00 | 0 | |
| 1 | 1.8 | Instructional Support | Yes | $463,247.00 | $437,672.00 | 0 | |
| 1 | 1.9 | Standards Aligned Assessments | Yes | $112,557.00 | $118,270.00 | 0 | |
| 2 | 2.3 | Instructional Technology | Yes | $917,735.00 | $878,421.00 | 0 | |
| 2 | 2.4 | Professional Development ELD | Yes | $18,050.00 | $14,552.00 | 0 | |
| 2 | 2.5 | ELD Supplemental Materials | Yes | $20,023.00 | $7,858.00 | 0 | |
| 2 | 2.6 | Staff Collaboration | Yes | $30,670.00 | $27,498.00 | 0 | |
| 2 | 2.7 | Instructional Coaching | Yes | $194,065.00 | $207,226.00 | 0 | |
| 2 | 2.8 | Library Staff | Yes | $144,116.00 | $139,604.00 | 0 | |
| 3 | 3.1 | PBIS | Yes | $43,665.00 | $38,332.00 | 0 | |

| 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) |
|---|---|---|---|---|---|---|---|
| **3** | **3.4** | Transportation Co-curricular/Extra-curricular Activities | Yes | $109,566.00 | $115,010.00 | 0 | |
| **3** | **3.8** | Student Opportunities | Yes | $1,058,533.00 | $1,193,900.00 | 0 | |
| **3** | **3.9** | Supervision & Support | Yes | $632,544.00 | $633,844.00 | 0 | |
| **3** | **3.10** | Social Emotional Support | Yes | $783,708.00 | $800,194.00 | 0 | |
| **4** | **4.3** | Parent Communication | Yes | $140,786.00 | $141,396.00 | 0 | |
| **4** | **4.6** | Parent School Engagement | Yes | $37,500.00 | $42,796.00 | 0 | |
| **4** | **4.7** | Communication Needs for Parents | Yes | $175,925.00 | $178,591.00 | 0 | |

# 2024-25 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) |
|---|---|---|---|---|---|---|---|---|
| $16,002,278 | $6,460,492 | 4.764% | 45.136% | $7,216,252.00 | 0.000% | 45.095% | $6,588.52 | 0.041% |

# 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

**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

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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.
    - 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.
    - 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,
    - 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) 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.

    - 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:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
    - 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).
    - 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.
    - Indicate the school year to which the baseline data applies.
    - 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.
    - 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.
    - 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.

- 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.
    - 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.
    - 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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - 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.
    - 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, 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - **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

### For English Learners and Long-Term English Learners

- 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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

# 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.
    - 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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).
    - **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.
    - **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%).
    - 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)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - 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)**
    - 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - 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**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 %)**
  - 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)**
  - 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)**

- 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)**

  - 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).

California Department of Education
November 2024