



REDDING SCHOOL of the ARTS

WHERE EDUCATION AND THE ARTS CONNECT

雷丁艺术学校

教育与艺术融合的舞台/殿堂

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding School of the Arts

CDS Code: 45699480134122

School Year: 2023-24

LEA contact information:

Lane Carlson

Executive Director

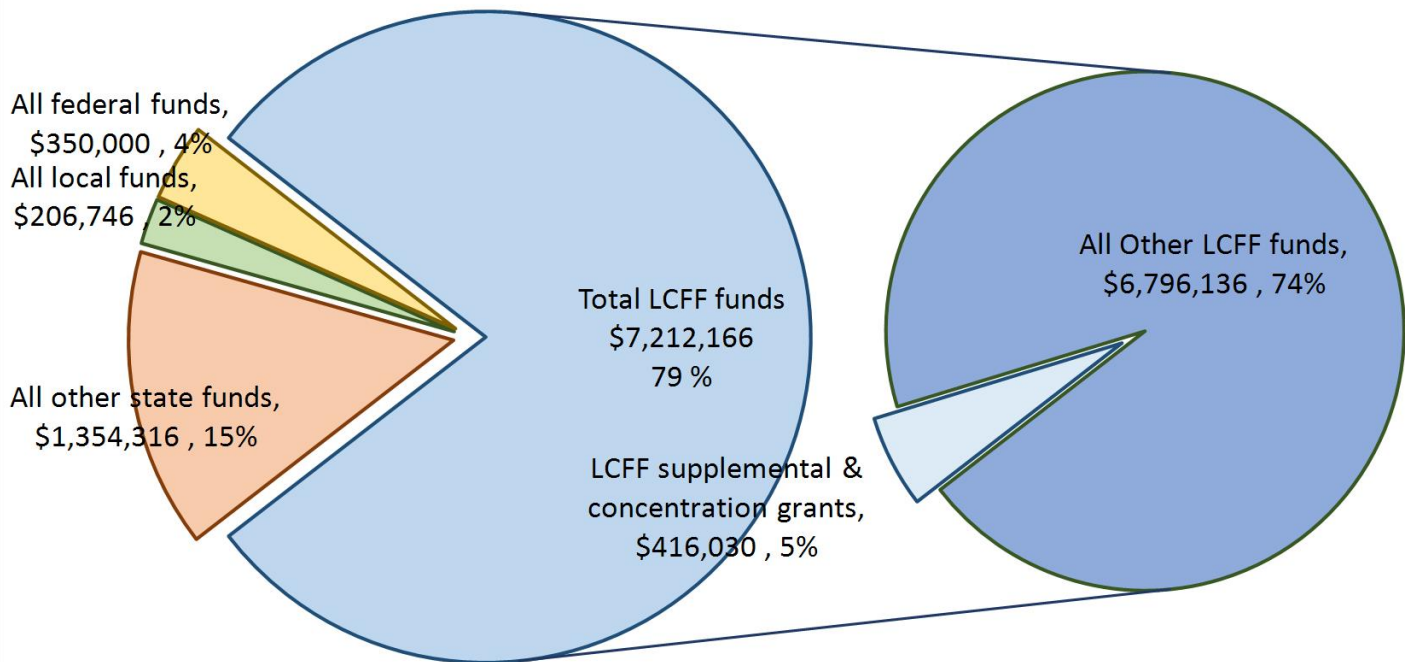
lcarlson@rsarts.org

530-247-6933

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

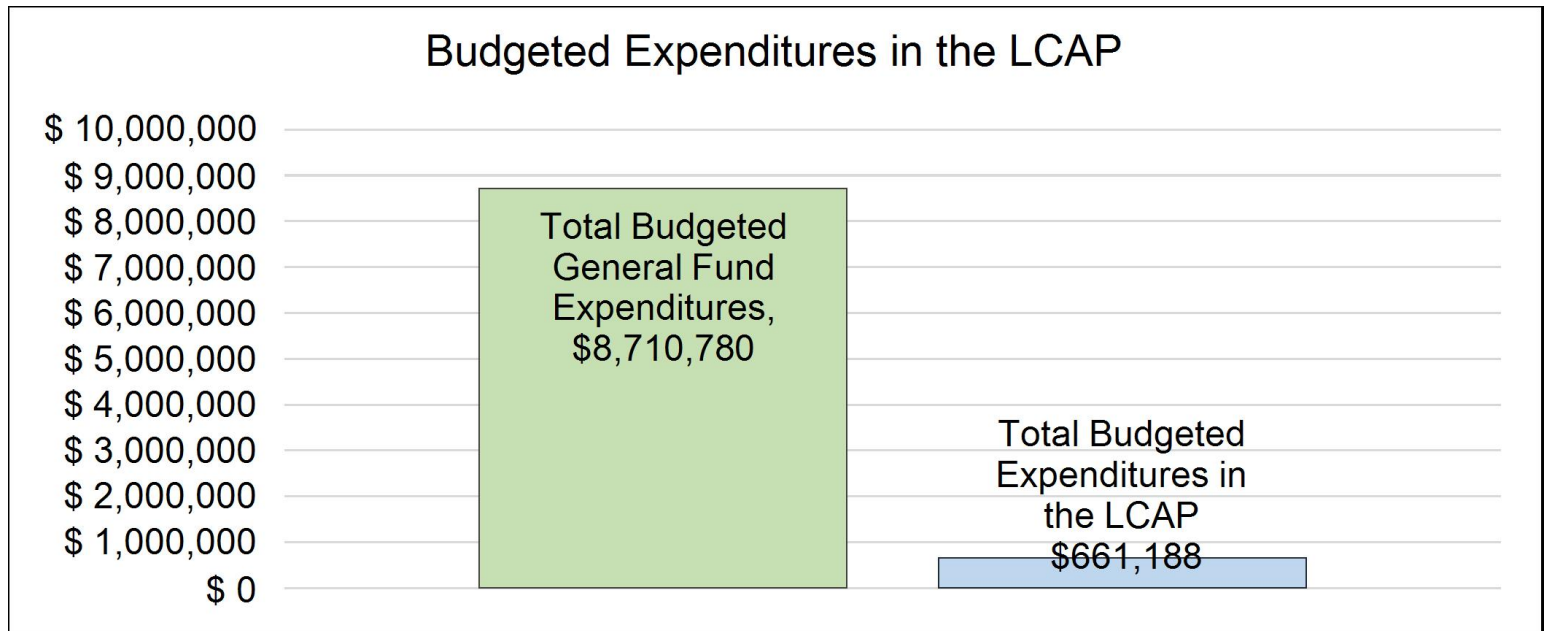


This chart shows the total general purpose revenue Redding School of the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding School of the Arts is \$9,123,228, of which \$7,212,166 is Local Control Funding Formula (LCFF), \$1,354,316 is other state funds, \$206,746 is local funds, and \$350,000 is federal funds. Of the \$7,212,166 in LCFF Funds, \$416,030 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Redding School of the Arts plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

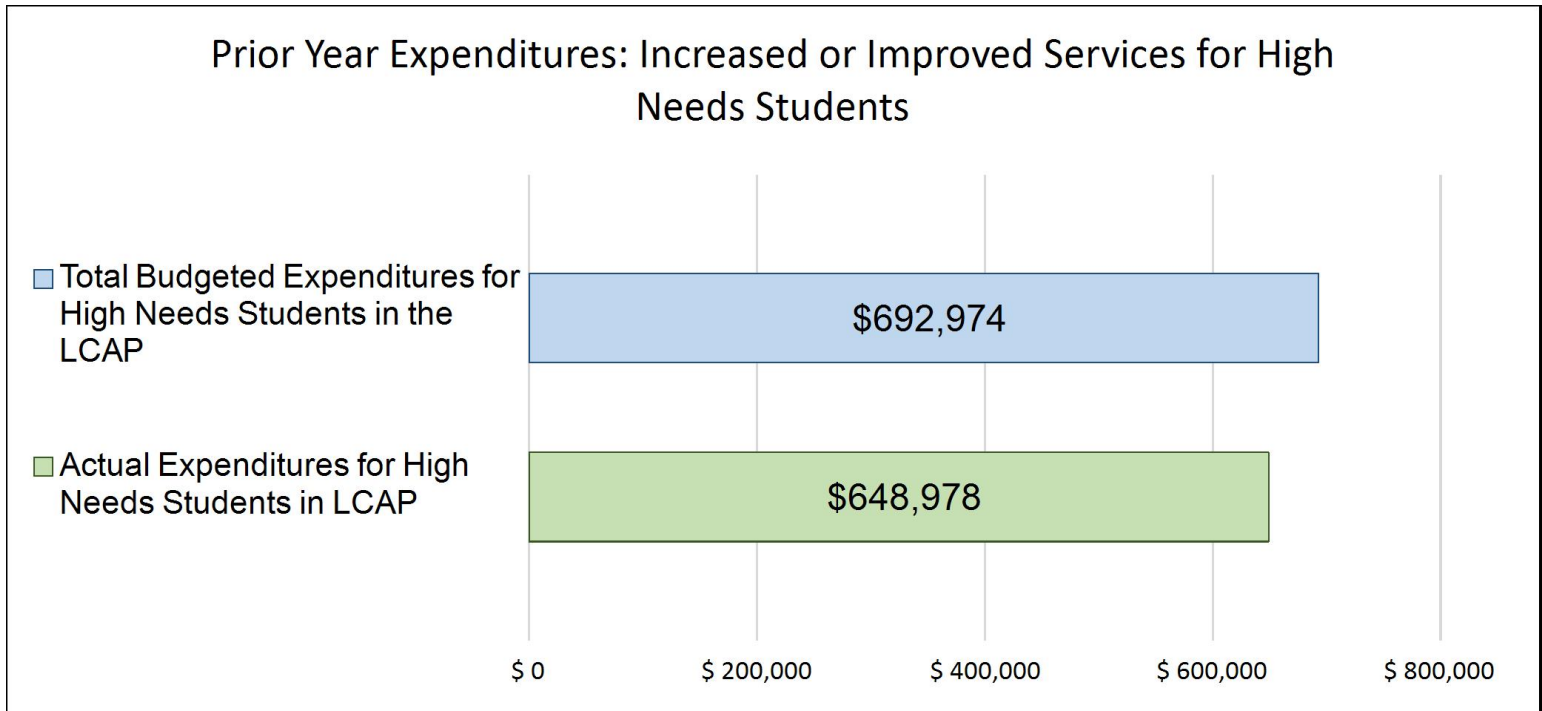
The text description of the above chart is as follows: Redding School of the Arts plans to spend \$8,710,780 for the 2023-24 school year. Of that amount, \$661,188 is tied to actions/services in the LCAP and \$8,049,592 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Redding School of the Arts is projecting it will receive \$416,030 based on the enrollment of foster youth, English learner, and low-income students. Redding School of the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Redding School of the Arts plans to spend \$450,298 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Redding School of the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding School of the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Redding School of the Arts's LCAP budgeted \$692,974 for planned actions to increase or improve services for high needs students. Redding School of the Arts actually spent \$648,978 for actions to increase or improve services for high needs students in 2022-23.



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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redding School of the Arts	Lane Carlson Executive Director	lcarlson@rsarts.org 530-247-6933

Plan Summary [2023-24]

General Information

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

Redding School of the Arts is a K-12 charter school in northern California, with plans to expand into an Early College High School starting in the 2022-2023 school year. The school believes when it comes to young minds, art enriches, expands and prepares them for a full life in useful and unexpected ways. Children who participate in music and arts programs often do better in other subject areas than children who do not, and low achieving students engaged in a visual and performing arts program have better attendance, increased self-esteem, and cooperate more fully with teachers and peers. RSA offers an innovative academic and arts education program in Redding, CA. RSA is known for its excellence in academics, its Mandarin immersion program and its VAPA programs.

Our Vision

Where Education and the Arts Connect!

Our Mission

The mission of Redding School of the Arts is to educate K-8 students who have an interest in visual and performing arts and cultivate their knowledge and skills for the betterment of their local and global community. Utilizing an inter-disciplinary, theme-based approach, students will learn to read, write, speak, problem solve, use technology, and sustainable practices. RSA seeks to accomplish its goal of high academic and behavioral standards through a student-centered, multicultural, and multi-lingual environment with an emphasis on the arts. This charter school will enable students to become literate, self-motivated, and lifelong learners who participate in the art of their community.

RSA is implementing an arts-enriched, interdisciplinary, inquiry-based learning environment aligned with state standards using a variety of curricula that nurtures the intellectual, social, and creative growth of students, builds an inclusive community, and supports academic achievement of its students. The arts can be an effective vehicle for developing skills and habits that will benefit students throughout their academic, professional, and personal lives within and beyond the school setting. The arts are subjects worthy of their own courses as well as elements to be incorporated within core content to (1) deepen student understanding of core content, (2) engage student interest in core content, (3) demonstrate cross-disciplinary connections, and (4) expand students' visual and performing arts experiences. The school believes that education in its entirety is complete when the arts are included in the academic program and when students are instructed at their academic level. Research studies indicate that a meaningful and challenging approach to arts education leads to community-building among diverse populations and develops self-motivated and competent, lifelong learners among both high achieving and traditionally at-risk, low-performing, and English Learner students. A strong vehicle for uniting the linguistically, culturally, and academically diverse student body of RSA, the arts were chosen as a cornerstone of the education program. By engaging in arts experiences, students learn both the need for discipline before freedom of expression and the benefit of perseverance. They learn to focus on individual goals and collaborate with others

on shared goals. They learn to see, hear, and express patterns and variations, contributing to their ability to analyze, synthesize, and reason. They learn to communicate across cultural and linguistic boundaries in verbal and non-verbal ways, thus deepening their understanding of the diversity within their school and global communities. In addition, they learn to tap into their imagination, thus developing a curiosity about the world around them.

RSA offers a Mandarin Immersion program to produce bilingual, bi-literate students and to equip children with the essential tools for an interconnected, global society. RSA's Mandarin Immersion Program is a comprehensive, partial immersion program with 50% of the curriculum taught in English and 50% taught in Mandarin in grades kinder-fifth. Mandarin is also offered in middle school as a foreign language class period. All instruction follows the California curriculum frameworks and meets or exceeds California and local content standards. The curriculum is maximized to increase proficiency in both English and Mandarin across all grade levels. Mandarin is the world's number 1 language which means it is a vehicle for global trade, business, and culture. Since Mandarin is a tonal language it is important that the teachers are native speakers and that the children begin speaking Mandarin in kindergarten when all the tones of the language can be heard and distinguished. Language is the window through which we come to know other peoples and cultures. Mastering a second and in some cases 3rd language allows students to capture the nuances that are essential to true understanding. A multicultural and multilingual academic program at RSA will prepare students to be global leaders and collaborators.

The school serves a diverse ethnic and social-economic population reflecting the greater Redding area. However, the learning needs of our students are different. Students attending RSA have a real interest in the Arts. This often means students who are low academic achievers but excel in the arts or students who excel in academics and excel in the Arts choose to attend. The school has been able to document over time that low academic achievers are personally challenged academically and in the Visual and Performing Arts. A 21st-century education requires that we provide active, curious, and social students with options in their educational program - options that include visual and performing arts as well as integrated studies and interactive technology in which the activity level of students must be viewed as an asset, a resource that can be constructively utilized to supplement and enhance the learning process. The aim of the Charter School is to establish a different learning environment that cultivates active, real-life learning, high standards of behavior, and strong academic and social support.

RSA provides an abundance of engagement opportunities for the whole school community. These opportunities (Theme Days, School Musical, Fieldtrips, Art and Culture Event, Performances, Student-Led or family conferences, competitions, clubs, etc) take collaborative teamwork between staff, parents, students, and the local community in order to be successful. As evidenced in our Parent/Student surveys these opportunities are well attended and serve to positively connect all stakeholders to the school community.

Reflections: Successes

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

Reflecting on the 2021 - 2022 School year RSA had many reasons to celebrate. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Consequently, RSA has monitored student academic progress based on NWEA tests using comparison scores from fall to winter as an early indicator and cross-reference with the winter to winter as the local indicator. RSA implemented a Kindergarten through eighth-grade NWEA MAPS assessment tool twice a year and other multiple assessments such as CAASPP Interim Assessments, Lexia, I-Ready, Mobymax, and CBM that give immediate and ongoing student results so that the teachers can progress monitor to make decisions on instructional topics and strands. These test and assessment comparisons are used to identify students' academic needs, provide extra academic support, and monitor progress for those who score below the 21st percentile for either or both ELA and Math.

The NWEA 2020 - 2021 winter to winter results are: Mathematics grade level scores indicated learning loss for grades four, six, seven, and eight with an increase of students scoring below the 21st percentile between two and twelve percent for an overall increase of students scoring below the 21st percentile by 4.2% per grade. Fifth grade indicated a decrease of one percent of students scoring below the 21st percentile. The ELA winter to winter comparison from 2020 to 2021 shows that second, fourth, sixth, seventh, and eighth grades decreased the number of students scoring less than the 21st percentile by two, one, and six percent respectively, sixth grade remained constant with no change and eighth grade increased number of students by five percent for an overall school decrease of 0.8%. This data demonstrated that RSA needed to increase its intentional intervention for students at or below the 21st percentile with small groups and specific instruction in mathematics and continue with the established reading intervention with the addition of introducing the SIPP reading program.

The NWEA 2021 - 2022 winter to winter results are: Mathematics grade level decreased the number of students scoring less than the 21st percentile in fifth, seventh, and eighth with an average schoolwide decrease of 3% overall. The fourth and sixth grades increased numbers of students by 1%. Overall the number of students scoring below the 21st percentile decreased by 3%. The ELA winter to winter comparison from 2021 to 2022 showed that the fifth and eighth grades decreased by 13% and 2% respectively. However, sixth and seventh grades increased by one and two percent. Overall the school reduced the number of students scoring below the 21st percentile by 2.4%. The LCAP goal to measure effective intervention was an overall decrease of 1% of students scoring below the 21st percentile in Mathematics and ELA which RSA achieved.

English Learners made steady progress toward English language proficiency. Using the ELPAC to measure language development, RSA reclassified 33% of the EL students.

In summary, when reviewing our local NWEA winter to winter data for the 2020-2021 and 2021-22 school years, improvements were made schoolwide. Using high-quality academic assessment for identifying students or student groups who may be at risk for academic failure, teacher preparation and training, curriculum, and instructional materials are key to supporting LCAP goals. These strategies work together to align successful access and instruction for students so that they will achieve grade-level state academic standards.

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.

Our goals and actions for our current LCAP will continue to address the need as well as any learning loss experienced by all students. In looking at our local NWEA winter to winter data for MATH in 2021-2022 Our analysis suggests that the intervention programs are positively affecting the growth in general math concepts. These interventions included grade level and ability grouping coupled with smaller class sizes for grades four through seven. When reviewing scoring grade levels weak areas in math for intermediate grades are geometry and measurement. Numbers and operations students made some growth but are still struggling. Middle school areas of weakness are operations and algebraic thinking and geometry were areas of weakness. When reviewing scoring by grade levels in ELA for intermediate grades weak areas are analyzing information and literary text. Middle school weak areas are mostly analyzing literary text - informational and vocabulary students did well. The actions and services planned in our current LCAP to address these ongoing needs, include supporting students in leveled math groups and supporting our staff through Professional Development in both reading-writing across the curriculum as well as Math. supplemental units to support identified mathematical topics as listed.

Also demonstrated on the CA Dashboard, although RSA's overall student Chronic Absenteeism rate in 2019-2020 was a success with a score in the GREEN performance level, we had one group (Hispanic) who scored in the Orange performance level. The local data for 2020-2021 estimates that our chronic absenteeism rate is 7%. RSA has carefully monitored chronic absenteeism attributing the increase to the challenges of managing and returning to school due to the pandemic, we recognize that this will take an intentional effort to get families to fully re-engage in school. Our school climate program, teacher engagement, ASB, VAPA program, and attendance supervision will be implemented to help decrease the number of students who are chronically absent.

LCAP Highlights

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

RSA has developed three overarching goals for our students that address these objectives:

Goal 1 Instruct, monitor, and implement Student Learning and Academic Performance using assessment data in Mathematical Standards,
Goal 2 Instruct, monitor, and implement Student Learning and Academic Performance using assessment data in English Language Arts
Both areas of academics will be reviewed during regularly scheduled PLC (Professional Learning Community) and ILT (Instructional Leadership Team) meetings;

Goal 3 Strengthen the community of learners to create leaders and build self-esteem through outreach and involvement; Ensuring all stakeholders are engaged in decision making and developing a sense of school safety. This includes participation in various activities and program including the extensive elective program and after-school clubs.

Quarterly administration met with community stakeholder groups and the Governing Board to share information on the intervention programs and grade-level progress. The implementation, monitoring, and review of LCAP Goals throughout the year were included in the PLC and general staff meetings. RSA was intentional with building the School Climate Program and participated in the new to Social-Emotional Health screener, as well as, encouraging student engagement and leadership within the school.

Our first two goals are centered around Academic Excellence for all students with the intent of improving student achievement and performance. Goal 1- Academic excellence for all students; Students will demonstrate increased math proficiency using mathematical reasoning skills. Goal 2: Academic Excellence for all Students in English Language Arts: Improve students' overall reading comprehension & fluency as well as writing skills across the curriculum. Goals 1 and 2 not only keep RSA focused on continual improvement over time, but also specifically target deficits/needs in both ELA and Math for which we strive to improve, including identified learning loss areas for all students and identified subgroups such as Socioeconomically disadvantaged students. RSA will demonstrate academic excellence and measurable progress in Mathematics and English Language Arts core content areas through an interdisciplinary approach to learning. The students at RSA will participate in daily instruction where they will demonstrate academic excellence and achieve measurable progress towards core content area goals. Student Progress is measured by one year's growth based on informal and formal assessments such as CAASPP and NWEA testing.

Our 3rd goal is to provide opportunities for students to participate in their education and engage in leadership experiences that prepare them for the 21st century. Our LCAP actions outline the key features that will increase student engagement specifically but also overall stakeholder engagement that lead to better outcomes for students. Our actions include SEL screening and support; Emotional Support Tools and Materials for Self-Regulation; Increasing positive School Culture program; Increase Student Engagement: Reduce Chronic Absenteeism; College and Career support for middle school students; Increase Student engagement & attendance through VAPA and competition sports and Increase Parental Involvement. We seek to meet this goal by maintaining student engagement, as measured by a decrease in the number of students who are chronically absent, and an increase in student participation in VAPA activities after school, cultural events, intramural sports/camps, student council, educational field trips, and/or participation in VAPA or academic competitions. Stakeholder engagement will be measured by Parent, Student, and staff surveys as well as participation in family events such as Back to School night, parent conferences, and participation in performances/school clubs. This year, the school will be participating in a county grant to implement a Social-Emotional Learning (SEL) survey and curriculum using BASE and KELVIN. During middle school PLC, a curriculum geared towards career and college readiness will be shared and practiced as well as reading and writing across the curriculum. All of these monitoring tools yield meaningful reports and the necessary documentation to direct small group instruction in specific areas or remediation that can be shared with parents and students. With the additional benchmark tests, administration and teachers will be better able to progress monitor and focus instruction across grade levels and within grade levels. The additional information will also benefit our English Learners focusing language on function writing and reading for information.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

RSA strives to provide for a variety of educational partner meetings to ensure a quality engagement with ample opportunities in several formats to achieve meaningful input for strategic planning goals. RSA believes a major factor in the success of students is the involvement that a significant adult has in their school life. Although parent involvement opportunities were initially limited to zoom due to COVID restrictions, parent-run committees interfaced indirectly with RSA teachers and staff using Zoom meetings and shared documents. The stakeholder groups include two parent groups, Parent Teacher Council and Theater Booster Club, Certificated and All Staff meetings, Instructional Leadership Team (ILT) and Administration, Associated Student Body, and fourth - eighth-grade students.

RSA parents are engaged and informed of the LCAP achievements, and goals, and provide input determining needs. Our Parent Teacher Council (PTC) worked to promote community within the school through events such as the Fall Fox Trot where family members volunteered to cheer students on as they ran laps, served water, and shared photos of their children trotting to earn donations, PTC conducted an evening auction event with support from local businesses and classroom projects made by the students. They honored the staff during Staff Appreciation Week with treats and gifts. PTC has established monthly onsite and zoom meetings, an adopted annual budget, elected officers, and committee bylaws that support its mission of creating a welcoming environment to support families and give back financially to the school. You can reach this group at: http://www.rsarts.org/parent_pages/p_t_c_-_parent_teacher_club.

Another significant parent group is Theater Booster Club (TBC). TBC supported our annual spring musical. Parents and community members work with RSA staff to sew or secure costumes, help construct set pieces, work alongside students to run the backstage activities during performances, promote the musical production in the community, concession sales, and more. TBC has established monthly onsite meetings, an adopted annual budget, elected officers, and committee bylaws that support its mission of creating a welcoming environment to support families and financially support the performing arts. You can reach this group at: http://www.rsarts.org/parent_pages/p_t_c_-_parent_teacher_club. You can reach this group at: http://www.rsarts.org/parent_pages/t_b_c_-_theater_booster_club

Parents can participate on several school committees as appointed by the Governing Board such as curriculum review and adoption, the School Site Safety committee, LCAP review and implementation, Governing Board, and the Finance Committee. RSA encourages and appreciates the input from our parents.

The RSA monthly News includes information regarding the LCAP and the mission of the school. Annually, parents and community members are sent a survey to provide anonymous feedback to the school which includes a variety of questions on participation areas, safety at school, implementation of the school's mission, and overall educational program quality. Quarterly, the administration reports on the school's LCAP goals relative to student progress as measured through various local and state indicators, as well as presentations at the PTC and TBC meetings to discuss and offer suggestions as a means to include as many educational partners as possible. Evidence of these discussions can be found on the agendas and minutes of these parent committees.

There are a variety of ways that all staff members are engaged and are informed of the LCAP achievement, goals, and determining needs.

Monday afternoons are set aside for Teacher meetings such as general planning meetings, Professional Development (PD), and Professional Learning Communities (PLC). At least three times during the year an All Staff meeting includes updates on student progress and includes discussion time. Both types of meetings have an agenda and minutes. Another designated staff educational partner is the Instructional Leadership Team (ILT) which consists of teachers from varying grade levels, special education, independent study, and administrative staff. This team met 6 times over the course of the year with discussions related specifically to actions/services of the LCAP, analyzed student data to develop targeted intervention services, and review the school's dashboard/ CAASPP information. These ILT members conduct the PLC for teacher training and student data analysis. The Administration Team meets bi-monthly to stay informed of student progress, review input from the various stakeholder groups, plan and implement the MTSS and address other concerns. The agenda and minutes from this meeting are reviewed at each meeting to ensure the focused actions related to the RSA LCAP goals and to include meaningful input from the parent, community, and staff input.

There are several ways that students are encouraged to provide input. Every other year the 4th - 8th graders complete a survey that includes School climate, SEL, and safety questions. This survey also includes an opportunity for students to write in their concerns or thoughts. Student Council meets monthly with an advisor who supports student engagement and communicates to the administration any concerns or questions they may have had related to school. Students can offer ideas for community engagement such as 'Hats On for Hunger' which raised money for local food banks and 'Pennies for Pups' which raised money for the local Haven Humaine Shelter. They also organized two separate spirit week activities for the entire school to engage in together.

These various educational partner groups provide a review, input, and ideas to create the school's LCAP goals and actions.

A summary of the feedback provided by specific educational partners.

Using our various educational partner group committee meetings, board meetings, and parent surveys, the LCAP plans, goals, and actions were reviewed for effectiveness. RSA received a 35% response rate to the parent spring survey which included representation from student groups such as English Language Learners, Special Education, and the general school offered intervention. General comments included:

- implementing small-group interventions as offered before, during, and after school was helpful for students and families;
- school counselor services and instructional practices supported the social-emotional needs of the students, especially those returning to the classroom from distance learning;
- include the past engagement actions such as assemblies, theme days, field trips, and performances as the year progressed was welcomed and more added would be appreciated
- all stakeholder groups felt safe and the school and the school will continue to implement practices that support a positive school climate
- concerns were listed for the middle school math program providing instruction that prepares them for high school
- concerns regarding less computer time and more hands-on lessons or interactive lessons with less nightly homework

When the 2022 winter NWEA scores were reviewed by Administration, and the ILT, overall students made sufficient annual progress in Mathematics and Reading. However, some mathematic subcategories for 4th - 8th graders were noted as growth areas such as algebraic

equations, measurement and data, and geometry. In the English Language Arts/ Reading subcategories, it was noted that Informational Text should be an instructional focus area.

Additionally, several educational partner groups encouraged more SEL activities to help students cope with changes/ routines in the classrooms and between peers as everyone gets used to being together on campus and COVID restrictions are relaxed.

Monthly meetings for all educational partners did support the comprehensive strategic planning, accountability, and improvement across the eight-state priorities and locally identified priorities. The stakeholder engagement is ongoing and a continuous process.

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

After reviewing the data, from the last year and this current year, the various educational partners were encouraged with student academic progress based on a winter comparison of NWEA 2021 and 2022 test results. It was also noted that the various efforts toward meaningful engagement were successful in encouraging school connectedness. The school will use the CA Dashboard when it is launched to monitor areas of concern with the following student groups: IN Mathematics, Socioeconomically disadvantaged and Students with Disabilities, when compared to all students, were in the yellow performance band rather than in the green. In ELA, the Socioeconomically disadvantaged appear in the orange performance band and Students with Disabilities in the yellow performance band, when compared to all students in the green performance band. New actions have been identified and extra staffing supports put in place to support these areas of concern.

Draft Goals and a summary of the proposed LCAP actions were presented; input was solicited from the following groups:

- * School Board-
- * Administrations and ILT-
- * Classified and certificated staff members -
- * Various Parent educational partner meetings-
- * Student Council -
- * Parent surveys (2022) -

Suggestions from the various groups included:

- * Identified the benefit of using our full-time counselor (1 FTE) to support SEL and the search for college/ career awareness lessons,
- * Purchase supplemental materials to support learning units such as mathematics and novels based on the theme year,
- * Purchase theater/ technology equipment and repairs as needed for the various school productions
- * Rethinking some of our elective and extracurricular activities schoolwide to provide opportunities for students to engage and take on leadership opportunities
- * Continue with supporting student learning outcomes and parent/ student/ teacher conferencing
- * SELPA- training for Special Ed compliance and MTSS model

All the educational partners had a significant role in providing feedback and refining our plan for 2022-2023. After reviewing local and state data and our current actions, services, and goals in our draft plan, groups brainstormed areas of strength and concern in each of the eight state priorities. We prioritized the areas suggested and developed the final plan. We brought back the final plan to all of our stakeholders for further feedback. Finally, our LCAP Committee and Governing Board approved the plan for 2022-2023. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Goals and Actions

Goal

Goal #	Description
1	Academic excellence for all students; Students will demonstrate increased math proficiency using mathematical reasoning skills. This Goal addresses State Priorities 1,2, 4, 7 and 8.

An explanation of why the LEA has developed this goal.

When reviewing the winter NWEA Mathematics by grade levels, students scored in the low and low average in algebraic expressions, operations and geometry. Overall NWEA score comparisons from Winter 2020 to winter 2021 shows an increase in students scoring below the 21st percentile at almost every grade level. This could be attributed to the general learning loss experienced during the pandemic and could also be attributed to the implementation of a new math curriculum which, due to cohorting and other Covid restrictions prevented teachers from fully implementing our leveled math classes schoolwide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic 100% of students have access to standards based curriculum. Maintain Services - Pupils access. have sufficient access to standards- aligned instructional materials	100% of students have access to CC standards based curriculum and/materials.	100% of students have access to CC standards based curriculum and/materials.	100% of students have access to CC standards based curriculum and/materials.		Maintain 100% access to Common Core Standards based curriculum and materials for all students.
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all	100% of teachers will use Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC	100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC	100% of teachers used Math, English Language Arts, VAPA and Next Generation Science Standards textbooks and/or other supporting materials for CC		100% of teachers will maintain the implementation of State board adopted academic content and performance standards for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in all subjects	standards for student learning.	standards for student learning.	standards for student learning.		students in all subjects
Priority 1 Basic Services - Appropriate Teacher Placement/Credential	100% of teachers appropriately assigned and credentialed.	Utilizing State Allowed Local Assignment Options, 100% of teachers appropriately assigned and credentialed.	Utilizing State Allowed Local Assignment Options, 100% of teachers appropriately assigned and credentialed.		Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use and implement CC textbooks and other supplemental curricula with EL supporting materials to increase academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.	Used and implemented CC textbooks and other supplemental curricula with EL supporting materials for academic language development.		Maintain the implementation of State Standards - English learners access to CCSS and ELD standards
Priority 4 Pupil Achievement - Statewide assessments CAASPP scores: Overall achievement with students not meeting standard on CAASPP will decrease by 0.5% in Math and CA Science Test.	2019 CAASPP test scores for Math: 44.29% of students Met or Exceeded Standards; 19.02 % of Students did not meet standards. CAST 2019 1st year data: Percent of students meeting or exceeding standards in 5th Grade, 44%; 8th Grade 32%.	2022 CAASPP test scores for Math: 38.12% of students Met or Exceeded Standards, this was a very slight decrease from 38.97% in 2021. 27.27% of Students did not meet standards, this was down from 31.12% the previous year which suggests we gained some ground with our intervention efforts.	2023 CAASPP test scores for Math: 38.66% of students Met or Exceeded Standards, this was a slight increase from 38.12% in 2022. 30.67% of Students did not meet standards, this was up from 27.27% the previous year. This data will be studied in detail to form a plan for 23-24.		Percent of students not meeting standard in CAASPP- Math will continue to decrease by .5% annually and our Socially Economically Disadvantaged students will increase by .5% the number of students meeting or exceeding standards. Percent of students Meeting or Exceeding standards for CAST will continue to increase by .5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 – Course Access - Programs and services developed and provided for unduplicated pupils and individuals with exceptional needs. RSA will expand the intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.	Participation in push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	RSA continued with push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data.	RSA continued with push in/pull out or extra support services before/after school as measured by attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in Math using local NWEA assessment data.		Maintain participation rates for targeted students, and Monitoring records will show a decrease in the number of students scoring below the 21st percentile on NWEA Math assessments over time..
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA assessments. Goal to reduce by 1% the number of students scoring below the 21st percentile.	Local NWEA Math comparison data for 2020 and 2021 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, -2%; 4th Grade, 1%; 5th Grade, -2%; 6th Grade, -5%; 7th Grade, -3%; 8th Grade, -12%. Overall school decreased in student growth due to	Local NWEA Math comparison data for 2021 and 2022 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, -1%; 4th Grade, -1%; 5th Grade, -1%; 6th Grade, 7%; 7th Grade, -4%; 8th Grade, 8%; 8th Grade, 5%. Overall school improvement of 2%.	Local NWEA Math comparison data for 2022 and 2023 winter scores of students scoring below the 21st percentile in Math: 3rd Grade, +6%; 4th Grade, -8%; 5th Grade, -3%; 6th Grade, +5%; 7th Grade, -1%; 8th Grade, +8%. Overall school result was an increase in students		The overall number of students scoring below the 21st percentile in Math will decrease by at least 1% each year and show continual improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	COVID restrictions of -4%.		scoring below the 21st percentile of 7%. Since it was the first year of the high school, we couldn't see winter to winter comparisons, but fall to spring assessment showed a 5% improvement for 9th grade, moving all students above the 21st percentile by spring.		
Priority 2 Implementation of State Standards - Implementation of State board adopted academic content and performance standards for all students in all subjects		Review middle school and high school mathematic curriculum to ensure sequential progress between grades. Potentially recommend curriculum for adoption.	Review K-5 math curriculum for adoption.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide intervention and remediation for students.	Students have been identified through multiple measures who will participate in before, during, and after school intervention lessons set up as individual and/or small groups using certificated and paraprofessional staff members. The school will purchase a school license for Moby Max, supplemental Go Math materials, iReady	\$134,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		licenses for intervention and select classrooms and other resources as needed.		
1.2	Staff Meetings and Agenda for PD and PLC	1 Monday each month will be to conduct PLC by depts, grade levels, or on going training for Data review/ analysis.	\$102,612.00	No
1.3	Implement a system of local performance assessments	Expand the use NWEA K-11 as a school wide benchmark testing. Provide PD for CAASPP interim assessments. Create a team for data review and response planning.	\$7,815.00	No
1.4	Ensure each classroom has adequate math manipulatives and support units.	Purchase additional math manipulatives so that each child has a set to use during the lessons.	\$5,000.00	Yes
1.5	Implement reading and writing skills during math lessons.	PD for teachers to ensure they implement reading and writing skills during their math lessons.	\$6,300.00	No
1.6	Use Google Suite Enterprise	Teachers will use google suites to design lessons, provide for online connections and communicate with students and parents to support daily lessons.	\$2,232.00	No
1.7	Review math curriculum for K-8 to make recommendations to adopt.	3 - 5 staff members with support from SCOE curriculum specialists will review various math curriculum that meets state standards and provides for sequential learning between grades and topics.		No
1.8	Math Lesson Study	A group of teachers will have joined a team from SCOE and a neighboring charter school to participate in an intensive Lesson Study		No

Action #	Title	Description	Total Funds	Contributing
		to help explore lessons that target engagement for focus students not previously successful.		

Goal Analysis [2022-23]

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

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

RSA did not purchase new math curriculum, but has pushed that action to 23-24.

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.

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

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.

For 23-24 We added iReady as a major intervention tool as well as a specific Data Team who will look at School Wide data, particularly NWEA math scores, and help implement strategic change. Added Action 8, a "Lesson Study" team that will look to improve the effectiveness of instruction through engagement of target students.

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

Goals and Actions

Goal

Goal #	Description
2	Academic Excellence for all Students in English Language Arts: Improve student overall reading comprehension & fluency as well as writing skills across the curriculum. This Goal addresses State Priorities 1,2, 4, 7 and 8.

An explanation of why the LEA has developed this goal.

When reviewing the winter NWEA Reading and Language Arts scores by grade levels, students in all grade levels scored in the low and low average in vocabulary and informational text. Historically we see that students have struggled with the ELA performance task on the CAASPP assessment. This data along with our local NWEA results suggests that we need to target these areas for academic growth and improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic 100% of students have access to standards based curriculum. Maintain Services - Pupils access. have sufficient access to standards- aligned instructional materials	100% of students have access to CC standards based curriculum and/materials.	100% of students had access to CC standards based curriculum and/materials.	Maintained with the addition of 9th and 10th grade. 100% of RSA students, grades K-10 had access to standards based curriculum.		Maintain 100% access to Common Core Standards based curriculum and materials for all students.
Priority 1 Basic Services - Appropriate Teacher Placement/Credentials	100% of teachers appropriately assigned and credentialed.	100% of teachers appropriately assigned and credentialed.	Maintained with the addition of 9th and 10th grades.		Maintain 100% of teachers appropriately assigned and credentialed.
Priority 2 Implementation of State Standards -	100% of teachers will use English Language Arts, VAPA and	100% of teachers used English Language Arts, VAPA	Maintained with addition of 9th and 10th grades.		100% of teachers will maintain the implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State board adopted academic content and performance standards for all students in all subjects	History/ Social Science Standards textbooks and/or other supporting materials for CC standards for student learning.	and History/ Social Science Standards textbooks and/or other supporting materials for CC standards for student learning.			State board adopted academic content and performance standards for all students in all subjects
Priority 2 Implementation of State Standards - English learners access to CCSS and ELD standards	Use and implementation of CC textbooks and other supplemental curriculum with EL supporting materials.	Used and implemented CC textbooks and other supplemental curriculum with EL supporting materials.	Maintained with addition of 9th and 10th grades.		Maintain the implementation of State Standards - English learners access to CCSS and ELD standards
Priority 4 Pupil Achievement - Statewide assessments CAASPP scores: Overall achievement with students not meeting standard on CAASPP will decrease by 0.5% in both ELA and Math. CAST student results data and make goals for 2020-2021.	2019 CAASPP test scores for ELA: 56.3% of students Met or Exceeded Standards; 17.12 % of Students did not meet standards.	With no testing in 2020, 2021 test scores demonstrated significant learning loss as compared with 2019. 2021 CAASPP test scores for ELA: 53% of students Met or Exceeded Standards; 19.0% of students did not meet standards.	2023 CAASPP test scores for ELA: 50.66% of students Met or Exceeded Standards; this was up from 47.06% in 2022. This year, 21.00% of students did not meet standards; this was down significantly from 30.33% in 2022 which suggests we gained some ground with our intervention efforts.		Percent of students not meeting standard in CAASPP- ELA will continue to decrease by .5% annually and our Socially Economically Disadvantaged students will increase by .5% the number of students meeting or exceeding standards
Priority 7 – Course Access - Programs and services developed and provided for	Participation in push in/pull out or extra support services before/after school as measured by	Continued to utilize push in/pull out or extra support services before/after school as measured by	Continued to utilize push in/pull out or extra support services before/after school as measured by		Maintain participation rates for targeted students, and Monitoring records will show a decrease in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils and individuals with exceptional needs. RSA will expand the intervention support Programs/Services for unduplicated students and students with exceptional needs, including online intervention programs before, after and during school through use of paraprofessionals and certificated staff.	attendance sheets for students with exceptional needs or unduplicated categories. ILT Monitoring records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.	attendance sheets for students with exceptional needs or unduplicated categories. Monitored records of all students scoring below the 21st percentile in ELA using local NWEA assessment data.		the number of students scoring below the 21st percentile on NWEA ELA assessments over time..
Priority 8 - Pupil Outcomes – Local Metric Indicator of progress on NWEA assessments. Goal to reduce by 1% the number of students scoring below the 21st percentile.	Local NWEA comparison data in Reading for 2020 - 2021 winter scores of students scoring below the 21st percentile in ELA: 3rd Grade, 1%; 4th Grade, 1%; 5th Grade, 1%; 6th Grade, maintained %; 7th Grade, 6%; 8th Grade, -5%. Overall school improvement of 1%.	Local NWEA comparison data in Reading for 2021 - 2022 winter scores of students scoring below the 21st percentile in ELA: 3rd Grade, -3%; 4th Grade, 0%; 5th Grade, 13%; 6th Grade, -1%; 7th Grade, -2%; 8th Grade, 2%. Overall school improvement of 2.4%.	Local NWEA comparison data in Reading for 2022 - 2023 winter scores of students scoring below the 21st percentile in ELA: 3rd Grade, +5%; 4th Grade, -10%; 5th Grade, -2%; 6th Grade, +9%; 7th Grade, +7%; 8th Grade, +2%. Overall school improvement of 3.0%. Overall school result was an increase in students scoring below the 21st percentile of 11%.		Number of students scoring below the 21st percentile in ELA will decrease by at least 1st each year and show continual improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Since it was the first year of the high school, we couldn't see winter to winter comparisons, but fall to spring assessment showed a 12% improvement for 10th grade, moving all students above the 21st percentile by spring.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Data Driven Instruction in ELA	NWEA assessment results, CBMs, Lexia, and CAASPP will be used to identify students needing assistance or for targeted instruction. Teachers will use data to develop or differentiate instruction based on identified student needs. Administration will collaborate regularly with the Grade Level Data Team. DT will be instrumental in analyzing data and working with grade level teams to implement data driven instruction practices school wide.	\$11,000.00	No
2.2	PD for Staff on Reading and Writing across the curriculum	Training and implementation of CAASPP block and interim testing for progress monitoring. SIPPS reading training for Paraprofessionals and all teachers K-5th grade. In addition, SIPPS materials will be purchased and used for Tier 1 & Tier 2 intervention groups. Middle School staff will access and attend training on "Reading & Writing in the Disciplines" through Annenberg Learning. PD for new teacher's induction program.	\$31,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	EL Learners access to achievable academic skills that will increase their English language.	The summative ELPAC scores have identified the writing domain as the highest need for our EL population. Identified students will receive instructions in writing and reading skills to increase their academic comprehension.	\$26,412.00	Yes
2.4	Provide intervention and remediation for students.	Students that have been identified through multiple measures, will participate in before, during, or after school intervention small groups using certificated and paraprofessional staff members. The school will purchase a school license for Lexia, Read Naturally, i-Ready and supplemental reading materials to monitoring the progress and provide intervention.	\$22,000.00	Yes
2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	Grade levels will use novels and non-fiction books to support interdisciplinary reading and writing. Current Social Studies curriculum will be reviewed, sifted, and much replaced with new, current and engaging materials.	\$46,190.00	No

Goal Analysis [2022-23]

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

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

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.

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

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.

Added the purchase of new inquiry based Social Studies curriculum with strong ELA instruction to Action 5.

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

Goals and Actions

Goal

Goal #	Description
3	RSA will provide opportunities for students to participate in their education and engage in leadership experiences that prepare them for the 21st century.

An explanation of why the LEA has developed this goal.

Students participating in an Arts education or other high interest activities during the day encourages students to attend school regularly. Local data shows that our Chronic absenteeism rate for the 2020-21 school year will increase significantly and we anticipate a need to strengthen our student attendance supervision practices. Research suggests that a well maintained school facility and an effective School Climate Program will increase student engagement and sense of safety. The school also recognizes that Social Emotional Learning and supports will be needed to deal with the aftermath of the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services - School facilities are maintained in good repair: Maintain Good Repair of learning environment.	FIT Survey December 2020- all systems inspected are in Good repair. Overall Rating is Exemplary.	Maintain	FIT Survey December 2022- all systems inspected are in Good repair. Overall Rating is Exemplary.		Maintain Good repair of learning environment.
Priority 3 Parental Involvement - Efforts to seek parent input in making decisions for the school as measured by attendance records to stakeholder meetings and response rate to	In 2021: 156 responses were received from approximately 401 family groups who completed the Spring 2021 Parent/Family survey. Overall response rate of 39%. Presentations, reports	Efforts to seek parent input occurred in two ways. Parent Survey 2022 - 122 responses 35% response were received from approximately 378 family groups who completed the Spring 2021	Efforts to seek parent input occurred in two ways. Parent Survey 2023 (83 responses), and presentations, reports and updates were provided at 10+ parent stakeholder meetings.		Maintain active involvement of our families who serve on executive boards of clubs/committees/ Governing board as well as parents who attend these meetings. Maintain active response rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
multiple Stakeholder Spring surveys.	and updates were provided at 10+ parent stakeholder meetings. (not distilled for unduplicated pupils or exceptional needs). LCAP and student progress presentations with opportunities to provide input and feedback during monthly Stakeholder group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board, Staff Meetings)	Mostly classroom based program Of the 122 families that responded 35% receive some services - IEP, 504, SST, English Language Learners. Presentations, reports and updates were provided at 10+ parent stakeholder meetings. (not distilled for unduplicated pupils or exceptional needs). LCAP and student progress presentations with opportunities to provide input and feedback during monthly Stakeholder group meetings as evidence by agenda and minutes. (TBC, PTC, Governing Board, Staff Meetings). 85% of the responses noted that they felt involved in school-wide decision making and 94% felt encouraged to advocate for their child.			to various surveys sent out during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parental Involvement - Promote parental participation for unduplicated pupils and those with exceptional needs.	2021: Additional parent survey sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. Response rate of 35%. 100% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 84.3% of families agree or strongly agreed that they are able to be involved in school-wide decision making at my child's school. 94.8% of family agreed or strongly agreed that their collaboration with staff during IEP meetings, 504 Accommodation Plan meetings, and/or	Efforts to seek parent input occurred in two ways. Parent Survey 2022 - 122 of the 122 responses (35% response were received from approximately 378 family) Of the 122 families that responded 35% of the responses represent unduplicated pupil counts - IEP, 504, SST, English Language Learners. sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. 97% of parents agreed or strongly agreed that RSA provides a safe and healthy	Efforts to seek parent input occurred in two ways. Parent Survey 2023. Of the 83 responses (35% response were received from approximately 378 family) 19 families responded that represent unduplicated pupil counts - IEP, 504, SST, English Language Learners. sent out to families who have students with exceptional needs or who participate in the English Learners program to solicit feedback on ability to participate in school engagement, school safety, and program services review. 90% of parents agreed or strongly agreed that RSA provides a safe and healthy environment for their child. 94.8% of family		Maintain or increase the response rate of 35% to Parent Engagement Survey. RSA will continue to provide this survey in addition to our whole school Spring Parent survey to ensure participation from this unduplicated group.75% or more of respondents will agree or strongly agree to the key questions listed in Baseline data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SST meetings was important in developing an educational plan for my child.	environment for their child. 92% of family agreed or strongly agreed that their collaboration with staff during IEP meetings,	agreed or strongly agreed that their collaboration with staff during IEP meetings,		
Priority 5 Pupil Engagement as measured by participation in school activities: Spirit days, ASB, Sports, Outside Interest activities, etc.	Maintain Rosters of students who participate in ASB, sports or other outside interest activities. Spirit Day Participation results: on average 65% of K-8th grade students dressed up on spirit days or on a theme day.	Rosters were maintained for the various RSA team sports: Volleyball, Basketball and Cross Country. ASB conducted two spirit weeks with an average schoolwide participation rate of 75%. ASB conducted two community awareness/fundraising opportunities during the year. Hat on for Hunger (supporting local food pantries) and Pennies for Pups (supporting Haven Humane Society). Middle School students were offered a winter social event with 90% participation.	Rosters were maintained for the various RSA team sports: Volleyball, Basketball and Cross Country. ASB conducted two spirit weeks with an average schoolwide participation rate of 79%. ASB conducted three community awareness/fundraising opportunities during the year. A canned food drive for The Good News Rescue Mission, Pennies for Pups to support Haven Human and Diaperpalooza to support Pathways to Hope. Middle School students were offered a winter social event with 90% participation.		Maintain or expand opportunities for students to participate in various school activities, thus increasing positive attendance and engagement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement- Chronic Absenteeism	Chronic Absenteeism rate on 2019 CA Dashboard 3% (18 Students w/ chronic absences /608 enrolled students. RSA anticipates a chronic absenteeism rate for the 2020-21 school year +7%.	Chronic Absenteeism rate on 2019 CA Dashboard 3% (18 Students w/ chronic absences /608 enrolled students. RSA anticipates a chronic absenteeism rate for the 2021 - 22 school year 8% (44 students out of 541 enrolled). Our goal was not met for this school year due to an increase in the illnesses at school not due to unexcused absences.	Chronic absenteeism rate for the 2022-23 school year 10.7% (58 students out of 543 enrolled). Our goal was not met for this school year due to an increase in the illnesses.		Reduce absenteeism by 1% per year.
Priority 6: School Climate as measured by surveys from pupils/parents.	Based on 2021 Student survey (given every other year) and Parent Surveys (given every year): Connectedness at school for students grade 4th – 8th: 90.6% of students feel their teacher cares about them. 82.7% of students feel like they belong in their classroom and school community.	maintain and expand into high school	Based on 2023 Student survey (given every other year) and Parent Surveys (given every year): Connectedness at school for students grade 4th – 8th: 85.3% of students feel their teacher cares about them. 70.3% of students feel like they belong in their classroom and school community.		Maintain effective positive school climate and student connectedness to school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92.2% students in grades 4th – 8th feel safe at school - explanations were provided. Some did not feel safe due to pandemic.</p> <p>96% students in grades 4th – 8th have knowledge of Character Counts education program, school rules and how they are implemented at school.</p> <p>2021 Spring Parent Survey (Parent Survey- given every year)</p> <p>99.18% of parents responded that their child feels safe at school in the classroom; 97.6% of parents responded that their child feels safe at school on the playground; 99.19% parents responded that their child feels safe to talk with at least 1 adult at school.</p>		<p>85.3% students in grades 4th – 8th feel safe at school - explanations were provided. Some did not feel safe due to pandemic.</p> <p>97.4% students in grades 4th – 8th have knowledge of Character Counts education program, school rules and how they are implemented at school.</p> <p>2023 Spring Parent Survey (Parent Survey- given every year)</p> <p>97.59% of parents responded that their child feels safe at school in the classroom; 95.18% of parents responded that their child feels safe at school on the playground; 97.59% parents responded that their child feels</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			safe to talk with at least 1 adult at school.		
Priority 5 Pupil Engagement as measured by participation in SEL lessons, pre and post assessments, implementation of screeners.	Initial baseline K - 8 school wide SEL screener will be implemented in 2021-22. Spring 2021 Student survey: 76.4% of students reported that they able to recognize when they are having negative emotions (sad, depressed, frustrated, anxious, etc.). 65% of students reported that they knew strategies to help myself feel better/happy (breathe, walk, draw, listen to music, etc.)	a) In grades 3-8 RSA implemented the Kelvin SEL screener offered through Shasta County Office of Education, completing 4 pulses during the school year. In November 2021 there was a 53% student participation rate, in May 2022 the participation rate was 84%. In May 2022 the overall favorable score was 65%, down from the peak score of 71% in January 2022. Of the six areas measured, the areas of overall highest favorability were Instructional Environment (78%) and Relationships (74%). The area of overall lowest favorability was Positive Affect (48%). Positive Affect measured how worried students felt	RSA continued to utilize the Kelvin SEL screener in 22-23. For the year, we had 82% participation.		Student pre and post screeners will show a minimum of 1% increase in Social Emotional health based on CASEL 5 competencies: relationship skills, self management, self awareness, social awareness and responsible decision making. Student response to Spring Survey will increase by 5% for students reporting ability to recognize negative emotions and strategies to feel better/happy.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and how able they were to express their feelings. b) For all grades K-8 RSA implemented pre and post SEL teacher rating scales for each student. Progress in social/emotional skills was noted for grade K-1 students in seat based and home based programs (+2.4 and +13.15 percentage points, respectively) and grade 6-8 students in seat based and home based programs (+9.4 and 14.75 percentage points, respectively). Of interest for the 2021-2022 school year, all student groups except 2-3 home school students showed growth in their management of challenging circumstances, e.g. COVID.			
Priority 4 Student Achievement: College and Career	School staff attendance records at Reach Higher Shasta. Maintain the school	maintain and expand into high school.			Maintain programs, practices, activities and events that support College and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Awareness for Middle School Students. School counselor's calendar of lessons to show scope and sequence of lessons taught. (small group rosters for students needing additional help.) PLC and ILT attendance and agenda to confirm the monitoring of assessment data, course compositions and grades. Participation rosters for fieldtrips/activities, such as Shasta College Career Day Event.	counselor's calendar of lessons to show scope and sequence of lessons taught. (small group rosters for students needing additional help.) PLC and ILT attendance and agenda to confirm the monitoring of assessment data, course compositions and grades. Participation rosters for fieldtrips, activities, such as Shasta College Career Day Event.				Career awareness for middle school students, as evidenced by maintenance of baseline data/records.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SEL screening and supports	PD for teachers, paraprofessionals and specialists to collaborate prior to referrals to SSTs, e.g. regularly scheduled student staffing meetings; and purchase of already standardized SEL universal screener.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Emotional Support Tools and Materials for Self Regulation	School Counselors will provide Social Skills training in the classrooms to support social and emotional needs of students. Purchase additional materials for teachers to use in their classroom to support social emotional learning.	\$200,603.00	No
3.3	Increase positive School Culture	The Vice Principal will work with grade level teachers to promote Character Counts Friday, quarterly awards and arrange for assemblies that support good character and school climate. All Staff will attend a Standard Response Protocols training put on by "I Love U Guys" on August 14, 2023. Executive Think Tank will identify and implement changes to improve school culture for students, families and staff.	\$47,000.00	No
3.4	Increase Student Engagement : Reduce Chronic Absenteeism	<p>RSA will use a three-way approach to increase student engagement and reduce chronic absenteeism. ASB advisor to organize student engagement activities such as spirit days and community outreach. FACT Advisor will promote engagement opportunities through performances and competitive teams. Attendance Supervision staff will increase efforts to reduce chronic absenteeism by targeting students that are chronically absent and eliminating any barriers that are keeping them from attending school. Administration/Teaching Staff and Registrar will collaborate together to use the following practices to curb chronic absenteeism:</p> <ul style="list-style-type: none"> * Connect with students on a weekly basis * The School Attendance Clerk, High School Counselor and the Vice Principal will meet monthly to review attendance data to target students, * Teachers to monitor weekly during PLC meetings to identify students early. * Provide home visits for chronically absent students, * Coordinate and manage SSTs for families to problem solve attendance issues * Coordinate and provide professional development for staff using topics such as Social-Emotional Learning, Restorative Justice, 	\$53,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Capturing Kids Hearts, * Connect families with local resources and community partners to reduce barriers to attending school, and * Implement an attendance campaign using Attendance Works resources.		
3.5	College and Career supports for middle school students	College & Career: Reach Higher Shasta Secondary The district will participate in the Reach Higher Shasta regional collaborative in order to create a college-going culture for our students and their families. We will use an ongoing process to monitor a variety of outcome measures such as absentee rates, course and subject grades, and 6th - 8th-grade assessment results. RSA will monitor student course completion and success, beginning in grade 6. Students will be exposed to social skill building such as how to manage conflict, manage social, and school work demands, and be perseverant problem solvers, good communicators, and team players. Kinder students will participate in the "Kinder College Day" event put on by College Connection. Seventh through high school students will be exposed to strategic field trips/activities that support college and career development and promote awareness. (such as 7th-grade Theater Arts Field Trip(Ashland) with nearby College visit and Shasta College Career Day Event), career survey to develop future educational interests. High School students will tour Shasta College and 9th graders will attend the County-wide STEM day.	\$44,283.00	Yes
3.6	Increase Student engagement & attendance through VAPA and sports competition	Offer a variety of VAPA experiences to encourage attendance and academic interests and provide the musical instruments or consumable materials for the enrichment/ elective classes for elementary and High School.	\$202,543.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Increase Parental Involvement	Provide opportunities for parental involvement through class field trips, family evening events, Student lead conferences and Parent-Teacher conferences, and a variety of parent club groups that include collaboration in LCAP information as evidenced through agenda and minutes from club meetings.	\$5,000.00	No

Goal Analysis [2022-23]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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.

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

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.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
328,392	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.76%	0.00%	\$0.00	5.76%

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.

RSA has an enrollment of unduplicated pupils that is less than 40 percent of the school site's total enrollment – an unduplicated pupil count of 27% in 2021-2022 school year. Therefore, RSA may expend supplemental and concentration grant funds on a schoolwide basis based on the requirements of 5 CCR Section 15496. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

- In determining the most effective use of supplemental and concentration funds, the following information was considered:
- * Review of the CA School Dashboard student group as reported in 2019 to identify which student groups need additional support
 - * Current local and state metrics with actions and services in place
 - * History of success with actions and services in school programs
 - * Refinement of intervention and services to improve student outcomes
 - * Validity of services based on best practices of effective schools and relevant research

In analyzing the above data, RSA has determined that the implementation of social-emotional learning professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth,

and English Language Learning students.

After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on an LEA-wide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils. Following is a list of the intended use of funds and program/service offerings as described in detail in the goals and actions section of the plan.

- Provide intervention and remediation for identified students will include the unduplicated students into the before, during, and after school intervention so that all students who need services will be able to access the services based on need. Increase services through the use of paraprofessionals and certificated staff. Efforts will be made to ensure the unduplicated are included in the intervention groups.
- Staff development time in the form of PD and PLC to promote data-driven instruction will enhance the daily instructional lessons for all students. Professional development includes Step up to Writing, Reading, and Writing across the curriculum (Anneberg), developing social-emotional skills in students, NWEA MAP training on gleaning information from testing data.
- Implement a system of local performance assessments that will occur during teacher time making the best use of instructional time for all students including guided practice on test-taking strategies and writing responses to build confidence in all students.
- Implement reading and writing skills during math lessons will occur during teacher time making the best use of instructional time for all students including guided practice on test-taking strategies and writing responses to build confidence in all students.
- Use of Google Suite Enterprise enhances communication with parents to keep them informed on completed student assignments. Effectively design lessons for all students to better support the daily lesson goals and expectations for learning.
- Increase counseling time to support attendance, college/ career lessons, SEL lessons
- Offer a rich and robust VAPA and other engagement activities through the elective program, after school activities with or without competitions, and family engagement activities
- Continue to participate in the reduced price meal subsidy
- English Learner Coordinator will offer supports through push-in or pull-out as needed based on the ELPAC results.

- Attend training for the Homeless/Foster Youth Coordinator

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.

RSA's unduplicated count is 27% in the 2021-2022 school year, this is below the state identified 55% unduplicated pupil count to receive additional funding. RSA receives supplemental funding related to Low Income, Foster Youth, and English Learners. As stated above, the RSA plans to spend approximately \$310,580 derived from supplemental funds to serve, increase and/or improve services for unduplicated pupils during the 2021-2022 school year. The school's budgeted expenditures and delivery of related services serve as an approximate measurement of services delivered to unduplicated pupils. When applied to the budgeted LCFF Base Funding entitlement of \$553,756 the school achieves an expenditure percentage of 100%, satisfying the minimum proportionality percentage requirement.

RSA will be spending supplemental funds as described above. It is our belief that the most effective way to provide opportunities to the pupils is through the action steps goals 1, 2, and 3. The supplemental funds provide for additional targeted interventions, lower student/staff ratios counseling services, a Response to Intervention model, and access to engagement and leadership opportunities. The English Learner Coordinator, Foster/Homeless Youth Coordinator, and Counselors directly support the unduplicated student groups. All services are planned to be implemented school-wide because of the low percentage of targeted students in a school with small class sizes. The primary benefit is for the targeted students, but all students will benefit from the plan. The school believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. Our overall strategy includes groupings of all students with similar needs regardless of whether or not they are in a targeted student group. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull-out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes, provide instructional aides and college/career counseling, behavioral and social-emotional supports, and interventions to strengthen the educational program.

Being a small charter school many of the strategies described above are best applied universally, and although principally directed with unduplicated pupils in mind, these strategies will benefit all students. As described in the LCAP, the Goals and Actions will ensure unduplicated pupils will progress towards meeting academic standards, social-emotional learning, and school expectations.

Following are links to evidence-based programs and research that supports our actions and services in our plan:

"What Really Counts When We Teach? by Alan Schoenfeld in Achieve the Core, April 18, 2017, <http://achievethecore.org/aligned/what-really-counts-when-we-teach/>; Schoenfeld can be reached at alans@berkeley.edu.

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in The Reading Teacher, January/February 2017 (Vol. 70, #4, p. a395-400), <http://bit.ly/2jpuGfP>; Dennis can be reached at dennis@usf.edu

"Time for Teacher Learning, Planning Critical for School Reform" by Eileen Merritt in Phi Delta Kappan, December 2016/January 2017 (Vol. 98 #4, p. 31-36), www.kappanmagazine.org.

"Beyond Teachers: Estimating Individual Guidance Counselors' Effects on Educational Attainment" by Christine Mulhern*Harvard University, January 30, 2020 http://papers.cmulhern.com/Counselors_Mulhern.pdf , Christine can be reached at Mulhern@g.harvard.edu.

Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. Journal of Applied Developmental Psychology, 50, 15–25.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. Journal of School Psychology, 53, 463–477.

Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. Journal of Applied Developmental Psychology, 26, 171–200.

Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. The Journal of Primary Prevention, 26, 401–418. doi:10.1007/s10935-005-0002-z

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. Journal of Adolescent Health, 53(2), 180–186.

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. Remedial and Special Education, doi: 10.1177/0741932514564564

Nickerson, A. B., Livingston, J. A., Kamper-DeMarco, K. (2018). Evaluation of Second Step child protection videos: A randomized controlled trial. Child Abuse & Neglect 76, 10–22.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*. Advance online publication. doi:10.2105/AJPH.2015.302630

Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. *Theory into Practice*, 52(4), 280–287. doi:10.1080/00405841.2013.829731

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(4): 1156–1171.

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:24	
Staff-to-student ratio of certificated staff providing direct services to students	1:19	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$456,794.00	\$471,540.00	\$12,500.00	\$11,000.00	\$951,834.00	\$625,160.00	\$326,674.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide intervention and remediation for students.	English Learners Foster Youth Low Income	\$29,238.00	\$105,021.00			\$134,259.00
1	1.2	Staff Meetings and Agenda for PD and PLC	All	\$102,612.00				\$102,612.00
1	1.3	Implement a system of local performance assessments	All	\$7,815.00				\$7,815.00
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	English Learners Foster Youth Low Income	\$2,500.00		\$2,500.00		\$5,000.00
1	1.5	Implement reading and writing skills during math lessons.	All		\$6,300.00			\$6,300.00
1	1.6	Use Google Suite Enterprise	All	\$2,232.00				\$2,232.00
1	1.7	Review math curriculum for K-8 to make recommendations to adopt.	All					
1	1.8	Math Lesson Study	All					
2	2.1	Data Driven Instruction in ELA	All	\$4,000.00	\$7,000.00			\$11,000.00
2	2.2	PD for Staff on Reading and Writing across the curriculum	English Learners Foster Youth Low Income	\$425.00	\$19,600.00		\$11,000.00	\$31,025.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	English Learners	\$26,412.00				\$26,412.00
2	2.4	Provide intervention and remediation for students.	English Learners Foster Youth Low Income	\$9,534.00	\$12,466.00			\$22,000.00
2	2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	All	\$6,190.00	\$30,000.00	\$10,000.00		\$46,190.00
3	3.1	SEL screening and supports	All	\$2,000.00	\$2,000.00			\$4,000.00
3	3.2	Emotional Support Tools and Materials for Self Regulation	All	\$67,508.00	\$133,095.00			\$200,603.00
3	3.3	Increase positive School Culture	All	\$14,000.00	\$33,000.00			\$47,000.00
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	\$46,785.00	\$6,775.00			\$53,560.00
3	3.5	College and Career supports for middle school students	English Learners Foster Youth Low Income		\$44,283.00			\$44,283.00
3	3.6	Increase Student engagement & attendance through VAPA and sports competition	All	\$132,543.00	\$70,000.00			\$202,543.00
3	3.7	Increase Parental Involvement	All	\$3,000.00	\$2,000.00			\$5,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,701,269	328,392	5.76%	0.00%	5.76%	\$114,894.00	3.08%	5.10 %	Total:	\$114,894.00
								LEA-wide Total:	\$38,446.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$76,448.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide intervention and remediation for students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$29,238.00	0.90%
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	0.09%
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$425.00	0.24%
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	LEA-wide	English Learners	All Schools	\$26,412.00	0.43%
2	2.4	Provide intervention and remediation for students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,534.00	0.60%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$46,785.00	0.52%
3	3.5	College and Career supports for middle school students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		0.30%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$692,974.00	\$648,978.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide intervention and remediation for students.	Yes	\$164,729.00	\$195,250.00
1	1.2	Staff Meetings and Agenda for PD and PLC	No	\$95,696.00	\$104,621.00
1	1.3	Implement a system of local performance assessments	No	\$7,815.00	\$7,813.00
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	Yes	\$5,000.00	\$5,390.00
1	1.5	Implement reading and writing skills during math lessons.	No	\$6,290.00	\$4,714.00
1	1.6	Use Google Suite Enterprise	No	\$2,500.00	\$2,232.00
1	1.7	Review math curriculum for the middle and high school to make recommendations to adopt.	No	\$60,000.00	
2	2.1	Data Driven Instruction in ELA	No	\$32,000.00	
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	\$44,110.00	\$18,002.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	\$24,392.00	\$47,869.00
2	2.4	Provide intervention and remediation for students.	Yes	\$34,000.00	\$21,858.00
2	2.5	Purchase novels, non-fiction books, online lessons, and periodicals.	No	\$13,000.00	\$4,571.00
3	3.1	SEL screening and supports	No	\$3,200.00	\$2,834.00
3	3.2	Emotional Support Tools and Materials for Self Regulation	No	\$47,000.00	\$63,661.00
3	3.3	Increase positive School Culture	No	\$30,500.00	\$30,902.00
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	Yes	\$29,535.00	\$21,586.00
3	3.5	College and Career supports for middle school students	Yes	\$17,207.00	\$51,938.00
3	3.6	Increase Student engagement & attendance through VAPA and sports competition	No	\$71,000.00	\$65,737.00
3	3.7	Increase Parental Involvement	No	\$5,000.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$328,392.00	\$174,767.00	\$139,184.00	\$35,583.00	3.08%	5.70%	2.62%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide intervention and remediation for students.	Yes	\$51,208.00	\$49,160.00	.90%	.96%
1	1.4	Ensure each classroom has adequate math manipulatives and support units.	Yes	\$5,000.00	\$5,390.00	.09%	1.08%
2	2.2	PD for Staff on Reading and Writing across the curriculum	Yes	\$13,425.00	\$8,739.00	.24%	.65%
2	2.3	EL Learners access to achievable academic skills that will increase their English language.	Yes	\$24,392.00	\$22,359.00	.43%	.92%
2	2.4	Provide intervention and remediation for students.	Yes	\$34,000.00	\$21,858.00	.60%	.64%
3	3.4	Increase Student Engagement : Reduce Chronic Absenteeism	Yes	\$29,535.00	\$16,242.00	.52%	.55%
3	3.5	College and Career supports for middle school students	Yes	\$17,207.00	\$15,436.00	.30%	.90%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,393,576	\$328,392.00	0	7.47%	\$139,184.00	5.70%	8.87%	\$0.00	0.00%