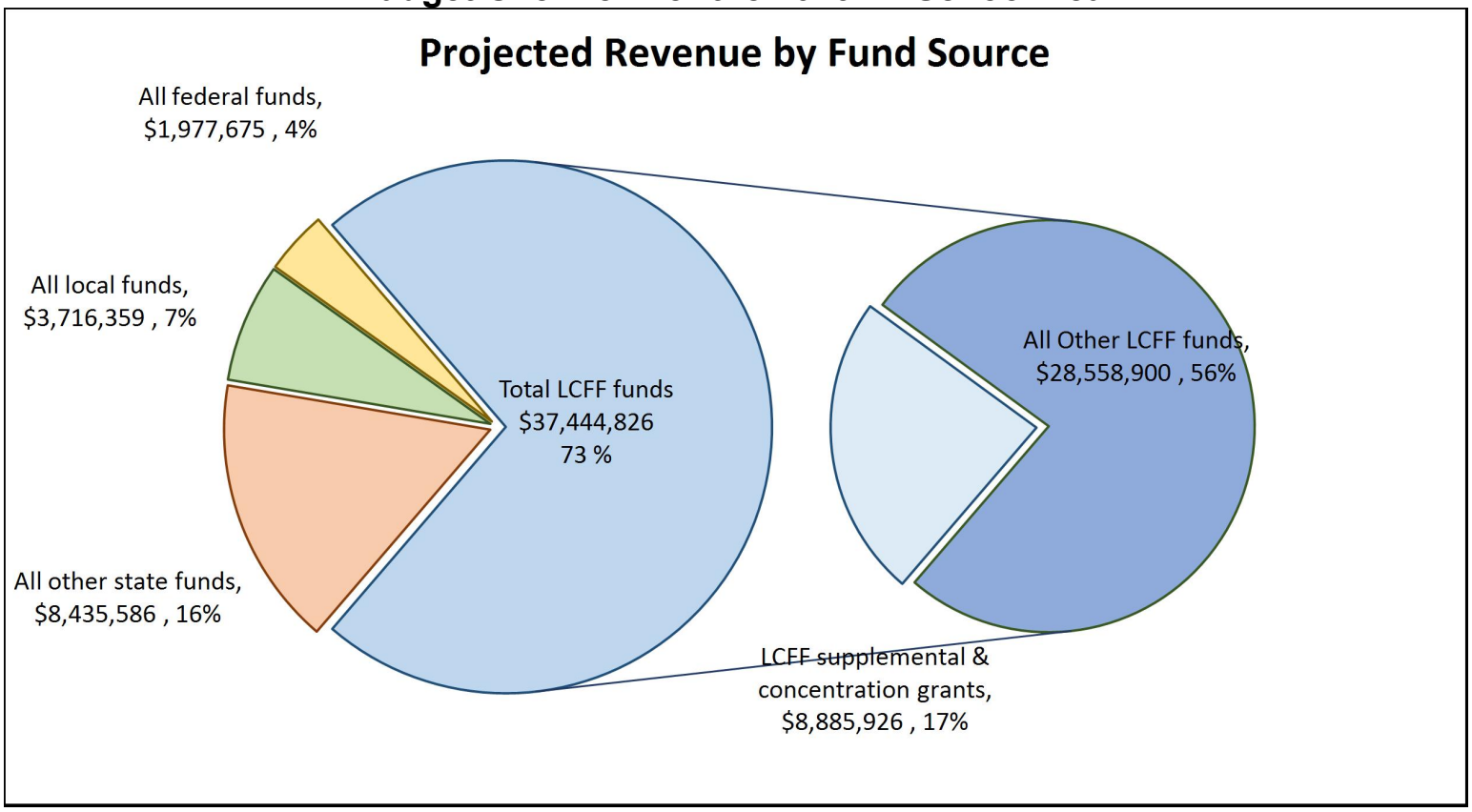
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverbank Unified School District
CDS Code: 50755560000000
School Year: 2026-27
LEA contact information:
Mr. Constantino Aguilar
Superintendent
caguilar@riverbank.k12.ca.us
209-869-2538

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 2026-27 School Year

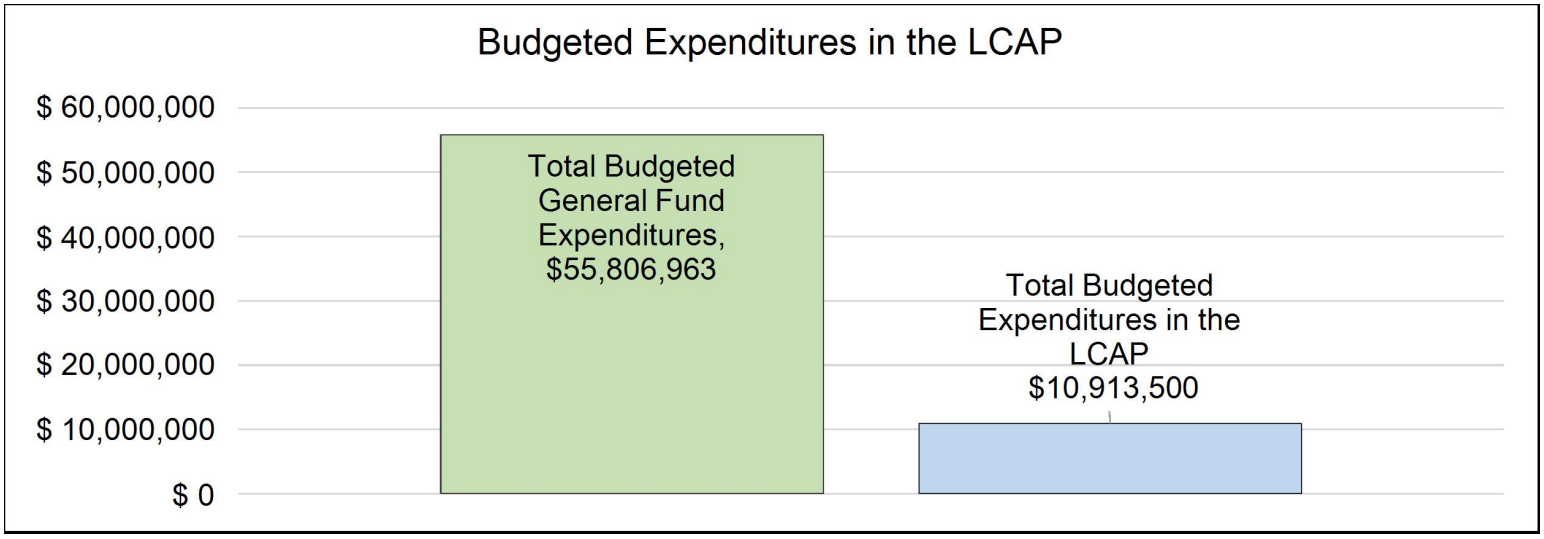


This chart shows the total general purpose revenue Riverbank Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverbank Unified School District is $51,574,446, of which $37,444,826 is Local Control Funding Formula (LCFF), $8,435,586 is other state funds, $3,716,359 is local funds, and $1,977,675 is federal funds. Of the $37,444,826 in LCFF Funds, $8,885,926 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 Riverbank Unified School District plans to spend for 2026-27. 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: Riverbank Unified School District plans to spend $55,806,963 for the 2026-27 school year. Of that amount, $10,913,500.00 is tied to actions/services in the LCAP and $44,893,463 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The district dedicates the majority of its General Fund Budget to educational services for students. As a service-related organization, the salaries and benefits of employees comprise approximately 80% of total General Fund expenditures. Budgeted expenditures not included in the LCAP support districtwide operational costs including employee salaries and benefits, instructional materials, utilities, transportation, maintenance and operations, technology infrastructure, special education services, food services, safety services, and other day-to-day operational expenditures necessary to support student learning and maintain effective school operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Riverbank Unified School District is projecting it will receive $8,885,926 based on the enrollment of Foster Youth, English learner, and low-income students. Riverbank Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverbank Unified School District plans to spend $8,915,750.00 towards meeting this requirement, as described in the LCAP.

The district's planned expenditures exceed the projected supplemental and concentration grant funding because Riverbank Unified School District utilizes additional state, local, and federal funding sources to provide expanded academic, behavioral, social-emotional, and college and career readiness supports for unduplicated student groups. These increased or improved services include instructional coaching, professional learning, English learner support services, intervention teachers, elementary paraprofessional supports, MTSS implementation, counseling and mental health services, PBIS and SEL supports, AVID, college and career readiness opportunities, expanded parent engagement programs, attendance intervention, transportation services, literacy and mathematics intervention supports, and supplemental instructional materials.

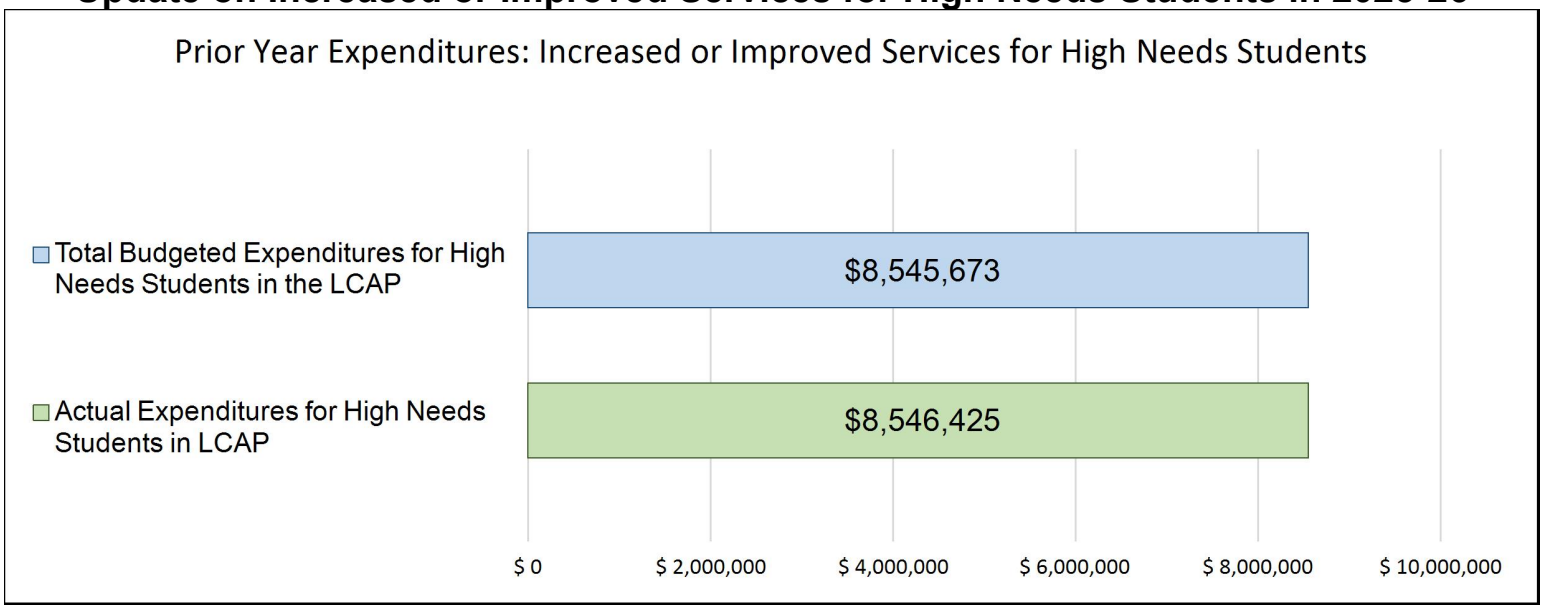
Riverbank Unified School District's projected percentage to increase or improve services for high needs students for the 2026-27 school year is 31.870%. The district's total planned expenditures for these actions include $8,897,250 in LCFF funds, $244,500 in local funds, and $871,250 in federal funds. Of the total planned expenditures, approximately

$6,968,000 supports personnel costs and $3,045,000 supports non-personnel expenditures related to programs and services identified in the LCAP.

These actions are principally directed toward improving outcomes for English learners, foster youth, low-income students, long-term English learners, homeless students, and other students requiring additional academic and social-emotional support. The district believes these services represent the most effective use of supplemental and concentration funding to address identified student needs and improve educational outcomes for unduplicated student groups.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Riverbank 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 Riverbank 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 2025-26, Riverbank Unified School District's LCAP budgeted $8,545,673.00 for planned actions to increase or improve services for high needs students. Riverbank Unified School District actually spent $8,546,425.00 for actions to increase or improve services for high needs students in 2025-26.

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
Riverbank Unified School District	Mr. Constantino Aguilar Superintendent	caguilar@riverbank.k12.ca.us 209-869-2538

Plan Summary [2026-27]

General Information

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

Riverbank Unified School District is located in a rural agricultural area of the California Central Valley. The city has a reported population of approximately 26,557 that is primarily made up of 60.1% Hispanic and 29.4% Caucasian residents. The ethnic breakdown of students attending the Riverbank Unified School District is reflective of the community with 79.0% Hispanic, 14.5% Caucasian, and 6.5% of other ethnicities represented. The Riverbank USD has one comprehensive high school, one continuation high school, one middle school, and two elementary schools. Riverbank Unified School District serves the northeastern parts of the city. Residents living in the Riverbank Unified School District area speak, for the most part, English or Spanish as a primary language and are of low to middle income households with 82.1% of the students in the district qualifying for free and reduced-price meals (FRPM). Foster Youth students make up 0.4% of the student population in Riverbank USD. The number of students identified as English Language Learners is approximately 26.1% for the five schools included in the Riverbank Unified School District. There is also a Dual Language Program Charter located within the attendance boundaries of the Riverbank USD. Riverbank Language Academy (RLA), of which RUSD is the authorizing agent, develops their own plan. Metrics within this plan will focus on the five public schools in RUSD. California Avenue Elementary School is home to the Riverbank Academy of Multilingual Education (RAME), a world language program for students in grades TK-12 to become proficient in speaking, reading, and writing in English, Spanish, and Mandarin Chinese upon graduation and also obtain a Seal of Biliteracy in two or more languages.

Casa Del Rio, Riverbank's community family resource center, plays a vital role in supporting students, families, and the broader community. Commonly known as "CASA," the center provides access to a wide range of programs and services designed to enhance the well-being of children and families throughout the district. Casa Del Rio hosts the Riverbank Community Collaborative, and Cafecito at CASA, a monthly gathering that brings together representatives from local health and mental health agencies, faith-based organizations, charitable groups,

and community members. Through this collaborative partnership, services and programs are coordinated to better address community needs. The mission of Casa Del Rio and the Community Collaborative is to connect families with essential resources that promote health, family stability, and overall well-being. Support includes access to food, clothing, health-related services, and limited financial assistance resources.

In addition, Casa Del Rio supports the district's adult education programs by providing opportunities for students, families, and community members to participate in English as a Second Language (ESL) and Computer Literacy classes. These evening classes, held at Adelante High School, help adult learners strengthen their English language skills and expand educational and career opportunities. Riverbank Unified School District remains committed to expanding educational opportunities for students, families, and community members in ways that are both resourceful and fiscally responsible.

Riverbank Unified School District is committed to providing inclusive, high-quality special education services that ensure every student has access to the support necessary to thrive academically, socially, and emotionally. Students with special needs are served through a comprehensive continuum of services that includes speech and language therapy, occupational and behavioral supports, counseling, transportation, and other related services designed to meet each student's individualized needs. The district prioritizes inclusion and mainstreaming opportunities whenever appropriate, supporting students in accessing the general education curriculum alongside their peers through co-teaching models, collaborative instructional practices, and specialized academic support provided by Education Specialists. Additional services include mild/moderate special day classes, pull-out interventions, and individualized supports that promote student growth, independence, and meaningful participation in school communities.

In partnership with the Stanislaus County Office of Education (SCOE) Riverbank USD serves as a regional hub for specialized programs, including early childhood education services for preschool-aged students and the Autism program. Many of the students enrolled in these programs are Riverbank USD residents, while others come from neighboring communities, reflecting the district's strong reputation for comprehensive and compassionate special education services. For students whose needs require more intensive or specialized placements, Riverbank USD collaborates closely with SELPA and SCOE to provide access to programs in surrounding communities such as Oakdale and Waterford. Additionally, some students attend highly specialized non-public schools within Stanislaus County, including Sierra Vista Schools, Reyn Franca School, and East Valley, ensuring that every student receives individualized support in the least restrictive and most appropriate educational environment possible.

Riverbank High School (RHS), the district's comprehensive high school, offers eleven AP courses. Students have access to Career Technical Education (CTE) courses that in 2026-27 include Building and Construction, Multimedia, Video Gaming, Ag Welding, Medical Sciences, Ag Sciences, Performing Arts, and Culinary Arts. All CTE programs have course pathways and informational brochures to encourage enrollment in those programs. Through grant funds, district and site administrators prepare to increase offerings and improve CTE pathways. The district also offers CTE course enrollment at RHS for students that attend the continuation school, Adelante High School (AHS). With the feedback from students, the administration is considering options to expand offerings through partnerships with local community college programs and private Industries. The graduation rate for Riverbank High School remains strong with 95.1% of all students graduating in 2025. In 2025, Adelante High School had a graduation rate of 88.5% which is a decrease compared to the prior school year and an increase of 8.6% when compared to 2023. Our English Learner student graduation rate maintained at 92.6%. In 2025, both the district's overall graduation rate and the graduation rate for English Learners continues to exceed the state's. Students attending Riverbank High School who find themselves credit deficient can be moved voluntarily to our continuation site, Adelante High School. The total student

population at Adelante at any given time during the school year is no more than 60 students. Adelante High School is the only school in the district identified to receive Equity Multiplier funding.

One Town, One Team, One Dream is Riverbank Unified School District's tagline representing the tremendous pride we have in being a part of and serving the Riverbank community, our belief that together we can accomplish anything for our students, and our aspirations to dream big in order to provide numerous and innovative learning experiences for all of our students.

Reflections: Annual Performance

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

As reflected on the 2025 California Dashboard and local mid-year data, Riverbank Unified School District continues to demonstrate gradual student growth and development through the implementation of actions and services outlined in the district's multi-year Local Control and Accountability Plan (LCAP). Since the 2023 Dashboard baseline, gains in graduation rates, college and career readiness, English learner reclassification, and English Language Arts achievement reflect the district's ongoing commitment to targeted intervention, differentiated instruction, and equitable access to academic and social-emotional supports for all students. Gains in local and state assessment data reflect the efforts, strategies, and instructional practices implemented on behalf of our students. While several indicators demonstrated measurable improvement, continued focus and strategic investment remain necessary to address persistent achievement gaps and ensure success for all student groups.

Student Progress and Achievement Highlights
Graduation Rate Improvement:
As reflected on the 2025 California Dashboard, the RUSD graduation rate remained strong at 95.1%, resulting in a performance level/color blue for all students. Since the 2023 Dashboard, the district graduation rate increased from 93.3% to 95.1%. Riverbank High School maintained a high graduation rate while Adelante High School continued to demonstrate improved student outcomes through targeted intervention, credit recovery supports, and expanded student services. English learners and socioeconomically disadvantaged students continued to perform at the green and blue performance levels/colors respectively.

College and Career Indicator (CCI):
The College and Career Indicator demonstrated substantial growth over the past two Dashboard cycles, increasing from 22.7% prepared in 2023 to 35.5% prepared in 2025. Growth was evident through expanded student participation in Advanced Placement (AP) courses, Career Technical Education (CTE) pathways, dual enrollment opportunities, and increased A-G completion rates. AP course participation increased from 16% in 2024 to 31.5% in 2025, while AP exam pass rates increased from 40.4% to 47.7%. A-G completion rates also increased from 23.7% to 35.5%, reflecting districtwide efforts to improve college and career readiness opportunities for all students.

English Language Arts (ELA):
Achievement: Districtwide English Language Arts performance improved from 66.7 points below standard in 2024 to 52.5 points below standard in 2025. The percentage of students meeting or exceeding standards increased from 23.62% to 29.33%. Since the 2023 Dashboard baseline, student groups including English learners, socioeconomically disadvantaged students, and students with disabilities demonstrated

measurable gains in ELA achievement. Continued professional learning in literacy instruction, intervention supports, and integrated English Language Development (ELD) strategies contributed to these improvements.

Mathematics Achievement:
Mathematics performance demonstrated modest improvement from 103 points below standard in 2024 to 101.1 points below standard in 2025. The percentage of students meeting or exceeding standards increased from 11.89% to 13.27%. While gains remain limited, student groups including English learners and Hispanic students demonstrated increased percentages of students meeting or exceeding standards. California Avenue Elementary School and district intervention efforts continued to demonstrate progress through targeted mathematics support and instructional coaching.

English Learner Reclassification and LTEL Reduction:
Since the 2023 Dashboard cycle, the district experienced significant improvement in English learner outcomes. English learner reclassification rates increased from 10% in 2023-24 to 45% in 2024-25. Additionally, the percentage of Long-Term English Learners (LTELs) declined from 25% to 14%, reflecting districtwide efforts to strengthen designated and integrated English Language Development (ELD) instruction, monitor student progress through Ellevation, and support reclassification readiness. Professional learning focused on integrated ELD strategies and supports for newcomers, At-Risk LTELs, and LTEL students continued to be prioritized throughout the district.

Chronic Absenteeism Reduction:
Chronic absenteeism improved from 35.5% in 2023 to 24.3% in 2025. Although the district remains in the orange performance level/color, continued implementation of Multi-Tiered System of Support (MTSS), attendance monitoring systems, Site Intervention Teams (SIT), counseling services, mental health supports, and family outreach contributed to measurable improvement. District and site staff continued collaborative efforts to address barriers to attendance and improve student engagement.

Areas of Continued Growth:
English Learner Progress Indicator (ELPI):
Although the district demonstrated strong gains in English learner reclassification rates, the English Learner Progress Indicator declined from 52.4% making progress in 2024 to 43.4% in 2025, resulting in a performance level/color of orange. Continued focus will be placed on strengthening daily designated ELD instruction, integrated ELD strategies across all content areas, and consistent progress monitoring for English learners and LTELs to improve language acquisition outcomes.

Academic Performance:
Academic Performance Indicators in English Language Arts (ELA) improved districtwide; however, multiple student groups continue to perform at orange or red performance levels/colors in ELA and mathematics. Mathematics achievement remains an area of concern across multiple schools and student groups including English learners, Hispanic students, socioeconomically disadvantaged students, homeless students, and students with disabilities. Cardozo Middle School and Riverbank High School continued to perform at the red performance level/color in mathematics. Third grade reading proficiency also declined from 23.53% in 2024 to 14.53% in 2025, highlighting the need for stronger foundational literacy supports in grades TK-3. The academic achievement of all students, particularly English learners, LTELs, Hispanic students, students with disabilities, homeless students, and socioeconomically disadvantaged students, remains an area of concern given their lowest performance levels at one or more schools in the district. Goals and actions in the 2026-27 plan continue to emphasize the district’s commitment to ensuring high levels of learning for all students and student groups.

English Learners:
The district continues to experience changing English learner demographics, including increasing numbers of newcomer students enrolled less than 12 months in U.S. schools. Although reclassification rates improved significantly and LTEL rates declined, ELPI performance indicates the need for continued focus on language acquisition and academic vocabulary development. The English learner student group remains a major focus at both the elementary and secondary levels with emphasis on ensuring that master schedules provide daily designated English Language Development (ELD) instruction and integrated ELD support in all content areas. Professional learning opportunities for TK-12 teachers continue to include research-based instructional strategies such as GLAD (Guided Language Acquisition Design), structured academic discourse, and differentiated instructional practices designed to support English learners and LTELs.

Suspension Rates:
Suspension rates increased slightly from 5.9% in 2024 to 6.3% in 2025, resulting in a performance level/color of orange. Students with disabilities, socioeconomically disadvantaged students, and English learners continued to demonstrate elevated suspension rates. Cardozo Middle School and Adelante High School remained areas of concern regarding suspension outcomes. To address these concerns, the district will continue implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), restorative practices, and behavioral interventions to improve school climate and reduce suspensions.

Dashboard-Identified Low-Performance Academic Areas, Sites, and Student Groups:
Districtwide Academic Performance:
English Language Arts (ELA): The district improved overall performance and achieved a Yellow performance level for All Students. However, achievement gaps persist for several student groups. Homeless students remained in the Red performance level, while English Learners, Long-Term English Learners, and Students with Disabilities remained in the Orange performance level, indicating continued need for targeted academic supports, literacy intervention, and English learner services.

Mathematics: Mathematics remains a significant area of need districtwide, with All Students performing in the Red performance level. Student groups performing in the Red performance level include Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities. English Learners and Long-Term English Learners remained in the Orange performance level, demonstrating continued achievement gaps and the need for strengthened mathematics instruction, intervention systems, and targeted supports.

Suspension Rate: Student groups including Long-Term English Learners, Two or More Races, and Students with Disabilities remained in the Red performance level for Suspension Rate. English Learners, Foster Youth, Hispanic students, Socioeconomically Disadvantaged students, and White students remained in the Orange performance level, indicating a continued need to strengthen PBIS implementation, behavioral interventions, and student engagement supports.

Chronic Absenteeism:While the district improved overall chronic absenteeism rates, Long-Term English Learners and White students remained in the Red performance level. English Learners, Hispanic students, Homeless students, and Two or More Races students remained in the Orange performance level, indicating continued attendance challenges for several student groups.

School(s) with Lowest Overall Performance (Red Indicators): Based on the 2025 California School Dashboard, Cardozo Middle School was identified as a school with Red performance levels in Mathematics, Suspension Rate, and the English Learner Progress Indicator (ELPI), indicating a need for continued targeted support and monitoring in these areas.

Student Groups Performing in the Red Performance Level: Student groups performing in the Red performance level across district Dashboard indicators included Homeless students in English Language Arts and Mathematics; Hispanic students in Mathematics; Socioeconomically Disadvantaged students in Mathematics; Students with Disabilities in Mathematics and Suspension Rate; Long-Term English Learners in Suspension Rate and Chronic Absenteeism; Two or More Races students in Suspension Rate; and White students in Chronic Absenteeism.
These results indicate the need for continued focus on improving mathematics achievement, strengthening literacy outcomes for identified student groups, reducing suspension rates through proactive behavioral supports, and improving attendance outcomes through targeted intervention and family engagement strategies.

Strategic Investments for 2026-27:
To address persistent academic, attendance, behavioral, and college and career readiness needs identified through educational partner input, district committee feedback, comprehensive needs assessment processes, and analysis of state and local data, the district identified several strategic investments for implementation during the 2026-27 school year. Since the 2023 Dashboard cycle, district actions and services have increasingly focused on evidence-based literacy instruction, mathematics achievement, English learner success, student engagement, and targeted support for unduplicated student groups.

Action 2.5 MTSS Academic Support Elementary: Through a Multi-Tiered System of Supports (MTSS) framework, certificated intervention staff will provide targeted literacy intervention and foundational reading support for identified elementary students. Services will focus on phonemic awareness, phonics, fluency, vocabulary, and reading comprehension through small-group instruction, progress monitoring, and differentiated intervention.

Action 2.27 Elementary Counselor Support (LREBG-Funded): Utilizing unexpended Learning Recovery Emergency Block Grant (LREBG) funds, the district refined its previous Learning Recovery intervention model by providing one elementary counselor at California Avenue Elementary and one elementary counselor at Mesa Verde Elementary. These counselors will strengthen MTSS implementation through attendance intervention, behavioral supports, academic monitoring, social-emotional services, family engagement, and coordinated student support systems designed to improve student engagement, school connectedness, and access to learning.

Action 1.13 Early Literacy Program: The district will continue implementation of mCLASS DIBELS and evidence-based literacy practices to strengthen universal screening, progress monitoring, instructional planning, and intervention supports for students in grades TK-5. A new Kindergarten Readiness metric will support ongoing monitoring of foundational literacy development and early reading success.

Action 2.6 English Learner Resource Assistants (ELRAs): The district will maintain and expand targeted English learner supports through designated English Language Development (ELD), language acquisition support, academic intervention, student monitoring, and family communication to improve English Learner Progress Indicator (ELPI) outcomes and reclassification rates.

College and Career Readiness Expansion: Continued investments in AVID, the annual College and Career Fair, UC Merced Early Academic Outreach Program (EAOP), Career Technical Education (CTE), Advanced Placement coursework, and dual enrollment opportunities will support improved college and career readiness outcomes and increased student preparedness for postsecondary success.

These actions align with evidence-based practices by:
* Strengthening foundational literacy through universal screening, progress monitoring, structured literacy practices, and targeted intervention.
* Improving mathematics and academic achievement through MTSS-aligned intervention systems, differentiated instruction, and instructional support.
* Improving English learner outcomes through designated ELD, language development supports, and ongoing progress monitoring.
* Improving school climate, attendance, and student engagement through counseling services, behavioral supports, attendance interventions, family engagement, and integrated MTSS practices.
* Expanding access to college and career readiness opportunities through AVID, EAOP, CTE pathways, dual enrollment, and college awareness programming.

To evaluate the impact of these strategic investments, the district will continue monitoring:
* Student progress using benchmark and intervention cycle data
* DIBELS and local literacy and mathematics assessment data
* Kindergarten Readiness outcomes
* English learner progress and reclassification rates
* Chronic absenteeism and suspension data
* Student participation in AP, CTE, AVID, dual enrollment, and college/career readiness opportunities
* Tier 2 and Tier 3 intervention placement and progress monitoring data

Riverbank Unified School District remains committed to improving academic achievement, student engagement, attendance, and social-emotional well-being for all students through evidence-based practices, targeted interventions, and collaborative partnerships with educational partners. District leadership will continue to monitor progress, adjust supports, and prioritize equitable opportunities to ensure measurable improvement reflected in future California Dashboard outcomes.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Riverbank Unified School District qualifies for Differentiated Assistance for the following priority areas:
1. Academic Achievement: English Language Arts and Mathematics | Students with Disabilities (SWD) and English Learner Progress Indicator | Long-Term English Learners (LTELs)
2. School Climate: Suspension Rate | Students with Disabilities (SWD) and Long-Term English Learners (LTELs)
3. Pupil Engagement: Chronic Absenteeism | Long-Term English Learners (LTELs)

Based on the 2024 Dashboard, Riverbank Unified School District remains eligible for its second year of Differentiated Assistance (based on 2024 Dashboard criteria) for the following priority areas:
1. Academic Achievement: English Language Arts and Mathematics | English Learners (EL), Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD)
2. School Climate: Suspension Rate | English Learners (EL), Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD)
3. Outcomes in a Broad Course of Study: College/Career Indicator | English Learners (EL)

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these disparities. Current work underway includes evaluating and strengthening the district's Positive Behavioral Interventions and Supports (PBIS) framework, refining Multi-Tiered System of Supports (MTSS) implementation, and identifying professional learning opportunities to improve outcomes related to academic achievement, school climate, and pupil engagement.

Although the district demonstrated measurable improvement between the 2023 and 2025 Dashboard cycles in graduation rates, English learner reclassification rates, Advanced Placement participation and pass rates, chronic absenteeism, and English Language Arts achievement, persistent achievement gaps continue for English learners, Long-Term English Learners (LTELs), socioeconomically disadvantaged students, homeless students, Hispanic students, and students with disabilities, particularly in mathematics achievement, English learner progress, suspension rates, and chronic absenteeism.

Based on collaborative analysis of systems strengths, implementation data, student outcomes, and educational partner input conducted with the Stanislaus County Office of Education, Differentiated Assistance efforts for 2026-27 will continue focusing on the following areas:

Strengthening evidence-based literacy instruction, foundational reading practices, mathematics instruction, intervention systems, and instructional capacity through professional learning and instructional improvement efforts designed to improve outcomes for English learners, students with disabilities, and other historically underserved student groups through:
* Action 1.13 Early Literacy Program
* Action 1.4 Professional Learning

Strengthening Multi-Tiered System of Supports (MTSS) and targeted English learner services to improve English learner achievement, English Learner Progress Indicator (ELPI) outcomes, Long-Term English Learner (LTEL) outcomes, and reclassification rates through:
* Action 2.5 MTSS Academic Support Elementary
* Action 2.6 English Learner Resource Assistants (ELRAs)

Strengthening school climate, student engagement, attendance systems, and behavioral supports to reduce suspension and chronic absenteeism rates through:
* Action 3.10 PBIS and SEL Programs
* Action 3.14 Student and Family Engagement Supports

As part of the district's ongoing Differentiated Assistance process, the Stanislaus County Office of Education will continue supporting Riverbank Unified School District through professional learning, technical assistance, continuous improvement planning, and implementation

support related to foundational literacy practices, English learner access and achievement, PBIS implementation, instructional leadership development, and MTSS systems refinement. SCOE will also support the district in the review and adoption process for new mathematics instructional materials aligned with the California Mathematics Framework and the district's instructional priorities.

District and site leadership teams will continue participating in county-supported professional learning networks, PBIS implementation supports, literacy-focused site leadership summits, instructional leadership collaboration opportunities, and differentiated assistance activities coordinated through the Stanislaus County Office of Education. These efforts are intended to strengthen instructional practices, improve access and outcomes for English learners, build staff and leadership capacity, and support equitable student outcomes across all school sites.

The district will continue monitoring implementation and effectiveness of these actions through benchmark assessment data, intervention cycle progress monitoring, Dashboard indicators, attendance and suspension data, English learner progress monitoring tools, school climate data, and educational partner feedback processes to support continuous improvement and equitable outcomes for all student groups.

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.

There are no schools in RUSD that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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 - Students, Parents/Guardians, Teachers, Classified Staff, Certificated and Classified Union Presidents, School and District Administrators and Community Members	Engaging with LCAP Educational Partners in quarterly meetings is a structured and collaborative process designed to ensure continuous feedback and involvement from all stakeholders. At the beginning of the year, a schedule of quarterly meetings is established and shared with all LCAP Educational Partners, including parents, teachers, students, administrators, classified staff, bargaining unit presidents, and community members who volunteer to serve on the committee. Meeting agendas focus on current LCAP goals, actions, and strategies, with outcomes presented to highlight both successes and areas for improvement. Relevant data and reports, including information from the California School Dashboard, are prepared and distributed to participants to facilitate informed discussions. Open forums allow partners to share their observations, concerns, and suggestions, and smaller group discussions may be organized to focus on specific topics or issues in greater detail. Feedback is systematically collected through discussion notes and meeting artifacts that capture committee members' recommendations. This feedback is used to refine and adjust LCAP goals, actions, and services. Partners are kept informed of how their feedback has influenced decisions and changes in the plan. Spanish translation is available during meetings to support meaningful participation and access for all stakeholders. This iterative process ensures that LCAP Educational Partners are actively involved in the decision-making process, fostering a sense of ownership and commitment to the educational goals and outcomes of the district. In 2025-26, LCAP

Educational Partner(s)	Process for Engagement
	Educational Partner participation continued to increase and included community partners, the district's School Resource Officer, and one or more parents representing schools within the district. Student representation from the middle school and high school remained consistent during the 2025-26 school year, providing all LCAP partners with the opportunity to hear directly from students regarding the impact and outcomes of LCAP actions and services. Student voice, along with feedback from all educational partner groups, provided key insights into actions for continuation, revision, or expansion in the development of the 2026-27 LCAP.
Community Collaboratives - Program, School and District Administrators and Community Members	The monthly Community Collaborative meetings hosted by the district's Casa del Rio Family Resource Center are designed to foster community engagement, provide support, and address local needs. A yearly schedule of these meetings is established and shared with the community to ensure consistent participation. Each meeting is centered around specific themes or topics relevant to the community, such as health, education, employment, or social services. Guest speakers and representatives from local organizations present on the theme of the month, offering valuable information and resources. A dedicated segment of each meeting focuses on reviewing LCAP goals and actions, presenting updates, and discussing progress and challenges. Interactive sessions, such as question-and-answer opportunities, workshops, and group discussions, are conducted to engage participants and address specific community concerns. Opportunities for networking and collaboration are provided, allowing participants to connect with one another and with local service providers. Feedback is gathered through open discussions during the meetings to better understand district needs and identify community resources that can support those needs, including feedback related to LCAP goals and actions. Participants are encouraged to share their thoughts, experiences, and suggestions for future topics and improvements. Collaboration with local organizations and service providers ensures that the Community Collaboratives effectively address the needs of students, families, and the community, promoting a sense of unity and support among participants while keeping educational partners informed and involved in the educational planning process. During the 2025-26 school year, LCAP Goals 2 and

Educational Partner(s)	Process for Engagement
	3 and their corresponding actions continued to generate interest from Community Collaborative partners. Discussions continued to focus on programs, services, and resources related to student behavior, social-emotional development, school safety, mental health, family engagement, and adult education. Feedback from Community Collaborative participants informed the continuation and refinement of actions and services included in the 2026-27 LCAP, affirming the need for program alignment.
Lead Instructional Team - School and District Administrators	The process for engaging the district's Lead Instructional Team (LIT), which consists of school Principals, Assistant Principals, and district administrators, on a monthly basis is designed to ensure alignment, collaboration, and continuous improvement in instructional practices. This includes the development of the LCAP and the effective use of Equity Multiplier Funds at Adelante High School (AHS). Each meeting is planned around specific themes or topics relevant to instructional leadership, such as updates on district goals, instructional strategies, and LCAP development. Meeting topics are regularly supported by data from local measures, such as grades 6-12 district writing assessments, along with reports from the California School Dashboard, Smarter Balanced Summative Assessments (SBAC) in English Language Arts and mathematics, and English Language Proficiency Assessments for California (ELPAC). New in 2025-26, the district implemented DIBELS as a foundational literacy assessment to support the early identification of student reading needs and to provide educators with timely data to inform instruction and intervention. The district continued its implementation of Ellevation software to support the identification, monitoring, and reclassification of English learners. Ellevation reports were reviewed by the Director of State and Federal Programs and Accountability in collaboration with Principals and Assistant Principals throughout the year at regular intervals and provided valuable data to support progress monitoring and tracking of English learner achievement and language acquisition. All data sources provide progress monitoring of district goals and initiatives, focusing on areas such as student achievement, curriculum implementation, and the allocation and impact of budgets, including local, state, and federal funding sources. Opportunities for sharing successes, challenges, and innovative practices are provided,

Educational Partner(s)	Process for Engagement
	allowing team members to learn from one another. This has been particularly beneficial in identifying best practices to address chronic absenteeism and improve outcomes for English learners. In addition, Educational Site Summits hosted by each school site once during the school year provide an opportunity for LIT members to join county Differentiated Assistance (DA) partners and the district's administrative Cabinet in participating in classroom walkthroughs and engaging in collaborative discussions around a school site's identified problem of practice as illuminated through state and local data. The LIT is actively engaged in the decision-making process, fostering a culture of collaboration and continuous improvement in instructional leadership, LCAP development, and the effective use of all funds to align actions and resources to support student success.
School Site Council and English Language Advisory Council - Students, Parents/Guardians, Teachers, Classified Staff and School Administrators	Engaging the School Site Council (SSC) and the English Language Advisory Council (ELAC) in LCAP development involves a structured and inclusive process that ensures active participation from all stakeholders, elected by their peers to serve two-year terms. SSC meetings are held at least five times during the school year, and ELAC meetings are held at least three times per year. Similar to LCAP Educational Partner meetings, the agendas for SSC and ELAC meetings focus on site-specific topics such as current goals, strategies, and outcomes supported by relevant data. Each meeting agenda also includes opportunities for parent input related to school plans and/or LCAP. Spanish translation is available during both SSC and ELAC meetings. ELAC agendas include specific opportunities for members to address issues unique to English language learners and to gather targeted feedback on LCAP goals impacting these students. Additionally, each SSC participates in an annual School Plan for Student Achievement (SPSA) writing day. This event brings elementary and secondary school sites together for a comprehensive needs assessment, data analysis, site-specific goal development aligned to the LCAP, and a systematic process to determine which actions or strategies to keep, delete, or substitute. In addition to site-based data analysis, a portion of the SPSA writing day is dedicated to reviewing district-wide data as it relates to LCAP goals and actions. California Dashboard reports serve as the primary metric for discussion and analysis during this day, and feedback is gathered to

Educational Partner(s)	Process for Engagement
	ensure alignment with educational objectives and community expectations. This structured approach ensures that both the SSC and ELAC play an active role in shaping the LCAP, fostering a culture of collaboration and continuous improvement.
District English Language Advisory Council - Parents/Guardians, Teachers, Classified Staff and School and District Administrators	Gathering LCAP feedback from the District English Learner Advisory Committee (DELAC) is essential to ensure that the needs and perspectives of English language learners and their families are well-represented in the Local Control and Accountability Plan. DELAC meetings are scheduled three times per year, with some meetings specifically aligned with key milestones in the LCAP development timeline. To ensure full understanding and participation, all documents and materials for DELAC meetings are translated into English and Spanish, the primary languages spoken by DELAC members. During these meetings, current progress on LCAP goals and actions that directly affect English learners is discussed. Members address specific questions about the effectiveness of current strategies and identify any necessary changes. In the 2023-24 school year, DELAC members identified the district's process for identifying, supporting, monitoring, and reclassifying English learners as a key area of focus, and this continued to be an area of focus for DELAC during the 2025-26 school year. Specific LCAP actions related to English learners were reviewed, along with longitudinal performance data such as the English Language Proficiency Assessments for California (ELPAC) results and Reclassified Fluent English Proficiency (RFEP) rates. Feedback gathered from DELAC meetings is used to better inform the 2026-27 LCAP development. For example, refining a specific action related to improving classroom support for our English language learners was based on DELAC input. The increase in hours (from 6 hours to 7 hours a day) available for our English Language Resource Assistants (ELRAs) at our high school was a direct result of DELAC feedback.
Parent Coffee Events - Students and Staff (as appropriate), Parents/Guardians and School Administrators	Parent Coffee events at each school play a vital role in informing decision-making by providing a relaxed and open forum for parents to share their insights, concerns, and suggestions. Held monthly, these events encourage parents to attend and participate without the pressures of a formal meeting, building trust and fostering open communication between parents and school staff. During these

Educational Partner(s)	Process for Engagement
	gatherings, parents share their observations and experiences regarding their children's education, school environment, and district-specific programs or initiatives. Informal conversations often reveal emerging issues or concerns that might not be captured through formal surveys or meetings. Regular Parent Coffee events attract a diverse group of parents, strengthening relationships between parents and school staff, making parents more likely to share valuable feedback, and ensuring that the feedback reflects a wide range of perspectives and experiences. Feedback from these events is documented and reviewed by school administrators. Common themes, concerns, and suggestions are analyzed and considered in the decision-making process. This input can influence various areas, including curriculum development, school policies, resource allocation, and the implementation of new programs. By utilizing the insights gained from Parent Coffee events, the district can make more informed, responsive, and effective decisions during LCAP development, ultimately enhancing the educational experience for all students.
Adelante High School (AHS) - Students, Teachers, Counselor, Classified Staff, Parents/Guardians and School Administrator	The development of the Equity Multiplier funds focus goal and related allocation of funds for AHS was determined through a collaborative process at the school site, with the Principal soliciting input from students, teachers, and staff members to ensure that financial resources are effectively distributed to meet the school's needs and priorities. This process included both informal discussions and formal approaches, such as staff meetings. The prioritization of Equity Multiplier funds for AHS is based on criteria such as impact on student learning, alignment with school goals, and immediate need.
SELPA	RUSD participates in monthly Compliance and Improvement Monitoring (CIM) Technical Assistance Meetings with the CDE's state consultants and the SELPA Director. The purpose of collaborating with the CIM Technical Assistance Team is to build district and site-level capacity to improve student outcomes through the LCAP process. Throughout the school year, multiple sources of data are reviewed and cross-referenced with LCAP goals.Throughout the 2025-26 school year, multiple sources of data are reviewed and cross-referenced with LCAP goals to monitor progress and identify areas for continuous improvement. For the 2026-27 school year, the

Educational Partner(s)	Process for Engagement
	district will continue monitoring the effectiveness of the Co-Teaching model, with an emphasis on improving academic outcomes in English Language Arts and mathematics across all grade levels. In addition, the district will continue to monitor the implementation and effectiveness of the elementary Special Day Class (SDC) program established to provide Tier 3 students with specialized instruction, supports, and modifications necessary to access grade-level curriculum and make progress toward individualized goals. Additionally, quarterly progress reports are provided to the CDE.

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

The 2026-27 Local Control and Accountability Plan (LCAP) was significantly influenced by feedback gathered from educational partners throughout the school year. Riverbank Unified School District engaged students, parents, teachers, classified staff, administrators, bargaining unit representatives, advisory committees, community partners, and the Stanislaus County Office of Education through quarterly LCAP Educational Partner meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee meetings, Community Collaborative meetings, administrative leadership meetings, and ongoing review of state and local data. Educational partners reviewed student achievement, attendance, suspension, English learner progress, graduation, college and career readiness, and school climate data to identify strengths, areas of need, and priorities for the 2026-27 school year.

Educational partner feedback was informed by a comprehensive review of the 2025 California Dashboard, local assessment results, English learner progress data, attendance data, suspension data, graduation rates, and college and career readiness indicators. Educational partners identified mathematics achievement, English learner progress, chronic absenteeism, suspension rates, literacy outcomes, and support for historically underserved student groups as priority areas requiring continued investment and improvement. These priorities aligned closely with the district's Differentiated Assistance work in partnership with the Stanislaus County Office of Education and directly influenced the actions and services included in the adopted LCAP.

Feedback from educational partners reinforced the need to continue investments in academic intervention and Multi-Tiered System of Supports (MTSS) to address persistent achievement gaps in English Language Arts and mathematics, particularly for English learners, long-term English learners, socioeconomically disadvantaged students, homeless students, Hispanic students, and students with disabilities. Stakeholders strongly supported the continuation of elementary intervention teachers, instructional coaching, MTSS supports, English learner services, counseling services, and elementary paraprofessional support. Educational partners specifically identified the importance of maintaining Action 2.8, Transitional Kindergarten, Kindergarten, and Grade 1 Paraprofessional Support, and the revised Action 2.27, Learning Recovery Academic Support, which incorporates elementary counselors, as effective strategies for providing targeted intervention, small-group instruction, and differentiated support to students requiring additional assistance. Feedback also emphasized the value of professional learning opportunities that strengthen teacher capacity and improve instructional effectiveness in literacy and mathematics. As a

result, the district continued investments in instructional coaches, professional learning, MTSS supports, intervention teachers, and elementary paraprofessional staffing.

Educational partners expressed concerns regarding declining third-grade reading proficiency and ongoing mathematics performance challenges across multiple schools and student groups. Parents, teachers, and administrators requested additional early literacy supports, more effective progress-monitoring tools, and expanded intervention opportunities for struggling students. As a result, the district added Action 1.13, Early Literacy Program, which includes the implementation of mCLASS DIBELS as universal screening, progress-monitoring, and intervention tools designed to strengthen foundational literacy outcomes in grades TK-5. Stakeholders supported replacing previous assessment systems with tools that provide more timely and actionable data to support intervention and accelerate student learning.

English learner achievement remained a major area of focus throughout the engagement process. ELAC and DELAC members emphasized the importance of strengthening designated and integrated English Language Development (ELD), increasing support for newcomer students and long-term English learners, and expanding the use of Ellevation to monitor English learner progress and reclassification readiness. Educational partners requested additional resources and supports to improve English learner achievement and language acquisition outcomes. In response, the district continued investments in English Learner Resource Assistants, Ellevation Education, professional learning focused on integrated ELD strategies, supplemental instructional materials, and monitoring systems designed to improve English learner outcomes and support reclassification efforts.

Educational partners also identified chronic absenteeism, student engagement, and social-emotional well-being as ongoing priorities. Parents, students, and community members emphasized the importance of maintaining counseling services, mental health supports, attendance intervention systems, Positive Behavioral Interventions and Supports (PBIS), restorative practices, and family engagement efforts. Feedback supported continued investment in school psychologists, mental health therapists, Student Assistance Specialist services, elementary counseling supports, PBIS and SEL implementation, and parent engagement programs designed to improve student connectedness, school climate, and attendance. As a result, these actions remain a central component of Goal 3 and continue to receive significant support within the LCAP.

Students, parents, staff, and community partners continued to express a desire to expand college and career readiness opportunities and provide students with greater exposure to postsecondary options. Educational partners specifically requested opportunities that introduce students to college and career pathways earlier in their educational experience. In response, the district will move from initial implementation to full implementation in 2026-27 with Action 2.28, College and Career Fair, and Action 2.29, the UC Merced Early Academic Outreach Program (EAOP), to provide students with earlier exposure to postsecondary opportunities and strengthen college-going pathways beginning in the middle grades. Educational partners also supported continued investment in AVID, Advanced Placement coursework, Career Technical Education pathways, dual enrollment opportunities, academic counseling, and career exploration activities to increase student preparedness for college and careers.

Community Collaborative members and family engagement groups emphasized the importance of maintaining strong partnerships between schools, families, and community organizations. Feedback highlighted the need for continued outreach, access to community resources, adult education opportunities, transportation supports, and services that reduce barriers to student success. As a result, family engagement, community partnerships, transportation supports, and outreach services remain important components of the district's LCAP and continue to support equitable access to educational opportunities.

Finally, educational partners emphasized the importance of directing resources toward students with the greatest needs and maintaining Equity Multiplier-funded supports at Adelante High School. Input from students, staff, and families supported continued investment in targeted interventions, counseling, academic support, attendance improvement efforts, and engagement strategies designed to improve outcomes for students attending the district's continuation high school. This feedback directly informed the continuation of Equity Multiplier-funded actions and services focused on improving student achievement, engagement, and graduation outcomes at Adelante High School.

The 2026-27 LCAP reflects the collective voice of Riverbank Unified School District's educational partners and demonstrates the district's commitment to continuous improvement, equitable access, and improved outcomes for all students. Educational partner feedback directly influenced the continuation, refinement, and addition of actions and services throughout the plan. The district remains committed to ongoing consultation with educational partners and will continue using stakeholder feedback, California Dashboard data, local assessment results, and student outcome measures to monitor implementation and guide future improvements to the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Riverbank Unified School District will increase student achievement by delivering effective academic instruction, led by highly qualified teachers, emphasizing the development of literacy skills and equitable preparation for success in the California Standards and 21st Century Learning, ultimately enabling all students to graduate college, career, and life ready.	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.

Goal #1 continues to prioritize the academic achievement and well-being needs of all students in RUSD. Specific actions within this goal are designed to ensure students are prepared for post-secondary education and career opportunities upon graduating from high school. This goal was originally developed based on the district's 2023 California Dashboard results and identified student needs and continues to be informed by subsequent Dashboard indicators, local data, and ongoing educational partner feedback.

Academic Performance Concerns: The district's 2023 Academic Performance Indicators in English Language Arts (ELA) and mathematics reflected declines and/or low performance levels, particularly among English learners, homeless youth, Hispanic students, students with disabilities, and socioeconomically disadvantaged students. More recent state and local assessment data continue to demonstrate the need for targeted academic support, effective instructional practices, and literacy development to improve achievement outcomes and reduce performance gaps among student groups.

College and Career Preparedness: The 2023 College and Career Indicator (CCI) revealed that 22.7% of students were identified as "Prepared," while 47.4% were identified as "Not Prepared." Continued review of college and career readiness data demonstrates the need to strengthen instructional alignment, career pathways, and 21st Century Learning opportunities to better prepare students for postsecondary education, careers, and life beyond graduation.

Qualified Teaching Staff: Effective instruction is best delivered by highly qualified teachers. The district remains committed to the recruitment, retention, and ongoing professional development of highly qualified staff to ensure instructional practices remain effective, current, and impactful in supporting student achievement.

Equitable Education: District data continues to highlight disparities in academic achievement and student outcomes among student groups. Through equitable access to high-quality instruction, intervention supports, and student resources, the district seeks to ensure all students have the opportunity to succeed academically and socially.

21st Century Learning Skills: Preparing students for success in the modern world requires continued emphasis on critical thinking, collaboration, communication, and creativity. These skills remain essential for students to thrive in college, careers, and beyond.

Literacy Skills Development: Literacy remains foundational to all areas of student learning. By continuing to prioritize literacy development, particularly in the early grades, the district seeks to strengthen students' reading, writing, speaking, and communication skills necessary for long-term academic success.

Through this goal, Riverbank Unified School District continues to address identified student needs, foster high expectations and supportive learning environments, and ensure all students are prepared for future success. Ongoing data analysis, Dashboard indicators, and local assessment results will continue to be used to monitor progress and guide continuous improvement efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Credentialed Teachers (Local Indicator)	2023-24: Standard Met 84.2% of teachers fully credentialed for their teaching assignment.	2024: Standard Met 85.2% of teachers fully credentialed for their teaching assignment.	2025: Standard Nearly Met 83.7% of teachers fully credentialed for their teaching assignment.	90% of teachers will be fully credentialed for their teaching assignment.	0.5% decrease of teachers fully credentialed for their teaching assignment.
1.2	Implementation of Academic Standards (Local Indicator)	2023-24: Standard Met All students have access to standards-aligned instructional materials, including ELD, in RUSD as identified through the curriculum adoption process and monitored through Williams monitoring and/or	2024-25: Standard Met All students have access to standards- aligned instructional materials, including ELD, in RUSD as identified through the curriculum	2025-26: Standard Met All students have access to standards- aligned instructional materials, including ELD, in RUSD as identified through the curriculum	Full Implementation and Sustainability in all areas.	Standard met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		annual sufficient textbook resolutions.	adoption process and monitored through annual sufficient textbook resolutions.	adoption process and monitored through annual sufficient textbook resolutions.		
1.3	Broad Course of Study (Local Indicator)	2023-24: Standard Met All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	2024-25: Standard Met All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	2025-26: Standard Met All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	Maintain access for all students.	Standard met.
1.4	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23 All Students: 62.4 points below standard 24.84% Met/Exceeded Standard English Learners: 86.9 points below standard 5.53% Met/Exceeded Standard Homeless: 99.6 points below standard 12% Met/Exceeded Standard Socioeconomically Disadvantaged:	2023-24 All Students: 66.7 points below standard 23.62% Met/Exceeded Standard English Learners: 89.7 points below standard 5.35% Met/Exceeded Standard Homeless: 115.5 points below standard	2024-25 All Students: 52.5 points below standard 29.33% Met/Exceeded Standard English Learners: 77.3 points below standard 6.41% Met/Exceeded Standard Homeless: 124.1 points below standard	All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 50%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 25%.	All Students: 9.9 points decrease below standard Decreased 4.49% Met/Exceeded standard English Learners: 9.6 points decrease below standard Increased .88% Met/Exceeded standard Homeless: 24.5 points increase below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71.3 points below standard 22.04% Met/Exceeded Standard Students with Disabilities: 122.4 points below standard 4.38% Met/Exceeded Standard	14.06% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.2 points below standard 22.35% Met/Exceeded Standard Students with Disabilities: 136.6 points below standard 4.80% Met/Exceeded Standard	7.69% Met/Exceeded Standard Socioeconomically Disadvantaged: 59.5 points below standard 26.90% Met/Exceeded Standard Students with Disabilities: 132.6 points below standard 5.11% Met/Exceeded Standard		Decreased 4.31% Met/Exceeded standard Socioeconomically Disadvantaged: 11.8 point decrease below standard Increased 4.86% Met/Exceeded standard Students with Disabilities: 10.2 points increase below standard Increased .73% Met/Exceeded standard
1.5	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23 All Students: 99.7 points below standard 12.54% Met/Exceeded Standard English Learners: 117.1 points below standard 2.76% Met/Exceeded Standard Hispanic: 105.1 points below standard	2023-24 All Students: 103 points below standard 11.89% Met/Exceeded Standard English Learners: 123.8 points below standard 1.32% Met/Exceeded Standard Hispanic:	2024-2025 All Students: 101.1 points below standard 13.27% Met/Exceeded Standard English Learners: 120.4 points below standard 4.59% Met/Exceeded Standard	All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 45%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 20%.	All Students: 1.4 points increase below standard Increased .73% Met/Exceeded Standard English Learners: 3.3 points increase below standard Decreased 1.83% Met/Exceeded Standard Hispanic:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10.28% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.7 points below standard 11.26% Met/Exceeded Standard	110.2 points below standard 9.02% Met/Exceeded standard Socioeconomically Disadvantaged: 106.8 points below standard 10.09% Met/Exceeded Standard	Hispanic: 107.5 points below standard 11.15% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.5 points below standard 11.63% Met/Exceeded Standard		2.4 points decrease below standard Increased .87% Met/Exceeded Standard Socioeconomically Disadvantaged: .2 points increase below standard Increased .37% Met/Exceeded Standard
1.6	Academic Indicator: Science (Dashboard: CAST scores)	2022-23: 15.79% Met/Exceeded Standard	2023-24: 13.86% Met/Exceeded Standard	2024-25: 14.5% Met/Exceeded Standard	Increase Met/Exceeded Standard to 30%	Decrease of 1.29%
1.7	High School Graduation Rate Indicator (Dashboard)	2022-23: 93.3%	2023-24: 96.6%	2024-25: 95.1%	Increase to 98%	Increase of 1.8%
1.8	Dropout Rates (Local Data and Dataquest)	2022-23: .4% (2 students) at Cardozo Middle School 3% at Riverbank High School	2023-24: 0% at Cardozo Middle School 1% at Riverbank High School	2024-25: 0% at Cardozo Middle School 1.9% at Riverbank High School	Maintain a rate below .5% in middle school and maintain or decrease rate of 3% or below in high school.	Decrease of .4% at CMS Decrease of 1.1% at RHS
1.9	A-G Completion Rates (Dataquest)	2022-23: 19.5%	2023-24: 23.7%	2024-25: 35.5%	Increase to 50%	Increase of 16%
1.10	College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 22.7% of students are prepared	2023-24: 24.3% of students are prepared	2024-25: 35.5% of students are prepared	Increase to 40%	Increase of 12.8% of students prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Advanced Placement Participation Rate and Test Pass Rate (Local Data and Dataquest)	2022-23 AP Course Participation Rate: 9.3% (76 students) are enrolled in one or more AP courses 2022-23 AP Test Pass Rate: 22.7% students with AP exam scores 3 or higher	2023-24 AP Course Participation Rate: 16% (124 students) are enrolled in one or more AP courses 2023-24 AP Test Pass Rate: 40.4% students with AP exam scores 3 or higher	2024-25: Course Participation Rate: 31.5% (259 students) are enrolled in one or more AP courses 2024-25: AP Test Pass Rate: 47.7% of graduating seniors who are College & Career Ready scored 3 or higher on AP exams	Increase AP course participation rates to 25%. Increase AP test pass rate to 48%.	AP Course Participation: Increase of 22.2% (259 students) enrolled in one or more AP courses AP Test Pass Rate: Increase of 25% students with AP exam scores of 3 or higher
1.12	Early Assessment Program (EAP) Preparedness Rate (Dataquest)	2022-23: ELA Standard Met/Exceeded: 34.77% Math Standard Met/Exceeded: 12.5%	2023-24: ELA Standard Met/Exceeded: 30.82% Math Standard Met/Exceeded: 9.30%	2024-25: ELA Standard Met/Exceeded: 41.15% Math Standard Met/Exceeded: 10.13%	ELA: Increase to 50% Math: Increase to 30%	ELA: Increase 6.38% Math: Decrease 2.37%
1.13	Career Technical Education (CTE) Pathway Completion Rate (Dashboard Additional Report)	2022-23: 27.2%	2023-24: 23.7%	2024-25: 33.3%	Increase to 50%	Increase of 6.1%
1.14	English Language Progress Indicator (ELPI) % Making Progress (Dashboard)	2022-23: 46.19% of students are making progress toward English language proficiency	2023-24: 52.4% of students making progress toward English language proficiency	2024-25: 43.4% making progress toward English language proficiency	Increase to 65%	Decrease of 2.79%
1.15	English Learner Reclassification Rates (Local Data)	2023-24: 10% of EL students were reclassified	2024-25: 45% of EL students were reclassified	2025-26: 14.21% of EL students were reclassified	Increase to 25%	Increase of 4.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Long-Term English Learner (LTEL) Rates (Dataquest)	2023-24: 25% LTELs (6+ years)	2024-25: 14% LTELs (6+ years)	2024-25: 13.9% LTELs (6+ years)	Improve to 10% or lower	Decrease of 11.1%
1.17	3rd Grade Reading Level Rates (Dashboard: Gr. 3 ELA CAASPP scores)	2022-23: 20.36% of 3rd grade students reading at or above grade	2023-24: 23.53% of 3rd grade students reading at or above grade	2024-25: 14.53% of 3rd grade students reading at or above grade-level	Increase to 50%	Decrease of 5.83%

Goal Analysis [2025-26]

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.

Overall, planned actions in Goal 1 were substantially implemented to support increased student achievement through effective instruction and equitable access to academic programs designed to prepare students to graduate college, career, and life ready. Implementation of Goal 1 actions contributed to positive outcomes in several areas, including increased A-G completion rates, Advanced Placement participation and pass rates, College and Career Indicator (CCI) preparedness, English learner reclassification, and reductions in Long-Term English Learner (LTEL) rates.

Several actions were revised, partially implemented, or refined during the 2025-26 school years in response to staffing needs, implementation planning, and ongoing program evaluation.
Action 1.1 Educational Programs Oversight: A Director of State and Federal Programs and Accountability was hired in late spring 2025. As a result, this action was fully implemented in the 2025-26 school year to strengthen oversight of state and federal programs, accountability systems, English learner progress monitoring, compliance requirements, and overall program effectiveness.

Action 1.2 Instructional Coaches: Although 3.6 FTE instructional coaching positions were planned initially, one position remained vacant during the 2024-25 school year. Based on staffing realities and site needs, the district revised this action to 3.0 FTE instructional coaches and 1.0 FTE instructional technology coach for 2025-26, ensuring each school site received direct coaching and instructional technology support.

Action 1.3 Instructional Technology Coaches: This action was updated in the 2025 LCAP Mid-Year report to reflect the actual staff since 2023-24, which is the employment of Instructional Technology Coaches (2.0 FTE) to support increased use of technology by students and teachers in the educational process and implementation of technological tools to support differentiated lesson design and increase access to core programs for all students including English learners and students with disabilities. Due to this update, Action 2.12 was discontinued at the 2025 LCAP Mid-Year due to reflecting the actual staffing, which was 2.0 FTE Instructional Technology Coaches in 2024-25 and 2025-26. Both actions have been revised for the 2026-27 LCAP.

Action 1.13 Early Literacy Programs: In 2024-25, the district Assessment Committee and Reading Difficulties Risk Screener Adoption Committee engaged in a year-long review process to identify an appropriate universal screener and literacy intervention system aligned with state literacy initiatives and student needs. Following adoption of mClass DIBELS in spring 2025, teacher training and implementation support occurred at the beginning of the 2025-26 school year. Teachers in grades K-3 administered the DIBELS screener to students to establish baseline literacy data and identify students in need of targeted intervention and progress monitoring supports.

Additional successes experienced during implementation included increased access to Advanced Placement courses, increased CTE pathway completion rates, growth in A-G completion rates, improved graduation rates compared to baseline data, and expanded support systems for English learners through integrated English Language Development (ELD) practices, professional learning, and multilingual programming.

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.

Most actions in Goal 1 were implemented as planned, with estimated actual expenditures generally aligned to budgeted allocations. All actions identified within Goal 1 were implemented during the 2025-26 school year. Several actions experienced higher-than-anticipated expenditures due primarily to salary and benefit increases, staffing adjustments, and expanded implementation supports necessary to address identified student and program needs. These material differences in expenditures are detailed below:

Action 1.1 Educational Programs Oversight: Actual expenditures exceeded budgeted amounts due to salary and benefit costs associated with the hiring and full implementation of the Director of State and Federal Programs and Accountability position.

Action 1.2 Instructional Coaches: Actual expenditures exceeded budgeted amounts due to salary and benefit costs associated with the full implementation of our instructional coaching positions.

Action 1.4 Professional Learning: Expenditures exceeded budgeted amounts to support expanded professional learning opportunities in literacy, mathematics, integrated English Language Development (ELD), intervention strategies, and data-driven instructional practices aligned to identified student achievement needs.

Action 1.7 Reduction of Class Sizes (TK-3): Actual expenditures exceeded projected amounts due to increased staffing costs associated with maintaining reduced class sizes and providing additional instructional support and intervention services in grades TK-3.

Action 1.8 Counseling Services: Expenditures exceeded budgeted allocations due to increased salary and benefit costs associated with maintaining student counseling, intervention, and college and career readiness supports across grade spans.

Action 1.10 RAME Program: Actual expenditures exceeded budgeted allocations due to actual staffing during the 2025-26 school year. This action will be maintained to continue supporting multilingualism, biliteracy, and English learner achievement through Mandarin language instruction and multicultural learning opportunities.

Action 1.12 Supplemental Standards-Aligned Instructional Materials: Actual expenditures were lower than projected amounts because the District utilized alternative one-time funding sources to support the purchase of supplemental standards-aligned instructional materials during the 2025-26 school year. As a result, the full allocation for this action was not expended this year. The funds are intended to be fully expended in 2026-27, as originally allocated, to continue supporting the implementation of standards-aligned instructional resources and materials.

The planned percentage of improved services for unduplicated students was maintained through full implementation of Goal 1 actions and continued investment in instructional supports, literacy intervention, college and career readiness, English learner services, and student support systems. While some expenditures exceeded original budget estimates, these increased costs reflected the district's continued commitment to implementing actions designed to improve outcomes for unduplicated students and address identified academic and social-emotional needs.

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

Effective Actions:
1.3 Instructional Technology Coach: Supported the integration of digital tools and technology-enhanced instruction, contributing to increased AP course participation from 9.3% to 31.5% and an increase in AP test pass rates from 22.7% to 47.7% for students scoring a 3 or higher on AP exams, improving college and career readiness outcomes (metric 1.11).

1.4-1.5 Professional Learning and PLC Process: Ongoing professional development and collaboration through Professional Learning Communities (PLCs) supported instructional planning, differentiated instruction, and integrated ELD strategies. These actions contributed to a 16% increase in A-G completion rates, a 12.8% increase in College/Career Indicator preparedness, a 4.21% increase in English learner reclassification rates, and an 11.1% decrease in Long-Term English Learner (LTEL) rates (metrics 1.9, 1.10, 1.15, and 1.16).

1.6 Professional Learning Days: Supported early-career teachers through mentorship, induction, and professional learning opportunities focused on standards-aligned instruction and literacy development. These supports contributed to maintaining "Standard Met" status for implementation of academic standards and strengthened instructional consistency across the district (metrics 1.1 and 1.2).

1.7 Reduction of Class Sizes (TK - 3): Allowed for reduced class sizes to support targeted intervention, differentiated instruction, and early literacy development for students most at risk of reading difficulties. These supports contributed to increased English learner reclassification rates and strengthened literacy intervention systems for primary students (metrics 1.15 and 1.17).

1.8 Counseling Services: Improved student support systems contributed to a 1.8% increase in graduation rates, reduced dropout rates to 0% at Cardozo Middle School and 1.9% at Riverbank High School, expanded access to advanced coursework, and increased AP participation and AP test pass rates, improving college and career readiness outcomes (metrics 1.7, 1.8, 1.10, and 1.11).

1.9-1.10 Dual Language and RAME: These programs provided targeted English learner supports in Spanish and Mandarin to support multilingualism and biliteracy development. Outcomes included a 4.21% increase in English learner reclassification rates and an 11.1% decrease in LTEL rates, demonstrating continued progress in English learner achievement (metrics 1.15 and 1.16).

1.12 Standards-Aligned Instruction: Full implementation of standards-aligned curriculum, instructional materials, and pacing guides helped maintain instructional rigor and equitable access to core instruction, with the district continuing to meet the Local Indicator: Standard Met for implementation of academic standards (metric 1.2).

1.13 Early Literacy Programs: The district implemented mClass DIBELS to support foundational literacy development and progress monitoring for students in grades K-3. Baseline kindergarten DIBELS data showed 44% of students at or above benchmark at the beginning of the year, establishing a framework for ongoing literacy intervention and monitoring efforts (metrics 1.16 and 1.17).

1.14 Site Leadership Summits: Ongoing meetings, instructional walkthroughs, and administrative collaboration supported data-driven instructional planning and implementation of district initiatives. These efforts contributed to gains in A-G completion rates, College/Career Indicator preparedness, English learner reclassification, and reductions in dropout rates (metrics 1.8, 1.9, 1.10, and 1.15).

1.15 and 1.16 Assistant Principals: Elementary site leadership reinforced implementation of MTSS structures, instructional support systems, attendance intervention processes, and family engagement efforts while supporting safe and orderly school environments. California Avenue Elementary reduced chronic absenteeism by 4.4 percentage points and Mesa Verde Elementary reduced chronic absenteeism by 3.2 percentage points on the 2025 California School Dashboard, demonstrating continued improvement in student engagement and attendance outcomes (Metrics 1.2, 1.14, 1.15, 1.16, and 1.17).

Partially Effective Actions:
1.2 Instructional Coaches: Planned staffing adjustments from 3.6 FTE to 3.0 FTE instructional coaches were implemented to align with district staffing realities and site-based support needs. While coaching support contributed to improvements in A-G completion, AP participation, and English learner outcomes, the reduction in staffing limited the full intended impact districtwide.

Effective Actions with Ongoing Monitoring Needed:
1.1 Educational Programs Oversight: A Director of State and Federal Programs and Accountability was hired and the action moved into initial implementation during 2025-26. The position strengthened oversight of state and federal programs, compliance monitoring, assessment coordination, and English learner monitoring; however, continued implementation is needed to fully evaluate long-term impact on district metrics and accountability outcomes.

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.

There are minor changes to the planned goal, metrics, or target outcomes for Goal 1. However, based on educational partner feedback, analysis of student outcome data, and district needs identified through the comprehensive needs assessment process, several actions in Goal 1 were refined in 2025-26 and 2026-27 to improve implementation effectiveness, strengthen staff and instructional leadership capacity, and better meet student needs through more intentional and targeted supports. District leadership identified the need to move beyond broad implementation of actions toward deeper implementation focused on literacy achievement, English learner outcomes, data-driven instructional practices, and strengthening site-based leadership systems to support continuous improvement and student achievement outcomes.

Action 1.2 Instructional Coaches: The action was revised to reflect updated job descriptions and focus areas for the 3.0 FTE Instructional Coaches for 2026-27. Based on stakeholder feedback and analysis of student achievement data, instructional coaching support was refined to focus more intentionally on elementary literacy instruction, implementation of foundational reading practices, support for new teachers across grade spans, standards-aligned instruction, and analysis of student achievement data to guide differentiated instruction and intervention supports. These refinements were intended to build staff capacity and strengthen instructional practices aligned with district literacy goals and student achievement priorities.

Action 1.3 Technology Instructional Coaches: This action was updated during the 2025-26 mid-year review process to reflect the actual staffing allocation of 2.0 FTE Technology Instructional Coaches supporting instructional technology integration and teacher support. Following review of district priorities, staffing needs, and implementation effectiveness, both Technology Instructional Coach positions will be discontinued for the 2026-27 school year in order to reallocate resources toward direct instructional support priorities and leadership capacity building efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Educational Programs Oversight	Employ a Director, State and Federal Programs and Accountability (1.0 FTE) as Ed Services personnel to ensure educational programs and services meet standards of compliance, quality and effectiveness. Collaborate with teachers, support staff and administration utilizing data to monitor English learner progress and reclassification.	$215,000.00	Yes
1.2	Instructional Coaches	Provide instructional coaching positions (revised from 3.6 FTE to 3.0 FTE in 2025-26) to support high-quality first instruction through professional development and teacher growth. Support teachers and collaborative teacher teams with the implementation of instructional practices specifically related to the California State Standards for literacy; the use of assessments (Benchmarks, i-Ready, Reading Assessments, and CAASPP); analysis of student data to identify areas of strength and growth; and development of action plans to differentiate instruction, meet the diverse needs of students, support literacy goals, and build new teacher capacity.	$470,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Technology Coach - Discontinued	Instructional Technology Coaches - Discontinued 2026-27 Employ Instructional Technology Coaches (2.0 FTE) to support increased use of technology by students and teachers in the educational process and implementation of technological toolsto support differentiated lesson design and increase access to core programs for all students including English learners and students with disabilities. Updated at mid-year 2025-2026 to reflect actual staffing.		
1.4	Professional Learning	Provide professional learning for California standards and content area frameworks in English Language Arts (ELA), Math, Next Generation Science Standards (NGSS), and History/Social Science. Provide professional learning for research-based instructional practices and differentiated instruction for English learners in core classes and literacy development of all students in grades K-12. Provide professional learning for TK teachers on effective instruction for young learners in early education classes. • Substitute teachers for teachers on school business • Hourly pay for teachers • Registration for training and conferences	$500,000.00	Yes
1.5	Professional Learning Community Process	Provide certificated staff with regularly scheduled collaborative teacher time for the ongoing analysis of student performance and progress by supporting the Professional Learning Community process at all RUSD schools.	$800,000.00	Yes
1.6	Professional Learning Days	Provide one professional learning day for all certificated staff prior to the start of the school year by adding one day to the teacher's contract and provide two additional professional learning days for all newly hired teachers in the district prior to the start of the school year.	$180,000.00	Yes
1.7	Reduction of Class Sizes (TK - 3)	Reduce class sizes to focus on addressing the needs of students most at-risk of early reading failure through maintaining additional teachers in grades TK-3.	$530,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Riverbank High School Academic and Career Counseling	Provide academic and career counseling through additional high school counselors (1.6 FTE) at Riverbank High School to support students and increase awareness and access/enrollment in A- G courses, Career and Technical (CTE) courses and programs, work-based learning experiences and dual-enrollment options and in support of increased graduation rates.	$230,000.00	Yes
1.9	Riverbank Academy of Multilingual Education (RAME)	Employ certificated staff (16.2 FTE) to provide a district world language program with courses in English, Spanish and Mandarin Chinese to students in grades TK-12 known as RAME.	$2,268,000.00	Yes
1.10	Mandarin Teachers	Employ Mandarin teachers (2.2 FTE) to teach language and culture for the RUSD RAME program in grades K-12.	$320,000.00	No
1.12	Supplemental Standards-Aligned Instructional Materials	Purchase California standards-aligned instructional materials for all student groups, including materials for English Language Development that consider all levels of English learners with particular emphasis on the unique needs of newcomers and long-term ELs.	$200,000.00	Yes
1.13	Early Literacy Programs	Implement a comprehensive Early Literacy Program, mClass DIBELS to construct a strong foundation in literacy which supports the development of student content knowledge using curricular resources, assessments (including screening, diagnostic, and progress monitoring tools), supplemental materials, and teacher training to increase the number of students reading at or above grade level by 3rd grade.	$50,000.00	Yes
1.14	Site Leadership Summits	Conduct monthly walkthroughs with school and district administrators that make up the Lead Instructional Team (LIT). Site Leadership Summits to provide administration with feedback and support in instructional and programmatic approaches observed in classroom and site visits.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	California Avenue Elementary Assistant Principal	Employ an Assistant Principal (from 1.0 FTE in 2024-25 to .5 FTE in 2025-26) at California Avenue Elementary School to provide instructional leadership, support staff and student needs, foster parent/family engagement, and contribute to safe and orderly campuses.	$90,000.00	Yes
1.16	Mesa Verde Elementary Assistant Principal	Employ an Assistant Principal (from.4 FTE in 2024-25 to .5 FTE in 2025-26) at Mesa Verde Elementary School to provide instructional leadership, support staff and student needs, foster parent/family engagement, and contribute to safe and orderly campuses.	$90,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Riverbank Unified School District will provide comprehensive academic and social support for all students, including access to interventions, differentiated instruction, and enrichment opportunities beyond the core curriculum, all while fostering positive well-being crucial for every student to thrive in the school environment and achieve success.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

Goal #2 continues to prioritize the academic performance, social-emotional well-being, and overall success of all students in RUSD. Specific actions within this goal are designed to provide comprehensive academic and behavioral supports, interventions, differentiated instruction, and enrichment opportunities beyond the core curriculum to ensure students are prepared for success in school, college, career, and life. This goal was originally developed based on the district's 2023 California Dashboard results and identified student needs and continues to be informed by subsequent Dashboard indicators, local data, and ongoing educational partner feedback.

Academic Performance Concerns: The district's 2023 Academic Indicators in English Language Arts (ELA), mathematics, and science reflected declining and/or low performance levels among several student groups, particularly English learners, homeless youth, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. More recent state and local assessment data continue to demonstrate the need for comprehensive academic supports, targeted intervention systems, differentiated instruction, and expanded learning opportunities to improve student achievement and reduce performance gaps among student groups. In 2024-25, all students remained 52.5 points below standard in ELA and 101.1 points below standard in mathematics, while Grade 3 reading proficiency declined to 14.53% of students reading at or above grade level.

College and Career Preparedness: The 2023 College and Career Indicator (CCI) demonstrated that many students were not adequately prepared for postsecondary opportunities. Continued review of local and Dashboard data demonstrates the importance of providing enrichment opportunities, academic intervention, AVID supports, Advanced Placement coursework, Career Technical Education pathways, and expanded learning experiences to improve student preparedness. By 2024-25, the percentage of students identified as "Prepared" on the CCI increased from 22.7% to 35.5%, reflecting continued progress while also highlighting the need for ongoing support and intervention systems.

Equitable Education and Support: District data continues to highlight disparities in academic performance, chronic absenteeism, and suspension rates among student groups. Through differentiated instruction, intervention supports, expanded learning opportunities, and equitable access to resources and programs, the district seeks to ensure all students receive the academic, behavioral, and social-emotional supports necessary to succeed. Particular focus continues to be placed on English learners, students with disabilities, homeless youth, foster youth, and socioeconomically disadvantaged students.

Student Well-Being: Student attendance, engagement, and school climate data continue to demonstrate the importance of fostering positive student well-being and strengthening school connectedness. Although chronic absenteeism rates improved from 35.5% to 24.3%, suspension rates for several student groups remain above desired targets, indicating a continued need for social-emotional supports, behavioral interventions, counseling services, and positive school climate initiatives. Through implementation of MTSS, counseling services, restorative practices, and student engagement opportunities, the district seeks to provide safe, supportive, and inclusive learning environments for all students.

21st Century Learning Skills and Enrichment Opportunities: Preparing students for success in the modern world requires continued emphasis on critical thinking, collaboration, communication, creativity, and student engagement beyond the core curriculum. Enrichment opportunities including AVID, athletics, activities, clubs, Career Technical Education (CTE), dual language programming, visual and performing arts, and expanded learning opportunities support development of these essential skills while increasing student connectedness and engagement in school.

By providing comprehensive academic, behavioral, and social-emotional supports, including interventions, differentiated instruction, enrichment opportunities, and expanded learning experiences, Riverbank Unified School District seeks to create learning environments where every student can thrive. The district's Multi-Tiered System of Supports (MTSS) framework continues to support integration of academic and behavioral systems to address students' holistic needs, strengthen instructional and intervention practices, and promote continuous improvement based on student outcome data and educational partner feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23 All Students: 62.4 points below standard 24.84% Met/Exceeded Standard English Learners: 86.9 points below standard	2023-24 All Students: 66.7 points below standard 23.62% Met/Exceeded Standard English Learners:	2024-25 All Students: 52.5 points below standard 29.33% Met/Exceeded Standard English Learners:	All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 50%. All Student Groups: Improve points below by at	All Students: 9.9 points decrease below standard Decreased 4.49% Met/Exceeded standard English Learners:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.53% Met/Exceeded Standard Homeless: 99.6 points below standard 12% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.3 points below standard 22.04% Met/Exceeded Standard Students with Disabilities: 122.4 points below standard 4.38% Met/Exceeded Standard	89.7 points below standard 5.35% Met/Exceeded Standard Homeless: 115.5 points below standard 14.06% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.2 points below standard 22.35% Met/Exceeded Standard Students with Disabilities: 136.6 points below standard 4.80% Met/Exceeded Standard	77.3 points below standard 6.41% Met/Exceeded Standard Homeless: 124.1 points below standard 7.69% Met/Exceeded Standard Socioeconomically Disadvantaged: 59.5 points below standard 26.90% Met/Exceeded Standard Students with Disabilities: 132.6 points below standard 5.11% Met/Exceeded Standard	least 20 points; Increase Met/Exceeded Standard to 25%.	9.6 points decrease below standard Increased .88% Met/Exceeded standard Homeless: 24.5 points increase below standard Decreased 4.31% Met/Exceeded standard Socioeconomically Disadvantaged: 11.8 point decrease below standard Increased 4.86% Met/Exceeded standard Students with Disabilities: 10.2 points increase below standard Increased .73% Met/Exceeded standard
2.2	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23 All Students: 99.7 points below standard 12.54% Met/Exceeded Standard	2023-24 All Students: 103 points below standard	2024-2025 All Students: 101.1 points below standard	All Students: Improve points below by at least 30 points; Increase	All Students: 1.4 points increase below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 117.1 points below standard 2.76% Met/Exceeded Standard Hispanic: 105.1 points below standard 10.28% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.7 points below standard 11.26% Met/Exceeded Standard	11.89% Met/Exceeded Standard English Learners: 123.8 points below standard 1.32% Met/Exceeded Standard Hispanic: 110.2 points below standard 9.02% Met/Exceeded standard Socioeconomically Disadvantaged: 106.8 points below standard 10.09% Met/Exceeded Standard	13.27% Met/Exceeded Standard English Learners: 120.4 points below standard 4.59% Met/Exceeded Standard Hispanic: 107.5 points below standard 11.15% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.5 points below standard 11.63% Met/Exceeded Standard	Met/Exceeded Standard to 45%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 20%.	Increased .73% Met/Exceeded Standard English Learners: 3.3 points increase below standard Decreased 1.83% Met/Exceeded Standard Hispanic: 2.4 points decrease below standard Increased .87% Met/Exceeded Standard Socioeconomically Disadvantaged: .2 points increase below standard Increased .37% Met/Exceeded Standard
2.3	Academic Indicator: Science (Dashboard: CAST scores)	2022-23: 15.79% Met/Exceeded Standard	2023-24: 13.86% Met/Exceeded Standard	2024-25: 14.5% Met/Exceeded Standard	Increase Met/Exceeded Standard to 30%	Decrease of 1.29%
2.4	Broad Course of Study (Local Indicator)	2023-24: Standard Met Master schedules allocate the required number of daily instructional minutes for core instruction in	2024-25: Standard Met All students have access to a broad course of study in all grade spans,	2025-26: Standard Met All students have access to a broad course of study in all grade spans,	Maintain access for all students.	Standard met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA/ELD, Mathematics, Science, History, Physical and Health Education. Intervention periods are included at elementary and secondary levels, including support for English learners. ELD courses and services are provided at the levels necessary by classroom teachers (K-6) and an ELD teacher (7-12), addressing the needs of all ELs and LTELs to achieve reclassification status in English.	including unduplicated students and students with disabilities.	including unduplicated students and students with disabilities.		
2.5	English Learner Progress Indicator (ELPI) % Making Progress (Dashboard)	2022-23: 46.19% of students making progress toward English language proficiency	2023-24: 52.4% of students making progress toward English language proficiency	2024-25: 43.4% making progress toward English language proficiency	Increase to 65%	Decrease of 2.79%
2.6	English Learner Reclassification Rates (Local Data)	2023-24: 10% of EL students were reclassified	2024-25: 45% of EL students were reclassified	2025-26: 14.21% of EL students were reclassified	Increase to 25%	Increase of 4.21%
2.7	Long-Term English Learner (LTEL) Rates (Dataquest)	2023-24: 25% LTELs (6+ years)	2024-25: 14% LTELs (6+ years)	2024-25: 13.9% LTELs (6+ years)	Improve to 10% or lower	Decrease of 11.1%
2.8	AVID Class Enrollment (Local Data)	2023-24: 125 students in grades 7-12 Gr. 7 - 21 Gr. 8 - 23 Gr. 9 - 37 Gr. 10 - 23	2024-25: 124 students in grades 7-12 Gr. 7 - 13 Gr. 8 - 25 Gr. 9 - 30	2025-26: 172 Students in grades 7-12 Gr. 7 - 13 Gr. 8 - 21 Gr. 9 - 39	Increase the number of students enrolled in AVID to 25 or more in all grades.	Increased by 47 students in grades 7-12. Gr. 7 Decreased 8 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gr. 11 - 9 Gr. 12 - 12	Gr. 10 - 17 Gr. 11 - 28 Gr. 12 - 11	Gr. 10 - 26 Gr. 11 - 32 Gr. 12 - 41		Gr. 8 Decreased 2 students Gr. 9 Increased 2 students Gr. 10 Increased 3 students Gr. 11 Increased 23 students Gr. 12 Increased 29 student
2.9	Seal of Biliteracy Completion Rate CDE Participation Data)	2022-23: 5% (11 students)	2023-24: 11.3% (23 students)	2024-25: 7.95% (12 students)	Increase to 15%	Increase of 2.95%; increase of 1 student
2.10	High School Graduation Rate Indicator (Dashboard)	2022-23: 93.3%	2023-24: 96.6%	2024-25: 95.1%	Increase to 98%	Increase of 1.8%
2.11	Chronic Absenteeism Indicator (Dashboard)	2022-23: 35.5%	2023-24: 26.3%	2024-25: 24.3%	Improve to 10% or lower	Decrease to 11.2%
2.12	Suspension Rate Indicator (Dashboard)	2022-23 All Students: 8.9% English Learners: 10.9% Hispanic: 9.1% Socioeconomically Disadvantaged: 10.1% Students with Disabilities: 11.3% White: 8.9%	2023-24 All Students: 5.9% English Learners: 6.3% Hispanic: 5.5% Socioeconomically Disadvantaged: 6.3% Students with Disabilities: 8.6% White: 5.8%	2024-2025: All Students: 6.3% English Learners: 7.3% Hispanic: 6.1% Socioeconomically Disadvantaged: 6.8% Students with Disabilities: 8.9% White: 6.9%	Improve to 5% or lower for all students including all student groups.	All Students: Decreased 2.6% English Learners: Decreased 3.6% Hispanic: Decreased 3% Socioeconomically Disadvantaged: Decreased 3.3% Students with Disabilities: Decreased 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White: Decreased 2%
2.13	College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 22.7% of students are prepared	2023-24: 24.3% of students are prepared	2024-25: 35.5% of students are prepared	Increase to 40%	Increase of 12.8% of students prepared
2.14	Activities/Athletics/Clubs Participation for RIverbank High School (Local Data)	2023-24: At least 66% of students are participating in one or more activities, athletics or clubs in grades 9-12. See Appendix A	2024-25: At least 60% of students are participating in one or more activities, athletics or clubs in grades 9-12. See Appendix D	2025-26: At least 58% of students are participating in one or more activities, athletics or clubs in grades 9-12. See Appendix G	Increase to 75%	Decrease of 8%
2.15	Summer Program Participation (Local Data)	2022-23 Grade spans: Grade K-4: 95 students Grade 5-8: 57 students Grade 9-12: 110 students	2023-24 Grade spans: Grade K-4: 203 students Grade 5-8: 51 students Grade 9-12: 174 students	2024-2025 Grade Spans: Grade K-4: 200 students Grade 5-8: 40 students Grade 9-12: 124 students	Increase K-4 to 150 students Increase 5-8 to 100 students Decrease 9-12 to 75 students or less	Grade K-4: Increase of 105 students Grade 5-8: Decrease of 17 students Grade 9-12: Increase of 14 students
2.16	Kindergarten Readiness (Local Data)	New metric in 2024-25; baseline to be determined Baseline determined in 2025-26: 62.7% of Kindergarten students are At/Above Benchmark by the End of Year (EOY).	Metric not administered in 2024-25.	2025-26: Baseline Determined, Percentage of Kindergarten students to At/Above Benchmark on the End of Year (EOY) DIBELS/LECTURA screener. EOY:	Increase to 65%	Baseline data established in 2025-26, no comparison data available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				62.7% of Kindergarten students are At/Above Benchmark by the End of Year (EOY).		
2.18	School Climate Survey (Local Indicator)	New metric in 2024-25. Baseline: Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	District average for overall and each indicator to be 80 or above (effective)	No Change
2.19	3rd Grade Reading Level Rates (Gr. 3 ELA CAASPP scores)	2022-23: 20.36% of 3rd grade students reading at or above grade	2023-24: 23.53% of 3rd grade students reading at or above grade	2024-25: 14.53% of 3rd grade students reading at or above grade-level	Increase to 35%	Decrease of 5.83%

Goal Analysis [2025-26]

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.

Overall, Goal 2 was effectively implemented in 2025-26 with nearly all planned actions fully carried out. Actions supporting English learners, including Action 2.6 English Learner Resource Assistants (ELRAs), contributed to continued increases in English learner reclassification rates from 10% to 14.21% and reductions in Long-Term English Learner (LTEL) rates from 25% to 13.9% through designated English Language Development (ELD), academic intervention support, student monitoring, and family communication.

Academic enrichment programs and expanded learning opportunities (Actions 2.10-2.15) contributed to increased student participation in enrichment activities, leadership opportunities, and college and career readiness experiences while supporting positive school climate outcomes districtwide. College and career readiness supports, including AVID, Advanced Placement opportunities, college exploration

activities, and postsecondary planning supports, contributed to increases in A-G completion rates from 19.5% to 35.5%, AP participation from 9.3% to 31.5%, and College and Career Indicator (CCI) preparedness from 22.7% to 35.5%.

The district also continued implementation of MTSS-aligned academic, behavioral, attendance, and social-emotional supports through counseling services, intervention systems, and Student Assistance Specialist (SAS) services. These supports contributed to declines in chronic absenteeism from 35.5% to 24.3% and reductions in suspension rates across several student groups while strengthening school connectedness and student engagement. Elementary intervention and literacy support services also continued to support targeted intervention and foundational literacy development for students requiring additional academic support.

A substantive difference in implementation occurred with Action 2.9 Transitional Kindergarten and Kindergarten Readiness Progress. Due to staffing transitions and related changes in personnel during the 2025-26 school year, the district was unable to fully implement the action as originally planned. The district continues to evaluate staffing capacity and program needs to support future implementation aligned with early learning priorities.

A substantive difference in implementation occurred with Action 2.16 - Busing for Mesa Verde Tutoring. While the action was identified as a priority through the School Plan for Student Achievement and included in the LCAP, it was not implemented. This was due to (1) the inability to secure a consistent after-school tutor and (2) the determination that transportation was not a barrier for students when tutoring was offered. As a result, busing services were not activated.

An additional implementation refinement occurred with Action 2.12 Elementary Computer Science Teacher. During the 2025-26 school year, the district clarified that the action had been implemented through Technology Instructional Coach positions supporting instructional technology integration rather than a dedicated Computer Science Teacher position as originally identified in the LCAP. Following review of district priorities, staffing capacity, and implementation effectiveness, the Technology Instructional Coach positions were discontinued and replaced with a Digital Media/Technology Teacher position beginning in 2026-27.

These refinements and the strong implementation of MTSS-aligned academic, behavioral, and social-emotional supports reflect the district's continued commitment to closing performance gaps, improving student engagement and attendance, strengthening college and career readiness opportunities, and promoting student well-being.

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.

For Goal 2, most actions were fully implemented as planned in 2025-26 and estimated actual expenditures generally aligned with budgeted amounts. However, there were material differences associated with actions that were not implemented during the year:

Action 2.4 AVID Program expenditures were lower than originally budgeted during the 2025-26 school year. While the district remains committed to continued investment in AVID programs and college and career readiness opportunities, planned LCFF expenditures were not fully utilized during the year as other restricted funding sources were used to support program-related costs and activities.

Action 2.6 English Learner Resource Assistants (ELRAs) exceeded the originally budgeted allocation due to increased staffing-related costs, including salary and compensation. Despite the increased expenditures, the district prioritized continued support for English learners through designated English Language Development (ELD), academic intervention, and student monitoring.

Action 2.9 KinderCamp and Kinder FACTTS Programs were not implemented in 2025-26 due to staffing capacity, program implementation challenges, and refinement of district priorities related to early learning and intervention supports.

Action 2.16 Busing for Mesa Verde Tutoring was not implemented in 2025-26. Although the action was identified as a priority through the School Plan for Student Achievement and included in the LCAP, the district was unable to secure a consistent after-school tutor, and transportation was ultimately determined not to be a barrier for student participation when tutoring opportunities were available. As a result, busing services were not activated.

Action 2.22 Student Assistance Specialists (SAS) expenditures were lower than originally budgeted because portions of the program costs were offset through one-time funding sources during the 2025-26 school year. This allowed the district to continue providing MTSS-aligned behavioral, attendance, and social-emotional supports while preserving LCFF resources for other student support priorities.

Action 2.29 UC Merced Early Academic Outreach Program (EAOP) remained in the initial stages of implementation during the 2025-26 school year. As the district established and expanded program coordination and student participation opportunities, the costs during the initial year of the program, resulting in actual LCFF expenditures being lower than the originally budgeted allocation.

Despite these implementation differences, the majority of contributing actions in Goal 2 were implemented with fidelity, and LCFF expenditures continued to support increased and improved services for unduplicated student groups, including English learners, foster youth, and low-income students, through academic intervention, behavioral and social-emotional supports, college and career readiness opportunities, counseling services, English learner supports, and MTSS-aligned student support systems.

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

Effective Actions:
2.4 AVID Program: Increased AVID enrollment from 125 students in 2023-24 to 172 students in grades 7-12 during 2025-26, including substantial increases in grades 11 and 12 participation, supporting college readiness and academic engagement (metric 2.8).

2.5 MTSS: Academic Support Elementary: Continued implementation of MTSS academic intervention and literacy supports for elementary students contributed to targeted intervention access and support for foundational literacy development. Although 3rd grade reading proficiency declined to 14.53%, the district refined literacy intervention systems and foundational reading supports to address identified student needs (metric 2.19).

2.6 English Learner Resource Assistants (ELRAs): English Learner Resource Assistants provided designated ELD support, language acquisition support, student monitoring, and family communication, contributing to English learner reclassification rates increasing from 10% to 14.21% and LTEL rates decreasing from 25% to 13.9% (metrics 2.5, 2.6, and 2.7).

2.10-2.12 Elementary Enrichment Programs: Elementary enrichment opportunities, including art, music, and instructional technology supports, continued to provide students with access to a broad course of study. The district maintained the Local Indicator: Standard Met for Broad Course of Study and ensured access for all students, including unduplicated students and students with disabilities (metric 2.4).

2.13-2.15 Enrichment Field Trips and Expanded Learning Opportunities: Expanded enrichment opportunities, college and career exploration activities, athletics, clubs, and summer learning programs contributed to increased student engagement and college and career readiness. The College and Career Indicator (CCI) increased from 22.7% prepared in 2022-23 to 35.5% prepared in 2024-25 (metrics 2.13, 2.14, and 2.15).

2.8 TK, Kindergarten, and 1st Grade Paraprofessionals: Full implementation of paraprofessional supports provided targeted academic and behavioral assistance for early elementary students and supported classroom intervention systems aligned to foundational literacy and early learning needs. Continued implementation remains important as the percentage of 3rd grade students reading at or above grade level decreased by 5.83 percentage points, indicating a continued need for early literacy intervention and support (Metric 2.19).

2.17 Summer School Program: Summer programming continued to provide expanded intervention and enrichment opportunities for students. Participation remained above baseline levels, including 200 students in grades K-4 and 124 students in grades 9-12 participating in summer programs during 2024-25 (metric 2.15).

2.19 Ellevation Education: Implementation of Ellevation supported ongoing monitoring and tracking of English learner progress, reclassification status, and intervention needs. These supports aligned with an increase in English learner reclassification rates from 10% to 14.21% and a reduction in Long-Term English Learner (LTEL) rates from 25% to 13.9% (Metrics 2.5, 2.6, and 2.7).

2.20, 2.21, and 2.22 Psychologist, Mental Health Therapist, and Student Assistance Specialist Supports: Behavioral and social-emotional supports contributed to reductions in chronic absenteeism from 35.5% to 24.3% and decreases in suspension rates across all student groups, including English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities (metrics 2.11 and 2.12).

2.23 Program Specialist: Expansion of the Program Specialist role to a full-time position strengthened MTSS implementation, consultation services, and support for general and special education staff. These supports contributed to improved intervention coordination and implementation of student support systems, including a 4.21 percentage point increase in English learner reclassification rates (10% to 14.21%) and an 11.1 percentage point reduction in Long-Term English Learner (LTEL) rates (25% to 13.9%) (Metrics 2.5, 2.6, 2.7, 2.11, and 2.12).

2.25 Middle School Spanish Elective: Access to middle school Spanish courses continued to support multilingualism and preparation for Seal of Biliteracy attainment. Although Seal of Biliteracy completion rates declined from 11.3% to 7.95%, participation remained above baseline levels (metric 2.9).

2.26 Middle School ELD Teacher and Learning Recovery Academic Support: Designated ELD instruction and targeted intervention supports contributed to continued English learner language acquisition support and reductions in LTEL rates. Although the English Learner Progress

Indicator (ELPI) declined from 52.4% to 43.4%, English learner reclassification rates improved and LTEL rates continued to decrease (metrics 2.5, 2.6, and 2.7).

Partially Effective Actions
2.1-2.2 High School Class Size Reduction (English and Math): Although ELA performance improved from 66.7 points below standard to 52.5 points below standard and math performance improved slightly from 103 points below standard to 101.1 points below standard, overall academic performance remained significantly below desired outcomes, indicating continued need for instructional improvement and targeted intervention supports (metrics 2.1 and 2.2).

2.18 iReady Assessment - Discontinued: The district continued implementation of assessment and progress monitoring systems; however, refinement of literacy screening practices led to adoption and implementation of mClass DIBELS as the district's primary early literacy screener and progress monitoring system for foundational literacy supports.

2.27 Learning Recovery Academic Support: Intervention supports continued to provide targeted academic assistance for identified students; however, 3rd grade reading proficiency declined from 23.53% to 14.53%, demonstrating continued need for strengthened literacy intervention systems and foundational reading instruction (metric 2.19).

Actions Not Implemented or Not Effective
2.9 Transitional Kindergarten Readiness/KinderCamp and Kinder FACTTS: The program was not implemented in 2025-26 due to staffing capacity, program implementation challenges, and refinement of district priorities related to early learning and intervention supports.

2.16 Bussing for Mesa Verde Tutoring: This action was not implemented in 2025-26 due to the inability to secure a consistent after-school tutor and the determination that transportation was not a barrier for student participation when tutoring was available.

2.3 Academic Indicator: Science (CAST): Science performance remained below desired outcomes, with students meeting or exceeding standards at 14.5%, reflecting a continued need for strengthened science instruction and academic support systems (metric 2.3).

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.

There are no significant changes to the planned goal, metrics, or target outcomes for Goal 2. However, based on reflections on prior practice through educational partner input, analysis of 2024-25 and 2025-26 outcome data, and findings from the comprehensive needs assessment process, several Goal 2 actions were refined in 2026-27 to strengthen implementation effectiveness, improve coordination of supports, and better align services and staffing with identified student needs. These revisions reflect the district's continued focus on strengthening MTSS implementation, foundational literacy, college and career readiness, behavioral and social-emotional supports, and equitable access to interventions and enrichment opportunities for unduplicated student groups.

Action 2.5 MTSS Academic Support Elementary: The action was revised to strengthen the district's focus on foundational literacy instruction and targeted reading intervention within the MTSS framework. The revised action clarifies that intervention staff will prioritize literacy

development and foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, through targeted intervention and differentiated instructional support aligned with identified student needs.

Action 2.6 English Learner Resource Assistants (ELRAs): The action was revised to extend the Riverbank High School ELRA position by one additional hour to provide expanded support for English learner students through designated ELD support, academic intervention, student monitoring, and family outreach based on enrollment and identified student needs, increasing the budgeted funds from $420,000.00 to $555,000.00.

Action 2.8 TK, Kindergarten, and 1st Grade Paraprofessionals - Discontinued: The standalone TK-1 paraprofessional support action was discontinued for 2026-27 following the expiration of LREBG funding. Early literacy, intervention, and classroom support services for primary students will continue through site staffing allocations, MTSS-aligned intervention systems, and supplemental instructional supports.

Action 2.9 KinderCamp and Kinder FACTTS Programs: This action was discontinued for 2026-27 following review of program implementation, staffing capacity, funding priorities, and district needs. The district will continue to support school readiness and transitional supports for incoming TK and kindergarten students through existing elementary transition activities, family outreach, and site-based supports integrated within early learning and MTSS systems.

Action 2.12 Technology and Digital Media Support: During implementation review, the district clarified that the action originally identified as a Computer Science Teacher position had been implemented through Technology Instructional Coach positions supporting instructional technology integration and digital learning supports. Following review of district priorities and staffing needs, the Technology Instructional Coach positions were discontinued and replaced with a new Digital Media/Technology Teacher position beginning in 2026-27 to support digital media instruction, technology integration, and 21st Century Learning opportunities for students.

Action 2.17 Summer School Program: The action was revised to clarify funding sources for summer programming. Summer school opportunities for students in grades K-8 will continue to be funded through supplemental funding sources outside of the LCAP, while LCAP-funded summer programming will remain focused on grades 9-12 remediation, intervention, credit recovery, and enrichment opportunities.

Action 2.22 Student Assistance Specialist (SAS): The budget for this action was originally $360,000 (2025-26) and was reduced to $100,000, $10,000 for LCFF, (2026-27) as the district is utilizing alternative funding sources to support districtwide Student Assistance Specialist (SAS) services. SAS services will be reduced in alignment with the district's MTSS framework and coordinated student support systems, including counseling and behavioral intervention services. As a result, the district is able to maintain related supports for students while preserving LCFF resources and leveraging supplemental funding sources to sustain mental health, attendance, and behavioral support services across the sites.

Action 2.23 Program Specialist: The action was revised to reflect the continued implementation of a full-time (1.0 FTE) Program Specialist position supporting MTSS implementation, consultation services, inclusive practices, and coordination of supports for general and special education programs.

Action 2.27 MTSS Academic Support Elementary: The district refined the MTSS Academic Support Elementary action by transitioning from elementary Learning Recovery intervention staffing to elementary counseling supports designed to strengthen integrated academic,

behavioral, attendance, and social-emotional intervention systems. The Learning Recovery teacher position at Cardozo Middle School was also discontinued as the district refined intervention supports and reallocated resources toward integrated MTSS systems and site-based student support services.

Action 2.28 College and Career Fair: The district will continue implementation of the annual College and Career Fair to expand postsecondary awareness, college exploration, and career readiness opportunities for students in grades 7-12 through coordinated partnerships, staff support, and site-based activities.

Action 2.29 UC Merced Early Academic Outreach Program (EAOP): The district will continue partnership services with the UC Merced Early Academic Outreach Program to strengthen college readiness, A-G completion, postsecondary planning, financial aid awareness, and college access opportunities for middle and high school students, particularly unduplicated student groups.

A new Kindergarten Readiness metric was established for Goal 2 during the 2025-26 school year to strengthen the district's ability to monitor early literacy development and foundational reading readiness. Baseline data was determined using the End-of-Year (EOY) DIBELS/LECTURA screener for kindergarten students. Results indicated that 62.7% of kindergarten students scored At/Above Benchmark by the end of the 2025-26 school year. This metric was added to support ongoing monitoring of early intervention effectiveness, foundational literacy skill development, and alignment with the district's MTSS and early literacy initiatives. The district will continue using this data to inform instructional planning, intervention supports, and future target outcomes for kindergarten readiness and early reading achievement.

These refinements reflect the district's continued commitment to data-driven improvement, equitable access to supports and opportunities, strengthening staff capacity, and aligning resources and services with areas of greatest student need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High School English Teacher	Maintain an English Teacher (1.0 FTE) at Riverbank High School to reduce class sizes.	$120,000.00	Yes
2.2	High School Math Teachers	Maintain math positions (2.0 FTE) at Riverbank High School to reduce class sizes and provide targeted interventions for freshmen and sophomore students, including English learners, in order to complete required math courses for graduation.	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Advancement Via Individual Determination (AVID) Director - Discontinued	Employ an AVID District Director (.4 FTE) to support students and teachers with AVID program implementation at Cardozo Middle School and Riverbank High School and facilitate college and career readiness. Action removed in 2025-26.		
2.4	AVID Program	Implement the AVID Program in grades 7-12 at Cardozo Middle School and Riverbank High School including costs for teachers, materials, subscriptions, training and field trips.	$150,000.00	Yes
2.5	MTSS: Academic Support Elementary	Through a Multi-Tiered System of Supports (MTSS) framework, certificated staff support elementary students in need of targeted literacy intervention and foundational reading support. Support is provided for identified students by one Reading Specialist at California Avenue Elementary (1.0 FTE) and one Reading Specialist at Mesa Verde Elementary (1.0 FTE). Staff will focus on literacy development and foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, through targeted small-group intervention, progress monitoring, and differentiated instructional support aligned to student literacy needs.	$260,000.00	Yes
2.6	English Learner Resource Assistants (ELRAs)	Employ English Learner Resource Assistants (ELRAs) to support English learners at each school site, including one additional ELRA at California Avenue Elementary, Cardozo Middle School, and Riverbank High School due to English learner enrollment and identified student needs, for a total of seven ELRAs in 2026-27. In addition, the Riverbank High School ELRA position will be extended by one additional hour to provide expanded support for English learner students, including designated English Language Development (ELD), language acquisition support, academic intervention, student monitoring, and family communication.	$555,000.00	Yes
2.7	Additional ELPAC Support	Coordinated by Ed Services, itinerant personnel will be hired and trained to provide each school site with initial and summative ELPAC testing and support, providing for expedited testing schedules and providing English	$60,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		learners with small group testing environments and reduced time out of core instruction. Total funds substantially increased in 2025-26.		
2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action- Discotninued	Provide paraprofessional support for each TK, Kindergarten and 1st grade class at Mesa Verde Elementary and California Avenue Elementary. · Full-day paraprofessionals · Additional paraprofessional substitutes during the first two-weeks of the school year in TK and K Research supports this action. Studies from the Institute of Education Sciences (IES) show that paraprofessionals are effective in reducing student-to-staff ratios and providing small-group instruction and early literacy support targeted to student's specific needs. Metrics to monitor impact of this action: 2.1, 2.2, 2.6 and 2.19 $700,000 funded with LREBG in 2025-26. Discontinued in 2026-27.	$0.00	
2.9	Transitional Kindergarten and Kindergarten Readiness Programs - Discontinued	Support KinderCamp and Kinder FACTTS programs to provide incoming TK/K students and parents with school readiness information and skill development to ensure a successful start upon enrollment in these early grades including materials and teaching and support staff. Discontinued in 2026-27.		
2.10	Elementary Art Teacher	Employ an Art teacher (1.0 FTE) to teach art in the elementary schools.	$150,000.00	No
2.11	Elementary Music Teacher	Employ a Music teacher (1.0 FTE) to teach classroom and instrumental music in the elementary schools.	$130,000.00	Yes
2.12	Elementary Digital Media/Tech Teacher	Employ a Digital Media/Technology Teacher (1.0 FTE) to provide instruction in digital media, technology integration, computer science, and related 21st Century Learning skills for elementary students.	$145,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Elementary Field Trips	Provide all students in grades TK-5 with one field trip per year as part of the core program that extends or expands grade level standards/curriculum.	$35,000.00	Yes
2.14	6th Grade Outdoor Education	Fund the participation in Foothill Horizons for all grade 6 students at Cardozo Middle School.	$30,000.00	Yes
2.15	Gr. 7-8 College/Career Field Trip	Fund the participation of one college/career field trip for all grade 7-8 students at Cardozo Middle School.	$6,500.00	Yes
2.16	Busing for Mesa Verde Tutoring	Provide an after school bus for Mesa Verde Elementary students that participate in after school tutoring.	$10,000.00	Yes
2.17	Summer School Program	Provide Summer School Program for students in grades 9-12 with remediation/intervention, credit recovery, and enrichment opportunities including certificated, classified, and administrative staff support along with instructional materials. Summer School programs for students in grades K-8 will continue to be funded through supplemental funding sources outside of the LCAP for 2026-27.	$200,000.00	Yes
2.18	iReady Assessment - Discontinued	Implement iReady online assessment platform to screen and monitor student progress in ELA and math in grades K-5. Discontinued in 2025-26.		
2.19	Ellevation Education	Contract with Ellevation Education for implementation of an online platform to improve instructional planning for English learners at all levels, including newcomers, LTELs, and at-risk of becoming LTELs and streamline processes for digital EL/RFEP monitoring and workflows.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.20	School Psychologist	Maintain an additional school psychologist (1.0 FTE) to support the evaluation process for students referred for services, provide MTSS support to students directly and provide consultation to the Site Intervention Team (SIT).	$135,000.00	Yes
2.21	Mental Health Therapist	Employ one district wide Mental Health Therapist (1.0 FTE) to support and provide social-emotional program support to students and staff.	$160,000.00	Yes
2.22	Student Assistant Specialists (SAS)	Contract with the Center for Human Services to provide 1.5 FTE Student Assistance Specialists (SAS) to support students' emotional well-being, behavioral intervention, attendance improvement, crisis response, and social-emotional support services across the district in 2026-27. Student Assistance Specialists will collaborate with site administrators, counselors, teachers, families, and community agencies to provide coordinated supports for identified students through the district's Multi-Tiered System of Supports (MTSS) framework.	$100,000.00	Yes
2.23	Program Specialist	Employ a Program Specialist (1.0 FTE) to provide consultation, coaching, and support to general education and special education teachers regarding Multi-Tiered System of Supports (MTSS), student placement, curriculum, instructional supports, intervention systems, inclusive practices, and special education procedures to strengthen staff capacity and support student achievement.	$180,000.00	Yes
2.25	Middle School Spanish Language Elective	Provide a Spanish language elective at Cardozo Middle School for grades 7-8.	$110,000.00	Yes
2.26	Middle School English Language Development (ELD) Teacher	Employ a teacher (1.0 FTE) at Cardozo Middle School to provide designated ELD instruction to English learners in grades 7-8, identified by ELPAC level.	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.27	Learning Recovery Academic Support - LREBG Action	The Learning Recovery teacher position at Cardozo Middle School (.5 FTE) that previously provided targeted mathematics intervention and co-teaching support for students in grades 6-8 will be discontinued in 2026-27 as the district refines intervention supports and reallocates resources to strengthen integrated MTSS systems and site-based student support services. Discontinued in 2026-27. Beginning in 2026-27, the district refined the MTSS Academic Support Elementary action by transitioning from Learning Recovery intervention staffing at the elementary level to elementary counseling supports designed to strengthen integrated academic, behavioral, attendance, and social-emotional intervention systems. Through a Multi-Tiered System of Supports (MTSS) framework, certificated staff will provide targeted interventions, student support services, behavior support, attendance intervention, academic monitoring, and social-emotional support for identified students. Support will be provided by one elementary counselor at California Avenue Elementary (1.0 FTE) and one elementary counselor at Mesa Verde Elementary (1.0 FTE). Counselors will collaborate with teachers, administrators, intervention teams, families, and community agencies to support student well-being, school connectedness, attendance improvement, behavioral intervention, and academic success. Research supports this strategy. Studies demonstrate that comprehensive Multi-Tiered System of Supports (MTSS) models integrating academic, behavioral, attendance, and social-emotional interventions improve student outcomes, increase school connectedness, reduce behavioral incidents, and strengthen academic achievement. Metrics to monitor impact of this action: 2.1, 2.2, 2.6, and 2.19. $316,000.00 funded with LREBG in 2026-27.	$316,000.00	Yes
2.28	College and Career Fair	Provide for the planning, coordination, and implementation of an annual College and Career Fair at Riverbank High School targeting students in grades 6-12. The fair is designed to expose students, particularly unduplicated pupils, to a variety of postsecondary pathways including four-year universities, community colleges, trade schools, military options, and		

Action #	Title	Description	Total Funds	Contributing
		career opportunities across diverse industries. The event includes interactive booths, guest speakers, hands-on demonstrations, and breakout sessions that promote college and career exploration, student engagement, and informed decision-making regarding future academic and career plans.		
2.29	UC Merced Early Academic Outreach Program	Partner with the UC Merced Early Academic Outreach Program (EAOP) to provide targeted college readiness services and postsecondary planning support for middle and high school students, particularly unduplicated pupils. Services include academic advising, college and career planning, college application support, financial aid and FAFSA workshops, test preparation, student leadership opportunities, parent engagement activities, and summer enrichment experiences designed to increase A-G completion, college eligibility, and postsecondary awareness and access.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Riverbank Unified School District will increase parent and student involvement by providing a safe and inclusive atmosphere, along with implementing programs that promote community engagement and encourage active participation in the educational process.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #3 was developed to prioritize parent, family, student, and community engagement as essential components of improving student achievement, student well-being, school connectedness, and equitable educational outcomes for all students in RUSD. Specific actions within this goal are designed to strengthen partnerships between schools, families, and the community while fostering safe, inclusive, and supportive learning environments. This goal was established for several key reasons based on the district's 2023 California Dashboard data, subsequent local and Dashboard outcome data, educational partner feedback, and identified district needs:

Academic Performance Gaps: The district's Academic Indicators in English Language Arts (ELA) and mathematics showed that many student groups, particularly English learners, homeless students, Hispanic students, students with disabilities, and socioeconomically disadvantaged students, continued to perform below standard levels in 2023 and remained below standard in subsequent years. Although 2024-25 data reflected some improvement in ELA and mathematics performance, student groups continue to demonstrate significant academic needs. Increased parent and family engagement supports improved communication, attendance, access to resources, and shared responsibility for student learning, all of which contribute to improved academic outcomes.

College and Career Preparedness: The 2023 College and Career Indicator (CCI) showed that only 22.7% of students were prepared for college and career readiness. While 2024-25 data demonstrated improvement to 35.5% of students prepared, continued efforts are necessary to increase access to postsecondary planning resources, college and career exploration opportunities, financial aid awareness, and academic supports. Increased family and community engagement helps reinforce the importance of graduation, attendance, academic achievement, and preparation for life after high school.

Student Engagement, Attendance, and School Connectedness: Chronic absenteeism rates were identified as a significant concern in 2023 at 35.5%, indicating the need to strengthen student engagement and school connectedness. Although chronic absenteeism improved to 24.3% in 2024-25, rates remain above desired outcomes. Educational partner feedback and local survey data also identified the continued need to

improve student participation, school connectedness, and overall engagement in school activities. By strengthening family engagement, student voice, and community partnerships, the district seeks to create learning environments where students feel safe, supported, connected, and engaged in school.

Student Well-Being and Inclusive School Environments: Suspension rates among several student groups in 2023 highlighted the need for additional behavioral, social-emotional, and school climate supports. Although suspension rates declined in subsequent years across multiple student groups, the district continues to prioritize safe, inclusive, and supportive school environments that foster positive relationships, student well-being, and restorative practices. Increased family engagement and community collaboration help strengthen support systems that address students' social-emotional, behavioral, and mental health needs.

Equitable Access and Representation: Data and educational partner feedback highlighted disparities in academic performance, attendance, and suspension rates among student groups. The district recognizes the importance of ensuring all students and families have meaningful opportunities to participate in decision-making processes, engagement activities, leadership opportunities, and school programs. Strengthening parent and student involvement supports equitable access to resources, services, and educational opportunities for unduplicated student groups.

21st Century Learning and Community Partnerships: Building strong partnerships between schools, families, students, and the community helps reinforce the development of 21st Century Learning skills such as communication, collaboration, leadership, and critical thinking. Community engagement opportunities, student leadership experiences, extracurricular activities, and family participation initiatives support the development of skills necessary for success in college, careers, and civic life.

By prioritizing family engagement, student voice, community partnerships, and safe and inclusive learning environments, Riverbank Unified School District seeks to strengthen student achievement, improve attendance and engagement, foster positive school culture, and ensure all students have access to the support systems and opportunities necessary for long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parental Involvement and Family Engagement Self-Reflection Tool (Local Indicator)	New metric in 2024-25. Baseline: District Overall Family & Community Engagement: 69 - Needs Improvement School & Family Partnerships: 64 - Needs Improvement	District Overall Family & Community Engagement: 69 - Needs Improvement School & Family Partnerships: 64 - Needs Improvement	District Overall Family & Community Engagement: 67.4 - Needs Improvement School & Family Partnerships: 67.2 - Needs Improvement	District average for overall and each indicator to be 80 or above (effective)	District Overall Family & Community Engagement: Decreased by 1.6 points School & Family Partnerships:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Engagement: 80 - Effective Community Engagement: 66 - Needs Improvement	Family Engagement: 80 - Effective Community Engagement: 66 - Needs Improvement	Family Engagement: 66 - Needs Improvement Community Engagement: 65.2 - Needs Improvement		Increased by 3.2 points Family Engagement: Decreased by 14 points Community Engagement: Decreased by .8 points
3.2	Facilities Survey (Local Data)	2022-23 Teacher responses: 82% The classroom is a safe environment. 73% The classroom is clean on a consistent basis 61% The classroom is sustainable & attractive 56% The school facilities are adequate. 85% The school grounds are well maintained See Appendix B for further details	Not administered in 2023-24.	Not administered in 2024-25	Increase teacher perceptions in each category to 70% or higher.	N/A
3.3	Instances where Facilities do no Meet the "Good Repair" Standard (Local Indicator)	2022-23: 0 instances below "Good Repair" See Appendix B for FIT Audit (December 2023)	2024-25: All sites rated as "Good" or above See Appendix E for FIT Audit (November 2024)	2025-26: All sites rated as "Good" or above See Appendix H for FIT Audit (December 2025)	Maintain "Good" or "Exemplary" Standard for all facilities.	No change; 0 instances below "Good Repair"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Disciplinary Referrals to Office (Local Data)	2023-24: 496 referrals	2024-2025: 431	2025-2026: 187	Decrease the number of student office referrals by 25%	Decreased by 309 referrals; 62.3% reduction in office referrals
3.5	Suspension Rate Indicator (Dashboard)	2022-23 Suspended at least one day All Students: 8.9% English Learners: 10.9% Hispanic: 9.1% Socioeconomically Disadvantaged: 10.1% Students with Disabilities: 11.3% White: 8.9%	2023-24 Suspended at least one day All Students: 5.9% English Learners: 6.3% Hispanic: 5.5% Socioeconomically Disadvantaged: 6.3% Students with Disabilities: 8.6% White: 5.8%	2024-25 Suspended at least one day All Students:6.3% English Learners: 7.3% Hispanic: 6.1% Socioeconomically Disadvantaged: 6.8% Students with Disabilities: 8.9% White: 6.9%	Improve to 5% or lower for all students and all student groups	All Students: Decreased 2.6% English Learners: Decreased 3.6% Hispanic: Decreased 3% Socioeconomically Disadvantaged: Decreased 3.3% Students with Disabilities: Decreased 2.4% White: Decreased 2%
3.6	Expulsion Rate (Dataquest)	2022-23: 0%	2023-24: 0%	2024-25: 0%	Maintain a rate below 0.5%	No change; remains 0%
3.7	District Attendance Rate (Local Data)	2023-24: 92.31%	2024-25: 93.05%	2025-2026: 92.49%	Increase to 95% or higher	Increased .18%
3.8	Chronic Absenteeism Indicator (Dashboard)	2022-23: 35.5%	2023-24: 26.3%	2024-2025: 24.3%	Improve to 10% or lower	Decreased 11.2%
3.9	College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 22.7% of all students are prepared 1.8% of English Learners are prepared	2023-24: 24.3% of all students are prepared	2024-2025: 35.5% of students are prepared	Increase all students to 40% Increase ELs to 25%	All students: Increased 12.8% English Learners: Increased 14.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7.3% of English Learners are prepared	16.2% of English Learners are prepared		
3.10	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23 All Students: 62.4 points below standard 24.84% Met/Exceeded Standard English Learners: 86.9 points below standard 5.53% Met/Exceeded Standard Homeless: 99.6 points below standard 12% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.3 points below standard 22.04% Met/Exceeded Standard Students with Disabilities: 122.4 points below standard 4.38% Met/Exceeded Standard	2023-24 All Students: 66.7 points below standard 23.62% Met/Exceeded Standard English Learners: 89.7 points below standard 5.35% Met/Exceeded Standard Homeless: 115.5 points below standard 14.06% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.2 points below standard 22.35% Met/Exceeded Standard Students with Disabilities: 136.6 points below standard	2024-25 All Students: 52.5 points below standard 29.33% Met/Exceeded Standard English Learners: 77.3 points below standard 6.41% Met/Exceeded Standard Homeless: 124.1 points below standard 7.69% Met/Exceeded Standard Socioeconomically Disadvantaged: 59.5 points below standard 26.90% Met/Exceeded Standard Students with Disabilities: 132.6 points below standard	All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 50%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 25%.	All Students: 9.9 points decrease below standard Decreased 4.49% Met/Exceeded standard English Learners: 9.6 points decrease below standard Increased .88% Met/Exceeded standard Homeless: 24.5 points increase below standard Decreased 4.31% Met/Exceeded standard Socioeconomically Disadvantaged: 11.8 point decrease below standard Increased 4.86% Met/Exceeded standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.80% Met/Exceeded Standard	5.11% Met/Exceeded Standard		Students with Disabilities: 10.2 points increase below standard Increased .73% Met/Exceeded standard
3.11	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23 All Students: 99.7 points below standard 12.54% Met/Exceeded Standard English Learners: 117.1 points below standard 2.76% Met/Exceeded Standard Hispanic: 105.1 points below standard 10.28% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.7 points below standard 11.26% Met/Exceeded Standard	2023-24 All Students: 103 points below standard 11.89% Met/Exceeded Standard English Learners: 123.8 points below standard 1.32% Met/Exceeded Standard Hispanic: 110.2 points below standard 9.02% Met/Exceeded standard Socioeconomically Disadvantaged: 106.8 points below standard 10.09% Met/Exceeded Standard	2024-2025 All Students: 101.1 points below standard 13.27% Met/Exceeded Standard English Learners: 120.4 points below standard 4.59% Met/Exceeded Standard Hispanic: 107.5 points below standard 11.15% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.5 points below standard 11.63% Met/Exceeded Standard	All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 45%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 20%.	All Students: 1.4 points increase below standard Increased .73% Met/Exceeded Standard English Learners: 3.3 points increase below standard Decreased 1.83% Met/Exceeded Standard Hispanic: 2.4 points decrease below standard Increased .87% Met/Exceeded Standard Socioeconomically Disadvantaged: .2 points increase below standard Increased .37% Met/Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	School Climate Survey (Local Indicator)	New metric in 2024-25. Baseline: Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	District average for overall and each indicator to be 80 or above (effective)	Overall: No Change Leadership: No Change Culture: No Change Academics: No Change

Goal Analysis [2025-26]

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.

Overall, actions in Goal 3 were fully implemented as planned during the 2025-26 school year, supporting the district's continued efforts to promote positive school climate, student well-being, family engagement, student connectedness, and safe and inclusive learning environments for all students. A variety of coordinated strategies were implemented through site and district-level structures to strengthen communication with families, increase student engagement opportunities, improve attendance, support social-emotional well-being, and provide behavioral and mental health supports aligned to the district's Multi-Tiered System of Supports (MTSS) framework.

The district continued implementation of counseling services, behavior intervention supports, restorative practices, student recognition programs, student leadership opportunities, family engagement activities, school safety procedures, and social-emotional learning initiatives across school sites. Site intervention teams, Student Assistance Specialists (SAS), counselors, administrators, the district mental health team, and the Child Welfare and Attendance (CWA) liaison collaborated to provide targeted outreach, attendance intervention, behavioral supports, and tiered services aligned to student and family needs.

Attendance and school climate indicators continued to improve during the 2025-26 school year. Chronic absenteeism decreased from 35.5% in 2023-24 to 24.3% in 2024-25, with improvements demonstrated across several student groups. Suspension rates also declined across student groups, including reductions among English learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. In addition, educational partner feedback and local survey results continued to reflect positive perceptions regarding school safety, student support systems, and school connectedness districtwide.

The district also expanded opportunities for parent, family, and community engagement through educational partner meetings, family outreach activities, communication systems, student leadership opportunities, extracurricular programs, and college and career awareness events. These efforts supported increased participation and collaboration between schools, families, students, and community partners.

Although all Goal 3 actions were implemented, challenges remain in reducing chronic absenteeism for specific student groups, increasing consistent family participation across all school sites, and strengthening behavioral and mental health intervention systems for students requiring intensive supports. Continued efforts in 2026-27 will focus on refining attendance intervention systems, strengthening family and community engagement strategies, improving coordination of behavioral and mental health supports, and promoting equitable access to safe, supportive, and inclusive school environments for all students.

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.

Overall, actions in Goal 3 were implemented as planned during the 2025-26 school year, and estimated actual expenditures were generally aligned with budgeted expenditures. No substantive differences were identified between planned and actual implementation of actions or services, except for Action 3.10 PBIS and SEL Programs. An implementation refinement occurred with Action 3.10 during the 2025-26 school year. While PBIS and SEL supports continued to be integrated through site- and district-level practices, district staff spent the year evaluating the district's ongoing need and readiness for continued PBIS implementation and rollout. District and site teams reviewed current behavioral and social-emotional supports, assessed program effectiveness, gathered educational partner feedback, and evaluated alignment with student needs and the district's MTSS framework. As a result of this evaluation process, the full planned expenditure allocation for Action 3.10 was not utilized during 2025-26. This review process supported future refinement, coordination, and sustainability of PBIS and SEL systems across the district while maintaining existing behavioral, social-emotional, and student support services. Action 3.10 will remain in the 2026-27 LCAP to support future implementation planning and potential expansion of PBIS and SEL supports.

LCFF-funded actions supporting student engagement, attendance improvement, school climate, mental health services, behavior intervention supports, family engagement, and school safety were fully implemented across all school sites.

Some minor variances between budgeted and estimated actual expenditures occurred due to routine adjustments in staffing costs, contracted services, program participation levels, and operational expenses. However, these differences did not significantly impact the district's ability to implement planned actions and services or provide increased and improved services for unduplicated students.

Additionally, some actions benefited from supplemental state and grant funding sources that allowed the district to maintain or expand services while preserving LCFF resources. These supplemental funds supported attendance intervention efforts, student wellness initiatives, behavioral supports, and family engagement activities aligned to the district's Multi-Tiered System of Supports (MTSS) framework.

The district's estimated actual percentage of improved services for unduplicated students remained aligned with planned percentages, as all contributing actions and services were substantially implemented as described in the LCAP. Continued coordination of LCFF, state, and grant resources allowed the district to sustain comprehensive supports for English learners, foster youth, low-income students, and other student groups requiring additional academic, behavioral, and social-emotional support.

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

Effective Actions

3.1 Communication Platform: The district continued implementation of communication systems and outreach efforts, including ParentSquare, Parent Coffee events, DELAC, ELAC, PIQE, educational partner meetings, and school-site communication tools to strengthen partnerships between schools and families. School and Family Partnerships improved from 64 to 67.2, reflecting a 3.2-point increase in collaboration and communication with families, despite other family engagement indicators remaining below desired targets (metric 3.1).

3.2 Parent Education and Involvement: Parent engagement opportunities and educational workshops continued to support increased family participation and collaboration with schools. Families reported stronger school connections and increased participation in parent summits, volunteering opportunities, committees, DELAC, ELAC, and Parent Coffee events, strengthening partnerships between schools and families (metrics 3.1 and 3.14).

3.5 School Resource Officer (SRO): The School Resource Officer continued to support student safety, discipline intervention, and de-escalation efforts, contributing to safe school environments and positive school climate outcomes districtwide. These supports aligned with a 2.6 percentage point reduction in the district suspension rate, from 8.9% to 6.3%, while maintaining a district expulsion rate of 0% (Metrics 3.5, 3.6, and 3.14).

3.6 Middle School Campus Monitor: The Middle School Campus Monitor position supported student safety, supervision, mentoring, and positive school climate efforts at Cardozo Middle School. These supports contributed to improvements in student engagement and attendance outcomes, including a districtwide 11.2 percentage point reduction in chronic absenteeism, from 35.5% to 24.3%, while supporting reductions in suspensions and increased student connectedness (Metrics 3.4, 3.5, 3.7, and 3.8).

3.7 High School Custodian: Custodial services supported safe, clean, and welcoming school environments for students and staff. All district facilities maintained “Good” or higher ratings on the Facilities Inspection Tool (FIT), with zero instances of facilities falling below the “Good Repair” standard districtwide (metric 3.3).

3.8 Bus Transportation: Transportation services supported improved student attendance, reduced absenteeism, and equitable access to educational programs and services for all students, including English learners, foster youth, and low-income students. District attendance improved to 92.49%, and chronic absenteeism decreased by 11.2% from baseline data through reliable transportation access and improved continuity of attendance (metrics 3.7 and 3.8).

3.9 MTSS: Behavior Support Secondary: Secondary behavior support services at Cardozo Middle School and Riverbank High School provided students with intervention supports, alternative means of correction, and mentoring through MTSS-aligned systems. These services contributed to a 62.3% reduction in office referrals, decreases in suspension rates across all student groups, and continued reductions in chronic absenteeism (metrics 3.4, 3.5, 3.6, 3.7, and 3.8).

3.10 PBIS and SEL Programs: Existing MTSS-aligned behavioral supports, restorative practices, counseling services, and social-emotional supports contributed positively to reductions in office referrals, suspension rates, and chronic absenteeism across the district. Office referrals decreased by 309 referrals districtwide, suspension rates declined across all student groups, and chronic absenteeism improved by 11.2% from baseline data, supporting improved school culture, student behavior, and school safety throughout the 2025-26 school year (metrics 3.4, 3.5, 3.6, 3.7, and 3.8).

3.12 Parent Institute for Quality Education (PIQE) Family Leadership Program: PIQE programming successfully engaged families, particularly families of English learners and underrepresented student groups, by providing parent leadership development, school navigation support, and educational resources in English and Spanish. Educational partner feedback reflected strong satisfaction with the program's impact on family engagement and school culture, while School and Family Partnerships increased by 3.2 points districtwide (metrics 3.1, 3.12, and 3.13).

3.14 School Climate Survey: The district maintained "Satisfactory" ratings in Overall Climate (74), Leadership (74), Culture (76), and Academics (73) on the School Climate Survey. Educational partner feedback continued to reflect positive perceptions regarding school safety, student support systems, and school connectedness across school sites (metric 3.14).

Partially Effective Actions
3.1 Communication Platform and 3.2 Parent Education and Involvement: Although School and Family Partnerships improved by 3.2 points, other Family Engagement indicators declined or remained in the "Needs Improvement" range. District Overall Family and Community Engagement decreased by 1.6 points, Family Engagement decreased by 14 points, and Community Engagement decreased by 0.8 points, indicating a continued need to strengthen meaningful family participation and community engagement opportunities across all school sites (metric 3.1).

3.10 PBIS and SEL Programs: Staff spent the 2025-26 school year evaluating the district's ongoing need and readiness for continued PBIS implementation and rollout. District and site teams reviewed existing behavioral supports, gathered stakeholder feedback, and evaluated alignment with MTSS priorities and student social-emotional needs. As a result, full implementation of PBIS and SEL programming was deferred during the year, limiting measurable outcomes directly connected to this action. This action will continue into 2026-27 to support future implementation planning and expansion of PBIS and SEL supports.

Overall, Goal 3 actions were effective in supporting improved attendance, reductions in disciplinary incidents, strengthened behavioral and social-emotional supports, increased college and career readiness outcomes, and expanded family engagement opportunities. Continued implementation efforts will focus on strengthening meaningful family engagement participation, expanding PBIS and SEL implementation, improving mathematics achievement outcomes, and sustaining MTSS-aligned attendance and behavioral intervention systems for all student groups.

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.

There are no significant changes to the planned goal, metrics, or target outcomes for Goal 3 in 2026-27. However, based on educational partner feedback, analysis of 2024-25 and 2025-26 outcome data, and findings from the comprehensive needs assessment process, several Goal 3 actions were refined or formally discontinued to better align district resources, strengthen implementation effectiveness, and support the district's Multi-Tiered System of Supports (MTSS) framework. These refinements reflect the district's continued focus on improving student attendance, school climate, family engagement, student well-being, and safe and inclusive learning environments through more coordinated and integrated systems of support.

Action 3.3 Attendance Improvement Supports: The standalone action focused on increasing attendance rates through parent education opportunities, attendance review meetings, counseling support services, student recognition, and collaboration with the Child Welfare and Attendance (CWA) Liaison and Site Intervention Teams (SIT) remained discontinued as a separate action for 2026-27. These attendance intervention strategies and supports continue to be integrated throughout multiple MTSS-aligned actions and districtwide student support systems, including counseling services, behavioral interventions, family engagement efforts, and student wellness supports.

Action 3.4 Decrease Suspension Rates: The standalone suspension reduction action remained discontinued for 2026-27 as restorative practices, MTSS interventions, behavioral supports, cultural responsiveness strategies, and equity-focused interventions continue to be embedded throughout multiple Goal 2 and Goal 3 actions and districtwide student support systems.

Action 3.6 Middle School Campus Monitor: The increase to 2.0 FTE campus monitors at Cardozo Middle School was maintained in 2026-27 to continue supporting student supervision, school safety, student engagement, behavioral intervention supports, attendance improvement efforts, and reductions in disciplinary incidents.

Action 3.11 Saturday Academy: The standalone Saturday Academy action remained discontinued for 2026-27 following review of program participation, staffing capacity, implementation effectiveness, and district priorities. Supports previously provided through Saturday Academy, including academic intervention, enrichment opportunities, attendance recovery, student engagement, and relationship-building supports, continue through expanded learning opportunities, MTSS-aligned intervention systems, summer learning programs, after-school supports, and site-based student engagement activities across the district.

These refinements reflect the district’s continued commitment to aligning resources and services with identified student and family needs, strengthening MTSS implementation, improving attendance and school climate outcomes, promoting meaningful family and community engagement opportunities, and ensuring safe, supportive, and inclusive school environments for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication Platform	Implement Parent Square for District and school site communication with stakeholders, including parents/guardians, via websites, phone, email, text, and voicemail with automatic two-way translation in home language preference.	$20,000.00	Yes
3.2	Parent Education and Involvement	Support parent participation in parent education events, informational meetings, parent coffees, volunteering at school and the annual Parent Summit.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Increase Attendance Rates - Discontinued	In cooperation with the Child Welfare and Attendance (CWA) Liaison and Site Intervention Teams (SIT), increase site attendance rates through the use of parent education opportunities, attendance review meetings, counseling support services and student recognition for improved attendance. Discontinued in 2025-26.		
3.4	Decrease Suspension Rates - Discontinued	Decrease suspension rates through the use of restorative practices, cultural and equity awareness, targeted interventions identified through the MTSS process and training for teachers, support staff and administrators. Discontinued in 2025-26.		
3.5	School Resource Officer (SRO)	Contract with County and City law enforcement to employ a School Resource Officer (1.0 FTE) to support student safety and provide public safety assistance to district sites.	$145,000.00	Yes
3.6	Middle School Campus Monitor	Support Cardozo Middle School with 2.0 FTE campus monitors working 8.0 hours per day to assist with student safety, supervision, student engagement, behavioral support, and maintaining a safe and positive school environment.	$125,000.00	Yes
3.7	High School Custodian	Maintain a custodian at Riverbank High School (1.0 FTE) to assist in providing a safe, clean and welcoming school environment.	$110,000.00	No
3.8	Bus Transportation	Provide student transportation to and from school via school buses increasing attendance and access to core programs for all students, including English learners, homeless/foster youth, socioeconomically disadvantaged and students with disabilities.	$1,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	MTSS: Behavior Support Secondary	Provide itinerant support for other means of correction to Cardozo Middle School and Riverbank High School for students at-risk of suspension and academic intervention support for students with chronic absenteeism.	$45,000.00	Yes
3.10	PBIS and SEL Programs	Implement Positive Behavior Intervention Support (PBIS) and social-emotional learning (SEL) programs including resources for teacher training and classroom materials.	$35,000.00	Yes
3.11	Saturday Academy Program - Discontinued	Implement Saturday Academy, a positive program for all students with the goal to provide an extended learning opportunity for students and create an environment for meaningful relationships with our students and the community. The desired outcomes are to provide remedial and enrichment learning opportunities for all students, including students with low academic performance, and recover lost instructional time when students are absent and improve average daily attendance (ADA). Discontinued in 2025-26.		
3.12	Parent Institute for Quality Education (PIQE) Family Leadership Program	Contract to provide family engagement through PIQE to support positive educational environments both at home and school, ultimately enhancing attendance, social-emotional health and academic success, including support for parents in navigating the school system and accessing information on college admission.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Riverbank Unified School District will utilize the Equity Multiplier funds granted by the State of California to improve the academic and social-emotional outcomes of students at Adelante Continuation High School (AHS).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #4 was written in alignment with the broader district priorities of improving student outcomes and ensuring that all students, regardless of their circumstances, have access to high-quality education and support services. The Equity Multiplier funds provide a unique opportunity to invest in programs and initiatives that can make a significant difference in the lives of students at Adelante Continuation High School (AHS). The development of this goal and related allocation of funds for AHS was determined through a collaborative process at the school site, with the Principal soliciting input from students, teachers, counselor, classified staff, and other educational partners. Based on identified needs and analysis of local and state data, this goal ensures that Equity Multiplier funds are strategically utilized to improve measurable student outcomes.

Important considerations in the development of this goal included:
Targeted Academic Support: Students attending continuation high schools often face unique academic and personal challenges that require differentiated instruction, intervention, credit recovery opportunities, and individualized support systems. This goal addresses the need for targeted academic interventions to support student success and increase graduation outcomes at Adelante High School.

Academic Outcomes: According to the 2023 California Dashboard, Adelante High School students demonstrated low performance levels in English Language Arts (ELA) and Mathematics, indicating a continued need for intensive academic support and intervention. The 2025 California Dashboard reflects some improvement in academic performance, particularly in ELA, where students improved to 52.5 points below standard with 29.33% of students meeting or exceeding standards. Mathematics performance also showed modest improvement, with students performing 101.1 points below standard and 13.27% meeting or exceeding standards; however, mathematics remains a significant area of need. Equity Multiplier funds are intended to support evidence-based programs, instructional strategies, intervention systems, and student engagement efforts designed to improve academic achievement, close performance gaps, and increase student success.

Student Engagement and Graduation Outcomes: While the 2023 Dashboard identified ongoing academic and school climate concerns, the 2025 California Dashboard reflects continued strengths in graduation outcomes, with Adelante High School achieving an 88.5% graduation

rate, representing an 8.5 percentage point increase from the 2022-23 baseline. At the same time, the school reported an 11.3% suspension rate and a decline in English Learner Progress, with 7.7% of English learners making progress toward English language proficiency, highlighting the need for continued social-emotional, behavioral, and academic supports. Continued investment in academic interventions, attendance supports, counseling services, and relationship-centered practices remains necessary to sustain student engagement, improve school climate, and ensure students remain on track toward graduation and postsecondary success.

Social-Emotional and Behavioral Supports: Many students enrolled at continuation high schools experience social-emotional, behavioral, attendance, and mental health challenges that can negatively impact academic performance and school connectedness. The 2025 California Dashboard reflects these ongoing needs, with Adelante High School reporting an 11.3% suspension rate and continued challenges in English Learner Progress. This goal prioritizes integrated supports through counseling services, behavioral interventions, Multi-Tiered System of Support (MTSS) strategies, and positive relationship-building practices that foster a safe, supportive, and inclusive school environment where students can thrive academically and emotionally.

Educational Equity: Equity Multiplier funds are specifically intended to address disparities in educational outcomes for students with the greatest needs. While the 2025 California Dashboard reflects improvement in English Language Arts achievement and a strong graduation rate of 88.5%, students continue to demonstrate significant academic needs, particularly in Mathematics, where students performed 101.1 points below standard. By prioritizing Adelante High School, Riverbank Unified School District demonstrates its commitment to ensuring that students enrolled in alternative education settings receive equitable access to academic supports, intervention services, mental health resources, and opportunities for future success.

College and Career Readiness: Students attending continuation high schools benefit from expanded access to career exploration, work-based learning opportunities, credit recovery, and postsecondary planning supports. Although the 2025 Dashboard showed that 0% of Adelante High School students met the College/Career Indicator (CCI) prepared level, the school maintained an 88.5% graduation rate, highlighting the importance of continued investment in postsecondary planning, career exploration, and transition supports. This goal supports efforts to improve college and career readiness outcomes by increasing student awareness of postsecondary pathways and preparing students for success beyond high school.

Support for At-Risk Students: Continuation high schools serve students who are often credit deficient, disengaged, or at risk of not graduating. The 2025 California Dashboard reflects both the challenges and successes of Adelante High School, including an 88.5% graduation rate and improved English Language Arts outcomes, while also highlighting ongoing needs related to suspension rates, English learner progress, mathematics achievement, and college and career readiness. This goal underscores the district’s commitment to re-engaging students through personalized supports, flexible pathways, targeted interventions, and strong relationships that help students remain connected to school and achieve long-term success.

By establishing this goal, Riverbank Unified School District demonstrates its commitment to leveraging Equity Multiplier resources to support one of its most vulnerable student populations. The district remains focused on ensuring that students at Adelante Continuation High School receive the academic, behavioral, social-emotional, and postsecondary supports necessary to graduate prepared for college, career, and life.

The actions within this goal are funded through Equity Multiplier funds, Federal Title funds, Grant funds, and supplemental local and state resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	AHS Graduation Rate Indicator (Dashboard)	2022-23: 80%	2023-24: 92.9%	2024-2025: 88.5%	Increase to at least 90%	Increased 8.5%
4.2	AHS Suspension Rate Indicator (Dashboard)	2022-23: 2.5%	2023-24: 20%	2024-2025: 11.3%	Maintain suspension rate at 2.5% or less	Increased 8.8%
4.3	AHS English Language Progress Indicator (ELPI) % Making Progress (Dashboard)	2022-23: 33.3% of students making progress toward English language proficiency	2023-24: 58.3% of students making progress toward English language proficiency	2024-2025: 7.7%	Increase to 45%	Decreased 25.6% of students making progress toward English language proficiency
4.4	School Climate Survey (Local Indicator)	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 72 - Satisfactory Culture: 78 - Satisfactory Academics: 72 - Satisfactory	District average for overall and each indicator to be 80 or above (effective)	Overall: No Change Leadership: Decrease by 2 points Culture: Increase by 2 points Academics: Decrease by 1 point
4.5	AHS College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 0% Prepared	2023-24: 3.6% Prepared	2024-2025: 0% Prepared	Increase to 10%	No difference (Compared to baseline)
4.6	Academic Indicator: ELA and Math (Dashboard: CAASPP scores)	2022-2023 All Students: 20.59% Met/Exceeded Standard for ELA 2.94% Met/Exceeded Standard for Math	2023-24: All Students: 0% Met/Exceeded Standard for ELA 0% Met/Exceeded Standard for Math	2024-25 All Students: 25% Met/Exceeded Standard for ELA 0% Met/Exceeded Standard for Math	Increase to 30% ELA and 25% Math	All Students: ELA Increased 4.41% Math Decreased 2.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Parental Involvement and Family Engagement Self-Reflection Tool (Local Indicator)	AHS Overall Family & Community Engagement: 66 - Needs Improvement School & Family Partnerships: 57 - Needs Improvement Family Engagement: 84 - Effective Community Engagement: 64 - Needs Improvement	AHS Overall Family & Community Engagement: 66 - Needs Improvement School & Family Partnerships: 57 - Needs Improvement Family Engagement: 84 - Effective Community Engagement: 64 - Needs Improvement	AHS Overall Family & Community Engagement: 56 - Needs Improvement School & Family Partnerships: 53 - Needs Improvement Family Engagement: 58 - Needs Improvement Community Engagement: 56 - Needs Improvement	Site average for overall and each indicator to be 80 or above (effective)	AHS Overall Family & Community Engagement: Decreased by 10 points School & Family Partnerships: Decreased by 4 points Family Engagement: Decreased by 26 points Community Engagement: Decreased by 8 points

Goal Analysis [2025-26]

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.

Overall, all actions under Goal 4 were fully implemented in 2025-26 as planned, with no substantive differences between planned actions and actual implementation. Equity Multiplier funds, along with supplemental federal, state, and local resources, supported targeted academic, behavioral, attendance, and social-emotional interventions for students at Adelante Continuation High School (AHS).

Implementation focused on improving student engagement, attendance, credit completion, graduation outcomes, and access to counseling, intervention, and college and career readiness supports. AHS staff, students, and educational partners continued to actively participate in the refinement and implementation of services, helping strengthen student connectedness and school culture.

Successes included continued improvement in graduation outcomes, expanded intervention and support services, and strengthened coordination of academic and behavioral supports for students requiring alternative educational pathways. Challenges remain in addressing

chronic absenteeism, student engagement, credit deficiencies, and social-emotional needs for students experiencing significant barriers. Continued efforts in 2026-27 will focus on refining targeted interventions, strengthening attendance supports, and expanding integrated academic and social-emotional services for students at AHS.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4 in 2025-26. All planned actions were fully implemented, and expenditures remained generally aligned with budgeted amounts. Minor variances in actual expenditures were related to routine adjustments in staffing, contracted services, and operational costs and did not impact implementation of services.

There were also no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as Goal 4 actions were funded through Equity Multiplier, federal, state, and supplemental local funding sources and were not included as contributing actions toward the district's unduplicated pupil percentage calculations.

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

Effective Actions
Action 4.1 Academic and Career Counseling: Continued individualized academic planning, credit monitoring, graduation support, and postsecondary counseling contributed to maintaining an 88.5% graduation rate at Adelante High School, an 8.5% increase from the 2022-23 baseline (metric 4.1).

Action 4.2 Student Assistant Specialist (SAS): Behavioral intervention and student support services contributed to maintaining a supportive school environment for at-risk students. Suspension rates improved significantly from the 2023-24 spike of 20% to 11.3% in 2024-25, although rates remain above the district target (metric 4.2).

Action 4.3 Leader in Me and Student Leadership Supports: Continued implementation of student leadership and social-emotional learning supports promoted positive school culture, student engagement, and relationship-building. School Climate Survey results maintained satisfactory ratings in overall climate (74) and culture (78), demonstrating continued positive student perception of the school environment (metric 4.4).

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.

There are no significant changes to the planned goal, metrics, target outcomes, or actions for Goal 4 in 2026-27. Based on educational partner feedback from Adelante High School staff, students, and families, the district will continue implementation of all existing actions and supports funded through Equity Multiplier resources.

Reflections on prior practice and analysis of 2024-25 and 2025-26 outcome data reinforced the importance of maintaining integrated academic, behavioral, social-emotional, and college/career readiness supports for students enrolled at Adelante Continuation High School. Continued implementation efforts in 2026-27 will focus on delivering services in a more intentional and deeper manner through strengthened

MTSS practices, targeted interventions, relationship-centered supports, attendance improvement efforts, and individualized academic planning designed to address the unique needs of continuation high school students.

The district will continue to prioritize counseling services, behavioral and mental health supports, student leadership development, academic intervention systems, and college and career readiness opportunities while refining implementation practices to strengthen student engagement, improve attendance, increase graduation outcomes, and build stronger family and community connections at Adelante High School.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Adelante High School Academic and Career Counseling	Provide academic and career counseling through a high school counselor at Adelante High School (.4 FTE) to support students and increase awareness and access/enrollment in graduation requirements, Career and Technical (CTE) courses and programs, and work-based learning experiences.	$60,000.00	No
4.2	Student Assistant Specialist (SAS)	Contract with the Center for Human Services to provide one SAS to address and support students' emotional well-being at Adelante High School.	$63,000.00	No
4.3	Leader in Me Program	Implement "The 7 Habits of Highly Effective People" to empower Adelante High School students with leadership and life skills necessary for success in the 21st century, including social-emotional learning. Allocation of Equity Multiplier funds to support teacher training, student materials and supplies.	$17,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,885,926.00	$1,035,632.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.870%	0.000%	$0.00	31.870%

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	**Action:** Educational Programs Oversight **Need:** ELs and low-income students performed at the lowest levels districtwide and at one or more school sites in ELA, math and the CCI. The need for monitoring student progress and growth for all student groups was made evident by LCAP educational partners.	This action ensures English learners, foster youth, and low-income students are accurately identified and monitored through centralized data and expert analysis. This standardization allows staff to provide timely, evidence-based interventions tailored to each student's specific academic and social-emotional growth. An LEA-wide approach prevents fragmented data silos and ensures systemic equity across all campuses. This guarantees every unduplicated	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.14 CTE 1.18 LTEL

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	student receives the same rigorous standard of progress tracking, allowing the district to efficiently bridge achievement gaps through a unified strategic response.	
1.2	**Action:** Instructional Coaches **Need:** Student performance across the district on a variety of measures indicates a need to "shore up the core" program, including low performance of unduplicated student groups in ELA, math and the CCI. To support teachers in best practices for good first teaching in the area of reading foundations and new teacher supports, instructional coaches are an effective strategy and their continued use in RUSD was overwhelmingly supported by LCAP educational partners. **Scope:** LEA-wide	This action provides specialized instructional delivery and targeted interventions for English learners, foster youth, and low-income students. By refining classroom practices and using assessment data to drive tailored supports, the district directly addresses specific learning gaps for unduplicated student groups. Operating this model LEA-wide ensures that high-leverage instructional strategies are implemented with fidelity across all classrooms. This creates a unified system of support where students in the "Red" Dashboard category receive a consistent, elevated standard of instruction regardless of school site, ensuring equitable academic outcomes across the district.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.13 EAP 1.18 LTEL
1.4	**Action:** Professional Learning **Need:** Concerns about the low performance of ELs, foster youth and low-income student groups in ELA and math highlight the need for ongoing professional development for all teachers and is supported by all LCAP educational partners. **Scope:**	This action addresses the need for responsive, highly skilled instruction for English learners, foster youth, and low-income students. By providing continuous training in research-based best practices, the district ensures unduplicated pupils receive a differentiated core academic program designed to improve outcomes for students performing in the "Red" category. Providing this action LEA-wide ensures a consistent standard of instructional quality across all campuses, preventing the concentration of	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading 1.18 LTEL

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	expertise at specific sites. This unified pedagogical approach guarantees that every unduplicated student is taught by staff equipped to implement the frameworks necessary to close achievement gaps.	
1.5	**Action:** Professional Learning Community Process **Need:** Concerns about the low performance of ELs, foster youth and low-income student groups in ELA and math highlight the need for ongoing, job-embedded professional development for all teachers and is supported by all LCAP educational partners. As a proven strategy for increasing student achievement, teacher collaboration through the PLC process is supported by LCAP educational partners. **Scope:** LEA-wide	This action addresses the need for instructional clarity and high-yield strategies for English learners, foster youth, and low-income students. Through structured teacher collaboration, the district ensures unduplicated pupils benefit from a cohesive, data-informed approach where best practices for differentiation and standard alignment are refined to meet diverse learning requirements. This action is provided LEA-wide to eliminate instructional silos and scale successful strategies across the entire district. District-wide collaboration ensures that teachers at every campus are aligned on learning outcomes, providing a consistent, high-quality educational experience for all high-needs students.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading 1.18 LTEL
1.6	**Action:** Professional Learning Days **Need:** Concerns about the low performance of ELs, foster youth and low-income student groups in ELA and math across the district highlight the need for ongoing professional development for all teachers to engage in deeper learning of content standards/frameworks and research-based best practices and is supported by all LCAP educational partners.	By equipping teachers with specialized instructional strategies through targeted professional learning, the district makes the core academic program accessible to English learners, foster youth, and low-income students. This ensures high-needs groups have equal access to rigorous standards and the necessary support to succeed alongside their peers. Implemented LEA-wide, this action guarantees that every student—regardless of school site or teacher assignment—receives instruction from an educator trained in high-yield, inclusive practices.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.15 Academic Standards 1.16 Walkthrough data 1.17 Grade 3 Reading 1.18 LTEL

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	Scaling these opportunities ensures a uniform standard of academic excellence and consistent opportunities for success for all unduplicated pupils throughout the LEA.	
1.7	**Action:** Reduction of Class Sizes (TK - 3) **Need:** ELs and low-income students performed at the lowest levels in ELA and math at both elementary schools indicating to LCAP educational partners that reading success in the primary grades is foundational to proficiency in subsequent grades. **Scope:** LEA-wide	Reduced class sizes benefit English learners, foster youth, and low-income students by providing equal access to the differentiated, small-group instruction necessary for foundational success. This environment enables teachers to deliver the individualized interventions essential for high-needs students to become grade-level readers during their critical primary years. This action is provided LEA-wide to ensure equity in learning conditions for all unduplicated pupils regardless of their school site. By lowering student-to-teacher ratios across the entire district, the LEA guarantees that every high-needs student in the primary grades has the same opportunity for intensive, personalized support to bridge achievement gaps and reach academic proficiency.	1.9 RFEP 1.17 Grade 3 Reading
1.8	**Action:** Riverbank High School Academic and Career Counseling **Need:** RHS students are not prepared for college/career readiness per CAASPP ELA/Math achievement levels and the CCI. Of equal concern is the low participation rates in rigorous coursework of ELs and low-income students as evidenced by A-G participation rates and AP participation rates. Improving the district's CCI is a priority for LCAP educational partners.	By addressing the unique challenges of English learners, foster youth, and low-income students, this counseling action increases awareness of post-secondary options. Dedicated counselors monitor student progress to ensure they remain on track for graduation and have clear roadmaps for college or career paths, helping them overcome systemic barriers to higher education. While centered at RHS, this is an LEA-wide strategy ensuring all unduplicated secondary students receive consistent guidance. This district-wide approach provides a unified system of accountability and support to improve graduation	1.4 Graduation 1.5 A-G 1.6 CCI 1.8 Dropout 1.12 AP 1.13 EAP 1.14 CTE

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: Schoolwide	rates and college/career readiness for the district's most vulnerable populations, regardless of their academic starting point.	
1.9	**Action:** Riverbank Academy of Multilingual Education (RAME) **Need:** Unduplicated student groups participate in the district's RAME program and their low performance is included in the academic measures of ELA and math at all participating RAME schools. Students in this multi-lingual program are expected to make the same rates of progress in English language proficiency as their monolingual peers. **Scope:** Schoolwide	Providing access to multilingual programs fosters cultural appreciation and a positive school climate. For ELs, foster youth, and low-income students, this environment validates their backgrounds and builds the confidence needed to meet rigorous academic expectations, directly leading to improved college and career readiness. The LEA implements this schoolwide to ensure cultural and linguistic diversity are integrated into the entire campus fabric rather than isolated. This systemic approach ensures that the high-quality instructional resources and inclusive climate benefit all students while specifically closing the achievement gap for high-needs groups through a unified academic standard.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.5 A-G 1.6 CCI 1.7 ELPI 1.9 RFEP 1.12 AP 1.13 EAP 1.18 LTEL
1.12	**Action:** Supplemental Standards-Aligned Instructional Materials **Need:** English learners, foster youth and low-income students performed at the lowest levels in ELA, math and the CCI at one or more schools in the district, resulting in the need to ensure core programs and intervention programs, such as ELD, have adequate and rigorous supplemental learning materials.	This action is specifically designed to meet the needs of English Learners, Foster Youth, and Low-Income students by equipping teachers with embedded scaffolds and linguistic supports that bridge achievement gaps, fostering academic proficiency through rigorous, standards-aligned instruction. Providing this action LEA-wide ensures equitable access to high-quality curriculum across all sites, eliminating resource disparities for unduplicated students.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.15 Academic Standards 1.16 Walkthrough data 1.17 Grade 3 Reading 1.18 LTEL

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		
1.13	**Action:** Early Literacy Programs **Need:** Approximately 20% of RUSD 3rd graders are reading at or above grade level as measured by CAASPP ELA outcomes. This means that 80%, or the majority of our students in the district, are exiting 3rd grade reading below grade level expectations. ELs, foster youth and low-income students are included with student groups not meeting grade level proficiency standards. **Scope:** Schoolwide	Systematic remediation of phonics and phonemic awareness in primary grades provides English Learners, Foster Youth, and Low-Income students the foundational decoding skills necessary to bridge literacy gaps and ensure long-term reading comprehension. Implementing this across both elementary sites ensures a unified instructional framework, eliminating geographic disparities in access to foundational literacy supports and guaranteeing consistent preparation for all unduplicated students as they transition to secondary levels.	1.17 Grade 3 Reading
1.15	**Action:** California Avenue Elementary Assistant Principal **Need:** Safe and orderly learning environments contribute to learning at high levels for all students. Instructional leadership and student/staff/parent support was a priority for LCAP educational partners in support of ELs, foster youth and low-income students performing at the lowest level in ELA and math at California Avenue Elementary. **Scope:**	Increased administrative leadership facilitates targeted teacher-administrator collaboration, ensuring instructional strategies and learning environments are specifically adapted to meet the unique linguistic and socioeconomic needs of ELs, foster youth, and low-income students. Although focused on a specific site, providing this leadership support ensures all unduplicated students at the school receive an equitable standard of instruction through schoolwide consistency, preventing fragmented support and ensuring the site meets district-level achievement goals for these student groups.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading

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
	Schoolwide		
1.16	**Action:** Mesa Verde Elementary Assistant Principal **Need:** Safe and orderly learning environments contribute to learning at high levels for all students. Instructional leadership and student/staff/parent support was a priority for LCAP educational partners in support of ELs, FY and LI students performing at the lowest level in ELA and math at Mesa Verde Elementary. **Scope:** Schoolwide	Additional administrative support at Mesa Verde facilitates teacher-administrator collaboration to tailor instructional strategies and classroom environments for English learners, foster youth, and low-income students. This leadership ensures learning outcomes are inclusive and effective, specifically addressing the diverse linguistic and socioeconomic needs of these populations. Implementing this instructional leadership schoolwide ensures that all unduplicated students receive a consistent, high-quality educational experience. By leveraging administrative oversight campus-wide, the school prevents silos of support and aligns local actions with the district's broader equity goals for vulnerable student groups	1.1 ELA 1.2 Math 1.3 CAST/Science 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading
2.1	**Action:** High School English Teacher **Need:** ELs and low-income students performed at the lowest levels in ELA measures and on the CCI at RHS. This indicated to LCAP educational partners that additional ELA teachers are needed to provide smaller class sizes. **Scope:** Schoolwide	Adding an additional English teacher at Riverbank High School reduces class sizes, allowing teachers to provide more individualized instruction, targeted feedback, and small-group support during core ELA instruction. This increased instructional access addresses identified literacy gaps for students performing at the lowest levels in ELA, including English learners and low-income students. This action is implemented schoolwide because reducing class sizes in English improves instructional access for all students while ensuring English learners, foster youth, and low-income students receive more individualized support within core instruction, where most literacy intervention occurs.	2.1 ELA 2.10 Graduation 2.13 CCI

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
2.2	**Action:** High School Math Teachers **Need:** ELs and low-income students performed at the lowest levels in math measures and on the CCI at RHS. This indicated to LCAP educational partners that additional math teachers are needed to provide smaller class sizes and targeted interventions to RHS students in support of increased math outcomes, graduation rates and college/career preparedness. **Scope:** Schoolwide	Adding a math teacher at Riverbank High School reduces class sizes, enabling individualized instruction, targeted feedback, and small-group support. This increased instructional access directly addresses learning gaps for students performing at the lowest levels, particularly English learners and low-income students. Reducing class sizes schoolwide ensures that all students receive the intensive, individualized support necessary to master foundational skills within their core mathematics courses.	2.2 Math 2.10 Graduation 2.13 CCI
2.4	**Action:** AVID Program **Need:** ELs and low-income students performed at the lower levels in ELA and math at CMS and RHS. Additionally, these same student groups performed at the lowest level on the CCI at RHS. This indicated to LCAP educational partners that programs to support an emphasis on college readiness and skill development is needed for these student groups. **Scope:** Schoolwide	The AVID program provides structured academic support through organizational skills, note-taking, and collaborative learning. These strategies strengthen academic performance and prepare students for rigorous coursework, directly addressing gaps in college and career readiness, specifically for English learners and low-income students. Implemented schoolwide at Cardozo Middle and Riverbank High, AVID integrates college-readiness strategies into core classes. This approach benefits all students while providing the essential structure and guidance needed for English learners, foster youth, and low-income students to succeed in rigorous pathways and postsecondary transitions.	2.8 AVID Enrollment 2.10 Graduation 2.13 CCI 2.17 Broad Course of Study

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
2.5	**Action:** MTSS: Academic Support Elementary **Need:** Unduplicated student groups performed at the lower levels in ELA and math measures at California Avenue Elementary and Mesa Verde Elementary. In addition, reclassification rates and at-risk of LTEL status are concerns at the elementary level with 27% of ELs at California Avenue at-risk of LTEL and 19% of ELs at Mesa Verde at risk-of LTEL according to 2023-24 DataQuest data. **Scope:** LEA-wide	Tier 2 and 3 interventions provide intensive, personalized support to bridge academic and linguistic gaps for English learners, foster youth, and low-income students. Small-group and one-on-one instruction directly mitigate performance barriers, providing the specific scaffolding necessary for these students to reach proficiency. A district-wide approach ensures equitable access to specialized intervention teachers for all high-need students regardless of site. This systematic strategy addresses performance disparities and maintains a uniform standard of support for students requiring the highest level of academic recovery.	2.1 ELA 2.2 Math 2.3 CAST/Science 2.4 Master Schedules 2.5 ELPI 2.6 RFEP 2.7 LTEL
2.7	**Action:** Additional ELPAC Support **Need:** **Scope:** LEA-wide		
2.11	**Action:** Elementary Music Teacher **Need:** ELs, foster youth and low-incomes students performed in the lower levels in ELA and math at California Avenue Elementary and Mesa Verde Elementary. District attendance rates have declined, and while chronic absenteeism	Integrating elementary music education provides unduplicated students with a well-rounded and culturally relevant curriculum that extends beyond core academics. This exposure to the arts increases student motivation, fosters a sense of belonging, and improves overall school attendance by providing enjoyable learning experiences that encourage active participation.	2.11 Chronic Absenteeism 2.17 Broad Course of Study

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
	has only improved in the last year at these schools, it remains a concern. LCAP educational partners overwhelmingly support the need for expanding learning opportunities for elementary students. **Scope:** LEA-wide	An LEA-wide music program ensures that access to arts education is not determined by a specific school's local resources. By standardizing this role across the district, we guarantee that all ELs, foster youth, and low-income students receive equitable access to an expanded course of study that promotes creative expression and long-term academic engagement.	
2.12	**Action:** Elementary Digital Media/Tech Teacher **Need:** ELs, foster youth and low-incomes students performed in the lower levels in ELA and math at California Avenue Elementary and Mesa Verde Elementary. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners overwhelmingly support the need for expanding learning opportunities for elementary students. **Scope:** LEA-wide	By implementing elementary computer science teachers, the district provides unduplicated students with early exposure to digital literacy and technical problem-solving. This high-interest, hands-on curriculum makes learning relevant to the modern world, helping ELs, foster youth, and low-income students build the confidence and engagement necessary for academic success. Expanding this role LEA-wide ensures that all students—regardless of their neighborhood's socioeconomic status—have equal access to computer science. This proactive approach closes the "opportunity gap" for unduplicated learners, preparing them for secondary STEM pathways and future career opportunities from their earliest grades.	2.11 Chronic Absenteeism 2.17 Broad Course of Study
2.13	**Action:** Elementary Field Trips **Need:** ELs, foster youth and low-incomes students performed in the lower levels in ELA and math at California Avenue Elementary and Mesa Verde Elementary. District attendance rates	This action addresses the experiential gap for ELs, foster youth, and low-income students by providing direct exposure to new environments that bridge classroom learning with real-world application. This hands-on engagement increases student motivation and reinforces academic concepts through tangible experiences.	2.11 Chronic Absenteeism 2.17 Broad Course of Study

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
	have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners overwhelmingly support the need for expanding learning opportunities for elementary students. **Scope:** LEA-wide	Implementing this LEA-wide ensures equitable access to a broadened course of study across all elementary sites. By standardizing these opportunities, the district eliminates geographical disparities, ensuring all unduplicated students receive the same high-quality enrichment and academic foundations necessary for future success.	
2.14	**Action:** 6th Grade Outdoor Education **Need:** Unduplicated students performed in the lower levels in ELA and math at CMS and 5.79% meeting/exceeding CAST/Science standards in RUSD, indicating a need to improve academic outcomes in these areas. In addition, LCAP educational partners and the CHKS results support the need for expanding learning opportunities. These students groups have had low participation rates in Outdoor Education in the past due to the prohibitive cost for some families. **Scope:** Schoolwide	This action removes financial barriers to Outdoor Education, ensuring ELs, foster youth, and low-income students participate in immersive, environmental learning. This experiential approach deepens engagement with science standards and fosters social-emotional growth through collaborative, hands-on discovery outside the traditional classroom. Providing this opportunity LEA-wide creates a shared academic milestone for all 6th-grade students. It ensures that socioeconomic status does not dictate access to core enrichment, promoting schoolwide equity and helping to close the achievement gap through inclusive, high-impact learning experiences.	2.3 CAST/Science 2.17 Broad Course of Study 2.18 CHKS
2.15	**Action:** Gr. 7-8 College/Career Field Trip **Need:** ELs, foster youth and low-income students performed in the lower levels in ELA and math	This action provides 7th and 8th-grade ELs, foster youth, and low-income students with direct exposure to college and career pathways. By removing financial and logistical barriers to these off-campus experiences, the program builds students' vocational identity and connects	2.11 Chronic Absenteeism 2.13 CCI 2.17 Broad Course of Study 2.18 CHKS

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
	all schools in the district and on the CCI at RHS. In addition, district attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the need for expanding learning opportunities. **Scope:** Schoolwide	classroom curriculum to real-world future opportunities. Implementing these experiences LEA-wide ensures equitable access to high-level academic and career aspirations. This inclusive approach broadens the horizons of unduplicated students, increasing schoolwide engagement and fostering a college-going culture that motivates students toward long-term educational success.	
2.16	**Action:** Busing for Mesa Verde Tutoring **Need:** Based on indicators of low ELA and math performance at Mesa Verde Elementary, ELs, foster youth and low-income students can benefit from additional instructional time after school to mitigate achievement gaps. LCAP educational partners prioritized busing for Mesa Verde students in order to remove a potential barrier to accessing after school tutoring options. **Scope:** Schoolwide	This action eliminates the transportation barrier for ELs, foster youth, and low-income students who require academic intervention but lack reliable transit outside school hours. Dedicated transportation ensures these students can consistently access high-quality, individualized tutoring and schoolwide resources. By institutionalizing after-school transportation, the LEA guarantees that academic success is not contingent on a student's home circumstances. This approach stabilizes attendance in intervention programs, allowing unduplicated students to benefit fully from specialized instruction and narrowing the achievement gap through consistent engagement.	2.1 ELA 2.2 Math 2.9 After School Tutoring
2.17	**Action:** Summer School Program **Need:** Unduplicated student groups performed at the lowest levels in ELA and math at every school	This action provides a summer program supporting the academic, social-emotional, and physical well-being of ELs, foster youth, and low-income students. By ensuring year-round access to specialized instruction, particularly for "Red" Dashboard groups, the program helps	2.1 ELA 2.2 Math 2.10 Graduation 2.15 Summer Program Participation

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
	in the district and on the CCI at RHS. RHS students who are credit deficient rely on summer school to recover credits and graduate on time. LCAP educational partners prioritized the need for summer programs help prevent students from losing academic gains made during the school year especially for student groups that may not have access to educational resources at home. **Scope:** LEA-wide	unduplicated students maintain and accelerate their progress. Implementing a standardized district-wide summer model prevents "summer slide" and provides a critical safety net for students with the highest needs. This consistent pathway for recovery and growth offers the continuous support necessary to close persistent equity gaps and ensure long-term success for vulnerable populations.	
2.20	**Action:** School Psychologist **Need:** Unduplicated student groups performed in the lower levels in suspension rates at Mesa Verde, CMS and RHS. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the continued need for creating supportive and nurturing school environments at all school sites. **Scope:** Schoolwide	School psychologists provide critical consultation to Site Intervention Teams and deliver Tier 1 and 2 MTSS supports, including group counseling and SEL. This proactive approach addresses academic and behavioral barriers for EL, foster youth, and low-income students, offering tailored interventions before more restrictive placements are necessary. Deploying school psychologists LEA-wide for non-evaluative support ensures consistent mental health and behavioral expertise across all sites. This model is effective because it prioritizes early intervention and trauma-informed guidance for unduplicated student groups, fostering a supportive environment to close the achievement gap.	2.11 Chronic Absenteeism 2.12 Suspension
2.21	**Action:** Mental Health Therapist **Need:**	This action provides LEA-wide access to therapists to address mental health needs that impede the academic progress of ELs, foster youth, and low-income students. Specialized	2.11 Chronic Absenteeism 2.12 Suspension 2.14 High School Participation

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
	Unduplicated student groups performed in the lower levels in suspension rates at Mesa Verde, CMS and RHS. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the continued need for creating supportive and nurturing school environments at all school sites. **Scope:** LEA-wide	clinical support addresses trauma and disengagement, fostering the emotional stability necessary for improved focus and classroom participation. LEA-wide therapy ensures equitable access to professional care regardless of socioeconomic status. This model removes cost and transportation barriers for unduplicated families, creating a healthy school climate directly linked to increased academic achievement and long-term well-being.	2.18 CHKS
2.22	**Action:** Student Assistant Specialists (SAS) **Need:** Unduplicated student groups performed in the lower levels in suspension rates at Mesa Verde, CMS and RHS. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the continued need for creating supportive and nurturing school environments at all school sites. **Scope:** LEA-wide	Student Administrative Services (SAS) provides counseling, mentoring, and behavioral interventions to ELs, foster youth, and low-income students. These services remove social-emotional barriers, empowering unduplicated students to engage positively in school communities and extracurricular activities. LEA-wide implementation ensures equitable access to mentorship and behavioral support across all sites. By standardizing these interventions, the district fosters a culture of inclusion and belonging, ensuring that high-need students are proactively integrated into the broader school community to improve overall success and retention.	2.11 Chronic Absenteeism 2.12 Suspension 2.14 High School Participation 2.18 CHKS
2.23	**Action:** Program Specialist	The Program Specialist provides Site Intervention Teams (SIT) with guidance and resources to ensure appropriate special education identification	2.1 ELA 2.2 Math 2.5 ELPI

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
	Need: Unduplicated student groups performed at the lowest levels in ELA and math at every school in the district and on the CCI at RHS. These student groups require targeted assistance and resources tailored to meet their unique needs. **Scope:** LEA-wide	for English Learners (ELs) and the delivery of targeted academic and behavioral interventions for ELs, foster youth, and low-income students. An LEA-wide approach ensures all campuses follow a consistent, standardized process for identification and intervention, guaranteeing that high-need student groups receive equitable support and professional oversight regardless of their specific school site.	2.6 RFEP 2.7 LTEL 2.13 CCI
2.25	**Action:** Middle School Spanish Language Elective **Need:** ELs, foster youth and low-income students perform at low levels on the CCI at RHS indicating a need to develop proficiencies, and biliteracy is one way to improve college/career readiness as measured by the CCI. **Scope:** Schoolwide	This action validates the cultural and linguistic assets of English Learners (ELs) while ensuring low-income students have equitable access to the curriculum. Building inclusive, supportive environments directly increases school belonging and academic achievement for ELs, foster youth, and low-income students. Implementing this schoolwide ensures a consistent culture of inclusion across all classrooms, preventing fragmented support and ensuring that every high-need student—regardless of their specific teacher or program—benefits from a culturally responsive learning environment.	2.4 Master Schedules 2.17 Broad Course of Study 2.18 CHKS
2.27	**Action:** Learning Recovery Academic Support - LREBG Action **Need:** ELs, foster youth and low-income students performed at the lower levels in ELA and math measures at California Avenue Elementary and Mesa Verde Elementary. In addition, reclassification rates and LTEL status are	Tier 2/3 support to address barriers impacting English learners, foster youth, and low-income students. Through a Multi-Tiered System of Supports (MTSS) framework, elementary counselors provide individualized support, attendance intervention, behavior support, social-emotional services, and coordination of resources to improve student engagement, school connectedness, and access to learning opportunities. These supports help address factors	2.1 ELA 2.2 Math 2.3 Master Schedules 2.5 ELPI 2.6 RFEP 2.7 LTEL

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
	concerns at Riverbank High School with approximately 20% of ELs as LTEL and 16% at risk-of LTEL according to 2023-24 DataQuest data. **Scope:** Schoolwide	that contribute to lower academic performance, chronic absenteeism, and reduced engagement among unduplicated student groups. A schoolwide MTSS support model ensures all high-need students receive coordinated and personalized support regardless of classroom placement, strengthening consistency of intervention systems, behavioral supports, attendance monitoring, and student services across the district.	
2.28	**Action:** College and Career Fair **Need:** Foster youth, English learners, and low-income students often have limited access to college and career planning resources. This fair provides equitable exposure to a range of opportunities, raising aspirations and supporting informed post-secondary planning. ELs, foster youth and low-income students performed in the lower levels in ELA and math all schools in the district and on the CCI at RHS. In addition, district attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the need for expanding learning opportunities. **Scope:**	Direct exposure to college and career environments builds social capital for ELs, foster youth, and low-income students, bridging the "opportunity gap." These experiences transform abstract goals into attainable pathways, increasing academic engagement and long-term graduation aspirations. Implementing these experiences schoolwide removes the stigma of "remedial" tracks and ensures that high-need students are fully integrated into the college-going culture alongside their peers, rather than isolated in siloed programs.	2.11 Chronic Absenteeism 2.13 CCI 2.17 Broad Course of Study 2.18 CHKS/MRA School Climate

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
2.29	**Action:** UC Merced Early Academic Outreach Program **Need:** ELs, foster youth and low-income students performed in the lower levels in ELA and math all schools in the district and on the CCI at RHS. College preparedness courses, such as AVID, support college awareness, but LCAP partners identified earlier opportunities to plan for college as a priority. LCAP educational partners and the CHKS results support the need for expanding academic counseling. **Scope:** Schoolwide	EAOP removes systemic barriers for foster youth, English learners, and low-income students by providing the individualized guidance and technical "know-how" necessary to navigate college admissions. This targeted support builds the skills and confidence unduplicated students need to bridge the gap between high school graduation and higher education. Implementing this schoolwide ensures that college-readiness resources are a fundamental part of the campus culture. By embedding these services into the master schedule and school environment, the LEA guarantees that unduplicated students receive consistent, high-level support without being isolated or overlooked.	2.8 AVID 2.10 Graduation 2.13 CCI 2.15 Summer School 2.18 CHKS/MRA School Climate
3.1	**Action:** Communication Platform **Need:** All LCAP educational partners have strongly emphasized the need for a comprehensive, user-friendly, two-way communication platform with multilingual translation capabilities. This need was consistently highlighted at multiple DELAC meetings. To address the linguistic needs of our parent community and enhance parent, family, and community engagement for all unduplicated student groups, ParentSquare was selected. **Scope:**	Standardizing LEA-wide communication ensures EL and low-income families have equitable, real-time access to student progress. This transparency removes barriers to engagement and fosters the home-school partnerships necessary for student success. A unified district system ensures consistency for high-mobility families and eliminates platform confusion, providing a reliable, singular connection to school and district resources regardless of location.	3.12 Parent Engagement

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		
3.2	**Action:** Parent Education and Involvement **Need:** Parents across all grade levels have emphasized the need to enhance the quality and variety of parent education and events. Both DELAC members and LCAP educational partners have consistently highlighted the importance of providing parents with access to meaningful school events, including the annual Parent Summit, which aims to foster parental support for achieving positive academic and social outcomes for students in the district. Parents of ELs and low-income students face participation challenges that can be mitigated by ensuring that event topics are relevant to parents' interests and that translation services are available. **Scope:** LEA-wide	LEA-wide parent education provides specific tools and resources tailored to the needs of EL, foster youth, and low-income families. By offering targeted training and events like the Parent Summit, the district empowers parents to navigate the educational system and actively support their children's academic growth. Centralizing these resources ensures that high-quality training and support are distributed equitably across all school sites. This unified approach allows the district to maximize community partnerships and provide a consistent level of empowerment for all families regardless of their specific school.	3.1 Agendas/Sign-in Sheets 3.12 Parent Engagement
3.5	**Action:** School Resource Officer (SRO) **Need:** At least 50% of all students in grades 5, 7, and 9-11 indicated on the CHKS that they feel safe at school. District attendance rates have declined for all students (92%), including rates of unduplicated student groups. While chronic	By fostering community engagement and addressing safety perceptions, the SRO program removes learning barriers for all students, especially unduplicated groups. This creates a supportive environment that directly promotes academic success and student well-being. Implementing this LEA-wide ensures consistent safety standards and attendance support across all campuses. A district-wide approach guarantees	3.7 Attendance 3.14 CHKS

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
	absenteeism has only improved in the last year, it remains a concern. All LCAP educational partners overwhelmingly support employing a School Resource Officer (SRO) to enhance safety at all school sites, particularly for our unduplicated student groups who are performing at the lowest levels in ELA and/or Math at all schools. **Scope:** LEA-wide	that every student benefits from a secure, inclusive climate regardless of their specific school site.	
3.6	**Action:** Middle School Campus Monitor **Need:** Approximately 50-60% of students in grades 5, 7, and 9-11 indicated on the CHKS that they feel safe at school. District attendance rates have declined, and while chronic absenteeism has only improved in the last year, it remains a concern. Unduplicated student groups and students with disabilities have high rates of suspension at Cardozo Middle School and low performance in ELA and math. Behavior referrals increased in 2024-25. **Scope:** Schoolwide	Campus monitors remove educational barriers—such as chronic absenteeism—by providing direct visibility, mentoring, and support to at-risk students. This presence fosters a secure environment that enables unduplicated student groups to focus on and improve their academic performance. Providing monitors LEA-wide ensures that high-level safety and mentorship are standard across all campuses. This unified approach guarantees that every student, regardless of their school, has access to the same layer of protection and support needed for a consistent learning experience.	3.4 Office Referral 3.5 Suspension 3.6 Expulsion Rates 3.14 CHKS
3.8	**Action:** Bus Transportation **Need:**	LEA-wide transportation ensures equitable access for unduplicated students, directly improving attendance and reducing tardiness. For foster youth, school buses provide a critical sense of stability and continuity, ensuring that changes in	3.7 Attendance 3.8 Chronic Absenteeism 3.10 ELA 3.11 Math 3.14 CHKS

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
	Between 50-60% of RUSD students in grades 5, 7, and 9-11 report feeling connected to school. District attendance rates have declined, and while chronic absenteeism has shown some improvement over the past year, it remains a significant concern. English learners, foster youth, Hispanic, and low-income students have performed at low levels in ELA or math across all schools that bus riders attend in the district. LCAP educational partners prioritized bus transportation for RUSD students. **Scope:** LEA-wide	living situations do not disrupt their daily education. Implementing this service district-wide guarantees that all students, regardless of their neighborhood, have a safe and dependable way to reach school. This systemic support gives families confidence in their child's commute, ensuring students remain present and engaged in learning.	
3.9	**Action:** MTSS: Behavior Support Secondary **Need:** The CHKS results highlight the need for improved school climate indicators in grades 7, and 9-11. Educational partners have identified behavior and social-emotional supports as priorities for supporting students. This need is further emphasized by the low performance of ELs, Hispanic students, students with disabilities, and low-income students in the area of suspensions at Cardozo Middle School and Riverbank High School. **Scope:** Schoolwide	Schoolwide behavior supports provides unduplicated students with targeted resources to improve attendance and reduce disciplinary incidents. These proactive measures enhance student safety and foster a stronger sense of school connectedness, addressing the root causes of suspensions and expulsions. Deploying behavior support staff at CMS and RHS allows for consistent coaching and the implementation of alternative corrective measures across the district. This systemic approach ensures that all students benefit from a supportive environment that prioritizes restorative practices over exclusionary discipline.	3.4 Office Referral 3.5 Suspension 3.6 Expulsion Rates 3.7 Attendance 3.8 Chronic Absenteeism

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
3.10	**Action:** PBIS and SEL Programs **Need:** The CHKS results highlight the need for improved school climate indicators in grades 5, 7 and 9-11. This need is further emphasized by the low performance of ELs, Hispanic students, students with disabilities, and low-income students in the area of suspensions at Cardozo Middle School and Riverbank High School. Educational partners have identified behavior and social-emotional supports as priorities for supporting students. **Scope:** LEA-wide	This action addresses the higher rates of disciplinary incidents and trauma-related stressors experienced by ELs, foster youth, and low-income students. By providing explicit SEL instruction and positive behavioral reinforcement, the district replaces punitive measures with skill-building, directly reducing suspensions and improving school connectedness for these specific student groups. An LEA-wide approach is utilized to ensure systemic consistency and stability for high-mobility students (foster and low-income) moving between sites. Implementing these structures across the district creates a uniform environment of safety and predictable behavioral expectations, ensuring that unduplicated students receive equitable support regardless of their school of enrollment.	3.4 Office Referral 3.5 Suspension 3.6 Expulsion Rates 3.14 CHKS
3.12	**Action:** Parent Institute for Quality Education (PIQE) Family Leadership Program **Need:** Parents of students in all grades have emphasized the need to improve the quality and type of parent education and events available. DELAC members and LCAP partners repeatedly emphasized the need for parent access to meaningful school events including ways to support reading at home, developing social-emotional skills at home and building parent networks in support of shared interests and goals for student success. Parents of ELs and low-income students face challenges to participation that can be overcome with ensuring that events and	This action addresses lower rates of institutional engagement among families of ELs and low-income students caused by linguistic and socioeconomic barriers. By providing bilingual leadership training, the program empowers these families to navigate the school system, advocate for their children's specific academic needs, and foster a home environment that reinforces school success, directly improving student achievement and attendance. The program is provided LEA-wide to pool resources for high-quality, external bilingual facilitators that individual school sites might lack. A centralized approach ensures that families of unduplicated students have equitable access to the same specialized curriculum and peer-support	3.7 Attendance 3.12 Parent Engagement 3.13 PIQE

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
	session topics are of interest to parents and translation is available. **Scope:** LEA-wide	networks across the district, regardless of their specific school's local capacity for family outreach.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** English Learner Resource Assistants (ELRAs) **Need:** ELs make up 35% of the RUSD student population. This student group performed in the lower levels on ELA and math indicators at all schools in the district and on the CCI at RHS. While almost half of the ELs in RUSD made progress towards proficiency in 2022-2023, only 12% were eligible for reclassification in 2023-2024 and 17% of all ELs are LTELs. LCAP educational partners prioritized the need for ELRA support. **Scope:** Limited to Unduplicated Student Group(s)	ELRA's engage and support students in both ELD and core classes LEA-wide, providing targeted assistance to all ELs, including newcomers, and facilitating student engagement and academic success.	2.5 ELPI 2.6 RFEP 2.7 LTEL
2.19	**Action:** Ellevation Education	By providing comprehensive data and analytics, Ellevation software empowers all educators LEA-	2.5 ELPI 2.6 RFEP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: ELs make up 35% of the RUSD student population. Unduplicated student groups performed at the lowest levels in ELA and math at every school in the district and on the CCI at RHS. Monitoring their progress through initial and summative testing cycles is required by law and provides valuable data to inform instruction and program improvements. **Scope:** Limited to Unduplicated Student Group(s)	wide to make informed decisions about instruction and intervention for ELs and improves academic outcomes and progress toward English proficiency.	2.7 LTEL
2.26	**Action:** Middle School English Language Development (ELD) Teacher **Need:** ELs performed in the lower level in ELA indicators, and in 2023-2024, 31% of the 290 ELs at CMS, were LTELs. **Scope:** Limited to Unduplicated Student Group(s)	Designated ELD develops English language skills, accelerates language acquisition and helps all ELs, including newcomers, to access core curriculum in all subject areas.	2.1 ELA 2.5 ELPI 2.6 RFEP 2.7 LTEL

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.

All Riverbank Unified school sites have above a 55% unduplicated pupil percentage. RUSD plans to use the additional concentration grant add-on funding to increase the number of the following credentialed and classified staff positions whose work will focus on providing direct services to unduplicated student groups:
1.8 Riverbank High School Academic and Career Counseling
2.27 Middle School English Language Development (ELD) Teacher
2.8 Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support
2.5 MTSS: Academic Support Elementary

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:23
Staff-to-student ratio of certificated staff providing direct services to students		1:17

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$27,881,925.00	8,885,926.00	31.870%	0.000%	31.870%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,481,750.00	$560,500.00	$0.00	$871,250.00	$10,913,500.00	$7,206,000.00	$3,707,500.00

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	Educational Programs Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$215,000.00	$0.00	$53,750.00			$161,250.00	$215,000.00	
1	1.2	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$470,000.00	$0.00	$117,500.00			$352,500.00	$470,000.00	
1	1.3	Instructional Technology Coach -Discontinued														
1	1.4	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500,000.00	$500,000.00				$500,000.00	
1	1.5	Professional Learning Community Process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$800,000.00	$800,000.00				$800,000.00	
1	1.6	Professional Learning Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$180,000.00	$180,000.00				$180,000.00	
1	1.7	Reduction of Class Sizes (TK - 3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-3	Ongoing	$530,000.00	$0.00	$530,000.00				$530,000.00	
1	1.8	Riverbank High School Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank High School	Ongoing	$230,000.00	$0.00	$230,000.00				$230,000.00	

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
							9-12									
1	1.9	Riverbank Academy of Multilingual Education (RAME)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Cardozo Middle School and Riverbank High School TK-12	Ongoing	$2,268,000.00	$0.00	$2,268,000.00				$2,268,000.00	
1	1.10	Mandarin Teachers	All	No			Specific Schools: California Avenue Elementary, Cardozo Middle School and Riverbank High School K-12	Ongoing	$0.00	$320,000.00	$320,000.00				$320,000.00	
1	1.12	Supplemental Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.13	Early Literacy Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-3	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.14	Site Leadership Summits	All	No			All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.15	California Avenue Elementary Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary School TK-5	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.16	Mesa Verde Elementary Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementar	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	

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
							y School TK-5									
2	2.1	High School English Teacher	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverbank High School 9-12	Ongoing	$120,000.00	$0.00	$120,000.00				$120,000.00	
2	2.2	High School Math Teachers	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverbank High School 9-10	Ongoing	$230,000.00	$0.00	$230,000.00				$230,000.00	
2	2.3	Advancement Via Individual Determination (AVID) Director - Discontinued														
2	2.4	AVID Program	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 7-12	Ongoing	$120,000.00	$30,000.00	$150,000.00				$150,000.00	
2	2.5	MTSS: Academic Support Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$260,000.00	$0.00	$260,000.00				$260,000.00	
2	2.6	English Learner Resource Assistants (ELRAs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$555,000.00	$0.00	$385,000.00			$170,000.00	$555,000.00	
2	2.7	Additional ELPAC Support	ELs	No Yes	LEA-wide		All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
2	2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action-Discotninued					Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-K-1	Ongoing	$0.00	$0.00	$0.00				$0.00	

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	2.9	Transitional Kindergarten and Kindergarten Readiness Programs - Discontinued					Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK and Kindergarten	Ongoing								
2	2.10	Elementary Art Teacher	All	No			Specific Schools: California Avenue Elementary and Mesa Verde Elementary K-5	Ongoing	$150,000.00	$0.00	$10,000.00	$140,000.00			$150,000.00	
2	2.11	Elementary Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary 1-5	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	
2	2.12	Elementary Digital Media/Tech Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary K-5	Ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	
2	2.13	Elementary Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-5	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	

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	2.14	6th Grade Outdoor Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 6	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.15	Gr. 7-8 College/Career Field Trip	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 7-8	Ongoing	$0.00	$6,500.00	$4,500.00	$2,000.00			$6,500.00	
2	2.16	Busing for Mesa Verde Tutoring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.17	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,000.00	$0.00	$100,000.00			$100,000.00	$200,000.00	
2	2.18	iReady Assessment - Discontinued														
2	2.19	Ellevation Education	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$30,000.00	$22,500.00			$7,500.00	$30,000.00	
2	2.20	School Psychologist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,000.00	$0.00	$135,000.00				$135,000.00	
2	2.21	Mental Health Therapist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$160,000.00	$0.00	$97,000.00			$63,000.00	$160,000.00	
2	2.22	Student Assistant Specialists (SAS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,000.00	$0.00	$10,000.00	$90,000.00			$100,000.00	
2	2.23	Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$180,000.00	$0.00	$180,000.00				$180,000.00	
2	2.25	Middle School Spanish Language Elective	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	

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	2.26	Middle School English Language Development (ELD) Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Cardozo Middle School 7-8	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	
2	2.27	Learning Recovery Academic Support - LREBG Action	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Mesa Verde Elementary and Riverbank High School K-8	Ongoing	$0.00	$316,000.00		$316,000.00			$316,000.00	
2	2.28	College and Career Fair	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	Ongoing								
2	2.29	UC Merced Early Academic Outreach Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.1	Communication Platform	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$20,000.00	$10,000.00			$10,000.00	$20,000.00	
3	3.2	Parent Education and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$7,500.00			$2,500.00	$10,000.00	
3	3.3	Increase Attendance Rates - Discontinued														
3	3.4	Decrease Suspension Rates - Discontinued														
3	3.5	School Resource Officer (SRO)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	

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
3	3.6	Middle School Campus Monitor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle SchoolCardozo Middle School 6-8	Ongoing	$125,000.00	$0.00	$125,000.00				$125,000.00	
3	3.7	High School Custodian	All	No			Specific Schools: Riverbank High SchoolRiverbank High School 9-12	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	
3	3.8	Bus Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,050,000.00	$1,050,000.00				$1,050,000.00	
3	3.9	MTSS: Behavior Support Secondary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	Ongoing	$45,000.00	$0.00	$45,000.00				$45,000.00	
3	3.10	PBIS and SEL Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.11	Saturday Academy Program - Discontinued						Ongoing								
3	3.12	Parent Institute for Quality Education (PIQE) Family Leadership Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.1	Adelante High School Academic and Career Counseling	All	No			Specific Schools: Adelante High School	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
4	4.2	Student Assistant Specialist (SAS)	All	No			Specific Schools: Adelante High School	Ongoing	$63,000.00	$0.00	$63,000.00				$63,000.00	
4	4.3	Leader in Me Program	All	No			Specific Schools: Adelante	Ongoing	$0.00	$17,000.00		$12,500.00		$4,500.00	$17,000.00	

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
							High School									

2026-27 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
$27,881,925.00	8,885,926.00	31.870%	0.000%	31.870%	$8,915,750.00	0.000%	31.977 %	**Total:**	$8,915,750.00
								LEA-wide Total:	$4,660,750.00
								Limited Total:	$517,500.00
								Schoolwide Total:	$3,737,500.00

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**	Educational Programs Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,750.00	
1	**1.2**	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,500.00	
1	**1.4**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	**1.5**	Professional Learning Community Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	
1	**1.6**	Professional Learning Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
1	**1.7**	Reduction of Class Sizes (TK - 3)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary	$530,000.00	

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 (%)
						TK-3		
1	1.8	Riverbank High School Academic and Career Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank High School 9-12	$230,000.00	
1	1.9	Riverbank Academy of Multilingual Education (RAME)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Cardozo Middle School and Riverbank High School TK-12	$2,268,000.00	
1	1.12	Supplemental Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.13	Early Literacy Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-3	$50,000.00	
1	1.15	California Avenue Elementary Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary School TK-5	$90,000.00	
1	1.16	Mesa Verde Elementary Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary School TK-5	$90,000.00	
2	2.1	High School English Teacher	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverbank High School 9-12	$120,000.00	
2	2.2	High School Math Teachers	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverbank High School 9-10	$230,000.00	
2	2.4	AVID Program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Cardozo Middle	$150,000.00	

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 (%)
						School and Riverbank High School 7-12		
2	2.5	MTSS: Academic Support Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	
2	2.6	English Learner Resource Assistants (ELRAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$385,000.00	
2	2.7	Additional ELPAC Support	Yes	LEA-wide		All Schools	$60,000.00	
2	2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action- Discotninued				Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-K-1	$0.00	
2	2.9	Transitional Kindergarten and Kindergarten Readiness Programs - Discontinued				Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK and Kindergarten		
2	2.11	Elementary Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary 1-5	$130,000.00	
2	2.12	Elementary Digital Media/Tech Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary K-5	$145,000.00	
2	2.13	Elementary Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde	$35,000.00	

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 (%)
						Elementary TK-5		
2	2.14	6th Grade Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 6	$30,000.00	
2	2.15	Gr. 7-8 College/Career Field Trip	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 7-8	$4,500.00	
2	2.16	Busing for Mesa Verde Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary	$10,000.00	
2	2.17	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.19	Ellevation Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$22,500.00	
2	2.20	School Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
2	2.21	Mental Health Therapist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,000.00	
2	2.22	Student Assistant Specialists (SAS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.23	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
2	2.25	Middle School Spanish Language Elective	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School	$110,000.00	
2	2.26	Middle School English Language Development (ELD) Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Cardozo Middle School 7-8	$110,000.00	

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 (%)
2	2.27	Learning Recovery Academic Support - LREBG Action	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Mesa Verde Elementary and Riverbank High School K-8		
2	2.28	College and Career Fair			English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12		
2	2.29	UC Merced Early Academic Outreach Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	$50,000.00	
3	3.1	Communication Platform	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
3	3.2	Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
3	3.5	School Resource Officer (SRO)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	
3	3.6	Middle School Campus Monitor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School 6-8	$125,000.00	
3	3.7	High School Custodian				Specific Schools: Riverbank High School 9-12	$110,000.00	
3	3.8	Bus Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
3	3.9	MTSS: Behavior Support Secondary	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Cardozo Middle	$45,000.00	

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	School and Riverbank High School 6-12		
3	**3.10**	PBIS and SEL Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	**3.12**	Parent Institute for Quality Education (PIQE) Family Leadership Program	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,122,000.00	$10,558,593.00

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**	Educational Programs Oversight	Yes	$200,000.00	$210,473.00
1	**1.2**	Instructional Coaches	Yes	$470,000.00	$555,595.00
1	**1.3**	Instructional Technology Coaches	Yes	$315,000.00	$338,540.00
1	**1.4**	Professional Learning	Yes	$350,000.00	$464,801.00
1	**1.5**	Professional Learning Community Process	Yes	$800,000.00	$806,719.00
1	**1.6**	Professional Learning Days	Yes	$160,000.00	$125,000.00
1	**1.7**	Reduction of Class Sizes (TK - 3)	Yes	$350,000.00	$538,970.00
1	**1.8**	Riverbank High School Academic and Career Counseling	Yes	$185,000.00	$273,627.00
1	**1.9**	Riverbank Academy of Multilingual Education (RAME)	Yes	$2,100,000.00	$1,957,486.00
1	**1.10**	Mandarin Teachers	No	$260,000.00	$296,609.00
1	**1.12**	Supplemental Standards-Aligned Instructional Materials	Yes	$150,000.00	$17,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Early Literacy Programs	Yes	$50,000.00	$50,000.00
1	1.14	Site Leadership Summits	No	$1,500.00	$1,500.00
1	1.15	California Avenue Elementary Assistant Principal	Yes	$90,000.00	$71,133.00
1	1.16	Mesa Verde Elementary Assistant Principal	Yes	$90,000.00	$71,133.00
2	2.1	High School English Teacher	Yes	$120,000.00	$125,641.00
2	2.2	High School Math Teachers	Yes	$225,000.00	250,000.00
2	2.3	Advancement Via Individual Determination (AVID) Director - Discontinued		$0.00	$0.00
2	2.4	AVID Program	Yes	$150,000.00	$66,000.00
2	2.5	MTSS: Academic Support Elementary	Yes	$260,000.00	$280,000.00
2	2.6	English Learner Resource Assistants (ELRAs)	Yes	$420,000.00	$554,912.00
2	2.7	Additional ELPAC Support	Yes	$60,000.00	$50,000.00
2	2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action	Yes	$0.00	$0.00
2	2.9	Transitional Kindergarten and Kindergarten Readiness Programs	Yes	$44,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Elementary Art Teacher	No	$150,000.00	$162,007.00
2	2.11	Elementary Music Teacher	Yes	$130,000.00	$149,062.00
2	2.12	Elementary Computer Science Teacher - Discontinued	No	$0.00	$0.00
2	2.13	Elementary Field Trips	Yes	$35,000.00	$25,000.00
2	2.14	6th Grade Outdoor Education	Yes	$30,000.00	$25,000.00
2	2.15	Gr. 7-8 College/Career Field Trip	Yes	$6,500.00	$5,500.00
2	2.16	Busing for Mesa Verde Tutoring	Yes	$10,000.00	$0.00
2	2.17	Summer School Program	Yes	$200,000.00	$150,000.00
2	2.18	iReady Assessment - Discontinued		$0.00	$0.00
2	2.19	Ellevation Education	Yes	$30,000.00	$30,000.00
2	2.20	School Psychologist	Yes	$135,000.00	$156,236.00
2	2.21	Mental Health Therapist	Yes	$160,000.00	$166,577.00
2	2.22	Student Assistant Specialists (SAS)	Yes	$360,000.00	$200,000.00
2	2.23	Program Specialist	Yes	$160,000.00	$179,029.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.25	Middle School Spanish Language Elective	Yes	$110,000.00	$116,315.00
2	2.26	Middle School English Language Development (ELD) Teacher	Yes	$110,000.00	$118,455.00
2	2.27	Learning Recovery Academic Support - LREBG Action	Yes	$0.00	$427,221.00
2	2.28	College and Career Fair	Yes	$0.00	$0.00
2	2.29	UC Merced Early Academic Outreach Program	Yes	$50,000.00	$0.00
3	3.1	Communication Platform	Yes	$20,000.00	$20,000.00
3	3.2	Parent Education and Involvement	Yes	$10,000.00	$10,000.00
3	3.3	Increase Attendance Rates - Discontinued	No	$0.00	$0.00
3	3.4	Decrease Suspension Rates - Discontinued	No	$0.00	$0.00
3	3.5	School Resource Officer (SRO)	Yes	$145,000.00	$145,000.00
3	3.6	Middle School Campus Monitor	Yes	$125,000.00	$134,952.00
3	3.7	High School Custodian	No	$110,000.00	$82,238.00
3	3.8	Bus Transportation	Yes	$950,000.00	$948,238.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.9**	MTSS: Behavior Support Secondary	Yes	$45,000.00	$40,500.00
3	**3.10**	PBIS and SEL Programs	Yes	$35,000.00	$0.00
3	**3.11**	Saturday Academy Program - Discontinued	No	$0.00	$0.00
3	**3.12**	Parent Institute for Quality Education (PIQE) Family Leadership Program	Yes	$15,000.00	$15,000.00
4	**4.1**	Adelante High School Academic and Career Counseling	No	$60,000.00	$67,124.00
4	**4.2**	Student Assistant Specialist (SAS)	No	$63,000.00	$63,000.00
4	**4.3**	Leader in Me Program	No	$17,000.00	$17,000.00

2025-26 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)
$9,162,570.00	$8,545,673.00	$8,546,425.00	($752.00)	5.200%	5.200%	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	Educational Programs Oversight	Yes	$100,000.00	$105,200.00		
1	1.2	Instructional Coaches	Yes	$117,500.00	$178,935.00		
1	1.3	Instructional Technology Coaches	Yes	$207,673.00	$207,673.00		
1	1.4	Professional Learning	Yes	$350,000.00	$464,801.00		
1	1.5	Professional Learning Community Process	Yes	$800,000.00	$806,801.00		
1	1.6	Professional Learning Days	Yes	$160,000.00	$125,000.00		
1	1.7	Reduction of Class Sizes (TK - 3)	Yes	$350,000.00	$538,970.00		
1	1.8	Riverbank High School Academic and Career Counseling	Yes	$185,000.00	$273,627.00		
1	1.9	Riverbank Academy of Multilingual Education (RAME)	Yes	$2,100,000.00	$1,957,486.00		
1	1.12	Supplemental Standards-Aligned Instructional Materials	Yes	$150,000.00	$17,000.00		
1	1.13	Early Literacy Programs	Yes	$50,000.00	$50,000.00		
1	1.15	California Avenue Elementary Assistant Principal	Yes	$90,000.00	$71,133.00		
1	1.16	Mesa Verde Elementary Assistant Principal	Yes	$90,000.00	$71,133.00		

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	2.1	High School English Teacher	Yes	$120,000.00	$125,641.00		
2	2.2	High School Math Teachers	Yes	$225,000.00	$331,120.00		
2	2.4	AVID Program	Yes	$150,000.00	$66,000.00		
2	2.5	MTSS: Academic Support Elementary	Yes	$260,000.00	$356,671.00		
2	2.6	English Learner Resource Assistants (ELRAs)	Yes	$250,000.00	$250,000.00		
2	2.7	Additional ELPAC Support	Yes	$60,000.00	$50,000.00		
2	2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action	Yes	$0.00		2.6	2.6
2	2.9	Transitional Kindergarten and Kindergarten Readiness Programs	Yes	$44,000.00			
2	2.11	Elementary Music Teacher	Yes	$130,000.00	$149,062.00		
2	2.13	Elementary Field Trips	Yes	$35,000.00	$35,000.00		
2	2.14	6th Grade Outdoor Education	Yes	$30,000.00	$5,500.00		
2	2.15	Gr. 7-8 College/Career Field Trip	Yes	$4,500.00	$4,500.00		
2	2.16	Busing for Mesa Verde Tutoring	Yes	$10,000.00			
2	2.17	Summer School Program	Yes	$100,000.00	$75,000.00		
2	2.19	Ellevation Education	Yes	$22,500.00	$22,500.00		
2	2.20	School Psychologist	Yes	$135,000.00	$157,000.00		
2	2.21	Mental Health Therapist	Yes	$97,000.00	$100,000.00		

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	**2.22**	Student Assistant Specialists (SAS)	Yes	$360,000.00	$200,000.00		
2	**2.23**	Program Specialist	Yes	$160,000.00	$179,029.00		
2	**2.25**	Middle School Spanish Language Elective	Yes	$110,000.00	$116,315.00		
2	**2.26**	Middle School English Language Development (ELD) Teacher	Yes	$110,000.00	$118,455.00		
2	**2.27**	Learning Recovery Academic Support - LREBG Action	Yes			2.60	2.6
2	**2.28**	College and Career Fair	Yes				
2	**2.29**	UC Merced Early Academic Outreach Program	Yes	$50,000.00	$35,116.00		
3	**3.1**	Communication Platform	Yes	$10,000.00	10,000.00		
3	**3.2**	Parent Education and Involvement	Yes	$7,500.00	$7,500.00		
3	**3.5**	School Resource Officer (SRO)	Yes	$145,000.00	$145,000.00		
3	**3.6**	Middle School Campus Monitor	Yes	$125,000.00	$134,952.00		
3	**3.8**	Bus Transportation	Yes	$950,000.00	$948,805.00		
3	**3.9**	MTSS: Behavior Support Secondary	Yes	$45,000.00	$40,500.00		
3	**3.10**	PBIS and SEL Programs	Yes	$35,000.00	$0.00		
3	**3.12**	Parent Institute for Quality Education (PIQE) Family Leadership Program	Yes	$15,000.00	$15,000.00		

2025-26 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)
26,044,972.00	$9,162,570.00	0.00%	35.180%	$8,546,425.00	5.200%	38.014%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



Appendix A

2024 Activity Participation

LCAP 2024

Appendix A

Site	Activity Type	Number of Students	Participation % 2023-24 783 Students
RHS	ASSETS	519	66.28%
RHS	FFA	235	30.01%
RHS	Drama	42	5.36%
RHS	Art	29	3.70%
RHS	National Honor Society	51	6.51%
RHS	Skills USA	395	50.45%
RHS	Link Crew	50	6.39%
RHS	Women Empowerment Club	31	3.96%
RHS	Yearbook	22	2.81%
RHS	CSF	16	2.04%
RHS	Football	50	6.39%
RHS	Cross Country	24	3.07%
RHS	Girls Volleyball	36	4.60%
RHS	Girls Golf	6	0.77%
RHS	Boys Soccer	44	5.62%
RHS	Girls Soccer	32	4.09%
RHS	Boys Basketball	32	4.09%
RHS	Girls Basketball	20	2.55%
RHS	Wrestling	19	2.43%
RHS	Cheer	8	1.02%



Appendix B

M.O.T Facilities Survey and F.I.T Inspections

MOT Facilities Survey

Survey Results	*The Classroom is a safe enviornment*	*The classroom is clean on a consistent basis.*	*The classroom is sustainable and attractive.*	*The school facilities are adequate.*	*The school grounds are well maintained.*
2018					
1. Strongly Disagree	2	1	2	1	0
2. Disagree	1	5	4	8	0
3. Do Not Agree or Disagree	5	8	9	11	3
4. Agree	29	28	33	30	32
5. Stongly Agree	21	16	10	8	23
Percent of Agree/Strongly Agree	93%	76%	74%	66%	95%
2019					
1. Strongly Disagree	0	1	1	1	0
2. Disagree	1	4	5	12	2
3. Do Not Agree or Disagree	7	9	17	11	4
4. Agree	32	33	30	40	35
5. Stongly Agree	40	33	27	16	39
Percent of Agree/Strongly Agree	90%	83%	71%	70%	93%
2020					
1. Strongly Disagree	2	2	2	2	5
2. Disagree	2	4	1	11	2
3. Do Not Agree or Disagree	4	15	17	13	1
4. Agree	44	31	46	35	29
5. Stongly Agree	28	28	14	19	43
Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2021					
1. Strongly Disagree	2	2	2	2	5
2. Disagree	2	4	1	11	2
3. Do Not Agree or Disagree	4	15	17	13	1
4. Agree	44	31	46	35	29
5. Stongly Agree	28	28	14	19	43
Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2023					
1. Strongly Disagree	4	2	3	3	3
2. Disagree	2	6	6	8	2
3. Do Not Agree or Disagree	5	9	15	16	4
4. Agree	28	26	25	21	27
5. Stongly Agree	23	19	13	14	26
Percent of Agree/Strongly Agree	82%	73%	61%	56%	85%

Survey Results	*The Classroom is a safe enviornment*	*The classroom is clean on a consistent basis.*	*The classroom is sustainable and attractive.*	*The school facilities are adequate.*	*The school grounds are well maintained.*
2018 Percent of Agree/Strongly Agree	93%	76%	74%	66%	95%
2019 Percent of Agree/Strongly Agree	90%	83%	71%	70%	93%
2020 Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2021 Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2023 Percent of Agree/Strongly Agree	82%	73%	61%	56%	85%

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
California Ave		K-5	41
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/24 at 11:20am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	47	51	51	51	22	50	51	2	51	49	2	51
	Number of "D"s:	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0
56	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	7	7	7	7	5	5	5	33	6	5	54	5	7	54	5
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	95.92%	100.00%	100.00%	100.00%	95.65%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			95.92%	100.00%		100.00%	97.83%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: | **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → | 99.22% | **SCHOOL RATING**** → | EXEMPLARY |

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Mesa Verde Elementary		K - 5	26
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 10:56AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	32	32	32	29	32	32	32	8	31	32	1	32	32	32	32
	Number of "D"s:	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
32	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	24	1	0	31	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.63%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			90.63%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.83%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Cardozo Middle School		6TH - 8TH	23
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 9:45AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	43	49	49	49	13	49	49	49	49	49	2	49
	Number of "D"s:	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
49	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	36	0	0	0	0	0	47	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	91.49%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			91.49%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.94%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Riverbank High School		9th - 12th	45
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O Coordinator		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/2024 at 10:45am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	59	59	59	46	59	59	53	51	53	59	59	58	59	53	59
	Number of "D"s:	0	0	0	11	0	0	6	0	0	0	0	1	0	0	0
59	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	8	6	0	0	0	0	6	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.70%	100.00%	100.00%	89.83%	100.00%	100.00%	100.00%	100.00%	98.31%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.70%	100.00%		89.83%	100.00%		100.00%		99.16%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	96.21%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Adelante High School		Grades 9-12	4
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 8:30am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	9	10	9	10	10	10	3	6	10	10	10	10	1	10
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	0	1	0	0	0	7	4	0	0	0	0	9	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



Appendix C

2023 Dashboard Indicators by Site/Group

2023 Dashboard Indicators by Site/Group

		English Language Arts Ponts Below Standard	Math Ponts Below Standard	English Learner Progress % Making Progress	Chronic Absenteeism % of students absent 10% or more days	Suspension Rate % Suspended at least one day	Graduation Rate % of students who receive a standard High School Diploma	College and Career Indicator % of High School Students "Prepared"
Metric to Measure Progress		1.4, 1.19, 2.6, 2.7	1.5, 2.15			2.12, 3.6		1.9, 1.10, 1.11, 1.13, 2.9
Action(s) to Address Need		1.2, 1.3, 1.5, 1.7, 1.13, 2.1, 2.5, 2.8, 2.16, 3.11	1.2, 1.3, 1.5, 2.2, 2.5, 2.8, 2.16, 3.11			1.15, 1.16, 2.20, 2.21, 2.22, 3.4, 3.5, 3.6, 3.9, 3.10		1.8, 2.4, 3.1
Riverbank Unified		EL - 86.9 HOM - 99.6 SED - 71.3 SWD - 122.4	EL - 117.1 HIS - 105.1 SED - 105.7			EL - 10.9% HIS - 9.1% SED - 10.1% SWD - 11.3% WH - 8.9%		EL - 1.8%
Elementary	**California Avenue Elementary School**	EL - 99.6 HIS - 93.4 SED - 98.4	EL - 105.1 HIS - 98.3					
Elementary	**Mesa Verde Elementary School**	EL - 124.1 HIS - 97.1 SED - 87.7	EL - 103.8			SWD - 10.1%		
Secondary	**Cardozo Middle School**	SWD - 130				EL - 12.6% SED - 12.5% SWD - 14.8%		
Secondary	**Riverbank High School**	EL - 88.1	EL - 181.1 HIS - 128.9			EL - 28.3% HIS - 19.5% SED - 21.9% SWD - 22.7% WH - 15.8%		EL - 2.3%
Secondary	**Adelante High School**							

KEY: EL: English Learners HIS: Hispanic HOM: Homeless SED: Socioeconomically Disadvantaged SWD: Students with Disabilities WH: White



Appendix D

2025 Activity Participation

LCAP 2025

Appendix D

Site	Activity Type	Number of Students	Participation % 2024-25 727 Students
RHS	ASSETS	435	59.8%
RHS	FFA	239	32.9%
RHS	Drama	Unreported	n/a
RHS	Art	Unreported	n/a
RHS	National Honor Society	60	8.3%
RHS	Skills USA	421	57.9%
RHS	Link Crew	223	30.7%
RHS	Women Empowerment Club	20	2.8%
RHS	Yearbook	Unreported	n/a
RHS	CSF	Unreported	n/a
RHS	Football	57	7.8%
RHS	Cross Country	22	3%
RHS	Girls Volleyball	40	5.5%
RHS	Girls Golf	5	.6%
RHS	Boys Soccer	44	6.1%
RHS	Girls Soccer	37	5.1%
RHS	Boys Basketball	36	4.9%
RHS	Girls Basketball	21	2.8%
RHS	Wrestling	19	2.6%
RHS	Cheer	26	3.2%



Appendix E

M.O.T Facilities Inspection Tool

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
California Ave		K-5	41
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/24 at 11:20am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	47	51	51	51	22	50	51	2	51	49	2	51
	Number of "D"s:	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0
56	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	7	7	7	7	5	5	5	33	6	5	54	5	7	54	5
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	95.92%	100.00%	100.00%	100.00%	95.65%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			95.92%	100.00%		100.00%	97.83%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: | **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → | 99.22% | **SCHOOL RATING**** → | EXEMPLARY |

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Mesa Verde Elementary		K - 5	26
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 10:56AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	32	32	32	29	32	32	32	8	31	32	1	32	32	32	32
	Number of "D"s:	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
32	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	24	1	0	31	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.63%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			90.63%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.83%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Cardozo Middle School		6TH - 8TH	23
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 9:45AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	43	49	49	49	13	49	49	49	49	49	2	49
	Number of "D"s:	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
49	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	36	0	0	0	0	0	47	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	91.49%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			91.49%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.94%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Riverbank High School		9th - 12th	45
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O Coordinator		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/2024 at 10:45am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	59	59	59	46	59	59	53	51	53	59	59	58	59	53	59
	Number of "D"s:	0	0	0	11	0	0	6	0	0	0	0	1	0	0	0
59	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	8	6	0	0	0	0	6	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.70%	100.00%	100.00%	89.83%	100.00%	100.00%	100.00%	100.00%	98.31%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.70%	100.00%		89.83%	100.00%		100.00%		99.16%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	96.21%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Adelante High School		Grades 9-12	4
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 8:30am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	9	10	9	10	10	10	3	6	10	10	10	10	1	10
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	0	1	0	0	0	7	4	0	0	0	0	9	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



Appendix F

2024 Dashboard Indicators by Site/Group

2024 Dashboard Indicators by Site/Group

		English Language Arts Ponts Below Standard	Math Ponts Below Standard	English Learner Progress % Making Progress	Chronic Absenteeism % of students absent 10% or more days	Suspension Rate % Suspended at least one day	Graduation Rate % of students who receive a standard High School Diploma	College and Career Indicator % of High School Students "Prepared"
Metric to Measure Progress		1.4, 1.19, 2.6, 2.7	1.5, 2.15			2.12, 3.6		1.9, 1.10, 1.11, 1.13, 2.9
Action(s) to Address Need		1.2, 1.3, 1.5, 1.7, 1.13, 2.1, 2.5, 2.8, 2.16, 3.11	1.2, 1.3, 1.5, 2.2, 2.5, 2.8, 2.16, 3.11			1.15, 1.16, 2.20, 2.21, 2.22, 3.4, 3.5, 3.6, 3.9, 3.10		1.8, 2.4, 3.1
Riverbank Unified		EL - 89.7 HIS - 71.4 HOM - 115.5 LTEL - 105.5 SED - 71.2 SWD - 136.6	EL - 123.8 HIS - 110.2 HOM - 129.1 LTEL - 156.4 SED - 106.8 SWD - 160.3			EL - 10.9% HIS - 9.1% SED - 10.1% SWD - 11.3% WH - 8.9%		EL - 7.3% LTEL - 5.6%
Elementary	**California Avenue Elementary School**	HIS - 91.2	EL - 105.1 HIS - 98.3	EL - 95.7		SED - 3.8% WH - 8.2%		
Elementary	**Mesa Verde Elementary School**	SWD - 154.2	EL - 116.3 HIS - 103.6 SWD - 147.4	EL - 40.2%		SWD - 10.1%		
Secondary	**Cardozo Middle School**	EL - 76.7 LTEL - 102.8 SWD - 135.9	EL - 125.1 HIS - 113.2 LTEL - 144.8 SED - 111 SWD - 177.4		WH - 31.4%	SWD - 20.3%		
Secondary	**Riverbank High School**	EL - 108.4 LTEL - 110	EL - 194.9 HIS - 138.1 LTEL - 205.9 SED - 132.2					EL - 8.8% HIS - 25.9% LTEL - 7%
Secondary	**Adelante High School**					HIS - 21.3 % SED - 19.4%		

KEY: EL: English Learners HIS: Hispanic HOM: Homeless SED: Socioeconomically Disadvantaged SWD: Students with Disabilities WH: White

Riverbank Unified School District

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Appendix G

2026 Activity Participation

Appendix G

Site	Activity Type	Number of Students	Participation Percentage 2025-26: 820 Students
Riverbank High School	ASSETS	475	58%
Riverbank High School	FFA	233	28%
Riverbank High School	Drama	35	4%
Riverbank High School	Art	35	4%
Riverbank High School	National Honor Society	40	5%
Riverbank High School	Skills USA	387	47%
Riverbank High School	Link Crew	300	37%
Riverbank High School	Women Empowerment Club	10	1%
Riverbank High School	Yearbook	20	2%
Riverbank High School	CSF	12	2%
Riverbank High School	Football	50	6%
Riverbank High School	Cross Country	35	4%
Riverbank High School	Girls Volleyball	45	6%
Riverbank High School	Girls Golf	8	1%
Riverbank High School	Boys Soccer	45	6%
Riverbank High School	Girls Soccer	40	5%
Riverbank High School	Boys Basketball	40	5%
Riverbank High School	Girls Basketball	20	2%

Riverbank High School	Wrestling	32	4%
Riverbank High School	Cheer	35	4%

Riverbank Unified School District

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Appendix H

2025 M.O.T Facilities Inspection Tool Report

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Adelante High School		Grades 9-12	4
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
7:05AM	39		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "ü"s:	10	9	10	9	10	10	10	3	6	10	10	10	10	1	10
↓	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	0	1	0	0	0	7	4	0	0	0	0	9	0
Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	100.00%	**SCHOOL RATING**** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
California Ave		K-5	41
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
7:00 AM	48		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "ü"s:	49	48	49	47	51	51	50	23	50	51	2	51	49	1	51
↓	Number of "D"s:	0	1	0	2	0	0	1	0	0	0	0	0	0	1	0
56	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	7	7	7	7	5	5	5	33	6	5	54	5	7	54	5
Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)*		100.00%	97.96%	100.00%	95.92%	100.00%	100.00%	98.04%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	50.00%	100.00%
Total Percent per Category (average of above)*		99.32%			95.92%	100.00%		98.04%	100.00%		100.00%		100.00%		75.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		FAIR	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	96.03%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Cardozo Middle School		6TH - 8TH	23
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
7:30AM	39		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "ü"s:	49	49	49	37	49	49	49	13	49	49	49	49	49	2	49
	Number of "D"s:	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0
50	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	36	0	0	0	0	0	48	0
Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)*		98.00%	98.00%	98.00%	77.08%	98.00%	98.00%	98.00%	92.86%	98.00%	98.00%	98.00%	98.00%	98.00%	100.00%	98.00%
Total Percent per Category (average of above)*		100.00%			91.49%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	98.94%	SCHOOL RATING** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Mesa Verde Elementary		K - 5	26
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
7:00 AM	47		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "ü"s:	32	32	32	28	32	32	32	8	31	32	1	32	32	32	32
↓	Number of "D"s:	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
32	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	24	1	0	31	0	0	0	0
Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			87.50%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.44%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Riverbank High School		9th - 12th	45
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O Coordinator		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
7:00 AM	48		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "ü"s:	59	59	59	49	59	59	54	51	53	59	59	58	59	53	59
↓	Number of "D"s:	0	0	0	8	0	0	5	0	0	0	0	1	0	0	0
59	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	8	6	0	0	0	0	6	0
Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	85.96%	100.00%	100.00%	91.53%	100.00%	100.00%	100.00%	100.00%	98.31%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			85.96%	100.00%		91.53%	100.00%		100.00%		99.16%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	97.08%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Riverbank Language Academy		K-5	34
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR	N/A	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
1:30 PM	58		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "ü"s:	45	45	45	43	45	45	45	11	45	45	1	45	41	0	45
	Number of "D"s:	0	0	0	2	0	0	0	0	0	0	0	0	4	2	0
45	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	34	0	0	44	0	0	43	0
Percent of System in Good Repair Number of "ü"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	95.56%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	91.11%	0.00%	100.00%
Total Percent per Category (average of above)*		100.00%			95.56%	100.00%		100.00%	100.00%		100.00%		95.56%		50.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		POOR	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	92.64%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

Riverbank Unified School District

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Appendix I

2025 Dashboard Indicators by Site/Group

2025 Dashboard Indicators by Site/Group

		English Language Arts	Math	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	College and Career Indicator
		Ponts Below Standard	Ponts Below Standard	% Making Progress	% of students absent 10% or more days	% Suspended at least one day	% of students who receive a standard High School Diploma	% of High School Students "Prepared"
Metric to Measure Progress		1.4, 1.19, 2.6, 2.7	1.5, 2.15			2.12, 3.6		1.9, 1.10, 1.11, 1.13, 2.9
Action(s) to Address Need		1.2, 1.3, 1.5, 1.7, 1.13, 2.1, 2.5, 2.8, 2.16, 3.11	1.2, 1.3, 1.5, 2.2, 2.5, 2.8, 2.16, 3.11			1.15, 1.16, 2.20, 2.21, 2.22, 3.4, 3.5, 3.6, 3.9, 3.10		1.8, 2.4, 3.1
Riverbank Unified		HOM - 124.1	HIS - 107.5 HOM - 144 SED - 105.5 SWD - 160.3	EL - 77.3 LTEL - 96.9 SWD - 132.6	LTEL - 24.8% WH - 28.8%	LTEL - 13.4% SWTR: 10.4% SWD: 8.9%		HOM - 13.3%
Elementary	**California Avenue Elementary School**	EL - 84.9 HIS - 82.7 SED - 82.8	HIS - 88.5	EL - 41.5	HOM - 26.6	HOM - 6.1% SED - 7.8%		
Elementary	**Mesa Verde Elementary School**	EL - 88.6 SWD - 127.3	SWD - 146.2		WH - 27.9%	EL - 2.1% SED - 3.3% WH - 3.1%		
Secondary	**Cardozo Middle School**	SWD - 138.9	EL - 122.2 SED - 109.9 SWD - 186.9	EL - 33.8% LTEL - 37.4%	EL - 23% HIS - 22.6% LTEL - 24.4%	EL - 15.1% HIS - 14% LTEL - 21.1% SED - 15.2% WH - 12.6%		
Secondary	**Riverbank High School**	EL - 81.9 LTEL - 100.8	EL - 161.3 HIS - 130.3 LTEL - 199.8 SED - 128.6					EL - 8.8% HIS - 25.9% LTEL - 7%
Secondary	**Adelante High School**					HIS - 13.6% SED - 11.4%		

KEY: EL: English Learners HIS: Hispanic HOM: Homeless SED: Socioeconomically Disadvantages
SWD: Students with Disabilities WH: White SWTR: Students With Two or More Races