

**RIVER DELTA
UNIFIED SCHOOL DISTRICT
2023-2024
Local Control Accountability Plan
(LCAP)**



Creating Excellence To Ensure That All Students Learn

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: River Delta Unified

CDS Code: 34-67413-0000000

School Year: 2023-24

LEA contact information:

Katherine Wright

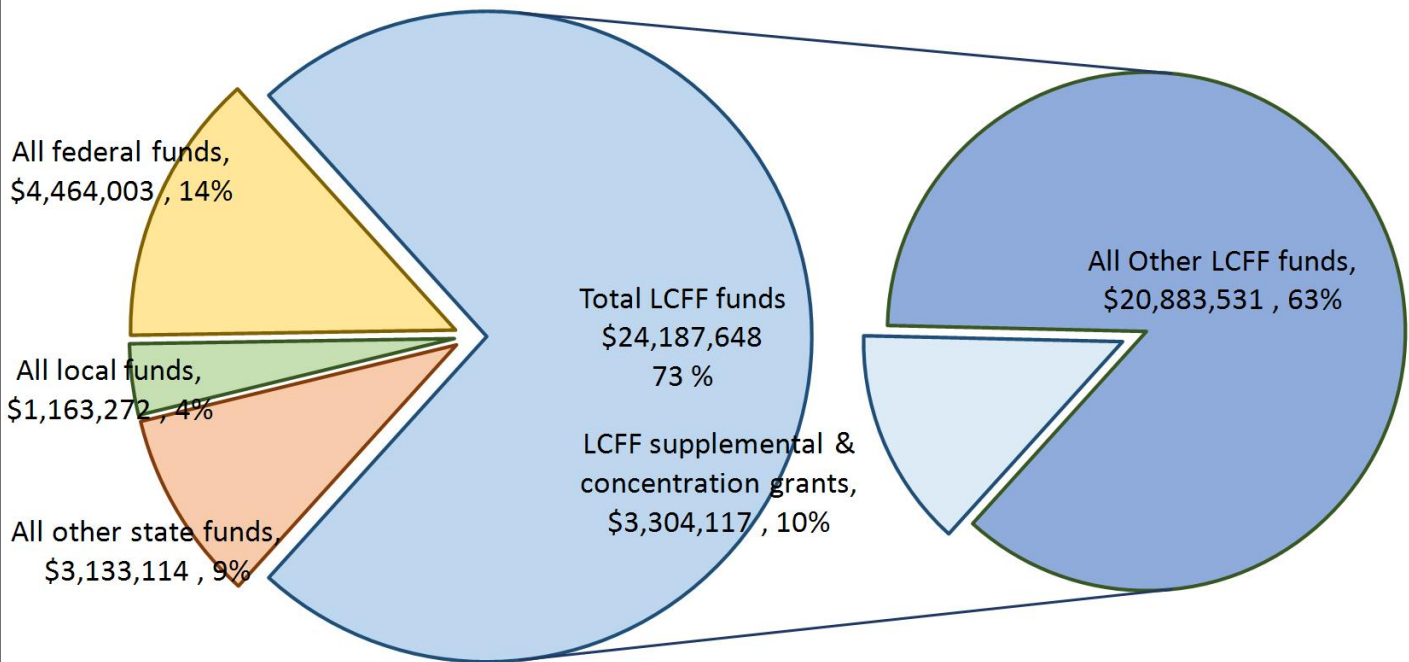
Superintendent

(707) 374--1711

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 2023-24 School Year

Projected Revenue by Fund Source



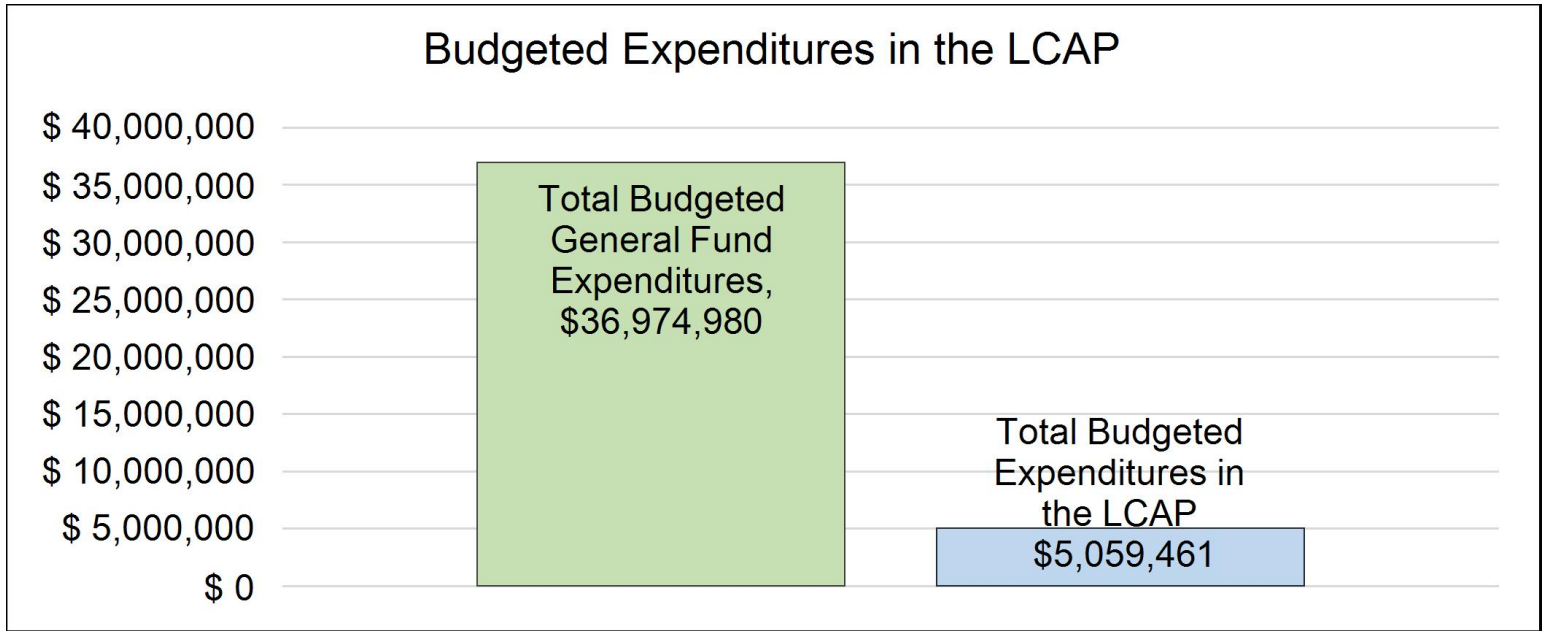
This chart shows the total general purpose revenue River Delta Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for River Delta Unified is \$32948038, of which \$24187648 is Local Control Funding Formula (LCFF), \$3133114 is other state funds,

\$1163272 is local funds, and \$4464003 is federal funds. Of the \$24187648 in LCFF Funds, \$3304117 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 River Delta Unified plans to spend for 2023-24. 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: River Delta Unified plans to spend \$36,974,980 for the 2023-24 school year. Of that amount, \$5,059,461 is tied to actions/services in the LCAP and \$31,915,513 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

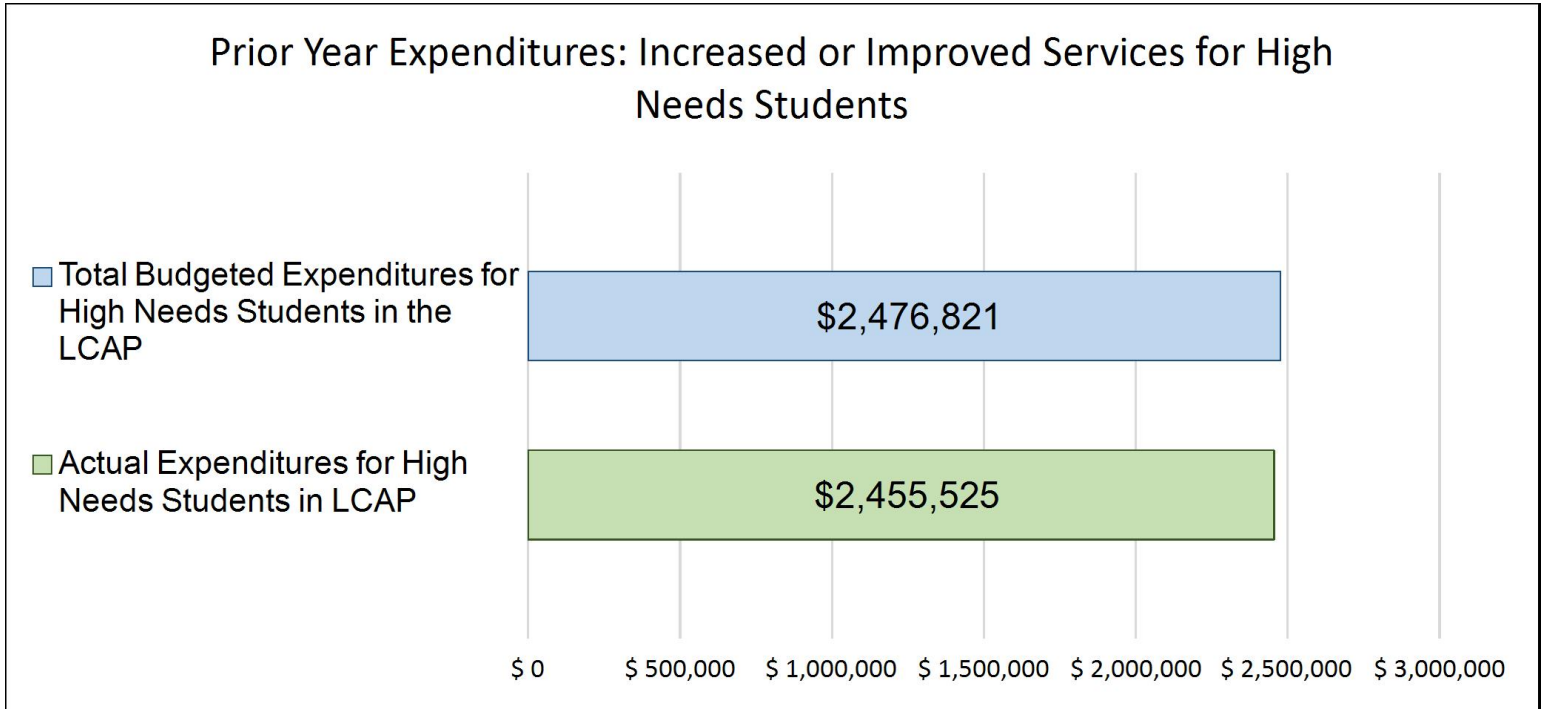
afterschool program expenditures. Expenditures for site budgets, sports, and administrative salaries and benefits. Maintenance and Operations expenditures and deferred maintenance. These include salaries and benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, River Delta Unified is projecting it will receive \$3,304,117 based on the enrollment of foster youth, English learner, and low-income students. River Delta Unified must describe how it intends to increase or improve services for high needs students in the LCAP. River Delta Unified plans to spend \$2,476,821 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 2022-23



This chart compares what River Delta Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what River Delta Unified 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 2022-23, River Delta Unified's LCAP budgeted \$2476821 for planned actions to increase or improve services for high needs students. River Delta Unified actually spent \$2455525 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$21296 had the following impact on River Delta Unified's ability to increase or improve services for high needs students:

This is not a significant difference.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Delta Unified	Katherine Wright Superintendent	kwrightrdusd.org (707) 374--1711

Plan Summary [2023-24]

General Information

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

River Delta Unified School District serves the communities nestled along the Sacramento river. The northern most part of the district is located in the town of Clarksburg in Yolo county. The district has three schools that operate in Sacramento county in the towns of Courtland, Walnut Grove, and Isleton. The southern most part of the district is in the Solano county community of Rio Vista where RDUSD operates three schools. The Yolo and Sacramento county schools are mostly in unincorporated parts of the counties; these communities are 15-30 miles away from the larger communities of West Sacramento and Elk Grove and lack many basic county services. The city of Rio Vista has the largest population in the district at roughly ten thousand people (2020 Census data). Even with its larger population Rio Vista is still a rural community that lies 20-25 miles away from the larger communities of Fairfield and Lodi. The major business for all of the RDUSD communities is agricultural.

River Delta Unified School District serves a diverse group of students with the mission of “Creating Excellence to Ensure All Students Learn.” Our student population is 21% English Learner (EL) and 57% are classified as Socioeconomically Disadvantaged, 11% of student population have disabilities, 0.1% are Foster Youth and 5% are impacted by homelessness. There are eleven languages spoken in our students' homes. 37.5% of our EL students speak Spanish, additional primary languages include Cantonese, Mandarin, Khmer, Ewe, Tagalog, Punjabi, Farsi, and Rumanian. Our student population is made up of many ethnicities with the majority of our students 54.9% identifying as Hispanic/Latino, 32% White, 6% Two or More Races, 3% African American and 1% Filipino. We serve approximately 1812 students TK through 12th grade at 12 different school sites: 2 traditional high schools, 2 middle schools, 1 continuation high school, 2 alternative education schools, 1 adult education school and 4 elementary schools. The district also authorizes one charter school that is required to write and submit their own LCAP.

Reflections: Successes

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

In River Delta Unified School District, our teachers work daily to implement state standards in a meaningful way for our students. RDUSD is proud of the majority of our schools increased their percent of students who scored at or above standard on the California Science Test. Our special education students average score was 6 points closer to the standard on their CAASPP ELA. The percent of RDUSD English Learners that scored proficient on the ELPAC (English Language Proficiency Assessments for California) was 0.71% higher than the state average. Riverview Middle School improved CAASPP scores in in ELA 17%, math 4.8% , and science 4.33% and as a result are no longer in ATSI (Additional Targeted Support and Improvement). RDUSD is also proud to be able to offer a broad course of study for students despite our small size and limited human resources. RDUSD parent engagement improved as measured by parent participation in our LCAP stakeholder input meeting participation rates. RDUSD gathered school climate data from the California Healthy Kids Survey along with the parent and staff surveys to inform our LCAP planning process. Teachers, classified and after school staff were provided opportunities to participate in classroom culture training that focused on de-escalation and positive interactions. RDUSD had zero Special Education Due Process Filings or complaints and parents were provided with enhanced opportunities to participate in their child's education via IEP meetings, parent training nights and Community Advisory Committee (CAC) meetings through the SELPA. From the 2022-23 Targeted Review data, the Special Education Department met 11 out of 16 target areas and services were identified as proportionate to the student population in all areas.

Reflections: Identified Need

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

RDUSD is in differentiated assistance for academics, chronic absenteeism, and suspension. Of specific concern is our homeless population's chronic absenteeism and suspension rates and our students with disabilities were identified for both academics and chronic absenteeism. RDUSD's suspension rate for 2022 was in the high category with 5.8% of students suspended at least one day. Our students experiencing homelessness suspension data was listed as very high whereas all other subgroups were in the high category. RDUSD has an overall chronic absenteeism rate of 38%, with every subgroup in the very high category. RDUSD's California Dashboard academic performance categories for ELA reported most student groups were in the "low" category with students with disabilities performing in the very low category, students with two more more races scored in the "medium" category. In math most students scored in the low category with homeless and students with disabilities performing in the very low category.

RDUSD's 2022-23 Targeted Review data indicated that the Special Education Department's target area of "LRE Regular Class 80% or more" was below the threshold of 60%. In an effort to meet this target area, RDUSD will continue developing inclusive programming and providing staff training to meet the needs of all SWD in the LRE. Targeted Review data also indicated that the Special Education Department's target area of ELA & Math Academic Performance was below the threshold of "Very Low". In an effort to meet this target area, RDUSD will ensure alternate assessment is administered to no more than 1% of its student population and implementation of appropriate statewide testing accommodations.

RDUSD's internal discipline data analysis revealed an increased need for social emotional support, conflict resolution skills development, vape and marijuana awareness and education.

Based on the feedback from educational partners we include the following as additional areas of need:

- the analysis of work orders and a deferred maintenance plan
- robust MTSS strategies to improve climate
- professional development for effectively working on a block schedule

The need for a improvements to our MTSS strategies is supported by our high suspension rates (****Add some data from CHKS if it supports)

LCAP Highlights

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

River Delta Unified School District is anxiously awaiting the opportunity to begin the 2022-2023 school year anew. Unique to all other school districts across the three counties, 96% of our student population returned for or Hybrid model of instruction in the 2019-2020 school year. This data emphasizes that our student and families experience a great need to be physically present and receive services and assistance from our amazing staff. We returned to a normal 5-day per week, traditional bell schedule for the 2021-2022 school year. As we head into year two of our return from school closure and the COVID-19 pandemic, we continue to first and foremost, emphasize our plans for the social, emotional development of our students and staff in our the 2022-2023 LCAP. In highlighting some of the most critical actions and services within, RDUSD wants to state that, strengthening the social, emotional and mental health of our students and staff will lead us to great progress academically and professionally.

While we were unable to fill our Social Emotional and Academic Development (SEAD) Coordinator position for the majority of the 2021-2022 school year, we plan to utilize this position in the 2022-2023 school year, by having the SEAD Coordinator work in collaboration with our school counselor and our SCOE Mental Health Counselor, playing an integral part in the actions and services outlined in Goal 5. The measurable outcomes associated with Suspensions, Expulsions, Drop Out Rate, Chronic Absenteeism and ADA will be the major drive and focus of this effort. The implementation of a strong Positive Behavior Interventions and support (PBIS) on each campus to advance RDUSD's Vision is one of the key features of this LCAP as well as creating incentive programs for increasing student attendance, providing training to staff on providing prevention, intervention, and a response to bullying and harassment. We intend to take the time to celebrate and honor staff periodically throughout the year as opposed to only during the designated week in May as one measure to show our appreciation and acknowledge them for the work they do for us. We would like to highlight every area of the LCAP as we are thrilled about being able to return our focus on all five goals and continue making progress for the benefit of our students.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Our standing committees, including District English Language Advisory Committee (DELAC), District Advisory Committee (DAC), and Migrant Education Parent Advisory Committee (PAC), meet in person for the gathering of feedback. River Delta Unified School District held meetings to engage educational partners in the process of providing input for the LCAP in a series of three Zoom meetings. During these meetings, the stakeholders viewed a LCAP Orientation video we created, learned about the previous LCAP goals and actions, and were provided the opportunity to engage in meaningful conversation about the goals, actions and services they felt would be most beneficial, what could be adjusted and made suggestions on possible additions. Translation services were provided in all meetings (in-person and Zoom) with intention to be inclusive to all interested partners including students, parents, staff, collective bargaining units, the Board of Trustees and community members. Our site administrators met in person with their staff, School Site Councils, student groups, English Language Advisory Committee (ELAC) and Parent Teacher Committee/Association or Booster Club. Parents who participate in our site based groups continue to report challenges with accessibility of the content of the LCAP due to educational acronyms and jargon. To address this challenge the district prepared a more accessible summary sheet for groups to use during their LCAP feedback sessions. These site-based groups participated in a prioritization activity of our current LCAP Action steps and were offered the opportunity to suggest additional changes, deletions and additions. The input/feedback we received was thorough and thoughtful.

Parent input meetings for individual goals were held on February 9, 16 and 23, 2023.

RDUSD consulted with DELAC on Wednesday, February 8, 2023.

The Director of Special Education collaborated with the SELPA in March 2023 to gather feedback.

The RDUTA and CSEA leadership and their members were invited to attend and give feedback at LCAP meetings and at each Board of Trustees meetings: 9/13, 10/11, 11/8, 12/13 of 2022 and 1/10, 2/21, 3/14 of 2023. The Superintendent communicates monthly with the RDUTA and CSEA President to receive feedback from both unions.

The LCAP was presented to the Migrant Education Parent Advisory Committee on April 19, 2023.

***The draft LCAP was presented to the parent advisory committee and DELAC on XX/XX/XX for review and comment. No comments were received.

The LCAP was posted for the general public on Friday, June 9, 2023. The Public Hearing will be held on Tuesday, June 13, 2023. It is being presented for adoption by the Board of Trustees on Tuesday, June 27, 2023.

Feedback from all of the above meetings were aggregated, reviewed and discussed by the RDUSD LCAP Writing Team on March 30, 2023 and _____ to determine how it will influence the goals, actions and services in the 2023-2024 LCAP.

A summary of the feedback provided by specific educational partners.

Parents continue to report challenges with accessibility of the content of the LCAP due to educational acronyms and jargon. The parent educational partners confirmed that the following actions and services were appropriate in content:

- Competitive salaries
- Increased access to technology
- Strategies for SWD
- Increase Parent Square actions and usage

The parent educational partners suggested the following additional actions:

- Analysis of work orders
- Communication on Bond-funded progress
- Deferred Maintenance Plan (cycles)
- Peer counseling and mediation
- More enrichment opportunities
- Training for block schedule

The site-based feedback group prioritized the following (from highest to lowest)

It was also shared that the need for heavy emphasis on social emotional learning and mental health support was regarded as high priority post-pandemic. Additionally, edits of the wording and fluency of the language was recommended in every goal.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We found great value in our community members feedback and found several items they identified by the community to be highly aligned to our internally identified LCAP additions. The District will be adding several action items as a result of the input and analysis. The analysis of work orders and the development and implementation of a Deferred Maintenance Plan will be added to the metrics and actions sections of Goal 3. RDUSD believes these additions will provide more robust data for future planning of projects and prioritization of spending. RDUSD will be adding actions to support the implementation of more robust MTSS strategies like peer mediation and restorative practices designed to improve school climate to Goal 5. Many of our secondary staff are new to RDUSD and have not experienced block periods. Students, parents and staff agree that more training is needed to fully and effectively utilize block periods. An additional action targeting planning and instruction for block scheduling will be added to Goal 1.

RDUSD will not be adding a metric or action related bond projects information as bond projects are not funded by LCFF and are therefore outside the scope of the LCAP. RDUSD understood the community's desire to have more information distributed about the progress on bond funded projects. Currently, bond project updates are given at our regularly scheduled Board of Trustee's meetings. Our meetings are monthly (except for July) and are accessible in person and virtually via Zoom. In response to this feedback RDUSD will investigate how we can use our existing technology platforms to disseminate bond information more broadly in the community.

In response to feedback surrounding the need for additional social emotional and mental health support, RDUSD allocated one time funding to support the hiring of 3 additional full time counselors.

Goals and Actions

Goal

Goal #	Description
1	Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

An explanation of why the LEA has developed this goal.

Academic progress in RDUSD, as measured by students CAASPP results, has suffered from pandemic learning loss created by school closures is still impacting students. ELA scores fell about a percentage point however, math scores fell a full 10% compared to 2019. Students in special education and students experiencing homelessness were impacted most dramatically in both ELA and math. EL students making progress in English decreased 3% points compared to 2019 and our RFEP rate declined to 6%. Students completing A-G requirements by the time they graduate increased by almost 2%. The number of high school students scoring a 3 or higher on AP tests increased 37% over 2021. Students taking career and technical education courses who also completed A-G requirements increased to 28.5%. These data taken together show us that our achievement gap persists and was exacerbated in specific subgroups of our student population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP percent of students needing or exceeding standards.	ELA: 41.87% (2019) Math: 31.46% (2019)	2021 data not available	ELA 40.53% Math 21.26% (2022 dashboard)		Overall, CAASPP scores will increase from 41.87% of students meeting and/or exceeding standards in ELA to 50% and from 31.46% meeting and/or exceeding standards in math to 38%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G requirements	A-G: 34.5% (2019)	A-G: 46.9% (2021 Dashboard)	48.8 % (CalPads 15.2 report)		Increase the percentage of students meeting AG requirements from 46.9% to 50%
Increase EL proficiency baseline (Level 3 and 4) by 5%.	49.1% made progress (2019 California Dashboard) Adjusted Baseline: 2018-19 Summative ELPAC % of students at Levels 3 and 4	2021 ELPI not available 2020-21 Summative ELPAC % of students at Levels 3 and 4	46.1 % of students have made progress in English Language Progress Indicator 2022 Dashboard		Increase the percentage of ELs attaining the English proficient level by 5% yearly.
RFEP: 15%	8.9% (2019)	7.8% (2021 DataQuest)	6% RFEP (calculated as a percentage of total number of non-native English speakers)		Increase the percentage of students who earn reclassification (RFEP) status to 15%.
AP exams	39% (2019)	5.9% (2021 Dashboard)	The district average of students who scored a 3 or higher on an AP exam is %.		Increase the number of AP students with a qualifying score of 3 or higher on the Advanced placement exams from 5.9% to 50%.
CCR	42% (2019)	State indicator not available.	State indicator not available. 13.7 % of students completed a CTE pathway.		Increase the number of college and career ready students as measured by the College and Career Readiness Indicator from 42% to 55%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCR A-G and CTE Completion	9% (2019)	18.4 (2021 Dashboard)	6.9%% (2022 Career/college measures only report CDE)		Increase the number of A-G and CTE completers from 9% to 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Salaries and Benefits	In order to improve student learning, close achievement gaps, and ensure students graduate college and career ready, RDUSD will provide certificated salaries and benefits to attract teachers who are highly qualified to provide exemplary services to all students, including unduplicated counts.	1600729	Yes
1.2	Staff Professional Development	Provide targeted professional development to support implementation of the CCSS, NGSS and ELD standards districtwide. Professional learning opportunities will also be offered to the teachers providing instruction in our Spanish Dual Language Immersion program: 50/50 model to increase their knowledge of the new curriculum and best practices for a successful DLI program.	130500	Yes
1.3	New Teacher Professional Development	Provide additional professional development for new teachers to assist in their transition to the district and implementation of the district's initiatives and programs.	53880	No
1.4	Special Education Strategies Development	Provide strategies for students with disabilities (SWD) in General Education settings through professional development and coaching.	5200	No
1.5	Student Learning Plans	Provide collaboration and articulation time to understand all 6th Grade students' 6-year learning plan and all high school students' 4- year	0	No

Action #	Title	Description	Total Funds	Contributing
		learning plan to ensure college and career readiness. All counselors will utilize Career Cruising to develop and monitor the student's academic plans. (removed for the 23-24 school year)		
1.6	Districtwide Common Benchmark Assessment	Expand the number of licenses for the district's common benchmark assessment to ensure that all students TK-11 are assessed and are making progress toward grade level standards mastery.	25858	No
1.7	UPP Success Monitor	Provide .5 FTE administrative assistant to monitor and provide timely support and interventions for our unduplicated students.	57188	Yes
1.8	EL Program Coordinator	Provide administrator to oversee EL program who will spend approximately 1% of their time. The administrator will liaise with site leadership, district leadership, and community stakeholders and oversee quarterly DELAC meetings. Additionally, this administrator will monitor and facilitate the yearly testing and reclassification processes and will review the districts progress in meeting the needs of multilingual students. (As this is a mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)		No
1.9	ELD Specialists	Provide ELD Specialists at each school site; 2.035 FTE. These specialists will primarily deliver designated ELD for all students on site while providing all of the teachers at that school with guidance on incorporating integrated ELD strategies in the classroom. These teachers will monitor students' growth in all four language domains: listening, speaking, reading, and writing with the target of 100% reclassification to Fluent English Proficient by 6th grade.(Removed this action)		No

Action #	Title	Description	Total Funds	Contributing
1.10	Intervention Services	Provide intervention services to improve literacy and mathematics skills for students in Grades TK-6 and monitor the progress of students in Grade TK-12 who are struggling to make adequate academic progress.	53719.76	Yes
1.11	Equitable Student Engagement	Maintain enrollment procedures and practices of ensuring high school student councils, leadership classes, clubs such as Interact and Ag leadership are representative of the ethnic makeup of the school.	\$0.00	No
1.12	After School Programs	Continue to provide after school programs (ASES) in 3 of 4 elementary schools with opportunities for students to strengthen their academic achievement, experience enrichment activities and participate in sports competitions with other schools in the district. Open after school program at 4th elementary school site for continuity in access to programs for all elementary students. (As this is a mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)		No
1.13	MEP Summer School	Provide Summer School opportunities for Migrant Education students, ELs, students identified as SES and SWDs. (Removed action as funding has been decreased)		No
1.14	Advancement Via Individual Determination (AVID)	Increase effectiveness of our districtwide AVID implementation.	104000	Yes
1.15	Career Technical Education (CTE) Pathways	Continue to implement the CTE pathways in grades 9-12 to expand the learning opportunities for all learners.	842917.25	No

Goal Analysis [2022-23]

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

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

The actions supporting Goal 1 effectively supported students in closing the learning gap by increasing salaries and training for teachers. RDUSD collective bargaining agreement negotiations significantly increased the teacher salary schedule and benefits. Contract negotiations were finalized for the 2021-22 year during 2022-23 school year, thus staff who left at the end of the year increased our staffing shortages for the 2022-23 school year. There were unfilled teaching positions in the 2021-22 school year and more in the 2022-23 school year.

While many of our elementary schools and secondary sites utilize the AVID program to increase college participation in our underrepresented groups our overall participation in AVID has decreased as Bates Elementary school is no longer participating in the program. Migrant education summer school did not get implemented in the 21-22 or 2022-23 school year. The district is offering summer school for all students utilizing ELO-P funds.

Our ASES Beyond the Bell programs were fully implemented despite frequent staffing issues. Additionally, RDUSD was opened a 4th Beyond the Bell program at DHW school using ELO-P funding.

Our professional development opportunities focused on academic conversation and GLAD strategies, instructional planning to support the standards, and positive classroom management techniques. Our English Learner PD focused on the every teacher participating in integrated ELD professional development. We will continue to provide professional development on EL practices in the 2023-24 school year to address our overall LTEL and reclassification rates. Our special education staff received professional development during our annual professional development cycle to improve collaboration and implementation of special education services in the general education setting. RDUSD is pleased to have offered two district wide ELD trainings for all teaching staff.

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.

2022-23 for Action 1 on salaries and benefits the district budgeted \$1,133,705 and estimated expenditures are \$988,538.72 for a difference of \$145,166.28. The district had teacher vacancies and used other one-time funds for this action.

Action 2 had a budget of \$5,200 and estimated expenditures are \$10,538 for a difference of \$5,338. The district provided ELD training and the cost was higher than budget.

Action 3 had a budget of \$5,000 and estimated expenditures are \$18,010.77 for a difference of \$13,010.77. The district had a higher teacher turn over rate than expected.

Action 4 had a budget of \$3,000 and estimated expenditures are \$6,829.29 for a difference of \$3,829.49. The district brought in CPI training.

Action 5 had a budget of \$5,000 and estimated expenditures are zero. The district did not purchase Career Cruising.

Action 7 had a budget of \$44,993 and estimated expenditures are \$52,825.84 for a difference of \$7,832.84. Increase in salary and benefits due to negotiations.

Action 8 had a budget of \$1,320 and estimated expenditures are \$19,539.52 for a difference of \$18,219.53. Increase in salary and benefits. Action 9 had a budget of \$163,930 and estimated expenditures are \$61,642.71 for a difference of \$102,287.29. The district did not hire the ELD specialist that was expected. Action 10 had a budget of \$228,283 and estimated expenditures are \$503,164.27 for a difference of \$274,881.27. The district purchased other intervention programs and salaries and benefits increased due to negotiations. Action 12 had a budget of \$529,077 and estimated expenditures are \$459,526.33 for a difference of \$69,550.67. The district had carryover from prior fiscal year that needed to be spent before this year's allocations. Action 13 had a budget of \$51,217 and estimated expenditures are \$14,680.08 for a difference of \$36,536.92. The district migrant budgeted was reduced. Action 15 had a budget of \$285,918 and estimated expenditures are \$501,481.14 for a difference of \$215,563.14. The district needs to budget 2:1 for the CTE grant.

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

The combined metric of our CCR, CAASPP scores and A-G readiness indicate that we are still rebounding from the impacts of the Covid-19 pandemic. The extent to which each actions in goal individually impact the measures is difficult pin point. However, the overall day to day functioning of teaching and learning is widely supported by the actions in Goal 1. Actions 1.1 through 1.15 directly support the learning programs at each site. Teacher salary and our professional development opportunities for new and returning teachers support student instruction and achievement. Our Our CTE, AVID programs, equitable access practices, and district learning plans directly support our graduation rate, A-G completion, CCR. Student progress towards Goal 1 are monitored in part by our benchmark assessments. The after school programs support students in their learning and engagement by offering enrichment and direct academic support. Our ELD specialist provided direct support to our EL student and offer consultative support for classroom teachers to support EL students. The ELD program coordinator, intervention and UPP success monitoring positions allow RDUSD to monitor the progress of students an provide the appropriate interventions to all students.

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

Action 1.5 was removed because the program was not purchased. Action 1.13 MEP summer school program was removed because the MEP DSA was not funded at a level to support a summer school program.

The following actions will be removed from the LCAP because they are not funded by LCFF monies:

Action 1.8 which provided a portion of an administrator salary to oversee RDUSD's EL program. Action 1.12 which provided ASES after school programs.

The actions are supported by the district using non-LCFF funds.

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

Goals and Actions

Goal

Goal #	Description
2	Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in Grades TK-12

An explanation of why the LEA has developed this goal.

Providing an effective base educational program that focuses on impactful core content area instruction is the strong foundation from which we build all other services is a critical focus for all teachers, administrators and support staff members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% of teachers trained in implementation of CCSS aligned adopted curriculum in ELA, Mathematics, and History/Social Science	100% (2019)	100% (2021)	80% 2022		100%
Maintain 100% of our teachers are highly qualified and assigned correctly	100% (2019)	100% (2021)	Approximately 80% of teachers are fully credentialed. The remaining 20% are on intern credentials or special permits through the CTC. 7.6 teachers were not correctly assigned per 2022 SARCS.		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% sufficiency of all adopted textbooks and materials	100% (2019)	100% (2021)	100% (2022)		100%
Increase our enrollment in CTE courses in Grades 9-12 at 75% or higher of the total enrollment	68% (2019)	71.3% (2021)	66.6% (2022)		75%
100% of all students will have access to courses that enable them to be college and career ready.	100% (2019)	100% (2021)	100% (2022)		100%
Ensure 100% of science teachers in Grades 9-12 are trained on the NGSS standards and instructional shifts	87% (2019)	87% (2021)	50% (2022)		100%
Train 100% of ELD specialists and 60% of general education teachers on the ELD standards	100% ELD Specialists 50% General Education Teachers (2019)	100% ELD Specialists 50% General Education Teachers (2021)	100% of all teachers trained		100% 100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Textbook Adoptions	Follow the district’s adoption cycle for textbooks, including the digital component, in all content areas for grades TK-12. (As this is a	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)		
2.2	Elem. Curriculum Advisory Committee and Sec. Curriculum Advisory Council	Continue to utilize the ECAC and the SCAC to collaborate and make decisions about textbook adoptions and provide input about staff development.	2288	No
2.3	Credit Recovery Program	Provide credit recovery software for high school students at both high schools and at our alternative education settings.	62500	No
2.4	Hardware Technology	Using an annual inventory survey, provide access to technology to all students by maintaining the computers and peripherals inventory and plan technology-integrated instruction based on Common Core technology skills standards for each grade level.	32737	No
2.5	Wednesday Collaboration Time	Provide collaboration time on Wednesdays for continued professional development in research-based instructional strategies. (Because this has been a consistent practice in our District for over 20 years and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)	\$0.00	No
2.6	College and Career Readiness Standards Awareness	Develop students and staff knowledge of the California Standards for College and Career Readiness in Grades TK-12.	\$1,000.00	No
2.7	Teachers on Special Assignment (ToSA)	Provide two TOSAs for staff development and support in teaching and learning practices and the integration of technology. (Removed this action)		No

Goal Analysis [2022-23]

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

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

Pre-pandemic work with the ECAC and the SCAC was formalized and had consistent meeting dates throughout the school year. We met with the SCAC once this year in a formal setting but did not meet with the ECAC. RDUSD sent feedback surveys to our teachers to gather input for various type of topics.

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.

2022-23 Action 1 budget was \$114,335 and estimated expenditures are \$83,359.09 for a difference of \$30,975.91. The district only adopted Dual Immersion curriculum.

Action 2 budget was \$1,651 and estimated expenditures are \$61.35 for a difference of \$1,589.65. The committees did not to meet this fiscal year.

Action 3 budget was \$59,950 and estimated expenditures are \$46,875 for a difference of \$13,075. The budgeted amount included licenses for adult education.

Action 4 budget was \$8,500 ad estimated expenditures are \$962.03 for a difference of \$7,537.97. The district used one-time funds for technology.

Action 6 budget was \$1,000 and estimated expenditures are zero. The district focused on other PD this fiscal year.

Action 7 budget was \$211,284 and estimated expenditures are \$304,256.15 for a difference of \$92,972.15. The district hired a second TOSA.

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

Providing state-approved adopted textbooks, online curriculum, and the tech hardware at our comprehensive and alternative education sites, opportunities from all teachers to give feedback/input along with consistent collaboration time, and credentialed support personnel to coach and mentor our teachers has a positive effect on the progress we are making toward this goal of providing all students with an effective instructional program.

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

RDUSD receive valuable feedback from our stakeholder group meeting regarding the need for an annual technology inventory and the allocation of funding toward hardware based on the information received from the inventory. We also included the implementation and use of grade level standards for technology skills. RDUSD is removing Action 2.1 and 2.5 as they do not use LCFF funding and have become a consistent practice districtwide.

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

Goals and Actions

Goal

Goal #	Description
3	Provide facilities that are safe and well-maintained with classrooms that are wired and equipped to use technology to support instruction

An explanation of why the LEA has developed this goal.

Safety is the first priority for RDUSD and for the sites. The students and staff deserve to have a work site that is well-maintained and safe for them to teach and learn particularly during this global pandemic. All schools must have wired and equipped work spaces in order to properly provide and support high quality instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% exemplary/good overall ratings of facilities	0% (2019)	0% (2019)	0% (2022)		50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Online Student Information System	Continue management and implementation of Aeries.net districtwide.	35800	No
3.2	Digital Platform for District Website	Continue to implement SchoolLoop to improve parental access to information about all grades TK-12 and for all sites. (Moved to Goal 4 for 2023-2024)		No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Input on Facilities	Utilize parental input on concerns/issues with school site cleanliness and safety. This feedback may be acquired from a variety of means including but not limited to PTC, DELAC, ELAC, LCAP advisory committees and informal feedback from site administration as well. (Parent input is included in Goal 4 and has no financial input so we are eliminating it from Goal 3 for 2023-2024.)	\$0.00	No
3.4	Online Work Order Platform	Using the online work order system, the district will continue to provide immediate access to the status of each work order that is submitted to the administrator who submits the work orders. A quarterly review of the progress made on each work order submitted will be conducted and advised.	6000	No
3.5	Facilities Condition Walkthroughs	The Superintendent or designee will continue to perform a walkthrough of each school with the Director of M&O to assess facility maintenance, cleanliness and facility improvements twice per year.	\$0.00	No
3.6	Input on Decisions for Future Facilities	Finalize the negotiated agreement for the Brann Ranch Development (These negotiating session will be concluded before the 2023-2024 school year so it has been removed for 2023-2024.)	\$0.00	No
3.7	Districtwide Deferred Maintenance Plan	Develop a Districtwide Deferred Maintenance Plan to identify and complete site-based facilities projects on our aged buildings and grounds		

Goal Analysis [2022-23]

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

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

The District still has improvements to make on monitoring work orders and ensuring proper communication related to the requested projects. RDUSD currently has modernization projects in progress utilizing General Obligation Bond funding. The District has been focused of community input for use of the Bond funding for the district facilities and improvements. However, RDUSD is dedicated to creating and implementation a multi-year deferred maintenance plan to address the concerns being communicated on the site level.

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.

2022-23 Action 1 budget is \$16,425 and estimated expenditures are \$32,077.60 for a difference of \$15,652.60. The district purchased upgrades for Aeries and staff PD.
Action 2 budget is \$17,500 and estimated expenditures are \$8,900 for a difference of \$8,600. The cost to the district was less with changing website providers.
Action 3 budget is \$6,000 and estimated expenditures are \$2,800 for a difference of \$3,200. The district's online work order system is less than budgeted.

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

The current actions contribute toward a safe facilities as reported by School Insurance Authority and Sacramento County Office of Education reports. However, these actions are not sufficient to make progress on classifying our school facilities as Exemplary/Good on the FIT.

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

The district has moved action 2 to Goal 4. Actions 3 and 6 have been removed as these actions no longer are needed. RDUSD is adding an action step to address the need to communicate and monitor facilities improvement projects through a Districtwide Deferred Maintenance Plan.

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

Goals and Actions

Goal

Goal #	Description
4	Provide meaningful and varied opportunities for parents to increase their connectiveness to their child’s school, and to be involved with supporting their child’s academic achievement

An explanation of why the LEA has developed this goal.

RDUSD created this goal in efforts to increase the number of parents and families participating in school activities. Increasing opportunities for parents to provide meaningful input on school/district decisions by joining school and district committees and attending board meetings improves educational opportunities and develops parent leadership. From the classroom to the boardroom, parents have the right to participate, regardless of their home language or immigration status. Students and schools thrive when parents are engaged in their children’s education. RDUSD baseline data from 2020 revealed that parents had only 3 opportunities to participate in district level decision making and that approximately 40% of parents participated in school events.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Opportunities	As of May 2020, at least three opportunities per year are being offered to parents so they can provide input on district and/or site-level decisions.	In 2021-22, RDUSD provided 5 opportunities for parents and guardians to provide input on district and/or site-level decisions.	In 2022-23, RDUSD provided 20 opportunities for parents and guardians to provide input on district-level decisions and 15 opportunities to provide input on site-level decisions		By June 2024, parents/guardians will be provided in a minimum of 5 opportunities per year to provide input on district and/or site-level decisions.
Parent and Family Representation	As of May 2021, 40% of our parents attend and participate in school events and activities.	In 2021-22, 50% of parents attend and participate in school events and activities, including parents of unduplicated students	In 2022-23, 50% of parents attend and participate in school events and activities, including parents of unduplicated students		By June 2024, ensure representation and participation of 80% of parents and families, specifically of our unduplicated students and students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and students with exceptional needs.	and students with exceptional needs.		exceptional needs at school activities and parent meetings at both the district and site level.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Capacity Building	<p>In order to teach and build capacity of families to understand and be meaningfully involved in their children’s academic experiences, we will promote:</p> <ul style="list-style-type: none"> • School Readiness Home Visits, Family Storytime, Family Play Groups (BES, WGS and IES) • First 5 Family Resource Center (BES, WGS, and IES) • Family Literacy nights (IES, DHWS, WGS, BES) • Migrant Education Parent Advisory Council Parent Conference (all schools) • Family Education Nights (CMS, RMS, DHS and RVHS) • Family Arena Nights (CMS, DHS, RVHS, SpEd) • Senior Parent Nights (DHS & RVHS) • Financial Aid Information & Assistance Nights (DHS & RVHS) <p>This action step is in direct alignment with the RDUSD Performance Indicator Review (PIR) Implementation Plan (PI 5c).</p>	203476.09	No
4.2	Staff Capacity Building	Research and implement a professional development program to establish a bridge between school and families, creating strong two-way communication where families feel heard, acknowledged and valued. (Removed action)		No

Action #	Title	Description	Total Funds	Contributing
4.3	District Website	Provide a digital website and improve to ensure that materials are both in English and Spanish. Continue to implement School News to improve parental access to information about all grades TK-Adult districtwide.	41512	No
4.4	Mass Communication System	Utilize Parent Square as a District Wide means of providing text, email and phone alerts while also providing a hub for all communication information and student data, integrated with the Aeries Student Information System.	12500	No
4.5	Districtwide Written Communication	Distribute district and site level newsletters, grading reports and pertinent information regarding district and state assessments in both English and Spanish. (As this is a mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)		Yes
4.6	Plan Development Platform	Provide a plan development platform for district and site administrators to use to develop their SARCs and SPSAs and engage their ELAC and SSC in the process of providing feedback and monitoring its progress.	4650	No
4.7	Parent Training Opportunities	RDUSD TOSAs will work collaboratively with school sites to design and promote opportunities to teach and build the capacity of families to understand and be meaningfully involved in their child's academic experiences. This action step is in direct alignment with the RDUSD Performance Indicator Review (PIR) Implementation Plan (PI 3). (As this is a mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	On-Site Family Resource/Wellness Centers	Each school will maintain a Family Resource/Wellness Center on campus. The center will focus on helping students and families thrive in their environment by helping them deal with stress, understand proper nutrition and physical activity for their bodies, advise them on general health and well-being, while helping families disseminate and gain an understanding of academic programs and requirements. (As this is a mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)	\$0.00	No

Goal Analysis [2022-23]

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

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

All action steps within this goal were implemented

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.

2022-23 Action 1 budget is \$268,333 and the estimated expenditures are \$149,060.59 for a difference of \$119,273. The district have staff vacancies in the First Five program.

Action 2 budget was \$7,717 and estimated expenditures are \$9,237.67 for a difference of \$1,520.67. Increase in salaries and benefits due to negotiations.

Action 3 budget was \$30,612 and estimated expenditures are \$23,031.64 for a difference of \$7,580.36. Salary and benefits for staff was lower than projections.

Action 4 budget was \$3,500 and estimated expenditures are zero. The district purchased Parent Square as part of Aeries.

Action 5 budget was \$35,212 and estimated expenditures are \$48,749.78 for a difference of \$13,537.78. Increase in salaries and benefits due to negotiations.

Action 6 budget was \$15,800 and estimated expenditures are \$6,314.32 for a difference of \$9,485.68. Cost estimate was not as high as budget.

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

The participation data gathered from the school sites listed under the "family capacity building" action had a direct impact on our "Parent and Family Representation" Year 2 outcome data.

The mass communication system of Parent Square was the main source used to make parents aware of the school site activities outlined under "family capacity building".

Staff training on how to use Parent Square had a direct impact on the district's ability to utilize the program to communicate out to families about these site-based activities and opportunities to provide input on district decisions.

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

The following actions were removed from the LCAP because they are either not funded by LCFF funds or had a budget allocation of zero.: Actions 4.5, 4.7, and 4.8 were removed because there was no budget allocation associated with these actions.

Action 4.1 will be edited to remove components not funded by LCFF. Edits include removing the First 5 family resource centers, visits, play groups and story times and the MEP Parent Advisory Council meetings. 4.3 is edited to include 2021-22 Action 3.2 which provides for our district website platform.

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

Goals and Actions

Goal

Goal #	Description
5	Foster a school and district culture that ensures academic, social and emotional well-being for all students.

An explanation of why the LEA has developed this goal.

The district recognizes the additional needs specific to social-emotional learning. Social and emotional learning is a core principle for coordinating all of a school’s academic, student development, and prevention activities. It provides a common language and coordinating framework for communicating not just about SEL but about a wide range of programs and teaching approaches. When systemic social, emotional, and academic learning becomes the overarching framework for a district or school, the result is a district with inclusive & integrated learning for all. Data from the 22-23 California Healthy Kids Survey reveals that 14% to 28% elementary students reported feeling sad most of the time and 25% of that high school juniors report feeling sad. Additionally, 12 to 13 percent of high school students also reported feeling panic at school. Parents and families also prioritized mental health supports and peer support programs for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The district seeks to refer 25 or more students/families to Caresolace, as mental health partner specializing in referring and connecting students and families to the most effective and efficient mental health providers available in the area to them.	This is a new program/partner for 21-22 so currently there have been 0 referrals made.	196 (2021)	208 (Caresolace Impact report)		The district would like to see 100 or more students/families and/or staff members access Caresolace services.
Suspension Rate	9.5% <ul style="list-style-type: none"> -EL 2.5% 	4.2% (2021)	5.8% (2022 Dashboard)		Suspension Rate at 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> -SPED 7.4% (2019) 		11.1% homeless 7.2% Students with disabilities 7.5% Socioeconomically disadvantaged 4.8% two or more races 7.7% EL 7.8% African American 6.4% Hispanic 4.8% White		
Expulsion Rate	.27% unavailable on Dataquest as of 6/17/21 (TA)	.32% (2021)	0.22% (2022)		Expulsion Rate at .1%
Middle School Drop Out Rate	1 student as of 2016-17 (most current data on Dataquest)	0 (2021)	0 (2022)		Middle School Drop Out Rate at 0%
High School Drop Out Rate	1.1% based on 2016-17 data (most recent available on Dataquest) 7 of 617 9-12 students	.7% (2021)	0.5%		High School Drop Out Rate at 1%
High School Graduation Rate	92.7% (2019)	92.2% (2021 Dashboard)	96.6% (2022 Dashboard)		High School Graduation Rate at 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	18% <ul style="list-style-type: none"> -EL 8% -SPED 18% (2019)	35.4% (2021)	38% (2022 Dashboard) 34.9% EL 43% SPED 48.3% Homeless 38.9% White 52.5% African American		Chronic Absenteeism Rate at 9%
Districtwide ADA	95% (2019)	89% (2021)	84.58% (2022 internal data)		Districtwide ADA at 97%
Students', parents', and staff feel a sense of connectedness on campus	87% (2019)	Students = 63.75% (2012-22 RDUSD survey) Parent data not available Staff data not available	Students CHKS data for elementary 71%, middle school 50%, high school 47% Staff data as measured in the CSSS collegiality subgroup responses: elementary 96%, middle school 94%, high school 93% Parent data as measured by the CSPA parent involvement responses: elementary 40%, middle school 34%, high school 39%		By June 2024, 90% of our students, parents, and staff will respond affirmative when asked if they feel a sense of connectedness on campus.
Students', parents', and staff's overall	Students = 54%, Parents = 95%, Staff = 74%	Student data not available	Student CHKS data for middle school 58%, high school 51%		By June 2024, 65% of our students, 95% of our parents, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feeling of safety on campuses	(2019 CHKS)	Parents= 83% (2021-22 RDUSD survey) Staff data not available	(elementary survey does not Staff CSSS elementary 96%, 94% middle school, 93% high school. Parent CSPA data for elementary 84%, middle school 77%, high school 73%		80% of our staff will respond affirmative when asked if they feel safe while on their school campus.
Number of LTELs	89 (2019)	145 (2021)	161 (2022 Dataquest)		Number of LTELs = 79
Special Education Referrals	30 (2019)	57 (2021)	14 (2022)		Special Education Referrals = 27

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Staff Training and Coaching	Provide recertification training to our Crisis Prevention Institute (CPI) trainers so they can provide trainings and coaching for teachers/staff to strengthen their behavioral management skills, including de-escalation strategies, and developing our capacity to use alternative means of correction.	34500	Yes
5.2	SEL Programs	Address the needs of the social-emotional development programs at all elementary and middle school sites by re-assessing the effectiveness of the curricular materials and services for each level.	39500	Yes
5.3	High School Academic and Social	Continue to provide counseling services and programs for students in Grades 9-12.	195139	Yes

Action #	Title	Description	Total Funds	Contributing
	Emotional Counseling			
5.4	Counseling and Therapy Services	Maintain the district contribution to expand our community-based counseling and therapy services from Rio Vista CARE.	10000	No
5.5	Attendance Monitoring	Continue site-based attendance reward and incentive programs; provide training for the SARB Committee; purchase supplies for the SARB hearings.	8150	No
5.6	Multi-Tiered System of Supports	Create and implement a systematic approach for providing push-in MTSS services at all schools.	\$0.00	No
5.7	Equity, Diversity & Inclusion Professional Development	Contract with an Equity, Diversity & Inclusion expert to facilitate a learning experience for all administrators and facilitate a districtwide committee to asses and address districtwide challenges and celebrate our strengths.	20000	No
5.8	CA Healthy Kids Survey	Administer the California Healthy Kids Survey in the Fall to all students in grades 5, 7 and 9 to ascertain students' feelings of safety and connectedness on school campuses and provide lessons and presentations that respond to their needs.	\$0.00	No
5.9	Social Emotional Counselors	Provide 5 FTE school counselors serving all school campuses who will provide social emotional counseling services for unduplicated students.	311068	No
5.10	School-Based Social Worker	Provide school-based Social Worker to provide districtwide services to the RDUSD families.	132309	No

Action #	Title	Description	Total Funds	Contributing
5.11	Staff Professional Development	Provide professional development for staff on topics affecting our targeted student groups, including Trauma Informed Schools, Understanding Poverty and Mental Health Awareness.	25600	Yes
5.12	District Preschool Program	Provide preschool for low income students in Isleton and school readiness activities districtwide for 3-5 year old students. (As this is a mandated responsibility and does not utilize LCFF dollars, we decided to remove this as an Action Step for 2023-2024.)		No
5.13	District-Provided Transportation	Provide transportation for pupils identified under Special Education and Foster Youth and pupils experiencing homelessness to ensure access to school and positive attendance.	1006740	Yes

Goal Analysis [2022-23]

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

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

5.6 Creating and implementing a systematic approach for providing push-in MTSS services at all schools was not implemented due to inability to fill SEAD coordinator position.

5.5 Training for the SARB Committee was not available this year, but will be provided in the 2023-24 school year.

All other action steps within this goal were implemented

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.

2022-23 Action 1 budget was \$2,200 and the estimated expenditures are \$5,247.09 for a difference of \$3,047.09. The district provide PD for staff that wasn't anticipated at budget.

Action 2 budget was \$7,000 and estimated expenditures are \$1,000 for a difference of \$6,000. The district used one-time funds for this action.

Action 3 budget was \$67,153 and estimated expenditures are \$110,020.96 for a difference of \$42,867.96. The district hired another counselor.

Action 4 budget was \$5,000 and estimated expenditures are \$10,000 for a difference of \$5,000. The district added services for this action.

Action 5 budget was \$5,600 and estimated expenditures are \$1,750.45 for a difference of \$3,849.55.

Action 9 budget was \$337,381 and estimated expenditures are \$115,109.12 for a difference of \$222,271.88. The district was unable to hire counselors this fiscal year.

Action 10 budget was \$96,300 and the estimated expenditures are \$128,917.23 for a difference of \$32,617.23. Increase in salary and benefits due to negotiations.

Action 11 budget was \$13,000 and estimated expenditures are \$6,976.06 for a difference of \$6,023.94. The district used one-time funds for this action.

Action 13 budget was \$1,036,632 and estimated expenditures are \$673,379.39 for a difference of \$362,579.61. The district had bus driver vacancies this fiscal year.

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

Action 5.1 contributed to the fostering of a school and district culture that ensures academic, social and emotional well-being for all students through staff CPI training to deescalate situations that could lead to disciplinary action, a reduced sense of safety on campus and increased special education referrals.

Social emotional counseling and therapy supports addressed in Actions 5.3, 5.4, 5.9, 5.10 and 5.11 directly targeted the social and emotional well-being of all students through the implementation of direct services to students contributes to reduced drop out rate and expulsion rate, as well as an increase in school connectedness.

Action 5.5 of attendance monitoring through the use of the SARB process directly impacted chronic absenteeism and also supported families with providing them referrals and resources which can contribute to an increased feeling of connectedness to school.

For Action 5.7 of Equity, Diversity & Inclusion Professional Development, the district has created leadership opportunities which included book reading of "How To Get Smarter" along with round table discussions, as well as Racial Equity Training with Enid Lee. These opportunities may lead to a reduction in disproportional disciplinary actions and special education referrals.

Action 5.12 provides preschool for low income students districtwide for 3-5 year old students and can contribute to an increase in metrics such as high school graduation and decrease in need for special education referrals

Action 5.13 of providing transportation for pupils identified under Special Education and Foster Youth and pupils experiencing homelessness to ensures access to school and positive attendance, which positively affects metrics in school connectedness, chronic absenteeism, drop out rate and high school graduation.

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

Removal of action 5.12 based on the preschool program not being LCFF funded

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
3304117	71000

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
13.07%	0.00%	\$0.00	13.07%

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

Required Descriptions

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

GOAL 1

Action 1: We used supplemental and concentration dollars for salaries and benefits to attract and retain highly qualified teachers especially in the areas of math and science. Because of our location and geographically challenging region, we have used these dollars to recruit the most qualified teachers who want to stay and grow in our communities. In this current year, we have evidence of marked success in using this strategy as a means for attracting and retaining highly qualified teachers to service high-needs students.

Action 2: RDUSD utilizes the results from the annual staff surveys to determine which staff members are in need of professional development directly related to working with students who are identified as SES, SWD, ELs, Homeless and Foster Youth. It is an ongoing priority of our district to increase the knowledge, skills and capacity of our staff to better serve these student groups.

Action 10: We remain committed to providing specialized, site based intervention services for our unduplicated students. Our teachers providing the intervention services set annual goals for their programs and professional goals for themselves. Metrics are established and monitored throughout the school year to determine the impact the services are having on the academic achievement of our unduplicated student groups.

Action 14: The results from the annual student surveys show that our commitment in our AVID site plans to provide field trips to college

campuses are the one of the highlights of our students' school year. Many of our unduplicated students would not otherwise be able to experience being on a college campus previous to applying and enrolling to one if we were not planning and executing these trips. During these trips our students are able to experience campus life, listen to a presentation from a representative from the colleges' Admissions Department, interact with college aged students, and observe in college classes.

Action 15: Our School-to-Career Coordinator plans and monitors the implementation of our Career Technical Education (CTE) courses and pathways. All of our CTE have high enrollment of unduplicated students which is an indication that our high-needs students are engaging in learning that provides them with trade-based skills to use beyond their high school graduation. Students identified in as high needs are encouraged to enroll in CTE courses as a course of study to promote readiness and future success in the world. Students are provided mentorship, support and hands on learning to promote understanding and skill mastery. Course completers are provided awards and recognition with graduation chords and an awards ceremony. Because of our School-to-Career Coordinator, the students have the opportunity to take the Precision exam at the completion of each course and earn a completion certificate that they can present at a corresponding workplace or trade-associated schools. Our Coordinator also works with two year colleges to get our CTE pathways articulated with their associated programs so our high-needs students receive college credits which allows them to expand their financial resources further after graduation.

GOAL 5

Action 1: Staff Training and Coaching / Action 2: SEL Programs: After assessing the needs of our staff and students to address social emotional development, we learned that students need social emotional support, and staff needs to strengthen their skills in providing this support. In order to address this, RDUSD will purchase SEL curriculum that is effective for each grade level. RDUSD will also provide training and coaching for teachers and staff. These actions are being provided on a district-wide basis. We expect that all students and staff will benefit from these programs and we anticipate a reduction in suspension rates for students groups having highest rates of suspension on the 2019 dashboard.

Action 3: Providing academic and social emotional guidance counselors for our students in Grades 9-12 increases and improves services for unduplicated students by preparing them for academic, career and social challenges, linking the educational programs to their future dreams and goals, helping students explore possible careers, providing a trusted person and safe space to talk about their emotional wellbeing and encouraging open communication with their parents. Our guidance counselor meets with these student groups quarterly to review their 4 year academic plans, record progress and revise the contents when necessary. This helps the students maintain their focus during times when their home environment is less than consistent and/or stable. This action is expected to improve graduation rate, A-G performance and College Readiness.

Action 11: In alignment with Action 9, teachers, district and site administration, and school counselors will be released for professional development opportunities that focus on student achievement, barriers to achievement, and creating a positive school culture and climate. Each of these opportunities will increase attendance, reduce discipline and have a direct impact on student achievement for our unduplicated students. Increasing the staff's knowledge base and awareness of each particular subgroup will increase the likelihood of students receiving an equitable, and effective education.

Action 13: We continue to provide transportation for our unduplicated count students to and from school. Based on the 2019 Dashboard, low income students, homeless, and students with disabilities have high rates of chronic absenteeism. In our experience, our district's

geographical layout has been a barrier for our unduplicated students to attend school.

Goal 1

Action 7: Provide 0.5 FTE administrative assistant to monitor and provide timely support and interventions for our unduplicated students. We provided an administrative assistant to focus on accurate data and appropriate supports for our SES and EL population and all components of data management for CalPads.

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

River Delta Joint Unified School District 2021-2022 Local Control Funding Formula Supplemental and Concentration Grant is projected to be \$2,448,194. The actions and services in the RDUSD LCAP are targeted to support students with the greatest need and the lowest performance. In this rural district with challenges of high poverty, the highest needs are both academic and social emotional. RDUSD seeks to improve student outcomes with highly qualified teachers, professional development, targeted interventions, and focused social emotional learning programs. We provide these services based on data as well as extensive stakeholder input. We will continue to monitor and evaluate the effectiveness of the plan and make adjustments accordingly to support student needs.

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

All schools in RDUSD have enrolled students who are English Learners, low income and/or foster youth at 55% or greater have been identified to receive direct services for their students from newly hired staff in the area of physical education and health services. Two fully credentialed physical education teachers will be hired and will provide physical education instruction at our elementary schools. Our schools identified an overall need for our students to have a consistent opportunity to increase their physical activities by at least 60 minutes per week. Their isolation at home during the Stay-At-Home Orders of the pandemic had a negative effect on many of their physical health. These physical education teachers will be expected to provide the students' parents/guardians with home-based physical activities for the family to engage in together. Two more Health Assistant will be hired, in addition to the three Health Assistant that are already hired. Each of the identified schools will have a full-time Health Assistant to monitor health and safety protocols in the classroom and in non-classroom based areas of the campuses. Additionally, they will perform thorough contact tracing, administer Covid tests to students on a daily basis, provide basic medical attention to the students and initiate and maintain open communication lines with the students' parents.

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	25.39	22.88
Staff-to-student ratio of certificated staff providing direct services to students	17.87	17.53

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,738,130.00	\$1,642,684.00		\$817,219.00	\$5,198,033.00	\$3,703,143.33	\$1,494,889.67

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Salaries and Benefits	English Learners Foster Youth Low Income	\$1,133,705.00				1600729
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	\$5,200.00				130500
1	1.3	New Teacher Professional Development	All	\$5,000.00				53880
1	1.4	Special Education Strategies Development	Students with Disabilities	\$1,000.00			\$2,000.00	5200
1	1.5	Student Learning Plans	All	\$4,000.00				0
1	1.6	Districtwide Common Benchmark Assessment	All	\$26,360.00				25858
1	1.7	UPP Success Monitor	English Learners Foster Youth Low Income	\$44,993.00				57188
1	1.8	EL Program Coordinator	English Learners				\$1,320.00	
1	1.9	ELD Specialists	English Learners				\$163,930.00	
1	1.10	Intervention Services	English Learners Foster Youth Low Income	\$66,494.00	\$3,000.00		\$158,789.00	53719.76
1	1.11	Equitable Student Engagement	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	After School Programs	All		\$529,077.00			
1	1.13	MEP Summer School	Migrant Education Students with Disabilities		\$8,435.00		\$42,782.00	
1	1.14	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	\$36,620.00				104000
1	1.15	Career Technical Education (CTE) Pathways	All		\$285,918.00			842917.25
2	2.1	Textbook Adoptions	All Students with Disabilities		\$114,335.00			\$0.00
2	2.2	Elem. Curriculum Advisory Committee and Sec. Curriculum Advisory Council	All	\$1,651.00				2288
2	2.3	Credit Recovery Program	All	\$49,250.00	\$10,700.00			62500
2	2.4	Hardware Technology	All Students with Disabilities	\$2,000.00	\$3,500.00		\$3,000.00	32737
2	2.5	Wednesday Collaboration Time	All Students with Disabilities	\$0.00				\$0.00
2	2.6	College and Career Readiness Standards Awareness	All	\$1,000.00				\$1,000.00
2	2.7	Teachers on Special Assignment (ToSA)	All	\$105,642.00	\$105,642.00			
3	3.1	Online Student Information System	All Students with Disabilities	\$16,425.00				35800
3	3.2	Digital Platform for District Website	All	\$17,500.00				
3	3.3	Parent Input on Facilities	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Online Work Order Platform	All	\$6,000.00				6000
3	3.5	Facilities Condition Walkthroughs	All	\$0.00				\$0.00
3	3.6	Input on Decisions for Future Facilities	All	\$0.00				\$0.00
3	3.7	Districtwide Deferred Maintenance Plan						
4	4.1	Family Capacity Building	All Students with Disabilities		\$268,333.00			203476.09
4	4.2	Staff Capacity Building	All Students with Disabilities				\$7,717.00	
4	4.3	District Website	All	\$30,612.00				41512
4	4.4	Mass Communication System	All	\$3,500.00				12500
4	4.5	Districtwide Written Communication	English Learners Foster Youth Low Income	\$35,212.00				
4	4.6	Plan Development Platform	All	\$13,800.00			\$2,000.00	4650
4	4.7	Parent Training Opportunities	All Students with Disabilities	\$0.00				\$0.00
4	4.8	On-Site Family Resource/Wellness Centers	All	\$0.00				\$0.00
5	5.1	Staff Training and Coaching	English Learners Foster Youth Low Income	\$2,200.00				34500
5	5.2	SEL Programs	English Learners Foster Youth Low Income	\$7,000.00				39500
5	5.3	High School Academic and Social Emotional Counseling	English Learners Foster Youth Low Income	\$67,153.00				195139
5	5.4	Counseling and Therapy Services	All	\$5,000.00				10000

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.5	Attendance Monitoring	All	\$3,181.00	\$2,419.00			8150
5	5.6	Multi-Tiered System of Supports	All	\$0.00				\$0.00
5	5.7	Equity, Diversity & Inclusion Professional Development	All	\$0.00				20000
5	5.8	CA Healthy Kids Survey	All	\$0.00				\$0.00
5	5.9	Social Emotional Counselors	All				\$337,381.00	311068
5	5.10	School-Based Social Worker	All				\$96,300.00	132309
5	5.11	Staff Professional Development	English Learners Foster Youth Low Income	\$11,000.00			\$2,000.00	25600
5	5.12	District Preschool Program	Preschool		\$311,325.00			
5	5.13	District-Provided Transportation	Foster Youth	\$1,036,632.00				1006740

2023-24 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
18847566	3304117	13.07%	0.00%	13.07%	\$2,476,821.00	0.00%	13.42 %	Total:	\$2,476,821.00
								LEA-wide Total:	\$2,188,737.00
								Limited Total:	\$110,817.00
								Schoolwide Total:	\$177,267.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Salaries and Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,133,705.00	
1	1.2	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,200.00	
1	1.7	UPP Success Monitor	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$44,993.00	
1	1.10	Intervention Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools K-6	\$66,494.00	
1	1.14	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rio Vista High School, Delta High School, Riverview Middle School,	\$36,620.00	

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 (%)
						Clarksburg Middle School		
4	4.5	Districtwide Written Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$35,212.00	
5	5.1	Staff Training and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,200.00	
5	5.2	SEL Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Isleton, Walnut Grove, Bates, Clarksburg, & Riverview K-8	\$7,000.00	
5	5.3	High School Academic and Social Emotional Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Delta High School & Rio Vista High School	\$67,153.00	
5	5.11	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
5	5.13	District-Provided Transportation	Yes	LEA-wide	Foster Youth	All Schools	\$1,036,632.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,198,033.00	\$2,684,567.93

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	Salaries and Benefits	Yes	\$1,133,705.00	988538.72
1	1.2	Staff Professional Development	Yes	\$5,200.00	10538
1	1.3	New Teacher Professional Development	No	\$5,000.00	18010.77
1	1.4	Special Education Strategies Development	No	\$3,000.00	6829.49
1	1.5	Student Learning Plans	No	\$4,000.00	0
1	1.6	Districtwide Common Benchmark Assessment	No	\$26,360.00	25858
1	1.7	UPP Success Monitor	Yes	\$44,993.00	52825.84
1	1.8	EL Program Coordinator	No	\$1,320.00	19539.53
1	1.9	ELD Specialists	No	\$163,930.00	61642.71
1	1.10	Intervention Services	Yes	\$228,283.00	503164.27

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	1.11	Equitable Student Engagement	No	\$0.00	0
1	1.12	After School Programs	No	\$529,077.00	459526.33
1	1.13	MEP Summer School	No	\$51,217.00	14680.08
1	1.14	Advancement Via Individual Determination (AVID)	Yes	\$36,620.00	32058.05
1	1.15	Career Technical Education (CTE) Pathways	No	\$285,918.00	501481.14
2	2.1	Textbook Adoptions	No	\$114,335.00	83.359.09
2	2.2	Elem. Curriculum Advisory Committee and Sec. Curriculum Advisory Council	No	\$1,651.00	61.35
2	2.3	Credit Recovery Program	No	\$59,950.00	46875
2	2.4	Hardware Technology	No	\$8,500.00	962.03
2	2.5	Weekly Collaboration Time	No	\$0.00	0
2	2.6	College and Career Readiness Standards Awareness	No	\$1,000.00	0
2	2.7	Teachers on Special Assignment (ToSA)	No	\$211,284.00	304256.15
3	3.1	Online Student Information System	No	\$16,425.00	32077.60

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	3.2	District Website Platform	No	\$17,500.00	8900
3	3.3	Parent Input on Facilities	No	\$0.00	0
3	3.4	Online Work Order Platform	No	\$6,000.00	2800
3	3.5	Facilities Condition Walkthroughs	No	\$0.00	0
3	3.6	Input on Decisions for Future Facilities	No	\$0.00	0
4	4.1	Family Capacity Building	No	\$268,333.00	149060.59
4	4.2	Staff Capacity Building	No	\$7,717.00	9237.67
4	4.3	District Website Improvement	Yes	\$30,612.00	23031.64
4	4.4	Mass Communication System	No	\$3,500.00	0
4	4.5	Districtwide Written Communication	Yes	\$35,212.00	48749.78
4	4.6	Plan Development Platform	No	\$15,800.00	6314.32
4	4.7	Parent Training Opportunities	No	\$0.00	0

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)
4	4.8	On-Site Family Resource/Wellness Centers	No	\$0.00	0
5	5.1	Staff Training and Coaching	Yes	\$2,200.00	5247.09
5	5.2	SEL Programs	Yes	\$7,000.00	1000
5	5.3	High School Academic Counseling	Yes	\$67,153.00	110020.96
5	5.4	Counseling and Therapy Services	No	\$5,000.00	10000
5	5.5	Attendance Monitoring	No	\$5,600.00	1750.45
5	5.6	Multi-Tiered System of Supports	No	\$0.00	0
5	5.7	Equity, Diversity & Inclusion Professional Development	No	\$0.00	0
5	5.8	CA Healthy Kids Survey	No	\$0.00	0
5	5.9	Social Emotional Counselors	No	\$337,381.00	115109.12
5	5.10	School-Based Social Worker	No	\$96,300.00	128917.23
5	5.11	Staff Professional Development	Yes	\$13,000.00	6976.04
5	5.12	District Preschool Program	No	\$311,325.00	297868.23

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)
5	5.13	District-Provided Transportation	Yes	\$1,036,632.00	673379.39

2022-23 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)
3026587	\$2,476,821.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Salaries and Benefits	Yes	\$1,133,705.00	988538.72		
1	1.2	Staff Professional Development	Yes	\$5,200.00	10538		
1	1.7	UPP Success Monitor	Yes	\$44,993.00	52825.84		
1	1.10	Intervention Services	Yes	\$66,494.00	503164.27		
1	1.14	Advancement Via Individual Determination (AVID)	Yes	\$36,620.00	32058.05		
4	4.3	District Website Improvement	Yes	\$30,612.00	23031.64		
4	4.5	Districtwide Written Communication	Yes	\$35,212.00	48749.78		
5	5.1	Staff Training and Coaching	Yes	\$2,200.00	5247.09		
5	5.2	SEL Programs	Yes	\$7,000.00	1000		
5	5.3	High School Academic Counseling	Yes	\$67,153.00	110020.96		
5	5.11	Staff Professional Development	Yes	\$11,000.00	6976.04		
5	5.13	District-Provided Transportation	Yes	\$1,036,632.00	673379.39		

2022-23 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)
18350290	3026587	0	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
River Delta Unified	Katherine Wright Superintendent	kwrightrdusd.org (707) 374--1711

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	5	4.67
Total Teacher Misassignments	9	8.411
Vacant Teacher Positions	17	15.89

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	53

Implementation of State Academic Standards (LCFF Priority 2)

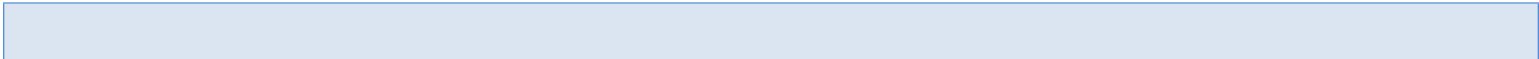
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The implementation of the state standards was progressing well prior to the pandemic. Since the pandemic and the increasing teacher shortage it has been more difficult to maintain implementation levels. RDUSD has provided human and financial resources toward the development of new teachers and intern teachers instructional skills and strategies. Teachers were offered professional development throughout the year on academic conversations and ELD instruction. The district administration completed walk throughs on each site to assess the level of implementation of our instructional initiatives. The data from the walkthroughs will inform our professional development plans for the 2023-24 school year.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

RDUSD was able to successfully partner with families to improve student outcomes. Families of students were provided many opportunities to be involved in their child's education including: School Readiness Home Visits, the utilization of the First 5 Family Resource Center, Migrant Education Parent Advisory Council Parent Conference, Family Education Nights, Family Arena Nights, Senior Parent Nights and Financial Aid Information & Assistance Nights. Additionally, sites offered less formal opportunities for families to come together with school leadership at

“donuts for grown-up” style events. LCAP stakeholder feedback meetings were well attended in the 2022-23 school year as were school bond information.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our educational partner input and data have helped RDUSD know that more opportunities for two-way communication would improve the strength and number of positive school to family relationships. RDUSD is fully invested in understanding the needs and goals of our school community and partnered with CalSCHLS and completed the California Healthy Kids Survey, California School Staff Survey, California Parent Surveys to gather information from our school community. Currently we are using our established practices of engaging our community by inviting them to ELAC/DLAC, School Site Council, Board of Trustee's, Parent Advisory Committee, LCAP, and Bond Initiative meetings. Additionally, RDUSD implemented information sessions for parents to meet new Principals and facilitate question and answer sessions. RDUSD will continue to provide opportunities for our community to provide input on district initiatives and long-term plans.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

RDUSD will continue to reach out to underrepresented groups and invite them to participate in the district and school governance processes and advisory groups. We will use multiple modes to communicate with underrepresented groups including technology, paper flyer distributions and personal outreach by staff members to engage with our community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	1				
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.		2			
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

RDUSD will continue to build partnerships with families to help them be a strong support for their students. Based on California Schools Parent Survey data 81% of respondents report being well informed about school activities, 75% report having attended a school or class event, 85% have attended a general school meeting, 85% have participated in school fundraising, and 46% have participated in a parent organization. However, parents who report having served on a school governance committee is only 16%. Additionally, 74% of parents have received information about the role they can play at school but only 58% have received information about why their students is placed in a specific class. Eighty-seven percent of elementary parents reported that the participated in a parent teacher conference but only 53% high school parents have met with a counselor. Based on these data RDUSD parent participate at a high level in many activities that directly benefit their student and the greater school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Parents and community members who participated in LCAP community input sessions expressed a desire to have more opportunities to have two way dialog with the site and district level leadership. The district and site level staff are investigating practices that can be effectively used to allow more dialog. Currently the community is able to participate in dialog at District Language Acquisition Committee meetings (DLAC), site English Language Acquisition meetings (ELAC), Migrant Education Parent Advisory Counsel (PAC), and School Site Counsel (SSC) meetings. The Board of Trustees regularly interacts in dialog with their constituents and receives public input at every School Board meeting. We will focus on leveraging our internal systems to better publicize opportunities for dialog and provide information to parents on the impact of committee participation

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

RDUSD will publicize opportunities to engage in our LCAP local indicator reflection process at our PAC, DLAC, ELAC and SSC meetings and push information out to families via our information systems. We will continue to provide in-person and remote engagement opportunities to address our unique geographic barriers to participation. RDUSD provides translation in Spanish for our families at our community information gathering events.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	

Seeking Input	1	2	3	4	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

RDUSD is effectively using technology tools to gather stakeholder input for decision making. The district continues to facilitate hybrid Board of Trustee meetings to allow community members to participate where they are most comfortable. Additionally, community members can offer their public comment remotely during these sessions. Sixteen percent of RDUSD families report being involved in school governance and decision making events. RDUSD continues to gather community input offering engagement opportunities such as our District English Language Advisory Committee meeting, English Language Advisory meetings, Meet the Principal events, Migrant Education Parent Advisory Council, Site Council meetings, and LCAP community input sessions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

RDUSD is committed to providing an opportunity for families and the community to provide input to help inform decision making. The community expressed that surveys are an easy way for them to provide input on a variety of topics. RDUSD will employ the use of surveys to gather information. Additionally, the community indicated that they would like more input on bond funded improvement projects in the district. The community attended site tours and information sessions to provide input on projects and the district will continue this strategy. We will focus on leveraging our internal systems to better publicize opportunities for dialog and provide information to parents on the impact of committee participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will continue to reach out to the community and invite them to provide feedback. Sessions will be planned at times when our community can attend and be translated to allow all community members to participate. RDUSD will publicize opportunities to engage in our LCAP local indicator reflection process at our PAC, DLAC, ELAC and SSC meetings and push information out to families via our information systems. We will continue to provide in-person and remote engagement opportunities to address our unique geographic barriers to participation. The RDUSD Board of Trustees holds its regular monthly meetings at a different school site each year to provide an opportunity for members of the geographically broad region to attend meetings.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

RDUSD implemented the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS) and the California School Parent Surveys (CSPS) created by WestEd and the California Department of Education. Questions included questions on school safety, connectedness, parent involvement, alcohol tobacco and drug use. Students in grades 5, 7, 9, and 11 were surveyed in late January of 2023.

The CHKS asks respondents to rate the perception of safety on campus. Sixty-six percent of elementary students, 57.5% of middle school, and 52% of high school students surveyed report feeling safe at school. Elementary students reported that they experienced caring adults at school in 75% of responses compared to 51.25% in grades 7-12. Secondary students (grades 7-12) reported experiencing fear of being beat up in 12.87% of responses, while 9.75% reported having been in a physical fight. Just over 15% of secondary students reported considering suicide. Frequent sadness was reported by 17% of elementary students.

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. School connectedness is associated with multiple positive academic, social-emotional, and health outcomes. Just over 70% of elementary students responded that they feel connected to school, whereas 50% of middle schoolers felt connected, compared to 45% of high school students. Both Elementary and secondary students reported relatively high rates of high academic motivation at 78% and 63.5%, respectively.

Student tobacco, drug and alcohol use is a concern for educators and parents. Adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage. The CHKS survey surveys all age groups about their experiences with drugs with questions that are developmentally appropriate for the grade surveyed. Almost 100% of elementary students report very high levels of peer disapproval of alcohol, tobacco and vapes. Elementary students report having tasted alcohol at twice the rate of secondary students. Secondary students report tobacco and vape use at 1% and marijuana use at less than 1%. Interestingly, 2.6% of secondary school respondents report having been intoxicated while at school. RDUSD discipline data suggest that students may under report their tobacco, vape, and marijuana experience on the survey.

Parents rates of perceived safety were much higher than students with 90% of elementary, 77% of middle school, and 73% of high school parents surveyed that they feel their students are safe at school. The majority of parents, 88% report that school is a supportive place for their student and 77% of parents report that the schools promote academic success for all students. Eighty-three percent of parents report that the schools treat all students with respect. A growing concern for schools staff and students is the increased availability of vapes and drugs. Fifty-nine percent of high school parents perceive vapes and e-cigarettes to be problem and 42 percent believe that drugs are problem. The perceived problem of vapes at the middle school level was slightly less at forty-nine percent. Interestingly 83% of parents are aware that the school bans vapes but 14% report not knowing if vapes are allowed or not allowed at school. Parental perceptions of bullying being a problem was 44% across grade levels with the highest percentage reported at the middle school level. Physical fights followed the same trend with middle school

parents reporting the highest perception of fights at school, 38%, and elementary reporting the least at 15%. Roughly forty percent of parents across grade levels report that that staff reply to email, encourage parents to partner with the school, and that the school sought out parental input on decisions for their child. Seventy-five percent of parents report high levels of participation in school events like parent teacher conferences and school events, 85% of parents report that they have attended a meeting, 54% have participated in a school fundraiser, and 16% have served on a committee.

Currently RDUSD is working on plans to update safety infrastructure district wide. The District is developing a more defined MTSS structure to address school culture and support student mental health. The District will investigate anti-vape and drug use education for students and parents. Vape education events were hosted at both of our high schools this year and students participated in vape awareness talking circles. Student turn out for the talking circles was high. RDUSD staff and parents attended the vape awareness events and RDUSD continues to work to increase participation in future events. In addition the district is working to standardize communication platforms for all sites to streamline communication for families.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

River Delta USD uses the Aeries student information system and Dataquest on the California Department of Education website to identify the extent to which students of all grade spans, unduplicated student groups, and students with exceptional needs have access to and are enrolled in a broad course of study. The reports we have found to be the most helpful are Number Of Classes by Subject, Course Enrollment Listing and Average Class Size Report, which are all prepared by the data reporting office at CDE.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

River Delta USD determined through research and data analysis of our broad course of study data points, that we offer an impressively broad course of study in relation to our overall student enrollment. We identified 70-75% of our students have access to an are enrolled in a broad course of study. Our two middle schools differ from one another in regards to the grade levels being served and overall access to elective courses. Our high schools differ in grade levels and student enrollment size, and therefore, differ in program access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

River Delta USD acknowledges that there are specific barriers preventing certain student groups from accessing a broader course of study. Our English Learners are limited in the number of elective classes they are able to have access to and enroll in because they are required to enroll in English Language Development class. Additionally, many of our students with exceptional needs are also limited to a broad course of study because their IEP require Specialized Academic Instruction (SAI) minutes to be delivered daily which is offered one period a day in a Study Skills class. Furthermore, students who are English Learners and also identified as Students with Exceptional Needs have even less access to a broad course of study because they have two required classes to enroll in above and beyond the required subject are courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

During the 2023-2024 school year RDUSD will continue the implementation of the board approved Master Plan for English Language Learners. The discussion about ensuring that our ELs have access to and enroll in a broad course of study is paramount. Making individualized decisions about which students must be enrolled in a ELD class on a daily basis is critical as well as ensuring that our EL students are reclassified during their elementary education so that we decrease our Long Term English Learners (LTEL) statistic and increase the number of RFEP students enrolled in a broad course of study. Our Special Education department is working with case managers and collaborating on system changes that to increase the number of SAI minutes that are delivered within the students' general education classes, which will decrease the number of students who need to have a full class period dedicated to SAI minutes in a Study Skills class. RDUSD is systematizing our MTSS strategies for all students. These changes will help all RDUSD students to better access all the classes available.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the					

Coordinating Instruction	1	2	3	4	5
county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					