



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rim of The World Unified School District

CDS Code: 36-67868-0000000

School Year: 2024-25

LEA contact information:

Jennifer Whiteside

Director of Educational Services TK-12

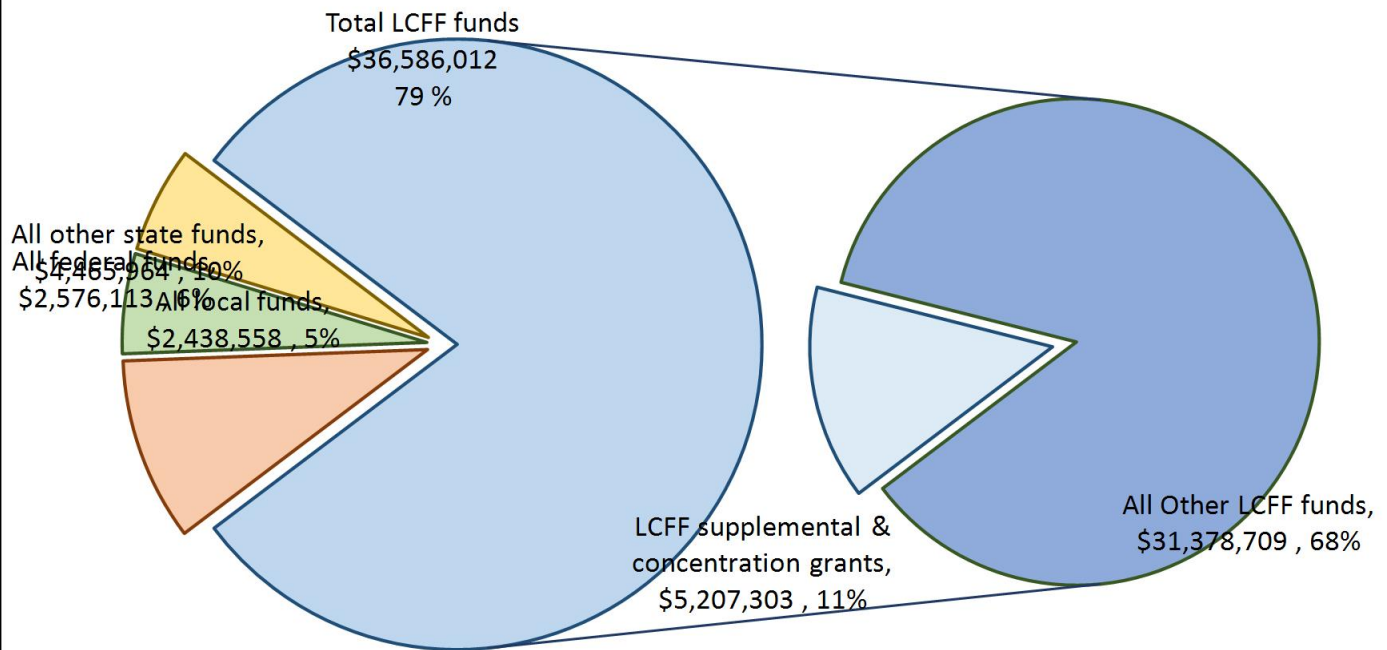
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

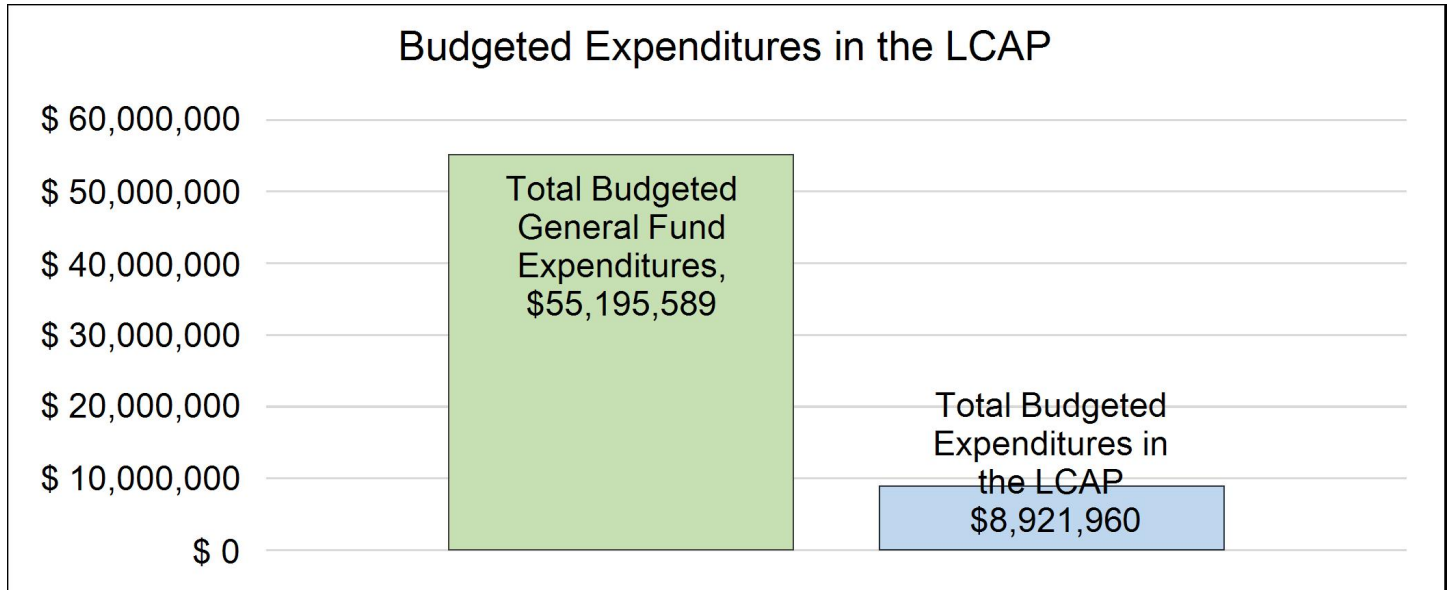


This chart shows the total general purpose revenue Rim of The World Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rim of The World Unified School District is \$46,066,647, of which \$36,586,012 is Local Control Funding Formula (LCFF), \$4,465,964 is other state funds, \$2,438,558 is local funds, and \$2,576,113 is federal funds. Of the \$36,586,012 in LCFF Funds, \$5,207,303 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 Rim of The World Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rim of The World Unified School District plans to spend \$55,195,589 for the 2024-25 school year. Of that amount, \$8,921,960 is tied to actions/services in the LCAP and \$46,273,629 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

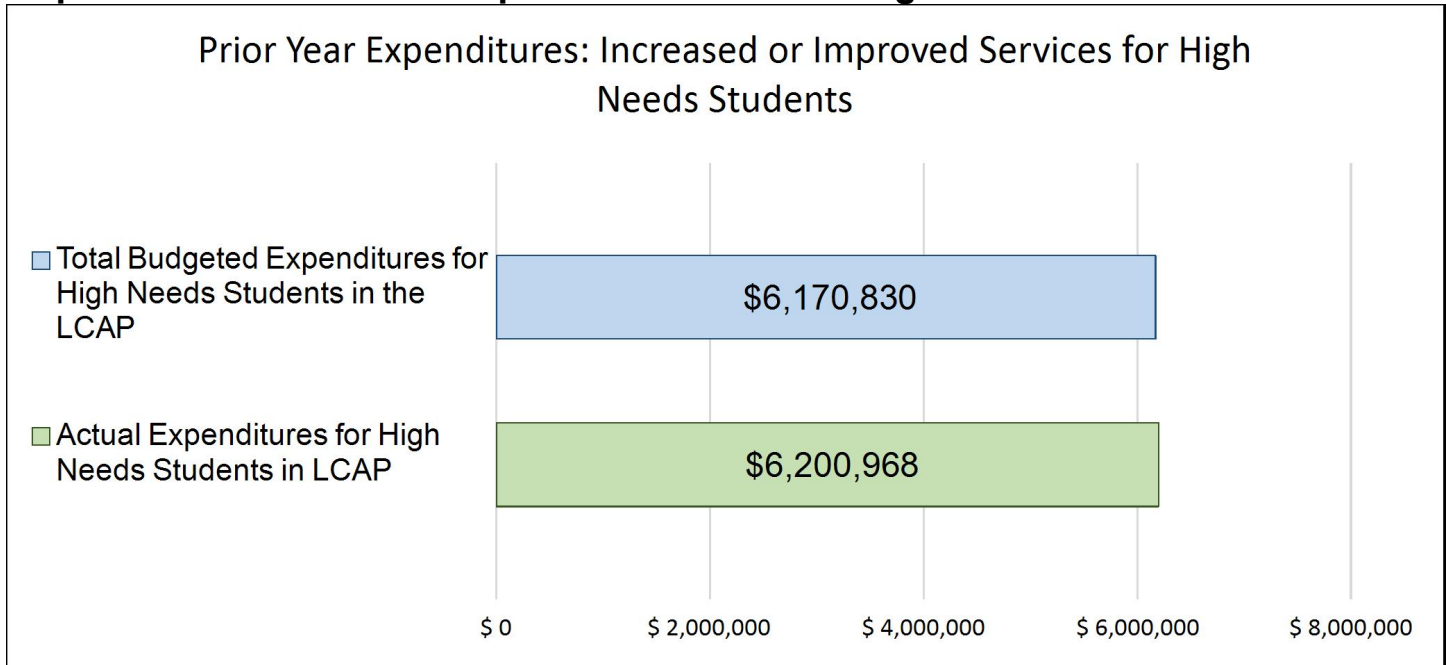
General Fund expenditures not included in the LCAP include but are not limited to general administration and operations such as site & district administrators, custodial services, special education costs, the majority of teacher salaries, security and clerical costs, insurance & utilities, donations and other grants and entitlements such as lottery funds, and most of the remaining ESSER funds.

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

In 2024-25, Rim of The World Unified School District is projecting it will receive \$5,207,303 based on the enrollment of foster youth, English learner, and low-income students. Rim of The World Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rim of The World Unified School District plans to spend \$6,458,772 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Rim of The World Unified School District's LCAP budgeted \$6,170,830 for planned actions to increase or improve services for high needs students. Rim of The World Unified School District actually spent \$6,200,968 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rim of The World Unified School District	Jennifer Whiteside Director of Educational Services TK-12	jennifer_whiteside@rimsd.k12.ca.us (909) 336-4111

Goals and Actions

Goal

Goal #	Description
1	Increase student learning and support professional development * All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success. * All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world. * All students receive high-quality education and services from caring, highly qualified, and competent staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC English learner progress indicator for grades K-12 as reported on the California School Dashboard	2019 Dashboard Data 54.4% of English learners making progress towards English proficiency	The 2021 California School Dashboard did not report the ELPI. 2021 ELPAC Scores: Proficiency: 17.25% The statewide percentage is 13.98%	2022 Dashboard Data 50.7% of English learners made progress towards English Proficiency	51% of English learners made progress towards English Proficiency 2023 California School Dashboard	A minimum of 70% of English learners making progress towards English proficiency
District reclassification rate	2019-20 Data The districtwide reclassification rate is 6.6%	2020-21 Dataquest Data The districtwide reclassification rate is 6.7%	2021-22 Dataquest Data The districtwide reclassification rate is 11%	14% of English Learners reclassified 2022-23 Dataquest Data	Reclassify a minimum of 10% of our English learners
Percentage of students receiving report card grades of D's and F's in grades 6-12.	2020-2021 RHS grades 9-12 Semester 1: 389/924= 42% Semester 2: 434/892 = 49% 2020-2021 MPH grades 6-8	REVISED 21-22 RHS Aeries Data Dashboard D/F % for core subjects ELA: 27.1% Math: 24.9%	22-23 RHS Aeries Data Dashboard D/F % for core subjects ELA: 27.2% Math: 26.4% Science: 18.1%	23-24 RHS Aeries Data Dashboard D/F % for core subjects ELA: 19.3 % Math: 20% Science: 16.8%	Reduce the D/F Rates by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Semester 1: 444/683 = 65% Semester 2: 402/683 = 59 %	Science: 21.9% Social Studies: 28.2% 21-22 MPH Aeries Data Dashboard D/F % for core subjects ELA: 33.6% Math:28.8% Science: 25.9% Social Studies: 35.9%	Social Studies: 30.7% 21-22 MPH Aeries Data Dashboard D/F % for core subjects ELA: 27.6% Math: 18.5% Science: 22.2% Social Studies: 26.2%	Social Studies: 11.9% 23-24 MPH Aeries Data Dashboard D/F % for core subjects ELA: 30.9% Math: 26.4% Science: 17.8% Social Studies: 19.5%	
3rd Grade reading proficiency on the STAR end of the year assessment	2020-21 Data Using the RTI cut points 53% of 3rd graders were at or above the 40 PR	REVISED March 2022-June 2022 (3rd Trimester) Level 1 Less than Proficient- 41% Level 2 Less than Proficient- 29% Level 3/4 Proficient- 30%	June 2023 (3rd Trimester) Level 1 Less than Proficient- 40% Level 2 Less than Proficient-24% Level 3/4 Proficient- 38%	2024 (3rd Trimester) Level 1 Less than Proficient- 21% Level 2 Less than Proficient- 21% Level 3/4 Proficient- 58% As measured by iReady, new assessment platform.	A minimum of 50% or more of our 3rd graders are at the 3/4 proficient level.
Graduation rate indicator for students in grades 9-12	2019-20 Data Rim of the World High School 95.2% Mountain High School 44.4% Districtwide 84%	2020-21 Data Rim of the World High School 96.8% Mountain High School 59.6% District-Wide 89.4%	2021-22 Data Quest Rim of the World High School 93% Mountain High School 65.4% District-Wide 90%	2022-23 Data Rim of the World High School 93.1% Mountain High School 41% District-Wide 84.8%	Rim of the World High School 97% Mountain High School 74% Districtwide 90%
CAASPP English Language Arts academic and college	2019 Dashboard Data 57% Met or exceeded the ELA standard	2021 CAASPP Data 31% of 11th grade students met or	2022 CAASPP Data 44.69% of 11th grade students met or	2023 CAASPP Data 50.47% of 11th grade students met or	A minimum of 70% of 11th graders meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
career indicator for students in grades 11 (11th grade EAP)		exceeded the ELA standard	exceeded the ELA standard	exceeded the ELA standard.	exceed the ELA standard
CAASPP mathematics academic and college career indicator for students in grades 11 (11th grade EAP)	2019 Dashboard Data 32% Met or exceeded the mathematics standard	2021 CAASPP Data 13% of 11th grade students met or exceeded the mathematics standard	2022 CAASPP Data 14.93% of 11th grade students met or exceeded the mathematics standard	2023 CAASPP Data 16.9% of 11th grade students met or exceeded the mathematics standard	A minimum of 50% of 11th graders meet or exceed the mathematics standard
College and career indicator of A-G course completion rates. Percent completing A-G classes with a C or better.	20-21 33% of students are completing A-G requirements preparing them for a UC or Cal State admission.	2021 California School Dashboard 28.4% of students completed A-G requirements	2022 California School Dashboard 18% of students completed A-G requirements	2023 DataQuest 85/273, 31% of students completed A-G requirements, preparing them for a UC or CSU admission.	Increase to 50%
College and career indicator of the percent of students taking and passing an AP test with a score of 3 or higher in grades 10-12.	2019-2020 Data AP % of exams that were scored a 3 or higher = 115 out of 207 = 55%	20-21 94 out of 221 students scored a 3 or higher= 42%	21-22 47 out of 164 students scored a 3 or higher= 29%	2022-2023 Data AP % of students that scored a 3 or higher: 71 out of 114 = 62.28%	59% of students taking the AP test scoring a 3 or higher.
College and career indicator for the percent of students reaching the prepared status	19-20 Data 31.2 % of students were prepared 31.7% of students were approaching prepared 37% of students were not prepared	The 2021 California School Dashboard did not report CCI	The 2022 California School Dashboard did not report CCI	22-23 Data 25.2 % of students were prepared 24.8% of students were approaching prepared	Increase to 44.6% of students being prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				50% of students were not prepared	
College and career indicator for the number of students receiving the Seal of Biliteracy.	2020-21 Data 15 students earned the Seal of Biliteracy	21-22 6 students earned the Seal of Biliteracy	22-23 6 students earned the Seal of Biliteracy	23-24 24 students earned the Seal of Biliteracy.	A minimum of 20 students earning the Seal of Biliteracy
Percent of AVID students going on to 4 year universities.	2020-21 Data 91% of AVID students were accepted into 4-Year universities	2021-22 Data 94% of AVID students were accepted into 4-Year universities	2022-23 Data 93% of AVID students were accepted into 4-Year universities	2023-2024 Data 86% of AVID students were accepted into 4-Year universities.	100% of AVID students are accepted into 4 Year universities
Evaluation of professional learning survey results for learning opportunities provided throughout the year.	Baseline will be established this year.	Professional learning surveys were not administered in 2022.	Professional learning surveys were not administered in 2023.	52.6% of staff who completed the Professional Learning Survey reported satisfaction with professional development opportunities offered during the 2023-2024 school year.	A minimum of 80% satisfaction rating on the professional development survey
Local measure for the results of the Implementation of State Standards	<p>The 2020-2021 Implementation of standards Rubric was completed:</p> <p>Rating Scale (lowest to highest):</p> <p>1-Exploration and Research Phase</p>	<p>2021-2022 Implementation of Standards Rubric 61% of the scores are a 3 or 4 (14 of the 23 questions)</p> <p>Rating Scale (lowest to highest):</p>	<p>2022-2023 Implementation of Standards Rubric 100% of the scores are a 3 or 4 (23 of the 23 questions)</p> <p>Rating Scale (lowest to highest):</p>	<p>2023-2024 Implementation of Standards Rubric 100% of the scores are a 3 or 4 (23 of the 23 questions)</p> <p>Rating Scale (lowest to highest):</p>	69% of the rubric scores will be a 3 or 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability #1. Rate our district's progress in providing professional learning for teaching the adopted academic standards and/or frameworks: *ELA – CCSS for ELA – 3 *ELD (Aligned to ELA Standards) – 2 *Mathematics – CCSS for Mathematics – 3 *Next Generation Science Standards – 2 #2. Rate our district's progress in making instructional materials that are aligned to the adopted academic standards and/or curriculum frameworks available	1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability #1 ELA – 3 ELD – 2 Math – 3 NGSS – 2 History/SS – 1 #2 ELA – 4 ELD – 4 Math – 4 NGSS – 2 History / SS – 1 #3 ELA – 3 ELD – 2 Math – 3 NGSS – 2 History/SS – 4 #4 CTE – 4 Health Ed – 2 PE - 4	1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability #1 ELA – 3 ELD – 3 Math – 3 NGSS – 3 History/SS – 3 #2 ELA –3 ELD – 3 Math – 3 NGSS – 3 History / SS – 3 #3 ELA –3 ELD – 3 Math – 3 NGSS – 3 History/SS – 3 #4 CTE – 4 Health Ed – 3 PE - 4	1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability #1 ELA – 4 ELD – 3/4 Math – 3/4 NGSS – 3/4 History/SS – 4 #2 ELA –5 ELD – 5 Math – 4/5 NGSS – 4 History / SS – 4/5 #3 ELA –3 ELD – 3 Math – 3 NGSS – 3 History/SS – 3 #4 CTE – 5 Health Ed – 3 PE - 4	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>in all classrooms where taught. *ELA-CCSS for ELA – 4</p> <p>*ELD (Aligned to ELA Standards) – 4</p> <p>*Mathematics -CCSS for Mathematics – 4</p> <p>*Next Generation science Standards – 2</p> <p>*History/Social Science – 1</p> <p>#3. Rate our district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the academic standards and/or curriculum frameworks (e.g., collaborative (PLC), focused classroom walkthroughs, teacher pairing etc..).</p>	<p>The Arts – 4 World Lang - 4</p> <p>#5 PD as a whole – 3 PD for individuals – 3 PD for mastery - 2</p>	<p>The Arts – 3 World Lang - 3</p> <p>#5 PD as a whole – 3 PD for individuals – 3 PD for mastery - 3</p>	<p>The Arts – 4 World Lang - 4</p> <p>#5 PD as a whole – 3 PD for individuals – 3 PD for mastery - 2/3</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*ELA -CCSS for ELA – 3</p> <p>*ELD (Aligned to ELA Standards) – 3</p> <p>*Mathematics -CCSS for Mathematics – 3</p> <p>*History/Social Science – 1</p> <p>#4. Rate our district’s progress in implementing each of the following academic standards for students.</p> <p>*Career Technical Ed Content Standards – 4</p> <p>*Physical Ed Model Content Standards – 4</p> <p>*Visual and Performing Arts – 4</p> <p>World Language – 4</p> <p>#5. Rate our district’s success at engaging in the following activities with teachers and school administrators during the prior school year</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(including the summer preceding the prior school year).</p> <p>*Identifying the professional learning needs of groups of teachers or staff as whole – 3</p> <p>*Identifying the professional learning needs of individual teachers – 3</p> <p>*Providing support for teachers on the standards they have not yet mastered – 2 61% of the scores are a 3 or 4 (14 of the 23 questions)</p>				
CAASPP English Language Arts academic indicator for students in grades 3-8 as reported on the California School Dashboard.	2019 Dashboard Data ELA indicator color of yellow and 23.4 points below the standard for all students	Rim did not administer the CAASPP to grades 3-5 in 2021. 2021 STAR results for grades 3-5: 37% met or exceeded the ELA standard for all students 2021 CAASPP for grades 6-8: 36% met or	2022 Dashboard Data ELA indicator provides a baseline color of purple for all indicators. The ELA indicator was low, 33.5 Distance from Standard (DFS)	2023 Dashboard Data ELA indicator provided a color of orange 40.8 Distance from Standard (DFS)	Reduce the distance from 3 by at least 30 points (10 per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		exceeded the ELA standard for all students		35.53% standard met or exceeded for all students.	
CAASPP English Language Arts academic indicator for students in grades 3-8 as reported on the California School Dashboard.	2019 Dashboard Data ELA indicator color of orange and 67.5 points below the standard for English learners	Rim did not administer the CAASPP to grades 3-5 in 2021. 2021 STAR results for grades 3-5: 15% met or exceeded the ELA standard for English learners 2021 CAASPP for grades 6-8: 10% met or exceeded the ELA standard for English learners	2022 Dashboard Data ELA indicator provides a baseline color of purple for all indicators. The ELA indicator was very low, 72.3 Distance from Standard (DFS) for English learners.	2023 Dashboard Data ELA indicator color of red, 104.5 Distance From Standard (DFS) for English learners, with 4.4% standard met or exceeded for English Learner students.	Reduce the distance from 3 by at least 30 points (10 per year)
CAASPP English Language Arts academic indicator for students in grades 3-8 as reported on the California School Dashboard.	2019 Dashboard Data ELA indicator color of orange and 103.1 points below the standard for students with disabilities	Rim did not administer the CAASPP to grades 3-5 in 2021. 2021 STAR results for grades 3-5: no data available to determine % who met or exceeded the ELA standard for students with disabilities 2021 CAASPP for grades 6-8: 18% met or exceeded the ELA standard for students with disabilities	2022 Dashboard Data ELA indicator provides a baseline color of purple for all indicators. The ELA indicator was very low, 108.4 Distance from Standard (DFS) for students with disabilities.	2023 Dashboard Data ELA indicator color of red 119.1 Distance from Standard (DFS) 8.96% standard met or exceeded for students with disabilities.	Reduce the distance from 3 by at least 30 points (10 per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP mathematics academic indicator for students in grades 3-8 as reported on the California School Dashboard.	2019 Dashboard Data Mathematics indicator color of orange and 69.6 points below the standard for all students	Rim did not administer the CAASPP to grades 3-5 in 2021. 2021 STAR results for grades 3-5: 19% met or exceeded the mathematics standard for all students 2021 CAASPP for grades 6-8: 13% met or exceeded the mathematics standard for all students	2022 Dashboard Data Mathematics indicator provides a baseline color of purple for all indicators. The mathematics indicator was low, 90.1 Distance from Standard (DFS) for all students	2023 Dashboard Data Mathematics indicator color of red 95.3 Distance from Standard (DFS) 17.50% standard met or exceeded for all students.	Reduce the distance from 3 by at least 30 points (10 per year)
CAASPP mathematics academic indicator for students in grades 3-8 as reported on the California School Dashboard.	2019 Dashboard Data Mathematics indicator color of red and 111.9 points below the standard for English learners	Rim did not administer the CAASPP to grades 3-5 in 2021. 2021 STAR results for grades 3-5: 2% met or exceeded the mathematics standard for English learners 2021 CAASPP for grades 6-8: 2% met or exceeded the mathematics standard for English learners	2022 Dashboard Data Mathematics indicator provides a baseline color of purple for all indicators. The mathematics indicator was very low, 134.8 Distance from Standard (DFS) for English learners	2023 Dashboard Data Mathematics indicator color of red 152.6 Distance from Standard (DFS) 1.5% met or exceeded the mathematics standard for English Learner students.	Reduce the distance from 3 by at least 30 points (10 per year)
CAASPP mathematics academic indicator for students in grades 3-8 as reported on the	2019 Dashboard Data Mathematics indicator color of red and 144.9 points below the	Rim did not administer the CAASPP to grades 3-5 in 2021 2021 STAR results for	2022 Dashboard Data Mathematics indicator provides a baseline	2023 Dashboard Data Mathematics indicator color of orange	Reduce the distance from 3 by at least 30 points (10 per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard.	standard for students with disabilities	grades 3-5: no data available to determine % who met or exceeded the mathematics standard for students with disabilities 2021 CAASPP for grades 6-8: 5% met or exceeded the mathematics standard for students with disabilities	color of purple for all indicators. The mathematics indicator was very low, 154.3 Distance from Standard (DFS) students with disabilities	153.2 Distance from Standard (DFS) 3.5% met or exceeded the mathematics standard for students with disabilities.	
Local measure for Williams Act reporting on textbook sufficiency	20-21 0 Williams complaints about textbook sufficiency	21-22 0 Williams complaints about textbook sufficiency	22-23 0 Williams complaints about textbook sufficiency	23-24 0 Williams complaints about textbook sufficiency	0 Williams complaints for textbook sufficiency
Fully Credentialed and Appropriately Assigned Teachers	100% of Rim teachers are fully credentialed and appropriately assigned.	As of CBEDS October 2021 99.3% of Rim teachers were fully credentialed and appropriately assigned	As of CBEDS October 2022 97% of Rim teachers were fully credentialed and appropriately assigned	Fully Credentialed and Appropriately Assigned Teachers 97% of ROWUSD teachers were fully credentialed and appropriately assigned. October 2023 CBEDS	100% of Rim teachers are fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	2020 California School Dashboard CTE Pathway Completion rate is 11.9% of students meeting the prepared criteria	2021 California School Dashboard 26.3% of students completed one or more CTE Pathway	2022 California School Dashboard 20.4% of students completed one or more CTE Pathway	2023 California School Dashboard = 19.4% of students completed one or more CTE Pathway	California School Dashboard CTE Pathway Completion rate of 30% of students meeting the prepared criteria
Access and enrollment in a broad course of study	20-21 100% of students have access to a broad course of study	21-22 100% of students have access to a broad course of study	22-23 100% of students have access to a broad course of study	23-24 100% of students have access to a broad course of study	100% of students have access to a broad course of study

Goal Analysis

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

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

Rim of the World Unified School District continues to experience challenges impacting teaching and learning due to learning loss associated with the pandemic, and blizzard of 2023 where students were out of school for a month of instruction. The actions and services that experienced substantive differences in implementation due to various challenges include:

Action #7: Language Assistants: This action was partially implemented as planned. We experienced staff shortages, and aide positions we were unable to fill.

Action #8: Secondary Counselor: This action was partially implemented as planned. We experienced difficulty hiring a middle school counselor and experienced a vacancy for portions of the school year.

Action #15 Teacher on Special Assignment - English Learner Support (TOSA): This action was not implemented as a vacancy arose as the EL TOSA took on an administrative role at one of our school sites at the start of the school year, and the position was not filled.

Action #16 Student Intervention, and Extended Learning Opportunities with PAPER Virtual Tutoring: This action was deleted in June of 2023, and was not planned for implementation in the 2023-2024 school year.

Action #17 Office Hours and Virtual Tutoring for Students Extended Learning Opportunities: This action was deleted in June of 2023, and was not planned for implementation in the 2023-2024 school year.

Action #18 Student Intervention, Acceleration, and Extended In-Person Learning Opportunities: This action was part of a negotiated agreement that was not extended or planned for implementation in the 2023-2024 school year.

All other actions and services for this goal were implemented as planned.

During the 2023-2024 school year, ROWUSD found success with its Professional Learning Community (PLC) initiative, as teachers demonstrated commitment to collaborative planning and the delivery of high-quality instruction. Through the careful alignment of standards-based guaranteed and viable curriculum, educators worked toward consistency and coherence in pacing and implementation. Furthermore, the integration of instructional technology platforms facilitated assessment practices, to support teachers with the coordination and administration of assessments. Standardized curriculum-based assessments such as CAASPP, iReady, STAR, and DRA, among others, provided a comprehensive view of student learning outcomes. The district's commitment to fostering collaboration was evident through the equalization of PLC days across all sites, which encouraged both vertical and horizontal alignment. In addition, ROWUSD expanded its extracurricular offerings and enrichment classes at middle and high schools, providing students with diverse opportunities for engagement and growth. To support English learner reclassification, dedicated language assistants were available at each site, contributing to the success of targeted workshops and initiatives. Counseling support services were continued at the middle and high schools, with expanded AVID programming at the comprehensive high school and middle school, further bolstering efforts toward college and career readiness.

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.

The material differences referenced below reflect the estimated actuals that were less than the budget expenditures:

Action #7: Language Assistants: There was a material difference between budgeted and actual expenditures because we experienced staff shortages, and aide positions we were unable to fill.

Action #8: Secondary Counselor: There was a material difference between budgeted and actual expenditures because we experienced difficulty hiring a middle school counselor and experienced a vacancy for portions of the school year.

Action #15 Teacher on Special Assignment - English Learner Support (TOSA): There was a material difference between budgeted and actual expenditures because a vacancy arose as the EL TOSA took on an administrative role at one of our school sites at the start of the school year, and the position was not filled.

There were also material differences in Actions 2 and 3 where estimated actuals exceeded the budgeted expenditures due to increased costs in instructional technology and formative assessment practices and platforms.

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

As ROWUSD evaluated the effectiveness of the actions and services for this goal we grouped the actions into the following categories: Support to Provide Quality First Instruction, Learning Gaps and Acceleration Supports, English Learner Supports, Instructional Tools, and Instructional Program Supports.

Support to Provide Quality First Instruction:
Action #1: Professional Learning Communities (PLC)
Action #3: Formative Assessment Practices
Action #10: Teachers on Special Assignment
Action #11: Professional Development

The actions were effective and were strategically aimed at enhancing the instructional program, fostering a robust PLC (Professional Learning Community) process, and furthering the refinement of a standards-aligned Guaranteed, and Viable Curriculum (GVC) across all core subjects and grade levels. These efforts yielded tangible results, particularly evident in the heightened level of staff collaboration. Throughout the academic year of 2023-2024, in alignment with grade-level standards pacing and implementation, teachers engaged in 25 district-wide PLC days, with 77 out of 150 certificated staff actively participating in various professional development opportunities beyond the district. Additionally, teachers dedicated themselves to 26 sessions of Guaranteed and Viable Curriculum (GVC) collaboration during in-district professional development, ensuring meticulous alignment of grade-level standards pacing and implementation. This data represents the reason for growth indicated on the local indicator tool regarding progress in providing professional learning for teaching which raised from a 3 (initial implementation) in both ELA and math in the baseline year to 4 (Full implementation) in each area in the current year.

We believe all students need equitable access to rigorous, relevant, and engaging learning experiences for lifelong individual success. ROWUSD has dedicated itself to focusing on the development of instructional systems through the development of the best first instruction of guaranteed and viable standards-aligned curriculum and assessment through the investment into Professional Learning Communities (PLC) and professional development, with support from our Teachers on Special Assignment (TOSA). During the 2023-2024 school year, our Teachers on Special Assignment (TOSA) have facilitated professional development and support of the PLC process to assist with the collaboration on, and identification of our guaranteed and viable curriculum in all core subjects and grade levels TK-12. Opportunities were provided to teachers in all grade levels to participate in the development and/or revision of our guaranteed and viable curriculum (GVC) to foster the best and quality first instruction. Assessment analysis and alignment were included in our GVC release time, along with considerations for intervention and enrichment opportunities, and a review of standards-aligned grading practices.

The effectiveness of these actions was and will continue to be measured by student performance on the ELA and mathematics CAASPP. CAASPP performance data indicated a decrease in the percentage of all students in grades 3-8 and 11 who met or exceeded the ELA standard from 41% in the baseline year (20/21) to 37% in year 2 (21/22) to 35% in year three (22/23). CAASPP performance data indicated a decrease in the percentage of all students in grades 3-8 and 11 who met or exceeded the mathematics standard from 23% in the baseline

year (20/21) to 18% in year two (21/22), to 17% in year three (22/23). Despite this decline, Educational Partners believe the increased number and unification of all PLC days, as well as increased amount of collaboration and professional development provided to our teachers during the 2023-2024 school year, will result in increased efficacy as demonstrated by the ELA and mathematics CAASPP performance for the 2023-2024 school year.

Learning Gaps and Acceleration Supports:

Action #4: Credit Recovery

Action #14: Summer School

Based on this data these two actions have been determined to be effective. Throughout the 2023-2024 school year, as our students continued to recover from the learning impacts of distance learning, the need for extra support to address learning gaps continued to be apparent. Many students exhibited gaps in both academic and social-emotional learning. Evidence of effectiveness was seen in Rim's decrease in the percentage of students receiving report card grades of D's and F's in grades 6-12 from 27.1% in the baseline year (20-21) to 27.2% in year 2 (22-23) and 19% in year 3 (23-24) in ELA over the three-year period at Rim High School. Summer school and credit recovery opportunities were provided in the previous three school years through an instructional platform that did not prove to be beneficial based on student and family feedback. Thus in the 2023-2024 school year, the district transitioned to the use of Edgenuity to support credit recovery at Rim Virtual Academy, Rim High School, and Mountain High School.

English Learner Supports

Action #6: English Learner Goal-Setting Meetings

Action #7: Site Language Assistants

Action #15: Teachers on Special Assignment (TOSA)

Action #20: English Learner Specialist

These actions have been determined effective, despite our English learners demonstrating a continued need for academic support as demonstrated by their performance on the CAASPP.

ELA CAASPP results reported: that 8.02% of English Learners met or exceeded the ELA standard in the baseline year (18/19), 9.92% in year 2 (21-22), and 4.4% in year 3 (22-23). Additionally, English Learners demonstrated 67.5 Distance From Standard (DFS) in ELA, in the baseline year (18/19), 72.3 DFS in year 2 (21-22), and 104.5 DFS in year 3 (22-23) as measured on the California School Dashboard, over the three-year period.

Mathematics CAASPP results reported that 2.69% of English Learners met or exceeded the mathematics standard in the baseline year (18/19), 2.24% in year 2 (21-22), and 1.5% in year 3 (22-23). Additionally, English Learners demonstrated 111.9 Distance From Standard (DFS) in Mathematics, in the baseline year (18/19), 134.8 DFS in year 2 (21-22), and 152.6 DFS in year 3 (22-23) as measured on the California School Dashboard, over the three-year period.

Although English learners are scoring lower on these assessments the effectiveness of these actions was demonstrated on the ELPAC and reclassification rates. The English Learner Progress Indicator (ELPI) maintained that approximately 51% of English learners are making progress toward English language proficiency over the three-year period, which is a medium rating.

The districtwide reclassification rate increased from 6.6% to 11% to 14% over the three years. During the 2023-2024 academic year, we again observed a notable rise in the reclassification of secondary students, surpassing our previous records. Looking ahead, we are confident in our ability to sustain this momentum and achieve our exceed our targeted 10% reclassification rate in the upcoming school years. This achievement owes much to the diligent efforts of our English Learner Specialist. Collaborating closely with school site administrators, English Learner Coordinators, and site language assistants, our specialist orchestrated the seamless execution of our district's EL Services plan. This involved the introduction of English learner Goal-Setting Meetings and the facilitation of comprehensive information and support services, all of which played instrumental roles in this significant increase in reclassification rates.

Instructional Tools

Action #2: Instructional Technology

Action #12: School Libraries

These actions have been determined effective. ROWUSD continues to emphasize the use of instructional technology to support teaching, learning, and the implementation of California State Standards for the purpose of improving student achievement as measured by CAASPP, STAR, and iReady. The district was effective in providing support in using technology as an effective instructional tool maintaining 1:1 student access and is working toward 2:1 access at the secondary level. We met our 95% participation rate for CAASPP for all three years. While our CAASPP scores have not increased over the three-year period overall.

ELA CAASPP results reported: that 41.52% of all students met or exceeded the ELA standard in the baseline year (18/19), 37.55% in year 2 (21-22), and 35.53% in year 3 (22-23). Additionally, all students demonstrated 23.4 Distance From Standard (DFS) in ELA, in the baseline year (18/19), 33.5 DFS in year 2 (21-22), and 40.8 DFS in year 3 (22-23) as measured on the California School Dashboard, over the three-year period.

Mathematics CAASPP results reported that 23.44% of all students met or exceeded the mathematics standard in the baseline year (18/19), 18.70% in year 2 (21-22), and 17.5% in year 3 (22-23). Additionally, all students demonstrated 69.9 Distance From Standard (DFS) in Mathematics, in the baseline year (18/19), 90.1 DFS in year 2 (21-22), and 95.3 DFS in year 3 (22-23) as measured on the California School Dashboard, over the three-year period.

The district utilized collaboration time with teachers across the district to review and revise the implementation of our grade level and content area assessments. This included the transition to and implementation of iReady TK-5.

3rd Grade Reading Proficiency on the STAR end-of-the-year assessment results reported: that 53% of all 3rd graders were proficient in the baseline year (20/21), 38% in year 2 (21-22), and 58% in year 3 (22-23).

Although the data does not demonstrate a direct correlation to effectiveness, educational Partners and research demonstrate that our school libraries continue to provide literacy and media resources that are critical to student achievement.

Instructional Program Supports

Action #5 Extra Curricular and Elective Classes

Action #8: Secondary Counselors

Action #9: AVID

Action #13: Rim Virtual Academy

Action #19: Career Technical Education (CTE)

Action #21: Mountain High School Coordinator

These actions have been determined effective. ROWUSD continued to provide access to a broad course of study, inclusive of Extracurricular and Elective classes, AVID courses at our middle and comprehensive high school, Career Technical Education, the Rim Virtual Academy, Mountain High School Coordinator, and Secondary Counselors. The efficacy of the elective classes and AVID program has been demonstrated by the percentage of AVID students going on to a 4-year university and the CTE Completion rate.

Percent of AVID students going on to 4-year universities from baseline over a three-year period:

91% Baseline year (20-21), 94% in year 1 (21-22), 93% in year 2 (22-23) and 86% in year 3 (23/24).

Percent of students who completed one or more CTE Pathways from baseline over a three-year period:

11.9% baseline year (19/20), 26.3% in year 1 (20/21), 20.4% in year 2 (21/22) and 19.4% in year 3 (22/23).

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.

Revisions were made to the following actions and metrics:

The following actions will not continue and will not be included in the 24/25 LCAP for the next three-year cycle:

Action #15 Teacher on Special Assignment - English Learner Support (TOSA): This action was not implemented as a vacancy arose as the EL TOSA took on an administrative role at one of our school sites at the start of the school year, and the position was not filled. This action will not continue to the next LCAP cycle.

Action #16 Intervention and Tutoring/PAPER- Our PAPER tutoring program did not demonstrate the effectiveness, participation, and impact we had intended. During educational partner meetings, both students and parents reported that they did not believe the chat-based tutoring option was as effective or as desirable as in-person or live interactions, even if virtual. As a result, we did not continue the PAPER tutoring

program in the 23-24 school year and focused on providing more in-person/live options. This action was deleted in June 2023, and will not continue to the next LCAP cycle.

Action #17 Extended Learning/Office Hours-The district was unable to provide extended virtual tutoring or office hour options for students facilitated by teachers after school hours. Staffing has been a challenge in implementing this action in both 21-22 and 22-23. This action was deleted in June 2023, and had limited implementation during the 23-24 school year, at the comprehensive high school. This action will not continue to the next LCAP cycle.

Action #18 Student Intervention, Acceleration, and Extended In-Person Learning Opportunities- The district action was planned for the 21- 22 and 22-23 school years to increase the negotiated teaching staff ratio to focus on COVID-19 learning loss mitigation and learning acceleration. High school +1 for math and +.6 for science, continuation high school +.4 for science, middle school +1 for math, middle school+ 1 for 6th grade, CHE +1, LAE +2, VOE +2. The intended outcome was for more one-to-one interaction, small group instruction, and intervention to promote increased student achievement and standards mastery in mathematics and ELA. The implementation of this action was impacted by staffing shortages and the lack of applicants for the certificated positions primarily at the elementary level. This action was only implemented at the high school for math. This action was part of a negotiated agreement that was not extended or planned for implementation in the 2023-2024 school year. This action will not continue to the next LCAP cycle.

All metrics were reviewed for revision to increase clarity to more accurately reflect progress for identified student groups for the upcoming 24-27 LCAP cycle.

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	Facilitate a safe and positive school climate * All students and educational partners are provided a high-quality physical environment where they enjoy safe, respected, positive connections and experiences

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kelvin Climate Pulses: Participation Rate for students, staff, and families Favorable Feedback for students, staff, and families	20-21 End of the Year Kelvin Climate Pulses: Participation Rate Students: 40% Staff: 68% Families: 37% Favorable Feedback: Students: 75% Staff: 92% Families: 76%	21-22 End of the Year Kelvin Climate Pulses: Participation Rate Students: 48% Staff: 70% Families: 31% Favorable Feedback: Students: 75% Staff: 68% Families: 76%	22-23 End of the Year Kelvin Climate Pulses: Participation Rate Students: 41% Staff: 61% Families: 15% Favorable Feedback: Students: 71% Staff: 77% Families: 69%	23-24 End of the Year Kelvin Climate Pulses: Participation Rate Students: 47% Staff: 57% Families: 15% Favorable Feedback: Students: 72% Staff: 79% Families: 74%	End of the Year Kelvin Climate Pulses: Participation Rate Students: 60% Staff: 100% Families: 50% Favorable Feedback: Students: 80% Staff: 90% Families: 80%
District-wide annual attendance rate based on the LCFF Calculator	19-20 Data reported 93.72% annual district attendance rate	21-22 Data reported an 87.48% annual district attendance rate	22-23 Data reported an 87.51% annual district attendance rate	92.1% district attendance rate. LCFF Calculator 23-24	Strive for 95%
Care Solace usage data to support social emotional needs	20-21 Data 331 Inquiries received 1,959 communications saved	21-22 Data 460 Inquiries received 2,319 communications saved	22-23 Data 508 Inquiries received 3,457 communications saved	180 Inquiries received. 1171 communications saved.	Maintain or increase families and staff awareness of this system for support. 350 Inquiries received

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Care Solace 23-24	2000 communications saved
Completion of PBIS districtwide and site implementation as assessed on the District Capacity Assessment (DCA) Self Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI)	20-21 Data Districtwide DCA was completed No PBIS TFI or SAS site data was reported for the 20-21 school year	21-22 Data Districtwide DCA was not completed No PBIS TFI or SAS site data was reported for the 21-22 school year	22-23 Data Districtwide DCA was not completed. No PBIS TFI or SAS site data was reported for the 22- 23 school year	23-24 Data Districtwide DCA was not completed. No PBIS TFI or SAS site data has been completed or reported for the 23-24 school year.	District: DACA completion All 6 sites to complete one SAS and two TFI's each year
Suspension rates as reported on the 2019 California School Dashboard	2019 California School Dashboard 8.9% of all district students were suspended at least once	The 2021 California Dashboard did not report the suspension rate. 2021 DataQuest reports 0.6% suspension rate	2022 California School Dashboard 6.4% of all district students were suspended at least once	2023 California School Dashboard 5.4% of all district students were suspended at least once	Reduce the districtwide suspension rate for all students by 3% (1% each year)
Suspension rates as reported on the 2019 California School Dashboard.	2019 California School Dashboard 9.8% of English learners were suspended at least once	The 2021 California Dashboard did not report the suspension rate. 2021 DataQuest reports: 0.6% suspension rate for English learners	2022 California School Dashboard 4.2% of English learners were suspended at least once	2023 California School Dashboard 3.3% of English learners were suspended at least once.	Reduce the districtwide suspension rate of English learners by 4.5% (1.5% each year)
Suspension rates as reported on the 2019 California School Dashboard.	2019 California School Dashboard 12.1% of foster youth students were suspended at least once	The 2021 California Dashboard did not report the suspension rate. 2021 DataQuest reports: 0% suspension rate for foster youth	2022 California School Dashboard 13.8% of foster youth were suspended at least once	2023 California School Dashboard 9.7% of foster youth were suspended at least once	Reduce the districtwide suspension rate for foster youth by 6% (2% each year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rates as reported on the 2019 California School Dashboard.	2019 California School Dashboard 14.4% of homeless youth students were suspended at least once	The 2021 California Dashboard did not report the suspension rate. 2021 DataQuest reports: 0% suspension rate for homeless youth	2022 California School Dashboard 7.2% of homeless youth were suspended at least once	2023 California School Dashboard 4.4% of homeless youth (students experiencing homelessness) were suspended at least once	Reduce the districtwide suspension rate for homeless youth by 6% (2% each year)
Suspension rates as reported on the 2019 California School Dashboard	2019 California School Dashboard 10.3% of low SES students were suspended at least once	The 2021 California Dashboard did not report the suspension rate. 2021 DataQuest reports: 0.5% suspension rate for low SES students	2022 California School Dashboard 7.6% of low SES were suspended at least once	2023 California School Dashboard 5.8% of low SES were suspended at least once	Reduce the districtwide suspension rate for low SES students by 4.5% (1.5% each year)
Chronic absenteeism as reported on the 2019 California School Dashboard.	2019 California School Dashboard 16% of all students districtwide were chronically absent	The 2021 California Dashboard did not report the chronic absenteeism rate. 2021 DataQuest reports 540/3,085 of all students, 17.5% were chronically absent	2022 California School Dashboard 42.7% of all students district wide were chronically absent	2023 California School Dashboard 38.2% of all students district wide were chronically absent.	Reduce the districtwide chronic absenteeism rate for all students by 6% (2% each year)
Chronic absenteeism as reported on the 2019 California School Dashboard Difficult to compare to the baseline due to the suspension of the California Dashboard	2019 California School Dashboard 26.4% of homeless students districtwide were chronically absent	The 2021 California Dashboard did not report the chronic absenteeism rate. 2021 DataQuest reports 25/69 homeless students, 36.2% were	2022 California School Dashboard 60% of homeless students district wide were chronically absent	2023 California School Dashboard 70.6% of homeless students (students experiencing homelessness) district wide were chronically absent	Reduce the districtwide chronic absenteeism rate for homeless students by 9% (3% each year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		chronically absent			
Chronic absenteeism as reported on the 2019 California School Dashboard	2019 California School Dashboard 28% of foster youth students districtwide were chronically absent	The 2021 California Dashboard did not report the chronic absenteeism rate. 2021 DataQuest reports 8/18 foster youth students, 44.4% were chronically absent	2022 California School Dashboard 47.6% of foster youth students district wide were chronically absent	2023 California School Dashboard 42.1% of foster youth students district wide were chronically absent	Reduce the districtwide chronic absenteeism rate for foster youth students by 9% (3% each year)
High School Dropout Rates	The 2020 districtwide dropout rate as reported in CALPADS is 7.83% RHS-1.8% MHS- 36.36%	The 2021 districtwide dropout rate as reported in CALPADS is 10.5% RHS-4% MHS- 43.6%	The 2022 districtwide dropout rate as reported in CALPADS is 2.3% RHS-0.8% MHS- 25.8%	Districtwide dropout rate: 0.9% RHS dropout rate: 1.5% MHS dropout rate:16.9% CALPADS 2023	Reduce the high school dropout rates by 50% districtwide- 3.9% RHS-0.9% MHS18.18%
Middle School Dropout Rates	The 2020 middle school dropout rate was .009%	The 2021 middle school dropout rate has not yet been determined.	The 2022 middle school dropout rate was 0.3%	The 2023 middle school dropout rate: 0.5%	Reduce the middle school dropout rate to 0%
Expulsion Rate	In 2019-20 the district expulsion rate was .005%	2021 DataQuest reports: 0% Expulsion rate	2022 DataQuest reports: 0% Expulsion rate	District-wide Expulsion Rate: 0.03% Dataquest 2023	Lower the expulsion rate by 50% to .0025%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair as measured by the Facilities Inspection Tool (FIT)	The district 2020-21 baseline is an overall rating of good on the FIT at 95%	The district 2021-22 overall rating is good on the FIT at 98.99%	The district 2022-23 overall rating is good on the FIT at 95%	District overall rating is good at 97.07%. FIT 2023	To achieve an overall district rating of exemplary at 99% or above

Goal Analysis

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

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

Below are the actions and services that experienced a substantive difference in implementation due to challenges:

The following action was not implemented as planned:

Action #3: ROWUSD had a Positive Behavior Intervention Support (PBIS) Teacher on Special Assignment (TOSA) to facilitate work on Positive Behavior and Interventions across the district to provide support to students and staff as measured by the culture and climate surveys in KELVIN. However, due to staffing shortages, the TOSA returned to the classroom at the end of the 22-23 school year, and the PBIS TOSA position was not carried into the 23-24 school year.

The following action was partially implemented as planned:

Action #11: Saturday School- Due to limited interest we were only able to hold one Saturday school for the year rather than one a month.

All other actions and services for this goal were effectively implemented as planned.

Each school site effectively implemented Positive Behavior Interventions and Supports (PBIS) or transitioned to Mutli-Tiered Systems of Support (MTSS) on its campuses to create welcoming and engaging learning environments where students feel connected and safe at school. The facilitation of these meetings was implemented to respond to student needs identified by the KELVIN pulses and other academic social emotional, and behavioral data. To promote student attendance and parent community support, transportation is being provided districtwide free of charge for all students who request a bus pass. The district maintains clean facilities in good repair, so students feel safe while at school and feel a sense of pride in their campus. Managers monitor routine repairs, submit work orders, and establish cleaning schedules to ensure facilities are properly maintained.

ROWUSD continues to fund an LEA foster youth liaison to develop improved methods for monitoring students' basic food/supply, emotional, and health needs, to ensure they have access to services provided by the district and community partnerships. The district provides nutrition services and access to daily meals for all students. The Wellness Center has been opened and continues to build its resource base and supplies. The district continues the partnership with Care Solace to provide mental health support and resources or referrals to families, students, or staff as needed to address the social-emotional needs of our community.

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.

The material differences referenced below reflect the estimated actuals that were less than the budgeted expenditures:

Action # 9: High School Wellness Center: The High School Wellness Center was less than the budgeted expenditures as it was funded through one-time funding, ESSR funds.

Action #11: Saturday School- Due to limited interest we were only able to hold one Saturday school for the year rather than one a month.

The material differences referenced below reflect the estimated actuals that exceeded the budgeted expenditures as facilities costs have increased:

Action #5 Facilities, exceeded the total funds budgeted due to increases in costs of regular maintenance.

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

As Rim evaluated the effectiveness of the actions and services for this goal we grouped the actions into the following categories: Climate and Culture/Social-Emotional Supports, Attendance, Health, and Safety, and Instructional Support.

Climate and Culture and Social-Emotional Supports

Action #1: Positive Behavior Interventions and Supports (PBIS)/ Multi-Tiered Systems of Support (MTSS)

Action #2: Monthly PBIS/MTSS Meetings

Action #9: High School Wellness Center

Action #10: Mental Health Support/Care Solace

These actions have been determined effective.

Social and emotional support continues to be a high priority as students and staff continue to rebound from the impacts of learning loss due to the pandemic and blizzard of 2023 where students were out of school for a month. The effectiveness of these actions was demonstrated by a decline in the district's overall suspension rate from 8.9% in the baseline year (18/19), to 6.4% in year 2 (21/22) to 5.4 in year 3 (22/23) over the three-year period.

In 23-24 Data Care Solace continued to be effective. The reduction of inquiries from 331 in the baseline year (20/21) to 460 in year 1 (21/22), to 508 in year 2 (22/23) to 180 in year 3 (23/24) over the three-year period. As well there was a reduction in communications saved from 1,959 in the baseline year (20/21) to 2,319 in year 1 (21/22), to 3,457 in year 2 (22/23) to 1,171 in year 3 (23/24) over the three-year period. This change over time may be due to the successful utilization of Care Solace by our school staff, as part of the overall counseling and wellness support provided by our ROWUSD staff.

The wellness center at the high school demonstrated effectiveness as it provided a safe haven and support for students each day supported by staff and community mental health providers, as requested by our educational partners and supported by social-emotional research. The 23-24 school year was the first year that the following data was available and will be continued into the 24-25 school year. The Wellness Center demonstrated effectiveness, as there were 439 visits to the wellness center from September to May, averaging 49 students per month in 9 months.

The following action was ineffective as it was not utilized:

Action #3: Teacher on Special Assignment (PBIS) returned to the classroom in the 22-23 school year due to staffing shortages and was not continued into the 2023-2024 school year. This negatively impacted the effectiveness of this action, as it was not implemented and is not planned for implementation in the 24-25 school year.

Attendance, Health, and Safety

Action #4: Transportation

Action #5: Facilities

Action #6: Health Aides

Action #7: Foster Youth and Low-Income Liaison

Action #8: Child Nutrition

These actions were determined to be effective despite the status quo of the chronic absenteeism rate for all students, as staffing challenges and attendance inconsistencies for both staff and students continued. 16% of all students were chronically absent in the baseline year (18/19) 42.7% in year 2 (21/22), and 38.2% in year 3 (22/23) over the three-year period. Educational partners believe the effectiveness of these actions was negatively impacted by factors and circumstances outside of our control and directly related to the ongoing ramifications of pandemic recovery and the blizzard of 2023, as reduced attendance impacted student learning outcomes as demonstrated by CAASPP ELA and mathematics proficiency on the CAASPP.

Instructional Support

Action #11: Saturday School

This action was determined to be effective, despite minimal implementation due to limited interest. The district was only able to hold one Saturday school rather than one a month. Educational partners believe when implemented monthly Saturday school programs will offer extended learning time, personalized academic support, and enrichment activities, leading to improved academic achievement and social-emotional development. They provide a structured environment that can positively influence student behavior and support working parents by offering childcare solutions. These programs also foster community building through increased parental involvement and local partnerships.

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.

Revisions were made to the following actions and metrics:

The following action will be removed for the 24-27 LCAP cycle.

Action #3 will not be continued into the 24-25 LCAP. Schools across our district have also transitioned to the Multi-Tiered System of Support (MTSS) to incorporate prevention, intervention, and enrichment for all students using a whole-student approach. Site admin and MTSS teams implemented the MTSS transition at their school sites.

The following metrics will be removed for the 24-27 LCAP cycle:

2.4 will not be continued into the 24-25 LCAP because completion of PBIS districtwide and site implementation as assessed on the District Capacity Assessment (DCA) Self Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI) was not measured during the 21-24 LCAP cycle. Also, schools across our district have transitioned to the Multi-Tiered System of Support (MTSS) to incorporate prevention, intervention, and enrichment for all students using a whole-student approach. Site admin and MTSS teams are implementing the MTSS transition at their school sites.

All metrics were reviewed for revision to increase clarity to more accurately reflect progress for identified student groups for the upcoming 24-27 LCAP cycle.

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	Engage family and community * All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
End of the year KELVIN climate pulses family participation rate and favorable feedback	20-21 End of the Year Kelvin Climate Pulses: Participation Rate Families: 37% Favorable Feedback: Families: 76%	21-22 End of the Year Kelvin Climate Pulses: Participation Rate Families: 31% Favorable Feedback Families: 69%	22-23 End of the Year Kelvin Climate Pulses: Participation Rate Families: 15% Favorable Feedback Families: 69%	Family Climate Pulses: Participation Rate Families: 15% Favorable Feedback Families: 74% Kelvin 23-24%	End of the Year Kelvin Climate Pulses: Participation Rate Families: 50% Favorable Feedback: Families: 80%
Parent engagement progress as reported on the local indicator rubric	20-21 All scores are either level 2-Beginning Development or 3-Initial Implementation	21-22 All scores are either level 2-Beginning Development or 3-Initial Implementation	22-23 All scores are either level 3-Initial Implementation or 4 - Full Implementation	Rubric reported scores of either level 3-Initial Implementation, or 4 - Full Implementation. LCAP Local Indicator Survey 23-24	An increase of the rubric scores from 2's and 3's to 3's and 4's.
District PTA membership rates to include parents of unduplicated students	Baseline data will be determined in the 2021-22 school year	21-22 Data 345 PTA memberships districtwide 6,675 volunteer hours recorded	22-23 Data 501 PTA memberships districtwide 12,165.5 volunteer hours recorded	23-24 Data 444 PTA memberships districtwide	Baseline to be set 2021-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with special needs				10,069 volunteer hours recorded.	
The percent of parents who are contactable in Aeries	20-21 93% of our parents are contactable in Aeries	21-22 93% of our parents are contactable in Aeries	22-23 96% of our parents are contactable in Aeries	23-24 97% of our parents/guardians are contactable in AERIES.	97% of parents contactable in Aeries
The number of Parent Square messages sent to families about school activities	20-21 830 posts to families on Parent Square 1,103 chats between parents and school staff within Parent Square	21-22 2,330 posts to families on Parent Square 127 chats between parents and school staff within Parent Square	22-23 744 posts to families on Parent Square 1,873 chats between parents and school staff within Parent Square	955 posts to parents/guardians and families on Parent Square 4,332 Direct Messages between parents/guardians and school staff within Parent Square. Parent Square 23-24	860 posts to families on Parent Square 1,300 chats between parents and school staff within Parent Square

Goal Analysis

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

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

The following action was not implemented as planned.

The district experienced challenges with implementing Action #2: Resources for Parents of Students with Special Needs as this action was not communicated with district-wide administration. Although this action was not implemented as planned in 23-24, Educational Partners believe it will be a valuable resource for our parents of students with special needs. Thus this action will be maintained for implementation in the 24-25 school year.

All other actions in this goal were implemented as planned.

The district found success with Action #1: Parent Engagement Surveys and Workshops through the use of KELVIN pulses for the purpose of determining student, parent/guardian, and staff satisfaction as well as eliciting ideas for continuous improvement of parent engagement activities. There have been four scheduled pulses conducted this school year. The participation rate increased from 22-23 to 23-24 from 15% to 18%, and favorability increased from 69% in the 22-23 school year to 76% in the 23-24 school year. School sites utilize this data during their PBIS/MTSS and Site Leadership meetings to make decisions about strengths and areas for improvement.

The district found success with Action #3: Communication with Families through the use of ParentSquare. To increase communication with families, and facilitate more parent engagement the district continued to find success with the use of Parent Square as a communication tool to keep parents informed about school and district-related activities. Parent Square has been well received by our families.

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.

The material differences referenced below reflect the estimated actuals that were less than the budgeted expenditures:

Action #2: Resources for Parents of Students with Special Needs: There was a material difference in this action because resources and information development did not occur due to the action not being implemented.

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

The actions were effective and were strategically aimed at engaging family and community members in a collaborative model of building enhanced relationships that support teaching and learning.

Action #1: Parent Engagement Surveys and Workshops- This action demonstrated effectiveness by increasing the family's favorable responses from 76% in the baseline year (20-21), maintaining 76% in year 1 (21/22), dropping to 69% in year 2 (22-23) then increasing back up to 74% in year 3 (23/24) over the three-year period. The goal is to increase the percentage of favorable responses to 80%.

Action #2: Resources for Parents of Students with Special Needs. While effectiveness is not currently identified, due to partial development, we plan to continue with and grow this action to support our students with disabilities in the 24-25 school year.

Action #3: Communication with Families- This action has demonstrated effectiveness as we increased the percentage of contactable parents in Aeries from 93% in the baseline year (20-21), maintaining 93% in year 1 (21/22), increasing to 96% in year 2 (22-23) and increasing again to 97% in year 3 (23/24) over the three-year period.

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

The following action was ineffective as it was not implemented as planned. The action will be revised for clarity to support the implementation of the resources for parents of students with disabilities by providing a comprehensive resource packet, developing a parent support team and mentor program, organizing "Parent Universities," and partnering with community resources, we will ensure parents have clear, accessible, and robust support throughout their child's educational journey. This approach will better equip parents to navigate the system, leading to improved outcomes for students with disabilities.

Action #2: Resources for Parents of Students with Disabilities: Create a resource packet for new special education parents in the district, providing support before, during, and after identification for special education programs or 504 plans. Include resources like SELPA, Inland Regional, and Autism Supports. Develop a parent support team and mentor program to help families navigate the system. Organize "Parent Universities," such as PTA-sponsored evenings for support. Partner with community resources like Mountain Counseling and provide access to these resources on the district website for parents seeking help.

All metrics were reviewed for revision to increase clarity for the upcoming 24-27 LCAP cycle.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rim of The World Unified School District	Jennifer Whiteside Director of Educational Services TK-12	jennifer_whiteside@rimsd.k12.ca.us (909) 336-4111

Plan Summary [2024-25]

General Information

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

Rim of the World Unified School District (ROWUSD) serves approximately 2866 students in grades PreK-12. We span several mountain communities from Green Valley Lake, Running Springs, Lake Arrowhead, Blue Jay, Twin Peaks, and Crestline. We are the largest employer on the mountain and provide both certificated and classified positions.

Our students attend one of our seven schools: three elementary schools serving grades TK-5, one middle school serving grades 6-8, one comprehensive high school serving grades 9-12, and one continuation high school serving grades 11-12. In the 2021-22 school year, we opened Rim Virtual Academy (RVA) in order to provide a schooling alternative for families who prefer options to the traditional schooling model. Rim Virtual Academy provides alternative schooling options. We believe this is an important choice for families.

Some of our challenges include a steady enrollment decline over the past 17 years at a rate of between 2%-5% per year. Additionally, ROWUSD has experienced fiscal challenges due to declining enrollment and the change in LCFF funding. The good news is we have dedicated personnel in all categories with a commitment to student success. We have a wonderful community that supports our students and families and is very involved in partnering with us. We look forward to the 2024-25 school year with optimism as we work together to create effective systems that foster student success and optimize student learning and achievement.

The demographics of our student enrollment are as follows: English Learners (EL): 9.5%, Foster Youth (FY): 0.7%, Homeless (HY) 0.7%, Socioeconomically Disadvantaged (SED)/ Low Income (LI) 58.9%, Students with Disabilities (SWD) 13.6%, African American (AA) 0.4%, American Indian (AI) 0.4%, Asian (AS) 0.8%, Filipino (FI) 0.1 %, Hispanic (HI) 43.2%, Two or More Races (ToM)3.3%, Pacific Islander (PI) 0.2%, White (WH) 51.2%

Spanish is the primary language of the majority of our EL students.

Our current student population is 2866 with each of our school sites showing the following numbers of students:

Charles Hoffman Elementary School (CHE): 300 students enrolled

Lake Arrowhead Elementary School (LAE): 440 students enrolled

Valley of Enchantment Elementary School (VOE): 529 students enrolled

Mary Putnam Henck Intermediate School (MPH): 563 students enrolled

Rim of the World High School (RHS): 847 students enrolled

Mountain High School (MHS): 40 students enrolled

Rim Virtual Academy (RVA): 147 students enrolled

Charles Hoffman Elementary School has been identified as an ATSI school. Mary Putnam Henck Intermediate School has been identified as a CSI school. Mountain High School (Continuation) has been identified as a CSI School. Rim of the World Unified School District (ROWUSD) has no schools identified as Equity Multiplier sites.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide:

English Language Arts: English Learners and Students with Disabilities

Mathematics: All Students, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged

College and Career Indicator: Students with Disabilities

Suspension Rate - No student groups in red.

Chronic Absenteeism - Homeless and Two or More Races

School Sites - "All students" Groups showing the lowest performance levels:

Charles Hoffman Elementary School:

School Climate: Suspension Rate

Mary Putnam Henck Intermediate School:

Academic Indicator: Mathematics

School Climate: Suspension Rate

Pupil Engagement: Chronic Absenteeism

Mountain High School:

College and Career

Rim Virtual Academy:

Academic Indicator: English Language Arts and Mathematics

Any student group within any school with the lowest performance outcomes:

Charles Hoffman Elementary School:

School Climate: Suspension Rate - Socioeconomically Disadvantaged, Students With Disabilities, and White.

Pupil Engagement: Chronic Absenteeism - Hispanic

Lake Arrowhead Elementary School:

Academic Indicator: English Language Arts - Students with Disabilities; Mathematics - Students with Disabilities

Pupil Engagement: Chronic Absenteeism - English Learners

Valley of Enchantment Elementary School:

Academic Indicator: English Language Arts - English Learners and Hispanic;

Mary Putnam Henck Intermediate School:

Academic Indicator: English Language Arts - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities;
Mathematics - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

School Climate: Suspension Rate - Students with Disabilities, and White

Pupil Engagement: Chronic Absenteeism - English Learners, Hispanic, Socioeconomically Disadvantaged, White

Rim High School:

College and Career Indicator: Students with Disabilities

Mountain High School:

Academic Indicator: No Performance Color Indicated

School Climate: Suspension Rate - White

College and Career Indicator: Socioeconomically Disadvantaged

Rim Virtual Academy: Individual student groups do not have a performance level due to low counts.

Successes:

Our success for the 2023-24 school year included maintaining 1:1 technology access, daily transportation, and the implementation of universal meals.

A review of our California Dashboard, DataQuest, and local data demonstrated success in the following areas:

The English learner data chats continued to be very successful as reported by students and English learner parents. We have seen an increase in student motivation and self-advocacy. DELAC parents reported their students spoke very favorably of these chats and the follow-ups as a part of our progress monitoring towards reclassification. Rim increased the reclassification rate for English learners from 11% to 14% and met our 10% reclassification target.

The CAASPP English Language Arts academic and college indicator for all students in grade 11 (11th grade EAP) increased by 5.58% from 44.89% to 50.47%. The CAASPP Mathematics academic and college indicator for all students in grade 11 (11th grade EAP) increased by 1.97% from 14.93% to 16.9%. The 3rd-grade reading proficiency local measure via STAR in the final trimester of the school year increased from 38% to 58%. ROWUSD will transition from the use of the STAR assessment platform to the iReady assessment and intervention platform for ELA and Math and will be utilized as the 3rd-grade reading proficiency local measure for the 2024-2027 LCAP cycle.

The College and Career Indicator of A-G course completion rates, percent completing A-G classes with a C or better increased by 13% from 18% to 31%. The College and Career Indicator of the percent of students taking and passing an AP test with a score of 3 or higher increased by 12.84% from 49.44% to 59%. 86% percent of AVID students were accepted into 4-year universities.

Our focus on standards-aligned instructional materials continues and expanded to include updated materials in Next Generation Science Standards (NGSS) for grades 6-12. Instructional coaches provided training on the development of guaranteed and viable curriculum (GVC) to enhance best first instruction through Professional Learning Community (PLC) and district-hosted release time. Departments and grade

levels in the core content areas (ELA, Mathematics, History, and Science) developed showcase documents highlighting the pacing of standards instruction across grades Tk-12.

Our Kelvin data indicated an increase in both participation rate from 15% to 18% and favorability, from 76% to 80% for students and parents on the pulse surveys.

The district All Student suspension rate data reduced from 6.4% districtwide to 5.4%. MTSS, PBIS, culture, and climate strategies will continue along with professional development in both academic and social-emotional support. In order to build on and maintain the successes in 23-24 we will continue to implement our AVID program, maintain the EL Learner data chats, and focus on increasing the graduation rate for Mountain High School. The following actions are aligned to these services to maintain success: 1.9-AVID, 1.15-Teacher on Special Assignment for EL, 1.20-EL Specialist, 1.21-Mountain High School Coordinator, and 2.1, 2.2-PBIS strategies.

Identified Needs:

Rim of the World Unified was identified as a Differentiated Assistance (DA) district due to the performance of students with disabilities, and students identifying two or more races, performance on the 2023 California School Dashboard. The mathematics and ELA CAASPP performance is an area of needed improvement across the district. English learners, students with disabilities, and students identifying two or more races are performing lower than other student groups as identified by the CAASPP.

The 2023 district CAASPP data indicated that all students scored -40.8 Distance from Standard (DFS) in English Language Arts (ELA). English learners scored -104.5 DFS, Students with Disabilities scored - 119.1 DFS, Socioeconomically Disadvantaged scored -56.5 DFS, and Students identifying two or more races scored -42 DFS in English Language Arts (ELA).

The 2023 district CAASPP data indicated that all students scored -95.3 Distance from Standard (DFS) in Mathematics. English learners scored -152.6 DFS, Students with Disabilities scored -153.2 DFS, Socioeconomically Disadvantaged scored -107.8 DFS and Students identifying two or more races scored -106.2 DFS in Mathematics. These unduplicated student groups scored lower as compared to all students. Our CAASPP data in both ELA and Mathematics indicates a need for academic improvement for all students, particularly with our unduplicated student groups.

There is a need for improved strategies to reach our English learners and provide effective integrated and designated ELD. Other areas to focus on include:

*Encourage teachers to continue their work on the instructional core and incorporate observation data into their collaboration process leading toward the implementation of student, equity, access, and inclusion-centered instructional approaches and developing more efficient and informative progress monitoring systems. Additionally, encourage monthly identification and progress of English Learner students to support self-reflection, growth, and reclassification.

Actions 1.1-Professional Learning Communities (PLC)1.3-Formative Assessment, and 1.10-Teachers on Special Assignment (TOSAs) will support these next steps.

*Increased exposure to the interim and practice assessments in the CAASPP system throughout the school year before the administration of the summative. These can be practiced in both standard and nonstandard formats. Resources in the Tools for Teachers system can be utilized to address skill deficits identified in the interim assessments.

*Focus on key and essential standards, effectively paced, and aligned with formative assessments, and provide during-the-day support and intervention opportunities for reteaching.

*Continue our work on Best First Instruction of Guaranteed and Viable Curriculum, as well as Universally designing instructional and learning strategies to address barriers experienced by unduplicated student groups.

The district attendance data indicates a need to improve attendance and reduce our chronic absenteeism rate. The district's overall chronic absenteeism rate was slightly reduced from 42.7% to 38.2%. Unduplicated students had an even higher chronic absenteeism rate at 70.6% for homeless students, 42.1% for foster youth, and 41.3% for students with disabilities. We will continue to administer the KELVIN pulses to progress and monitor both climate and culture and academic engagement throughout the year. Site climate and culture teams review attendance, suspension, and KELVIN data each month in order to be responsive to needs.

There is also a need to reduce the district's chronic absenteeism rate across all student groups. All student groups reported a low rating on the California School Dashboard with the following percentages: All Students 38.2%, English Learners 39.2%, Foster Youth 42.1%, Homeless Youth 70.6%, Socioeconomically Disadvantaged 41.8%, and Students with Disabilities 41.3%. The district has focused on opportunities for independent study, attendance incentives, providing transportation, and messages to families about the importance of daily attendance to address this need.

Actions 1.1 and 1.2-Positive Behavior Interventions and Support (PBIS) and 1.4-Transportation are aligned to these services.

LCAP Highlights

Working with our educational partners we established three broad goals as our areas of focus for the 2024-27 LCAP.

Goal #1 Increase student learning and support professional development

* All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success. * All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world. * All students receive high-quality education and services from caring, highly qualified, and competent staff.

Goal #2 Facilitate a safe and positive school climate.

* All students and educational partners are provided with a high-quality physical environment where they enjoy safe, respected, positive connections and experiences.

Goal #3 Engage family and community

* All parents and community members are actively integrated into a collaborative model of building enhanced relationships that support teaching and learning.

LCAP Federal Addendum was reviewed and continues to align with the vision and direction of ROWUSD in alignment with federal expectations.

Reflections: Technical Assistance

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

Differentiated Assistance based on the following student groups:

Students with Disabilities:

ELA/ Math Achievement

College and Career Readiness

Two or More Races:

ELA and Math

Chronic Absenteeism

District Participation in Differentiated Assistance

The Rim of the World Unified School District (ROWUSD) actively participated in the Differentiated Assistance (DA) program offered by the San Bernardino County Superintendent of Schools. This program helps districts develop plans to improve student outcomes in specific areas.

Training and Planning:

The district team attended all relevant DA training sessions:

Initial Training (December 18, 2023)

Overview Training (January 17, 2024)

ROWUSD Workshop (February 5, 2024)

During the ROWUSD Workshop, the district team participated in a comprehensive process:

Self-Assessment: The team evaluated the district's strengths and weaknesses related to the identified student groups.

Root Cause Analysis: They collaboratively identified the root causes of the achievement gaps and chronic absenteeism for the two student groups.

Plan-Do-Study-Act (PDSA) Cycle: The team developed a PDSA cycle to test and refine a specific intervention for each student group. This cycle involves planning the intervention, implementing it on a small scale, studying its effectiveness, and then acting to adjust or expand the intervention based on the results.

DA Accountability Partner: The district was assigned a DA Accountability Partner from the San Bernardino County Superintendent of Schools office. This partner will provide ongoing support and guidance throughout the DA process.

Student Groups and Action Plans:

Students with Disabilities: Focus on improving their achievement in ELA, Math, and College & Career Readiness.

Students with Two or More Races: Focus on improving their performance in ELA and mathematics, and reducing Chronic Absenteeism.

Action Plan:

Implement Orton-Gillingham training for special education and general education teachers (grades TK-6) to strengthen literacy instruction and intervention skills, ultimately improving ELA outcomes across all grade levels.

Inclusive Learning Resources: Attend the "EV SELPA United in Inclusion and Compliance Summit" to explore resources for improving access to grade-level and content-area standards, as well as intervention and enrichment opportunities for all students.

Best First Instruction and Guaranteed Viable Curriculum: Collaborate with teachers at all grade levels (TK-12) to develop "collective commitments" to grade-level standards and ensure "best first instruction" aligned with a guaranteed and viable curriculum (GVC). Provide ongoing support through professional development opportunities like PLCs, professional development days, and GVC release days. These sessions will focus on implementing standards-aligned instruction, using formative assessments effectively, and providing intervention and enrichment opportunities.

Supporting ELA and Math Proficiency: Utilize the iReady diagnostic and individual learning path to identify student needs and provide personalized instruction in both ELA and Math.

Addressing Chronic Absenteeism: Work with an attendance committee to develop a multi-pronged approach, including: Identifying Attendance Patterns using Aeries Analytics reports, Increasing Attendance Awareness through communication strategies, Reviewing Attendance Policies and Systems to create a standardized response, and Implementing Attendance Recovery Programs like a Saturday School Academy.

Conclusion

The ROWUSD's participation will improve student outcomes for all student groups, particularly those with disabilities and students with two or more races. The implemented action plans address specific needs in ELA, Math, College & Career Readiness, and Chronic Absenteeism, aiming to create a more inclusive and successful learning environment for all students. The ongoing support from the DA Accountability Partner will be instrumental in ensuring the effectiveness of these plans.

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.

Mountain Continuation High School (MHS)
Mary Putnam Henck Intermediate School (MPH)

Support for Identified Schools

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

A collaborative effort identified areas for improvement and resource allocation. This process involved reviewing data, needs, and resource inequities across both schools' Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP). To support this, the district provided resources and guidance on Comprehensive Support and Improvement Plans (CSI), including allowable uses of funds for evidence-based interventions. Through staff and leadership meetings, district personnel presented relevant information and examples, ensuring MPH and MHS could develop effective CSI plans based on identified needs. This collaborative approach, inclusive of Educational Partners, led both schools to identify a need for building capacity in developing a Guaranteed and Viable Curriculum (GVC) aligned with grade-level standards, which will be addressed through contracted services with Solution Tree, opportunities for aligned professional development from San Bernardino County Superintendent of Schools (SBCSS) and associated instructional resources.

MPH: (CSI Low Performing) Site Planning:

Creating a comprehensive school improvement plan to address the needs of English learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic subgroups requires a multi-faceted approach that focuses on academic, social, and emotional support to increase EL scores, lower suspension rates, and improve attendance. Below is a plan that describes how the district will support MPH with planning and implementation of Solution Tree and professional development will address these areas of identified areas of improvement.

Academic Engagement:

Implement differentiated instruction strategies to meet the diverse needs of students.

Provide professional development for teachers on culturally responsive teaching methods.

Utilize technology and multimedia resources to enhance learning experiences.

Establish peer tutoring and mentoring programs to support struggling students.

Incorporate project-based learning and real-world applications into the curriculum to increase student engagement.

Climate and Culture:

Foster a positive school culture through inclusive practices and celebrations of diversity.

Implement restorative justice practices to address behavioral issues and conflicts.

Provide social-emotional learning (SEL) curriculum and activities to support students' well-being.

Conduct regular climate surveys to gather feedback from students, parents, and staff and adjust initiatives accordingly.

Community Engagement:

Develop partnerships with local community organizations and businesses to provide additional resources and support.

Host family engagement events and workshops to involve parents in their child's education.

Establish a bilingual parent advisory council to ensure the needs of Hispanic subgroups are heard and addressed.

Math Scores Improvement:

Implement a research-based math intervention program for struggling students.

Provide ongoing professional development for math teachers on best practices in math instruction.

Utilize data-driven decision-making to identify areas of need and track progress.

Attendance Improvement:

Implement attendance incentive programs and recognition for students with improved attendance.
Provide support services for families facing barriers to attendance, such as transportation or health issues.
Conduct home visits and personalized outreach to address individual student attendance concerns.

Lower Suspension Rates:

Implement positive behavior intervention and support (PBIS) programs to promote a positive school climate and prevent disciplinary issues.
Provide training for staff on de-escalation techniques and restorative practices.
Implement alternatives to suspension, such as peer mediation or counseling services.

Solution Tree's role in this plan would be to provide professional development and support in implementing the following key strategies:
Professional Learning Communities (PLCs): Train staff in PLC protocols and best practices for collaborative learning. Facilitate PLC meetings focused on analyzing student data, sharing effective instructional strategies, and setting goals for improvement.

Common Formative Assessments (CFAs):

Develop a bank of CFAs aligned with standards and curriculum objectives. Provide training for teachers on administering, analyzing, and using CFA data to inform instruction.

Scope and Sequence:

Collaborate with educators to develop a scope and sequence that ensures alignment with standards and provides a clear pathway for student learning progression.

Guaranteed and Viable Curriculum:

Assist in reviewing and refining curriculum documents to ensure they are rigorous, coherent, and accessible to all students. Provide ongoing support in implementing curriculum mapping and alignment processes. By integrating Solution Tree's expertise with targeted professional development and a comprehensive school improvement plan, schools can create a supportive and inclusive learning environment where all students have the opportunity to succeed.

MHS: (CSI Low Performing) Site Planning:

For the 24-25 school year, the MHS School Plan remains closely aligned with both the district LCAP goals and the overarching objectives of the Rim of the World Unified School District. The School Site Council at MHS continues to operate within a structured timeline of data presentations and program reports, fostering a culture of continuous improvement planning. The district CAASPP scores, attendance rates, suspension figures, and graduation rate data continue to undergo thorough review and analysis by Site Council Members. Special attention is given to subgroups such as English Language Learners (EL), Foster Youth, Homeless, and Low-Income students, with a focus on identifying effective strategies to close the achievement gap. Collaborating with the site team, the Site Council sets measurable "growth targets" for the following year, with allocated funds specifically earmarked to address achievement gaps and enhance programs and services. To support this process, a consultant with expertise in alternative programs remains engaged to assist in needs assessment and identification of resource inequities. Leveraging the WASC process, efforts are made to align the School Site Plan for Student Achievement

(SPSA), Comprehensive School Improvement (CSI), and WASC actions and goals, ensuring more effective implementation. The continuous improvement cycle of plan-do-study-act continues to guide the needs assessment process, resulting in the identification of resource inequities. During the needs assessment process, several resource inequities are identified, prompting targeted action. Measures are taken to enhance student engagement by prioritizing access to in-person instruction over virtual programs. Additionally, efforts continue to offer coursework and content more aligned with employment and career success, addressing gaps observed compared to offerings at the comprehensive high school. Inequities in access to counseling support and other personnel remain a focus area, impacting graduation rates and chronic absenteeism, prompting ongoing initiatives to rectify these disparities. Educational partners, including parents, students, and staff, remain actively engaged through various channels such as the School Site Council, parent meetings, surveys, student forums, and individual intake meetings. The assessment process also involves a thorough review of data from sources like the California School Dashboard, local indicators, and AERIES, informing decision-making on attendance, suspension rates, academic performance, graduation rates, and student surveys. To streamline student intake processes, the established student intake procedure continues, incorporating goal-setting and verification of AERIES student information. Furthermore, the homeroom period remains in the master schedule, providing academic support, facilitating student goal check-ins, offering college and career exploration through Virtual Job Shadow, and delivering social-emotional learning (SEL) and PBIS lessons. Focused efforts on attendance and chronic absenteeism continue to include SEL support, student awards/incentives, and proactive SART/SARB early interventions. The school counselor remains integral in enhancing course scheduling, credit completion, and graduation tracking, with the aim of improving graduation rates at MHS.

Monitoring and Evaluating Effectiveness

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

District Support for Monitoring and Evaluation

The district's Educational Services Department will actively assist MPH and MHS in implementing their site monitoring and evaluation plans. This support will take the following forms:

Participation in Meetings: District personnel will attend PLC meetings, site leadership meetings, and staff meetings at both schools. This participation fosters open communication and allows for the sharing of best practices regarding monitoring and evaluation. **Information Sharing:** The district will provide MPH and MHS with clear and up-to-date information on all monitoring and evaluation requirements. This includes sharing resources and tools to support data analysis and effective implementation. **Collaboration and Implementation:** By attending meetings and sharing resources, the district aims to bolster collaboration between MPH and MHS staff. This collaborative approach will ensure that both schools can effectively implement their monitoring and evaluation plans and achieve positive student outcomes.

MHS: CSI Low Performing Monitoring and Evaluation Site Planning

In the 24-25 school year, MHS will implement a comprehensive monitoring and evaluation plan aligned with the CDE's Comprehensive School Improvement Requirements. To gauge student progress and the effectiveness of interventions, various assessment strategies will be employed. This includes the utilization of Interim Assessment Blocks (IABs) in CAASPP for quarterly assessments, as well as iReady assessments and curriculum-embedded resources within the adopted platform. Additionally, students will undergo weekly assessments in each subject area conducted by teachers in the classroom. This frequent assessment approach enables teachers to gain real-time insights into student academic performance and identify areas of weakness. Using assessment data, teachers will continuously monitor student

needs, adjust curriculum pacing, and integrate content review or reteaching as necessary. Instructional strategies will be differentiated based on individual student understanding, ensuring flexibility in meeting diverse learning needs.

Monitoring and evaluation efforts will extend to assessing CAASPP participation and performance goals. Specifically, all juniors will be scheduled to take the CAASPP in April, with a focus on improving participation rates and performance outcomes. Efforts will also be directed towards addressing chronic absenteeism through monthly monitoring and increased outreach initiatives for students not attending regularly. Recognizing the importance of positive student behavior and social-emotional learning, MHS will prioritize initiatives aimed at fostering a supportive and motivating school environment. Student engagement and motivation will be key areas of focus for the 24-25 school year, with emphasis placed on addressing barriers to student success.

Furthermore, a protocol and checklist will be established to ensure interventions are provided before a student is dropped from the program due to a lack of academic progress. Teachers will allocate afternoons for various purposes, including individual prep, student tutorials, restorative groups, and PLC meetings. The Mountain High School School Site Council (SSC) will actively participate in reviewing data and assessing the effectiveness of the implemented plan, including CSI components. Monthly check-ins, data reviews, and support from consultants will further enhance the monitoring and evaluation process, ensuring continuous improvement in student outcomes and program effectiveness.

MPH: CSI Low Performing: Monitoring and Evaluation Site Planning

MPH will be developing a comprehensive monitoring and evaluation plan aligned with the CDE's Comprehensive School Improvement Requirements throughout the 24-25 school year, with the support from the district educational services department. This plan focuses on gauging student progress and the effectiveness of interventions to ensure continuous improvement.

Assessment Strategies:

Standards-Aligned Grade Level and Content Area Assessment Development:

Ongoing Monitoring: Teachers will utilize frequent classroom assessments (e.g., iReady, curriculum-embedded resources) to gain real-time insights into student understanding and identify areas needing support. This allows for adjustments in curriculum pacing, integration of content review or reteaching, and differentiated instruction to meet diverse learning needs.

Chronic Absenteeism: Monthly monitoring and increased outreach initiatives will target students with chronic absenteeism to get them back on track.

Positive School Climate: Fostering a supportive and motivating environment is a priority. Student engagement and well-being will be key areas of focus, addressing any barriers to success.

Alternative Education Program: The Alternative Education Specialist will meet with students to set goals, create graduation plans, verify information, and tailor interventions based on individual needs and interests. A dedicated "Home Room" period will offer academic support, college/career exploration, social-emotional learning lessons, and graduation plan monitoring.

Attendance and Behavior: A comprehensive Social-Emotional Learning (SEL) program with student incentives will be implemented alongside attendance SART/SARB calls to address chronic absenteeism. A clear PBIS matrix outlining behavior expectations will be developed and displayed throughout the school, ensuring consistent behavioral norms.

Ensuring Program Effectiveness:

Teacher Collaboration: Dedicated afternoon time will be used for individual prep, student support (tutorials, restorative groups), and PLC meetings, fostering collaboration and improved instruction.

Data-Driven Decisions: The MPH School Site Council (SSC) will actively participate in reviewing data and assessing the effectiveness of the implemented plan, including CSI components.

Continuous Improvement: Monthly check-ins, data reviews, and support from consultants will further enhance the monitoring and evaluation process, ensuring ongoing improvement in student outcomes and program effectiveness.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Educational Partners Meetings: District Administrators, Principals, Assistant Principals, Rim Teachers Association, CSEA Teachers, Teachers, Other School Personnel, Parents, Families, and Community Members.	<p>LCAP Educational Partner Meetings were planned and implemented on January 30th, 2024, February 21st, 2024, March 7th, 2024, April 17th, 2024 and May 15th, 2024. Meetings included an explanation of the ROWUSD Local Control Accountability Plan development, Dashboard Information, Needs Assessment, Opportunities for Questions, and Collaboration, and concluded with a survey to acquire educational partner feedback.</p> <p>On May 15th, 2024 the draft LCAP was presented to the LCAP Educational Partners committee of parents and staff as listed within the PAC and DELAC. The entire group approved the draft LCAP as presented. At this same session, all participants were allowed to provide verbal or written questions. Since no questions were posed, there was no written response from the Superintendent required. A draft of the LCAP was also made available to the public via the Rim of the World Unified School District website from May 24th, 2024 to June 7th, 2024. No additional questions were submitted to Educational Services. Since no questions were posed, there was no written response from the Superintendent required.</p>
LCAP Educational Partner Student Focus Group Meetings: Students representing all student groups in grades 10th - 12th	LCAP Educational Partner Student Focus Group Meetings were planned and implemented on January 29th, 2024, February 23rd, 2024, March 14th, 2024 and May 23rd, 2024. Meetings included an explanation of the ROWUSD Local Control Accountability Plan development, Dashboard Information, Needs Assessment,

Educational Partner(s)	Process for Engagement
	Opportunities for Questions, and Collaboration, and concluded with a survey to acquire educational partner feedback.
LCAP Parent Advisory Committee and District English Language Advisory Committee:	<p>DELAC Educational Partner Meetings were planned and implemented on January 31st, 2024, 2024, March 27th, 2024, and May 15th, 2024. Meetings included an explanation of the ROWUSD Local Control Accountability Plan development, Dashboard Information, Needs Assessment, Opportunities for Questions, and Collaboration, and concluded with a survey to acquire educational partner feedback.</p> <p>On May 15th, 2024 the draft LCAP was presented to the LCAP Educational Partners committee of parents and staff as listed within the PAC and DELAC. The entire group approved the draft LCAP as presented. At this same session, all participants were allowed to provide verbal or written questions. Since no questions were posed, there was no written response from the Superintendent required. A draft of the LCAP was also made available to the public via the Rim of the World Unified School District website from May 24th, 2024 to June 7th, 2024. No additional questions were submitted to Educational Services. Since no questions were posed, there was no written response from the Superintendent required.</p>
Principals Roundtable: District Administration	Monthly LCAP and SPSA alignment update, information and collaboration was provided to District and School Administration on August 22nd, 2023, Sep. 26th, 2023, Oct. 17th, 2023, Nov. 28th, 2023, Jan. 23rd, 2024, Feb. 20th, 2024, March 19th, 2024, April 23rd, 2024, and May 14th, 2024.
EVSELPA	EVSELPA LCAP and Differentiated Assistance collaboration, feedback, and collaboration on Inclusion and other supports and services provided to students with disabilities. Meeting dates: April 8th, 2024 and May 23rd, 2024. Attendance and United in Inclusion and Compliance Summit on May 1st, 2024.
Rim of the World Unified School District Board	Presented the mid year LCAP update to the ROWUSD Board on Feb. 22nd, 2024. Presented the 24-25 LCAP to the ROWUSD Board at the Public Hearing on June 6th, 2024

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

Throughout the LCAP development process, the District actively sought feedback from various educational partners to identify high needs and areas of concern. Each group provided valuable insights and recommendations:

Parents of English Learners: Expressed the need for more 1:1 interaction between teachers and students, along with specialized training for instructional aides in language development. They emphasized the importance of enhanced parent-teacher communication, particularly via phone calls due to work schedule constraints. Informal gatherings were suggested to foster community relationships. They also desired increased access to technology for at-home use and raised safety concerns regarding infrastructure and security. Finally, they shared the need to provide interventions for students experiencing difficulty with academic progress, as well as enrichment for students who are excelling.

Parents and Teachers of Students with Disabilities: Advocated for the continuation of the parent advisory committee to maintain open communication channels. They highlighted the importance of staff training on testing accommodations and inclusion practices.

Community Members: Expressed concerns about district dashboard outcomes, chronic absenteeism, and the impact of lost attendance or unique student needs on learning outcomes. They emphasized the need for addressing social and emotional needs and engaging families through workshops. A return to focusing on fundamental education basics was suggested.

Students: Requested in-person tutoring and peer-to-peer support opportunities, along with additional staff for wellness centers. Students stressed the importance of making CAASPP more relevant and incentivized, creating a positive testing environment, and increasing hands-on learning opportunities, field trips, clubs, and rewards for good behavior.

Teachers and Administrators: Highlighted the need for class size consideration, increased substitute teacher availability, and support for staff burnout. Implementing schoolwide AVID strategies at the secondary level was recommended.

Common themes across all educational partners included addressing mental health and social-emotional needs, providing additional student support, building strong teacher-student relationships, improving attendance rates, offering alternative educational options, and ensuring students graduate college and career-ready. Recommendations also emphasized focusing on essential standards, particularly in English Language Arts and Mathematics, and providing support for instructional strategies and student engagement for teachers.

The goals and actions in the LCAP were highly influenced by the feedback from educational partners. Due to the many transitions, the feedback included the need to maintain the current goals, actions, and metrics for the 24-27 LCAP cycle.

Based on educational partner feedback, the established three goals will remain the same in the 2024–25 LCAP.

Goal 1: Increase student learning and support professional development.

Goal 2: Facilitate a safe and positive school climate.

Goal 3: Engage family and community.

Goal #1 Increase student learning and support professional development:

Educational partners expressed a range of concerns and suggestions aimed at improving various aspects of the educational experience. They stressed the need for stricter enforcement of rules regarding cell phone usage and disruptive behavior to safeguard the learning environment. Additionally, they advocated for more engaging learning experiences through project-based learning, hands-on activities, and field trips. Concerns were raised about technology resources, teacher supplies, and communication transparency, highlighting the importance of adequate funding and clear communication channels. Parents also called for individualized support, smaller class sizes, and more tutoring services to address students' diverse needs effectively. They emphasized the significance of ongoing professional development for teachers, parental engagement, and support, as well as curriculum enhancements to include STEM programs and career exploration opportunities. Safety protocols and student well-being were identified as areas needing improvement, alongside the importance of maintaining high academic expectations and consistent disciplinary measures across all grade levels.

The actions and services included in the LCAP to support these recommendations include Action 1: Support Professional Learning Communities, Action 2: Instructional Technology, Action: 5 Extracurricular Activities and Elective Classes, Action 6: English Learner Goal Setting Meetings, Action 7 Site Language Assistants, Action 10: Teacher on Special Assignment- (TOSA) Implementation of Standards, Action 11: Professional Development Opportunities, Action 13: Rim Virtual Academy, Action 14: Summer School, Action 15: High Impact Tutoring and Interventions, Action 17 Districtwide English Learner Specialist, and Goal 2: Action 1: Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS), Action 10: Saturday School.

Goal # 2 Facilitate a safe and positive school climate:

Educational partners highlighted several key areas for improvement within the school environment. They emphasized the need to address disruptive behavior effectively. Additionally, they emphasized the importance of welcoming and engaging school environments, meaningful field trips, and increased safety measures such as securing school entry points. Suggestions were made for promoting positive school climates through initiatives like student-led spirit events and emotional intelligence programs. Furthermore, partners stressed the importance of consistent discipline, parent involvement, and clear communication to foster a supportive and inclusive learning environment for all students.

The actions and services included in the LCAP to support these recommendations include Goal 2: Action 1: Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS), Action 2: Monthly MTSS or PBIS Meetings, Action 8: Wellness Center, Action 9: Mental Health Support with Care Solace.

Goal #3 Engage family and community:

Educational partners emphasized the importance of directing resources toward classroom needs. They advocated for a renewed focus on promoting success and addressing failures, stressing the significance of play, hands-on learning, and community engagement in fostering positive educational outcomes. Parents called for increased communication, inclusive events, and opportunities for involvement, suggesting ideas like community nights, parent-teacher engagement days, and volunteer programs to bridge the gap between schools and families. Additionally, they highlight the need for improved facilities, better cleanliness, and more attention to extracurricular activities like sports and arts programs. Overall, parents desire a collaborative and supportive environment where the entire community is actively involved in the educational journey of their children.

The actions and services included in the LCAP to support these recommendations include Goal 3: Action 1: Parent Engagement Surveys and Workshops, Action 2: Resources for Parents of Students with Special Needs, and Action 3: Communication with Families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student learning and support professional development	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>* All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success.</p> <p>* All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world.</p> <p>* All students receive high-quality education and services from caring, highly qualified, and competent staff.</p> <p>We believe there is a direct correlation between student learning and quality professional development. John Hattie's research identifies teacher efficacy as the #1 impact on student performance. We must support our teachers to support our students. Our CAASPP dashboard indicators for both ELA and mathematics are below the green level. We know we must focus on increasing student outcomes now more than ever as we recover from the impact the pandemic had on schooling loss. We must focus on our learning intentions, clarify for ourselves and our students' success criteria, and develop systems and scaffolds to support students at all levels. We have identified the following needs:</p> <p>2023 CAASPP ELA Academic Indicator for ROWUSD students in grades 3-8, and 11 ROWUSD District-wide data:</p> <p>All Students: ELA indicator provided a color of orange. (-40.8) Distance from Standard (DFS). 35.53% standard met or exceeded for all students.</p> <p>English Language Learners (EL): ELA indicator color of red (-104.5) Distance From Standard (DFS) 4.4% standard met or exceeded.</p>
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Students with Disabilities (SWD):

ELA indicator color of red

(-119.1) Distance from Standard (DFS)

8.96% standard met or exceeded.

Socioeconomically Disadvantaged (SED) :

ELA indicator color of orange

(-56.5) Distance From Standard (DFS)

28.93% standard met or exceeded.

Two or More Races (ToMR):

ELA indicator color of orange

(-42) Distance From Standard (DFS)

36.36% standard met or exceeded.

Homeless (HY):

No performance color was reported (10 students).

No Distance From Standard (DFS) was reported (10 students).

% standard met or exceeded not reported (10 students).

Foster Youth (FY):

No performance color reported (6 students).

No Distance From Standard (DFS) reported (6 students).

% standard met or exceeded not reported (6 students).

Hispanic (HI):

ELA indicator color of orange

(-61) Distance From Standard (DFS)

28.62% standard met or exceeded.

White (WH):

ELA indicator color of orange

(-29.4) Distance From Standard (DFS)

41.11% standard met or exceeded.

2023 CAASPP Mathematics Academic Indicator for ROWUSD students in grades 3-8,11th and 11 ROWUSD District-wide data:

ROWUSD District-wide data:

All Students:

Mathematics indicator provided a color of red.
(-95.3) Distance from Standard (DFS).
17.50% standard met or exceeded for all students.

English Language Learners:
Mathematics indicator color of red
(-152.6) Distance From Standard (DFS)
1.5% standard met or exceeded.

Students with Disabilities:
Mathematics indicator color of orange
(-153.2) Distance from Standard (DFS)
3.5% standard met or exceeded.

Socioeconomically Disadvantaged:
Mathematics indicator color of red
(-107.8) Distance From Standard (DFS)
12.36% standard met or exceeded.

Two or More Races:
Mathematics indicator color of red
(-106.2) Distance From Standard (DFS)
20.45% standard met or exceeded.

Homeless:
No performance color reported
No Distance From Standard (DFS) reported
% standard met or exceeded not reported

Foster Youth:
No performance color reported
No Distance From Standard (DFS) reported
% standard met or exceeded not reported

Hispanic (HI):
The mathematics indicator color of red
(-115.6) Distance From Standard (DFS)
11.97% standard met or exceeded.

White (WH):

The mathematics indicator color of orange
 (-80.3) Distance From Standard (DFS)
 22.30% standard met or exceeded.

Given these performance indicators, Goal 1 aims to enhance student learning outcomes by providing targeted support and professional development for educators. This goal is essential to improve instruction quality and address the diverse needs of all student groups, ensuring equitable access to educational resources and opportunities for academic success.

1. Increase the percentage of students scoring at standard met or exceeded on the CAASPP in English Language Arts and Mathematics.
2. Close the achievement gap between English Learners, Foster Youth, and Students with Disabilities on the CAASPP.
3. Consistently utilize effective instructional strategies and content frameworks to teach the California State Standards in all classrooms.
4. Provide instructional materials aligned to the California State Content Standards and frameworks.
5. Increase the effective use of technology as an instructional tool.
6. Continue to support an effective Professional Learning Community (PLC) structure focused on the 4 essential questions: What do we expect students to learn? How will know they are learning it? What will we do if they aren't learning it? How will we respond if they already know it?
7. Expand EL data collection and analysis to provide targeted support and increase the percentage of English learners meeting the criteria to reclassify
8. Reduce the percentage of Long-Term English Learners (L-TEL's).
9. Decrease the percentage of students in need of credit recovery.
10. Coordinate, articulate, and monitor interventions for underperforming students including English learners, Foster Youth, Low Income, and Students with Disabilities
11. Increase the graduation rate for both Rim High School and Mountain High School.
12. Increase the percentage of students taking and completing A-G courses.
13. Increase the percentage of students taking and completing AP courses.
14. Increase the percentage of English learners, Foster Youth and Low-Income students taking and completing A-G courses.
15. Increase the percentage of English learners, Foster Youth and Low-Income students taking and completing AP courses.
16. Implementation of Linked Learning pathways at the high school, to incorporate CTE classes that are A-G approved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELPAC English learner progress indicator for grades K 12	2023			A minimum of 70% of English learners making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of English Learners who made progress toward English Proficiency California School Dashboard	51% of English learners made progress towards English Proficiency			towards English proficiency	
1.2	District reclassification rate Percent of English Learners who reclassified. Dataquest	2022-23 14% of English Learners reclassified			Reclassify a minimum of 15% of our English learners	
1.3	Students receiving a D or F on a report card. Percentage of students receiving report card grades of D's and F's in grades 6-8 at MPH and 9-12 at RHS. AERIES Student Information System	23-24 RHS Aeries Data Dashboard D/F % for core subjects ELA: 19.3 % Math: 20% Science: 16.8% Social Studies: 11.9% 23-24 MPH Aeries Data Dashboard D/F % for core subjects ELA: 30.9% Math: 26.4% Science: 17.8% Social Studies: 19.5%			D/F % for core subjects ELA: 9.3 % Math: 10% Science: 6.8% Social Studies: 1.9% 23-24 MPH Aeries Data Dashboard D/F % for core subjects ELA: 20.9% Math: 16.4% Science: 7.8% Social Studies: 9.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	3rd Grade reading proficiency on the iReady end of the year assessment. Percent of students proficient. iReady	2024 Level 1 Less than Proficient- 21% Level 2 Less than Proficient- 21% Level 3/4 Proficient- 58%			Level 1 Less than Proficient- 25% Level 2 Less than Proficient- 25% Level 3/4 Proficient- 60%	
1.5	Graduation rate indicator for students in grades 9-12 Percent of students graduating at Rim of the World High School (RHS) Mountain High School (MHS) District-wide California School Dashboard	2022-23 Rim of the World High School 93.1% Mountain High School 41% District-Wide 84.8%			Rim of the World High School 97% Mountain High School 70% Districtwide 90%	
1.6	English Language Arts academic and college career indicator for students in grade 11 (11th grade EAP). Percent of 11th grade students met or exceeded the ELA standard. Dataquest	2023 50.47% of 11th grade students met or exceeded the ELA standard.			A minimum of 70% of 11th graders meet or exceed the ELA standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	<p>Mathematics academic and college career indicator for students in grade 11(11th grade EAP)</p> <p>Percent of 11th grade students met or exceeded the mathematics standard.</p> <p>Dataquest</p>	<p>2023</p> <p>16.9% of 11th grade students met or exceeded the mathematics standard</p>			A minimum of 50% of 11th graders meet or exceed the mathematics standard	
1.8	<p>College and career indicator of A-G course completion rates.</p> <p>Percent completing A-G classes with a C or better, preparing them for a UC or CSU admission.</p> <p>California School Dashboard</p>	<p>2023</p> <p>30.7% of students completed A-G requirements, preparing them for a UC or CSU admission.</p>			Increase to 50% of students completed A-G requirements, preparing them for a UC or CSU admission.	
1.9	<p>College and career indicator Advanced Placement (AP)</p> <p>Percent of students taking and passing an AP test with a score of 3 or higher in grades 10-12.</p>	<p>2022-2023</p> <p>71 out of 114 = 62.28%</p>			AP % of students taking the AP test scoring a 3 or higher = 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College Board/ AP					
1.10	College and Career Indicator Percent of students prepared California School Dashboard	22-23 Data District: 25.2% SWD: 2.3% MHS: All Students: 0% SED: 0% RHS: All Students: 30.1% SWD: 2.7%			District: 30% SWD: 10% MHS: All Students: 10% SED: 10% RHS: All Students: 40% SWD: 10%	
1.11	Seal of Biliteracy. Number of Students that earned the State Seal of Biliteracy. ROWUSD AERIES Student Information System	23-24 24 students earned the State Seal of Biliteracy.			A minimum of 25 students earning the Seal of Biliteracy	
1.12	AVID students going on to 4 year universities. Percent of students who were accepted into a 4-year university. ROWUSD AERIES Student Information System	2023-2024 86% of AVID students were accepted into 4-Year universities.			100% of AVID students are accepted into 4 Year universities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	<p>Evaluation of professional learning survey results for learning opportunities provided throughout the year.</p> <p>Percent of staff sharing satisfaction with professional development.</p> <p>ROWUSD local survey: LCAP Educational Partners Professional Development Survey-Staff</p>	<p>52.6% of staff who completed the Professional Learning Survey reported satisfaction with professional development opportunities offered during the 2023-2024 school year.</p>			A minimum of 80% satisfaction rating on the professional development survey	
1.14	<p>Local measure for the results of the Implementation of State Standards Reflection Tool.</p> <p>Implementation of Standards Rubric</p> <p>Rating Scale (lowest to highest): 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation</p>	<p>2023-2024</p> <p>#1 ELA – 4 ELD – 3/4 Math – 3/4 NGSS – 3/4 History/SS – 4</p> <p>#2 ELA –5 ELD – 5 Math – 4/5 NGSS – 4 History / SS – 4/5</p> <p>#3 ELA –3 ELD – 3</p>			<p>#1 ELA – 5 ELD – 4 Math – 4 NGSS – 4 History/SS – 5</p> <p>#2 ELA –5 ELD – 5 Math – 5 NGSS – 5 History / SS – 5</p> <p>#3 ELA –4 ELD – 4 Math – 4 NGSS – 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5-Full Implementation and Sustainability	Math – 3 NGSS – 3 History/SS – 3 #4 CTE – 5 Health Ed – 3 PE - 4 The Arts – 4 World Lang - 4 #5 PD as a whole – 3 PD for individuals – 3 PD for mastery - 2/3			History/SS – 4 #4 CTE – 5 Health Ed – 4 PE - 5 The Arts – 5 World Lang - 5 #5 PD as a whole – 4 PD for individuals – 4 PD for mastery - 4	
1.15	CAASPP English Language Arts academic indicator for ROWUSD students in grades 3-8, and 11. ELA indicator color. (Color) Distance from Standard (DFS) California School Dashboard.	2023 ROWUSD District-wide data: All Students: Orange, -40.8 DFS EL: Red, -104.5 DFS SWD: Red, -119.1 DFS SED: Orange, -56.5 DFS ToMR: Orange, -42 DFS HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -61 DFS			All Students: Yellow, -35 DFS EL: Orange, -85 DFS SWD: Orange, -99 DFS SED: Yellow, -40 DFS ToMR: Yellow, -27 DFS HY: -35 DFS FY: -35 DFS HI: Yellow, -46 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH: Orange, -29.4 DFS			WH: Yellow, -19 DFS	
1.16	<p>CAASPP English Language Arts academic indicator for ROWUSD students in grades 3-8, and 11.</p> <p>Percent standard met or exceeded (M/E Standard)</p> <p>California School Dashboard.</p>	<p>2023 ROWUSD District-wide data:</p> <p>All Students: 35.53% M/E standard</p> <p>EL: 4.4% M/E standard</p> <p>SWD: 8.96% M/E standard</p> <p>SED: 28.93% M/E standard</p> <p>ToMR: 36.36% M/E standard</p> <p>HY: <11 Students</p> <p>FY: <11 Students</p> <p>HI: 28.62% M/E standard</p> <p>WH: 41.11% M/E standard</p>			<p>All Students: 40% M/E standard</p> <p>EL: 15% M/E standard</p> <p>SWD: 18% M/E standard</p> <p>SED: 38% M/E standard</p> <p>ToMR: 46% M/E standard</p> <p>HY: 40% M/E standard</p> <p>FY: 40% M/E standard</p> <p>HI: 38% M/E standard</p> <p>WH: 51% M/E standard</p>	
1.17	CAASPP English Language Arts academic indicator for grades 3-8, and 11 by school site.	<p>2023 ROWUSD School Site Data:</p> <p>CHE:</p>			<p>CHE:</p> <p>All Students: Yellow, -30 DFS</p> <p>EL: -30 DFS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>ELA indicator color. (Color) Distance from Standard (DFS)</p> <p>California School Dashboard.</p>	<p>All Students: Orange, -34.8 DFS EL: Gray <11 Students SWD: No Color, -84 SED: Orange, -48.3 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -43.6 DFS WH: Orange, -30.6 DFS</p> <p>LAE: All Students: Orange, -14.1 DFS EL: No color, -82.3 DFS SWD: Red, -108.2 DFS SED: Orange, -36.2 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -39.7 DFS WH: Green, -9.3 DFS</p> <p>MPH: All Students: Orange, -54.3 DFS EL: Red, -121.8 DFS SWD: Red, -135.2 DFS SED: Red, -71.8 DFS ToMR: No color, -74.1 DFS HY: Gray <11 Students FY: Gray <11 Students</p>			<p>SWD: -79 DFS SED: Yellow, -38 DFS ToMR: -30 DFS HY: -30 DFS FY: -30 DFS HI: Yellow, -33 DFS WH: Yellow, -20 DFS</p> <p>LAE: All Students: Orange, -10 DFS EL: Color equivalent to all student group, -75 DFS SWD: Orange, -100 DFS SED: Yellow, -30 DFS ToMR: -10 DFS HY: -10 DFS FY: -10 DFS HI: Yellow, -29 DFS WH: Blue, -1 DFS</p> <p>MPH: All Students: Yellow, -45 DFS E: Orange, -111 DFS SWD: Orange, -125 DFS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: Red, -74.6 DFS WH: Orange, -36 DFS RVA: All Students: Red, -214.9 DFS EL: Gray <11 Students SWD: Gray <11 Students SED: Gray <11 Students ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Gray <11 Students WH: Gray <11 Students VOE: All Students: Orange, -61.3 DFS EL: Red, -96.9 DFS SWD: Orange, -113.7 DFS SED: Orange, -66.9 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Red, -82.9 DFS WH: Orange, -44.6 DFS			SED: Orange, -61 DFS ToMR: Color equivalent to all student group, -64 DFS HY: -45 DFS FY: -45 DFS HI: Orange, -64 DFS WH: Yellow, -26 DFS RVA: All Students: Orange, -204 DFS EL: -204 DFS SWD: -204 DFS SED: -204 DFS ToMR: -204 DFS HY: -204 DFS FY: -204 DFS HI: -204 DFS WH: -204 DFS VOE: All Students: Yellow, -51 DFS EL: Orange, -86 DFS SWD: Yellow, -103 DFS SED: Yellow, -56 DFS ToMR: -51 DFS HY: -51 DFS FY: -51 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HI: Orange, -72 DFS WH: Yellow, -34 DFS	
1.18	CAASPP English Language Arts academic indicator for grades 3-8, and 11 by school site. Percent standard met or exceeded (M/E standard) California School Dashboard.	2023 ROWUSD School Site Data: CHE: All Students: 37.59% M/E Standard EL: No M/E standard reported. SWD: 17.86% M/E standard. SED: 29.47% M/E standard. ToMR: 42.86% M/E standard HY: No M/E standard reported. FY: No M/E standard reported. HI: 31.37 % M/E standard WH: 40.24% M/E standard LAE: All Students: 45.31% M/E standard EL: 5% M/E standard SWD: 15.63% M/E standard. SED: 33.93% M/E standard.			CHE: All Students: 43% M/E Standard EL: 43% M/E Standard SWD: 27% M/E standard. SED: 39% M/E standard. ToMR: 52% M/E standard HY: 43% M/E Standard FY: 43% M/E Standard HI: 41% M/E standard WH: 50% M/E standard LAE: All Students: 50% M/E standard EL: 15% M/E standard SWD: 25% M/E standard. SED: 44% M/E standard. ToMR: 70% M/E standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ToMR: 60% M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 32.18% M/E standard WH: 54.74% M/E standard</p> <p>MPH: All Students: 30.06% M/E standard. EL: 3.64% M/E standard SWD: 2.78% M/E standard SED: 22.59% M/E standard ToMR: 28.57% M/E standard HY: No M/E standard reported. FY: No M/E standard reported. HI: 23.62% M/E standard WH: 36.60% M/E standard</p> <p>RVA: All Students: 28.26% M/E standard EL: No M/E standard reported.</p>			<p>HY: 50% M/E standard FY: 50% M/E standard HI: 42% M/E standard WH: 64% M/E standard</p> <p>MPH: All Students: 35% M/E standard. EL: 13% M/E standard SWD: 13% M/E standard SED: 32% M/E standard ToMR: 38% M/E standard HY: 35% M/E standard. FY: 35% M/E standard. HI: 33% M/E standard WH: 46% M/E standard</p> <p>RVA: All Students: 33% M/E standard EL: 33% M/E standard SWD: 33% M/E standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SWD: No M/E standard reported.</p> <p>SED: No M/E standard reported.</p> <p>ToMR: No M/E standard reported.</p> <p>HY: No M/E standard reported.</p> <p>FY: No M/E standard reported.</p> <p>HI: 17.65% M/E standard</p> <p>WH: 38.46% M/E standard</p> <p>VOE:</p> <p>All Students: 27.42% M/E standard.</p> <p>EL: 6.06% M/E standard.</p> <p>SWD: 7.69% M/E standard.</p> <p>SED: 26.90% M/E standard.</p> <p>ToMR: No M/E standard reported.</p> <p>HY: No M/E standard reported.</p> <p>FY: No M/E standard reported.</p> <p>HI: 19.83% M/E standard</p> <p>WH: 32.79% M/E standard</p>			<p>SED: 33% M/E standard</p> <p>ToMR:33% M/E standard</p> <p>HY: 33% M/E standard</p> <p>FY: 33% M/E standard</p> <p>HI: 27% M/E standard</p> <p>WH: 48% M/E standard</p> <p>VOE:</p> <p>All Students: 30% M/E standard.</p> <p>EL: 16% M/E standard.</p> <p>SWD: 17% M/E standard.</p> <p>SED: 37% M/E standard.</p> <p>ToMR: 30% M/E standard.</p> <p>HY: 30% M/E standard.</p> <p>FY: 30% M/E standard.</p> <p>HI: 30% M/E standard</p> <p>WH: 43% M/E standard</p>	
1.19	CAASPP Mathematics academic indicator for	2023 ROWUSD District-wide data:			All Students: Orange, -90 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>ROWUSD students in grades 3-8, and 11.</p> <p>Math indicator color. (Color) Distance from Standard (DFS)</p> <p>California School Dashboard.</p>	<p>All Students: Red, -95.3 DFS</p> <p>EL: Red, -152.6 DFS</p> <p>SWD: Orange, -153.2 DFS</p> <p>SED: Red, -107.8 DFS</p> <p>ToMR: Red, -106.2 DFS</p> <p>HY: Gray, < 11 students</p> <p>FY: Gray, < 11 students</p> <p>HI: Red, -115.6 DFS</p> <p>WH: Orange, -80.3 DFS</p>			<p>EL: Orange, -132 DFS</p> <p>SWD: Yellow, -133 DFS</p> <p>SED: Orange, -92 DFS</p> <p>ToMR: Orange, -91 DFS</p> <p>HY: -90 DFS</p> <p>FY: -90 DFS</p> <p>HI: Orange, -100 DFS</p> <p>WH: Yellow, -70 DFS</p>	
1.20	<p>CAASPP Mathematics academic indicator for ROWUSD students in grades 3-8, and 11.</p> <p>Percent standard met or exceeded (M/E standard)</p> <p>California School Dashboard.</p>	<p>2023 ROWUSD District-wide data:</p> <p>All Students: 17.50% M/E standard.</p> <p>EL: 1.5% M/E standard</p> <p>SWD: 3.5% M/E standard</p> <p>SED: 12.36% M/E standard</p>			<p>All Students: 23% M/E standard.</p> <p>EL: 12% M/E standard</p> <p>SWD: 14% M/E standard</p> <p>SED: 22% M/E standard</p> <p>ToMR: 30% M/E standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ToMR: 20.45% M/E standard</p> <p>HY: < 11 students</p> <p>FY: < 11 students</p> <p>HI: 11.97% M/E standard</p> <p>WH: 22.30% M/E standard</p>			<p>HY: 23% M/E standard.</p> <p>FY: 23% M/E standard.</p> <p>HI: 22% M/E standard</p> <p>WH: 32% M/E standard</p>	
1.21	<p>CAASPP Mathematics academic indicator for grades 3-8, and 11 by school site.</p> <p>Mathematics indicator color. (Color)</p> <p>Distance from Standard (DFS)</p> <p>California School Dashboard.</p>	<p>2023 ROWUSD School Site Data:</p> <p>CHE:</p> <p>All Students: Orange. - 57.4 DFS</p> <p>EL: Gray, < 11 students</p> <p>SWD: Gray, < 11 students</p> <p>SED: Orange, -70.2 DFS</p> <p>ToMR: Gray < 11 students</p> <p>HY: Gray < 11 students</p> <p>FY: Gray < 11 students</p> <p>HI: Orange, -65.7 DFS</p> <p>WH: Orange, -54.8 DFS</p> <p>LAE:</p> <p>All Students: Yellow, - 46.5 DFS</p> <p>EL: Gray < 11 students</p> <p>SWD: Red, -107.3 DFS</p> <p>SED: Yellow, -63 DFS</p>			<p>CHE:</p> <p>All Students: Yellow, -51 DFS</p> <p>EL: -51 DFS</p> <p>SWD: -51 DFS</p> <p>SED: Yellow, -60 DFS</p> <p>ToMR: -51 DFS</p> <p>HY: -51 DFS</p> <p>FY: -51 DFS</p> <p>HI: Yellow, -55 DFS</p> <p>WH: Yellow, -44 DFS</p> <p>LAE:</p> <p>All Students: Green, -41 DFS</p> <p>EL: -41 DFS</p> <p>SWD: Orange, -97 DFS</p> <p>SED: Green, -53 DFS</p> <p>ToMR: -41 DFS</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Orange, -68.6 DFS WH: Green, -23.9 DFS</p> <p>MPH: All Students: Red, -115.7 DFS EL: Red, -180.3 DFS SWD: Red, -185.1 DFS SED: Red, -132 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Red, -74.6 DFS WH: Orange, -36 DFS</p> <p>Rim Virtual Academy All Students: Red, -238.1 DFS EL: Gray < 11 students SWD: Gray < 11 students SED: Gray < 11 students ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Gray < 11 students WH: Gray < 11 students</p> <p>VOE</p>			<p>HY: -41 DFS FY: -41 DFS HI: Yellow, -58 DFS WH: Blue, -13 DFS</p> <p>MPH: All Students: Orange, -105 DFS EL: Orange, -170 DFS SWD: Orange, -175 DFS SED: Orange, -122 DFS ToMR: -105 DFS HY: -105 DFS FY: -105 DFS HI: Orange, -64 DFS WH: Yellow, -26 DFS</p> <p>Rim Virtual Academy All Students: Orange, -228 DFS EL: -228 DFS SWD: -228 DFS SED: -228 DFS ToMR: -228 DFS HY: -228 DFS FY: -228 DFS HI: -228 DFS WH: -228 DFS</p> <p>VOE</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: Yellow, -79.6 DFS EL: Orange, -105.5 DFS SWD: Orange, -112.7 DFS SED: Yellow, -84.6 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Yellow, -93.7 DFS WH: Orange, -71.1 DFS			All Students: Green, -69 DFS EL: Yellow, -95 DFS SWD: Yellow, -102 DFS SED: Green, -74 DFS ToMR: -69 DFS HY: -69 DFS FY: -69 DFS HI: Green, -83 DFS WH: Yellow, -61 DFS	
1.22	CAASPP Mathematics academic indicator for grades 3-8, and 11 by school site. Percent standard met or exceeded (M/E standard) California School Dashboard.	2023 ROWUSD School Site Data: CHE: All Students: 24.11% M/E standard EL: <11 students SWD: <11 students SED: 28.93% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 17.65% M/E standard WH: 28.05% M/E standard LAE: All Students: 27.75% M/E standard			CHE: All Students: 30% M/E standard EL: 30% M/E standard SWD: 30% M/E standard SED: 38% M/E standard ToMR: 30% M/E standard HY: 30% M/E standard FY: 30% M/E standard HI: 27% M/E standard WH: 38% M/E standard LAE:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EL: <11 students SWD: 12.50% M/E standard SED: 20.54% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 19.77% M/E standard WH: 35.79% M/E standard</p> <p>MPH: All Students: 12.87% M/E standard. EL: 1.82% M/E standard SWD: 0% M/E standard SED: 7.73% M/E standard. ToMR: <11 students HY: <11 students FY: <11 students HI: 7.91% M/E standard WH: 17.87% M/E standard</p> <p>Rim Virtual Academy All Students:12.77% M/E standard. EL: <11 students SWD: <11 students SED: <11 students ToMR: <11 students HY: <11 students FY: <11 students</p>			<p>All Students: 33% M/E standard EL: 33% M/E standard SWD: 23% M/E standard SED: 31% M/E standard ToMR: 33% M/E standard HY: 33% M/E standard FY: 33% M/E standard HI: 30% M/E standard WH: 46% M/E standard</p> <p>MPH: All Students: 18% M/E standard. EL: 12% M/E standard SWD: 10% M/E standard SED: 18% M/E standard. ToMR: 18% M/E standard. HY: 18% M/E standard. FY: 18% M/E standard. HI: 18% M/E standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 0% M/E standard WH: 22% M/E standard VOE All Students:17% M/E standard. EL: 3.23% M/E standard. SWD: 5.13% M/E standard SED: 16.84% M/E standard. ToMR: <11 students HY: <11 students FY: <11 students HI: 15.04% M/E standard WH: 18.55% M/E standard			WH: 28% M/E standard Rim Virtual Academy All Students:18% M/E standard. EL: 18% M/E standard. SWD: 18% M/E standard. SED: equivalent to all student %. ToMR: equivalent to all student %. HY: 18% M/E standard. FY: 18% M/E standard. HI: 10% M/E standard WH: 32% M/E standard VOE All Students: 22% M/E standard. EL: 13% M/E standard. SWD: 15% M/E standard SED: 27% M/E standard. ToMR: 18% M/E standard. HY: 18% M/E standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					FY: 18% M/E standard. HI: 25% M/E standard WH: 29% M/E standard	
1.23	Williams Act reporting that every student has sufficient access to standards-aligned instructional materials/ textbook sufficiency. Number of Williams Complaints received. ROWUSD Personnel.	23-24 0 Williams complaints about textbook sufficiency			0 Williams complaints for textbook sufficiency	
1.24	Fully Credentialed and Appropriately Assigned Teachers Percentage of ROWUSD teachers that were fully credentialed and appropriately assigned. ROWUSD Personnel.	2023 97% Fully Credentialed and Appropriately Assigned Teachers			100%	
1.25	CTE Pathway Completion Percent of students who completed one or more CTE Pathway.	2023 17% of students completed one or more CTE Pathway			CTE Pathway Completion rate of 30% of students meeting the prepared criteria, of completing one	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard				or more CTE Pathway.	
1.26	Access and enrollment in a broad course of study Percent of students who have access to a broad course of study. ROWUSD AERIES Student Information System	23-24 100% of students have access to a broad course of study			100% of students have access to a broad course of study	
1.27	A-G and CTE Completion Percent of students who completed A-G and CTE Pathways combined. California School Dashboard	2023 5.1% of students completed A-G and CTE Pathways combined.			10% of students complete A-G and CTE Pathways combined.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support Professional Learning Communities PLC	ROWUSD will utilize the Professional Learning Community (PLC) process to support student learning ensure equity, and maintain a strong focus on quality instruction, principally directed at English Learners, Foster Youth, and low-income students as measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.	\$701,924.00	Yes
1.2	Instructional Technology	ROWUSD will continue to utilize instructional technology to enhance grade-level and content standards aligned teaching and student learning, principally directed at English Learners, and low-income students, as measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.	\$137,294.00	Yes
1.3	Establish Formative Assessment Practices	Teachers will utilize a diverse array of assessment tools, including Interim Assessment Blocks (IABs), assessments aligned with grade-level and content standards, and diagnostic assessments like iReady assessments, to comprehensively gauge student progress and performance on grade level and content area standards mastery in alignment with the district assessment calendar. They will review and revise consistent procedures for ongoing progress monitoring, leveraging formative assessment data to pinpoint students in need of intervention and/or enrichment. This process will assist teachers with adapting instructional activities to provide inclusion, equity, and access to foster achievement for all students as measured by ELA and mathematics assessments aligned with grade-level and content standards, iReady, and CAASPP scores. By analyzing student performance data as measured by iReady and CAASPP, educators will be	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		equipped to tailor their instructional approaches to meet the diverse needs of students and facilitate their academic growth and success.		
1.4	Credit Recovery	ROWUSD will continue to offer credit recovery opportunities at the high school and continuation school for students in grades 9-12 with options to include on-site credit recovery programs throughout the school year and virtual components tailored for credit-deficient students to increase the graduation rate and college and career readiness, principally directed to English Learners, and low-income students as measured by 1.5, 1.8, 1.10, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22.	\$649,843.00	Yes
1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	ROWUSD will sustain and broaden opportunities for arts, music, athletics, and other electives and extracurricular clubs through support with access to elective courses, instructional resources, and enrichment, to actively engage students and foster a greater sense of belonging and connectedness within the school community, principally directed for English Learners, and Low-Income Students as measured by metric 2.1.	\$576,536.00	Yes
1.6	English Learner Goal Setting Supports	The district will facilitate English Learner and Long-Term English Learners (LTEs) goal-setting and encouragement workshops and support for students and families to actively promote student efficacy, enhance understanding of reclassification processes and requirements, and bolster motivation among English learners, principally directed at English Learners, as measured by 1.1 and 1.2.	\$35,125.00	Yes
1.7	Site Language Assistant Supports	The district will maintain language assistants at each school to support English learners and Long-Term English Learners with language acquisition and promote family engagement to increase English language development and academic intervention programs, all tailored to support English learners' and Long-Term English Learners' academic and social growth, principally directed at English Learners as measured by 1.1 and 1.2.	\$172,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Secondary Counselor Support	The district will maintain a minimum of 1 middle school and 2 high school counselors at the secondary level to ensure that students have equal access to all curriculum and resources for the purpose of providing support via counseling and placing students in intervention as needed to increase in-school connectedness, principally directed at English Learners, and low-income students, as measured by 1.8, 1.9, 2.1, 2.4, and 2.5	\$119,963.00	Yes
1.9	AVID	The district remains committed to offering AVID classes to both middle and high school students, ensuring the continuation of all training modules, and providing annual workshops and summer institutes to uphold staff certification. We aim to foster inclusivity by encouraging participation from EL reclassified, low SES, foster, and homeless students who meet the AVID requirements. By extending this opportunity to a diverse range of students, as measured by graduation rates and college and career readiness.	\$166,200.00	No
1.10	Teachers on Special Assignment (TOSA)-Implementation of Standards Development and Support	The district is committed to maintaining two Teachers on Special Assignment (TOSA's) to bolster the focus on the implementation of grade-level content area standards through best first instruction of the guaranteed and viable curriculum for students in grades TK-12, for the purpose of supporting student learning outcomes as measured by CAASPP performance, iReady performance, graduation rates, and college and career indicators.	\$300,835.00	No
1.11	Professional Development Support	The district will provide two professional development days (non-student attendance days) integrated into the calendar, to provide dedicated time for teachers to acquire and apply strategies essential for best first instruction, cultivate and bolster a culture of professional learning that is both relevant and responsive, deeply rooted in school and district objectives, and informed by student achievement data to support student learning outcomes, principally directed at English Learners, and low-income students, as measured by 1.8, 1.10, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, and 1.25.	\$143,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Professional Development for English Learners and Long Term English Learners	The district will provide professional development and training opportunities integrated into the PLC calendar for teachers to acquire and apply strategies essential for best first instruction for English Learners (EL) and Long Term English Learners (LTEL) to cultivate and bolster a culture of professional learning that is both relevant and responsive, deeply rooted in school and district objectives, and informed by student achievement data, principally directed at English Learners, as measured by 1.1 and 1.2.	\$63,700.00	Yes
1.13	School Library and Literacy Support	The district is committed to maintaining school libraries, essential for fostering diverse learning environments and embracing digital media resources within a holistic resource center framework for students in grades K 12. To ensure the effective management and development of these vital resources, a dedicated Library Media Specialist will be provided for the purpose of coordinating library services and spearheading the creation of comprehensive site and district library and media plans, providing equitable access to quality literary materials for all students. Libraries are readily accessible to both students and families, emphasizing the fundamental importance of reading and promoting equitable access to reading materials. The impact of these efforts will be measured by student performance on the Accelerated Reader program, providing valuable insights into the effectiveness of our initiatives in promoting literacy and fostering a culture of reading.	\$331,223.00	No
1.14	Rim Virtual Academy (RVA) alternative schooling support	The district is committed to providing Rim Virtual Academy (RVA), catering to students in grades TK-12 who seek alternative schooling options. With a growing number of families expressing interest in non-traditional educational pathways, RVA offers an innovative solution to meet their needs. By expanding enrollment opportunities within the academy, we aim to sustain district-wide enrollment and attendance metrics, with student attendance and participation rates serving as key measures of success.	\$801,977.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	Summer School: Credit recovery, advancement and extended school year support	The district will provide two, sessions of summer school for targeted students at all levels K-12: Grade (A-G and D/F) and credit recovery learning loss mitigation. Priority enrollment for EL, SES, foster, students with disabilities, and students experiencing homelessness who demonstrated learning loss. Grade-level offerings will be dependent on funding and available staff. This action will be measured by the number of students in need of credit recovery at the high school, iReady, and summer school pre/post tests.	\$292,318.00	No
1.16	High Impact Tutoring and Interventions	ROWUSD will craft high-impact tutoring opportunities and interventions at each school site aimed at bolstering content area grade-level standards-aligned student learning outcomes, principally directed at English Learners, and low-income students, as measured by 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22	\$85,000.00	Yes
1.17	Career Technical Education (CTE) College and Career support	The district is committed to offering Career Technical Education (CTE) classes for high school students, designed to establish robust college and career pathways to equip students with the practical skills and knowledge necessary for diverse postsecondary educational opportunities, principally directed at English Learners, Foster Youth and low-income students as measured by 1.5, 1.25, 2.1 and 2.5.	\$793,125.00	Yes
1.18	Districtwide English Learner Specialist Support	The district will provide a districtwide English Learner Specialist who will oversee the academic progress of English learners and Long Term English Learners across the district including language acquisition programs and professional development opportunities for paraprofessionals, actively engaging in the District English Learner Advisory Committee (DELAC), and coordinating all aspects of the English Language Proficiency Assessments for California (ELPAC) testing, principally directed at English Learners and Long Term English Learners as measured by 1.1 and 1.2.	\$38,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Alternative Education Specialist (MHS and RVA) Support	The district will provide an Alternative Education Specialist to support assigned programs and activities related to student discipline, attendance, and instruction at Mountain High School and Rim Virtual Academy, principally directed at English Learners, and low-income students as measured by 1.5, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22	\$185,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Facilitate a safe and positive school climate	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>* All students and educational partners are provided a high-quality physical environment where they enjoy safe, respected, positive connections and experiences</p> <p>This year more than ever the social and emotional well-being of our staff and students is paramount. As we recover from the effects of the pandemic, social distancing, health struggles, financial uncertainties, and a myriad of other psychological impacts we know we must create positive climates that help our educational partners feel safe and well cared for. Some of our ongoing needs in this area include improvements in attendance rate, suspension rate, chronic absenteeism rate and the climate and culture as measured by the Kelvin participation and favorability ratings by students, staff and families as indicated below:</p> <p>2023-2024 92.1% district attendance rate.</p> <p>2023 Suspension rates district-wide All Students: Yellow, 5.4% EL: Green, 3.3% SWD: Yellow, 7.4% SED: Yellow, 5.8% ToMR: Orange, 4.4% HY: Green, 4.4% FY: Orange, 9.7% HI: Green, 3.5% WH: Yellow, 5.8%</p> <p>2023 Chronic Absenteeism district-wide: All Students: Yellow, 38.2%</p>
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EL: Yellow, 39.2%
SWD: Yellow, 41.3%
SED: Yellow, 41.8%
ToMR: Red, 42.5%
HY: Red, 70.6%
FY: Orange, 42.1%
HI: Yellow, 42%
WH: Yellow, 34.5%

23-24 End of the Year Kelvin Climate Pulses:
Participation Rate
Students: 47%
Staff: 57%
Families:15%
Favorable Feedback:
Students: 72%
Staff: 79%
Families: 74%

- 1. Continue to focus on the implementation of Mutli-Tiered Systems of Support (MTSS) Positive Behavior Interventions and Supports (PBIS) at all schools to create welcoming and caring communities of learners.
- 2. Provide mental health and ongoing social-emotional support.
- 3. Ongoing monitoring of student attendance including consistent implementation of SART and SARB protocols to increase district attendance rate.
- 4. Decrease the number of suspensions and expulsions.
- 5. Update and coordinate each school’s comprehensive safety plan. Provide training to staff as needed and communicate the plans to the community.
- 6. Develop a comprehensive deferred maintenance plan and improve the physical appearance of our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Kelvin Climate Pulses	23-24 End of the Year Kelvin Climate Pulses: Participation Rate			Participation Rate Students: 60% Staff: 100% Families: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Participation Percentage Rate for students, staff, and families Favorable Feedback Percentage Rate for students, staff, and families	Students: 47% Staff: 57% Families: 15% Favorable Feedback: Students: 72% Staff: 79% Families: 74%			Favorable Feedback: Students: 80% Staff: 90% Families: 80%	
2.2	District-wide annual attendance District percentage rate based LCFF Calculator	LCFF Calculator 23-24 92.1% district attendance rate.			Strive for 95%	
2.3	Care Solace Usage: Data to support social emotional needs by maintaining or increasing family and staff awareness of the system of counseling support. Number of inquiries received. Number of communications saved.	Care Solace 23-24 180 Inquiries received. 1171 communications saved.			200 Inquiries received 1500 communications saved	
2.4	Suspension rates district-wide Color Indicator and Percent of students who were suspended at least once	2023 All Students: Yellow, 5.4% EL: Green, 3.3% SWD: Yellow, 7.4% SED: Yellow, 5.8%			All Students: Green, 4% EL: Blue, 0.3% SWD: Green, 3% SED: Green, 2% ToMR: Yellow, 1% HY: Blue, 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	ToMR: Orange, 4.4% HY: Green, 4.4% FY: Orange, 9.7% HI: Green, 3.5% WH: Yellow, 5.8%			FY: Yellow, 6% HI: Blue, 0.5% WH: Green, 2.8%	
2.5	<p>Suspension Rate by School Site:</p> <p>Color Indicator and Percent of students who were suspended at least once</p> <p>California School Dashboard</p>	<p>2023 Suspension Rate by School Site:</p> <p>CHE: All Students: Red, 3.7% EL: No percentage or color indicator reported, < 11 students. SWD: Red, 6.9% SED: Red, 4.4% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 1% WH: Red, 5.1%</p> <p>LAE: All Students: Yellow, 0.7% EL: Blue, 0% SWD: Orange, 1.3% SED: Yellow, 0.7% ToMR: No percentage or color indicator reported, < 11 students.</p>			<p>CHE: All Students: Orange, 2% EL: 2% SWD: Orange, 4% SED: Orange, 1% ToMR: 2% HY: 2% FY: 2% HI: Green, 0% WH: Orange, 1%</p> <p>LAE: All Students: Blue, 0% EL: Blue, 0% SWD: Yellow, 0% SED: Green, 0% ToMR: 0% HY: 0% FY: 0% HI: Blue, 0% WH: Blue, 0%</p> <p>MPH: All Students: Orange, 10% EL: Yellow, 7% SWD: Orange, 10% SED: Yellow, 8%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>HY: No percentage or color indicator reported, < 11 students.</p> <p>FY: No percentage or color indicator reported, < 11 students.</p> <p>HI: Green, 0.5%</p> <p>WH: Green, 0.5%</p> <p>MPH:</p> <p>All Students: Red, 12.4%</p> <p>EL: Orange, 11.4%</p> <p>SWD: Red, 14%</p> <p>SED: Orange, 12.1%</p> <p>ToMR: No percentage or color indicator reported, < 11 students.</p> <p>HY: No percentage or color indicator reported, < 11 students.</p> <p>FY: No percentage or color indicator reported, < 11 students.</p> <p>HI: Orange, 10.1%</p> <p>WH: Red, 14.4%</p> <p>MHS:</p> <p>All Students: Orange, 13.6%</p> <p>EL: No percentage or color indicator reported, < 11 students.</p> <p>SWD: No percentage or color indicator reported, < 11 students.</p> <p>SED: Orange, 17.5%</p>			<p>ToMR: 10%</p> <p>HY: 10%</p> <p>FY: 10%</p> <p>HI: Yellow, 6%</p> <p>WH: Orange, 10%</p> <p>MHS:</p> <p>All Students: Yellow, 11%</p> <p>EL: 11%</p> <p>SWD: 11%</p> <p>SED: Yellow, 13%</p> <p>ToMR: 11%</p> <p>HY: 11%</p> <p>FY: 11%</p> <p>HI: 11%</p> <p>WH: Orange, 20%</p> <p>RHS:</p> <p>All Students: Blue, 1%</p> <p>EL: Blue, 0%</p> <p>SWD: Green, 2%</p> <p>SED: Blue, 2%</p> <p>ToMR: Yellow, 0%</p> <p>HY: 1%</p> <p>FY: 1%</p> <p>HI: Blue, 0%</p> <p>WH: Green, 3%</p> <p>RVA:</p> <p>All Students: Blue, 0%</p> <p>EL: 0%</p> <p>SWD: 0%</p> <p>SED: 0% 0%</p> <p>ToMR: 0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: Red, 25.8%</p> <p>RHS: All Students: Green, 4.9% EL: Green, 1.2% SWD: Yellow, 6.1 % SED: Green, 5.5% ToMR: Orange, 2.9% HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green, 2.6% WH: Yellow, 6.7%</p> <p>RVA: All Students: Blue, 0% EL: No percentage or color indicator reported, < 11 students.</p>			<p>HY: 0% FY: 0% HI: Blue, 0% WH: Blue, 0%</p> <p>VOE: All Students: Blue, 0% EL: Blue, 0% SWD: Yellow, 3% SED: Blue, 0% ToMR: 0% HY: 0% FY: 0% HI: Green, 0% WH: Green, 1%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SWD: No percentage or color indicator reported, < 11 students. SED: 0% were suspended at least once. Color indicator: blue. ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Blue, 0% WH: Blue, 0%</p> <p>VOE: All Students: Green, 2.7% EL: Green, 1.5% SWD: Orange, 6.5% SED: Green, 2.8% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green, 1.4% WH: Yellow, 3.9% W: Yellow, 3.9%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	<p>Chronic absenteeism district-wide</p> <p>Color Indicator and Percent of chronically absent students:</p> <p>California School Dashboard</p>	<p>2023 Chronic Absenteeism district-wide:</p> <p>All Students: Yellow, 38.2%</p> <p>EL: Yellow, 39.2%</p> <p>SWD: Yellow, 41.3%</p> <p>SED: Yellow, 41.8%</p> <p>ToMR: Red, 42.5%</p> <p>HY: Red, 70.6%</p> <p>FY: Orange, 42.1%</p> <p>HI: Yellow, 42%</p> <p>WH: Yellow, 34.5%</p>			<p>All Students: Green, 33%</p> <p>EL: Green, 30%</p> <p>SWD: Green, 31%</p> <p>SED: Green, 31%</p> <p>ToMR: Orange, 32%</p> <p>HY: Orange, 60%</p> <p>FY: Yellow, 32%</p> <p>HI: Green, 32%</p> <p>WH: Green, 44%</p>	
2.7	<p>Chronic absenteeism by school site:</p> <p>Color Indicator and Percent of students who were chronically absent</p> <p>California School Dashboard</p>	<p>2023 Chronic Absenteeism by School Site:</p> <p>CHE:</p> <p>All Students: Orange, 32.1%</p> <p>EL: No percentage or color indicator reported, < 11 students.</p> <p>SWD: Orange, 31.9%</p> <p>SED: Yellow, 38%</p> <p>ToMR: No percentage or color indicator reported, < 11 students.</p> <p>HY: No percentage or color indicator reported, < 11 students.</p> <p>FY: No percentage or color indicator reported, < 11 students.</p>			<p>CHE:</p> <p>All Students: Yellow, 22%</p> <p>EL: 22%</p> <p>SWD: Yellow, 22%</p> <p>SED: Green, 28%</p> <p>ToMR: 22%</p> <p>HY: 22%</p> <p>FY: 22%</p> <p>HI: Orange, 29%</p> <p>WH: Green, 17%</p> <p>LAE:</p> <p>All Students: Green, 29%</p> <p>EL: Orange, 36%</p> <p>SWD: Yellow, 37%</p> <p>SED: Green, 25%</p> <p>ToMR: 29%</p> <p>HY: 29%</p> <p>FY: 29%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: Red, 39% WH: Yellow, 26.9% LAE: All Students: Yellow, 34.2% EL: Red, 46.7% SWD: Orange, 47.4% SED: Yellow, 35.1% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Orange, 39.5% WH: Yellow, 29.7% MPH: All Students: Red, 41.5% EL: Red, 44.9% SWD: Orange, 45.6% SED: Red, 45.4% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 40.6%			HI: Yellow, 29% WH: Green, 19% MPH: All Students: Orange, 36% EL: Orange, 35% SWD: Yellow, 35% SED: Orange, 36% ToMR: 36% HY: 36% FY: 36% HI: Orange, 30% WH: Orange, 32% MHS: All Students: 30% EL: 25% SWD: 25% SED: 25% ToMR: 25% HY: 25% FY: 25% HI: 25% WH: 25% RHS: All Students: 30% EL: 25% SWD: 25% SED: 25% ToMR: 25% HY: 25% FY: 25% HI: 25% WH: 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>WH: Red, 42%</p> <p>MHS: All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students. ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students.</p> <p>RHS: All Students: No percentage or color indicator reported, < 11 students.</p>			<p>RVA All Students: Blue, 0% EL: 0% SWD: 0% SED: Blue, 0% ToMR: 0% HY: 0% FY: 0% HI: 0% WH: Blue, 0%</p> <p>VOE: School All Students: Green, 40% EL: Yellow, 18% SWD: Yellow, 33% SED: Green, 38% ToMR: 40% HY: 40% FY: 40% HI: Green, 40% WH: Green, 29%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EL: No percentage or color indicator reported, < 11 students.</p> <p>SWD: No percentage or color indicator reported, < 11 students.</p> <p>SED: No percentage or color indicator reported, < 11 students.</p> <p>ToMR: No percentage or color indicator reported, < 11 students.</p> <p>HY: No percentage or color indicator reported, < 11 students.</p> <p>FY: No percentage or color indicator reported, < 11 students.</p> <p>HI: No percentage or color indicator reported, < 11 students.</p> <p>WH: No percentage or color indicator reported, < 11 students.</p> <p>RVA All Students: Blue, 1.3%</p> <p>EL: No percentage or color indicator reported, < 11 students.</p> <p>SWD: No percentage or color indicator reported, < 11 students.</p> <p>SED: Blue, 1.9%</p> <p>ToMR: No percentage or color indicator reported, < 11 students.</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: Blue, 2.3%</p> <p>VOE: School All Students: Yellow, 45.2% EL: Orange, 27.7% SWD: Orange, 42.7% SED: Yellow, 47.7% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 50.5% WH: Yellow, 39%</p>				
2.8	<p>High School Dropout Rates</p> <p>Percentage Rate District-wide Percentage Rate Rim of the World High School (RHS)</p>	<p>2023</p> <p>Districtwide dropout rate: 0.9% RHS dropout rate: 1.5% MHS dropout rate: 16.9%</p>			<p>Reduce the high school dropout rates</p> <p>District-wide: 0.5% RHS: 1% MHS: 15%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate Mountain High School (MHS) CALPADS					
2.9	Middle School Dropout Rates Percentage Rate Mary Putnam Henck Intermediate School (MPH) Dataquest	2023 MPH dropout rate: 0.5%			Reduce the middle school dropout rate to 0%	
2.10	Expulsion Rate District-wide Percentage Rate Dataquest	Dataquest 2023 District-wide Expulsion Rate: 0.03%			Lower the District-wide expulsion rate by 50% to .0015%	
2.11	Facilities in good repair District overall rating and percentage Facilities Inspection Tool (FIT)	FIT 2023 District overall rating is good at 97.07%.			To achieve an overall district rating of exemplary at 99% or above	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	ROWUSD will integrate social-emotional learning as well as academic interventions and enrichment into its Multi-Tiered Systems of Support (MTSS) or Positive Behavior Interventions and Supports (PBIS) frameworks at all school sites, fostering inclusive and supportive learning environments for students, principally directed at English Learners, Foster Youth, and low-income students, as measured by 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7.	\$2,851.00	Yes
2.2	Monthly MTSS or PBIS Meetings and Support	ROWUSD will convene monthly district and site meetings focused on Multi-Tiered Systems of Support (MTSS) or Positive Behavior Interventions and Supports (PBIS) to support student academic, and behavioral needs for the purpose of providing tiered academic and behavioral interventions and supports, is principally directed at English Learners, and low-income students, as measured by 1.15 - 1.22, 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7.	\$28,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Transportation	<p>The district will offer district-wide transportation services for all students to encourage student attendance and bolster parent-community involvement, principally directed at English Learners, Foster Youth, and low-income students as measured by 2.2, 2.6, and 2.7.</p> <p>Parent and community involvement are bolstered when parents and guardians are relieved of the logistical challenges and time constraints of getting their children to and from school, freeing them to engage more fully in their children's education and school community.</p>	\$2,465,370.00	Yes
2.4	Facilities	The district is committed to providing clean and well-maintained facilities, with a particular focus on ensuring restroom facilities are in excellent condition. Our goal is to create a safe and welcoming environment where students feel a sense of pride in their campus. Facility managers will oversee routine repairs and establish cleaning schedules to uphold these standards. We recognize that when students feel safe and comfortable in their school environment, they are more likely to attend regularly and engage fully in their learning experiences, as evidenced by improvements in student attendance rates. This action is for all students.	\$68,767.00	No
2.5	Health Aides	The District will provide health aide support to all students to address access to student health and wellness, we will provide health aids at both elementary and secondary levels, principally directed at English Learners, Foster Youth, and low-income students as measured by 2.2, 2.6, and 2.7.	\$337,090.00	Yes
2.6	Foster Youth and Low Income Liaison	The district will maintain the role of the LEA foster youth liaison to develop enhanced strategies for monitoring students' basic needs, including food,	\$90,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplies, emotional support, and health care, principally directed at Foster Youth and low-income students, as measured by 2.1, 2.6, and 2.7.		
2.7	Child Nutrition Support	The district will provide nutrition services tailored to meet the needs of low-income and foster youth students, ensuring that every student has access to daily meals necessary for learning and functioning effectively in the school environment, principally directed at Foster Youth, and low-income students as measured by 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.	\$0.00	No
2.8	Wellness Center	The district is committed to maintaining a wellness center dedicated to providing social-emotional and mental health support for students in need. This center will serve as a safe space where students can seek assistance and guidance anonymously, particularly for addressing issues such as bullying or requesting mental health support as measured by students' reported feelings of connectedness through the KELVIN pulse surveys. These surveys will provide valuable feedback on the impact of the wellness center in fostering a sense of belonging and support. This action is for all students.	\$39,620.00	No
2.9	Mental Health Support Through Care Solace	The district is committed to maintaining a partnership with Care Solace to ensure that our students and community have access to mental health support and resources whenever needed. Care Solace offers referrals to families, students, and staff, connecting them with the appropriate services to address their social-emotional needs effectively as measured by the number of referrals and "warm hand-offs" facilitated through Care Solace as well as the number of inquiries received and communications saved.	\$7,285.00	No
2.10	Saturday School	ROWUSD will offer Saturday School opportunities aimed at addressing both the social-emotional and academic needs of students to provide	\$35,588.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional support and resources to students who may require it, promoting their overall well-being and academic success, principally directed at English Learners, Foster Youth, and low-income students, as measured by 2.2, 2.6 and 2.7.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage family and community * All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We know the value of partnering with our families and other educational partners to facilitate a community of learning support for our students. We have developed a portrait of a graduate profile that outlines the traits our students need for success and how all educational partners are an integral part of them ultimately achieving that success. Some of the needs we have identified include:

1. Parents and community to be informed of district and site decisions and events in a timely manner.
2. Include parents and community members in the decision-making process
3. Foster a culture of ownership and pride in district success within the community
4. Involve our students in community organizations and community service projects and events.
5. Create forums for students and community members to express ideas and areas of concern. Continue to develop a culture of transparency and collaboration.
6. Increase the percentage of parents attending our school and district activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	End of the Year Family Climate Pulses Percentage of Families Participation. Percentage of Families Favorable Feedback.	23-24 Participation Rate Families: 15% Favorable Feedback Families: 74%			End of the Year Family Climate Pulses: Participation Rate Families: 50% Favorable Feedback:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Kelvin Survey				Families: 80%	
3.2	Parent Engagement Progress reported on average according to the local indicator rubric: 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability NA LCAP Local Indicator Survey	23-24 Building Relationships 4 -Full Implementation. Building Partnerships 4 -Full Implementation. Seeking Input 4 -Full Implementation.			Building Relationships 5 Full Implementation and Sustainability Building Partnerships 5 Full Implementation and Sustainability Seeking Input 5 Full Implementation and Sustainability	
3.3	District PTA membership Rates to include parents of unduplicated students and students with disabilities. Total number of PTA memberships district-wide Total number of volunteer hours recorded. 5th District PTA Data	23-24 444 PTA memberships districtwide 10,069 volunteer hours recorded.			Increase membership and volunteer hours to 550 PTA memberships districtwide 12,200 volunteer hours recorded.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	<p>Parents/Guardians who are contactable in AERIES.</p> <p>The percent of parents who are contactable in AERIES.</p> <p>AERIES Student Information System</p>	<p>23-24</p> <p>97% of our parents/guardians are contactable in AERIES.</p>			98% of parents/guardians contactable in AERIES.	
3.5	<p>Parent/Guardian Communication</p> <p>Number of Parent Square posts sent to parents/guardians and families.</p> <p>Number of Direct Messages between parents/guardians and school staff within Parent Square.</p> <p>Parent Square Communication Platform.</p>	<p>Parent Square 23-24</p> <p>955 posts to parents/guardians and families on Parent Square</p> <p>4,332 Direct Messages between parents/guardians and school staff within Parent Square.</p>			<p>1,000 posts to families on Parent Square</p> <p>4,500 Direct Messages between parents and school staff within Parent Square.</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement, Surveys and Workshops	The district will provide parent engagement, surveys, and workshops for the purpose of providing learning opportunities for families on topics of interest as reported on the surveys, engaging families, determining parent satisfaction, and eliciting ideas for improvement of parent involvement activities and attendance as measured by parent participation and favorable input on each KELVIN climate pulse, and the number of parent square communications.	\$46,106.00	No
3.2	Resources for Parents of Students with Disabilities	<p>The district will create a resource packet for new special education parents in the district, providing support before, during, and after identification for special education programs or 504 plans. Include resources like SELPA, Inland Regional, and Autism Supports. Develop a parent support team and mentor program to help families navigate the system. Organize "Parent Universities," such as PTA-sponsored evenings for support. Partner with community resources like Mountain Counseling and provide access to these resources on the district website for parents seeking help.</p> <p>Furthermore, we will collaborate with community resources like Mountain Counseling to ensure families have access to additional support when needed. To streamline access to community resources, we will provide information on these services on our website, ensuring parents know where to turn for help when required.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be measured by CASSPP performance in ELA and mathematics for students with disabilities.		
3.3	Communication with Families through Parent Square	The district will continue to enhance communication with families and encourage greater parent engagement. The district will leverage Parent Square as a primary communication tool. Through Parent Square, parents will receive timely updates and information regarding school and district-related activities, ensuring they remain informed and engaged in their child's education. This action will be measured by Parent Square messages sent each school year and is for all students.	\$25,944.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$5,207,303.00	\$345,302

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
17.502%	0.000%	\$0.00	17.502%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Support Professional Learning Communities PLC</p> <p>Need: The 2023 district CAASPP data on the California School Dashboard reveals significant performance gaps, with the All student group scoring 40.8 points below standard in ELA and 95.3 points below in mathematics. Unduplicated student groups</p>	<p>Professional Development Goal 1 Action 1: Support Professional Learning Communities PLC</p> <p>The district aims to improve student outcomes in ELA and math through best-first instruction, enhanced technology access, and effective teacher collaboration during PLCs. PLCs provide a structure for teachers to review assessment data and implement instructional strategies to support students struggling to meet performance targets,</p>	<p>This action will be measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22. identified in the action description for Goal 1.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>scored even lower: English learners at 104.5 points below standard in ELA and 152.6 points below in math, socioeconomically disadvantaged students at 56.5 points below in ELA and 107.8 points below in math. No data was available for foster youth due to their small number, however, Foster Youth often face unique challenges such as frequent school changes, lack of stable home environments, and emotional trauma, which can significantly impact their academic performance and social well-being.</p> <p>These circumstances necessitate a focused and collaborative approach like the Professional Learning Community (PLC) process, where educators can share strategies, monitor progress, and provide targeted support to meet the specific needs of these students. This highlights a critical need for academic improvement, particularly among these groups.</p> <p>Educational partners identified several critical needs, such as addressing chronic absenteeism, providing social and emotional support, and ensuring fundamental education basics are reinforced as well as giving teachers more time to collaborate to identify and address individual student needs. By addressing these needs through the Professional Learning Community (PLC) process, the district can continue the development of district-wide and school site-specific multi-tiered systems of support (MTSS) to ensure equitable, high-quality</p>	<p>particularly benefiting unduplicated student groups. The district will offer professional development in Universal Design for Learning (UDL), AVID strategies, and ELD instruction, with instructional coaches assisting teachers in the classroom. A formative assessment process will be established to provide accurate data for identifying students needing extra support, especially English learners and LTELs. A comprehensive professional development plan will focus on differentiated instruction and the needs of unduplicated students, with PLC time dedicated to professional learning and data analysis to enhance targeted instruction.</p> <p>PLC guiding questions include: What do we expect students to learn and do? How do we know they have learned it? What do we do if they haven't learned it yet? What do we do if they already know it?</p> <p>Student groups identified for technical assistance include students with disabilities and students with Two or More Races. Students with disabilities performed at 119.1 points below standard in ELA and 153.2 points below standard in math. Students with Two or More Races performed at 42 points below standard in ELA and 106.2 points below standard in math.</p> <p>This action is being provided on an LEA-wide basis, to ensure that all students, regardless of their background, including students with disabilities and students with two or more races have equitable access to high-quality education. Research-based practices have shown that</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instruction and support for English Learners, Foster Youth, and Low-Income Students.</p> <p>Scope: LEA-wide</p>	<p>systemic, school-wide approaches to professional development and instructional improvement are more effective than isolated efforts. By implementing the PLC process across the entire district, the benefits of collaborative planning shared resources, and consistent instructional strategies can be maximized. This approach ensures that all schools within the district are aligned in their efforts to support unduplicated student groups, creating a cohesive and unified educational environment that promotes equity.</p>	
1.2	<p>Action: Instructional Technology</p> <p>Need: The 2023 district CAASPP data, on the California School Dashboard, indicated that the All student group scored 40.8 points below standard in ELA. The unduplicated student group scored lower as compared to all students. English learners scored 104.5 points below standard, and Socioeconomically disadvantaged students scored 56.5 points below standard.</p> <p>In mathematics, the All student group scored 95.3 points below the standard in mathematics. The unduplicated student group scored lower as compared to all students. English learners scored 152.6 points below standard, and Socioeconomically disadvantaged students scored 107.8 points below standard. Our CAASPP data indicates a need for academic improvement, particularly</p>	<p>Educational Partners believe that 1:1 technology will still benefit students and positively impact outcomes for the 2024-25 school year. With the transition to distance learning, we made tremendous strides in meeting our goal of 1:1 technology access for students. The district is continuing this commitment to technology access by expanding technology access for our secondary students to 2:1, with technology checked out for home use and technology access in every secondary core classroom. Maintaining and supporting 1:1 devices provides an opportunity for students to gain access to curricular materials both in and out of the classroom environment. This reduces the barriers that many of our unduplicated experience. Hence, students can obtain homework assignments, and notes, have access to e-books, work on independent and group school projects, complete searches, access relevant research, and share information with their parents. The accessibility of students having their own devices also provides learning opportunities that can be customized to their own learning needs and styles.</p>	<p>This action will be measured by 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22 identified in the action description for Goal 1.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>with our unduplicated student groups. This data underscores the significant academic disparities faced by these groups, highlighting the necessity for targeted technological interventions to enhance their learning opportunities and bridge the achievement gap.</p> <p>Educational partners have emphasized the importance of equitable access to technology, noting that many unduplicated students lack devices for home use, which is crucial for distance learning and effective participation in technology-driven assessments.</p> <p>Scope: LEA-wide</p>	<p>Continued support of 1:1 devices provides teachers with the ability to administer a variety of formative assessments and obtain data immediately that can be used to create lessons that address students' needs in a timely manner. Additionally, ensuring students are provided with 1:1 devices our students' technology accessibility to utilize the Interim Assessments (IABs), iReady, curriculum, and Google classroom to be better prepared for CAASPP in the spring. Supporting 1:1 technology will also provide additional access to the core curriculum in ELA and mathematics through the digital platforms embedded in our standards-aligned core curriculum and Google classroom platform. Additional support materials are available on the digital platform and provide a more engaging and interactive learning experience for students which will improve learning and student outcomes.</p> <p>Educational partner feedback underscores the necessity of district-wide implementation to address the digital divide, which became evident during distance learning. Ensuring all students have access to the necessary devices and digital tools both at school and at home is crucial for equitable learning opportunities. By continuing to leverage instructional technology district-wide, ROWUSD can provide a cohesive and inclusive educational experience, supporting the academic growth of English learners, foster youth, and low-income students, and aligning with research-based best practices for educational equity and excellence.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Credit Recovery</p> <p>Need: The 2023 district CAASPP data, on the California School Dashboard, indicated that the All student group scored 40.8 points below standard in ELA. The unduplicated student group scored lower as compared to all students. English learners scored 104.5 points below standard, and Socioeconomically disadvantaged students scored 56.5 points below standard.</p> <p>In mathematics, the All student group scored 95.3 points below the standard in mathematics. The unduplicated student group scored lower as compared to all students. English learners scored 152.6 points below standard, and Socioeconomically disadvantaged students scored 107.8 points below standard. Our CAASPP data indicates a need for academic improvement, particularly with our unduplicated student groups. These disparities indicate that without targeted support, these students are at a higher risk of falling further behind, reinforcing the necessity of tailored credit recovery programs to address their specific academic needs and promote educational equity.</p> <p>As we looked at the lower academic performance of our students particularly, English learners, and foster students, our educational partners identified a need to provide credit recovery offerings to support our</p>	<p>In response to the data, and in order to increase services to our students, we will offer credit recovery options during the school day for credit-deficient students. Counselors will facilitate the accessibility of course offerings for our unduplicated students to support college and career readiness. This process will also be facilitated at the continuation high school facilitated by the Alternative Education Specialist. The Specialist will meet regularly with students to set goals and monitor student progress toward graduation. For additional support, we will provide an additional counselor to focus on the needs of our alternative programs and at-risk student groups.</p> <p>The aim of broadening access to credit recovery initiatives is to diminish reliance on summer school for credit recovery purposes and ultimately elevate the graduation rate LEA-wide. This strategic move is anticipated to have a positive ripple effect on the college and career indicators as measured by CAASPP performance, Graduation rates, A-G course completion rates, and the percent of students taking and passing an AP test with a score of 3 or higher.</p> <p>Credit recovery actions should be offered LEA-wide even though they are principally directed towards English Learners (EL) and socioeconomically disadvantaged (SED) students to ensure that all students who need additional support have access to these resources. Offering these programs LEA-wide promotes inclusivity and ensures that no student falls through the cracks, regardless of their background. Additionally, a</p>	<p>This action will be measured by 1.5, 1.8, 1.10, 1.15, 1.16, 1.17, 1.18, and 1.21 identified in the action description for Goal 1.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>highest-needs students to engage in school and increase motivation to complete their high school path.</p> <p>Scope: Schoolwide</p>	<p>broad implementation can help create a more supportive learning environment across the entire district, fostering a culture of academic resilience and success for all students while still prioritizing the needs of the most vulnerable groups.</p>	
1.5	<p>Action: Arts, Music, Athletics and other Elective and Extracurricular Supports</p> <p>Need: The 2023 district CAASPP data, on the California School Dashboard, indicated that the All student group scored 40.8 points below standard in ELA. The unduplicated student group scored lower as compared to all students. English learners scored 104.5 points below standard, and Socioeconomically disadvantaged students scored 56.5 points below standard.</p> <p>In mathematics, the All student group scored 95.3 points below the standard in mathematics. The unduplicated student group scored lower as compared to all students. English learners scored 152.6 points below standard, and Socioeconomically disadvantaged students scored 107.8 points below standard.</p> <p>As we looked at the lower academic performance of our students particularly, English learners, and socioeconomically disadvantaged students our educational</p>	<p>To broaden opportunities for extracurricular activities and enrichment classes at the middle and high school levels the district is continuing to expand school-wide electives in arts, music, athletics, and various clubs by offering additional courses and instructional resources. The primary objective is to actively engage Foster Youth, English learners, and Low-Income students in school life and bolster a greater sense of belonging and connectedness within the school community.</p> <p>Research suggests that a wide variety of extracurricular activities and enrichment classes at the middle and high school levels offered district-wide, can significantly benefit students. These programs provide opportunities for students to explore their interests, develop new skills, and connect with peers who share similar passions. This fosters a stronger sense of belonging and connectedness within the school community, which has been linked to improved academic performance, reduced dropout rates, and increased social-emotional well-being for students. By offering these programs district-wide, the Local Education Agency (LEA) ensures equitable access for all students, regardless of their background or socioeconomic status.</p>	<p>This action will be measured by metric 2.1 identified in the action description for Goal 2.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>partners identified a need to provide extracurricular activities and elective offerings to support our highest-needs students to engage in school and increase motivation to complete their high school path. It was important to our community to maintain options for students to include arts, athletics, music, and clubs to enhance the learning experience.</p> <p>This data indicates a critical need for additional supports, such as art, music, athletics, and other electives and extracurricular activities, to be directed toward these groups to enhance their engagement, provide diverse learning opportunities, and foster a more well-rounded educational experience, ultimately aiming to improve their academic outcomes.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Secondary Counselor Support</p> <p>Need: The data highlights a critical need for secondary counselor supports to be primarily directed towards English Learners (EL) and socioeconomically disadvantaged students due to their significant achievement gaps. With EL students scoring 104.5 points below standard in ELA and 152.6 points below in mathematics, and socioeconomically</p>	<p>Counselors will facilitate the accessibility of course offerings for our unduplicated students to support college and career readiness as well as connectedness to the school environment.</p> <p>This action will be implemented across the Local Educational Agency (LEA) to ensure that all students, particularly English Learners, and low-income students, have equitable access to the full curriculum and necessary resources. By maintaining a minimum of one middle school and two high school counselors, the district aims to</p>	<p>The ongoing effectiveness of these actions will be measured by 1.8 and 1.9 as identified in goal 1, and student favorability on the Kelvin survey as indicated in metrics 2.1, 2.4, and 2.5 as identified in goal 2.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disadvantaged students scoring 56.5 and 107.8 points below in these subjects respectively, targeted counseling support is essential to address their specific academic and socio-emotional needs. Additionally, given the lower performance of these groups compared to the overall student population, dedicated counseling can help provide tailored academic guidance, intervention strategies, and resources to improve their educational outcomes and close the achievement gap.</p> <p>Educational partners' feedback revealed a critical need for increased counseling support at the secondary level to ensure equitable access to curriculum and resources, particularly for English Learners, and low-income students. Partners identified gaps in student support, highlighting the necessity of counselors to provide academic guidance, facilitate interventions, and enhance students' sense of in-school connectedness.</p> <p>Scope: LEA-wide</p>	<p>provide comprehensive support through academic counseling, timely interventions, and enhanced in-school connectedness. This initiative addresses the diverse needs of these vulnerable student groups, promoting their academic success and emotional well-being.</p>	
1.11	<p>Action: Professional Development Support</p> <p>Need: Disparities for EL, LI, in CAASPP proficiency demonstrate a need for professional development on instructional strategies to increase access to grade-level content area</p>	<p>Two professional development days (non-student attendance days) have been added to the calendar to facilitate equipping teachers with strategies they can use each day for the best first instruction of the guaranteed and viable curriculum. We want to foster and support a culture of relevant, responsive, and relational professional learning focused on district goals and in response to student achievement data. The</p>	<p>This action will be measured by 1.8, 1.10, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, and 1.25 identified in the action description for Goal 1.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standards and increase student learning outcomes.</p> <p>ELA Disparities district-wide: All Students: Orange, -40.8 DFS, 35.53% M/E standard EL: Red, -104.5 DFS, 4.4% M/E standard LI: Orange, -56.5 DFS, 28.93% M/E standard</p> <p>Mathematics disparities district-wide: All Students: Red, -95.3 DFS, 17.50% M/E standard. EL: Red, 152.6 DFS, 1.5% M/E standard LI: Red, -107.8 DFS, 12.36% M/E standard</p> <p>Educational partners' feedback underscored the need for targeted professional development to improve instructional quality and student outcomes, particularly for English Learners, and low-income students. Partners highlighted gaps in student learning and the need for continuous professional growth aligned with district goals and student achievement data.</p> <p>Scope: LEA-wide</p>	<p>district will develop and articulate a professional development plan coordinated across departments and sites with input from teaching and administrative teams. This will strengthen teachers' capacity to deliver effective instruction, improve instructional practices, and appropriately differentiate and incorporate the elements of high-performing schools.</p> <p>To this end, the district will embark on the development of a comprehensive professional development plan, meticulously coordinated across departments and school sites, with valuable input from teaching and administrative teams. This collaborative effort will enhance teacher capacity, refine instructional methodologies, and ensure adept differentiation, thereby integrating the key components of high-performing schools into our educational framework.</p> <p>This action will be implemented across the Local Educational Agency (LEA) to ensure a consistent and unified approach to improving instructional practices and student learning outcomes. By integrating two professional development days (non-student attendance days) into the calendar, the district provides all teachers with dedicated time to acquire and apply effective teaching strategies. This initiative aims to cultivate a culture of professional learning that is relevant, responsive, and aligned with school and district objectives, as well as informed by student achievement data. Focusing on the needs of English Learners, Foster Youth, low-income students, students with disabilities, and students of two or more races this approach ensures that</p>	<p>The impact will be measured on the ELA and mathematics CAASPP scores and teacher responses on our professional development feedback survey.</p>

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		every teacher is equipped to deliver high-quality, best-first instruction of the Guaranteed and Viable Curriculum (GVC) that supports the academic success of the most vulnerable student populations. This action will also improve outcomes for student groups eligible for differentiated assistance.	
1.16	<p>Action: High Impact Tutoring and Interventions</p> <p>Need: Disparities for EL and LI students in ELA and Mathematics performance demonstrate a need for tutoring and interventions to improve student learning outcomes as demonstrated by the data.</p> <p>2023 ROWUSD District-wide ELA data: All Students: Orange, 40.8 DFS EL: Red, -104.5 DFS SED: Orange, -56.5 DFS</p> <p>2023 ROWUSD District-wide mathematics data: All Students: Red, -95.3 DFS EL: Red, -152.6 DFS SED: Red, -107.8 DFS</p> <p>Feedback from educational partners revealed areas where student achievement needs improvement, particularly for English Learners and low-income students.</p> <p>Scope:</p>	<p>High-impact tutoring and interventions address the specific academic needs of Foster Youth, English Learners, and Low-Income Students by offering targeted academic support and interventions aligned to student needs promoting academic growth of student learning outcomes. By providing this program across all schools, the district ensures equity and allows for customization to best serve students. ROWUSD's targeted tutoring and interventions directly address the needs of English Learners, Foster Youth, and low-income students by providing individualized academic support to help them achieve grade-level standards.</p> <p>ROWUSD is implementing these high-impact tutoring and interventions across the entire Local Educational Agency (LEA) to ensure equitable access and achievement for all students, particularly English Learners, Foster Youth, and low-income students. This district-wide approach guarantees that no matter the school location, all students have access to the targeted support they need to succeed and meet grade-level standards.</p> <p>This identified need is driving ROWUSD to create targeted tutoring and interventions at each school</p>	<p>This action will be measured by 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22 identified in the action description for Goal 1.</p> <p>The effectiveness of this action will be measured by increased performance on CAASPP in ELA and mathematics.</p>

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	LEA-wide	to directly address these gaps and ensure all students meet grade-level standards.	
1.17	<p>Action: Career Technical Education (CTE) College and Career support</p> <p>Need: English Learners, Low-Income students, and Foster Youth would benefit from opportunities to enroll in Career Technical Education classes to increase student engagement and reduce chronic absenteeism.</p> <p>2023 Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED: Yellow, 41.8% FY: Orange, 42.1%</p> <p>Educational partner feedback revealed a need for access to CTE pathways for future success, especially for English Learners, Foster Youth, and low-income students.</p> <p>Scope: LEA-wide</p>	<p>Expanding Career Technical Education (CTE) targets English Learners, Foster Youth, and low-income students by providing practical skills for college or immediate jobs. High school students will have the opportunity to enroll in Career Technical Education (CTE) classes to build college and career pathways for the purpose of providing options for postsecondary educational opportunities. The expected outcomes are an increase in engagement as measured by increased graduation rates and decreased chronic absenteeism.</p> <p>The district is committed to providing Career Technical Education (CTE) classes across the Local Educational Agency (LEA) to ensure all high school students, especially English Learners, Foster Youth, and low-income students, have access to these valuable programs. This district-wide approach guarantees a level playing field, to build practical skills and gain career-focused knowledge, preparing them for diverse educational pathways beyond high school.</p> <p>This data is driving the district's commitment to provide Career Technical Education (CTE) classes. These programs provide practical skills and knowledge directly connected to careers, potentially addressing these students' needs for clear postsecondary options and equipping them for success in diverse educational paths beyond high school.</p>	This action will be measured by 1.5 graduation rate, 1.25 CTE Pathway Completion as identified in goal 1, as well as 2.1 Kelvin Climate Pulse and 2.5 Chronic Absenteeism identified in goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.19	<p>Action: Alternative Education Specialist (MHS and RVA) Support</p> <p>Need: The data highlights a critical need for an Alternative Education Specialist serving RVA and MHS primarily directed towards English Learners (EL), and socioeconomically disadvantaged students due to their significant achievement gaps to improve student learning outcomes.</p> <p>With EL students scoring 104.5 points below standard in ELA and 152.6 points below in mathematics, and socioeconomically disadvantaged students scoring 56.5 and 107.8 points below in these subjects respectively as compared to all students 40.8 points below standard in ELA and 95.3 points below standard in Mathematics, targeted alternative education support is essential to address their specific academic and socio-emotional needs. Additionally, given the lower performance of these groups compared to the overall student population, dedicated support can help provide tailored academic guidance, intervention strategies, and resources to improve their educational outcomes and close the achievement gap.</p> <p>Educational partner feedback revealed specific academic challenges for students attending these sites struggling with attendance, or needing alternative learning environments,</p>	<p>The district will provide an Alternative Education Specialist to work with students at Rim Virtual Academy to provide an alternate education opportunity and at Mountain High Continuation High School to facilitate their participation in the Career Tech Ed program at the comprehensive high school, working with students to facilitate credit recovery if needed and monitor attendance data for English Learners, and Low-Income students</p> <p>The Alternative Education Specialist is being implemented specifically at Mountain High School and Rim Virtual Academy aiming to improve student success through intentional support with academics, attendance, and alternate instructional delivery. Additionally, with a 41% graduation rate at Mountain High School, data demonstrates a need for an alternative education specialist to support an increase in the graduation rate. Finally, intake meetings at both school sites will assist with identifying the individual needs of English Learners, and Low-Income students to develop individual plans for increased student learning outcomes and the graduation rate.</p> <p>This data is driving the creation of an Alternative Education Specialist position. This dedicated role will focus on supporting programs at Mountain High School and Rim Virtual Academy, which may serve a higher concentration of these student groups. The specialist will work on improving academics, attendance, and instruction, aiming to create a more supportive environment and improve educational outcomes for these at-risk students.</p>	<p>This action will be measured by 1.5, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22 identified in the action description for Goal 1.</p>

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	<p>particularly among English Learners, and low-income students.</p> <p>Scope: Schoolwide</p>	<p>This action is being implemented school-wide to ensure that all students receive the support they need to succeed academically and have equitable access to resources.</p>	
2.1	<p>Action: Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)</p> <p>Need: Disparities with EL, FY, and LI demonstrate higher rates of chronic absenteeism and suspension rates, indicating a need to provide tiered interventions to support student attendance and social-emotional learning through aligned, impactful, and future-focused actions in Multi-tiered systems of support (MTSS).</p> <p>Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/LI: Yellow, 41.8% FY: Orange, 42.1%</p> <p>2023 Suspension rates district-wide All Students: Yellow, 5.4% EL: Green, 3.3% SED: Yellow, 5.8% FY: Orange, 9.7%</p> <p>Educational partner feedback revealed a need for stronger social-emotional support, as well</p>	<p>Multi-tiered systems of Support (MTSS) significantly benefit all students, particularly English Learners, Foster Youth, and Low-Income Students. Through tiered interventions, early identification of needs, data-driven decisions, collaboration among educators and families, and a focus on equity, MTSS ensures all students receive the support they need to succeed academically. Implementing this framework district-wide fosters consistency maximizes resources, and allows for targeted strategies to address the specific needs of all student subgroups.</p> <p>The goal is to cultivate a sense of belonging and safety among students, promoting engagement and well-being. Progress will be measured by reductions in suspension rates, as indicated by the California School Dashboard suspension rate indicator, and through feedback gathered from the KELVIN pulses regarding students' sense of safety and well-being.</p> <p>ROWUSD is implementing a comprehensive approach to student well-being by integrating both social-emotional learning (SEL) and academic interventions/enrichment into its MTSS or PBIS frameworks across all schools within the LEA. This district-wide approach ensures a consistent focus</p>	<p>This action will be measured by 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7 identified in the action description for Goal 2.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>as academic interventions and enrichment opportunities, particularly for English Learners, Foster Youth, and low-income students.</p> <p>Scope: LEA-wide</p>	<p>on both academic achievement and social-emotional development for all students. This is particularly important for English Learners, Foster Youth, and low-income students, who may benefit from targeted support in both areas. By creating a unified system across all schools, ROWUSD aims to build inclusive and supportive learning environments where all students can thrive, regardless of location within the LEA.</p> <p>This data is driving ROWUSD to integrate Social-Emotional Learning (SEL) and tiered academic intervention or enrichment opportunities into its existing MTSS or PBIS frameworks across all schools. The district aims to create more inclusive and supportive learning environments. This can be particularly beneficial for these student groups, as SEL programs can help them develop emotional regulation skills, build positive relationships with peers and teachers, and feel more connected to the school community, ultimately leading to a more positive learning experience.</p>	
2.2	<p>Action: Monthly MTSS or PBIS Meetings and Support</p> <p>Need: Disparities with EL and LI demonstrate higher rates of chronic absenteeism and suspension rates, and an increase in the negative distance from standard on ELA and Mathematics proficiency indicating a need to provide tiered interventions to support student academics, attendance, and social-emotional learning through aligned, impactful and future-focused</p>	<p>Multi-tiered systems of Support (MTSS) significantly benefit all students, particularly English Learners, and Low-Income Students. Monthly MTSS meetings play a crucial role in this framework, as they provide regular opportunities for monitoring student progress, reviewing data, and adjusting interventions as needed. These meetings facilitate early identification of needs, data-driven decisions, collaboration among educators and families, and a focus on equity, ensuring all students receive the support they need to succeed academically. Implementing this framework district-wide fosters consistency</p>	<p>This action will be measured by 1.15 - 1.22 identified in the action description for Goal 1 and 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7 identified in the action description for Goal 2.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>actions in Multi-tiered systems of support (MTSS).</p> <p>ROWUSD CAASPP ELA District-wide data: All Students: Orange, -40.8 DFS EL: Red, -104.5 DFS SED/LI: Orange, -56.5 DFS</p> <p>ROWUSD CAASPP Mathematics District-wide data: All Students: Red, -95.3 DFS EL: Red, -152.6 DFS SED/LI: Red, -107.8 DFS</p> <p>LCFF Attendance Calculator 23-24 92.1% district attendance rate.</p> <p>Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/LI: Yellow, 41.8%</p> <p>2023 Suspension rates district-wide All Students: Yellow, 5.4% EL: Green, 3.3% SED: Yellow, 5.8%</p> <p>Educational partners' feedback highlighted a need for more consistent and data-driven interventions to support student success, particularly for English Learners, and low-income students.</p> <p>Scope:</p>	<p>maximizes resources, and allows for targeted strategies to address the specific needs of all student subgroups.</p> <p>The goal is to cultivate a sense of belonging and safety among students, promoting engagement and well-being. Progress will be measured by reductions in chronic absenteeism rates, suspension rates, an increase in the district attendance rate, and CAASPP ELA and mathematics performance, and through feedback gathered from the KELVIN pulses regarding students' sense of safety and well-being.</p> <p>ROWUSD is implementing monthly district and school-site meetings focused on MTSS or PBIS across the entire Local Educational Agency (LEA) to ensure a coordinated and consistent approach to supporting all students, particularly Foster Youth, English Learners, and low-income students. These district-wide meetings will function as a collaborative forum for sharing best practices and data on tiered interventions, allowing all schools to effectively address the academic and behavioral needs of their student populations. This focus on a unified system ensures that regardless of location within the LEA, all students, especially those who may require more targeted support, will benefit from a standardized approach to MTSS or PBIS.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p>Action: Transportation</p> <p>Need: Disparities of EL, FY, and LI in chronic absenteeism, indicate a need to support access to educational programs through transportation services.</p> <p>The 2023 California School Dashboard identified Rim of the World with a chronic absenteeism rate of 38.2% for all students demonstrating a gap between all students, and that of English Learners, Foster Youth, and Low-Income students.</p> <p>92.1% district attendance rate.</p> <p>Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/ LI: Yellow, 41.8% FY: Orange, 42.1%</p> <p>Educational partner feedback revealed a need to support student attendance, particularly among English Learners, Foster Youth, and low-income students, as reliable transportation can be a significant barrier to attendance. By offering district-wide transportation, ROWUSD aims to remove this barrier and encourage regular attendance, ultimately fostering a more positive learning environment for all students.</p>	<p>In order to provide equitable access to school for our students, the district provides home-to-school transportation.</p> <p>In addition, the district has a strive for 95 campaign to maintain a minimum of 95% attendance on all campuses. The district average has dropped to 92%. Rim of the World is geographically located in the mountains above San Bernardino. The district is a rural area with fluctuating weather patterns including snow, ice, dense fog, wind, rain, and sleet. Our district spans several smaller towns from Green Valley Lake to Crestline with winding roads and no sidewalks. For the majority of our students, it is not safe or possible for them to walk to and from school. Many of our student's parents hold jobs off the mountain which creates time conflicts for parents driving their children to school, especially if their children attend more than one campus with varying start and end times.</p> <p>ROWUSD is implementing district-wide transportation for all students, including English Learners, Foster Youth, or low-income students, because it acknowledges that transportation barriers can affect any student's ability to attend school. While these specific student groups may benefit more due to potential challenges with personal transportation, providing a universal service ensures equitable access for all. This district-wide approach promotes consistency and removes a hurdle to participation for every student, ultimately fostering a more inclusive and engaged</p>	<p>This action will be measured by 2.2, 2.6 and 2.7 identified in the action description for Goal 2.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	school community where all families can be involved.	
2.5	<p>Action: Health Aides</p> <p>Need: The 2023 California School Dashboard identified Rim of the World with a chronic absenteeism rate of 38.2% for all students demonstrating disparities between all students, and that of foster youth, and low-income students whose chronic absenteeism rate was higher. This data indicates a need to support student health and well-being through health aides at all school sites to increase attendance and reduce chronic absenteeism for Foster Youth and Low-Income Students.</p> <p>92.1% district attendance rate.</p> <p>Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/ LI: Yellow, 41.8% FY: Orange, 42.1%</p> <p>We recognize that students' overall health and wellness significantly impact their sense of well-being and their ability to attend school regularly. In the mountain area, access to healthcare options is limited, particularly for our low-income and foster youth students.</p>	<p>As a means of promoting safety and health across the district, health aides are being provided. There is a need for health, nutrition, academic, and social-emotional support to meet the needs of unduplicated student groups and address academic deficits as well as culture/climate.</p> <p>To promote student health and safety across the district, particularly for English Learners, Foster Youth, and low-income students, the district will be providing health aides at all elementary and secondary schools. These health aides will directly address student health and wellness needs. This is crucial as educational partners identified a need for improved access to health services, especially for the student groups mentioned above. Health aides can bridge this gap by providing basic care, ensuring students can stay healthy and focused on learning. They can also play a role in identifying and addressing any underlying health concerns that might be impacting a student's academic performance or social-emotional well-being.</p> <p>The district will be implementing health aide support across the entire Local Educational Agency (LEA), at both elementary and secondary schools. While this benefits all students, it specifically targets English Learners, Foster Youth, and low-income students. These groups may face challenges navigating the healthcare system or have limited access to preventative care. By</p>	This action will be measured by 2.2, 2.6 and 2.7 identified in the action description for Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Educational partner feedback highlighted concerns about equitable access to student health services, particularly for English Learners, Foster Youth, and low-income students.</p> <p>Scope: LEA-wide</p>	<p>providing health aides at all schools, the district ensures all students have access to basic healthcare and support regardless of location or background. This can improve student attendance by addressing health concerns that might otherwise keep them home, and by offering support to families struggling with health-related issues. Ultimately, a district-wide approach to health aide services fosters a healthier and more engaged student body.</p> <p>These health aids will offer support to families dealing with health-related issues, to positively impact student attendance rates.</p>	
2.10	<p>Action: Saturday School</p> <p>Need: Disparities of EL, FY, and LI in chronic absenteeism demonstrate a need to provide Saturday school to support attendance, health, and welfare.</p> <p>2023 Chronic Absenteeism district-wide:</p> <p>All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/ LI: Yellow, 41.8% FY: Orange, 42.1%</p> <p>Educational partners' feedback revealed a need for additional support and for attendance recovery, particularly for English Learners, Foster Youth, and low-income students. This</p>	<p>Saturday School will be conducted monthly at all levels TK-12 to offer enrichment activities, including the arts and physical education, that support unduplicated students' participation, attendance, enjoyment, and engagement in school. These increased services will support and increase the number of unduplicated disadvantaged students engaged in the learning process so that they will feel connected to school, hence reducing suspensions and chronic absenteeism. The research indicates that as students develop traits of a learner, overall wellness, have basic needs met, and feel safe/welcomed at school, they will perform better academically. The effectiveness of Saturday School sessions will be evaluated through metrics such as student attendance rates and recovered Average Daily Attendance (ADA). These measurements will provide valuable insights into the impact of Saturday School in supporting students and helping them remain engaged in their</p>	<p>This action will be measured by 2.2, 2.6 and 2.7 identified in the action description for Goal 2.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>data is driving ROWUSD to offer Saturday School opportunities.</p> <p>Scope: LEA-wide</p>	<p>education. This action is principally directed to unduplicated students.</p> <p>ROWUSD is offering Saturday School opportunities across the entire Local Educational Agency (LEA) to ensure equitable access to additional academic and social-emotional support for all students. While the program is designed to benefit all, it specifically targets English Learners, Foster Youth, and low-income students who may need extra help. This district-wide approach provides a consistent and accessible option for students across all schools within the LEA. Saturday School can address learning gaps, boost achievement, and foster a sense of belonging by offering a safe space to build relationships and receive emotional support, ultimately promoting overall well-being and academic success for all students regardless of location.</p> <p>These programs can address both the social-emotional and academic needs of students who may be struggling. Saturday School provides a safe and structured environment where students can receive extra help with academics, potentially closing learning gaps and boosting achievement. Additionally, the social-emotional aspect can offer opportunities to build positive relationships with peers and teachers, potentially fostering a stronger sense of belonging and improving the overall well-being of these student groups.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: English Learner Goal Setting Supports</p> <p>Need: Disparities for EL students:</p> <p>ELA Disparities district-wide: All Students: Orange, -40.8 DFS, 35.53% M/E standard EL: Red, -104.5 DFS, 4.4% M/E standard</p> <p>Mathematics disparities district-wide: All Students: Red, -95.3 DFS, 17.50% M/E standard. EL: Red, -152.6 DFS, 1.5% M/E standard</p> <p>These disparities highlight the necessity for targeted goal-setting supports to help EL and LTEL students bridge the achievement gap and improve their academic outcomes.</p> <p>Despite the absence of specific data on Long-Term English Learners (LTELs), existing academic disparities for EL students highlight the need for targeted goal-setting supports to improve language proficiency and academic outcomes. Additionally, these supports foster social and emotional well-being, promote equity, and ensure compliance with educational standards.</p>	<p>Facilitate English learner goal-setting and encouragement workshops for students and families to actively promote student efficacy, enhance understanding of reclassification processes and requirements, and bolster motivation among English learners. These workshops will be led by EL support staff at each school site and will receive additional guidance and support from the district's EL specialist.</p> <p>By empowering English learners through these workshops, we aim to foster a sense of ownership over their educational journey and facilitate successful transitions as measured by the reclassification rate and the English Learner Progress Indicator (ELPI).</p> <p>In response, the district will implement goal-setting and encouragement workshops, along with support for both students and families, to address these issues. This initiative aims to actively promote student efficacy, clarify reclassification requirements, and boost motivation among ELs, with progress measured by specific district metrics 1.1 and 1.2.</p>	<p>This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Educational partners' feedback highlighted that English Learners (ELs) and Long-Term English Learners (LTELs) face challenges in setting clear academic goals, understanding reclassification processes, and maintaining motivation. They also emphasized the need for greater family engagement and support to enhance students' self-efficacy.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.7	<p>Action: Site Language Assistant Supports</p> <p>Need: Disparities for EL students:</p> <p>ELA Disparities district-wide: All Students: Orange, 40.8 DFS, 35.53% M/E standard EL: Red, 104.5 DFS, 4.4% M/E standard</p> <p>Mathematics disparities district-wide: All Students: Red, 95.3 DFS, 17.50% M/E standard. EL: Red, 152.6 DFS, 1.5% M/E standard</p> <p>These disparities highlight the urgent need for targeted language assistant support to address the academic challenges faced by EL and LTEL students, improve their language proficiency, and enhance their overall academic performance.</p>	<p>The district will maintain language assistants at each school to support English learners and promote family engagement. Student portfolios will continue to track progress and be shared with parents/guardians during conferences. Quarterly intake meetings will review reclassification criteria and set goals for progress and improvement. Develop and improve interventions in English Language Development and academic intervention programs, all tailored to support English learners' academic and social growth. This action is limited to English Learners.</p> <p>This action is being implemented to address the specific needs of English Learners (ELs) and Long-Term English Learners (LTELs) who require additional support in language acquisition and greater family engagement to enhance their overall academic and social development. By maintaining language assistants at each school, the district aims to provide targeted language</p>	This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Despite the absence of specific data on Long-Term English Learners (LTELs), existing academic disparities for EL students highlight the need for site language assistant support to improve language proficiency and academic outcomes. Additionally, these supports foster social and emotional well-being, promote equity, and ensure compliance with educational standards.</p> <p>Feedback from educational partners revealed that English Learners (ELs) and Long-Term English Learners (LTELs) require more targeted support for language acquisition and stronger family engagement to improve their English language development and academic performance. Specifically, partners noted that the presence of language assistants at each school significantly aids these students' language learning and helps integrate families into the educational process, fostering a supportive environment for academic and social growth.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>support, facilitate effective communication between the school and families, and encourage active participation in academic intervention programs. This comprehensive approach is designed to ensure that ELs and LTELs receive the necessary resources and support to thrive, with progress monitored through district metrics 1.1 and 1.2.</p> <p>Consequently, the district will maintain language assistants at each school to address these needs, focusing on enhancing ELs' and LTELs' language skills and participation in academic intervention programs, with success measured by district metrics 1.1 and 1.2.</p>	
1.12	<p>Action: Professional Development for English Learners and Long Term English Learners</p> <p>Need: Disparities for EL students in CAASPP proficiency demonstrate a need for professional development on instructional</p>	<p>The district will provide professional development and training opportunities integrated into the PLC calendar for teachers to acquire and apply strategies essential for best first instruction for English Learners (EL) and Long Term English Learners (LTEL) to cultivate and bolster a culture of professional learning that is both relevant and responsive, deeply rooted in school and district</p>	<p>This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>strategies to increase access to grade-level content area standards and increase student learning outcomes.</p> <p>ELA Disparities district-wide: All Students: Orange, -40.8 DFS, 35.53% M/E standard EL: Red, -104.5 DFS, 4.4% M/E standard</p> <p>Mathematics disparities district-wide: All Students: Red, -95.3 DFS, 17.50% M/E standard. EL: Red, -152.6 DFS, 1.5% M/E standard</p> <p>In the absence of specific data for long-term English learners, there is a clear need for professional development tailored to this group. Long-term English learners often face persistent language barriers and unique cultural and linguistic challenges that can significantly impact their academic performance. Educators who are trained to address these specific needs can better support these students in overcoming obstacles and improving their language proficiency and overall academic success.</p> <p>Educational partners' feedback highlighted a critical need for targeted professional development to improve instructional practices for English Learners (EL) and Long Term English Learners (LTEL). Partners emphasized that teachers require more effective strategies for initial instruction to better support these students' unique needs. They also identified a gap in professional</p>	<p>objectives, and informed by student achievement data. Our aim is to equip teachers with strategies they can use each day to provide equity and access to the best first instruction of the guaranteed and viable curriculum for EL and LTELs. We want to foster and support a culture of relevant, responsive, and relational professional learning focused on district goals and in response to student achievement data. The district will develop and articulate a professional development plan coordinated across departments and sites with input from teaching and administrative teams. This will strengthen teachers' capacity to deliver effective instruction, improve instructional practices, and appropriately differentiate and incorporate the elements of high-performing schools.</p> <p>This collaborative effort will enhance teacher capacity, refine instructional methodologies, and ensure adept differentiation, thereby integrating the key components of high-performing schools into our educational framework.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>learning that is relevant and responsive to both school and district objectives and informed by student achievement data.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.18	<p>Action: Districtwide English Learner Specialist Support</p> <p>Need: Disparities for EL students in ELA and Mathematics performance demonstrate a need for district-wide English Learner specialist support to improve student learning outcomes as demonstrated by the data.</p> <p>ELA Disparities district-wide: All Students: Orange, 40.8 DFS, 35.53% M/E standard EL: Red, 104.5 DFS, 4.4% M/E standard</p> <p>Mathematics disparities district-wide: All Students: Red, 95.3 DFS, 17.50% M/E standard. EL: Red, 152.6 DFS, 1.5% M/E standard</p> <p>Despite the absence of specific data on Long-Term English Learners (LTELs), existing academic disparities for EL students highlight the need for a Districtwide English Learner Specialist Support to improve language proficiency and academic outcomes. Additionally, these supports foster social and emotional well-being, promote equity, and</p>	<p>The district-wide English Learner Specialist will oversee the academic progress of English learners (ELs) and Long Term English Learners (LTELs) across the district. This role involves providing professional development opportunities for paraprofessionals, actively engaging in the District English Learner Advisory Committee (DELAC), and coordinating all aspects of the English Language Proficiency Assessments for California (ELPAC) testing. This action is limited to English Learners.</p> <p>This centralized position ensures a consistent and high-quality approach to supporting English learners' (EL) and Long Term English Learners' (LTELs) academic progress. The specialist will oversee their learning, organize professional development for paraprofessionals who work directly with ELs, actively engage with the DELAC committee to incorporate community voices and coordinate ELPAC testing – all critical aspects of effectively supporting their language acquisition and achievement.</p>	<p>This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.</p> <p>The intended outcomes of these efforts include an elevation in the percentage of English learners designated as college and career-ready, an augmentation in the percentage of students achieving level 4 proficiency on the ELPAC, an enhancement in the reclassification rate, and a reduction in the percentage of long-term English learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ensure compliance with educational standards, especially for Long-Term English Learners (LTELs).</p> <p>Feedback from educational partners highlighted the need to continuously improve the support system for English Learners (ELs) and Long Term English Learners (LTELs). This feedback and the disparities of achievement demonstrate the need for support from the District English Learner Specialist to oversee academic progress, ensure professional development for paraprofessionals who directly support ELs, actively engage with the DELAC committee for community input, and coordinate ELPAC testing – all crucial aspects of ensuring effective language acquisition and improved outcomes for these student groups.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.6	<p>Action: Foster Youth and Low Income Liaison</p> <p>Need: Disparities for FY and LI in chronic absenteeism demonstrate a need to provide a liaison for support to provide support with attendance, health, and welfare.</p> <p>2023 Chronic Absenteeism district-wide: All Students: Yellow, 38.2% SED/LI: Yellow, 41.8%</p>	<p>The district is committed to enhancing support for foster youth and low-income students by maintaining the Foster Youth and Low-Income Liaison role. The liaison will coordinate essential services, including social/emotional support, personal hygiene, food, and basic needs, across the district. By connecting students with resources and providing family outreach on health, nutrition, and mental health services, the liaison fosters a supportive environment.</p>	<p>This action will be measured by 2.1, 2.6, and 2.7 identified in the action description for Goal 2.</p> <p>The anticipated outcome of these efforts is twofold: first, an increase in the percentage of students reporting a sense of connection and safety at school as reported on the</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>FY: Orange, 42.1%</p> <p>Educational partner feedback revealed concerns about the well-being of Foster Youth and low-income students, particularly regarding access to basic needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The liaison's work will be measured by increased student reports of safety and connection on the Kelvin survey and reduced absenteeism. While focusing on foster youth, the liaison also benefits low-income students by addressing needs like food insecurity, school supplies, and healthcare. Feedback from educational partners highlighted the necessity for a comprehensive approach to meeting these needs districtwide.</p> <p>The district prioritizes this position to proactively support students' well-being, ensuring consistent support and fostering a stable, positive learning environment for foster youth and low-income students across the LEA.</p>	<p>Kelvin survey, and second, a reduction in chronic absenteeism rates.</p>

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

NA

Additional Concentration Grant Funding

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

The District's plan for the additional concentration add-on is to continue to staff above the negotiated staff to student ratio at our continuation high school and virtual school. A full time counselor was added that services both the continuation high school, virtual school and the wellness center at the comprehensive high school.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$29,753,313.00	\$5,207,303.00	17.502%	0.000%	17.502%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,801,381.00	\$383,584.00	\$0.00	\$736,995.00	\$8,921,960.00	\$7,673,822.00	\$1,248,138.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support Professional Learning Communities PLC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$623,754.00	\$78,170.00	\$701,924.00				\$701,924.00	
1	1.2	Instructional Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$137,294.00	\$0.00	\$137,294.00				\$137,294.00	
1	1.3	Establish Formative Assessment Practices	All	No			All Schools	Ongoing	\$0.00	\$180,000.00				\$180,000.00	\$180,000.00	
1	1.4	Credit Recovery	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Rim High School, Mountain High Continuat ion School and Rim Virtual Academy 9-12	Ongoing	\$604,843.00	\$45,000.00	\$649,843.00				\$649,843.00	
1	1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$372,497.00	\$204,039.00	\$521,136.00	\$55,400.00			\$576,536.00	
1	1.6	English Learner Goal Setting Supports	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	Ongoing	\$35,125.00	\$0.00	\$35,125.00				\$35,125.00	
1	1.7	Site Language Assistant Supports	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	\$172,091.00	\$0.00	\$172,091.00				\$172,091.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
1	1.8	Secondary Counselor Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: MPH, RHS, MHS and RVA 6-12	Ongoing	\$119,963.00	\$0.00	\$119,963.00				\$119,963.00	
1	1.9	AVID	All	No			Specific Schools: MPH and RHS	Ongoing	\$166,200.00	\$0.00				\$166,200.00	\$166,200.00	
1	1.10	Teachers on Special Assignment (TOSA)-Implementation of Standards Development and Support	All	No			All Schools	Ongoing	\$300,835.00	\$0.00				\$300,835.00	\$300,835.00	
1	1.11	Professional Development Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$143,324.00	\$0.00	\$143,324.00				\$143,324.00	
1	1.12	Professional Development for English Learners and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$63,700.00	\$0.00	\$63,700.00				\$63,700.00	
1	1.13	School Library and Literacy Support	All	No			All Schools	Ongoing	\$320,421.00	\$10,802.00	\$331,223.00				\$331,223.00	
1	1.14	Rim Virtual Academy (RVA) alternative schooling support	All	No			Specific Schools: RVA	Ongoing	\$747,164.00	\$54,813.00	\$801,977.00				\$801,977.00	
1	1.15	Summer School: Credit recovery, advancement and extended school year support	All Students with Disabilities	No			All Schools	Ongoing	\$277,218.00	\$15,100.00	\$49,134.00	\$243,184.00			\$292,318.00	
1	1.16	High Impact Tutoring and Interventions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$85,000.00	\$0.00		\$85,000.00			\$85,000.00	
1	1.17	Career Technical Education (CTE) College and Career support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RHS, MHS and	Ongoing	\$793,125.00	\$0.00	\$793,125.00				\$793,125.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							RVA									
1	1.18	Districtwide English Learner Specialist Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$38,701.00	\$0.00				\$38,701.00	\$38,701.00	
1	1.19	Alternative Education Specialist (MHS and RVA) Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: RVA, MHS	Ongoing	\$185,200.00	\$0.00	\$185,200.00				\$185,200.00	
2	2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,851.00				\$2,851.00	\$2,851.00	
2	2.2	Monthly MTSS or PBIS Meetings and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$28,328.00	\$0.00	\$28,328.00				\$28,328.00	
2	2.3	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,898,122.00	\$567,248.00	\$2,465,370.00				\$2,465,370.00	
2	2.4	Facilities	All	No			All Schools	Ongoing	\$68,767.00	\$0.00	\$68,767.00				\$68,767.00	
2	2.5	Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$311,535.00	\$25,555.00	\$337,090.00				\$337,090.00	
2	2.6	Foster Youth and Low Income Liaison	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$88,145.00	\$2,487.00	\$69,671.00			\$20,961.00	\$90,632.00	
2	2.7	Child Nutrition Support	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Wellness Center	All	No				Ongoing	\$39,620.00	\$0.00	\$39,620.00	\$0.00			\$39,620.00	
2	2.9	Mental Health Support Through Care Solace	All	No			All Schools	Ongoing	\$0.00	\$7,285.00				\$7,285.00	\$7,285.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Saturday School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$32,688.00	\$2,900.00	\$35,588.00				\$35,588.00	
3	3.1	Parent Engagement, Surveys and Workshops	Students with Disabilities	No			All Schools	Ongoing	\$20,162.00	\$25,944.00	\$25,944.00			\$20,162.00	\$46,106.00	
3	3.2	Resources for Parents of Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Communication with Families through Parent Square	All	No			All Schools	Ongoing	\$0.00	\$25,944.00	\$25,944.00				\$25,944.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$29,753,313.00	\$5,207,303.00	17.502%	0.000%	17.502%	\$6,458,772.00	0.000%	21.708 %	Total:	\$6,458,772.00
								LEA-wide Total:	\$5,283,142.00
								Limited Total:	\$340,587.00
								Schoolwide Total:	\$835,043.00

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	Support Professional Learning Communities PLC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$701,924.00	
1	1.2	Instructional Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$137,294.00	
1	1.4	Credit Recovery	Yes	Schoolwide	English Learners Low Income	Specific Schools: Rim High School, Mountain High Continuation School and Rim Virtual Academy 9-12	\$649,843.00	
1	1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$521,136.00	
1	1.6	English Learner Goal Setting Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,125.00	
1	1.7	Site Language Assistant Supports	Yes	Limited to Unduplicated	English Learners	All Schools	\$172,091.00	

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 (%)
				Student Group(s)				
1	1.8	Secondary Counselor Support	Yes	LEA-wide	English Learners Low Income	Specific Schools: MPH, RHS, MHS and RVA 6-12	\$119,963.00	
1	1.11	Professional Development Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$143,324.00	
1	1.12	Professional Development for English Learners and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$63,700.00	
1	1.16	High Impact Tutoring and Interventions	Yes	LEA-wide	English Learners Low Income	All Schools		
1	1.17	Career Technical Education (CTE) College and Career support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: RHS, MHS and RVA	\$793,125.00	
1	1.18	Districtwide English Learner Specialist Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.19	Alternative Education Specialist (MHS and RVA) Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: RVA, MHS	\$185,200.00	
2	2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Monthly MTSS or PBIS Meetings and Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$28,328.00	
2	2.3	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,465,370.00	
2	2.5	Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$337,090.00	
2	2.6	Foster Youth and Low Income Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$69,671.00	
2	2.10	Saturday School	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$35,588.00	

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 (%)
					Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,522,893.00	\$8,341,786.00

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	Support Professional Learning Communities (PLC)	Yes	\$477,140.00	598,871.00
1	1.2	Instructional Technology	Yes	\$178,369.00	136,203.00
1	1.3	Establish Formative Assessment Practices	No	\$54,730.00	74,849.00
1	1.4	Credit Recovery	Yes	\$766,272.00	620,060.00
1	1.5	Extracurricular Activities and Elective Classes	Yes	\$454,375.00	547,444.00
1	1.6	English Learner Goal Setting Meetings	Yes	\$68,447.00	32,561.00
1	1.7	Site Language Assistants	Yes	\$145,802.00	175,821.00
1	1.8	Secondary Counselors	Yes	\$202,270.00	192,376.00
1	1.9	AVID	No	\$209,240.00	190,000.00
1	1.10	Teachers on Special Assignment (TOSA)-Implementation of Standards	No	\$270,000.00	297,508.00
1	1.11	Provide Professional Development Opportunities	Yes	\$248,815.00	213,930.00

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	1.12	School Libraries	No	\$332,428.00	233,424.00
1	1.13	Rim Virtual Academy (RVA)	No	\$824,699.00	666,696.00
1	1.14	Summer School	No	\$126,392.00	149,180.00
1	1.15	Teacher on Special Assignment-English Learner Support (TOSA)	No	\$105,835.00	0.00
1	1.16	Student Intervention, and Extended Learning Opportunities with PAPER Virtual Tutoring Action 1.16 Deleted June 2023	No	\$0.00	0.00
1	1.17	Office Hours and Virtual Tutoring for Students Extended Learning Opportunities Action 1.17 Deleted June 2023	No	\$0.00	0.00
1	1.18	Student Intervention, Acceleration, and Extended In-Person Learning Opportunities Action 1.18 Deleted June 2023	No	\$0.00	0.00
1	1.19	Career Technical Education (CTE)	Yes	\$749,468.00	762,877.00
1	1.20	Districtwide English Learner Specialist	Yes	\$67,092.00	46,100.00
1	1.21	Mountain High School Continuation School Coordinator	Yes	\$80,860.00	84,659.00
2	2.1	Positive Behavior Interventions and Supports (PBIS)	Yes	\$2,400.00	2,851

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	2.2	Monthly PBIS Meetings	No	\$0.00	0.00
2	2.3	Teacher on Special Assignment (TOSA)-PBIS Culture and Climate Action 2.3 Deleted June 2023	No	\$0.00	0.00
2	2.4	Transportation	Yes	\$2,351,804.00	2,343,592.00
2	2.5	Facilities	No	\$121,078.00	378,529.00
2	2.6	Health Aides	Yes	\$314,266.00	308,474.00
2	2.7	Foster Youth and Low Income Liaison	Yes	\$137,686.00	133,773.00
2	2.8	Child Nutrition	No	\$0.00	0.00
2	2.9	High School Wellness Center	No	\$111,636.00	76,459.00
2	2.10	Mental Health Support Through Care Solace	No	\$7,285.00	7,285.00
2	2.11	Saturday School	Yes	\$35,397.00	1,376.00
3	3.1	Parent Engagement Surveys and Workshops	No	\$26,369.00	40,944.00
3	3.2	Resources for Parents of Students with Special Needs	No	\$26,369.00	0
3	3.3	Communication with Families	No	\$26,369.00	25,944.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,360,265.00	\$6,170,830.00	\$6,200,968.00	(\$30,138.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support Professional Learning Communities (PLC)	Yes	\$477,140.00	\$598,871.00		
1	1.2	Instructional Technology	Yes	\$178,369.00	\$136,203.00		
1	1.4	Credit Recovery	Yes	\$766,272.00	\$620,060.00		
1	1.5	Extracurricular Activities and Elective Classes	Yes	\$454,375.00	\$547,444.00		
1	1.6	English Learner Goal Setting Meetings	Yes	\$33,168.00	\$32,561.00		
1	1.7	Site Language Assistants	Yes	\$145,802.00	\$175,821.00		
1	1.8	Secondary Counselors	Yes	\$202,270.00	\$192,376.00		
1	1.11	Provide Professional Development Opportunities	Yes	\$248,815.00	\$213,930.00		
1	1.19	Career Technical Education (CTE)	Yes	\$749,468.00	\$762,877.00		
1	1.20	Districtwide English Learner Specialist	Yes	\$33,168.00	\$46,100.00		
1	1.21	Mountain High School Continuation School Coordinator	Yes	\$40,430.00	\$84,659.00		
2	2.1	Positive Behavior Interventions and Supports (PBIS)	Yes	\$2,400.00	\$2,851.00		
2	2.4	Transportation	Yes	\$2,351,804.00	\$2,343,592.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Health Aides	Yes	\$314,266.00	\$308,474.00		
2	2.7	Foster Youth and Low Income Liaison	Yes	\$137,686.00	\$133,773.00		
2	2.11	Saturday School	Yes	\$35,397.00	\$1,376.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$30,593,012.00	\$5,360,265.00	0.00	17.521%	\$6,200,968.00	0.000%	20.269%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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