## LCFF Budget Overview for Parents

| Local Educational Agency (LEA) Name: Redding Elementary School District |
| CDS Code: 45-70110-0000000 |
| School Year: 2022-23 |
| LEA contact information: |
| Robert J Adams |
| Superintendent |
| rjadams@rsdnmp.org |
| (530) 225-0011 |

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 2022-23 School Year
This chart shows the total general purpose revenue Redding Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding Elementary School District is $41,814,329, of which $29,295,559 is Local Control Funding Formula (LCFF), $4,654,263 is other state funds, $2,949,230 is local funds, and $4,915,277 is federal funds. Of the $29,295,559 in LCFF Funds, $4,867,341 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

<table>
<thead>
<tr>
<th>Budgeted Expenditures in the LCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 50,000,000</td>
</tr>
<tr>
<td>$ 45,000,000</td>
</tr>
<tr>
<td>$ 40,000,000</td>
</tr>
<tr>
<td>$ 35,000,000</td>
</tr>
<tr>
<td>$ 30,000,000</td>
</tr>
<tr>
<td>$ 25,000,000</td>
</tr>
<tr>
<td>$ 20,000,000</td>
</tr>
<tr>
<td>$ 15,000,000</td>
</tr>
<tr>
<td>$ 10,000,000</td>
</tr>
<tr>
<td>$ 5,000,000</td>
</tr>
<tr>
<td>$ 0</td>
</tr>
</tbody>
</table>

Total Budgeted General Fund Expenditures, $43,700,934

Total Budgeted Expenditures in the LCAP = $6,032,188

This chart provides a quick summary of how much Redding Elementary School District plans to spend for 2022-23. 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: Redding Elementary School District plans to spend $43,700,934 for the 2022-23 school year. Of that amount, $6,032,188 is tied to actions/services in the LCAP and $37,668,746 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District priority is for students to achieve academic excellence with a commitment to maintaining fiscally responsible practices. The District’s budget other than specific actions noted in the LCAP consists of general operating expenditures, such as general education classroom Teachers, Special Education services, Instructional Assistants, Instructional Materials, Transportation services, Athletics, Utilities, Custodial services, Maintenance services, Technology Support, and general supplies. The District continues to balance the budget against ongoing rising costs related to pensions and Special Education services.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Redding Elementary School District is projecting it will receive $4,867,341 based on the enrollment of foster youth, English learner, and low-income students. Redding Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Elementary School District plans to spend $4,893,899 towards meeting this requirement, as described in the LCAP.
This chart compares what Redding Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Redding Elementary School District's LCAP budgeted $4,530,356 for planned actions to increase or improve services for high needs students. Redding Elementary School District actually spent $4,445,057 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-85,299 had the following impact on Redding Elementary School District's ability to increase or improve services for high needs students:

The District was a recipient of One-time State and Federal dollars. These One-time funds were used to supplement and increase services for all students beyond the originally planned Increased and Improved services.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redding Elementary School District</td>
<td>Robert J Adams, Superintendent</td>
<td><a href="mailto:rjadams@rsdnmp.org">rjadams@rsdnmp.org</a> (530) 225-0011</td>
</tr>
</tbody>
</table>

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The applicable funds provided through the Budget Act of 2021 that were not included in the Local Control Accountability Plan (LCAP) have brought to the attention of our educational partners at community engagement meetings (parent advisory, district advisory, site council) and at a public board meeting where the Districts 45-Day revised budget was approved.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

In order to maintain local public health guidance, additional staffing was included for the 2021-2022 school year, including both certificated and classified positions. Additional certificated staff were hired to provide learning support to students who were identified through local assessments, including Foster Youth, English Learners, and Low Income students. Additional classified personnel were hired to support the work completion of students, including Foster Youth, Low Income, and English Learners. Extra classified support staff was also added to
support the cleaning of each campus to mitigate COVID-19. To support these additional services, the District made use of increased Concentration Grant funding as well as one-time State and Federal resources.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The District held numerous community engagement opportunities during the 2020-21 school year and continues in the 2021-22 school year to inform and solicit feedback for the development of the Local Control Accountability Plan (LCAP). These opportunities included Parent Advisory meetings, District Advisory meetings, a District English Learner Advisory Committee meeting, public Board of Trustees meetings, Site Council meetings, as well as meetings with Union representatives and District staff.

The feedback was used in the development of the LCAP. A regularly scheduled Governing Board meeting was held on June 22, 2021 and on June 29, 2021 in order to discuss, gain additional feedback and to adopt the LCAP.

Continuing to consult and collaborate with local tribal leaders to gain ideas for effective methods of support for academics, social emotional learning, and cultural needs. A possible action may include a personnel services agreement between the tribes and District to support students academic, social emotional, and cultural needs. Tribal consultation has been scheduled and will be used in the revision and monitoring of the plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan Act funding will be used to support Homeless students in Redding School District through the provision of transportation, educational materials and supplies, distribution of school supplies and materials to be distributed at the Good News Rescue Mission and Francis Court (local temporary housing for homeless families in the Redding School District boundaries), the provision of store cards/ prepaid debit cards to purchase materials necessary for students to participate in school activities, eyeglasses, and paying for short term, temporary housing to enable homeless youth to attend and to participate in school.

ESSER funding supports the implementation of strategies for continuous and safe in-person learning, which includes educational software to increase achievement; Social Emotional Learning (SEL) activities, such as Ninja Warriors; additional staff to support SEL needs, academic needs, assessment needs, and environmental safety needs (which includes updated HVAC systems).
One of the challenges that presents itself during this time is the lack of eligible applicants to fill posted positions to support the needs of students. One of the areas Redding School District (RSD) supports its families is through the provision of transportation services through a local cab service. There are not enough cab drivers to support RSD's need. In addition, RSD is ready to support local shelters during this time in order to increase access to school and school activities by the homeless youth in occupancy. Due to federal funding being received by many agencies, there is not a voiced need to support students through the schools as this is being provided through other federal funding resources being given to homeless shelters.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Safe Return to In-Person Instruction, Learning Continuity and Attendance Plan, and the ESSER III Expenditure Plan are all in alignment with the four goals of the Local Control Accountability Plan. Each plan supports the academic, social emotional learning, and the environmental needs of students during the COVID-19 pandemic. Each plan presents strategies and actions that fit under the four umbrella goals of the Redding School District's Local Control Accountability Plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

2022-23 Local Control Accountability Plan for Redding Elementary School District
• The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
• All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
• Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
• The 2022–23 Budget Overview for Parents
• The 2021–22 Supplement
• The 2022–23 LCAP
• The Action Tables for the 2022–23 LCAP
• The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”
If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page ([https://www.cde.ca.gov/fg/cr/releffunds.asp](https://www.cde.ca.gov/fg/cr/releffunds.asp)) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page ([https://www.cde.ca.gov/fg/cr/](https://www.cde.ca.gov/fg/cr/)) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe
Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redding Elementary School District</td>
<td>Robert J Adams, Superintendent</td>
<td><a href="mailto:rjadams@rsdnmp.org">rjadams@rsdnmp.org</a> (530) 225-0011</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

General Information

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

PROFILE:
The Redding School District is located in Northern California, 220 miles northeast of San Francisco. The District serves approximately 3,000 Kindergarten through 8th-grade students in Shasta County. The District operates four K-5 and two K-8 elementary schools, one 6-8 middle school, and a community day school. The Districts student population is comprised of 61.89% White, 19.11% Hispanic, 2.51% Asian, 4.24% American Indian or Alaska Native, 2.69% African American, 8.01% Multiracial, and 0.14% Filipino. The Districts total unduplicated percentage is 66% which consists of 65% Low Income, 2% Foster Youth, and 3% English Learners.

MISSION STATEMENT:
The New Millennium Partnership, a partnership of three school districts sharing a common administration, will provide all students with optimum learning opportunities by employing and preparing the best teachers, leaders, and support personnel, providing the most contemporary facilities and technology, and setting standards for students to achieve academic excellence, personal and social growth, health, and success in a safe, positive, and diverse environment.

VISION STATEMENT:
Through the active commitment of parents, the community, and the schools, all students will demonstrate an eagerness to learn, achieve...
success and be productive, healthy and responsible citizens.

VALUES AND BELIEFS:
• A positive environment is essential
• Preparing for the future
• Personal growth is essential for success
• Educational excellence is our shared primary responsibility
• Decision-making is a collaborative process
• Diversity enhances education
• A learning environment that supports all students, regardless of their gender, ethnicity, or race

Portrait of a Graduate attributes is a critical component to each child's success.
Adaptability
• Thrive in an environment of ambiguity, new, and changing priorities.
• Demonstrate versatility in thoughts and actions.
• Seek and respond productively to feedback, praise, setbacks, and criticism.
• Understand, negotiate, and balance diverse views and beliefs to workable solutions.
• Demonstrate flexibility when acclimating to various roles and situations.

Communication
• Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
• Listen effectively to decipher and understand the meaning, including knowledge, values, attitudes, and intentions.
• Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and conflict resolution).

Critical Thinking
• Understand and propose solutions that are mindful of the impact they may have on global and interpersonal systems.
• Consistently challenge and refine one's own understanding by skillfully analyzing, assessing, and reconstructing information.
• Apply disciplined thinking that is clear, rational, open-minded, and informed by evidence.

Empathy
• Demonstrate awareness, sensitivity, concern, and respect to connecting with others' feelings, opinions, experiences, and culture, using the principle of emotional intelligence.
• Recognize what others are thinking, feeling, or experiencing.
• Experience the feelings, thoughts, and experiences of others, including the sharing of positive moments.
• To the extent others are different and/or distanced from you (by either time or space), attentive concern and perspective-taking are all the more needed.

Perseverance
• Exhibit drive in achieving success despite difficulties.
• Embrace the idea that failure is a part of the success and thoughtfully adjust to keep moving forward.
• Risk-taking is part of most any progress, so forward movement may involve stepping into uncertain realms.

Responsibility
• Act honestly and demonstrate care for the interests of the larger community and the greater good.
• Honor commitments and own the outcomes, of one’s actions, whether positive or negative.
• Adhere consistently to a set of core values that are evident in choices and behaviors.
• Earn others’ trust and respect through honest, principled behaviors.
• Exercise the ability to focus on priorities.

In addition to standard curriculum offerings, students have many options for educational support such as computers, access to the Internet, GATE-like activities, English Learner Instruction, Special Education services, fine arts, before and after school programs, and research-based intervention programs and curriculum.

The District is proud of its highly motivated staff which implements rich innovative programs for children, such as Spanish Dual Immersion, Computer Science Immersion (coding), high-level music programs, and Robotics clubs and competitions. The staff is supported by the community through foundations, grants, booster clubs, and active parent involvement. Additionally, the community supports the District through numerous business partnerships.

Several grant opportunities have been made available to the District including the After School Education and Safety program and the Expanded Learning Opportunity Program that offers an additional 30 days of academic support. These grants have given the District funding to better reach homeless, low achieving, at-risk students as well as enhance programs for all students.

Intervention services, as well as K-8 standards-based instruction, is provided to all district students. Intervention services are also available to all qualifying private school students.

Together with the Board of Trustees and with the State’s implementation of the Local Control Funding Formula (LCFF) the District’s planning process has been incorporated into the Local Control Accountability Plan (LCAP). A Mid-Year Study session allows for evaluation and modification of the current year’s progress of the LCAP and re-confirms the next year’s plan. The Redding School District continues its effort to ensure that every child will succeed.
Reflections: Successes
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Local tracking of the suspension rates for Redding School District (RSD) have shown an overall decrease in suspension rate for overall students, including Students with Disabilities, Foster Youth, English Learners, and Homeless youth. Dataquest reports the District-wide suspension rate at 3.5% for the 2020-2021 school year. Local measures for the 2021-2022 school year shows a 3% suspension rate. This decreased rate can be contributed to the District's continued focus on Capturing Kids Hearts, Social Emotional Learning training, and training in Restorative Practices. In addition, each site has a counselor to support students with SEL needs. Equally important is the data that shows achievement growth in both ELA and math for Students with Disabilities. This is a result of the continued focus of the 8 Key Practices as researched and presented by the National Center for Learning Disabilities and Understood.org. In addition, primary reading scores have continued to rise across the district, amongst all student groups, due to the continued focus in training and the implementation of the tools from California Reading Literacy Project. In addition, the assistance of extra staffing to provide increased instructional and SEL support for students will continue in order to increase the outcomes for students and decrease learning and SEL gaps that may have occurred as a result of COVID19. At least half of the schools in the district have seen a decrease in the Chronic Absenteeism rates of students. This continues to be an area of focus.

The Special Education Indicator report from 2019 - 2020 (this reflects the 2018-2019 school year; there is not a 2020-2021 report out, that reflects 19/20, at this time on California Department of Education’s website) shows growth in the areas of 5a. and 5b. 57.1% of students are in the Least Restrictive Environment more than 80% of the day (5a.). The state target for this is greater than or equal to 53.2%. RSD meets this target by more than 3.9%. 9.2% of students in RSD are in the Least Restrictive Environment less than 40% of the day (5b.). The state target for this is equal to or less than 20.6%. RSD meets this target by more than 11.4%. In the 2018-2019 (data from the 2017-2018 school year) Special Education Indicator report, Least Restrictive Environment, Separate Schools target of less than or equal to 3.8% was not met. in 18/19 RSD students were at 4.86%. In the 2019-2020 Special Education Indicator report, RSD met this goal. 2.4% of RSD students were in a Separate School Setting which is below the state target of less than or equal to 3.6% of students in a Separate School Setting.

Redding Achieve Community Day School was first identified as a Comprehensive Support and Improvement school in the school year of 2017-2018 due to a suspension rate of 73.3%. In 2019, the suspension rate was reported by Dataquest as 76.9%. In 2020, Dataquest reports the suspension rate at 38.5% (due to COVID school closures occurred in March of 2020 through June of 2020). In 2021, the suspension rate at Redding Achieve was reported by Dataquest to be at 48.1%. In 2021, Redding Achieve students attended the entire school year in-person. From 2018 to 2021, Redding Achieve has seen a decrease of suspension by 25.2%. Even though Redding Achieve has shown growth in the area of suspension through an overall decreased suspension rate, due to COVID 19, those schools identified as CSI in 2019, will continue to qualify for this status through the 2022-2023 school year.

Grades K-4 depict strong outcomes on local measures in the area of math. Grades K-4 portray proficiency levels of at least 80%.
Reflections: Identified Need

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

The California School Dashboard has not reflected District/ Site/ Student performance results since the Spring of 2019 due to the COVID 19 pandemic. Due to this, we have used local measures to identify areas of need. The 2021-2022 school year 2nd grade students are identified as being behind in reading based on a grade level comparison from 2019 to 2022 and the current trimester 2 results for 2nd graders district wide. As of February, 2022, 43% of 2nd grade students are proficient in the area of reading as measured by the Basic Phonics Skills Test. In 2019, 69% of 2nd graders were proficient, and in 2020 86% of 2nd graders were proficient. Redding School District recognizes that the 2nd graders of 2021-2022 are the Kindergarten students from 2019-2020. 2019-2020 is the year in which the COVID 19 pandemic originated and resulted in school closures across the nation. To meet the needs of this 2nd grade cohort, each site has implemented additional instructional time in the area of Reading Foundational Skills for this cohort of students. In June of 2022, growth will be revisited at the end of trimester 3 with site leadership teams. Depending on student results, specific actions may be added to each Single Plan for Student Achievement specific to 3rd grade and proficiency in reading foundational skills. 48% of the 3rd - 8th graders are proficient on STAR reading. Vocabulary and comprehension strategies will continue to be an area of focus to increase the outcomes of students.

Grade 5 is showing an approximate overall proficiency rate of 70% in the area of math as of trimester 2 in 2022. As of Trimester 2 in 2022, grade 6 is portraying 24% overall proficiency district-wide; grade 7 is portraying 26% overall proficiency district-wide: grade 8 is portraying 21% overall proficiency district-wide. The decline in math proficiency from intermediate grades to middle school grades is a state wide trend that we see reflected at Redding School District.

Due to the COVID 19 pandemic, there has been an increase in Chronic Absenteeism district-wide in all student groups. This increase is due to many factors, such as quarantining, not turning in of Independent Study work, etc. As of April, 2022, Redding School District's Chronic Absenteeism is approximately 25.6% as measured by local data. Three out of 4 of the Title 1 school sites have the highest rates of Chronic Absenteeism in the District. The district wide Chronic Absenteeism rate for the 2020-2021 school year is 15.7% as reflected in Dataquest. This has been an increase of 10% from the Spring of 2021 to the Spring of 2022.

The Special Education Indicator Report from 19/20 shows N/A in the area of CAASPP participation in both English Language Arts and math due to COVID 19 and the lack of state testing in the Spring of 2020. However, in the 2018-2019 Special Education Indicator report, the area of CAASPP participation and achievement were both an area of focus. The target is 95% participation in English Language Arts (ELA) and math. The RSD student Participation Rate for the 18/19 school year was ELA was 88.14% and the RSD student participation rate for math was 86.96%. The target achievement rate for proficiency in ELA for 2018-2019 was greater than or equal to 15.9%. RSD students scored 10.76% proficient in ELA. The target for proficiency in the area of math in 2018-2019 was greater than or equal to 13.6%. 8.64% of students in RSD scored proficient in math. This continues to be an area of focus for RSD.

The Foster Youth participation rate for the CAASPP in the area of math was reported at 84% for the school year of 2018-2019. The Foster Youth participation rate for the CAASPP in the area of ELA was reported at 88% for the school year of 2018-2019. The state and federal participation rate target is 95%. This will continue to be an area of focus.
The district wide overall suspension rate for 20/21 is 3.5%. There will continue to be focus in this area that will result in the decrease of the suspension rate for students who attend the Community Day School (20/21 suspension rate reports at 48.1%), American Indian students (20/21 suspension rate reports at 5.3%), and students who are two or more races (20/21 suspension rate reports at 5.4%).

Based on these indicators the District will continue to invest in Multi-Tiered System of Support (MTSS), Restorative Practices, Counselors that serve all campuses and intervention services to meet the instructional needs of at-risk students at all grade levels. We are also continuing to invest in staff development for teachers (The 8 Key Practices which includes, Universal Design of Learning, Explicit Direct and Targeted Instruction, Positive Behavior Intervention Support, and Social Emotional Learning and the District's participation in the California Reading Literacy Project) and more collaborative processes regarding the implementation of state standards through the use of disaggregating data for the purposes of continuous improvement and Professional Learning Communities. The Continuous School Improvement Committee (CSIC) has been formed and will monitor and evaluate student results in order to improve the outcomes for all students, specifically Students with Disabilities (SWD) and Foster Youth. There is also a district-wide Program Indicator Review Team that monitors the outcomes of SWD's and continues to look at best practices to support SWD's. In addition, each school will receive training and implement a School Attendance Review Team in order to increase the engagement of families who show a trend towards chronic absenteeism (CA). CA data is distributed and gone over monthly in Leadership meetings that involve site and district leadership. It is Redding School District's belief that the addition of high interest and high engaging programs, such as Spanish Immersion, and Computer Science Immersion, high-level music programs, will help with absenteeism as well as suspension rates. We will continue to look for ways to support trauma-informed instruction through training and other supporting practices.

**LCAP Highlights**

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

<table>
<thead>
<tr>
<th>Goal 1: High academic achievement for all students while closing the achievement gap for our underperforming student groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District has developed a strong emphasis on staff development and teacher collaboration with services that include three staff development days, Instructional Coaches and Support teams, and Intervention services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Provide access to a broad and challenging curriculum with well-rounded pathways (Computer Science, Music, Dual Language Acquisition, STEAM, etc.) to leverage the Portrait of a Graduate competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actions include instructional support by maintaining a strong technology infrastructure and providing instructional software to all grade levels. The District will be enhancing instruction by offering programs such as Capturing Kids Hearts, Spanish Dual Immersion, Computer Immersion, and Robotics clubs and competitions.</td>
</tr>
</tbody>
</table>
Goal 3: Provide clean, safe, functional, and well-maintained facilities with positive learning climates that challenge bias, support social, emotional, and physical needs of students.

The District has developed services include services provided by Counselors and Psychologists as well as maintaining a Community Day School with two classes (K-5, 6-8) to support the individualized needs of students in a supportive and therapeutic environment. The District is devoted to allocating resources to maintain and improve facilities in a proactive rather than reactive manner that includes ongoing site inspections as well as an annual maintenance plan for each site.

Goal 4: Increase engagement and collaboration among students, parents, staff, and other community partners.

The District supports School Attendance Review Teams on each campus to ensure students attend school at high levels. The District is committed to growing Parent University and other community collaboratives in order to engage all stakeholders.

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.

Redding Achieve (Community Day School) has been identified as a Comprehensive Support and Improvement school in the area of suspension.

**Support for Identified Schools**

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

Redding Achieve was initially identified as a CSI school based on the California Dashboard data from the year of 2017-18. On April 22, 2019 there was an initial community engagement meeting to discuss the area of suspension in regard to Redding Achieve (RA). This meeting reviewed the data that identified RA as a CSI school. A needs assessment was conducted using California Department of Education tools, the 5 Why Process and the Fishbone tool. Subsequently, targeted actions and supports were developed. The following trainings were provided to staff, Trauma training, Restorative Justice training, ProAct training, and Universal Design for Learning. In addition, a sensory room was developed with the tools and strategies being taught to staff who then taught the students. A data tool system was implemented in order to track and monitor the improvement in behavior. The data helped guide the professional development of staff. A follow up meeting occurred on December 4, 2019 to monitor the progress of the actions. Redding Achieve was identified as a CSI school in the school year of 2019-20 based on 2018-19 data. Due to the onset of COVID 19 in March, 2020, CSI identification continued into the 2020-21 school year. A community engagement meeting for the new cycle of CSI was held on September 22, 2020. A follow up meeting was held in a break out session during the mid year study session held on January 22, 2021. Actions for 2020-2021, as a result of community feedback, are: continued staff development in the areas of Capturing Kids Hearts, ProAct, Trauma Informed Practices, Boys Town curriculum, The Science
of Hope with Chan Hellman and Casey Gwinn, attendance at the virtual National Youth at Risk Conference, online learning via Heather Forbes Trauma Academy, etc. Contracted services include counseling and mentoring supports. Due to COVID 19 and the lack of new state data, Redding Achieve continued its designation as a CSI school for the school year of 2021-2022. There were three community engagement meetings during the 2021-2022 school year: August 24, 2021, March 30, 2022, and May 25, 2022. A focus on regulation, professional development around Trauma and Social Emotional Learning continue to be areas of focus. The suspension rate at Redding Achieve has shown a decrease from the initial suspension rate of 73.3% reported in the 2017-2018. In 2019, the suspension rate was 76.9%. In 2020, school closures occurred in March of 2020. The suspension rate in 2020 through the month of March was 38.5%. The school year of 2020-2021 had students attending in-person for instruction. The suspension rate for 2021 was 48.1%. These suspension rates are reflective of the data posted on Dataquest. Due to COVID 19, schools identified as CSI from 2019 are continuing in this identification through the 2022-2023 school year.

### Monitoring and Evaluating Effectiveness

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

Monthly suspension data will be monitored, discussed, and steps will be taken in order to experience a decrease in the suspension rate. This will be done by various Redding Achieve community partners, to include the administrator, Site Leadership Team, and community organizations that assist within the Redding Achieve program.
Engaging Educational Partners

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

In developing the 2021-2024 LCAP, Redding School District used multiple opportunities to engage with parents, staff, and engagement partners. The efforts began early in the year with engagement meetings at every site in the District followed by community partner meetings, administration hearings, and various other advisory meetings. These engagement opportunities are outlined as follows:

**District Meetings:**
- Cabinet Meetings (weekly)
- Curriculum and Instruction (monthly)
- Leadership Meetings (monthly)
- Development Meetings (monthly)

**Road Shows (staff engagement):**
- Bonny View: 10/25/2021
- Cypress: 9/27/2021
- Juniper: 11/29/2021
- Manzanita: 10/13/2021
- Sequoia Middle School: 10/11/2021
- Sycamore: 9/13/2021
- Turtle Bay: 10/4/2021

**Site Meetings (locally scheduled meetings):**
- Staff meetings (monthly)
- School Site Council meetings:
  - Bonny View and Community Day School: 9/27/21 and 1/24/22
  - Cypress: March 6, 2022 and April 2, 2022
  - Juniper: March, 2022
  - Manzanita: February 14, 2022
  - Sequoia Middle School: November 19, 2021
  - Sycamore: 9/29/2021 and 11/30/2021
  - Turtle Bay: 9/7/21, 11/2/21, 12/7/21, 1/27/22, 5/9/22

**Community Engagement for Foster Youth August 26, 2021**

**Special Education Program Indicator Report meeting, August 31, 2021**
Community Support and Improvement meetings 8/24/21, 3/30/22, 5/25/22

Mid Year Study Session
January 21, 2022

Parent Advisory Committee:
September 15, 2021
November 3, 2021
January 19, 2022
March 2, 2022
June 1, 2022

District Advisory Committee meetings:
September 28, 2021
February 15, 2022
May 17, 2022

District English Learner Advisor Committee:
October 11, 2021
May 26, 2022

English Learner Advisory Committee:
Sycamore:
12-21-2021
5-12-2022
Consultation with Redding Teachers Association and California Schools Employees Association May 12, 2022

American Indian Consortium April 21, 2022

Surveys:
Staff Survey February and March of 2022
Site Parent Survey (all sites) January and February of 2022
Student Survey -5th and 7th grade student input was solicited around school safety and connectedness.

Initial Public Hearing of the LCAP:
June 21, 2022 at a regularly scheduled Board meeting

LCAP submitted for Board approval,
June 28, 2022 at a regularly scheduled Board meeting

Community partners were notified of the Mid-Year Study Session and given opportunity to participate in the process. Personal invites went out to teachers, staff, administration, families, and community members through multiple means. Site administrators held follow-up meetings with parent groups based upon the Mid-Year Study Session and LCAP development discussions. Data, actions, and services were shared at all meetings.

A summary of the feedback provided by specific educational partners.

The staff, parent, and community feedback reflected the needs for more Social Emotional Supports on each campus. The new LCAP reflects the addition of a counselor for each of the seven comprehensive school sites. This is an increase of three counselors. In addition, future Parent Advisory Committee meetings will contain the option of attending via ZOOM (an online meeting platform). Parents have appreciated this platform during COVID and would like to continue this as an option when in person meetings can once again be held. The PAC would like the District to continue looking for a similar "WES Camp - like" experience for district-wide 5th grade students (that includes staying overnight). Due to the CARR Fire, the local overnight Whiskeytown Environmental School (WES) has been closed. Following the fire, COVID 19 put environmental school opportunities on hold. Redding Teacher Association's shared support for the presented LCAP. CSEA participated in the feedback and discussion forum and had no input. The District English Language Advisory Committee gave input in regards to the importance of maintaining high standards of student and campus safety.

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

The addition of Performance Indicator Review metrics within the goal of student achievement was due to input from SELPA and the Program Indicator Report. In addition, the action of a Full Inclusion site visit was added per the Special Education Planning Program Indicator Review Committee. Also, the hiring of three new counselors was a direct result of community, parent, and staff feedback. The development of the implementation of the attributes of the Portrait of a Graduate has been developed and ongoing based on community partner feedback. Additional staffing was added due to increased need for learning loss mitigation.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High academic achievement for all students while closing the achievement gap for our underperforming student groups.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Based on local and state measures, Redding School District will continue to promote equity and access for all students while working to eliminate some predictability of achievement based on any demographic category.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Proficient Reclassification (RFEP) rate</td>
<td>maintain at least 5% or better reclassification rate (2021 is 6%)</td>
<td>23% of English Learner students have been Reclassified as Fluent English Proficient</td>
<td></td>
<td></td>
<td>maintain 5% or better reclassification rate</td>
</tr>
<tr>
<td>Teachers reporting they are prepared to teach how English Learner’s will access the Common Core State Standards and English Language Development standards</td>
<td>56.6% of teachers report they are prepared to teach how EL’s will access CCSS and the ELD standards.</td>
<td>72% of 25 respondents state they are very prepared or prepared</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>CAASPP ELA Achievement Rate for SWD</td>
<td>increased 11 points in 2019, 96.7 points below standard</td>
<td>N/A for 2021</td>
<td></td>
<td></td>
<td>87.7 points below standard</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>CAASPP math Achievement Rate for SWD</td>
<td>increased 8.7 points in 2019, 48.4 points below standard</td>
<td>N/A for 2021</td>
<td></td>
<td></td>
<td>39.4 points below standard</td>
</tr>
<tr>
<td>CAASPP Science Achievement Growth</td>
<td>TBD</td>
<td>N/A for 20/21</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>CAASPP ELA Achievement Growth</td>
<td>17.1 points below standard in 2019</td>
<td>N/A for 20/21</td>
<td></td>
<td></td>
<td>8.1 points below standard</td>
</tr>
<tr>
<td>CAASPP math Achievement Growth</td>
<td>32.8 points below standard in 2019</td>
<td>N/A for 2021</td>
<td></td>
<td></td>
<td>23.8 points below standard</td>
</tr>
<tr>
<td>English Learner Progress</td>
<td>51.4% in 2019</td>
<td>94% in 2021</td>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Annual Board Resolution on state aligned textbook sufficiency</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Teachers reporting they are prepared to teach the California Common Core State Standards (CCCSS).</td>
<td>85.5% of teachers report they are prepared to teach the CCSS</td>
<td>88% of 25 respondents state they are very prepared or prepared</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Master schedule- all pupils have access to all courses as evidenced by school schedule</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>K Hop on Frog book at 95% accuracy (72 words)</td>
<td>53% of grade K meeting 95% accuracy (72 words)</td>
<td>66% of grade K meeting 95% accuracy</td>
<td></td>
<td></td>
<td>68%</td>
</tr>
<tr>
<td>1st Grade Basic Phonics Skills Test</td>
<td>72.97% of 1st grade meeting benchmark</td>
<td>70% of 1st grade meeting benchmark</td>
<td></td>
<td></td>
<td>87.97%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>(mastery through row i, VCCV 2 syllable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Grade Basic Phonics Skills Test (mastery through row k, 3 syllable)</td>
<td>57.35% of 2nd grade meeting benchmark</td>
<td>66% of 2nd grade meeting benchmark</td>
<td></td>
<td></td>
<td>72.35%</td>
</tr>
<tr>
<td>3rd Grade Star Reading</td>
<td>49% of 3rd graders proficient</td>
<td>52% of 3rd graders proficient</td>
<td></td>
<td></td>
<td>64%</td>
</tr>
<tr>
<td>4th Grade Star Reading</td>
<td>47% of 4th graders proficient</td>
<td>53% of 4th graders proficient</td>
<td></td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>5th Grade Star Reading</td>
<td>57% of 5th graders proficient</td>
<td>39% of 5th graders proficient</td>
<td></td>
<td></td>
<td>72%</td>
</tr>
<tr>
<td>6th Grade iReady ELA</td>
<td>41% of 6th graders proficient</td>
<td>38% of 6th graders proficient</td>
<td></td>
<td></td>
<td>56%</td>
</tr>
<tr>
<td>7th Grade iReady ELA</td>
<td>40% of 7th graders proficient</td>
<td>39% of 7th graders proficient</td>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>8th Grade iReady ELA</td>
<td>49% of 8th graders proficient</td>
<td>38% of 8th graders proficient</td>
<td></td>
<td></td>
<td>64%</td>
</tr>
<tr>
<td>3rd Grade Math Assessment</td>
<td>71.98% of 3rd graders proficient</td>
<td></td>
<td></td>
<td></td>
<td>86.98%</td>
</tr>
<tr>
<td>4th Grade Math Assessment</td>
<td>63.69% of 4th graders proficient</td>
<td></td>
<td></td>
<td></td>
<td>78.69%</td>
</tr>
<tr>
<td>5th Grade Math Assessment</td>
<td>56.43% of 5th graders proficient</td>
<td></td>
<td></td>
<td></td>
<td>71.43%</td>
</tr>
<tr>
<td>6th Grade iReady Math Assessment</td>
<td>35% of 6th graders proficient</td>
<td>27% of 6th graders proficient</td>
<td></td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>7th Grade iReady Math Assessment</td>
<td>32% of 7th graders proficient</td>
<td>27% of 7th graders proficient</td>
<td></td>
<td></td>
<td>47%</td>
</tr>
</tbody>
</table>
### Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade iReady Math Assessment</td>
<td>33% of 8th graders proficient</td>
<td>29% of 8th graders proficient</td>
<td></td>
<td></td>
<td>48%</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers.</td>
<td>Conduct professional development and teacher collaboration to increase preparedness in implementing the California Common Core State Standards, English Language Development Standards, and Inclusive strategies to increase outcomes for Special Education students. Continue to train teachers on devices, software and computer science immersion. Provide strategies that directly impact Low-Income, English Learners &amp; Foster Youth. Develop and implement 3 Staff Development Days for Teachers.</td>
<td>$204,088.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2</td>
<td>Literacy and Tech Coaches</td>
<td>Maintain Literacy Coaching, Technology Coaching, and Support Team (Instructional Assistants) to principally support Low Income, English Learners, and Foster Youth.</td>
<td>$999,877.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.3</td>
<td>Increased Intervention</td>
<td>Increase intervention for low achieving students (that substantially include Low Income, English Learners, and Foster Youth) on each campus. Resource Teacher intervention services for Non-IEP students based on caseload by school site.</td>
<td>$43,555.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.4</td>
<td>District ESL Coordinator and Support Team</td>
<td>Provide District ESL Coordinator &amp; Support Team for English Learners &amp; Redesignated fluent English proficient.</td>
<td>$153,998.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.5</td>
<td>NGSS Framework</td>
<td>Adopt materials aligned to State approved Next Generation Science Standards (NGSS) framework.</td>
<td>$18,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1.6</td>
<td>School Leadership Teams</td>
<td>The District will continue to provide tools, resources, and training needed to establish and implement effective school leadership teams.</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.7</td>
<td>Collaboration Wednesdays</td>
<td>Teacher Collaboration Wednesday is driven by school leadership team planning for the site plan for student achievement that addresses engagement, climate, and academic achievement for all students principally directed towards Low Income, English Learners, and Foster Youth.</td>
<td>$317,471.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.8</td>
<td>Learning Software</td>
<td>Provide access to enhanced learning software (Lexia for K-5; iReady for 6-8) to principally benefit Low Income, Foster Youth, and English Learners.</td>
<td>$118,888.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.9</td>
<td>Support to implement core instruction and intervention strategies</td>
<td>Provide assistance and support to implement core instruction and intervention strategies for students with disabilities.</td>
<td>$92,500.00</td>
<td>No</td>
</tr>
<tr>
<td>1.10</td>
<td>Math Adoption Cycle</td>
<td>2023-review framework with adopted materials</td>
<td>$2,250.00</td>
<td>No</td>
</tr>
<tr>
<td>1.11</td>
<td>Professional Development and Site Visitation</td>
<td>Training and support on academic strategies and social emotional strategies that support the needs of students with disabilities in the least restrictive environment. District Compliance Improvement Monitoring Team will also be researching schools to visit in order to see best practices in action.</td>
<td>$50,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.12</td>
<td>Analytics for Achievement, Engagement, and Climate</td>
<td>Analytics for Achievement, Engagement, and Climate to support the frequent (daily/weekly for attendance and suspension; 2 to 4 weeks for formative achievement data; 6-8 weeks for benchmark</td>
<td>$16,220.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1.13</td>
<td>Staff Development</td>
<td>High quality staff development around the Common Core State Standards and the 8 Key Practices (Evidence-Based Content Instruction; Culturally and Linguistically Responsive Pedagogy; Collaboration; Positive Behavior Strategies; Flexible Grouping; Explicit, Targeted Instruction; Universal Design for Learning; Strategy Instruction (2019 Forward Together, National Center for Learning Disabilities and Understood.org) to increase achievement for all, specifically targeting Low Income, English Learner's, Students with Disabilities, and Foster Youth.</td>
<td>$100,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.14</td>
<td>California Reading Literacy Project</td>
<td>Training and participation in the California Reading Literacy Project for all new K-3, Special Day Class, and Resource Specialist teachers in order to learn how to teach reading effectively using evidence and research-based practices.</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.15</td>
<td>Reading - Coaching K-3 Literacy</td>
<td>Outside consultation, modeling, coaching and planning for the teaching of reading foundational skills, with a laser focus in grades K-3.</td>
<td>$8,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.16</td>
<td>Math Committee</td>
<td>A math committee will be formed reflective of intermediate and middle school math teachers in order to review and align the standards from 5th to 8th grade. Using the Forward Together article, best practices for instruction will be reviewed, along with providing professional development and coaching to increase the achievement outcomes for all students, with a specific focus on Students with Disabilities in the area of math in grades 6-8.</td>
<td>$2,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1.17</td>
<td>Middle School math</td>
<td>Middle school math teachers will receive training on research and evidence based instructional strategies utilizing the concrete-to representational- to abstract model for teaching math. Job embedded coaching will be available to support staff in implementing the four days of training. This strategy will support the achievement of all middle school students in the area of math, specifically Students with Disabilities.</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

The majority of actions that were planned took place. Action 1.5 came in at an increased cost due to the fact that the piloting teachers requested a minimum amount of printed student materials to purchase for the adoption. All the resources are web-based and Green Ninja recommends only the minimum amount of printed materials be purchased. Upon implementation of the program, the 6-8 grade non-pilot science teachers requested hard copies of student materials for initial implementation. Action 1.6 came in under the projected cost due to the lack of substitutes in the context of COVID 19. Meetings occurred, but took place after school with less time spent for each meeting. Action 1.10 will be moved to the 22/23 school year due to the math adoption cycle being pushed back due to COVID 19. Action 1.11 was pushed to the Fall of 2022 due to the context of COVID 19 during the school year of 21/22. The District was unable to facilitate a site visit inclusion meeting due to several factors, such as the lack of substitute teachers, the ability to visit in-person, etc. (the term of District Program Indicator Review Committee has been changed to the current state language of Compliance Improvement Monitoring).

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

There were no statistically significant material differences between budgeted expenditures and estimated actual expenditures. If there slight dollar differences, it was due of the impact of COVID as it related to insufficient staffing and the ability to attend a site inclusion visit to observe best practices.

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

Training has been a critical component towards the implementation of research and evidence based instructional practices that meets the needs of learners, including English Learners, Students with Disabilities, Foster Youth, Low Income and Homeless. The professional development around the 8 Key Practices reflected growth in the area of suspension and achievement for all student groups, specifically Students with Disabilities. Wednesday collaborations had a focus on the implementation of the School Plan for Student Achievement (SPSA).
and the 8 Key Practices reflected in each site's plan. These plans are framed by the District LCAP and include specific actions to increase the outcomes of all students, specifically Low Income, Foster Youth, Homeless, Students with Disabilities and English Learners. The SPSA plans are monitored mid-year which may include a change or increase of actions based on student date results from Trimester 2, and an annual analysis is done in June. This analysis of progress towards the school wide goals (framed by the LCAP) assists in developing the draft for the next SPSA.

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.

Goal: RSD is maintaining Goal 1 for 22/23.

Metric: The metrics remain the same. Local metrics will continue to be a strong focus due to the CAASPP test establishing a status score for the Spring of 2022. There will not be a color on the CA Dashboard until the Fall of 2023.

Desired Outcomes: Student Achievement will continue to increase, specifically in the area of middle school math and Early Reading Foundational Skills in the primary grades.

Actions: Action 1.16 was added due to the local data results. A math committee will be formed to look at District level data, to identify the progression of standards from 5th grade to 8th grade, and to identify research and evidence-based instructional practices that benefit all students, including Students with Disabilities. 1.17 was added to receive training on the concrete - to representation- to abstract math instructional model; this will support the increased learning for all, specifically Students with Disabilities.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Provide access to a broad and challenging curriculum with well-rounded pathways (Computer Science, Music, Dual Language Acquisition, STEAM, etc.) to leverage the Portrait of a Graduate competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood.</td>
</tr>
</tbody>
</table>

**An explanation of why the LEA has developed this goal.**

Based on community input and the importance of the Portrait of a Graduate attributes, Redding School District will continue to expose and prepare our students for evolving future opportunities that require unique skills and raise the importance of our six learning dispositions so students can navigate complex life environments.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Kids Survey, Connectedness for 5th</td>
<td>72%</td>
<td>65% of 109 respondents stated feeling connected all or most of the time</td>
<td></td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>Healthy Kids Survey, Connectedness for 7th</td>
<td>54%</td>
<td>N/A (only 18 respondents)</td>
<td></td>
<td></td>
<td>69%</td>
</tr>
<tr>
<td>California Spanish Assessment for 3rd grade</td>
<td>Baseline to be determined in spring of 2021</td>
<td>9 students took the test so there are no scores to report</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>California Spanish Assessment for 4th grade</td>
<td>Baseline to be determined in spring of 2021</td>
<td>6 students took the test so there are no scores to report</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>California Spanish Assessment for 5th grade</td>
<td>Baseline to be determined in spring of 2022</td>
<td>N/A (TBD in Spring of 2022 as 5th grade was just added to the program in 21/22)</td>
<td></td>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Maintaining a broad course of study</td>
<td>The principal will verify and maintain a broad course of study for all students as defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>2.2</td>
<td>Site Administrator Support of Portrait Competencies</td>
<td>Site administrators training, coaching, and supporting Portrait of a Graduate Competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood.</td>
<td>$284,819.00</td>
<td>No</td>
</tr>
<tr>
<td>2.3</td>
<td>&quot;Wes Camp&quot; like activities</td>
<td>Support 5th-grade participation in &quot;WES Camp - Like&quot; activities that are aligned to NGSS. This action is principally directed towards, and effective in, meeting the District's goals for its unduplicated pupils (Low Income, English Learners, and Foster Youth).</td>
<td>$25,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.4</td>
<td>Dual Language Immersion Program</td>
<td>Develop and Implement a Dual Language Immersion program at Sycamore Elementary. Students will develop language proficiency and literacy in both English and Spanish, demonstrate high levels of academic achievement and develop an appreciation for and an understanding of diverse cultures. Grades Kindergarten through middle school. This program has been developed to principally support Low-Income, English Learners &amp; Foster Youth.</td>
<td>$505,646.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2.5</td>
<td>Portrait of a Graduate</td>
<td>Staff to gain knowledge of Portrait of a Graduate Traits through collective inquiry in order to support pathways that link to college and career success. 8th grade students will take the PSAT and this will be followed by an Informational parent nights around the student results of the PSAT and how it applies in high school and college.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2.6</td>
<td>Evaluate and build a supportive infrastructure</td>
<td>Evaluate and build a supportive infrastructure for multiple uses. (wired and wireless devices). Enhance the ability to effectively integrate technology District-wide by means infrastructure updates and additional technician support.</td>
<td>$275,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.7</td>
<td>Music teachers</td>
<td>Music teachers to address engagement, climate, and attendance rates, to principally support Low Income, English Learners, and Foster Youth.</td>
<td>$450,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2.8</td>
<td>Site community engagement</td>
<td>Sites will be allocated supplemental and concentration funds in order to engage with their unique and individual community partners in order to provide direct services to support the needs of unduplicated students.</td>
<td>$200,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All of the actions in Goal 2 were completed during the 21/22 school year.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

<table>
<thead>
<tr>
<th>Action 2.7 &quot;Music Teachers&quot; was listed as contributing on the 21/22 LCAP. This cost was shifted to ESSER II in order to maintain a continuity of service during the COVID 19 pandemic.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>The measures for Goal 2 were difficult to attain due multiple factors, such as the impact of COVID 19 on student connectedness and student size taking the California Spanish Assessment and the healthy Kids Survey in grade 7.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Goal: The District is maintaining Goal 2 for 22/23.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric: No changes have been made to the metrics. The Healthy Kids Survey for grade 7 did not have enough students participate in the survey to produce an overall percentage. In addition, The California Spanish Assessment does not have an overall percentage of proficiency due to having less than 30 students in each grade participating in the assessment.</td>
</tr>
<tr>
<td>Desired Outcome: Students will continue to show an increase in engagement at school through access to a broad and challenging curriculum that supports the six learning dispositions (adaptability, communication, critical thinking, empathy, perseverance, and responsibility) as portrayed by the Portrait of a Graduate.</td>
</tr>
<tr>
<td>Actions: No new actions were added to this goal.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Provide clean, safe, functional, and well-maintained facilities with positive learning climates that challenge bias, support social, emotional, and physical needs of students.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Based on community input, Redding School District will continue to build greater joy and a sense of belonging within all community partners while at our schools.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension rate</td>
<td>4.7% from 2019</td>
<td>3.5% in 2021</td>
<td></td>
<td></td>
<td>3.8%</td>
</tr>
<tr>
<td>Healthy Kids Survey, Safety for 5th</td>
<td>76%</td>
<td>81%</td>
<td></td>
<td>76%</td>
<td>91%</td>
</tr>
<tr>
<td>Healthy Kids Survey, Safety for 7th</td>
<td>56%</td>
<td>N/A</td>
<td>N/A due to only 19 respondents</td>
<td></td>
<td>71%</td>
</tr>
<tr>
<td>Teachers: Fully credentialed and appropriately assigned</td>
<td>0% misassignments</td>
<td>6%</td>
<td>of teachers are misassigned (9 out of 160); 94% are fully credentialed</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Participation Rate for SWD in ELA</td>
<td>91% in 2019</td>
<td>93%</td>
<td>for 2021 (as reported in Dataquest)</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Participation Rate for SWD in math</td>
<td>90% in 2019</td>
<td>93%</td>
<td>for 2021 (as reported in Dataquest)</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Least Restrictive Environment Rate:</td>
<td>4.86%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td>less than or equal to 3.6%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Separate Schools for SWD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAASPP Participation Rate in ELA for Foster Youth</td>
<td>88% in 2019</td>
<td>N/A (not listed as a student group in Dataquest)</td>
<td></td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>CAASPP Participation Rate in math for Foster Youth</td>
<td>84% in 2019</td>
<td>N/A (not listed as a student group in Dataquest)</td>
<td></td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Monthly facilities and safety inspection report</td>
<td>maintain monthly site inspections at each site</td>
<td>100% of sites maintained a monthly inspection</td>
<td></td>
<td></td>
<td>100% of sites hold a monthly site inspection</td>
</tr>
<tr>
<td>Williams Report of facilities complaints</td>
<td>maintain 0% findings</td>
<td>maintained 0% findings</td>
<td></td>
<td></td>
<td>maintain 0%</td>
</tr>
<tr>
<td>Parent Survey of Facilities: Clean, safe, and functional</td>
<td>85.01% of 367 parents responded very satisfied/satisfied with how schools are maintained.</td>
<td>80.5% of the 478 respondents state they are very satisfied/satisfied with how schools are maintained (3051 parents emailed)</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Staff Survey of Facilities: Clean, safe, and functional</td>
<td>83.4% of 192 respondents report being highly satisfied/satisfied with facilities.</td>
<td>73.5% of 151 respondents state they are very satisfied or satisfied</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Teacher Survey, Teachers stating they are prepared to use appropriate accommodations, supports, and instructional strategies</td>
<td>80.3% of the 76 responding teachers state they are prepared to use appropriate accommodations, supports, and instructional strategies</td>
<td>88% of 25 respondents state they agree or strongly agree</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>
### Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>to support Students with Disabilities</td>
<td>to support Students with Disabilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Survey, Teachers reporting percentage of classrooms using strategies from Capturing Kids Hearts</td>
<td>97.4% of the 76 respondents report implementing Capturing Kids Hearts.</td>
<td>96% of 25 respondents state they agree or strongly agree with implementing Capturing Kids Hearts</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Expulsion rate</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Suspension rate of American Indian students</td>
<td>5.3% from 2021</td>
<td>5.3% in 2021</td>
<td></td>
<td></td>
<td>4.7%</td>
</tr>
<tr>
<td>Suspension rate of students who are two or more races</td>
<td>5.4% from 2021</td>
<td>5.4% in 2021</td>
<td></td>
<td></td>
<td>4.8%</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Monthly site inspections</td>
<td>District will perform monthly site inspections to review site condition as defined in Education Code.</td>
<td>$12,500.00</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>Maintain annual maintenance account</td>
<td>An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.</td>
<td>$5,500.00</td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Counselors</td>
<td>Provide Counselors principally directed toward Low Income, English Learners, and Foster Youth students to support Social, and Emotional needs.</td>
<td>$740,370.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3.4</td>
<td>On-site preparation day</td>
<td>Teacher on-site preparation day which enables staff to prepare to implement engagement opportunities through college-going culture as well as preparation of CCSS and ELD instruction. This principally benefits Low Income, English Learners, and Foster Youth.</td>
<td>$68,029.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.5</td>
<td>Pre-expulsion and expulsion rehabilitation services</td>
<td>Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS), and partnership with the City of Redding School Resource Officer program. Maintain CDS program to rehabilitate students back to the traditional education system. District-wide trauma-informed support program.</td>
<td>$719,777.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.6</td>
<td>Capturing Kids Hearts</td>
<td>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.</td>
<td>$35,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.7</td>
<td>Foster Youth Enrollment</td>
<td>An informational flyer will be created and distributed to the student and the Educational Right's Holder explaining School of Origin for each enrolling Foster Youth.</td>
<td>$200.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.8</td>
<td>Foster Youth Transportation</td>
<td>The District will maintain the transportation contract held with the County Office of Education for Foster Youth.</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.9</td>
<td>Students with Disabilities</td>
<td>Continue to hand out parent flyer in regards to participation in the CAASPP.</td>
<td>$500.00</td>
<td>No</td>
</tr>
<tr>
<td>3.10</td>
<td>Students with Disabilities</td>
<td>Full Inclusion site visit in the Fall of 2022 to observe best practices when serving Students with Disabilities.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>
### Goal Analysis [2021-22]

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

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

All actions were carried out in the 21/22 school year. Action 3.5, providing pre-expulsion and expulsion rehabilitation services did not begin in August due to staffing and the impact COVID 19 had on hiring qualified personnel. The positions were flown for this program and were filled in December of 2022.

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.

Action 3.5 will have a difference between budgeted expenditures and estimated actual expenditures due to the impact COVID 19 had on finding qualified staffing for the program.

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

The specific actions on Goal 3 reflect positive results in the metrics.

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.

Goal: RSD is maintaining Goal 3 for 22/23.
Metrics: Two new metrics were added for the 22/23 school year in the area of suspension measuring the following two student groups, American Indian and Two or More Races.

Desired Outcomes: RSD is looking forward to continued growth in Goal 3. The 21/22 metrics show positive growth in this goal area.

Actions: Three new actions were added to Goal 3: 3.10, a full inclusion visit will take place in the Fall of 2022; 3.11, the District will continue to offer training in regards to Restorative Practices; 3.12, There will be quarterly collaboration calls with the American Indian Consortium in order to discuss and strategize in regards to evidence and research based practices to continue decreasing Suspension and Chronic Absenteeism within this student group.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Increase engagement and collaboration among students, parents, staff, and other stakeholders.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Based on community input, local measures and state measures, Redding School District will continue to engage, empower and connect all engagement partner groups in order to increase student performance academically, socially, and emotionally.

#### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>17% in 2020 as locally monitored</td>
<td>15.7% in 2021 as reported in Dataquest</td>
<td></td>
<td></td>
<td>15.5%</td>
</tr>
<tr>
<td>Parent Survey participation</td>
<td>367 parents participated in the annual survey</td>
<td>478 parents participated in the annual survey (3051 parents emailed)</td>
<td></td>
<td></td>
<td>600</td>
</tr>
<tr>
<td>School Site Council participation</td>
<td>maintain 7 sites holding at least 5 meetings each year</td>
<td>maintained 7 sites holding at least 5 meetings</td>
<td></td>
<td></td>
<td>maintain 7 sites holding at least 5 meetings each year</td>
</tr>
<tr>
<td>Parent Advisory Council participation</td>
<td>7 out of 7 sites represented</td>
<td>3 out of 7 sites represented</td>
<td></td>
<td></td>
<td>7 out 7 sites are represented</td>
</tr>
<tr>
<td>Common school wide messaging platform</td>
<td>7 out of 7 sites implementing a common school wide messaging platform</td>
<td>7 out of 7 sites implementing a common school wide messaging platform</td>
<td></td>
<td></td>
<td>7 out of 7 sites implementing a common school wide messaging platform</td>
</tr>
<tr>
<td>Middle school dropout rate</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>94.68%</td>
<td>91.74%</td>
<td></td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>Chronic Absenteeism for Students with Disabilities</td>
<td>20.2% per 2019 CA Dashboard</td>
<td>17.8% in 2021</td>
<td></td>
<td></td>
<td>18.7%</td>
</tr>
<tr>
<td>Chronic Absenteeism for Foster Youth</td>
<td>16.2% per 2019 CA Dashboard</td>
<td>23.4% in 2021</td>
<td></td>
<td></td>
<td>14.7%</td>
</tr>
<tr>
<td>Chronic Absenteeism for American Indian</td>
<td>26.9% baseline from 2021</td>
<td>26.9% in 2021</td>
<td></td>
<td></td>
<td>26.3%</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Translation services</td>
<td>Spanish speaking translation personnel or translation services for communication of documents for parents of English Learners.</td>
<td>$12,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.2</td>
<td>School messenger</td>
<td>Continue using School Messenger auto dialer to make daily calls in order to inform parents of their child’s absences.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>4.3</td>
<td>Access to tools to increase parent engagement</td>
<td>Provide access to tools that increase parent engagement, student learning, and student efficiency. (Software, Web-based products, Devices, Digital Textbooks).</td>
<td>$80,000.00</td>
<td>No</td>
</tr>
<tr>
<td>4.4</td>
<td>Implementing effective school and district-level committees</td>
<td>The District will provide tools, resources, and training needed to establish and implement effective school and District-level committees, including School Site Councils (SSC), Site Leadership Teams (SLT), English Learner Advisory Committees (DELAC), and the District Advisory Council for Compensatory Education (DAC) in order to attract parents especially from unduplicated groups.</td>
<td>$1,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4.5</td>
<td>Implementing meaningful engagement opportunities</td>
<td>All parents/guardians/community members including parents of students with disabilities as well as parents of unduplicated student groups will be provided meaningful engagement opportunities with book talks, informal coffee dialog gatherings, advisory groups, parent education nights or other virtual offerings.</td>
<td>$10,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.6</td>
<td>Access to home-to-school transportation</td>
<td>Transportation from home to school and school to home is needed in order to ensure access for all students, principally directed towards, Low Income, Foster Youth and English Learners. A transportation system is in place as an effective way to ensure the disadvantage population attends classes regularly, which aids in creating a stronger connection to the education process.</td>
<td>$400,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.7</td>
<td>Community Connect</td>
<td>Each site will continue to use Community Connect as a resource to support all students in decreasing Chronic Absenteeism, specifically Students with Disabilities, Foster Youth, and American Indian students.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were fully implemented with the exception of 4.5. 4.5, Meaningful Parent Engagement, took place over Zoom due to the COVID 19 pandemic. Due to local Public Health guidelines, schools were closed to visitors until the late Spring of 2022.

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

There were no substantive material differences between budgeted expenditures and estimated actual expenditures.
Chronic Absenteeism decreased in two of the three measured areas as measured by Dataquest for the year ending in 2021. Local measures depict an increase in Chronic Absenteeism rates. These increases of Chronic Absenteeism in local data for the 2021/2022 school year are believed to be due to the impact of COVID 19 and local Public Health policies and procedures.

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.

Goal: RSD is maintaining Goal 4 for 22/23.

Metrics: One new metric was added to Goal 4. This is in regards to lowering the Chronic Absenteeism rate for the American Indian student group.

Desired Outcomes: Chronic Absenteeism will continue to decrease in all student groups and overall while parent engagement increases.

Actions: Action 4.7 added another student group area of focus, American Indian.

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 [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,867,341</td>
<td>$391,526</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.21%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>20.21%</td>
</tr>
</tbody>
</table>

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 - $204,088**
Developing and implement 3 staff development days for teachers will help our staff learn techniques for engaging and enhancing instructional strategies that are researched and evidence based to support Foster Youth, English Learners, and Low Income students.

This action is effective as it allows for increased strategic teaching that addresses specific needs of students from the above mentioned groups and supports the academic and social/emotional needs of those students.

**Goal 1: Action 2 - $999,877**
Maintain Literacy and Technology coaches along with support staff to principally support Low Income, English Learners, and Foster Youth.
This action is effective as there was an increase in focus for Tier 2 and Tier 3 that specifically targets Low Income, English Learners, and Foster Youth. In addition, coaches will target teachers Tier 1 strategies towards primary instruction through the professional learning centered around the 8 Key Practices to increase achievement for all, specifically targeting Low Income, English Learners, and Foster Youth.

Goal 1: Action 3 - $43,555
Increased intervention for low achieving students (that substantially include Low Income, English Learners, and Foster Youth) on campus. Resource Teacher Intervention services for Non-IEP students based on caseload by school site.

This action is effective as it allows for increase scaffolding for students while receiving additional academic and social/emotional support in Tier 2 and Tier 3 strategies.

Goal 1: Action 4 - $153,998
Provide ESL Coordinator & Support Team for English Learners & Re-designated fluent English proficient.

This action is effective as it provides support to teachers in the provision of ELD strategies that are effective for the four levels of ELPAC. In addition, this positively impacts the grouping of students for Tier II supports, along with the additional daily instruction.

Goal 1: Action 7 - $317,471
Teacher collaboration Wednesday to address engagement and culture for the lowest-performing students (that substantially includes Low Income, English Learners, and Foster Youth).

This action is effective as it allows for teachers to engage at the local level in collective collaboration in order to better serve students' needs in the targeted areas of social/emotional, academics, and portrait learning skills.

Goal 1: Action 8 - $118,888
Provide access to enhanced learning software (Lexia for K-5; iReady for 6-8) to principally benefit Low Income, Foster Youth, and English Learners.

This action is effective as it increases access to learning software for Tier 1 strategies that specifically target our unduplicated students.
Goal 1: Action 13 - $100,000.00
High-quality staff development around the Common Core State Standards and the 8 Key Practices to increase achievement for all, specifically targeting Low Income, English Learners, and Foster Youth.

This action is effective as it increases access to high-quality teaching for Tier 1 strategies that specifically target our unduplicated students.

Goal 2: Action 3 - $25,000.00
Support 5th-grade participation in WES Camp like activities which is aligned to NGSS. This action is principally directed towards, and effective in meeting the district's goals for its unduplicated pupils (Low Income, English Learners, and Foster Youth).

This action is effective as it allows for the opportunity for students from Low Income, Foster Youth, and English Learners to take part in outdoor science day camps without fundraising as a barrier.

Goal 2: Action 4 - $505,646
Development and implementation of a Spanish Dual Immersion program at Sycamore Elementary for all students to attend district wide. Students will develop language proficiency and literacy in both English and Spanish, demonstrate high levels of academic achievement and develop an appreciation for and an understanding of diverse cultures. Grade Kindergarten through 5th grade. This program has been developed principally to support Low-Income, English Learners, and Foster Youth.

This action is effective as it provides students with the skills of bi-literacy which increases career and college options as well as future job opportunities.

Goal 2: Action 6 - $275,000
Evaluate and build a supportive infrastructure for multiple uses. (wired and wireless devices). Enhance the ability to effectively integrate technology District-wide by means infrastructure updates and additional technician support.

This action is effective as it allows for equitable access for all students to their education regardless of their economic circumstances.

Goal 2: Action 8 - $200,000.00
Sites will be allocated supplemental and concentration funds in order to engage with their unique and individual stakeholders to provide direct services to support the needs of unduplicated students on each campus.

This action is effective as it allows for targeted site-based decisions to meet the specialized needs of unduplicated students on each campus.

Goal 3: Action 3 - $740,370
Provide counselors for each comprehensive campus in order to principally benefit Low Income, English Learners, and Foster Youth.

This action is effective as it provides targeted daily support to all students in the areas of social/emotional, academics, and Portrait skills. This primarily impacts students who are Low Income, English Learners, and Foster Youth as they will support the campus wide and Tier implementation of targeted SEL strategies to support these students.

Goal 3: Action 4 - $68,029
Teacher on-site preparation day which enables staff to prepare to implement engagement opportunities through SEL strategies, Portrait skills as well as CCSS and ELD instruction. This principally benefits Low Income, English Learners, and Foster Youth.

This action is effective as it allows for staff to enhance the school environment through applying the knowledge and understanding of the Common Core State Standards, English Language Development strategies, Social/Emotional strategies and Portrait Traits for learning.

Goal 3: Action 5 - $719,777
Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to the comprehensive traditional education system. Social/Emotional and trauma-informed supports program to help students learn strategies.

This action is effective as it creates an environment for dysregulated students to learn strategies of regulation that increases access and equity to core curriculum with the outcome of students applying these strategies successfully at a comprehensive site.

Goal 3: Action 7 - $200.00
An informational flyer will be created and distributed to the student and the Educational Right's Holder explaining the School of Origin for each enrolling Foster Youth.
This action is effective as it gives direct information to families of Foster Youth for a better understanding of the services available.

Goal 4: Action 1 - $12,000.00
Translation of communication documents for parents of English Learners

This action is effective as it provides families with information in their primary language in order to increase access and equity.

Goal 4: Action 5 - $10,000.00
All parents/guardians/community members including parents of students with disabilities as well as parents of unduplicated student groups will be provided meaningful engagement opportunities with book talks, informal coffee dialog gatherings, advisory groups, parent education nights or other virtual offerings.

This action is effective as it connects families with the school in order to navigate the educational system, such as parent/student tools important events, site-specific opportunities.

Goal 4: Action 6 - $400,000.00
Transportation from home to school and school to home is needed in order to ensure access for all students, principally directed towards, Low Income, Foster youth and English Learners. A transportation system is in place as an effective way to ensure the disadvantaged population attends classes regularly, which aids in creating a stronger connection to the education process.

This action is effective as it allows for equitable access for all students to their education regardless of their transportation needs or economic circumstances.

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

Redding School District's LCAP recognizes the needs of at-risk students that make up approximately 66.12% of the student population. Redding Schools has committed the funds to support teaching and learning across the district with specific attention to English Language Learners, Low Income Youth, and Foster Youth. The District has determined that expanding funds in a district-wide manner is the most
effective way to meet the District's goal for unduplicated pupils in the State and local priority areas. Although available to all students, it is the District's experience that those who are most at risk are more likely to benefit and our targeted efforts are primarily directed to these student groups. The District has identified high-need schools where the unduplicated students make up more than 65% of the student population. These schools, through LCAP and Single Plan for Student Achievement, received greater resources from the LCFF Basic and Supplemental/Concentration Grant and Categorical funding.

Actions and services within Goal 1 are aimed at increasing the instructional capacity of staff across all district schools including those schools with our highest percentage of unduplicated student groups. This goal also includes increased site-based intervention services through our Resource Teachers. An ESL coordinator and support team for English Learners is key for access to learning for our English Learners.

The actions and services in Goal 2 are focused on access to an engaging, interactive, and fun learning environment with content that is principally directed to provide access to students who may not otherwise have such opportunities. The Spanish Dual Language Immersion Program, Music Instructional programs, Portrait Competency development, and Computer Science Immersion programs will benefit all students but will principally provide an opportunity to our unduplicated students who otherwise wouldn't have access. Research shows that students strive when they have interest or purpose, capacity to practice and hope. These actions give students a purpose to set future goals, as well as support services to guide students' hope in achieving those goals.

Goal 3 is aligned to removing barriers be it physical or socially/emotionally. Providing counselors at each comprehensive campus allows for a site-specific SEL plan to be implemented that primarily benefits our Foster Youth, Low Income, and English Learners. Also providing an on-site preparation day for teachers helps them to set up processes within the classroom to benefit those same unduplicated groups. The District is also providing transportation to Foster Youth students when needed so access to all programs for this population can be realized. Lastly, the District has set up a Pre-Expulsion trauma-based program to help students learn about themselves and take skills back to a comprehensive school site.

Actions and services within Goal 4 are aimed at helping our families gain access to all school opportunities. Keeping transportation for students to get to school as well as home from school as minimally distanced as possible, enhances our family's ability to get their children to school each day and principally helps our Foster, Low Income, and English Learner groups. Equally important is providing translation services for our families when needed and building site-based engagement opportunities so our families can be a part of the educational processes of their children.

The district plans to spend $ 4,893,899 to provide the services described above. All services are planned to be implemented district-wide. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.
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.

This additional funding was used to add additional positions. Examples of these additional positions include: Information Technology personnel, Instructional Assistants, Social Emotional Learning instructional aides, Custodial, and K-3 Literacy support aides.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>33.9 to 1</td>
<td>22.9 to 1</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>21.0 to 1</td>
<td>18.3 to 1</td>
</tr>
</tbody>
</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$5,729,688.00</td>
<td>$18,000.00</td>
<td></td>
<td>$284,500.00</td>
<td>$6,032,188.00</td>
<td>$4,297,218.00</td>
<td>$1,734,970.00</td>
</tr>
</tbody>
</table>

### Goal 1

<table>
<thead>
<tr>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers.</td>
<td>English Learners Foster Youth Low Income</td>
<td>$204,088.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Literacy and Tech Coaches</td>
<td>English Learners Foster Youth Low Income</td>
<td>$999,877.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Increased Intervention</td>
<td>English Learners Foster Youth Low Income</td>
<td>$43,555.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>District ESL Coordinator and Support Team</td>
<td>English Learners</td>
<td>$153,998.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>NGSS Framework</td>
<td>All</td>
<td>$18,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>School Leadership Teams</td>
<td>All</td>
<td>$30,000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>Collaboration Wednesdays</td>
<td>English Learners Foster Youth Low Income</td>
<td>$317,471.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Learning Software</td>
<td>English Learners Foster Youth Low Income</td>
<td>$118,888.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>Support to implement core instruction and intervention strategies</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$92,500.00</td>
<td></td>
<td>$92,500.00</td>
</tr>
<tr>
<td>1.10</td>
<td>Math Adoption Cycle</td>
<td>All</td>
<td>$2,250.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Professional Development and Site Visitation</td>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$50,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>Analytics for Achievement, Engagement, and Climate</td>
<td>All</td>
<td>$16,220.00</td>
<td></td>
<td></td>
<td></td>
<td>$16,220.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>Staff Development</td>
<td>English Learners Foster Youth Low Income</td>
<td>$100,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$100,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.14</td>
<td>California Reading Literacy Project</td>
<td>All</td>
<td>$10,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$10,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
<td>Reading - Coaching K-3 Literacy</td>
<td>All</td>
<td>$8,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$8,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.16</td>
<td>Math Committee</td>
<td>All</td>
<td></td>
<td></td>
<td>$2,000.00</td>
<td></td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.17</td>
<td>Middle School math</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Maintaining a broad course of study</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Site Administrator Support of Portrait Competencies</td>
<td>All</td>
<td>$284,819.00</td>
<td></td>
<td></td>
<td></td>
<td>$284,819.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>&quot;Wes Camp&quot; like activities</td>
<td>English Learners Foster Youth Low Income</td>
<td>$25,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$25,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Dual Language Immersion Program</td>
<td>English Learners Foster Youth Low Income</td>
<td>$505,646.00</td>
<td></td>
<td></td>
<td></td>
<td>$505,646.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Portrait of a Graduate</td>
<td>All</td>
<td>$5,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Evaluate and build a supportive infrastructure</td>
<td>English Learners Foster Youth Low Income</td>
<td>$275,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$275,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Music teachers</td>
<td>All</td>
<td>$450,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$450,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>Site community engagement</td>
<td>English Learners Foster Youth Low Income</td>
<td>$200,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$200,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Monthly site inspections</td>
<td>All</td>
<td>$12,500.00</td>
<td></td>
<td></td>
<td></td>
<td>$12,500.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Maintain annual maintenance account</td>
<td>All</td>
<td>$5,500.00</td>
<td></td>
<td></td>
<td></td>
<td>$5,500.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Counselors</td>
<td>English Learners Foster Youth Low Income</td>
<td>$740,370.00</td>
<td></td>
<td></td>
<td></td>
<td>$740,370.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>On-site preparation day</td>
<td>English Learners Foster Youth Low Income</td>
<td>$68,029.00</td>
<td></td>
<td></td>
<td></td>
<td>$68,029.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Pre-expulsion and expulsion rehabilitation services</td>
<td>English Learners Foster Youth Low Income</td>
<td>$719,777.00</td>
<td></td>
<td></td>
<td></td>
<td>$719,777.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Capturing Kids Hearts</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$35,000.00</td>
<td>$35,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>Foster Youth Enrollment</td>
<td>Foster Youth</td>
<td>$200.00</td>
<td></td>
<td></td>
<td></td>
<td>$200.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>Foster Youth Transportation</td>
<td>All</td>
<td>$10,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$10,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.9</td>
<td>Students with Disabilities</td>
<td>Students with Disabilities</td>
<td>$500.00</td>
<td></td>
<td></td>
<td></td>
<td>$500.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.10</td>
<td>Students with Disabilities</td>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.11</td>
<td>Restorative Practices</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.12</td>
<td>American Indian Quarterly Collaboration Calls</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Translation services</td>
<td>English Learners</td>
<td>$12,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$12,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>School messenger</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Access to tools to increase parent engagement</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$80,000.00</td>
<td>$80,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Implementing effective school and district-level committees</td>
<td>All</td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Implementing meaningful engagement opportunities</td>
<td>English Learners Foster Youth Low Income</td>
<td>$10,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$10,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Access to home-to-school transportation</td>
<td>English Learners Foster Youth Low Income</td>
<td>$400,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$400,000.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------</td>
<td>------------------</td>
<td>------------</td>
<td>------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.7</td>
<td>Community Connect</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>
### 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers.</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$204,088.00</td>
<td>0.85%</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Literacy and Tech Coaches</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$999,877.00</td>
<td>4.15%</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Increased Intervention</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$43,555.00</td>
<td>0.18%</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>District ESL Coordinator and Support Team</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$153,998.00</td>
<td>0.64%</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Collaboration Wednesdays</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$317,471.00</td>
<td>1.32%</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Learning Software</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$118,888.00</td>
<td>0.49%</td>
</tr>
</tbody>
</table>

**Totals by Type**

- **Total LCFF Funds**: $4,893,899.00
- **LEA-wide Total**: $4,893,899.00
- **Limited Total**: $0.00
- **Schoolwide Total**: $0.00
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.13</td>
<td>Staff Development</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$100,000.00</td>
<td>0.42%</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>&quot;Wes Camp&quot; like activities</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$25,000.00</td>
<td>0.10%</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Dual Language Immersion Program</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>Specific Schools: Sycamore</td>
<td>$505,646.00</td>
<td>2.10%</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Evaluate and build a supportive infrastructure</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$275,000.00</td>
<td>1.14%</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>Site community engagement</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$200,000.00</td>
<td>0.83%</td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Counselors</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$740,370.00</td>
<td>3.07%</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>On-site preparation day</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$68,029.00</td>
<td>0.28%</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Pre-expulsion and expulsion rehabilitation services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$719,777.00</td>
<td>2.99%</td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>Foster Youth Enrollment</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Foster Youth</td>
<td>All Schools</td>
<td>$200.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Translation services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$12,000.00</td>
<td>0.05%</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Implementing meaningful engagement opportunities</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$10,000.00</td>
<td>0.04%</td>
</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Access to home-to-school transportation</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$400,000.00</td>
<td>1.66%</td>
</tr>
</tbody>
</table>
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers.</td>
<td>Yes</td>
<td>$303,229</td>
<td>$192,774</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Literacy and Tech Coaches</td>
<td>Yes</td>
<td>$733,332</td>
<td>$844,020</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Increased Intervention</td>
<td>Yes</td>
<td>$60,533</td>
<td>$42,342</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>District ESL Coordinator and Support Team</td>
<td>Yes</td>
<td>$158,084</td>
<td>$146,728</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>NGSS Framework</td>
<td>No</td>
<td>$100,000</td>
<td>$275,111</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>School Leadership Teams</td>
<td>No</td>
<td>$30,000</td>
<td>$0</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Collaboration Wednesdays</td>
<td>Yes</td>
<td>$421,164</td>
<td>$299,870</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Learning Software</td>
<td>Yes</td>
<td>$92,000</td>
<td>$93,007</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Support to implement core instruction and intervention strategies</td>
<td>No</td>
<td>$92,500</td>
<td>$73,808</td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Math Adoption Cycle</td>
<td>No</td>
<td>$2,250</td>
<td>$0</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Professional Development and Site Visitation</td>
<td>No</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>1</td>
<td>1.12</td>
<td>Analytics for Achievement, Engagement, and Climate</td>
<td>No</td>
<td>$16,220</td>
<td>$0</td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>Staff Development</td>
<td>Yes</td>
<td>$100,000</td>
<td>$26,036</td>
</tr>
<tr>
<td>1</td>
<td>1.14</td>
<td>California Reading Literacy Project</td>
<td>No</td>
<td>$10,000</td>
<td>$12,094</td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
<td>Reading - Coaching K-3 Literacy</td>
<td>No</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Maintaining a broad course of study</td>
<td>No</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Site Administrator Support of Portrait Competencies</td>
<td>No</td>
<td>$284,819</td>
<td>$284,819</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>&quot;Wes Camp&quot; like activities</td>
<td>Yes</td>
<td>$25,000</td>
<td>$14,400</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Dual Language Immersion Program</td>
<td>Yes</td>
<td>$466,000</td>
<td>$465,841</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Portrait of a Graduate</td>
<td>No</td>
<td>$5,000</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Evaluate and build a supportive infrastructure</td>
<td>No</td>
<td>$275,000</td>
<td>$275,000</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Music teachers</td>
<td>No</td>
<td>$450,000</td>
<td>$479,526</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>Site stakeholder engagement</td>
<td>Yes</td>
<td>$200,000</td>
<td>$127,266</td>
</tr>
<tr>
<td>3</td>
<td>3.1</td>
<td>Monthly site inspections</td>
<td>No</td>
<td>$12,500</td>
<td>$12,500</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>Maintain annual maintenance account</td>
<td>No</td>
<td>$50,000</td>
<td>$76,772</td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Counselors</td>
<td>Yes</td>
<td>$600,000</td>
<td>$623,063</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>On-site preparation day</td>
<td>Yes</td>
<td>$87,743</td>
<td>$64,258</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Pre-expulsion and expulsion rehabilitation services</td>
<td>Yes</td>
<td>$513,000</td>
<td>$496,678</td>
</tr>
<tr>
<td>3</td>
<td>3.6</td>
<td>Capturing Kids Hearts</td>
<td>No</td>
<td>$35,000</td>
<td>$32,550</td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>Foster Youth Enrollment</td>
<td>Yes</td>
<td>$200</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>Foster Youth Transportation</td>
<td>Yes</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>3</td>
<td>3.9</td>
<td>Students with Disabilities</td>
<td>No</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Translation services</td>
<td>Yes</td>
<td>$12,000</td>
<td>$16,095</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>School messenger</td>
<td>No</td>
<td>$5,000</td>
<td>$7,281</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Access to tools to increase parent engagement</td>
<td>No</td>
<td>$80,000</td>
<td>21,164</td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Implementing effective school and district-level committees</td>
<td>No</td>
<td>$1,000</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Implementing meaningful engagement opportunities</td>
<td>Yes</td>
<td>$10,000</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Access to home-to-school transportation</td>
<td>Yes</td>
<td>$400,000</td>
<td>$503,153</td>
</tr>
</tbody>
</table>
## 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,863,798</td>
<td>$4,530,356.00</td>
<td>$4,445,057.00</td>
<td>$85,299.00</td>
<td>18.69%</td>
<td>18.46%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Develop and implement 3 Staff Development Days for Teachers.</td>
<td>Yes</td>
<td>$303,229</td>
<td>$192,774</td>
<td>1.25%</td>
<td>0.80%</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Literacy and Tech Coaches</td>
<td>Yes</td>
<td>$626,403</td>
<td>$844,020</td>
<td>2.58%</td>
<td>3.50%</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Increased Intervention</td>
<td>Yes</td>
<td>$60,533</td>
<td>$42,342</td>
<td>0.25%</td>
<td>0.18%</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>District ESL Coordinator and Support Team</td>
<td>Yes</td>
<td>$158,084</td>
<td>$146,728</td>
<td>0.65%</td>
<td>0.61%</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Collaboration Wednesdays</td>
<td>Yes</td>
<td>$421,164</td>
<td>$299,870</td>
<td>1.74%</td>
<td>1.24%</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Learning Software</td>
<td>Yes</td>
<td>$92,000</td>
<td>$93,007</td>
<td>0.38%</td>
<td>0.39%</td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>Staff Development</td>
<td>Yes</td>
<td>$100,000</td>
<td>$26,036</td>
<td>0.41%</td>
<td>0.11%</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>&quot;Wes Camp&quot; like activities</td>
<td>Yes</td>
<td>$25,000</td>
<td>$14,400</td>
<td>0.10%</td>
<td>0.06%</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Dual Language Immersion Program</td>
<td>Yes</td>
<td>$466,000</td>
<td>$465,841</td>
<td>1.92%</td>
<td>1.93%</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Music teachers</td>
<td>Yes</td>
<td>$450,000.00</td>
<td>$479,526</td>
<td>1.86%</td>
<td>1.99%</td>
</tr>
<tr>
<td>2</td>
<td>2.8</td>
<td>Site stakeholder engagement</td>
<td>Yes</td>
<td>$200,000</td>
<td>$127,266</td>
<td>0.83%</td>
<td>0.53%</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</td>
<td>Planned Percentage of Improved Services</td>
<td>Estimated Actual Percentage of Improved Services (Input Percentage)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>Counselors</td>
<td>Yes</td>
<td>$600,000</td>
<td>$623,063</td>
<td>2.48%</td>
<td>2.59%</td>
</tr>
<tr>
<td>3</td>
<td>3.4</td>
<td>On-site preparation day</td>
<td>Yes</td>
<td>$87,743</td>
<td>$64,258</td>
<td>0.36%</td>
<td>0.27%</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>Pre-expulsion and expulsion rehabilitation services</td>
<td>Yes</td>
<td>$508,000</td>
<td>$496,678</td>
<td>2.10%</td>
<td>2.06%</td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>Foster Youth Enrollment</td>
<td>Yes</td>
<td>$200</td>
<td>$0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>3.8</td>
<td>Foster Youth Transportation</td>
<td>Yes</td>
<td>$10,000</td>
<td>$10,000</td>
<td>0.04%</td>
<td>0.04%</td>
</tr>
<tr>
<td>4</td>
<td>4.1</td>
<td>Translation services</td>
<td>Yes</td>
<td>$12,000</td>
<td>$16,095</td>
<td>0.05%</td>
<td>0.07%</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>Implementing meaningful engagement opportunities</td>
<td>Yes</td>
<td>$10,000</td>
<td>$0</td>
<td>0.04%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>4.6</td>
<td>Access to home-to-school transportation</td>
<td>Yes</td>
<td>$400,000</td>
<td>$503,153</td>
<td>1.65%</td>
<td>2.09%</td>
</tr>
</tbody>
</table>
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24,102,068</td>
<td>4,863,798</td>
<td>0.00%</td>
<td>20.18%</td>
<td>$4,445,057.00</td>
<td>18.46%</td>
<td>36.90%</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

2022-23 Local Control Accountability Plan for Redding Elementary School District
A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

**Requirements and Instructions**

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

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

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

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

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

**Engaging Educational Partners**
Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Present the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, present the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

Goals and Actions

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

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

Requirements and Instructions

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

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:
• Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
• Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
• Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

• Consistently low-performing student group(s) goal requirement: An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/).

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

**Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

**Requirements and Instructions**

*Projected LCFF Supplemental and/or Concentration Grants*: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
• Table 2: Contributing Actions Table (for the coming LCAP Year)
• Table 3: Annual Update Table (for the current LCAP Year)
• Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
• Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table
The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

• **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

• **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action’s number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.

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

- If “Yes” is entered into the Contributing column, then complete the following columns:
  
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

• **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

• **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

• **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

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

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

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

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

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
• **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

**Calculations in the Action Tables**

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

**Contributing Actions Table**

• **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

• **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column

• Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**

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

• **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

• **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
• 7. Total Estimated Actual Expenditures for Contributing Actions
  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

• Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

• 5. Total Planned Percentage of Improved Services (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o This amount is the total of the Estimated Actual Percentage of Improved Services column

• Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022
Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Redding Elementary School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS Code:</td>
<td>45-70110-0000000</td>
</tr>
</tbody>
</table>

For which ESSA programs apply to your LEA?

Choose From:

- **TITLE I, PART A**
  Improving Basic Programs Operated by State and Local Educational Agencies

- **TITLE II, PART A**
  Supporting Effective Instruction

- **TITLE IV, PART A**
  Student Support and Academic Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The LEA’s strategy for using federal funds is to help ensure equity and access for students who have an academic and/or social-emotional disparity when compared to peers, with a specific focus on the sub-groups of Low Income, Foster Youth, and English Learners. Due to COVID, there has not been state results published on the California Dashboard. The CA Dashboard will reflect a status score based on the Spring of 2022 CAASPP assessments. The change score will be based on the Spring of 2023 CAASPP scores. State progress on learning based on the CAASPP will be displayed in the Fall of 2023 based on the Spring of 2023 scores. The suspension rate for the 2020-2021, as reflected in Dataquest, is 3.5% for Redding School District (RSD). Chronic Absenteeism for Redding School District is 15.7% for the school year of 2020-2021, as reflected on Dataquest. Local measures depict lower historical scores in the area of Reading Foundational Skills for grade 2. Second grade students were in kindergarten the year schools closed in March, 2020, due to COVID. Also, there are strong local measure results in math for grades K-5th. Following a statewide trend, RSD reflects a decrease in proficiency in grades 6-8. Comprehension continues to be an area of focus as approximately 50% of RSD students are proficient in this area as reflected in local measures.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds will be aligned with State and Local funds through the engagement of the School Site Council and District Advisory Committee. Actions currently defined to support and enhance are the implementation of Instructional Coaches, site-based Instructional Assistants, tutoring, interventions, transportation, and the use of a Parent Liaison.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
Overuse in Discipline Practices that Remove Students from the Classroom

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
</tr>
</tbody>
</table>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.
**Parent, Family, and Community Engagement**

<table>
<thead>
<tr>
<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
</tr>
</tbody>
</table>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

Poverty Criteria

<table>
<thead>
<tr>
<th>ESSA SECTION(S)</th>
<th>STATE PRIORITY ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

This information is within the Local Control Accountability Plan.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS Addressed BELOW:
The Redding School District (RSD) reports quarterly to the Governing Board in regard to the Williams Act. In addition, RSD submits an annual School Accountability Report Card that reports mis-assignments, as well as Priority 1 in the LCAP. There have been found to be 0% of Teachers to be in mis-assignments. In schools where there are inexperienced Teachers or Teacher turnover support is provided through additional resources (e.g., additional professional development, additional support staff, etc.). In addition, RSD maintains a Seniority List for the District that serves as a tool in identifying disparities, which categorizes school characteristics, such as staff by site, years of service, types of credentials held, and principal tenure. Through this tool and other means, the District then determines schools that are disproportionately staffed by ineffective, inexperienced, or out-of-field teachers, and seeks to provide additional resources to the schools (e.g., additional teacher/administrator positions, additional preparation time for new teachers, funding for professional development, etc.).

Ineffective Teachers:
This is defined as any of the following:
1. An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
2. A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
3. An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers, teachers with the following limited emergency permits would be considered ineffective: Provisional Internship Permits, Short Term Staff Permits; Variable Term Waivers, Substitute Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Redding School District actively recruits highly qualified teachers by taking part in job faires. The Human Resources Department screens applicants during the hiring process to ensure candidates are highly qualified.

Inexperienced Teachers:
The work of our Principals is crucial for the retention of new and inexperienced Teachers in RSD. To promote the retention of these Teachers and develop their growth in the teaching profession, Principals:

1. Facilitate weekly collaboration meetings in which new Teachers receive the opportunity to collaborate with experienced colleagues in the areas of academics and social-emotional health.
2. Ensure that materials are provided to inexperienced Teachers to support their onboarding process into the classroom and school site.
3. Meet with inexperienced Teachers individually to provide a space and venue for open feedback on their teachers' new experience and growth.

Additionally, District personnel at the Local District level work with Principals, Universities, and other support providers to coordinate the support and development of new and inexperienced Teachers.

Out of Field Teachers:
A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits would be considered out of field: (1) General Education Limited Assignment Permit (2) Special Education Limited Assignment Permit (3) Short Term Waivers (4) Emergency English Learner or Bilingual Authorization Permits (5) Local Assignment Options

District staff provide Assignment Monitoring and ESSA Compliance information to the school sites to help educate them on alternative options available to assist with mis-assignments. (1) Education Code Options available at no cost(2) Committee on Assignments(3) University and District Internship options (in approved subjects). CTC issued documents,(1)Supplemental Authorization

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
In order to implement effective parent and family engagement as described under Section 1116, RSD employs multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs.

In the event Redding School District (RSD) is identified as having a CSI school site, parents are engaged by being invited to take part in a stakeholder process, which includes a review of the data that caused the site to be identified as a CSI site. A needs assessment is conducted with all stakeholders. This is followed with a planning session in order to discuss and develop actions to support increased outcomes for students. These actions are then supported with the allocation of fiscal resources.

In the event a RSD site is identified as a TSI/ATSI site, stakeholders will be engaged to address those identified subgroups who reflect red on the California Dashboard over two year period through the School Site Council. The following process will take place: a review of the data that identifies the site as TSI/ATSI; a needs assessment will be conducted; a specific plan of action(s) will be created to support increased outcomes for these identified sub-groups; then fiscal resources will be tied to the actions identified by stakeholders.

Collaboration:
The first strategy involves collaborating with parents as leaders, encouraging them to participate in various forms of governance both in schools and at the District level. At schools, parents will be given opportunities to participate in the School Site Council, the English Learner Advisory Committee and Parent Club. The first two of these school groups will provide input into the Single Plan for Student Achievement, containing programs and expenses related to Federal categorical funding. The third group will review various general school programs and expenses. Parents’ consistent and informed participation will enable meaningful consultation with them as stakeholders. In partnerships with school staff, parent leaders will develop and approve each school’s Title I Parent and Family Engagement Policy and School-Parent Compact. In addition, the District has a robust parent volunteer program which provides parents opportunities to be involved in their child’s school by providing a variety of volunteer activities.

At the Local Sites, parents are invited to participate in Parent Nights. These parent nights include information on college and career readiness, current instructional materials, programs being used, how to access materials, and the social-emotional needs of students.

Communication:
A second strategy involves establishing multiple modes of communication between families, School and District staff to address families’ diverse needs and interests. To facilitate communication from schools to families, the information will be provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families receive text messages if they opt in, and phone calls providing them with critical school information. In addition, parents will have access to an online Parent Portal through which they can learn about their students’ daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records, and contact information. Gaining access to their children’s school information through the Portal will allow for families and school staff to have the same foundational information about their students so that they can better focus on coordinating strategies for targeted support. Also, the Parent and Family Engagement Policy is distributed annually during the first week of school or upon enrollment in the Parent Rights Handbook.

Facilitating the communication from parents to schools, parents will be provided with various opportunities for communicating with school and District staff. Each family is invited to an annual Back to School Night in which curriculum (standards), instruction, and assessment are discussed. In addition, families are invited to attend an annual Parent Conference in which the teacher goes over with each family individually the learning outcomes, assessments, present levels, and how to read the report card in order to understand the progress of the student. Along with this, teachers share strategies with parents on how to monitor the progress of the student through the distribution of a grade level standard booklet. Through the online platform of AERIES, accessed through the Parent Portal, parents can communicate with their children’sTeachers over email, while reviewing specific assignments for each class online. Families can also use traditional means of communicating with School and District staff by calling, visiting and writing. Appointments to confer with School Teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be made for communicating with families that have accessibility needs, with the Translations Unit providing material in multiple languages at schools upon request, and with the needs of Disabled, Homeless and Migrant families being considered and addressed at each school site in coordination with the Division of Special Education, the Homeless Education Program and the Migrant Education Program staff. Parents are invited to complete an annual Parent Survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this Survey will be published annually for all stakeholders to review by school site.
Capacity Building:
A third strategy will involve building the capacity of both parents, School and District staff to partner with one another. To address this strategy, schools will offer training to parents to understand District academic initiatives and to provide parents with opportunities to learn how to support learning in the home. The workshops presented will enable parents to support their schools around the area of instructional strategies and social-emotional support including school attendance. A Title I meeting will be held at each Title 1 site annually to share detailed information about the Title I programs with families.
Staff will continue to be trained in regard to effectively communicating with parents through receiving training in Capturing Kids Hearts (CKH’s). CKH’s promotes positive relationship building amongst all stakeholders. When there are relationships between Families, Staff, Students, and Community there is more involvement. In addition, site administrators will work with staff during collaboration and/or staff meetings on how to communicate with, and work with parents as equal partners.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Targeted Assistance Program (TAS):
The District’s Title I Targeted Assistance School (TAS) participates in programs funded through the state’s consolidated application process and are required to develop a TAS Single Plan for Student Achievement (SPSA). The School Site Council (SSC) is responsible for the development, annual review, and update of this plan. The District requires the content of the TAS SPSA to be aligned with goals for improving student achievement and to address how funds will be used to improve academic performance. TAS use these funds only for programs that provide services to Title I-eligible students identified as having the greatest need for supplemental assistance. Eligible students are identified by the school as failing to meet the state’s challenging academic achievement standards.

The Local District supports the Targeted Assisted School (TAS):
1. Assists schools in identifying eligible Title I students using a measure of who qualifies for free and reduced lunch.
2. Provides a TAS SPSA template containing all of the required activities of TAS schools.
3. Provides a checklist to ensure that the required TAS activities are addressed in the plan.
4. Monitors through the Local District the effective implementation of the TAS plan.
5. Disseminates the SPSA Annual Evaluation to determine the effectiveness of the SPSA.
6. Provides workshops to parents on topics related to partnering with schools to support students’ high academic achievement.
7. Provides technical assistance and resources to develop and complete SWP SPSA or assist schools in meeting the responsibility of providing for identified Title I students the opportunity to meet the state’s challenging academic achievement standards.

TAS is required to use the following procedures for identifying Title I-eligible students:
- Use test results from a minimum of two reading/language arts and two mathematics assessment measures at each grade level to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. The measures must have grade-level performance criteria and may be supplemented with additional information from other sources. The use of a variety of information enables the teacher to make an informed decision about the achievement level of each student.
- Analyze all achievement data collected for each student. Based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics and who has been identified as being most at risk of failing to meet grade-level standards.
- Identify a student as Title I-eligible if the student is judged to be performing below grade level in either reading/language arts or mathematics and is judged to be most at risk of failing to meet grade-level standards in reading/language arts or mathematics.
- Document the school’s Title I student identification procedures and submit the assessment measures used and roster of students identified to the Local District.

In Targeted Assistance Schools, a student is Title I-eligible based on multiple academic measures that identify the student as performing below grade level in reading/language arts and/or mathematics. In addition, Title I-eligible students are considered at risk of failing if they meet one or more of the following criteria:
1. Students in an institution for neglected or delinquent children and youth or attending community day program for such children
2. Identified homeless students coded in the student information system, Aeries

School-Wide Program (SWP):
A school may operate a Title I school-wide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application.

A school-wide program shall include:
1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards
2. School-wide reform strategies that:
   a. Provide opportunities for all students to meet the state’s proficient and advanced levels of achievement
   b. Use effective methods and instructional strategies, based on scientifically based research, that strengthens the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically under-served populations
c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk for not meeting state achievement standards who are members of the target population of any program that is part of the school-wide program, such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.
d. Address how the school will determine if student needs have been met
e. Are consistent with and designed to implement state and local improvement plans, if any
3. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards
4. Strategies to attract high-quality, highly qualified teachers to high-need schools
5. Strategies to increase parent involvement
6. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
8. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance
9. Coordination and integration of federal, state, and local services and programs

The following assistance is provided by the District to support schools that are school-wide programs:
1. Assists schools in identifying eligible Title I students using multiple measures.
2. Provides an online Single Plan for Student Achievement (SPSA) template that addresses all required elements needed to upgrade the entire school’s academic program.
3. Provides schools and Local District a checklist to ensure that the elements of SWP are addressed in the plan.
4. Assists schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.
5. Instructs schools to review, evaluate, and revise the plan annually based on current student academic achievement data.
6. Monitors through the Local District the effective implementation of the plan.
7. Disseminates the SPSA Annual Evaluation to determine the effectiveness of the SPSA.

Comprehensive Support and Improvement:
For a school(s) that has been identified as a Comprehensive Support and Improvement School, specific steps are taken to engage stakeholder's in identifying root causes and the supports needed in order to increase educational outcomes for students based on relevant data. the steps are as follows: stakeholder's look at and discuss the student data; then stakeholders collaborate together to identify root causes based on the data; then stakeholder's define high leverage supports that are needed along with a timeline of implementation. This is monitored through the continued engagement of stakeholder's.
Targeted Support and Improvement:
For a school(s) that has been identified as a Targeted Support and Improvement school, the School Site Council will review and discuss the data; then root causes are identified, followed by identifying supportive actions that increase outcomes for students. These specific actions are placed in the School Plan for Student Achievement.

**Homeless Children and Youth Services**

**ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
Federal and State Law mandate that all school districts identify homeless students annually. RSD uses the Student Enrollment Form and a Student Residency Questionnaire (SRQ) found in the annually distributed Parent Rights Handbook to identify eligible homeless students and provide support services.

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students.

Students are identified through the SRQ that is required to be included in every enrollment packet and distributed to all students annually with the emergency cards. Families self-identify their current nighttime residence on the SRQ. The District has a Homeless Liaison that provided needed support to the family. Parents can self-identify via the SRQ at any time during the school year at their school site or directly with Students Services located at the RSD office or at the school site that students attend.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, designated liaisons shall ensure that their school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in Aeries for accounting purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness.

In addition, designated LEA Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Immediate Enrollment;
2. Appropriate educational placement (e.g., school of origin); this provision is inclusive of preschool enrollment;
3. Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records and grades;
4. Identification of all students experiencing homelessness
5. Awareness and training for school site staff on support to be provided to students and parents in transition; and
6. Consultation and collaboration with Counselors in the Homeless Education Program
7. Transportation assistance to the school of origin, even if the student becomes permanently housed during the school year

RSD Student Services provides the following support to children, youth, and families:
1. Facilitate school enrollment as needed to ensure compliance with District policy (e.g., school of origin rights) and to equal access to educational and meal programs, as well as tutoring and other support services
2. Conduct professional development training for school personnel and community agencies regarding the educational rights and supports afforded to homeless students
3. Remove enrollment barriers, including barriers related to a missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer
4. Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth’s living situation
5. Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes
6. Provide medical, dental, and mental health referrals, in addition to other school/community services
7. Educate students and parents on their educational rights, and promote parent participation in school-related activities
8. Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources
9. Provide advocacy services for parents and students during school-related educational meetings, such as the Student Study Team (SST), Individualized Educational Program (IEP), and/or School Attendance Review Board (SARB) meetings
10. Participate in the mediation of school enrollment disputes
11. Provide assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Transition from Early Education Centers and California State Preschool Programs:
The District’s early education programs maintain assessments of children’s learning strengths and needs. Articulation and a smooth transition from pre-kindergarten to kindergarten are critical to learners continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood programs including Early Education Centers (EECs), Expanded Transitional Kindergarten (ETK), and California State Preschools (CSPP) will maintain a preschool folder. The preschool folder will alert elementary schools that the entering student has attended an early education program prior to enrolling in elementary school. The preschool folder will contain a copy of the Kindergarten Readiness snapshot and a developmental profile.

Each pupil transitioning from Special Education preschool services will have Special Education folder with the cumulative record folder. In addition, a transitional IEP will be held in the Spring that precedes the student's kindergarten year.

Transition from Elementary School to Middle School:
Each fifth-grade student will take a tour of the middle school in the Fall of the fifth-grade year. Student's will be given a tour by an 8th-grade student leader in order to be exposed to the middle school program. In addition, 5th-grade students receive the opportunity to learn about the Core program, electives, sports, and after-school activities.

In the Spring of 5th grade, all 5th-grade families are invited to the middle school's Open House. It begins in the auditorium in which the administrative team and school counselor share with families about the Core program, electives, sports, and after-school activities.

In the summer between 5th and 6th grade, students are invited to a middle school orientation day in order to support students transitioning to middle school from elementary school. This day is filled with information about the school and its programs; team building activities to get to know their classmates, faculty, and staff; a school tour that describes drop off to school, lunch, the location of classes, and pick-up to go home; a pep rally led middle school student leaders in order to increase the engagement of transitioning students, etc.

Eighth Grade Transition to High School:
In the Fall, each 8th-grade student takes the PSAT. This is used to assist students in goal setting for high school. In addition, each student is assigned a College Board account in which she/he can take the appropriate Kahn Academy tutorials to gain knowledge in areas of need.

A teacher from the feeder high school teaches one period of Spanish at the middle school in order to build relationships and expose students to the standards and opportunities at the high school.

In collaboration with the feeder high school, a career pathway is being developed in the area of coding for students. This career pathway helps students matriculate to the Science and Engineering pathway at the High School.

Each Winter, high school counselors go to the middle school in order to enroll each 8th-grade student into high school courses based on multiple assessments and teacher recommendations.

In the Spring of the 8th-grade year, students take a tour of the feeder high school and participate in a pep rally. In addition, there is a Fall and Spring Parent Night in which parents learn about A-G requirements and the courses offered at the feeder school. The Fall Parent Night is done at the middle school. The Spring Parent Night is done at the high school.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
Gifted and Talented Students:
Schools identify Gifted and Talented students using a variety of measures, such as academic scores, teacher input, family input, and interests of students. Gifted and Talented students have the opportunity to take part in activities and clubs throughout the year, such as Odyssey of the Mind.

Library Programs:
Redding School District employs Information Specialist's to assist students in the Library. These Specialists attend County Librarian meetings twice a year. This training is provided to give employees the training to better assist the needs of students in the area of digital literacy skills and improved academic achievement.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
Social, Health, and Other Services  
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

Postsecondary and Workforce Partnerships  
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

Parent and Family Involvement  
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

Program Coordination  
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
**Probation Officer Coordination**  
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**Individualized Education Program Awareness**  
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

**Alternative Placements**  
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Induction for Teachers, Principals, and Other School Leaders:

Beginning Teachers:
New teachers have the opportunity to receive training twice a month. Support is given that is aligned with current District initiatives and goals leading towards accelerating new teacher practice.

New teachers also participate in the Alliance for Teacher Excellence program. This is a program that supports new teachers in earning a clear credential from the Commission on Teacher Credentialing.

Beginning Administrators:
New administrators have the opportunity to collaborate twice a month with colleagues in the area of curriculum and leadership. Support is given that is aligned with current District initiatives and goals leading towards accelerating new Principal practice. Support is also provided through monthly site visits.

Capacity Building for Teacher and Administrator Growth and Development

Salary Point Credit Program:
Redding School District provides opportunities for teachers to engage in professional learning and growth sessions and workshops. Teachers may earn college unit credit from some of the offered training's, which can be used to enhance their skills and knowledge as well as earn college unit credit that assists teachers in moving over in the pay scale.

Redding School District (RSD) is located in a rural area. Due to this, RSD offers training's to staff through the local county office and the local Special Education Local Plan Area (SELPA). District trainings are based on District aligned goals that are generated by student outcome data, such as attendance, suspensions, and academics. In addition to the offered training's, RSD also holds three professional development training days a year. These training dates are aligned with the results of a needs-based survey taken by staff and District aligned goals.

RSD supports the Title II Professional Growth and Improvement programs’ continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments.

Educational Services provide annual measures of outcomes of teachers and leader program participants along with non-program participants. These data are used to guide programmatic changes and professional development for program staff. In addition to evaluation data, Educational Services staff regularly conduct post session and end of program feedback surveys and outcome reporting (including all school leader and administrator induction programs. These data are used in consultation with program staff to ensure continuous improvement for present and future participants).

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).
THIS ESSA PROVISION IS ADDRESSED BELOW:

Redding School District (RSD) prioritized funding through School Site Council, the District Advisory Committee, and the District-wide Continuous Improvement Committee (CIC). The CIC is made up of staff from each site. Student outcome data is reviewed and initiatives are set forth and prioritized within this committee with the goal of increasing outcomes for all students. The Parent Advisory Committee may have access to the ESSA, but formal input and decisions are through School Site Council and the District Advisory Committee.

RSD determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under section 1124(c) by looking at student outcome data to see which and if any sites qualify by having sub-groups reflect red on the California Dashboard for two years in a row. If a site(s) qualifies then a stakeholder engagement meeting occurs in which a needs assessment is completed. Based on stakeholder input money is allocated to support the increased outcomes of students.

Title II funding is prioritized to support teachers in areas of identified need based on student outcome data, a staff development survey, and new/beginning teacher status.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Redding School District (RSD) supports the Title II Professional Growth and Improvement programs' continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments.

The Redding School District District Advisory Committee, the School Site Council's of each school, and the Continuous Improvement Committee are consulted with to gain feedback in regard to increasing outcomes for students and the expenditures used to support increasing these.

RSD evaluation data of the Title II program consists of, post session and end of program feedback surveys, walk through forms and outcome reporting. These data are used in consultation with program staff to ensure continuous improvement for present and future participants. This data is analyzed annually.

RSD meaningfully consults with stakeholders to update and improve Title II Part A funded activities through conducting annual surveys in order to gain input. In addition, a meeting is held at each site annually in order to gain input in regard to programs and outcomes. Also, there is an annual mid-year meeting in which all stakeholders throughout the district come together in order to discuss Local Control Accountability Plan (LCAP)actions and the progress made towards the stated actions. Discourse occurs in regard to whether additional actions need to occur.

Title II supports RSD in the achievement of the LCAP goals.
TITLE III, PART A

Title III Professional Development  
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities  
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities  
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement  
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students have the right to a well-rounded education. Redding School District supports students in the areas of academics, social/emotional learning, and the arts. In order to offer targeted support, a needs assessment is conducted annually through parent, student and staff surveys. In addition, there are stakeholder meetings held multiple times during the year in which community input is solicited based on the outcomes of students. This input assists in the creation of the LCAP and the ESSA. Students in grades K-8 have the opportunity to take part in computer science activities, such as coding. Students in grades third through eighth grade have the opportunity to participate in performing arts, such as recorder, band, violin, and/or choir. In grades sixth through eighth, students can participate in visual art. In addition, students in grade seven and eight can take part in a foreign language.

Redding School District fully supports safe and healthy students. The District conducts a climate survey annually in order to gauge the safety and health of its students. The District employs four counselors to help in supporting the needs of students. In addition, the District offers parent engagement activities with the intent to increase the opportunity for families to better access their child's school in order to increase equity. Positive Behavior Intervention and Supports, along with Restorative Practices are cornerstones in supporting a healthy climate for students. Character education is also embedded at each site in the District in order to further support the social/emotional well being of all students.

Redding School District also emphasizes the effective use of technology. Professional development occurs in the area of technology in order to increase the use among students, families, faculty, and staff. Families are invited to attend training's around programs and the student information system, Aeries. Students receive instruction around software programs and instructional tools. Teachers receive training in how to better access technological tools in order to personalize learning and to increase access and equity for students.

Chronic Absenteeism, Suspension, Local Indicators and Academic Indicator results are reviewed and discussed annually with stakeholders in order to effectively measure the actions taken to increase student outcomes with the ultimate objective of all students having benefiting from a well-rounded education, improved school conditions for student learning, and improved use of technology that increases student achievement and digital literacy.