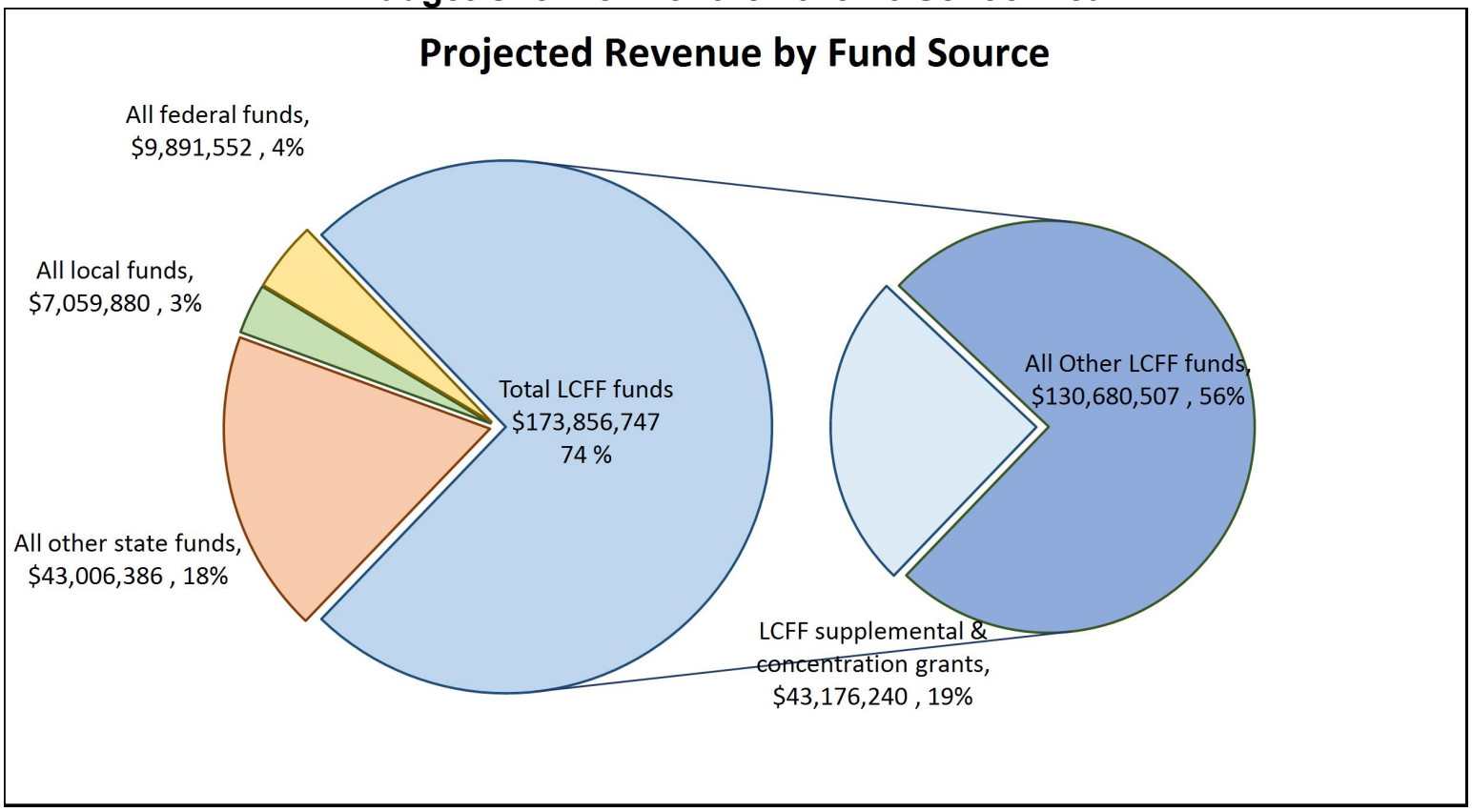
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rowland Unified School District
CDS Code: 19-73452-6022222
School Year: 2025-26
LEA contact information:
Alejandro Flores
Superintendent
aflores@rowlandschools.org
626-854-8347

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 2025-26 School Year

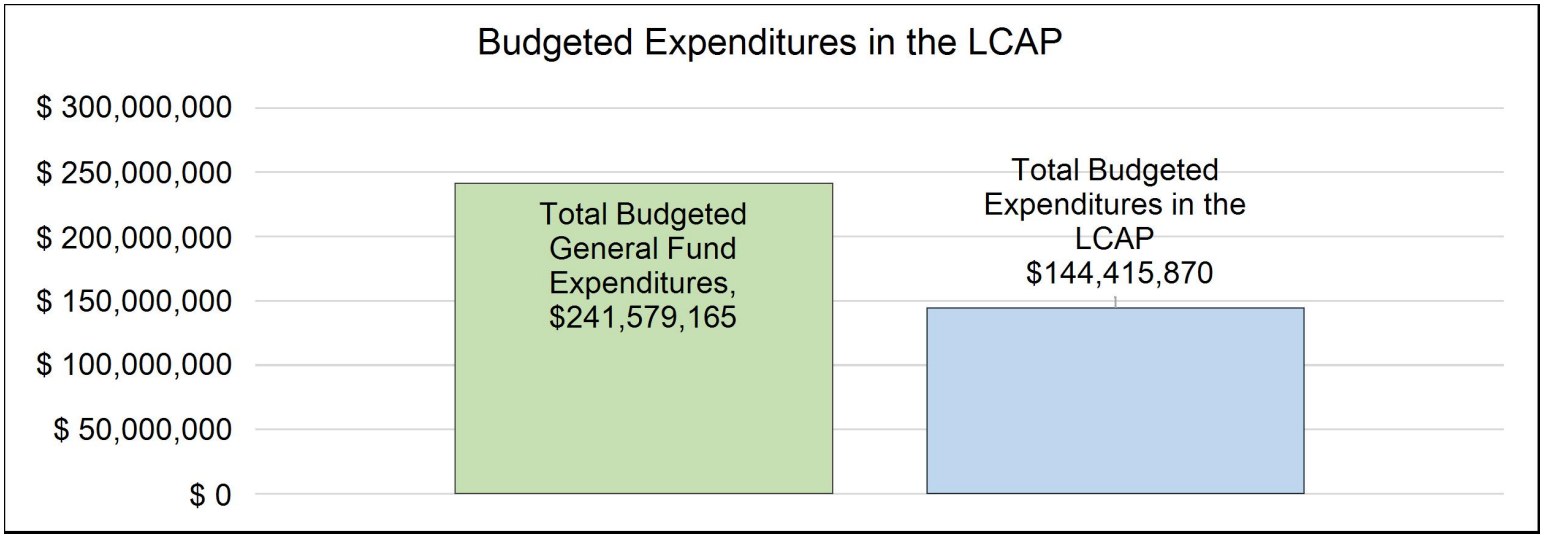


This chart shows the total general purpose revenue Rowland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rowland Unified School District is $233,814,565, of which $173,856,747 is Local Control Funding Formula (LCFF), $43,006,386 is other state funds, $7,059,880 is local funds, and $9,891,552 is federal funds. Of the $173,856,747 in LCFF Funds, $43,176,240 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 Rowland Unified School District plans to spend for 2025-26. 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: Rowland Unified School District plans to spend $241,579,165 for the 2025-26 school year. Of that amount, $144,415,870 is tied to actions/services in the LCAP and $97,163,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

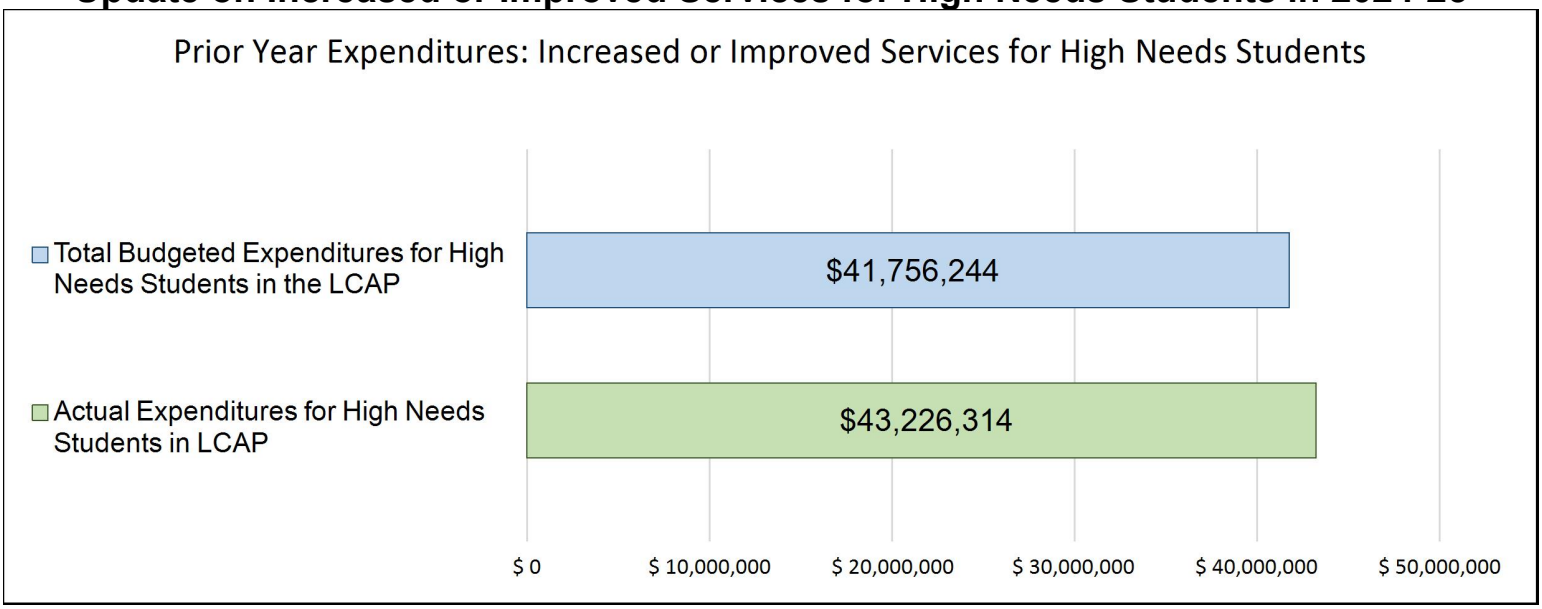
Expenditures not included in the LCAP are the district's regular operating expenditures, such as, full-time salaries and benefits of Certificated and Classified staff not included in Goal 2 Action 7 and Goal 4 Action 9, Special Education expenditures, materials and supplies, services and utility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rowland Unified School District is projecting it will receive $43,176,240 based on the enrollment of foster youth, English learner, and low-income students. Rowland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rowland Unified School District plans to spend $43,176,240 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Rowland 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 Rowland 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 2024-25, Rowland Unified School District's LCAP budgeted $41,756,244 for planned actions to increase or improve services for high needs students. Rowland Unified School District actually spent $43,226,314 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,470,070 had the following impact on Rowland Unified School District's ability to increase or improve services for high needs students:

The increase in supplemental and concentration funding impacted the district by being able to provide additional targeted intervention, credit recovery, safety support and professional learning opportunities in support of high needs students.

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
Rowland Unified School District	Alejandro Flores Superintendent	aflores@rowlandschools.org 626-854-8347

Plan Summary [2025-26]

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.

ROWLAND UNIFIED SCHOOL DISTRICT
The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective promise that "Each student is valued, supported, engaged, and empowered for the future of their choice." We offer families quality schools with a variety of academic programs and enrichment opportunities in a caring culture that enables students to become global thinkers and leaders. Serving approximately 11,623 students in 20 schools, the district is located in the San Gabriel Valley within the communities of Rowland Heights, La Puente, West Covina, City of Industry, and Walnut. Rowland USD has various grade level configurations (TK-6, TK-8, 7-8, 9-12) in order to accommodate the needs of the community, including a robust Adult and Community Education Program and a TK-6 Virtual Learning Academy.

Demographics
The Rowland USD serves a diverse TK-12 student population. Currently, 65.3% of the Rowland USD's almost 11,623 students are Hispanic, 22.3% are Asian, 6.1% are Filipino, 1.8% are White, 1.4% are African American, with the rest being Pacific Islander, two or more races, and Other. Approximately 80.4% are socio-economically disadvantaged, 25.1% are English Learner, 13.3% receive special education services. Rowland USD offers a comprehensive academic program at the elementary and secondary level preparing students for college and career, culminating with the prestigious International Baccalaureate program at the high schools, a variety of Career Technical Pathways, as well as many Dual Enrollment and Advanced Placement course offerings.

Award Winning Schools

Our schools have won numerous state and national awards for academic achievement – most recently receiving recognition as 2022: California Model Continuation High School: Santana High School; 2022 Schools to Watch National Model Middle School Redesignation for Alvarado Intermediate; 2021 California Distinguished School - John A. Rowland High School; 2019 California Distinguished School - Killian Elementary; 2017 California Gold Ribbon Schools - John A. Rowland High School and Alvarado Intermediate; and 2018 California Gold Ribbon Schools: Jellick Elementary, Hollingworth Elementary, Shelyn Elementary, Stanley G. Oswalt Academy, Telesis Academy of Science & Math, Ybarra Academy of Arts & Technology, and Villacorta Elementary. In addition the California Department of Education recognized 17 RUSD schools with the Pivotal Practice Award. recognizing a pivotal practice that was utilized during the 2020-2021 school year when schools were required to offer distance learning due to the Covid-19 pandemic. The categories were Student Engagement, Distribution of Technology, Nutrition Services, Social Emotional Well-Being of Students, and Innovative Learning For All.

Every Student, Every Day
Rowland Unified is committed to serve all educational partners, which includes our students, staff, parents and community. Examples include bringing educational equity through digital access, and specific programs such as Care and Connect, Music for All, College Connect, and Family Connect. Rigorous academic programs such as Honors, Advanced Placement, AVID and the International Baccalaureate (IB) Program are provided. Rowland Unified is proud to have four International Baccalaureate (IB) World Schools: Rowland High School and Nogales High School offer the prestigious IB Diploma Program and two IB Primary Years Programme (PYP) Schools are TK-8 Academies Ybarra Academy of Arts and Technology and Stanley G. Oswalt Academy. The District also offers the award-winning Career Pathways Program at Rowland High School and Nogales High School, including pathways in Cybersecurity and Gaming. The Career Pathways program gives students the opportunity to prepare for college and career that matches their aptitudes, interests and dreams. Before their junior year, all RUSD students select one of six career pathways – Arts & Communications, Business, Family & Consumer Sciences, Health & Medical Services, Public & Human Services, or Technology. Rowland Unified provides a variety of academic choices for parents at our schools, with Science, Math, Engineering & Robotics programs that begin at the elementary level, along with academic enrichment programs such as GATE, Arts and Athletics. Spanish Dual Immersion Programs that begin in Kindergarten are offered at Rorimer Elementary, Hurley Elementary and Giano Intermediate, along with a Mandarin Dual Immersion Program at Shelyn Elementary. Hollingworth Elementary is an AVID elementary school and our “No Excuses University Schools” (a National College Readiness Program that begins in Kindergarten) are available at Telesis Academy of Science & Math and Yorbita Elementary. Northam Elementary is a College for Every Student school which supports college readiness as well.

Equity Multiplier Schools
Santana High School and Rowland Virtual Academy qualified as Equity Multiplier Schools.

Reflections: Annual Performance

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

AREAS OF GREATEST SUCCESS:

-Growth in Early Literacy: As a result of focused support for foundational reading skills, 60.7% of students in grades K-2 are at or above the 35th percentile on the Star Early Literacy - Student Growth Percentile. This is an increase of 9.2 points over the last three years. During the

2021-2022 school year, at the heart of the pandemic, 51.5% of students met this benchmark, followed by 55.2% in 2023, and 56% in 2024. The increase is due to a comprehensive approach to implementing multi-tiered systems of support in early literacy.

- College Readiness: The percentage of students "Prepared" for college and career, as measured on the California Dashboard, increased from 42.8% (2023) to 46.3% (2024). RUSD has continued its partnership with Mt. SAC to offer Dual Enrollment Courses for our high school students. The criteria in course selection was that it be of high interest to students, be transferable to a four year university, and fulfill a general education college course requirement. RUSD also has an agreement with three universities for guaranteed acceptance for all seniors who meet admissions requirements: Azusa Pacific University, University of La Verne, and Canyon University.

-Increased Student Engagement: Chronic absenteeism peaked in RUSD at 24% (May 2022) during the 2021-2022 school year. Following a focused study on the root cause with educational partners, including students, principals and parents, the district implemented strategies to increase attendance and student engagement. As a result, our chronic absenteeism rate has improved to 16.4% (May 2025).

- Expanded Learning Opportunities: The afterschool program has expanded from 1375 to 1790 students from August 2024 to May 2025. The addition of three counselors has made a tremendous impact on students' social-emotional learning. Counselors provided 471 lessons daily for students, 25 small-group counseling sessions, and conducted 310 individual sessions.

- Districtwide Communication: The percentage of RUSD staff who agree, "Overall, communication in the district is effective," has increased 4.5 points on the annual Employee Engagement survey over the last four years. Results for the 2025 administration is 81.6% compared to 79.9% (2024), 77.9% (2023), and 77.1% (2022).

- Serving Students and Families: 94.8% of families in RUSD agree, "I am proud to tell others my child is a student in RUSD." 92.2% agree,"I have a trusting and respectful relationship with school staff," and 89.7% of students agreeing, "I feel respected by teachers." The district communicates and collaborates with educational partners in the decision-making process and provides a safe environment for the diverse student population. 97.9% of families report receiving communication from the district in a language they understand, and 95.5% feel they "have opportunities to give and share my thoughts and opinions with the school site." (Survey results from Spring 2025 on RUSD Student, Staff, Parent Voice Surveys)

-24/7 Academic Support: This school year, secondary students can access academic tutoring through multiple avenues: on-site in-person tutoring after school, virtual tutoring with RUSD high school students and local college students, and a partnership with Paper Company providing 24/7 virtual access to help with homework through text, email, or video conferencing. Over 4,186 activities in Paper were recorded, students received assistance in Science, Social Studies, English, Algebra, Geometry, and Calculus with student engagement increasing from 9.4% to 23.9 %.

- Dual Language Immersion Expansion: Dual Immersion programs have expanded to include Giano and Alvarado Intermediate. At Giano, an additional Science Spanish Language class was introduced in the 2025-26 school year to expand the program, offering students a 50% Spanish and 50% English curriculum. At Giano students continue to participate in Electives along with taking an Advanced Spanish Language class and Social Studies and Science classes in Spanish. Alvarado will begin to provide advanced Mandarin, Art, and Culture to Dual Language Immersion students.

- Family Connect: The goal of Family Connect is to equip parents and family members with support, especially in the area of presentation skills, training and resources which allows them to share the experiences they have had in the school setting to assist other families. Family Connect recognizes and honors the assets each family possesses and views their contributions as a benefit to the community. Throughout the year, the "working" lead group of Family Connect members meet, plan, and practice the strategies that they will present at the all district conferences. This year the Family Connect Conferences took place in October, December and May. Topics of interest that were covered included, "How to Communicate with your Child's School", "Understanding Common Core", "My Experiences with Special Education", "Mental Health" and more. During the May conference, the math session was led completely by parents. The families who attended the math session stated that it was helpful to hear from the parent perspective and walked away with strategies they could use in their own homes. Family Connect is already planning for the new year and will be tackling new topics in new formats.

- Whole Child Support: Robust support to address the social emotional well being of students, including counselors, social workers, BEST TOSAs, Behavior Intervention Specialists, Behavior Support Assistants, Psychologists, community liaisons, and wrap-around support services coordinated through the RUSD Family Resource Center. Continuous collaboration between Student Services and Special Education to ensure students have all of the resources they need. The suspension rate for students overall is 2.0% (May 2025), maintaining the historically low rate of suspension pre-pandemic, reflecting the robust behavior support services provided to students. 82.9% of students agree "I feel safe at school," and 91.9% of students report, "I have a good relationship with at least one teacher," a key indicator of success at school. The district has developed and implemented a tiered system of support for the behavior and mental health needs of all students, hiring a Coordinator of Counseling Services to oversee the implementation.

- Access to Technology for All: All students and staff have access to high-quality technology to engage in 21st century teaching and learning, including take-home devices and access to wifi hotspots as needed to ensure 24/7 access to learning for all students. The district maintains the shift to 1:1 allocation of iPads (K-2) and Chromebooks (3-12) and provided 160 wifi hotspots for students during the 2024-2025 school year.

- Music for All: Understanding that music education supports academic success and is a creative outlet for many students, every student starting in first grade receives music education taught by a credentialed music teacher once per week throughout elementary school. Additional weekly lessons are also provided after school at no cost to the family . As students enter middle and high school, they are able to continue their music interests in individualized classes for choir, band, guitar, orchestra, or jazz band. Students have multiple opportunities to perform for the community by showcasing their talent and their learning (example: field trips and music festivals throughout the year).

-College Connect: This unique program addresses the critical need for access to four year universities for our students at promise. College Connect provides comprehensive support throughout the year beginning with college exploration, application, essay writing, financial aid and the acceptance process. This student population requires specialized and individualized assistance to bring their dreams into reality. During the 2024-2025 school year, standardized testing such as the SAT was brought back to many of the colleges as a requirement. In order to provide a more level playing field, College Connect brought in the Princeton Review team to work with the students as they have not had the opportunity to participate in any type of comprehensive test review preparation. College Connect is now in its' sixth year and has assisted well over 400 students to be accepted into the school of their choice. 2019-2020 was the first year of College Connect. As the pilot group, 28 students from Nogales High School were in this inaugural group. Each year saw an increase, from 44 to 85 and then 128 with last year's group being the largest with 132. During the 2020-2021 year the students from Rowland High were also included. This year 84 students were a part of the College Connect cohort. In six years, 501 students were supported through College Connect. At-Promise students from

Rowland are now attending and have even graduated from institutions such as, Harvey Mudd, UCLA, Harvard, Carnegie Mellon and more. Some students are now attending graduate school and look forward to careers in law, medicine and education. Prestigious scholarships such as the Gates Millennium, Horatio Alger, Coca Cola, Thrive and PAYS have all been award to College Connect students. One example of the positive impact of College Connect is from a young man who was a student at Santana High School. He attended the College Spring Tour in the 2023-2024 school year. He was so moved by the visits that the worked diligently to improve his grades, transferred back to a comprehensive high school, pushed himself his senior year and will now be attending Cal State Los Angeles in the fall. College Connect is a testament to what is possible for our students at promise.

- Career Pathways: We continue to provide a rich CTE pathway program at our comprehensive high schools, including: Arts, Media & Entertainment, Business & Finance, Building & Construction, Engineering & Architecture, Education & Child Development, Health Science & Medical Technology, Hospitality, Information & Communication Technologies including Cyber Security, Marketing, Public Services, and Transportation. All CTE courses are UC/CSU approved. Students complete a CTE course sequence in their respective industry all 7-8 schools (Alvarado, Giano, Ybarra, Telesis, and Oswalt) in Fall 2024. The 18 modules in these labs, which average a few weeks per module, prepare students for Career Pathways at the feeder high schools.

AREAS OF GREATEST NEED:

REQUIRED BASELINE YEAR 1 2023 Dashboard Data:

• Chronic Absenteeism: Foster Youth and White Students districtwide, Hispanic and Students with Disabilities at Alvarado Intermediate School, Students with Disabilities at Blandford Elementary, Overall / English learners / Students with Disabilities / Hispanic and Socioeconomically Disadvantaged at Giano Intermediate, Homeless at Killian Elementary, All students / ELL / Hispanic / Homeless / SED at Rorimer Elementary, Homeless at Telesis Academy, Hispanic / Homeless at Ybarra Academy, All students / Hispanic / Homeless / SED / Students with disabilities at Yorbita; MR at Oswalt Academy.
• Suspension: Pacific Islander districtwide, Students with disabilities at Alvarado Intermediate, Students with disabilities at Giano Intermediate, English learners / Hispanic / SED at Santana High School.
• Graduation Rate - All students and Hispanic students at Santana High School
• College and Career: Students with disabilities districtwide, Students with disabilities at Rowland High School, Students with disabilities at Nogales High School, All students / Hispanic / SED at Santana High School.
• English language arts: Foster and Students with disabilities districtwide, English learners / Hispanic / Students with disabilities at Alvarado Intermediate, Students with disabilities at Giano Intermediate, Students with disabilities at Hollingworth, Students with disabilities at Jellick, Students with disabilities at Killian Elementary, Students with disabilities and English learners at Nogales High School, Students with disabilities and English learners at Northam Elementary, All students / English learners / Hispanic / Homeless / SED at Rowland Elementary, All students / Hispanic / SED at Santana High School, Students with disabilities at Shelyn Elementary, All students / Students with disabilities / English learners / Hispanic / Homeless / SED at Villacorta Elementary, Students with disabilities at Ybarra Academy, All students / English learners / Hispanic / SED at Yorbita Elementary
• Mathematics: Foster and Students with disabilities districtwide, Students with disabilities and Hispanic at Alvarado Intermediate, Students with disabilities at Jellick Elementary, All students / Students with disabilities / English learners / SED at Nogales High School, Students with disabilities and English learners at Northam Elementary, All students / English learners / Hispanic / Homeless / SED at Rowland Elementary, All students / Hispanic / SED at Santana High School, Students with disabilities at Shelyn

Elementary, English learners / Homeless at Villacorta, Students with disabilities at Ybarra Academy, All students / Students with disabilities / English learners / Hispanic / Homeless / SED at Yorbita Elementary

YEAR 2 CURRENT DATA:

Chronic Absenteeism:
- Overall 15.9% in May 2025 (Hispanic/Latinx 20.4%; Black/African American 17.9%; Asian 5.4%; Foster Youth 23.9%; English learner 14.7%; Homeless 18.1%; Students with disabilities 23.3%), Decrease of 3.9% overall compared to May 2024
- The rate of students who missed 10% or more of total days enrolled (chronically absent) continues to remain high, reflecting the state and nationwide trend, but has decreased for the second year in a row. Our analysis of the data shows the most frequent absence codes used are “I” - illness, “U” - unexcused, and “T” - tardy. Through empathy talks with students and reviewing absence data, School Counselors have found the following causes to explain key reasons for student absenteeism this year: (1) political fears, (2) mental health needs, (3) poverty/lack of transportation, (4) access to virtual learning. The impact on Latinx/Hispanic and Black/African American students is disproportionately higher than the overall average, and significantly higher than Asian students. Foster Youth also had a much higher rate than non-Foster Youth. Students with disabilities is also disproportionately higher. The district and schools continue to support positive student attendance through the re engagement plan with systematic strategies implemented at three levels of need, including initial phone calls, one on one meetings with parents, home visits, and ongoing communication both electronic and letters. Support is personalized to each family and student to assist our continued focus on positive communication between school and home. Schools use creative ways to promote positive attendance through incentives and celebrations. School Attendance Review Teams (SART) at each site meets as needed to discuss attendance issues for targeted student. The teams consist of a parent, administrator, teacher, school psychologist, nurse or other adults that supports the student. Families needing further support are referred to a district-wide School Attendance Review Board (SARB).

Long-Term English Learners:
- English language arts: -100.9 DFS (Red)
- Suspension rate: 8.3% (Red)
- English learner progress: 35.8% making progress (Red)
- RUSD has focused on several initiatives for English Learners to improve academic achievement. Elementary teachers piloted three programs for At-risk English Learners and Long Term English Learners (LTEL) along with receiving specialized training. Our District Instructional Coach provides training in Integrated and Designated English Language Development, Long Term English Learner strategies, and lesson design district-wide. In addition, to modeling coaching teachers in the classroom and meeting with teachers to design lessons. One of our initiatives Achievement Made Possible (AMP) K-12 teachers work together to research best practices for English Learners and explore how digital tools can enhance how they support the 4Cs in their classroom. Long Term English Learners use iLIT, a blended learning curriculum is used in some elementary classrooms to prevent Long Term English Learners. The number of Newcomer students has increased at the secondary level and we have focused on increasing emotional support services from counselors. All secondary schools are provided with student rosters identifying all EL students and listing individual data including assessment skill levels. A counselor at the secondary level has provided additional contacts for students and links our families to outside resources. Some additional supports include hiring additional tutors, providing differentiated training.The district has provided several extended opportunities before, after-school, and summer school. Instructional Coaches/Intervention staff work with teachers in identifying students who need additional support and provide small group pull out interventions for LTEL’s. Both push in and pull out interventions are implemented at the sites to provide interventions for LTEL’s. AVID Excel is provided at Alvarado and Giano Intermediate Schools to support and accelerate language acquisition and prepare

students academically for success in college preparatory level coursework in high school and college.

Suspension:
- Overall 2.1% in May 2025, a continued low overall suspension rate compared to 2.3% in May 2024. (Hispanic/Latinx 2.6%; Black/African American 2.4%; Asian 1.2%; Foster Youth 7.5%; English learner 2.9%; Homeless 3.1%; Students with disabilities 3.7%)
- While the overall rate is low, the disaggregated data from this year shows Hispanic/Latinx and Black/African American students are still more likely to be suspended than their Asian student peers. Foster Youth are also disproportionately more likely to be suspended when compared to students not in foster care, with 7.5% of foster youth being suspended at least once during the 2024-2025 school year. The district's work in Goal 6 includes understanding and addressing inequities in our systems and procedures. Addressing suspension, the district-wide Positive Behavior and Intervention Support is a systematic behavior support program to provide consistent expectations across the schools. These expectations are shared and practiced with all students at the beginning of each year. The Rowland Unified School district maintains a strong focus on social emotional learning to ensure that all students have the support they need to be successful. Each site is assigned a Behavioral and Educational Strategies Team (BEST) Coach, Counselor and Behavior Support Assistant (BSA). We have also engaged in district wide work with staff around diversity, equity and inclusion.

Students with disabilities:
- English language arts:-99.4 DFS (Red)
The district continues to focus on the disproportionate rate at which Hispanic/Latinx students are identified for special education services under the eligibility of Specific Learning Disability. During the 2021-2022 school year, staff members from five focus schools were offered training on Universal Design for Learning. During the 2022-2023 school year, training on Universal Design for Learning was expanded to select teachers at all sites, including a Special Education and General Education teacher, for a total of 180 teachers who received training. After a year of training site administrators on Multi-Tiered Systems of Support (MTSS), all 19 schools implemented a Multi-Tiered System of Support at their site by establishing MTSS leadership teams, developing a shared understanding of the CA MTSS framework and three tiers of instruction, and engaging in self-assessments around instruction, intervention and data systems. As part of a tiered system of support, the district continues to implement a number of intervention methods and resources. Beginning with a pilot in 2021-2022 school year and scaling up to 13 elementary schools through 2024-2025 school year, schools implemented a structured literacy intervention program, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), to target foundational skills for primary grades. For students with moderate to severe disabilities, the District has implemented assessment, intervention, and curriculum programs that are directly aligned with State Common Core Standards. For students with mild to moderate disabilities, the District has implemented a multi-tiered layer of intervention support that provides both skill-building acquisition as well as opportunities for assistive and augmentative technologies. These supports have provided appropriate accommodations that provide easier access to the general education curriculum and learning environment. Actions that support students with college access have made an impact from 2019, with the percentage of students with disabilities who graduated increased from 66.3% (2019) to 92.6% (2023), but decreased to 83.7% in 2024.

Foster youth:
- English language arts -163.3 DFS (Red):
- Mathematics: -171.3 DFS (Red)
- The district employs a Counseling Coordinator who oversees services for foster and homeless youth through the Family Resource Center. Community Liaisons provide targeted case management for foster youth at designated school sites. Regular case management meetings are conducted to assess student needs, update staff on current foster youth enrollment, and monitor concerns related to behavior, attendance,

and academic performance. Students are classified into a three-tiered system to prioritize support: Tier 3 includes students with the highest level of need; Tier 2 includes those identified as at-risk; and Tier 1 includes students not currently exhibiting high-risk indicators. Each tier involves ongoing monitoring through structured check-ins to evaluate progress and adjust supports as needed. For students requiring intensive intervention, the district partners with the Department of Children and Family Services (DCFS) to provide on-site support aimed at improving student outcomes. Foster youth have access to a range of enrichment opportunities and their families receive additional services to support student well-being and academic success. To ensure equitable access to education, foster students are provided with essential learning materials, including devices and internet hotspots. School-based staff—including counselors, assistant principals, and registrars—receive dedicated resources at each high school to support this population. The district actively works to maintain foster youth in their school of origin whenever possible following a placement change. Best Interest Determination (BID) meetings are convened promptly to support the student's preference to remain at their original school. District Social Workers play a vital role in addressing the ongoing needs of foster youth across the system. Additionally, foster students who aspire to attend a four-year college or university receive individualized guidance, information, and support to help them achieve their higher education goals.

Learning Recovery Emergency Block Grant:

The Learning Recovery Emergency Block Grant (LREBG) will have unexpended funds for the 2025-2026 school year. While RUSD has made progress in several areas, significant challenges remain in achieving equitable outcomes for all students. Many student groups, including long-term English learners, English learners, students with disabilities, and foster youth, continue to perform below standard in English Language Arts and mathematics. Rates of English learners, including LTELs, who are making progress in English language proficiency have declined, and suspension rates have increased for several high-needs groups, with LTELs increasing the most at 1.7% year over year.

To address these pressing needs, the district is ensuring the districtwide Multi-Tiered System of Supports (MTSS) is strategically focused on targeting these identified areas. Started in 2021, the District Leadership Team comprised of School Site Leadership Teams and District Leadership Teams designed and implemented MTSS throughout the district, integrating academic, behavioral, and social-emotional interventions. As a result, the district has improved in graduation rates, college and career preparedness, chronic absenteeism and mathematics, including student subgroups. The following overview describes the allocation of LREBG funds including the action, evidence base, and metric used for progress monitoring the action. The goal of these actions is to continue the implementation of the MTSS framework in RUSD:

- Action 1.2 ($508,745): K-3 Safety Care Training, Primary Grades Instructional Aides, TK-3 Program Specialist, Unpacking Standards / Access for All Learners Training; Progress monitored through STAR Early Literacy, staff surveys, student surveys, and behavior incident data; Taken together, these actions enhance the conditions for a successful implementation of the RUSD literacy intervention SIPPS, which is supported by evidence showing positive outcomes for early literacy (Collaborative Classroom. The SIPPS Program: Evidence Base and Impact. Collaborative Classroom, 2024).

- Action 2.1 ($90,000): Culturally Responsive Teaching Training; Progress monitored through student and staff surveys, student engagement data (attendance and suspension); Supported by research showing culturally responsive teaching practices support social-emotional learning and trauma-informed practices which address barriers for learning for diverse student populations (Collaborative for Academic, Social, and Emotional Learning. CASEL Framework. CASEL, 2023).

- Action 4.2 ($736,025): Grades 4-6 Program Specialist, Unpacking Standards / Access for All Learners Training; Progress monitored through STAR Reading and Math, ELPAC scores, student surveys, staff surveys, SBAC ELA and Math; Through the implementation of this professional development, including unpacking standards and instructional strategies to ensure access for English language learners and Long-Term English learners, these actions are supported through evidence outlined in the English Learner Toolkit (California County Superintendents Educational Services Association. English Learner Toolkit of Strategies. CCSESA, 2020), and the guide, "Meeting the Unique Needs of Long Term English Learners" (National Education Association. Meeting the Unique Needs of Long Term English Learners. NEA, 2014).

- Action 4.3 ($1,244,114): Secondary Academic Tutoring, Four Intervention Teachers, Three Dual Language Teachers, Three Dual Language Instructional Aides; Progress monitored through STAR Reading and Math, AVANT Assessment, LAS Assessment, SBAC ELA and Math, student surveys, parent surveys; Taken together, these actions provide more individualized academic support in the early grades during the school day, as well as secondary academic tutoring after school, supported by research outlined in "The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations," (Nickow, Andre, et al. Educational Evaluation and Policy Analysis, vol. 42, no. 2, 2020, pp. 227-253).

- Action 4.4 ($106,250): Extended Learning Tutoring Online (Paper Company); Progress monitoring through STAR Reading and Math, SBAC ELA and Math, student surveys, parent surveys; Supported by research outlined in "The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations," (Nickow, Andre, et al. Educational Evaluation and Policy Analysis, vol. 42, no. 2, 2020, pp. 227-253).

- Action 4.5 ($10,000): Integrated ELD Training; Progress monitored through staff surveys, student surveys, ELPAC; Supported through evidence outlined in the English Learner Toolkit (California County Superintendents Educational Services Association. English Learner Toolkit of Strategies. CCSESA, 2020), and the guide, "Meeting the Unique Needs of Long Term English Learners" (National Education Association. NEA, 2014).

- Action 5.3 ($45,542): Secondary College Fields Trips: Providing opportunities in elementary and secondary school to visit a college campus, participate in an annual career interest survey, access collage and career centers at each high school, access to partnerships with community for internships and future career path planning.

-Action 5.4 ($15,000): College Information and Awareness Workshops for Low-Income and Foster Youth: ongoing workshops led by secondary counselors providing support and guidance in the collage application process.

-Action 5.5 ($31,000): College Information and Awareness Workshops for English Learners; Actions progress monitored through participation data, student surveys; Supported by research showing that college field trips have a significant impact on college knowledge and enrollment in advanced courses (Swanson, Elise, et al. "An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment." EDRE Working Paper No. 2019-002, University of Arkansas Department of Education Reform, February 2019, https://ssrn.com/abstract=3329946.).

Reflections: Technical Assistance

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

RUSD is identified for Differentiated Assistance based on the following outcomes:

2023
Foster Youth: Chronic Absenteeism and CAASPP (ELA = Red; Math = Red)
Students with Disabilities: CCI and CAASPP (ELA = Red; Math = Red)

The district continues to implement actions to support students with disabilities and foster youth as described in the 2024-2025 LCAP as part of that year's differentiated assistance plan: (1) College and career indicator and CTE pathway support for both students with disabilities and foster youth; (2) Implementation of a multi-tiered system of support for academics, with a focus on evidence-based instruction in Tier 1 and targeted academic supports for Tier 2; and (3) and implementation of a multi-tiered system of support for social emotional and behavior support, with a focus on evidence-based training and strategies for staff and increase in opportunities for student voice to understand school climate and actions needed to improve student experience at school.

2024
Long Term English Learners: Suspension, ELPI and CAASPP (ELA = Red)

The district meets with the Differentiated Assistance support from the Los Angeles County Office of Education, and attended the winter 2025 conference on continuous improvement to support the identification of key strategies to address outcomes aligned to our differentiated assistance criteria. Actions developed and implemented for Differentiated Assistance, addressing the needs of Long-Term English Learners in the areas of English language arts, Mathematics, and Suspension are:

Goal 1: Strong Start - Implement structured literacy supports to ensure strong foundational literacy skills.
Goal 2: Inclusivity, Safety & Support for All - Develop culturally responsive teaching practices; Expand restorative practices and ensure consistent implementation of behavioral expectations across school sites to support LTELs' social-emotional well-being and school belonging.
Goal 3: Student Agency, Advocacy & Empowerment - Support LTEL student voice & sense of belonging: Conduct empathy interviews and districtwide focus groups to center LTEL experiences in decision-making. Strengthen counselor engagement with LTELs to support academic and social-emotional growth; Provide parent education and engagement to empower families to support academic progress of LTELLs.
Goal 4: Equitable Access to Academic Success - Provide Instructional Academic Support for LTELs including effective Tier 1 and Tier 2 instructional programs and support; Provide expanded learning opportunities including support for grade span transitions.
Goal 5: Future Ready - Implement structures and programs to support accelerated learning and college readiness for LTELLs
Goal 6: Equity Multiplier - Implement actions 6.1 and 6.2 to support equity multiplier schools Santana High School and Rowland Virtual Academy.

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.

Santana Continuation School (CSI Low Performing)
Yorbita Elementary (CSI Low Performing)

Support for Identified Schools

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

Every Student Succeeds Act (ESSA) Comprehensive Support Improvement (CSI) status planning, and support included conducting a comprehensive needs assessment, engaging educational partners in planning, selecting/implementing evidence-based interventions, and identifying resource inequities. Rowland Unified has incorporated the CSI planning requirements into the online School Plan for Student Achievement (SPSA) to address student needs and improve outcomes. A districtwide SPSA training was provided to support schools in meeting the required Comprehensive Support and Improvement Plan components, and ongoing guidance and support to schools. In addition, the District's CSI-related questions/template was approved by California Department of Education (CDE) staff in March 2024.

The SPSA template includes questions to address the requirement that CSI schools complete a comprehensive needs assessment. Schools meticulously analyzed various data, including the state indicators on the California School Dashboard, ensuring a robust plan aligned with the California School Dashboard data. During the SPSA process, schools reviewed resource inequities and provided a description of the actionable inequities identified, the inequities that will be prioritized at the school site, and the strategies to address the inequities. Evidence-based interventions were used to improve outcomes for all students.

School Site Leadership Teams from schools identified for (CSI) at Santana and Yorbita met with support staff from Educational Services, and engaged in a continuous improvement process addressing their focus area - Santana High School and Yorbita Elementary.

Santana High School:

2024-2025 SUPPORT: Site Leadership Teams met with Educational Services staff several times in the 2024-25 school year. The district team assisted school in developing problem of practice, measurements and action steps. The Assistant Superintendent and Directors met with site leadership: July 26, 2024; Oct 15, 2024; December 10, 2024; February 3, 2025; April 7, 2025; June, 2025

- GOAL: Santana High School will improve instructional practices to raise CAASPP scores. Currently, 22% of students meet or exceed standards in ELA and only 6% in math. Santana will focus on maintaining its status as a California Model Continuation School.
- CURRENT OUTCOMES: ELA Increased by 47.2 and Math increased y 24.4 points (2024); DASHBOARD: Graduation rate increased by 3.3% and stayed in Yellow

- KEY ACTIONS: To support student achievement, a comprehensive plan focused on clear goal-setting, data-informed instruction, staff collaboration, and strategic staffing (Marzano, 2003; Reeves, 2004). The first step in the process was establishing specific, measurable academic goals. These goals were guided by a detailed analysis of student performance data and aligned with priority standards to ensure that instruction remained focused and impactful (DuFour & Marzano, 2011). Educators participated in targeted professional development sessions to build instructional capacity and refine their practice (Guskey, 2000). To address issues related to chronic absenteeism, an attendance campaign was launched. This initiative aimed to raise awareness among students and families about the importance of consistent school attendance and its direct connection to academic success (Balfanz & Byrnes, 2012). Instructional support was strengthened through the work of the Instructional Coach, who collaborated with English teachers by modeling best practices and engaging in co-planning to enhance lesson effectiveness (Knight, 2007). In addition, the Intervention Teacher worked alongside the Mathematics teacher to model instructional strategies, share best practices, and review assessment data to inform targeted interventions (Hattie, 2009).

Yorbita Elementary School:

2024-2025 SUPPORT: Site Leadership Teams met with Educational Services staff several times in the 2024-25 school year. The district team assisted school in developing problem of practice, measurements and action steps. The Assistant Superintendent and Directors met with site leadership: July 26, 2024; Oct 15, 2024; December 10, 2024; February 3, 2025; April 7, 2025; June, 2025

- GOAL: Yorbita will improve instructional practices to raise CAASPP scores. Students at Yorbita are at 21% proficient in English Language Arts and 16% proficient in mathematics as indicated by SBAC 2024 results.
- CURRENT OUTCOMES: Smarter Balanced Summative Assessments maintained -2.9 In ELA and maintained .6 points in Mathematics

- KEY ACTIONS for the 2024-2025 Academic Year: Mathematics professional development was provided for teachers, and Reading Interventions supported students. Yorbita established schoolwide academic tier 2 and 3 interventions. Professional development was enhanced through labs/lesson study (Kraft, Blazar, and Hogan, 2018). Yorbita staff collaborated, engaged in monthly data talks (Hamilton, et al, 2009), implemented common formative assessments to monitor progress (Hamilton, et al, 2009), and provided instructional support through small group instruction (Clearinghouse, 2009). This cycle of continuous improvement has been successful in supporting student success. During the upcoming 2025-2026 school year, we will expand this process to include site leaders from all twenty schools, including the 12 sites newly identified for ATSI for chronic absenteeism. The intention is to build capacity at all schools to effectively use the tools of continuous improvement (e.g. root cause analysis, theories of action, progress monitoring) regardless of CSI and ATSI status.

References documenting evidence-based practices:

Blazar, and Hogan, (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence.

Clearinghouse, W. W. (2009). Assisting students struggling with reading: Response to intervention (RtI) and multi-tier intervention in the primary grades. Washington, DC: The Institute of Education Sciences

(IES).

Reeves, D. B. (2004). Accountability for Learning.

DuFour, R., & Marzano, R. J. (2011). Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement.

Guskey, T. R. (2000). Evaluating Professional Development.

Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse.

Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., & Wayman, J. C. (2009). Using Student Achievement Data to Support Instructional Decision Making. IES Practice Guide. NCEE 2009-4067. National Center for Education Evaluation and Regional Assistance.

Monitoring and Evaluating Effectiveness

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

The school site teams will receive ongoing support from Educational Services during the 2025-2026 school year. District staff will meet with the leadership teams quarterly to: (1) review progress monitoring data on multiple measures aligned with the actions, (2) reflect on progress and identify any immediate modifications needed, and (3) provide resources and support to ensure successful implementation. The Yorbita Elementary and Santana High School teams will meet with Educational Services on the following dates: August 25, October 20, January 19, April 20. The following measures will be included in the ongoing evaluation of the Yorbita Elementary plan to increase literacy: Percentage of students at/above grade level on STAR Reading, percentage of students at/above proficiency on SBAC ELA, percentage of students making progress on common formative assessments, percentage of students making progress on individual learning goals.The following measures will be included in the ongoing evaluation of the Santana High School plan to literacy and math skills: Percentage of students credit deficient, participation rates in credit recovery completion rates of individual learning plans. Yorbita "Low Performing" funds implementation will support students in ELA and Math standards. A root cause analysis determined that students needed intensive in-school ELA /Math support. Funds will be used to provide staff literacy development, lab days, and additional staff to support Tier II instruction. The student's schedule will include flex time for students during the school day. PLCs will meet to discuss student outcomes and re-teaching practices. Santana "Low Performing" funds implementation - A root cause analysis determined that funds will support students with mentoring, organizational skills, and individualized support to meet rigorous standards. Staff will receive professional development in teaching and learning, explicitly emphasizing At Promise Students. Staff will provide academic support during flex time. Impact teachers will help students in core classes using evidence-based practices. All actions are evidence-based in the SPSA and aligned with the district's LCAP goals.

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
Students in Grades 4-12	Districtwide survey (February 20 - March 18, 2025): Survey administered to all students in grades 4-12, with a 2025 participation rate of 67.2% (5,386 students out of 8,013 total students in grades 4-12). Items were developed over a three year period in 2015-2018 following districtwide focus groups, drawn from some existing items (e.g. Measures for Effective Teaching) and locally developed to align with district goals. The survey was distributed through email with a unique survey link for each student, allowing the district to disaggregate results by demographics, grade level, and school site. Collaborative data analysis (April 9, 2025): Site Principals identified two-four student leaders to attend a monthly Principal meeting on April 9 from 9am-12pm at Rowland High School. Each site team of students reviewed the student survey data with their Principal and identified key findings. Then site teams collaboratively wrote follow-up questions for Principals to use back at the sites during additional focus groups. All 20 school sites in the room, with students and Principals from each site identified the best questions that students wanted to ask their peers back at their sites. These questions were then provided to Principals to conduct follow-up focus groups. Data was brought back to the May leadership team meeting for reflection and used to inform the site plans for 2025-2026. Site-based focus groups (April 10 - May 7, 2025): Stratified random sample of students selected by the central office and provided to sites

Educational Partner(s)	Process for Engagement
	to conduct focus groups, with proportional representation of English learners, Foster Youth, students receiving Special Education services, gender, and race/ethnicity. Sites then added 2 students to the group from their student leadership teams. Questions included the items written by students at the April 9, 2025 initial review of survey data with Principals. Additional questions were added that aligned to the goals and actions of our current LCAP. Results were summarized by site leadership and shared at a monthly Principal meeting on May 7, 2025 in the following three areas: What should we continue at our school? What should we start at our school? What should we stop doing / what is a barrier to success at our school? Districtwide focus groups: Targeted focus groups for English learners in Spanish and Mandarin with English learners from grades 7-12 across the district. In addition district staff conducted focus groups with students receiving Special Education services in grades 7-12 from across the district. Leadership role in RUSD LCAP Council (May 9 and 19, 2025): Students from leadership councils at the three high schools (Rowland High School, Nogales High School, and Santana High School) and students from leadership teams in grades 7 and 8 joined representatives from parents, teachers, administrators, and district staff, to review the final summary of input from educational partners and collaboratively prioritize focus for the 2025-2026. There are 22 members total on the LCAP Council, with 8 of those positions held by students. This is a significant increase compared to prior years when only 2 student representatives participated on the council. Meetings were held on May 9 and 19, 2024 from 6-8pm. Live translation was provided as needed. Superintendent Student Advisory Council (Ongoing): Student representatives me throughout the year with the Superintendent, identified topics to discuss, and lead the meetings in order to engage and empower students.

Educational Partner(s)	Process for Engagement
Parent Advisory Council: Superintendent's Parent Council	Review progress on current goals, collect feedback, and review summary of parent input for 2025-2026 LCAP (April 16 and May 21 at the board room from 9am-10am). In-person translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. On May 29, 2025 the Superintendent's Parent Advisory Council reviewed a draft of the 2025-2026 LCAP with opportunity for questions. Superintendent responded to questions in writing.
District English Learner Advisory Council	Review progress on current goals, collect feedback, and review summary of parent input for 2025-2026 LCAP (March 6 and May 1 at the board room from 9am-10am). In-person translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. On May 29, 2025 the Superintendent's Parent Advisory Council reviewed a draft of the 2025-2026 LCAP with opportunity for questions. Superintendent responded to questions in writing.
Parents, Guardians, Community Members	Parent / Guardian / Community Survey (March 5 - April 16, 2025): 543 total participants in the survey, with 511 identifying as parent/guardian. 271 parents completed the survey in English, 55 in Spanish, and 48 in Mandarin. Collect feedback on current progress and input for 2024-2025 LCAP (March 10 at Rowland High School from 6-8pm, March 18 at Nogales High School from 6-8pm, and March 19 on ZOOM from 6-8pm). Live translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated

Educational Partner(s)	Process for Engagement
	and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. Superintendent Family Town Halls (Ongoing): Superintendent convened town halls at all 20 school sites to provide an opportunity for families to share their input on the experience of their child and families in the school community. Themes were identified to inform modifications on the LCAP for 2025-2026, along with immediate actions taken to provide responsive leadership.
Association of Rowland Educators and Certificated Employees	Employee Engagement Survey (April 7 - 28, 2025): 315 total participants in the Employee Engagement survey identifying as Teacher/Nurse/Counselor. This survey was administered to all teachers. Collect feedback on current progress and input for 2025-2026 LCAP (April 23 from 4-6pm at the District Office). Input from the ARE team was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. Superintendent Elementary and Secondary Advisory Councils (Ongoing): Superintendent convened elementary and secondary teachers to provide an opportunity for teachers to share their input on the district direction. Themes were identified to inform modifications on the LCAP for 2025-2026, along with immediate actions taken to provide responsive leadership.
California School Employees Association and Classified Employees	Employee Engagement Survey (April 7 - 28, 2025): 116 total participants in the Employee Engagement survey identifying as Classified Staff. Collect feedback on current progress and input for 2025-2026 LCAP (April 21 from 4-6pm at the District Office). Input from the CSEA team was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups.

Educational Partner(s)	Process for Engagement
Association of Rowland Administrators and District Leadership Team and Certificated / Classified Management	Employee Engagement Survey (April 7 - 28, 2025): 47 total participants in the Employee Engagement survey identifying as Administrator/Management. This survey was administered to all site and district management positions, including Principals, Assistant Principals, Directors, Coordinators, and classified Management. Collect feedback on current progress and input for 2025-2026 LCAP (April 9 from 11am-12pm at Rowland High School). Input from ARA / DLT was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups.
RUSD LCAP Council	RUSD LCAP Council (May 9 and 19, 2025): Representatives from each educational partner group convened to prioritize recommendations to the board for the 2025-2026 LCAP. The first meeting focused on grounding the team in the student voice feedback data, along with a summary of the key themes from the educational partner groups. The second meeting focused on collaboratively identifying areas to prioritize for the 2025-2026 school year. The group consisted of 15 students, 3 ARE members, 3 CSEA members, 5 parent representatives, and 2 ARA members.
Santana High School and Rowland Virtual Learning Academy - Equity Multiplier	The site Principal for Santana High School and Rowland Virtual Academy participated in the educational partner feedback meeting on April 9 from 11am-12pm at Rowland High School. Throughout the 2024-2025 school year the Educational Services team met with leadership. All teachers at Santana High School and Rowland Virtual Learning Academy were included in the annual employee engagement survey, and all students in grades 4-12 at these sites were included in the 2025 Student Voice Survey.

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

Key recommendations based on input from educational partners for 2025-2026 include:

Goal 1: Strong Start
Provide professional development through grade-level collaboration with a focus on foundational skills. (Action 1.2)

Provide additional instructional aide support in classrooms. (Action 1.5)
Provide training on core ELD curriculum and strategies. (Action 1.7)
Provide training and coaching to support positive behavior. (Action 1.2)
Provide lead teacher team training on California Math framework in preparation for the 2026-2027 new math curriculum pilot. (Action 1.2)

Goal 2: Inclusivity, Safety and Support for All
Maintain staffing to provide behavior / mental health teams supporting sites. (Action 2.5)
Continue training around inclusive practices for all staff. (Action 2.1)
Expand training on recess play choices for elementary sites to support positive behavior during recess. (Action 2.2)
Provide new campus safety positions for high schools, and expand elementary campus aide staffing levels. (Action 2.4)
Update outdoor environments including elementary playgrounds and additional water fountains. (Action 2.9)

Goal 3: Student Agency, Advocacy & Empowerment
Maintain structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly board reports and student advisory council of students. (Action 3.1)
Engage all families in new ways through an RUSD Parent Engagement HUB located at one school site. (Action 3.3)
Continue primary language communication, including addition of staffing to ensure Spanish and Mandarin support at the district front office. (Action 3.4)
In direct support of Long-Term English learners, provide focused support from counselors and targeted training for families. (Action 3.6)

Goal 4: Equitable Access to Academic Success
Provide course-alike collaboration and training with focus on unpacking standards and ensuring access for all learners. (Action 4.2)
Maintain staffing to accelerate learning in mathematics and literacy, shifting district funded staff focus to 80% intervention and 20% instructional coaching. (Action 4.2)
Maintain tutoring for all students with focus on in-person tutoring at their school site. (Action 4.3)
Provide additional certificated and classified staff support for all three dual language immersion programs. (Action 4.3)
Provide district program specialists to include K-12 content specialists in literacy, mathematics, science and social Studies. (Action 4.2)

Goal 5: Future Ready
Maintain college field trips to promote college going culture. (Action 5.3)
Expand implementation of career interest inventory for all secondary students. (Action 5.1)
Expand college and career readiness for all students, including specialized populations (e.g. English learners, foster youth, students with disabilities) including application support, field trips, AVID, targeted tutoring. (Actions 5.4-5.6)

Goal 6: Equity Multiplier
Through an analysis of students needs for engagement a project based learning program will be developed and implemented at Santana. Through the Innovative Leadership Program, RUSD participants from Santana High School and Rowland Virtual Learning Academy will deepen their leadership capacity by integrating design thinking into their own work as well as developing student initiatives that emphasize project-based learning connected to real world challenges. Participants include faculty, administrators, and students from Santana and RVLA.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Strong Start: Each student in TK through Grade 3 will demonstrate achievement of grade level standards in literacy, numeracy, and social-emotional development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was identified with input from across all of our educational partners, including students, parents, teachers, classified staff and administrators during spring 2023, and included in the RUSD Guiding Principles adopted by the Board of Education in June 2023. It reflects the community's interest in ensuring each student in grades TK-3 receives the support they need to succeed in literacy, mathematics and social emotional learning, building a strong foundation for continued success throughout all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	3rd Grade Smarter Balanced Summative Assessment English Language Arts (ELA) Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and	2023 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -20 Socio-Economically Disadvantaged: DFS -32 English Learners: DFS -70	2024 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -21 Socio-Economically Disadvantaged: DFS -32		Overall DFS -5 Socio-Economically Disadvantaged: DFS -11 English Learners: DFS -40 Students with Disabilities: DFS -62	Grade 3 English Language Arts Distance from Standard (DFS) Overall -1 Socio-Economically Disadvantaged: +0 English Learners: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Alternate Assessment (CAA) in Grade 3	Students with Disabilities: DFS -92	English Learners: DFS -72 Students with Disabilities: DFS -79			Students with Disabilities: DFS +13
1.2	STAR Literacy Assessments Percent of students who scored at or above typical growth (35th percentile) from Fall to Winter on the Star Early Literacy (K-1) or Star Reading (2-3) Assessments Percent of students in grades K-3 at each Literacy Classification level on the Star Early Literacy (K-1) or Star Reading (2-3) Assessment	2024 56% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading Literacy Classification (K) 60% Emergent Readers 27% Transitional Readers 13% Probable Readers Literacy Classification (1st) 23% Emergent Readers 40% Transitional Readers 37% Probable Readers Literacy Classificationn (2nd) 21% Emergent Readers 13% Transitional Readers 67% Probable Readers	2025 60.7% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading Literacy Classification (K) 64% Emergent Readers 25% Transitional Readers 11% Probable Readers Literacy Classification (1st) 38% Emergent Readers 27% Transitional Readers 35% Probable Readers Literacy Classification (2nd)		70% of students in K-3 scored at or above typical growth (35th percentile) Literacy Classification level on the Star Early Literacy (K-1) or Star Reading (2-3) Assessment Literacy Classfication (K) 40% Transtional Readers 20% Probable Readers Literacy Classfication (1st) 30% Transtional Readers 60% Probable Readers Literacy Classfication (2nd)	K-3 at/above typical growth +4.7% Literacy Classification (K) Emergent Readers +4% Transitional Readers -2% Probable Readers -2% Literacy Classification (1st) Emergent Readers +15% Transitional Readers -13% Probable Readers -2% Literacy Classification (2nd) Emergent Readers -4% Transitional Readers +4% Probable Readers -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Literacy Classification (3rd) 13% Emergent Readers 10% Transitional Readers 77% Probable Readers	17% Emergent Readers 17% Transitional Readers 66% Probable Readers Literacy Classification (3rd) 8% Emergent Readers 9% Transitional Readers 83% Probable Readers		20% Transtional Readers 80% Probable Readers Literacy Classfication (3rd) 10% Transtional Readers 90% Probable Readers	Literacy Classification (3rd) Emergent Readers -5% Transitional Readers -1% Probable Readers +6%
1.3	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grade 3	2023 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 Socio-Economically Disadvantaged: DFS -26 English Learners: DFS -47 Students with Disabilities: DFS -88	2024 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 Socio-Economically Disadvantaged: DFS -23 English Learners: DFS -44 Students with Disabilities: DFS -61		Overall DFS +1 Socio-Economically Disadvantaged: DFS -5 English Learners: DFS -26 Students with Disabilities: DFS -67	Grade 3 Mathematics Distance from Standard (DFS) Overall +0 Socio-Economically Disadvantaged: +3 English Learners: +3 Students with Disabilities: +27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	STAR Math Assessment Percent of students in grades 1-3 who scored at or above typical growth (35th percentile) from Fall to Winter on the Star Math Assessment Percent of students in grades 1-3 at or above benchmark on the Star Math Assessment	2024 55% of students in grades 1-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Math 68% of students in grades 1-3 scored at or above benchmark on the Star Math Assessment	2025 55% of students in grades 1-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Math 53% of students in grades 1-3 scored at or above benchmark on the Star Math Assessment		70% of students in 1-3 scored at or above typical growth (35th percentile) 75% of students in grades 1-3 score at or above benchmark on the Star Math Assessment	at/above typical growth +0% at/above benchmark on the Star Math Assessment -15%
1.5	Attendance Rates Attendance rates for students in grades TK-3	2024 Average daily attendance for TK-3: 93.6%	2025 Average daily attendance for TK-3: 94.2% (as of May 1, 2025)		Average daily attendance for TK-3: 97%	Average daily attendance for TK-3: +0.6%
1.6	Chronic Absenteeism Rate Percent of students in grades TK-3 who are Chronically Absent	2024 TK-3 Chronic Absenteeism Rate: 21.4%	2025 TK-3 Chronic Absenteeism Rate: 17.7% (as of May 1, 2025)		Overall 8% or below	TK-3 Chronic Absenteeism - 3.7%

Goal Analysis [2024-25]

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.

Successes:

Widespread Implementation of Reading Interventions: SIPPS and Sonday structured literacy programs were deployed across nearly all school sites, improving access to targeted support for early readers and students with disabilities. (Action 1.3)
Strategic Use of Supplemental Materials: TK-2 students benefited from materials that supported phonemic awareness and foundational reading skills; these were tailored for both intervention and enrichment. (Action 1.1)
Data-Informed Instruction: Student progress monitoring informed instructional adjustments, including structured literacy and behavior supports. (Action 1.3)
Site-Level Continuous Improvement: Four schools developed site-specific reading plans through a cycle of professional learning, intervention, and progress monitoring. (Action 1.2)
Expanded Support Staff: Increased staffing of education specialists and paraprofessionals allowed more in-class support and boosted student engagement. (Action 1.3,1.6)
Extended Learning Programs: Students, including those with disabilities, engaged in after-school and intersession programs that targeted skill gaps.
Improved IEP Practices: Professional development for service providers led to stronger alignment of IEPs with grade-level standards. (Action 1.4)
Enhanced Family Engagement: Families received training and communication tools to support learning at home and effectively advocate for their children. (Action 1.6)

Challenges:
Training Limitations: Time constraints and uneven support led to variability in how staff, especially paraprofessionals and general educators, applied evidence-based practices. (Action 1.2, 1.6)
Supplemental Materials: Optional training structure reduced the fidelity of implementation in some classrooms. (Action 1.5)
Data Use: Variability in team capacity led to inconsistent data use to guide instruction. (Action 1.3)
Family Engagement: Participation was hindered by language, technology, and scheduling challenges, especially for families of students with disabilities. (Action 1.6)
Individual Education Plan: Some IEPs remained compliance-focused rather than instructionally meaningful; ongoing coaching is still needed for service providers. (Action 1.6)
Special Education Training: Trainings were primarily attended by special education staff, with limited participation from general education teachers and paraprofessionals. (Action 1.6)

Substantive differences between planned and actual implementation of actions:
Goal 1, Action 1- Elementary textbooks cost more than anticipated. Further, additional purchase of supplemental materials focused on foundational reading and phonics instruction to further strengthen early literacy development and support a strong start for 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.

Goal 1, Action 1- Curriculum and Materials:
Budgeted for Curriculum and Materials: $85,000
Actual Expenditure: $1,668,912

Explanation: New English Language Arts adoption funding new curriculum and materials for grades TK-12

Goal 1, Action 4- Extended Learning Opportunities:
Budgeted for Extended Learning Opportunities: $249,040
Actual Expenditure: $423,690
Explanation: Provided extensive winter, spring, summer, and after-school extended learning programs.

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

Actions which aimed to improve literacy in the primary grades through curriculum and materials (Action 1.1), professional development (Action 1.2), multi-tiered systems of support (Action 1.3), class size reduction (Action 1.5), were ultimately effective in achieving their intended impact. Overall the percentage of students in kindergarten through grade 3 scoring at or above typical growth (SGP) on STAR Early Literacy increased from 56% (2024) to 60.7% (2025). All LCFF subgroups also increased on this measure (SED 51.7% to 53.1% ;EL: 46.8% to 47.5%; Foster: sample below 10). Additionally, the percentage of students in grade 3 classified as “probable reader” increased from 77% (2024) to 83% (2025). All LCFF subgroups also increased on this measure (SED 83.2% to 88.8%; EL 75.3% to 78.3% ; Foster: sample below 10). Actions specifically targeting students receiving special education services (Action 1.6) also demonstrated effectiveness in increasing literacy as evidenced by an increase in the percentage of growth on STAR Early Literacy (SGP) for students with disabilities from 46.3% (2024) to 51.0% (2025) and grade 3 classified as "probable reader" increased from 64% (2024) to 88.8% (2025). These outcomes reflect a multi-year focus on implementing early literacy instruction and structured interventions.

These actions did not have the same impact on growth in mathematics. Overall the percentage of students in grades 1-3 scoring at or above typical growth (SGP) on STAR Math remained the same at 55% (2024) compared to 55% (2025). The performance of LCFF subgroups varied (SED: 54.2% to 50.4%; EL: 50.1% to 54.3%; SpEd: 50.6% to 43.5%; Foster: 66.7% to 50%). In these same grade levels, the percentage of students meeting the grade level benchmark decreased from 68% (2024) to 53% (2025), including all LCFF subgroups (SED 54.3% to 45.9%; IEP 33.1% to 26.9%; EL 44% to 35.7%; Foster: 0% to 0%). Although the last two years of our state achievement data demonstrates growth in grade 3 for our student subgroups (+3 points for English learners and low-income students from 2023 to 2024; +13 points for students with disabilities from 2023 to 2024), our local data on early numeracy for 2024-2025 shows grades 1-3 declined. These outcomes highlight the importance of the district plan to implement the new California Math Framework over the next two years, and specifically the implications for supporting early numeracy in the primary grades.

Actions which aimed to improve engagement (Action 1.4) were ultimately effective in achieving their intended impact. Data from student and family focus groups and surveys in spring 2025 found expanded learning opportunities (e.g. summer, spring, winter, Saturday Learning, and after school enrichment) identified as a top priority for continuing into next year. Combined with actions outlined in Goal 2, expanded learning opportunities positively impacted school attendance in the primary grades with average daily attendance in TK-3 increasing from 93.6% (2024) to 94.2% (2025), and chronic absenteeism decreasing from 21.4% (2024) to 17.7% (2025). Performance among LCFF subgroups reflected this improvement with attendance improving among all groups (SED: 93.4% to 93.8%; EL:94.4% to 95.6%; SpEd: 91.9% to 92.7%; Foster: 89.5% to 94.6%) and chronic absenteeism improving for all groups (SED: 21% to 18.1%; EL: 15.6% to 11.6%; SpEd: 32.6% to 29.3%; Foster: 37.5% to 30.8%). These outcomes suggest that access to highly engaging enrichment opportunities positively contributes to unduplicated student engagement and attendance.

Actions to support positive behavior in the primary grades through professional development (Action 1.5) had limited effectiveness and will be modified for the 2025-2026 school year. During a pilot of focus groups of TK-3 students at four schools, students shared the impact of disruptive behavior on their experience in school. During the annual feedback process with families in spring 2025, this theme was also identified. Training on supporting effective behavior strategies was provided through our district BEST TOSA team and outside providers throughout the year in response to targeted needs. Two schools piloted structured play support during recess time. Taken together, these outcomes reflect the need for universal training, support and implementation of best practices in the primary grade classroom.

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.

Modifications resulting on reflections on prior practice:
Provide professional development through grade-level collaboration with a focus on foundational skills. (Action 1.2 - LREGB)
Provide additional instructional aide support in classrooms. (Action 1.5)
Provide training on ELD curriculum and strategies. (Action 1.7 added as new action)
Provide training and coaching to support positive behavior. (Action 1.2)
Provide lead teacher team training on California Math framework in preparation for the 2026-2027 new math curriculum pilot. (Action 1.2)

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	Curriculum and Materials	Provide curriculum and materials to support teaching and learning TK-3: • Provide standards-aligned materials in TK-3, including new sets of decodable texts • Provide supplemental materials for intervention and enrichment	$85,000.00	No
1.2	Responsive and Aligned Professional Development	LREBG Action Research indicates that high-quality professional development for educators in the early grades, coupled with ongoing collaboration, is essential for closing achievement gaps among English Language Learners, foster youth, and low-income students (Darling-Hammond et al.,	$1,766,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2017). With this in mind, during the 2025–2026 school year, USD will provide grade-level collaboration and training for all TK–3 teachers, with a focus on early literacy development and the implementation of the new English Language Arts (ELA) curriculum. In addition, a lead teacher team will receive specialized training on the California Mathematics Framework to prepare for the 2026–2027 pilot of new math materials. District staff, program specialists, and instructional coaches will provide targeted support to ensure effective instructional practices, intervention strategies, and fidelity of implementation in the classroom. Professional learning will be designed to strengthen educators' capacity to meet the language, literacy, and mathematical learning needs of unduplicated students, fostering improved academic outcomes. Regular progress monitoring, coaching, and collaborative planning will ensure that instructional strategies remain aligned to student needs and evidence-based best practices. Metric being used to monitor the action: Goal 1, Metrics 1, 2, 3 and 4. LREBG Funds supporting this action: $508,745.00 Supplemental & Concentration funds supporting this action: $1,257,353 Reference: Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.		
1.3	Aligned, Evidence-Based Instructional Systems	According to the California Department of Education, a Multi-Tiered System of Support (MTSS) integrates academic, behavioral, and social-emotional supports within a comprehensive framework to improve outcomes for all students, particularly English Language Learners, foster youth, and low-income students (California Department of Education, 2023). With this in mind, during the 2025–2026 school year, USD will implement a comprehensive MTSS approach in TK–3 that addresses literacy, mathematics, and social-emotional learning (SEL). This will include the adoption and implementation of culturally responsive, viable	$82,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum aligned to state standards, as well as the administration of local assessments to monitor student progress in literacy, math, and SEL. Schools will receive site-based allocations to implement strategies tailored to the unique needs and context of their student population. These allocations may include funding for additional staff to provide targeted interventions, small-group instruction, or individualized support. Instructional leaders, program specialists, and site administrators will provide ongoing coaching and progress monitoring to ensure interventions are data-driven, equitable, and responsive to student needs. Metric being used to monitor the action: Goal 1, Metrics 1, 2, 3 and 4. Reference: California Department of Education. (2023). Multi-Tiered System of Support (MTSS). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/cr/ri/		
1.4	Extended Learning Opportunities	Provide extended learning opportunities for unduplicated students in TK-3: • Provide learning opportunities TK-3 during summer/winter/spring intersession • Provide extended day learning opportunities for students in TK-3	$589,224.00	Yes
1.5	Equitable & Inclusive Classrooms	Provide support to assist students in attainment of TK-3 grade-level standards: • Provide training and coaching in positive behavior strategies (Safety Care) • Reduce class sized beyond the required minimum in grades TK-3, including additional instructional aide support in the primary grades. • Provide additional instructional aide support in the primary classrooms	$4,567,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Comprehensive and Inclusive Support for Students with Disabilities	Provide targeted support and resources for students with disabilities in TK-3 to improve academic achievement and prepare them for long-term success: • Provide specialized supplemental materials for intervention and enrichment that address the unique learning needs of students with disabilities • Offer professional development for all certificated and classified staff on evidence-based instructional practices, including systematic, structured reading, classroom behavior support, and strategies for differentiating instruction and providing accommodations for students with disabilities • Allocate special education staff, such as education specialists and paraprofessionals, to provide targeted interventions and support in the classroom • Utilize data-driven decision-making to identify and monitor the progress of students with disabilities and provide targeted interventions based on individual needs • Provide extended learning opportunities, such as summer/winter/spring intersession programs and after-school tutoring, that are specifically designed to address the learning gaps and build foundational skills for students with disabilities • Ensure service providers have the knowledge and expertise by providing professional development focusing on creating Individualized Education Programs (IEPs) aligned with grade-level standards that include appropriate goals, accommodations, modifications, and supports to enable students with disabilities to access the curriculum and make progress • Engage families of students with disabilities in the educational process through regular communication, training, and support to help them understand their child's learning needs and how to advocate for their success	$223,626.00	No
1.7	Comprehensive and Inclusive Support for Long-Term English Learners	Provide professional development in effective instruction for English language learners:	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(New Action for Year 2)	• Training and implementation of English language development curriculum to ensure early success of gaining English proficiency to prevent LTELL status • Training on instructional strategies to support English learner access to mastering academic standards		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Inclusivity, Safety & Support for All: Each student will experience a supportive, inclusive school climate that promotes trusting peer and staff relationships, ensures safety, and encourages confidence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was identified with input from across all of our educational partners, including students, parents, teachers, classified staff and administrators during spring 2023, and included in the RUSD Guiding Principles adopted by the Board of Education in June 2023. It reflects the community's interest in ensuring each student in RUSD experiences a learning environment reflective of the district's core values of equity, inclusion, community, and student-centered.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Perception of School Safety and Connectedness: RUSD Student Voice Survey	2024 RUSD Student Voice Survey: (40% participation, n=3232) Percent of students who agree/strongly agree: “I feel respected by other students.” 72% “I feel respected by teachers” 88%	2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree:		Student Voice Survey 50% participation Percent of students who agree/strongly agree: “I feel respected by other students.” 80%	RUSD Student Voice Survey: participation +27.1% n=+2154 Percent of students who agree/strongly agree: “I feel respected by other students.” +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		“I feel safe at school.” 80% “I am aware of resources available to me on campus for academic support.” 87% "Students are accepting of students from different backgrounds and cultures." 77% “I am aware of resources available to me on campus for mental health support.” 86% “My school is clean." 72%	“I feel respected by other students.” 75.2% “I feel respected by teachers” 89.7% “I feel safe at school.” 82.9% “I am aware of resources available to me on campus for academic support.” 87.8% "Students are accepting of students from different backgrounds and cultures." 81.9% “I am aware of resources available to me on campus for mental health support.” 88.5% “My school is clean." 73%		“I feel respected by teachers” 90% “I feel safe at school.” 85% “I am aware of resources available to me on campus for academic support.” 90% "Students are accepting of students from different backgrounds and cultures." 90% “I am aware of resources available to me on campus for mental health support.” 90% “My school is clean." 80%	“I feel respected by teachers” +1.7% “I feel safe at school.” +2.9% “I am aware of resources available to me on campus for academic support.” +0.8% "Students are accepting of students from different backgrounds and cultures." +4.9% “I am aware of resources available to me on campus for mental health support.” +2.5% “My school is clean." +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Employee Perception of School Safety and Connectedness: RUSD Employee Engagement Survey	2024 RUSD Employee Engagement Survey: (33.3% participation, n=859) Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 85.4% "I can provide input when decisions are being made in my school or department" 82.3% "Overall, communication is effective throughout the district" 79.9%	2025 RUSD Employee Engagement Survey: (21.8% participation, n=530) Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 81.7% "I can provide input when decisions are being made in my school or department" 81.5% "Overall, communication is effective throughout the district" 81.6%		RUSD Employee Engagement Survey: 50% participation Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 90% "I can provide input when decisions are being made in my school or department" 90% "Overall, communication is effective throughout the district" 90%	RUSD Employee Engagement Survey: participation - 11.5% n= -339 Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" - 3.7% "I can provide input when decisions are being made in my school or department" -0.8% "Overall, communication is effective throughout the district" +1.7%
2.3	Average Daily Attendance Rates	2023-2024 Average Daily Attendance rate 94.5%	2024-2025 Average Daily Attendance rate 94.8%		Average Daily Attendance rate 97%	Average Daily Attendance rate +0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absenteeism Rate	2023-2024 Percentage of students chronically absent as of May, 2024 in RUSD Student Information System: Overall: 19% Foster Youth: 25% (24 of 96 students in foster care) English learners: 15.6% (472 of 3029 English learners)	2024-2025 Percentage of students chronically absent as of May 2025 in RUSD Student Information System: Overall: 16.4% Foster Youth: 27% (17 of 63 students in foster care) English learners: 15.1% (476 of 3151 English learners)		Overall: 6% or below Foster Youth: 10% or below English learners: 6% or below	Percentage of students chronically absent Overall: -2.6% Foster Youth: +2% English learners: -0.5%
2.5	Suspension Rate	2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System: Overall: 2.1% suspension rate Foster Youth: 9.4% (9 of 96 students in foster care) English learners: 3% (90 of 3029 English learners)	2024-2025 Percentage of students suspended at least once as of May 5, 2025 in RUSD Student Information System: Overall: 2% suspension rate Foster Youth: 7.9% (5 of 63 students in foster care)		Overall: 2% or below Foster Youth: 2% or below English learners: 2% or below	Percentage of students suspended at least once Overall: -0.1% Foster Youth: -1.5% English learners: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English learners: 2.8% (87 of 3151 English learners)			
2.6	Expulsion Rate	2023-2024 Explusion Rate as of May 2024 is 0.008% (1 student)	2024 - 2025 Expulsion Rate as of May 9, 2025 is 9 of 11,854 (0.076%)		Expulsion Rate 0%	Expulsion Rate 0% +0.068%
2.7	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	2023-2024 Williams/FIT Report 100% facilities in "good repair"	2024-2025 Williams/FIT Report 100% facilities in "good repair"		100% facilities in "good repair" on Williams/FIT Report	facilities in "good repair" +0

Goal Analysis [2024-25]

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.

Successes:
Began the school-year with district-wide cultural competency professional development that was well-attended by both certificated and classified staff. (Action 2.1)
Provided on-going DEI training for all staff, after-school and at multiple locations. (Action 2.1)
PBIS TOSA provided opportunities for schools to meet off campus and plan with her support. (Action 2.2)
Overall continued to see growth in attendance and lowering of chronic absenteeism. (Action 2.3)
Provided multiple and year-long resources to our students through the Family Resource Center (FRC) and the East Valley Community Clinic including vaccinations and food drives.(Action 2.5)
Students reporting feeling safe at school increased from 80% (2024) to 82.9% (2025). (Action 2.4)
Remained staffed to support schools throughout the year. (Actions 2.7 and 2.8)
All students have access to device and home wifi if needed. (Action 2.9)
Provided comprehensive training for Education Specialists and site administrators on supporting effective IEPs. (Action 2.10)

Challenges:
Continue work on involving more staff in DEI training, individually and in groups. (Action 2.1)
Continue to work on establishing peer mentoring and/or support groups. (Action 2.5)

Substantive differences between planned and actual implementation of actions:
Goal 2, Action 1 - Additional funds and time needed to reach more staff.
Goal 2, Action 2- Hires additional support for PBIS implementation and end of the year assessment.
Goal 2, Action 6- Conduct an end of the year assessment on how to better use community liaisons for school support, especially home visits.

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.

Substantive differences between planned and actual implementation of actions:
Goal 2, Action 1 - Culturally Competent Staff:

- Budgeted $422,722 for to “Culturally Competent Staff”
- Actual expenditure: $503,634
- Explanation: Increase was due to salary and benefits increase.

Goal 2, Action 2 - Behavior and Mental Health Professional Development:

- Budgeted $361,837 for to “Implement and evaluate outcomes of behavior intervention system program.”
- Actual expenditure: $248,262
- Explanation: The BEST TOSA's needed to be trained in new developments of CPI first to then train other staff. We started training staff later than anticipated because we had to follow the CPI professional development schedule.

Goal 2, Action 4 - Safety Support:

- Budgeted $1,969,445.00 to “Provide classified staff and ongoing training regarding health and safety including safe working and learning environments, implementation of safety plans, and equipment necessary to strengthen response.”
- Actual expenditure: $2,251,445.00
- Explanation: Increase was due to salary increase and benefits.

Goal 2, Action 6 - Health Services:

- Budgeted $2,208,691.00 to “Provide appropriate health and mental health services to students.”
- Actual expenditure: $2,048,369.00
- Explanation: Difference is due to the fact that the school-year started with a full staff of nurses, no agency substitute nurses were needed. We also no longer had a need for COVID nurses.

Goal 2, Action 7 - High Quality Staff:

- Budgeted $16,397,775.00 to “Recruit, hire, retain and promote the highest quality staff for all positions in the District.”

- Actual expenditure: $16,708,343.00
- Explanation: Difference was due to salary increase and benefits.

Goal 2, Action 9 - Facility and Technology Infrastructure Maintenance:
- Budgeted $5,765,594.00 to “Maintain technology infrastructure to support 21st Century Teaching and Learning.”
- Actual expenditure: $5,460,040.00
- Explanation: Due to savings in the Technology Department, they did not have to buy as many devices as anticipated.

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

Outcomes demonstrating effective actions:

Key questions from our student voice survey associated with inclusivity, safety, and support demonstrate an increase in the percentage of students that strongly agree and agree in the area of inclusivity, safety, and support for all. As an example, in 2024, 80% of students felt safe in school, while 82.9% feel safe in school this academic year. (Action 2.4) Additionally, students feel more respected by other students. In 2024, 72% felt respected by students and this year 75.2% feel respected by students; which is an increase of 3%. (Action 2.2 and Action 2.1) Furthermore, we see an increase in the area of awareness around mental health resources, going from 86% to 88.5% strongly agree and agree on having the awareness of mental health resources. (Action 2.2 and Action 2.6) Finally, we see an increase in the area of "students are accepting of students from different backgrounds and cultures," going from 77% to 81.9% strongly agree and agree their peers are accepting of others from different backgrounds and culture. (Actions 2.1 and Action 2.5).
Overall, employees feel communication has improved in the District as evidenced by a 1.7% increase in the amount of employees who strongly agree and agree that communication is effective throughout the school District.
Average daily attendance rose slightly from 94.5% to 94.8%, with student subgroups SED 94.2% to 94.5%, SpEd 92.8% to 93%, EL 94.7% to 95.4%,Foster 91.5% to 92.9% (Action 2.3)
Our overall chronic absenteeism rate fell from 19% to 16.4%, with student subgroups SED 21% to 15%, SpEd 27.7% to 25% (Action 2.3)
Our overall chronic absenteeism rate for ELs fell slightly from 15.6% to 15.1% (Action 2.3)
While our suspension rate remained consistent at 2.0% and 2.1% respectively, the suspension rate of our subgroups improved. Our SpEd suspension rate went from 3.1% to 3.9%, Foster Youth suspension rate went from 9.4% to 7.9% and our English Learner suspension rate went from 3% to 2.8%. (Action 2.2)
Our Williams/FIT report continues to certify our schools with a 100% facilities "good repair" rating.

Outcomes demonstrating areas for growth:

Our employee engagement survey indicate decreases in agreement in the area of open communication at the sites and providing input on site based decisions. The following question, "systems that foster open communication are in place at my work location" decreased in agreement from 85.4% to 81.7%. Additionally, the question, "I can provide input when decisions are being made in my school or department" decreased in agreement from 82.3% to 81.5%.
Our overall chronic absenteeism rate for Foster Youth increased from 25% to 27%.
Our expulsion increased from 1 student to 9 students in the 2025 school year.

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.

Changes made resulting from reflections on prior practice:
Continue and expand training around inclusive practices for all staff. (Action 2.1 - LREGB)
Maintain staffing to provide behavior / mental health teams supporting sites. (Action 2.5)
Expand training on recess play choices for elementary sites to support positive behavior during recess. (Action 2.2)
Provide new campus safety positions for high schools, and expand elementary campus aide staffing levels. (Action 2.4)
Update outdoor environments including elementary playgrounds and additional water fountains. (Action 2.9)

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	Culturally Competent Staff	LREBG Action The California Department of Education highlights the importance of Culturally and Linguistically Responsive Teaching, which centers the cultural and linguistic assets of students—including multilingual students of color—to make learning more relevant, engaging, and equitable (California Department of Education, 2025). In alignment with this framework, RUSD will provide ongoing professional development for all certificated and classified staff throughout the 2025–2026 school year to strengthen cultural competency, ensure high expectations for all students, and improve student-teacher relationships. Additionally, comprehensive training will be offered to all school personnel on topics supporting academic, social-emotional, and behavioral learning. These sessions will include modules on understanding and addressing implicit bias and promoting inclusive, equity-centered classroom environments. District leadership, instructional coaches, and mental health staff will lead and facilitate the training, model evidence-based strategies, and deliver follow-up coaching to promote transfer into practice.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric being used to monitor the action: Goal 2, Metrics 1 and 2. LREBG Funds supporting this action: $90,000.00 Reference California Department of Education. (2025, June 5). Culturally and Linguistically Responsive Teaching. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/pl/responsiveteaching.asp		
2.2	Behavior and Mental Health Professional Development	Provide ongoing professional development while monitoring student needs as related to behaviors, attendance and social emotional learning. Key actions include: • Provide training and resources for staff on Positive Behavior and Support (PBIS) • Provide social emotional learning (SEL) tools and resources • Provide ongoing training for site Positive Behavior and Support (PBIS) teams through district lead and a districtwide Community of Practice • Provide data system to monitor PBIS site data at each site • Expand peer support programs including courses, peer mentoring programs, peer tutoring programs, and other strategies to build student to student connection and engagement	$193,863.00	Yes
2.3	Systems to Support Student Attendance	Districtwide for all Students • Empathy interviews: site staff uses empathy interviews to build systems to collect data and feedback to build systems that create safe and trusting learning environments • Attendance incentive programs: School leaders build an environment and maintain processes that support and encourage families and community participation in school and student learning • Site and district leadership meetings: regular collection of attendance data and monitor progress to ensure inclusive and equitable success and attendance	$27,417.00	No

Action #	Title	Description	Total Funds	Contributing
		• Professional development: ongoing collaborative meetings for training on attendance procedures with site classified staff -Tiered attendance plan: implementation of districtwide three-tiered attendance approach by district and site leadership and support staff Foster Youth • Ed Rights student conferencing: district staff provide resources and shared accountability measures for foster youth through group student meetings, 1:1 meetings, and home visits to ensure equitable success Resource allocation: ensure systems for needs-based allocation of resources (e.g. transportation) necessary for foster youth success		
2.4	Safety Support	Provide classified staff and ongoing training regarding health and safety including safe working and learning environments, implementation of safety plans, and equipment necessary to strengthen response. School safety staff and noon aides provide additional support for social-emotional wellbeing on campus for low-income students, English learners and foster youth. Research indicates that students who feel connected to at least one supportive adult demonstrate higher success on a range of educational outcomes. Recent studies even indicate student connectedness has lasting benefits on their health and well-being (Adolescent Connectedness and Adult Health Outcomes by Steiner et.al, 2019). Students from poverty and those living in foster care often experience inconsistent support from adults outside of school. The additional staffing provided through this action ensures our unduplicated students have additional contacts throughout the day to develop strong connections to adults at school.	$2,852,582.00	Yes
2.5	School Climate Support	Provide assistance for school climate to support students, including staffing and resources for the Family Resource Center, social emotional counseling support at all schools, maintaining five (5) social workers, and ongoing collaboration with outside agencies to provide mental, social and emotional support services.	$4,297,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Health Services	Provide appropriate health and mental health services to students. Nurses and health assistants address students' health needs in school, assist with vaccination referrals, and promote wellness thereby eliminating barriers related to health. In order to support the needs of low-income students, English learners, and foster students, the Rowland Unified School District funds a Health Assistant at each site. Health Assistants ensure all students, especially our English language learners, low-income students, and foster/homeless youth feel safe and healthy at school. They provide first aide, consultations and communicate with families. Nurses are available at every school site to provide support to students with diabetic needs, vaccinations, referrals, consultations and much more. The East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care. They specifically reach out to English language learners, low-income students and foster/homeless youth. A strong partnership with East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care when health needs surpass that will health assistants and nurses can provide. Additional health service (bilingual) provided above the core to meet the needs of foster students, homeless students, low income students, and English learners. The Family Resource Center employs Community Liaisons and Social Workers to work directly with low-income, foster, and homeless students. Community liaisons facilitate connections to various agencies including but not limited to counseling/mental health referrals. Liaisons share resources with parents and support them in making the best choice they feel will meet the needs of their child. Liaisons conduct home visits, establish partnerships with motels/homeless shelters to help identify and support homeless students in RUSD. Social workers assist all sites with mental health needs and conduct small group counseling as needed for identified students, particularly McKinney and Foster populations. The social workers will also supervise interns and provide training to FRC personnel as needed.	$1,906,005.00	Yes
2.7	High Quality Staff	Recruit, hire, retain and promote the highest quality staff for all positions in the District.	$16,641,222.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Leadership Professional Development	Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts, including RUSD leadership institutes and academies for certificated and classified staff, and outside professional development opportunities.	$48,269.00	No
2.9	Facilities and Technology Infrastructure Maintenance	Utilize the Routine Restricted Maintenance Account to ensure facilities are in good repair, including an upgrade to outdoor learning and play spaces to address the needs of all students. Maintain technology infrastructure to support 21st Century Teaching and Learning, including broadband access at school, and wifi hotspots for all students who need access at home. Update outdoor environments including updating playgrounds in elementary schools and adding additional water fountains throughout campuses.	$5,353,480.00	No
2.10	Inclusive Support for Students with Disabilities	Provide targeted support and resources for students with disabilities to improve academic achievement and prepare them for long-term success: • Offer comprehensive training to all school personnel on topics related to special education, such as understanding Individualized Education Programs (IEPs), implementing accommodations and modifications, and fostering an inclusive school culture • Provide targeted support and resources for students with disabilities to promote positive behavior, attendance, and social-emotional learning • Provide ongoing training and support for special education staff and paraprofessionals on evidence-based practices, data collection, and progress monitoring to ensure the effectiveness of interventions and supports for students with disabilities • Offer professional development and growth opportunities for district leaders and special education administrators to enhance their knowledge and skills in supporting inclusive education and improving outcomes for students with disabilities	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Inclusive Support for Long-Term English Learners	Provide ongoing support for Long-Term English learners through the following: • Embed culturally responsive teaching practices for secondary LTELs into ongoing training around integrated ELD • Expand restorative practices and ensure consistent implementation of behavioral expectations across school sites to support LTELs' social-emotional well-being and school belonging.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Student Agency, Advocacy & Empowerment: Each student will develop the skills to effectively communicate their needs and be proactive to take ownership of the learning process.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was identified with input from across all of our educational partners, including students, parents, teachers, classified staff and administrators during spring 2023, and included in the RUSD Guiding Principles adopted by the Board of Education in June 2023. It reflects the community's interest in ensuring each student in RUSD has an authentic voice reflecting the district's core value of being student-centered.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	RUSD Student Voice Survey	2024 RUSD Student Voice Survey: (40% participation, n=3232) “I participate in an activity, sport, or club at school.” 67.5% agree/strongly agree	2025 RUSD Student Voice Survey: (67.1% participation, n=5386) “I participate in an activity, sport, or club at school.” 70.6% agree/strongly agree		RUSD Student Voice Survey 50% participation “I participate in an activity, sport, or club at school.” 80% agree/strongly agree	Student Voice Survey: participation +27.1% n +215 “I participate in an activity, sport, or club at school.” +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	RUSD Parent Survey	2024 Parent Survey (n=376, 28% accessed in language other than English): Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the District." 90.5% "I receive communication from the school or District in a language that I understand." 99.6% "I have a trusting and respectful relationship with school staff (teachers, administrators, office staff)." 92.2%	2025 Parent Survey (n=511, 27% accessed in language other than English): Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the District." 89.4% "I receive communication from the school or District in a language that I understand." 97.9% "I have a trusting and respectful relationship with school staff (teachers, administrators, office staff, etc.) 92.2%		2024 Parent Survey Participation: 3000 Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the District." 95% "I receive communication from the school or District in a language that I understand." 100% "I have a trusting and respectful relationship with school staff (teachers, administrators, office staff)." 95%	Parent Survey n= +135 accessed in language other than English -1% "I have opportunities to give and share my thoughts and opinions with the District." -1.1% "I receive communication from the school or District in a language that I understand." -1.7% "I have a trusting and respectful relationship with school staff (teachers, administrators, office staff)." +0%

Goal Analysis [2024-25]

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.

Successes:

- Increased the percentage of students who participate in the annual survey from 3,232 in 2024 to 5,386 in 2025. (Action 3.1)
- Increase in the percentage of students reporting engagement in an activity/sport at school from 67.5% in 2024 to 70.6% in 2025. (Action 3.1)
- Implemented Superintendent's Student Advisory Council with representatives from all three high schools. (Action 3.1)
- Implemented Superintendent's Teacher Advisory Councils (Elementary and Secondary). (Action 3.2)
- Expanded student voice to include students in grades TK-3 through a pilot of developmentally appropriate survey (i.e. emoticon-based) and site-based focus groups. (Action 3.1)
- Expanded student voice to include a Fall student pulse survey for grades 4-12. (Action 3.1)
- Implemented collaborative analysis of student survey data with site student leaders from all 20 schools. (Action 3.1)
- Expanded districtwide student focus groups to include Long-Term English Learners as part of the development of targeted actions for this student group. (Action 3.1)
- Included a majority of students on the composition of the annual LCAP Council to make recommendations on the focus for 2025-2026. (Action 3.1)
- Implementation of second year of Family Connect with RUSD parents/guardians leading training sessions for RUSD family members. (Action 3.3)
- Continued access of primary language at district and site meetings for families, with 97.9% of families reporting receiving communication in a language they understand. (Action 3.4 and 3.5)
- Implementation of Parent Square as a single hub of communication with families and staff. (Action 3.5)

Challenges:

- While the TK-3 survey pilot was a success and ready for implementation 2025-2026, more time is needed to develop an effective process for conducting focus groups with this age group. Piloting will continue through 2025-2026 for TK-3 focus groups. (Action 3.1)
- Request from the educational partner feedback to consider ways to address any digital barriers of families to receive communication only provided through Parent Square. (Action 3.5)

Substantive differences between planned and actual implementation of actions:

- No substantive differences. Actions were completed as planned.

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.

Goal 3, Action 2 - Staff and Community Voice:

- Budgeted $30,000 to "provide staff and community voice"
- Actual expenditure: $12,699
- Explanation: variance is due to unmaterialized expenditures.

Goal 3, Action 3 - Parent Education:
- Budgeted $61,459 to “Parent education”
- Actual expenditure: $52,775
- Explanation: Difference is due savings in budgeted amount for hourly timecards.

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

Actions which aimed to improve student voice through two-way communication structures (Action 3.1) were effective in achieving their intended impact. The participation in the annual student survey increased from 3,232 (2024) to 5,386 (2025), and a new Superintendent's Student Advisory council was convened throughout the year to gather ongoing topics of feedback. Each school site participated in the collaborative data review of student input and implemented follow-up site-based focus groups to guide future site plans. A majority of membership on the annual LCAP Council consisted on student leaders from grades 7-12.

Actions which aimed to improve staff engagement through two-way communication structures (Action 3.2) were effective in achieving their intended impact. The Superintendent convened two new feedback groups - Elementary Teacher Council, and Secondary Teacher Council - to gather feedback throughout the year. 82% of survey participants (n=385) agreed, "Overall, communication is effective in the district," an increase from last year (80%). ARE, CSEA and ARA participated in the ongoing feedback process and development of 2025-2026 LCAP action modifications through meetings with district leadership, survey/focus groups, and participation on the LCAP Council.

Actions which aimed to improve parent and family engagement through parent education (Action 3.3), translation services (Action 3.4), and family communication (Action 3.5), were ultimately successful in achieving their intended outcome. Family Connect recognizes and honors the assets each family possesses and views their contributions as a benefit to the community. Throughout the year, the “working” lead group of Family Connect members meet, plan, and practice the strategies that they will present at the all district conferences. This year the Family Connect Conferences took place in October, December and May. Topics of interest that were covered included, “How to Communicate with your Child’s School”, “Understanding Common Core”, “My Experiences with Special Education”, “Mental Health” and more. During the May conference, the math session was led completely by parents. On the annual parent/community survey, 97% of parents agreed, "I receive communication from the district regarding school, District, and community events," 97% reported receiving the communication in a language they understand, and 89% agreed, "I have opportunities to give and share my thoughts and opinions with the district." Finally, 92.2% strongly agree and agree that they have trusting and respectful relationships with school staff. Furthermore, these actions helped close the disparity of outcomes for English learners and low-income students through strong representation on the Parent Advisory Council and District English Learner Advisory Council; out of a combined 39 parent members on the Parent Advisory Council, 78.9% represent low-income families, and 15.4% represent families of English learners. Among the District English Learner Advisory Council, 100% of the 30 participating members represent English language learners. Providing representation of voices helps close the disparity gap in identifying and addressing needs for our English learners and low-income students.

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.

Changes made that resulted from reflections on prior practice:
Maintain structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly board reports and student advisory council of students. (Action 3.1)
Engage all families in new ways through an RUSD Parent Engagement HUB located at one school site. (Action 3.3)
Continue primary language communication, including addition of staffing to ensure Spanish and Mandarin support at the district front office. (Action 3.4)
In direct support of Long-Term English learners, provide focused support from counselors and targeted training for families. (Action 3.6)

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	Student Voice	Provide structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly student board reports, and a student voice advisory council comprised of students in grade 5-12 to understand what students need throughout the year. Develop expanded structures for students to participate in district decision-making.	$60,000.00	No
3.2	Staff and Community Voice	Provide opportunities for collaboration between the school district and all educational partners.	$11,500.00	No
3.3	Parent Education	RUSD will provide parent education to support student learning and achievement, including topics addressing core instruction areas of mathematics and literacy, technology, social emotional strategies. The training will include RUSD Family Connect which provides training by Parent/Guardian leaders across the district, along with continued training developed and provided by Special Projects designed to meet the needs of parents of English learner parents.	$258,939.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Translation Services	Communicate in appropriate languages with families, including the provision of district staff translators in Spanish and Chinese, including translation of additional languages through contracted services.	$597,644.00	Yes
3.5	Family Communication	Provide information to parents and community through Parent Square, the District and school site websites, the RUSD mobile application, RUSD E-news, print and Social Media.	$485,723.00	No
3.6	Inclusive Support for Long-Term English Learners	Ensure participation and engagement of LTELs in district decision making through the following: • Conduct empathy interviews and districtwide focus groups to center LTEL experiences in decision-making. • Strengthen counselor engagement with LTELs to support academic and social-emotional growth. • Provide parent engagement opportunities for families of LTELs to support academic progress of LTELs.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equitable Access to Academic Success: Each student will have access to resources and support to demonstrate growth toward and achievement of rigorous academic standards.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was identified with input from across all of our educational partners, including students, parents, teachers, classified staff and administrators during spring 2023, and included in the RUSD Guiding Principles adopted by the Board of Education in June 2023. It reflects the community's interest in ensuring each student in RUSD demonstrates academic achievement to prepare them for the future of their choice.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA School Dashboard English Language Arts (ELA) Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment	2023 Outcomes Overall - ORANGE DFS -9 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -113 English Learners - ORANGE DFS -49	2024 Outcomes Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163		Overall - GREEN DFS +6 Socio-Economically Disadvantaged - GREEN DFS -2 Foster Youth- ORANGE DFS -83 English Learners - YELLOW DFS -28	Overall - DFS -1 Socio-Economically Disadvantaged +0 Foster Youth -50 English Learners - 2 Students with Disabilities +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CAA) in Grades 3-8 and 11	Students with Disabilities - RED DFS -100	English Learners - ORANGE DFS -51 Students with Disabilities - RED DFS -99 Long Term English Learners: RED DFS -101		Students with Disabilities YELLOW DFS -70	
4.2	STAR Reading Percent of students in grades 2-11 who score at or above typical growth (35th percentile) Percent of students in grades 3-11 estimated to score at or above leel 3 on the Smarter Balanced ELA Assessment	STAR Reading (not administered to 10-11th grade this year) 60% of students in grades 2-9 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Reading Assessment. 40% of students in grades 3-9 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2024 scores on the Star Reading Assessment	STAR Reading 62% of students in grades 2-11 scored at or above typical growth (35th percentile) between Fall 2024 and Winter 2025 on the Star Reading Assessment. 43% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2025 scores on the Star Reading Assessment		70% of students in grades 2-11 scoring at or above typical growth (35th percentile) 50% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment	STAR Reading at/above typical growth +2% students estimated to score at or above level 3 on Smarter Balanced ELA +3%
4.3	CA School Dashboard	2023 Outcomes	2024 Outcomes		Overall - GREEN	Overall - DFS +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11	Overall - ORANGE DFS -46 Socio-Economically Disadvantaged - ORANGE DFS -60 Foster Youth- RED DFS -115 English Learners - ORANGE DFS -66 Students with Disabilities - RED DFS -127	Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Students with Disabilities - ORANGE DFS -120 Long Term English Learners: ORANGE DFS -151		DFS -25 Socio-Economically Disadvantaged - YELLOW DFS -30 Foster Youth- YELLOW DFS -85 English Learners - YELLOW DFS -36 Students with Disabilities YELLOW DFS -97	Socio-Economically Disadvantaged +3 Foster Youth -56 English Learners +0 Students with Disabilities -24
4.4	STAR MATH Percent of students in grades 1-11 who score at or above typical growth (35th percentile) Percent of students in grades 3-11 estimated to score at or above level 3	STAR Math: (not administered to 10-11th grade this year) 58% of students in grades 1-9 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Math Assessment.	STAR Math: 59% of students in grades 1-Algebra II scored at or above typical growth (35th percentile) between Fall 2024 and Winter 2025		70% of students in grades 1-11 scoring at or above typical growth (35th percentile) 40% of students in grades 3-11 estimated to score at or above level 3 on the Smarter	STAR Math at/above typical growth +1% students estimated to score at or above level 3 on Smarter Balanced Math +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the Smarter Balanced Math Assessment	32% of students in grades 3-9 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on Winter 2024 scores on the Star Math Assessment	on the Star Math Assessment. 34% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on 2025 scores on the Star Math Assessment		Balanced ELA assessment	
4.5	CA Science Test Percent of students meeting or exceeding standard Includes results from both CA Science Test and CA Alternate Science Test in Grades 5, 8 and High School	2023 Outcomes Overall - 30% meeting/exceeding standard Socio-Economically Disadvantaged - 23% meeting/exceeding standard English Learners 3% meeting/exceeding standard Students with Disabilities - 8% meeting/exceeding standard	2024 Outcomes Overall - 29% meeting/exceeding standard Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners 3% meeting/exceeding standard Students with Disabilities -		Overall 39% meeting/exceeding standard Socio-Economically Disadvantaged - 32% meeting/exceeding standard English Learners 18% meeting/exceeding standard Students with Disabilities 23% meeting/exceeding standard	2023 Outcomes Overall -1% Socio-Economically Disadvantaged +1% English Learners +0% Students with Disabilities -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6% meeting/exceeding standard			
4.6	CA School Dashboard English Learner Progress Equity Report Percentage of English Learners who progressed at least one English Language Progress indicator level or maintained the highest performance level (4)	2023 Outcome YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)	2024 Outcome RED 42.4% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)		GREEN 60% of English learners making progress towards English language proficiency	English learners making progress towards English language proficiency -10.2%
4.7	Reclassified Fluent English Proficient (RFEP) Rate	2023-2024 Reclassified Fluent English Proficient Rate: 13.7% of English Learners reclassified August 2023 - April 2024 (District SIS)	2024-2025 Reclassified Fluent English Proficient Rate: 8.4% of English Learners reclassified August 2024 - April 2025 (District SIS)		15% of English Learners reclassified	English Learners reclassified -5.3%
4.8	Long-term English Learners Percent of English Learners who are long-term English Learners	2023 18.3% of English Learners are long-term English Learners (Data updated to align with Dataquest) 48.1% of Ever-ELs have reclassified	2024 19.5% of English Learners are long-term English Learners (Data updated to align with Dataquest)		6% of English Learners are long-term English Learners	long-term English Learners +1.2% Ever-ELs reclassified -1.8% Ever-ELs English Learners +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		42.4% of Ever-ELs are English Learners 9.5% of Ever-ELs are Long Term English Learners	46.3% of Ever-ELs have reclassified 43.2% of Ever-ELs are English Learners 10.5% of Ever-ELs are Long Term English Learners			Ever-ELs Long Term English Learners +1%
4.9	CA Dashboard Implementation of Academic Standards (Local Indicator)	2024 Standard Met on the CDE Implementation of State Standards Rubric	2025 Standard Met on the CDE Implementation of State Standards Rubric		Standard Met on the CDE Implementation of State Standards Rubric	Standard Met on the CDE Implementation of State Standards Rubric +0
4.10	Access to Standards–Aligned Instructional Materials Williams Report	2024 Standard Met on Meeting Williams Settlement Requirements	2025 Standard Met on Meeting Williams Settlement Requirements		Standard Met on Meeting Williams Settlement Requirements	Standard Met on Meeting Williams Settlement Requirements +0
4.11	Fully Credentialed and Appropriately Assigned Teachers Williams Report	2024 100% of teachers fully credentialed and appropriately assigned based on Williams Report	2025 100% of teachers fully credentialed and appropriately assigned based on Williams Report		100% of teachers fully credentialed and appropriately assigned based on Williams Report	Teachers fully credentialed +0%

Goal Analysis [2024-25]

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.

Successes:

Curriculum & Instruction
Curriculum Adoptions: Successfully adopted and implemented new curriculum for secondary ELA (Amplify 6–8, SAVAAS 9–12), AP courses, and world languages.(Action 4.1)
Supplemental Resources: Integrated platforms like NewsELA, Parlay, Nearpod, and Flocabulary for intervention and enrichment across subjects. (Action 4.1)
Math Leadership: The Math Instructional Leadership Team revised middle school pathways and attended the CA Mathematics Council Conference, strengthening Algebra instruction and acceleration opportunities. (Action 4.3)
Instructional Alignment: Provided professional development aligned with new instructional maps and curriculum adoptions across core content areas. (Action 4.3)

Professional Development & Coaching
Districtwide PD: Offered vertical and horizontal articulation opportunities and training in AVID, ELD strategies, and math instruction. (Action 4.2)
Targeted Coaching: Instructional Coaches and Program Specialists supported site-level instructional efforts, particularly for English learners and students needing intervention. (Action 4.3)

Special Education Focus: (Action 4.12)
Launched a Summer Special Education Learning Academy to build capacity in evidence-based practices.
Conducted IEP team coaching three times annually to improve inclusive practices.
Increased inclusive education dialogue across departments.

Expanded Learning & Intervention
Credit Recovery & Seasonal Learning: Provided credit recovery and seasonal learning (summer, winter, spring), including small-group math and ELA intervention. (Action 4.4)
Afterschool Expansion: Served 1,800 students with enrichment and social-emotional supports; also expanded access to the arts. (Action 4.4)
Intervention Structures: Embedded intervention teachers into secondary math and ELA classes to support struggling students. (Action 4.3)

English Learners & GATE (Actions 4.5, 4.10 and 4.11)
Designated ELD: Trained staff and piloted Elevation platform; delivered lesson study-based ELD PD and curriculum support.
AVID Excel: Supported Long-Term English Learners at intermediate schools.
GATE Enrichment: Provided a variety of enrichment activities for GATE students that were well-attended by students and families.

Data-Driven Placement (Action 4.6)
Developed a multiple-measure placement system (using STAR, MDTP, and grades) for accurate student placement in middle school math.

Collaboration & Support (Actions 4.12)
Partnered with Special Projects to design intersession programs for students with disabilities.
Deployed itinerant education specialists to provide targeted in-class support.
Strengthened family engagement through collaboration with parent advocacy groups.

Enrichment Beyond the Core (Action 4.8)
Expanded music for all program in elementary grades.
Award winning academic and athletic team seasons.

Challenges:

Afterschool Program Growth: Limited by available space. (Action 4.4)
Credit Recovery Platform: More costly than projected. (Action 4.3)
Staffing Shortages: Underspent funds on site-based actions due to unfilled positions. (Actions 4.7 and 4.9)

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.

Substantive differences between planned and actual implementation of action:

Goal 4, Action 1 -
- Budgeted for curriculum and materials: $346,443
- Actual expenditure :$3,831,238
- Explanation: Textbook adoption costs were higher than anticipated.

Goal 4, Action 2 -
- Budgeted for responsive and aligned professional development : $15,745,221
- Actual expenditure :$15,955,026
- Explanation: Additional funding was needed due to the increase of staff participation in professional development opportunities

Goal 4, Action 3 -
- Budgeted for Aligned, Evidence-Based Instructional Systems: $1,007,991
- Actual expenditure :$1,530,123
- Explanation: Additional funds needed for intervention support staff.

Goal 4, Action 4 -
- Budgeted for staff to provide access to credit recovery opportunities: $2,787,791
- Actual expenditure :$3,728,459
- Explanation: Additional staff participation in providing credit recovery

Goal 4, Action 8 -
- Budgeted for enrichment and beyond the core instruction: $719,753
- Actual expenditure :$856,908
- Explanation: Additional staff and supplies purchased to support enrichment and beyond the core instruction

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

Actions which aimed to improve achievement in English language arts (ELA) and Mathematics through multi-tiered systems of support (Action 4.3), professional development (Action 4.2), curriculum and materials (Action 4.1), continuous improvement practices (Action 4.6), site based actions (Action 4.7), and staffing (Action 4.9) were ultimately effective in achieving their intended impact. In English language arts, the percentage of students in grades 3-11 expected to score at or above grade level standard on the SBAC ELA increased from 40% (Winter 2024) to 43% (Winter 2025) as measured by the STAR Reading assessment. In mathematics, the percentage of students in grades 3-11 expected to score at or above grade level standard on the SBAC Math increased from 33% (Winter 2024) to 34% (Winter 2025) as measured by the STAR Math assessment. The top five rated items on the annual Student Voice 2025 survey for grades 4-11 are as follows: 93% agreed “It’s ok to ask questions and make mistakes - that is how we learn;” 92% agreed “My teachers encourage students to share their ideas about things we are studying in class;” 90% agreed “My teachers want me to explain my answers - why I think what I think;” 87% agreed “I am aware of resources available to me on campus for academic support;” 85% agreed “If I don’t understand something, my teacher explains it another way.”

Actions which aimed to improve achievement in English language arts (ELA) and Mathematics for English learners, students with disabilities and low-income students through supporting programs for English learners (Action 4.5 and Action 4.10), professional development on English language acquisition strategies (Action 4.11), inclusive support for academic success of students with disabilities (Action 4.12), with core support from the multi-tiered systems of support provided at all sites (Actions 4.1, 4.2 and 4.3) were ultimately effective in achieving their intended impact of making progress in both content areas. All student groups made positive progress in the percentage of students expected to score at or above grade level standard on the STAR Assessments in 2025 compared to how the performed in 2024. English learners increased 4.4 points on STAR Reading (3.2% in 2024 compared to 7.6% in 2025), and increased 6.1 points in STAR Math (11.4% in 2024 compared to 17.5% in 2025). Students with disabilities increased 2.9 points on STAR Reading (9.8% in 2024 compared to 12.7% in 2025), and increased 1.1 points in STAR Math (8.4% in 2024 compared to 9.5% in 2025). Low-income students increased 0.3 points on STAR Reading (34.6% in 2024 compared to 34.9% in 2025), and increased 2.4 points on STAR Math (27.5% in 2024 compared to 29.9% in 2025).

Actions which aimed to improve achievement in English language arts (ELA) for foster students with core support from the multi-tiered systems of support provided at all sites (Actions 4.1, 4.2 and 4.3) were ineffective in achieving the intended impact of making academic progress. The percentage of foster students expected to score at or above grade level standard on the STAR Reading assessment decreased 5 points (20% in 2024 compared to 15% in 2024). And the percentage on STAR Math remained at 0% in both years. This student group experiences a high level of mobility, with the cohort ranging between 47 and 62 students total throughout all 20 schools during the 2024-2025 school year.

Actions which aimed to improve engagement for students in enrichment and learning outside the regular school day through expanded learning opportunities (Action 4.4) and enrichment and programs beyond the core curriculum (Action 4.8) were ultimately effective in achieving their intended impact. During the annual Student Voice survey and focus groups, students identified “Enrichment” as a top five priority to continue for 2025-2026, citing the following areas of interest: sports teams, competitions, school clubs and special programs. Students also cited art and subjects that are hands-on and engaging as areas to continue and expand. In describing areas to expand for next year, students identified additional after-school clubs and activities, field trips and special events.

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.

Changes made resulting from reflections on prior practice:
Provide course-alike collaboration and training with focus on unpacking standards and ensuring access for all learners. (Action 4.2 - LREGB)
Provide additional certificated and classified staff support for all three dual language immersion programs. (Action 4.3 - LREGB)
Maintain staffing to accelerate learning in mathematics and literacy, shifting district funded staff focus to 80% intervention and 20% instructional coaching. (Action 4.2 - LREGB)
Maintain tutoring for all students with focus on in-person tutoring at their school site. (Action 4.3 - LREGB)
Provide district program specialists to include K-12 content specialists in literacy, mathematics, science and social Studies. (Action 4.2)
Extended time for extended learning opportunities through 6pm daily (Action 4.4 - LREGB)
Provide focused support for Long-Term English Learners (Action 4.5 - LREGB)
Metric 4.8 was updated to align with the state reported data on DataQuest (California Department of Education) and to include data showing the performance of the full spectrum of English learner types.

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	Curriculum and Materials	Access to high-quality, standards-aligned instructional materials across all subject areas is a foundational element of educational equity and academic success, particularly for English Language Learners, foster youth, and low-income students (California Department of Education, 2023). In alignment with this principle, USD will provide comprehensive, standards-aligned curriculum and instructional materials in grades 4–12, including English Language Arts, Mathematics, Science, Social Studies, World Language, Visual and Performing Arts, and Electives. During the 2025–2026 school year, the district will engage in the adoption cycle for 7–12 World Language and 9–12 Health to ensure alignment with current standards and relevance to students' lived experiences. Additionally, USD will provide supplemental materials designed to support both academic intervention and enrichment, ensuring differentiated access to rigorous learning opportunities.	$349,750.00	No

Action #	Title	Description	Total Funds	Contributing
		To support literacy development and student engagement, school sites will also be provided with library materials tailored to student interests and reading levels, along with a centralized library tracking system to improve access and equity. Educational Services staff, curriculum leads, and site administrators will monitor implementation and gather feedback from educators and students to ensure materials meet the academic and cultural needs of unduplicated students. Reference California Department of Education. (2023). Instructional Materials: Standards and Frameworks. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/cr/cf/		
4.2	Responsive and Aligned Professional Development	LREBG Action Research consistently shows that sustained, job-embedded professional development focused on evidence-based instructional practices significantly improves teacher effectiveness and student outcomes, especially for English Language Learners, Long-Term English Learners, foster youth, and low-income students (Darling-Hammond et al., 2017; Saunders, Goldenberg, & Marcelletti, 2013). In alignment with this research and the California Department of Education's emphasis on high-leverage professional learning strategies (CDE, 2023), RUSD will implement a comprehensive professional development plan for all certificated and classified staff during the 2025–2026 school year. This action includes targeted training for teachers on instructional strategies that support language acquisition and address the unique academic and linguistic needs of Long-Term English Learners. District staff, including program specialists and instructional coaches, will provide support implementation at school sites, and offer intervention strategies. Ongoing site-based professional learning time will be embedded into the school calendar to allow educators to analyze student data, reflect on instructional practices, and collaboratively plan lessons designed to close opportunity gaps. Additionally, cross-site collaboration and articulation time	$16,796,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be provided to foster shared learning and continuity of supports for students across campuses and grade spans. Metric being used to monitor the action: Goal 4, Metrics 1, 2, 3 and 4. LREBG Funds supporting this action: $736,025 Supplemental & Concentration funds supporting this action: $15,517,028 Federal funds supporting this action $543,398 References California Department of Education. (2023). Professional Learning and Support. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/pd/ps/ Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. American Educator, 37(2), 24–31.		
4.3	Aligned, Evidence-Based Instructional Systems	LREBG Action A well-implemented Multi-Tiered System of Support (MTSS) is recognized as a powerful framework to address the academic, behavioral, and social-emotional needs of students, particularly English Language Learners, foster youth, and low-income students (California Department of Education, 2023; McIntosh & Goodman, 2016). In alignment with this research and state guidance, USD will expand its MTSS approach in the 2025–2026 school year to ensure all sites provide responsive and data-informed support across tiers 1, 2, and 3. Schools will receive targeted support for developing and implementing universal instruction (Tier 1), targeted group interventions (Tier 2), and intensive individualized support (Tier 3), with a focus on the specific needs of unduplicated students. Site-based collaboration opportunities will be embedded throughout the year to facilitate progress monitoring, share best practices, and continuously refine intervention systems. To ensure sufficient capacity, additional staff will be allocated to provide academic and social-emotional interventions, including structures for credit recovery	$2,257,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and grade span transitions. RUSD will also continue to provide students with 24/7 access to academic tutoring, both in-person and virtual, to increase equitable learning time and close opportunity gaps. Special attention will be given to meeting the needs of students in the Alternative Learning Program, ensuring that they have access to tiered supports, transition plans, and learning recovery resources tailored to their unique contexts. Metric being used to monitor the action: Goal 4, Metrics 1, 2, 3 and 4 LREBG Funds supporting this action: $1,244,114 Federal funds supporting this action: $16,932 Supplemental & Concentration funds supporting this action:$996,851 References California Department of Education. (2023). Multi-Tiered System of Support (MTSS). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/cr/ri/ McIntosh, K., & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York, NY: Guilford Press.		
4.4	Extended Learning Opportunities	LREBG Action Extended learning opportunities have been shown to accelerate learning, support credit recovery, and mitigate learning gaps for historically underserved students, including English Language Learners, foster youth, and low-income students (Kidron & Lindsay, 2014; California Department of Education, 2023). In alignment with this research and state priorities, USD will provide extended learning opportunities for unduplicated students in grades 4–12 throughout the 2025–2026 school year. This includes access to credit recovery courses to support on-time graduation, as well as academic programming during summer, winter, and spring intersessions to extend learning time beyond the traditional school year. Extended day learning opportunities will also be offered at school sites, including tutoring, enrichment activities, and academic support tailored to student need. In addition, students will have access to 24/7	$2,254,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
		tutoring services, both in-person and virtual, to support homework completion, skill reinforcement, and subject-specific interventions. These extended learning supports are provided districtwide to ensure equitable access to supplemental instructional time and academic recovery opportunities, regardless of school site, ultimately improving outcomes for unduplicated students. Metric being used to monitor the action: Goal 4, Metrics 1, 2, and 4 LREBG Funds supporting this action: $106,250 State funds supporting this action: $841,426 Supplemental & Concentration funds supporting this action:$1,307,216 References California Department of Education. (2023). Expanded Learning Opportunities Program. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ls/ex/ Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-Analytic Review. U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Appalachia.		
4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	LREBG Action Research consistently shows that English learners, particularly Long-Term English Learners (LTELs), benefit from sustained academic support that includes both high-quality core instruction and targeted interventions aligned to their language development needs (Olsen, 2010). With this in mind, during the 2025–2026 school year, RUSD will provide comprehensive support to assist English learners in attaining grade-level standards. This includes instructional academic support within Tier 1 and Tier 2 frameworks, with a focus on improving outcomes for LTELs in both language and content areas. District staff will provide additional services designed to support English learners during key transitions from elementary to middle and from middle to high school, ensuring accurate placement and academic planning.	$610,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Designated and Integrated English Language Development (ELD) instruction will be supported through professional development for teachers, aligned to the California ELD Standards. Coaching and collaboration will build teacher capacity to differentiate instruction and promote academic discourse in both ELD and core content areas. In addition, the district will expand learning opportunities for LTELs through after-school and summer programs, with targeted supports focused on academic language development, grade span transitions, and scaffolding to access rigorous curriculum. This action is designed to meet the specific needs of English learners and LTELs while also enhancing teacher effectiveness and systemwide coherence in language development practices. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3 LREBG Funds supporting this action: $10,000 Supplemental & Concentration funds supporting this action: $600,262 Reference: Olsen, L. (2010). Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together.		
4.6	Data-informed Progress Monitoring and Culture of Continuous Improvement	Support maintenance and use of data systems: -Providing student information system to house student demographic and outcome data -Provide assessment systems to appropriately identify student needs and monitor effectiveness of interventions -Provide survey platform to collect ongoing input from educational partners -Provide ongoing training and support for implementing continuous improvement cycles -Provide support on using multiple measures to improve student achievement	$712,892.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Site-based Actions	Support site-based actions to close the achievement gap for English learners, low-income students, and foster youth. Actions are included in their Single Plan for Student Achievement and aligned with LCAP goals. Site actions fall into the following categories: -Provide Instructional coaches that bring evidence-based practices into classrooms and assist teachers in differentiating instruction for targeted students -Provide additional professional development on the effective integration of technology into instruction -Provide specialized programs that assist students in college preparedness -Provide specialized programs that assist students with mental health -Provide specialized programs to close the achievement gap	$4,946,324.00	Yes
4.8	Enrichment and Beyond the Core Instruction	Provide resources and programs enrichment and beyond the core programs: • Provide resources for academic competitions • Provide resources for athletics • Provide resources for International Baccalaureate programs • Provide resources and staffing for music education • Provide learning opportunities for GATE students	$1,009,335.00	No
4.9	Staffing	Provide appropriate staffing to support student learning, including certificated and classified staff.	$69,036,366.00	No
4.10	English Language Acquisition Programs	Provide English Language Development: Designated English Language Development (ELD) is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are actively engaged in collaborative discussions in which they build awareness of language and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		develop skills and abilities to use language. During Designated ELD , there is a strong emphasis on academic oral language development. Students receive differentiated curriculum that are aligned to the English Language Development Standards The final step in providing effective EL instruction is differentiating instruction by proficiency level to meet students' needs, which follows appropriate scheduling and flexible grouping of ELs for instructional purposes.		
4.11	English Language Acquisition Professional Development	Professional development for English language development, both Integrated English Language Development (ELD) and Designated ELD, is critical for teachers' effective implementation of research based strategies for instructing English Learners in these settings. Professional development for English Learners utilizes research based approaches guided by the Common Core Standards and English Language Development Standards Professional development and coaching opportunities for teachers with focused conversations around best practices for language progression. Through collaborative practices such as coaching, lesson study, teachers observe and practice research based strategies. The training is presented in four distinct parts to allow teachers to attend the training, take time to apply strategies, analyze and monitor their students, and reflect on their practice as teachers.	$0.00	No
4.12	Inclusive Comprehensive Support for Academic Success of Students with Disabilities (To address requirements for Differentiated Assistance)	Provide comprehensive targeted support to improve academic outcomes for students with disabilities: • Provide ongoing professional development for all staff on evidence-based instructional practices, differentiation strategies, and accommodations to support the academic success of students with disabilities in all subject areas • Allocate special education staff, such as education specialists and paraprofessionals, to provide targeted interventions and support in the classroom across all grade levels • Offer extended learning opportunities tailored to the needs of students with disabilities, including specialized summer/winter/spring intersession programs, after-school tutoring, and virtual learning resources	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Collaborate with the Alternative Learning Program to develop inclusive and accessible learning pathways for students with disabilities who may benefit from non-traditional educational settings • Utilize data systems and assessment tools to regularly monitor the progress of students with disabilities, inform instructional decisions, and evaluate the effectiveness of interventions and support services • Engage in ongoing collaboration and professional development with special education staff to ensure the successful implementation of inclusive practices and differentiated instruction across all grade levels		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Future Ready: Each student will successfully transition to and graduate from high school with the essential skills and knowledge for the successful pursuit of the future of their choice, including college and career.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was identified with input from across all of our educational partners, including students, parents, teachers, classified staff and administrators during spring 2023, and included in the RUSD Guiding Principles adopted by the Board of Education in June 2023. It reflects the community's interest in ensuring each student in RUSD is successfully prepared for the future of their choice.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard Graduation Rate Indicator	2023 Outcomes on Dashboard: Overall: ORANGE 89.2% Socioeconomically Disadvantaged: ORANGE 88.8% Foster Youth: 100% (6 of 6)	2024 Outcomes on Dashboard: Overall: GREEN 91.4% Socioeconomically Disadvantaged: GREEN 91.5% Foster Youth: No Color 68.6% (16 of 16)		Overall: GREEN 93% Socioeconomically Disadvantaged: GREEN 93% English learners: GREEN 84%	Graduation Rate Overall: ORANGE +2.2% Socioeconomically Disadvantaged: +2.7% English learners: +5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners: ORANGE 75.6% Students with disabilities: ORANGE 92.3%	English learners: GREEN 81.3% Long Term English Learners GREEN 87.9% Students with disabilities: ORANGE 83.7%		Students with disabilities GREEN 85%	Students with disabilities: -8.6% Foster Youth: -31.4% (6 students in 2023 and 16 students in 2024)
5.2	A-G Completion Percentage of grade 12 students completing UC/CSU required courses	Percentage of grade 12 students completing UC/CSU required courses: 37.2% (22-23)	Percentage of grade 12 students completing UC/CSU required courses: 39.5% (23-24)		50% of grade 12 students complete UC/CSU required courses	Percentage of grade 12 students completing UC/CSU required courses: +2.3%
5.3	CTE Pathway Completion Percentage of students completing a CTE pathway	Percentage of students completing a CTE pathway: 27.6% (2023)	Percentage of students completing a CTE pathway: 28.1% (2024)		30% of students complete a CTE pathway	Percentage of students completing a CTE pathway: +0.5%
5.4	A-G requirements AND at least one CTE Pathway Completion Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway	Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2023) Overall: 12.3%	Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2024) Overall: 11.5%		Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway Overall: 15%	Overall -0.8% Socioeconomically Disadvantaged: -0.1% English learners: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 11.2% Foster Youth: 0% (0 of 6) English learners: 3.8% Students with disabilities: 1.5%	Socioeconomically Disadvantaged: 11.1% Foster Youth: 0% (0 out of 16) English learners: 4.2% Students with disabilities: 3.3%		Socioeconomically Disadvantaged: 15% Foster Youth: 10% English learners: 10%	Students with disabilities: +1.8% Foster youth: +0% (6 total in 2023, 16 total in 2024, both years 0%)
5.5	Early Assessment Program (EAP) - Percentage of Students Prepared for College % Standard Exceeded (Ready) or Met (Conditionally Ready) on 11th Grade Smarter Balanced ELA & Math Assessments	Percentage of grade 11 students college ready on Early Assessment Program (2023) ELA: 60.0% Ready or Conditionally Ready Math: 28.8% Ready or Conditionally Ready	Percentage of grade 11 students college ready on Early Assessment Program (2024) ELA: 55.7% Ready or Conditionally Ready Math: 27.9% Ready or Conditionally Ready		ELA: 70% Ready or Conditionally Ready Math: 50% Ready or Conditionally Ready	College Ready on EAP ELA: -4.3% Math: -0.9%
5.6	Access to a Broad Course of Study Percentage of students enrolled in AP, IB and CTE courses	Percentage of students enrolled in one or more AP courses: 32.3% (2023-2024) Percentage of students enrolled in one or more	Percentage of Grade 10-12 students enrolled in one or more AP courses: 35.3% (2024-2025)		Percentage of students enrolled in one or more: AP courses: 40% or higher	Percentage of students enrolled in one or more AP courses: +3% Percentage of students enrolled

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IB courses: 3.7% (2023-2024) Percentage of students enrolled in one or more CTE courses: 59.8% (2023-2024)	Percentage of Grade 11-12 students enrolled in one or more IB courses: 4.6% (2024-2025) Percentage of Grade 9-12 students enrolled in one or more CTE courses: 58.7% (2024-2025)		IB courses: 5% or higher CTE courses: 60% or higher	in one or more IB courses: +0.9% Percentage of students enrolled in one or more CTE courses: -1.1%
5.7	AP Exam Pass Rate Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	AP Exam Pass Rate 64.59% (549 of 850 students) students in grades 9-12 scored 3 or higher on an AP exam (Spring 2023)	AP Exam Pass Rate 72.54% (671 of 925) students in grades 9-12 scored 3 or higher on an AP exam (Spring 2024)		75% or higher of students score 3 or higher on an AP exam	AP Exam Pass Rate +7.95%
5.8	Middle School Dropout Rate	2022-2023 Overall: 10 total	2023-2024 Overall: 0 total		0 total	MS Dropout Rate Overall -10
5.9	High School Dropout Rate	2022-2023 Overall: 8.4% Socioeconomically Disadvantaged: 9.0%	2023-2024 Overall 6.6% Socioeconomically Disadvantaged: 6.3%		Overall: 3.0% or below Socioeconomically Disadvantaged: 3.0% or below	HS Dropout Rate -1.8% Socioeconomically Disadvantaged: -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 0% (0 of 6) English learners: 19.2% Students with disabilities: 6.9%	Foster Youth: 25% (4 of 16) English Learners: 16.5% Students with disabilities: 9.2%		Foster Youth: 5.0% or below English learners: 8.0% or below	Foster Youth: +25% English learners: -2.7% Students with disabilities: +2.3%

Goal Analysis [2024-25]

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.

Successes:

Artificial Intelligence in RUSD: Lead team trained on and piloted AI tools to support teaching and learning, preparing for the launch of the RUSD AI Toolkit in 2025-2026 (Action 5.1)
Career Technical Education (CTE) Implementation: CTE courses received full funding for professional development, materials, tech, and field trips. (Action 5.2)
Pathway Alignment: All CTE pathways are articulated with local community colleges (Mt. SAC, Rio Hondo, Citrus), supporting students to become CTE Completers under the College & Career Indicator (CCI). (Action 5.3)
Middle School Career Labs: Career exploration labs were implemented at all middle schools, introducing students to industrial sectors early. (Action 5.3)
Student Leadership & Competitions Students participated and placed at regional, state, and national levels in FBLA, FCCLA, HOSA, and SkillsUSA; six RUSD students serve as state-level officers. (Action 5.3)
College & Career Exploration Tools: Piloted a self-assessment platform (YouScience) for grades 8–12 to support interest/aptitude discovery and career planning, setting the stage for Future Ready Plans districtwide in 2025–26. (Action 5.1)
Counseling & Guidance Supports: All high school counselors and Special Education staff were trained on CCI measures to improve understanding and student guidance. (Action 5.6)
College & Career Guidance Technicians: Each high school has a dedicated technician who organizes college visits, workshops, and subgroup-specific supports, including for English Learners. (Action 5.3)
Extended Learning & Field Experiences: Extensive college and university visits held during weekends and breaks exposed students to higher education pathways. (Action 5.3)
Support for Vulnerable Students: The College Connect program specifically addressed the needs of McKinney-Vento and Foster Youth, offering targeted college and career planning workshops and parent engagement. (Action 5.4)

AVID Program Implementation: Coordinators at high schools received a dedicated conference period to implement and monitor AVID systems, instruction, leadership, and culture. (Action 5.3)
AVID Excel for English learners: EL and LTEL students at intermediate schools received academic language and study skills support to ensure smoother high school transitions. (Action 5.5)

Challenges:

AVID Staff Turnover at Select Sites: Frequent changes in AVID teacher assignments at the high school level have impacted program continuity and implementation fidelity. (Action 5.3)
Training Demands: New AVID teachers require significant onboarding and preparation each year, often during the Summer Institute, placing strain on resources and time. (Action 5.3)

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.

Substantive differences between planned and actual implementation of action:

Goal 5, Action 3 -
- Budgeted for College and Career Programs: $420,364
- Actual expenditure :$699,296
- Explanation: Additional funding needed to support college and career programs

Goal 5, Action 5 -
- Budgeted for College and Career readiness for English Learners: $57,035
- Actual expenditure :$68,518
- Explanation: Additional funding needed to support college and career programs for English Learners

Goal 5, Action 6 -
- Budgeted for Inclusive Pathways to College and Career Readiness for Students with Disabilities: $75,000
- Actual expenditure :$98,500
- Explanation: Additional funding needed to support college and career programs for Students with Disabilities.

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

Actions which aimed to ensure RUSD students are prepared for the future of their choice through college and career curriculum (Action 5.2), college and career programs (Action 5.3), and online platforms (Action 5.1) were effective in achieving their intended impact. Access to rigorous coursework in high schools increased this year with the percentage of students in grades 10-12 enrolled in one or more AP courses increasing from 32.3% (2024) to 35.3% (2025), enrolled one or more IB courses increasing from 3.7% (2024) to 4.6% (2025) . LCFF student groups reflect this growth with exception of no growth in Foster in IB courses (AP courses: SED: 22% to 25.5% EL: 6.7% to 11.4% Foster:

0% 2.6%; and IB Courses: SED: 2.9% to 3.5% EL: 0% to 0.3% Foster: 0% to 0%). In the RUSD Student Voice spring 2025 survey, among students reporting plans to attend college, 90% agreed that “I am being prepared for college.” Among students reporting starting a career immediately after high school, 77% agreed that “I am being prepared for a career.” During the annual student focus groups, one of the top themes students identified to continue was providing learning opportunities that “prepared them for future goals.”

These local outcomes gathered throughout the 2024-2025 school year build on the outcomes from the prior two years, showing an increase in graduation rate from 89.2% (2023) to 91.4% (2024), increase in percentage of grade 12 students completing UC/CSU required courses from 37.2% (2023) to 39.5% (2024), increase in the percentage of students completing a CTE pathway from 27.6% (2023) to 28.1% (2024), decrease in the middle school dropout count from 10 (2023) to 0 (2024), and decrease in high school dropout rate from 8.4% (2023) to less than 1% (2024). Students in LCFF subgroups reflect this grown in completing UC/CSU requirements (SED: 33.5% to 36.3% EL: 12.9% to 14% Foster: Small sample size), and completing a CTE pathway (SED: 27% to 28.9% EL: 14.8 to 18.7% Foster: Small sample size).

Actions which aimed to ensure inclusive access to college and career preparation through actions supporting English learners (Action 5.5), foster youth (Action 5.4), low-income students (Action 5.4), and students experiencing homelessness (Action 5.4) were effective in achieving their intended impact. Over the past six years, more than 400 students from these student groups have participated in College Connect and successfully entered four-year universities. On the annual Student Voice spring 2025 survey, 86.6% of students from these groups combined (English learners, foster youth, low-income, and homeless students) agreed that “I have a clear understanding of the graduation and A-G requirements,” and 91.8% agreed that “I can see a counselor when I need help.” In addition, among students reporting plans to attend college, 90.0% agreed that “I am being prepared to be successful in college.” Among students reporting starting a career immediately after high school, 77.8% of =agreed “I am being prepared to be successful in a career after graduation.” And actions supporting students with disabilities (Action 5.6) were effective with a 4% increase in the percentage of students with disabilities who are reaching "Prepared" on the CCI (2023 = 6.7%, 2024 = 10.8%).

These local outcomes gathered throughout 2024-2025 build on the successful outcomes from the prior two years, showing and increase in graduation rates for English learners from 75.6% (2023) to 81.3% (2024), homeless from 79.5% (2023) to 87.9% (2024), and socioeconomically disadvantaged from 88.8% (2023) to 91.5% (2024). In addition, while lower than the overall rate, these student groups showed growth in “Prepared” status on the College and Career Indicator, with English learners increasing from 16.3% (2023) to 17.5% (2024), homeless from 27.4% (2023) to 29.5% (2024), and socioeconomically disadvantaged from 39.4% (2023) to 43.4% (2024).

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.

Modifications made resulting from reflections on prior practice:
Maintain college field trips to promote college going culture. (Action 5.3 - LREGB)
Expand implementation of career interest inventory for all secondary students. (Action 5.1)
Expand college and career readiness for all students, including specialized populations (e.g. English learners, foster youth, students with disabilities) including application support, field trips, AVID, targeted tutoring. (Actions 5.4-5.5 - LREGB, and 4.6)
Metrics 5.4 (LREGB) and 5.9 was updated to include Students with Disabilities

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Future Ready Learning	Support future ready learning for students K-12,instruction, assessment: -Create and implement systems to ensure that each student in elementary, middle and high school engage in the development of their Future Ready plan to foster students' growth and learning aligned to students' needs and interests. Expand implementation of career interest inventory for all secondary students. -Provide districtwide staff to provide professional development on integrating technology into teaching and learning -Provide districtwide online applications to support teaching and learning	$3,340,110.00	Yes
5.2	College and Career Curriculum	Support college and career curriculum: -Provide materials and supplies for the RUSD Career Pathways (CTE) -Provide materials and supplies for STEM courses	$188,051.00	No
5.3	College and Career Programs	LREBG Action College and career readiness is a critical component of educational equity, particularly for English Language Learners, foster youth, and low-income students, who often face systemic barriers to postsecondary access and success (Conley, 2010; California Department of Education, 2023). In response, RUSD will implement a comprehensive, developmentally appropriate college and career program for grades 4–12 to provide early exposure, planning tools, and direct experiences that prepare students for a range of postsecondary pathways. During the 2025–2026 school year, the district will continue developing a vertically articulated college and career exploration program that scaffolds awareness, readiness, and planning from elementary through high school. All elementary and secondary schools will provide college and career field	$685,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		trips to expose students to postsecondary institutions, industries, and training opportunities. Students in grades 7–12 will engage with an online Career Interest Platform (i.e. YouScience) to explore careers, research colleges, and establish postsecondary goals aligned with their interests and aptitudes. College and Career Centers will be maintained at all intermediate and high schools to offer support with academic planning, financial aid, college applications, and career exploration. Additionally, the AVID (Advancement Via Individual Determination) program will be offered at Hollingworth, Oswalt, Alvarado, Giano, Nogales High School, and Rowland High School to support students with academic habits, higher education access, and college-going mindsets. RUSD will also strengthen community partnerships to offer local and regional internships, job-shadowing, and work-based learning experiences that connect students with real-world pathways. Metric being used to monitor the action: Goal 5, Metrics 1, 2, and 3. LREBG Funds supporting this action: $45,542.00 Supplemental & Concentration funds supporting this action: $499,735 Federal funds supporting this action: $140,643 References California Department of Education. (2023). College/Career Indicator (CCI). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ta/ac/cm/ Conley, D. T. (2010). College and Career Ready: Helping All Students Succeed Beyond High School. San Francisco, CA: Jossey-Bass.		
5.4	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	LREBG Action Students in foster care, experiencing homelessness, or living in poverty face significant systemic barriers to college and career readiness, including instability in housing, disrupted schooling, and limited access to counseling and guidance resources. Research shows that targeted supports—including individualized college planning, financial aid assistance, and	$1,513,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sustained mentorship—can significantly improve postsecondary access and success for these student groups (Unrau et al., 2012; California Department of Education, 2023). In response, RUSD will implement a set of strategic supports designed to increase college and career readiness among foster youth, low-income students, and students experiencing homelessness during the 2025–2026 school year. The "College Connect" program will provide one-on-one support to students navigating the college application process, including guidance on completing the FAFSA and identifying appropriate postsecondary opportunities. College information and awareness workshops will be tailored specifically to the needs and lived experiences of students in foster care, low-income households, and those experiencing homelessness, with individualized follow-up support to reinforce understanding and promote college-going outcomes. RUSD will also provide expanded counseling services to ensure these students receive the personalized support needed to build postsecondary plans, select appropriate college and/or career prep courses, access interventions as needed, and monitor progress through graduation. Additionally, the district will maintain robust procedures and data infrastructure to ensure students in foster care, experiencing homelessness, or involved with the juvenile court system are promptly identified, placed in appropriate educational programs, awarded partial credits when applicable, and supported throughout their transitions between schools. Metric being used to monitor the action: Goal 5, Metrics 1, 2, and 3 LREBG Funds supporting this action: $15,000.00 Supplemental & Concentration funds supporting this action:$1,482,254 Federal funds supporting this action:$16,263 References California Department of Education. (2023). Foster Youth Services Coordinating Program (FYSCP). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ls/pf/fy/ Unrau, Y. A., Font, S. A., & Rawls, G. (2012). Readiness for College Engagement Among Students Who Have Aged Out of Foster Care.		

Action #	Title	Description	Total Funds	Contributing
		Children and Youth Services Review, 34(1), 76–83. https://doi.org/10.1016/j.childyouth.2011.09.002		
5.5	College and Career Readiness for English learners, including Long-Term English Learners	LREBG Action English learners, and particularly Long-Term English Learners (LTELs), often face unique barriers to college and career readiness due to limited access to rigorous academic coursework, inconsistent language development support, and lack of culturally and linguistically responsive college preparation opportunities (Olsen, 2010; California Department of Education, 2023). To address these challenges, RUSD will implement targeted programs and supports during the 2025–2026 school year to accelerate learning and promote equitable access to postsecondary pathways for English learners. RUSD will implement specialized structures and programs designed to accelerate academic progress and college readiness for LTELs, including strategic course placement and scaffolded instruction aligned to A-G and college-preparatory requirements. Targeted tutoring will be provided by personnel trained to meet the academic and linguistic needs of English learners, supported by an online platform that reinforces essential concepts in language arts and mathematics through adaptive, language-aware design. To build the academic confidence and college-going identity of middle school English learners, the district will provide the AVID Excel program at Alvarado Intermediate and Giano Intermediate, with a specific focus on developing academic vocabulary, organizational strategies, and access to college-prep coursework. Additionally, RUSD will offer college information and awareness workshops designed specifically for English learners, with individual follow-up support. All materials and sessions will be available in the preferred language of families, including those of LTELs, to ensure full understanding and engagement in the college and career planning process. Metric being used to monitor the action: Goal 5, Metrics 1, 2, and 3. LREBG Funds supporting this action: $31,000.00	$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		References California Department of Education. (2023). English Learner Roadmap Policy. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/sp/el/rm/ Olsen, L. (2010). Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together.		
5.6	Inclusive Pathways to College and Career Readiness for Students with Disabilities	Provide targeted support and inclusive opportunities for college and career readiness: • Provide professional development for staff on Universal Design for Learning (UDL) principles and strategies to create inclusive classrooms that meet the diverse needs of all learners, including students with disabilities • Allocate additional counseling support for students with disabilities to identify post-secondary college/career plans, ensure enrollment in appropriate college and/or career prep courses, and monitor progress until graduation • Ensure students with disabilities have equitable access to college and career curriculum, including STEM courses and Career Technical Education (CTE) pathways, by providing necessary accommodations, modifications, and support • Develop and implement inclusive college and career exploration programs, field trips, and workshops that are tailored to the needs of students with disabilities • Provide targeted support for students with disabilities in the College Connect program, including assistance with financial aid applications, college research, essay writing, and application requirements, considering their individual needs and accommodations • Partner with postsecondary institutions, employers, and community organizations to develop inclusive transition programs, internships, and work experiences for students with disabilities, promoting their success in college and career • Offer specialized workplace learning opportunities for students with disabilities, such as community-based experiences, service	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learning, and workplace mentoring, to develop job skills and support their transition to post-secondary employment • Provide professional development for staff on strategies to support the successful inclusion of students with disabilities in A-G courses, dual enrollment programs, and CTE pathways, ensuring they receive the necessary accommodations and support to meet course requirements • Collaborate with families of students with disabilities through the Family Connect program to engage them in the education process, provide information and resources, and support their child's college and career readiness • Utilize data systems to monitor the progress and outcomes of students with disabilities in college and career readiness indicators, such as A-G completion, CTE pathway completion, and SBAC performance, to inform targeted interventions and support		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Goal for Santana High School (SHS) and Rowland Virtual Learning Academy (RVLA). The focus of SHS equity multiplier goal is on equipping staff and students with design thinking, cross-disciplinary project approaches, and 21st-century skills to support real-world problem solving, civic engagement, and effective project implementation. The strategies for Rowland Virtual Learning Academy focus on applying design thinking and evidence-based practices to real-world challenges while integrating 21st-century leadership, SEL skills, and cross-disciplinary project planning into both professional development and student learning.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Santana High School and the Rowland Virtual Learning Academy were both identified as schools in RUSD to receive equity multiplier funding. Based on 2024 dashboard for Santana High School, areas for focus are suspension and college and career readiness (both red on the 2024 outcomes). For RVLA, the 2024 dashboard shows chronic absenteeism in orange.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CA School Dashboard English Language Arts (ELA) Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced	Santana High School 2023 Outcomes RED DFS -152 Rowland Virtual Learning Academy DFS -20	Santana High School 2024 Outcomes No Performance Color DFS -104.4 RVLA DFS -5.5		Santana High School ORANGE DFS -107 Rowland Virtual Learning Academy DFS -5	English Language Arts (ELA) Academic Indicator Santana High School +47.6 RVLA +14.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11					
6.2	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11	Santana High School 2023 Outcomes Overall - RED DFS -239 Rowland Virtual Learning Academy DFS -52	Santana High School 2024 Outcomes No Performance Color DFS -214.8 RVLA -42.5		Santana High School ORANGE DFS -194 Rowland Virtual Learning Academy DFS -37	Mathematics Academic Indicator Santana High School +24.2 RVLA +9.5
6.3	CA Dashboard Graduation Rate Indicator	Santana High School 2023 Outcomes on Dashboard: Overall: ORANGE 68.1% Rowland Virtual Learning Academy N/A	Santana High School 2024 Outcomes Overall: YELLOW 71.4% RVLA N/A		Santana High School YELLOW 74% Rowland Virtual Learning Academy N/A	Graduation Rate Indicator Santana High School +3.3%
6.4	Suspension	2023-2024 Percentage of students suspended at least once as of May,	2024-2025 Percentage of students		Santana High School 6% or below	Suspension Santana High School -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 in RUSD Student Information System: Santana High School Overall: 10.1% Rowland Virtual Learning Academy Overall: 0%	suspended at least once as of May, 2025 in RUSD Student Information System: Santana High School Overall: 2.6% (4 of 153) as of May 19, 2025 Rowland Virtual Learning Academy Overall: 0%		Rowland Virtual Learning Academy	RVLA -0%

Goal Analysis [2024-25]

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.

Success:
SHS: Certificated teacher was hired to provide small group instruction on English and Social Studies. (Action 6.1)

RVLA: The school conducted a thorough analysis of student needs through the RUSD Student Voice process. Based on this analysis, the school began planning for project implementation, incorporating new frameworks and strategies aligned to identified priorities. Other planned actions on (Action 6.2) were not implemented during this cycle and will be revisited for implementation in the 2025–26 school year.

Challenge:
Due to increased availability of restricted funds that include CSI, a portion of Equity Multiplier funds were rolled over to 2025-2026. This allowed staff to conduct a thorough review of needs this year to ensure funds allocated strategically for 2025-2026. (Actions 6.1 and 6.2)

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.

Goal 6 Action 1 Budget: $229,469
Actual: $126,638
Funds were spent on one certificated teacher at Santana High School. The remaining funds were rolled over into 2025-2026 to support expanded strategies including: continuing certificated teacher, implementing Project Based Learning training and coaching.

Goal 6 Action 2 Budget: $111,577
Actual: $0
Funds for RVLA were not spent during the 2024-2025 school due to the availability of other restricted funds that expire June 2025. Funds were rolled over into 2025-2026 to support expanded support strategies including: Project Based Learning training and coaching, and Leadership Training.

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

The actions associated with the Equity Multiplier were effective for the following metrics:

ELA performance measure for both Santana and RVLA improved. The DFS for Santana improved from -152 to -104.4. The DFS for RVLA improved from -20 to -5.5. (Actions 6.1 and 6.2)
Math performance measure for both Santana and RVLA improved. The DFS for Santana improved from -239 to -214.8. The DFS for RLA improved from -52 to -42.5. (Actions 6.1 and 6.2)
Our Graduation indicator for Santana High school improved from 68.1% to 71.4%. (Actions 6.1 and 6.2)
The suspension rate for Santana improved significantly from 10.1% of students suspended at least 1 day to 2.6% of students suspended at least 1 day. The RVLA suspension rate remains 0%. (Actions 6.1 and 6.2)

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.

Through an analysis of students needs for engagement a project based learning program will be developed and implemented at Santana. Through the Innovative Leadership Program, RUSD participants from Santana High School and Rowland Virtual Learning Academy will deepen their leadership capacity by integrating design thinking into their own work as well as developing student initiatives that emphasize project-based learning connected to real world challenges. Participants include faculty, administrators, and students from Santana and RVLA. Aside from these two changes, no significant adjustments made to actions.

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
6.1	Santana High School Equity Multiplier Action	Key actions for Santana High School include: -Learn the design thinking process and explore evidence-based approaches to applying it to authentic real world challenges in professional roles and student curricular activities. -Experience sample cross-disciplinary project examples that integrate design thinking, social entrepreneurship, and civic engagement. -Introduce tools and strategies to integrate intentional 21st century leadership and SEL skill instruction into professional development and classroom instruction, including collaboration, problem-solving, communication, and project management. -Begin planning for project implementation incorporating new frameworks and strategies.	$253,079.00	No
6.2	Rowland Virtual Learning Academy Equity Multiplier Action	Key actions for Rowland Virtual Learning Academy include: --Learn the design thinking process and explore evidence-based approaches to applying it to authentic real world challenges in professional roles and student curricular activities. -Experience sample cross-disciplinary project examples that integrate design thinking, social entrepreneurship, and civic engagement. -Introduce tools and strategies to integrate intentional 21st century leadership and SEL skill instruction into professional development and classroom instruction, including collaboration, problem-solving, communication, and project management. -Begin planning for project implementation incorporating new frameworks and strategies.	$162,112.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$43,176,240	$5,149,391

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
33.661%	0.000%	$0.00	33.661%

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
1.2	**Action:** Responsive and Aligned Professional Development **Need:** 2025 Outcomes 60.7% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading Low-Income:53.1%	This action is principally directed towards closing the achievement gap for English Language Learners, foster youth, and low-income students. We identified an achievement gap for unduplicated students on the Smarter Balanced assessments in English language arts and mathematics, grades 3-8 and 11. To close this achievement gap, we implement a comprehensive professional development program that includes (1) training for teachers on evidence-based	STAR Assessments, Smarter Balanced Assessments in ELA and Math

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
	English Learners: 47.5% Foster Youth: 50% (6 students) 2024 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 Low-Income: -23 English Learners:-44 Foster Youth: -116 (2 students) 2024 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -21 Low-Income: -32 English Learners: -72 Foster Youth: -120 (2 students) **Scope:** LEA-wide	instructional practices provided by the following programs widely respected in the field as aligned with research-based practices: including Science of Reading, Universal Design for Learning, and Professional Learning Communities (2) program specialists and instructional coaches that support fidelity of implementation in the classroom, (3) collaboration time to reinforce training, reflect on student outcomes, and plan instruction that will close the achievement gap. Research and learning outcomes consistently have shown that English learners, low-income, and foster/homeless youth, underperform in language arts and mathematics. The practices described here provide language rich environments including the use and development of academic language, which benefits English language learners, low-income students, and foster/homeless youth. The identified programs make learning tangible and visible, allowing for students to explore through hands-on activities and apply the learning in order to solidify and strengthen the connections for retention of learning. Training in Understanding by Design and Professional Learning Communities equip teachers with the skills to develop more effective planning and assessment strategies to ensure that the learning needs of specialized populations are explicitly addressed. Teachers connect lessons to students' lives making learning relevant and engaging. Teachers confer with their students and address individual needs in a 1:1 and/or small group format allowing for individualized feedback. Teachers model language through think alouds and provide students with opportunities to practice language through rehearsals and share-outs.	

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
		Students make sense of their understanding around mathematical concepts by using a variety of visual modes as well as providing opportunities for language support through questioning and restating (discourse rich environment). This plan is also in alignment with a recent review of research (Kraft, Blazar, and Hogan, 2018) that found teacher training paired with instructional coaching has a strong positive effect on student outcomes. This action is also provided on an LEA-wide basis. While it is principally directed toward closing achievement gaps for English learners, foster youth, and low-income students, the professional development, coaching, and collaboration time provided benefit all students. The training in evidence-based practices, including the Science of Reading, Universal Design for Learning, and Professional Learning Communities, helps build the overall instructional capacity of teachers, resulting in improved teaching and learning across the district. These supports promote high-quality, differentiated instruction, which is especially critical for unduplicated students but positively impacts the academic growth of all learners. Providing this action districtwide ensures that all students in every classroom and at every school have equitable access to high-impact instructional practices.	
1.3	**Action:** Aligned, Evidence-Based Instructional Systems **Need:** 2025 Outcomes	MTSS is an evidence-based approach that addresses the unique needs of unduplicated students. Research shows low-income, foster, and English learners perform lower on standardized academic measures. These groups also encounter greater social emotional challenges that are	STAR Assessments, Smarter Balanced Assessments in ELA and Math

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
	60.7% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Students with Disabilities - RED DFS -99 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Students with Disabilities - ORANGE DFS -120 Long Term English Learners - ORANGE DFS -151 **Scope:** LEA-wide	addressed through a systematic behavioral support system. Through the development and implementation of a districtwide Tier 1, Tier 2 and Tier 3 supports and intervention across all sites, unduplicated students receive targeted support for their individual needs. By implementing MTSS districtwide, unduplicated students—who are enrolled in every school and classroom—have equitable access to proactive instruction, academic interventions, behavioral supports, and social-emotional learning. While the framework benefits unduplicated students, it is designed to ensure that all students with the highest needs receive targeted and individualized support. Providing this action on an LEA-wide basis ensures that unduplicated students at all schools receive consistent, high-quality interventions and services aligned to their specific academic and social-emotional needs.	
1.4	**Action:** Extended Learning Opportunities **Need:** Educational partner input on the value and need for expanded learning opportunities through surveys and focus groups.	Socio-economically disadvantaged, EL, homeless, and foster youth are faced with unique challenges on the path to academic success. Children from low-income families have a listening vocabulary only one-third the size of their more affluent peers (Afterschool Alliance, 2011), with less access to print-rich environments at home, often impeding the development of early literacy skills. Extended	Student survey, Parent survey

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	learning opportunities outside of regular school hours and summer provide additional opportunities to accelerate literacy for these students. In addition, for English learners who are working to meet grade level standards while at the same time a new language, extended learning opportunities provide time for developing academic language and establishing relationships in a social setting. Unduplicated students are consistently at greater risk of falling behind graduation requirements. These students need access to credit recovery opportunities that allow them to stay on track with their peers. Summer school provides ample credit recovery opportunities for students at the high school level. By offering extended learning opportunities such as a Saturday Exploration Academy and extended summer classes, students overcome the academic loss often found to be associated with students of high poverty. Students participating in extended learning opportunities spend more time building relationships, developing connections, and meeting their emotional needs which are foundational to being successful academically. Additional time in quality academic learning experiences also helps low income, ELL, and foster youth maintain the consistent mindset of learning necessary to make progress socially and academically. Unduplicated students will benefit from these programs. Providing this action on an LEA-wide basis ensures that extended learning opportunities are available at all schools and accessible to all students enrolled across the district.	
1.5	**Action:** Equitable & Inclusive Classrooms	This action is principally directed towards low-income students, English learners, and foster students by specifically addressing their increased	STAR Assessments, Smarter Balanced

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: 2025 Outcomes 60.7% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading Low-Income:53.1% English Learners: 47.5% Foster Youth: 50% (6 students) 2024 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 Low-Income: -23 English Learners:-44 Foster Youth: -116 (2 students) 2024 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -21 Low-Income: -32 English Learners: -72 Foster Youth: -120 (2 students) **Scope:** LEA-wide	need for individualized academic support. By reducing class size in K-3, we provide the opportunity for more targeted small group instruction, a strategy proven to support the academic success of unduplicated students. It also aligns with student feedback from the 2024 student survey and focus groups, which showed that 73.4% of students feel their teacher notices when they have trouble learning something; they appreciate existing individualized support and want more opportunities for it in the future. Many unduplicated students do not have access to additional academic supports at home. Providing more focused small group time in K-3 helps provide equal opportunity for these students to clarify understanding of key concepts and skills. A rigorous meta-analysis done by the Campbell Collaboration looked at 10 research studies on class-size reduction. The analysis found a "very small" effect on student reading achievement overall. The effect on math achievement "was not statistically significant, thus it is uncertain if there may be a negative effect," the researchers wrote. But when small class sizes are targeted to low-income students and students of color, class-size reduction makes a measurable difference. The Campbell Collaboration specifically pointed to research done on Wisconsin's Student Achievement Guarantee in Education, or SAGE, program as evidence. Class size also shapes the quality of writing instruction for students, and is a college predictor. Specifically, teachers in smaller classes can diagnose and track student learning and differentiate instruction in response to student needs that directly supports low-income students, English learners, and foster youth.	Assessments in ELA and Math

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
		Providing this action on an LEA-wide basis ensures that all students across all schools benefit from reduced student-to-teacher ratios, giving teachers the time and flexibility to respond to individual student needs, build stronger relationships, and close learning gaps early in a child's academic journey. While all students in reduced-size classrooms may benefit, this action is designed to specifically address the needs of those most at risk of falling behind.	
1.7	**Action:** Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2) **Need:** 2024 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -21 English Learners: DFS -72 Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 English Learners: DFS -44 English learner progress indicator 42.4% making progress (decline of 10.4%)	This action is principally directed toward addressing the linguistic and academic needs of English learners by building teacher capacity to implement research-based strategies aligned with the California English Language Development (ELD) Standards. The professional development includes targeted training on the implementation of designated and integrated ELD curriculum, as well as instructional strategies that support English learner access to and mastery of grade-level academic content. Early and effective implementation of ELD instruction is critical in preventing students from becoming Long-Term English Learners (LTELs), a subgroup shown to experience persistent academic gaps. By training educators to differentiate instruction, scaffold language development, and provide academic discourse opportunities, this action ensures that English learners acquire the language proficiency and content knowledge necessary to succeed in school.	ELA/Math Academic Indicator (SBAC), English Learners Progress Indicator (ELPAC)

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	This action is implemented on an LEA-wide basis to ensure consistency and equity in instructional quality for English learners across all school sites. Because English learners are enrolled at every school within the district, a districtwide approach ensures that all teachers receive the same high-quality professional development and support.	
2.1	**Action:** Culturally Competent Staff **Need:** 2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree: “I feel safe at school.” 82.9% Low-Income: 81.7% English Learners: 82.0% Foster Youth: 75.0% (n=11) "Students are accepting of students from different backgrounds and cultures." 81.9% Low-Income: 80.9% English Learners: 84.5% Foster Youth: 62.5% (n=11) “I feel respected by other students.” 75.2% Low-Income: 75.3% English Learners: 74.6% Foster Youth:75.0% (n=11)	RUSD's promise to students is, "Each student is valued, supported, engaged, and empowered for the future of their choice." Core values adopted in June 2023 include "equity, inclusion, integrity, student-centered, community, and excellence." In an effort to embody this promise to our students, the district is committed to deep reflection and focused action to ensure each student experiences an equitable, inclusive educational system. Culturally competency training equips teachers and staff with the skills and knowledge to better understand and appreciate the diverse cultural backgrounds of RUSD students, enabling them to build stronger relationships with students and their families. Understanding cultural nuances and addressing the unique needs of each student fosters our core value of inclusivity. Research consistently shows that culturally responsive teaching practices can improve academic performance, engagement, and attendance among BIPOC students. By recognizing and valuing students' cultural backgrounds, teachers can create more relevant and effective learning experiences, boosting student achievement. Our initial focus on implicit biases will equip RUSD staff on understanding how unconscious attitudes or stereotypes can influence our behavior and decision-making processes. These biases can	Student survey

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
	"I feel respected by teachers" 89.7% Low-Income:88.6% English Learners: 90.0% Foster Youth: 87.5% (n=11) **Scope:** LEA-wide	affect expectations, interactions, and disciplinary practices, often to the detriment of students from marginalized groups. By providing training on implicit bias, we can raise awareness about unconscious influences and identify strategies to mitigate their impact. This leads to a more equitable learning environment. Providing this action on an LEA-wide basis ensures that all staff receive the training and support necessary to create inclusive, affirming learning spaces for all students.	
2.2	**Action:** Behavior and Mental Health Professional Development **Need:** 2024-2025 Percentage of students suspended at least once as of May 2025 in RUSD Student Information System: Overall: 2% suspension rate Foster Youth: 7.9% (5 of 63 students in foster care) English learners: 2.8% (87 of 3151 English learners) Socio-economically disadvantaged: 2.4% (245 of 10,110 students) **Scope:**	Socio-economically disadvantaged, EL, homeless, and foster youth often face challenges that keep them from achieving their full potential in school. Barriers include abuse, neglect, mental health difficulties, homelessness, hunger, lack of transportation, limited health care, and chronic absenteeism. PBIS provides consistent behavior expectations in a tiered system of support. While PBIS strategies are beneficial to all students, dramatic improvements are seen among socioeconomically impacted, English learners, and foster students when PBIS is implemented with fidelity. They benefit from tiers of support that target improving outcomes in ways that are prescribed to address problem behaviors in a focused way. Students benefit from routines, consistency, clear expectations, positive feedback, and clearly articulated consequences for inappropriate behavior. Providing this action on an LEA-wide basis ensures that all students at every school site are supported by a consistent system of behavioral expectations and interventions.	Student survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Safety Support **Need:** 2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree: “I feel safe at school.” 82.9% **Scope:** LEA-wide	School safety staff and noon aides provide additional support for social-emotional wellbeing on campus for low-income students, English learners and foster youth. Research indicates that students who feel connected to at least one supportive adult demonstrate higher success on a range of educational outcomes. Recent studies even indicate student connectedness has lasting benefits on their health and well-being (Adolescent Connectedness and Adult Health Outcomes by Steiner et.al, 2019). Students from poverty and those living in foster care often experience inconsistent support from adults outside of school. The additional staffing provided through this action ensures our unduplicated students have additional contacts throughout the day to develop strong connections to adults at school. This staffing meets these needs demonstrated in the literature and in our local data collection process. Providing this action on an LEA-wide basis ensures that unduplicated students at every school have access to additional caring adults who help create a safe, welcoming, and connected school climate. While all students benefit from adult presence and supervision during unstructured times, this action is specifically designed to support those who most need consistent, relationship-based supports during their school experience.	Student survey
2.5	**Action:** School Climate Support	This action is principally directed toward supporting the social-emotional well-being and school connectedness of English learners, foster	Student survey

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: 2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree: “I feel respected by other students.” 75.2% Low-Income: 75.3% English Learners: 74.6% Foster Youth:75.0% (n=11) “I feel respected by teachers” 89.7% Low-Income:88.6% English Learners: 90.0% Foster Youth: 87.5% (n=11) **Scope:** LEA-wide	youth, and low-income students. These groups often face greater challenges related to trauma, mobility, language access, and community disconnection. The provision of mental health and counseling support, along with staffing and resources through the Family Resource Center (FRC), helps eliminate barriers that interfere with students' ability to focus on and succeed in their academic learning. English learners in particular may experience feelings of isolation or marginalization due to language barriers and cultural differences. The support of bilingual social workers, school counselors, and community liaisons enhances their sense of belonging, emotional safety, and access to appropriate services. By collaborating with external agencies and providing wraparound services through the FRC, the district ensures English learners and their families are connected to mental health, housing, and wellness services, which they might not otherwise access. Providing this action on an LEA-wide basis ensures that all students have equitable access to essential services and case management support.	
2.6	**Action:** Health Services **Need:** 2024-2025 Percentage of students chronically absent as of May 2025 in RUSD Student Information System: Overall: 16.4% Foster Youth: 27% (17 of 63 students in foster care)	Research shows low-income students face greater health and mental health challenges compared to their peers who are not low-income. Low-income students do not have the same access to health care that families with higher income have. Families of English learners have language barriers that prevent them from accessing health services, and Foster Youth experience increased levels of mental health challenges due to high rates of mobility across schools and districts. RUSD provides support to students in the area of health and mental health to address these needs.	Student survey, Parent survey

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
	English learners: 15.1% (476 of 3151 English learners) SED: 18.1% (521 of 2886) **Scope:** LEA-wide	Nurses and health assistants address students' health needs in school, assist with vaccination referrals, and promote wellness thereby eliminating barriers related to health. In order to support all students, the Rowland Unified School District funds a Health Assistant at each site. Health Assistants ensure all students, especially our English language learners, low-income students, and foster/homeless youth feel safe and healthy at school. They provide first aide, consultations and communicate with families. Nurses are available at every school site to provide support to students with diabetic needs, vaccinations, referrals, consultations and much more. The East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care. They specifically reach out to English language learners, low-income students and foster/homeless youth. A strong partnership with East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care when health needs surpass that will health assistants and nurses can provide. Additional health service (bilingual) provided above the core to meet the needs of foster students, homeless students, low income students, and English learners. The Family Resource Center employs Community Liaisons and Social Workers to work directly with low-income, foster, and homeless students. Community liaisons facilitate connections to various agencies including but not limited to counseling/mental health referrals. Liaisons share resources with parents and support them in making	

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
		the best choice they feel will meet the needs of their child. Liaisons conduct home visits, establish partnerships with motels/homeless shelters to help identify and support homeless students in RUSD. Social workers assist all sites with mental health needs and conduct small group counseling as needed for identified students, particularly McKinney and Foster populations. The social workers will also supervise interns and provide training to FRC personnel as needed. Providing this action on an LEA-wide basis ensures that all students at every school site have equitable access to vital health and mental health supports. A districtwide approach allows for a coordinated and consistent system of care that supports the whole child.	
3.4	**Action:** Translation Services **Need:** 2025 Parent Survey (n=511, 27% accessed in language other than English): Percent who agree/strongly agree: "I receive communication from the school or District in a language that I understand." 97.9% Spanish language respondents: 91.5% Mandarin language respondents: 97.0% **Scope:**	Families of unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to English learners. Historically, low income families and families with English language learners face barriers in access to educational resources and opportunities as a result of both language and cultural barriers. Communication in families' home language supports family engagement in the educational process. Translation services allow for direct and accessible communication for families, but it also provides opportunities for families to learn and interact with school and district staff in order to support their EL at home. Since these families participate in all aspects of the school that receives these communication and training services, these actions are provided for all students.	Parent surveys

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	Providing this action on an LEA-wide basis ensures that all families, regardless of which school their child attends, can meaningfully participate in their child's education. Translation and communication supports are available to all families and are designed to remove long-standing access barriers for those who need it most.	
4.2	**Action:** Responsive and Aligned Professional Development **Need:** 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Students with Disabilities - RED DFS -99 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Students with Disabilities - ORANGE DFS -120 Long Term English Learners - ORANGE DFS -151 2024 Outcomes SCIENCE Overall - 29% meeting/exceeding standard	This action is principally directed towards closing the achievement gap for English Language Learners, foster youth, and low-income students. We identified an achievement gap for unduplicated students on the Smarter Balanced assessments in English language arts and mathematics, grades 3-8 and 11. To close this achievement gap, we implement a comprehensive professional development program that includes (1) training for teachers on evidence-based instructional practices provided by the following programs widely respected in the field as aligned with research-based practices: Universal Design for Learning, and Professional Learning Communities (2) program specialists and instructional coaches that support fidelity of implementation in the classroom, (3) collaboration time to reinforce training, reflect on student outcomes, and plan instruction that will close the achievement gap. Research and learning outcomes consistently have shown that English learners, low-income, and foster/homeless youth, underperform in language arts and mathematics. The practices described here provide language rich environments including the use and development of academic language, which benefits English language learners, low-income students, and foster/homeless youth. The identified programs	STAR Assessments, Smarter Balanced Assessments, Student survey, Staff survey

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
	Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners - 3% meeting/exceeding standard Students with Disabilities - 6% meeting/exceeding standard 2025 Staff Survey "The professional development provided in/through the district helps me be more effective in my work." 73.1% agree/strongly agree **Scope:** LEA-wide	make learning tangible and visible, allowing for students to explore through hands-on activities and apply the learning in order to solidify and strengthen the connections for retention of learning. Training in Understanding by Design and Professional Learning Communities equip teachers with the skills to develop more effective planning and assessment strategies to ensure that the learning needs of specialized populations are explicitly addressed. Teachers connect lessons to students' lives making learning relevant and engaging. Teachers confer with their students and address individual needs in a 1:1 and/or small group format allowing for individualized feedback. Teachers model language through think alouds and provide students with opportunities to practice language through rehearsals and share-outs. Students make sense of their understanding around mathematical concepts by using a variety of visual modes as well as providing opportunities for language support through questioning and restating (discourse rich environment). This plan is also in alignment with a recent review of research (Kraft, Blazar, and Hogan, 2018) that found teacher training paired with instructional coaching has a strong positive effect on student outcomes. Providing this action on an LEA-wide basis ensures that all students at every school have equitable access to highly trained teachers, strong instructional practices, and targeted supports. This approach promotes professional collaboration, shared accountability, and continuous improvement across the district.	
4.3	**Action:**	MTSS is an evidence-based approach that addresses the unique needs of unduplicated	STAR Assessments, Smarter Balanced

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
	Aligned, Evidence-Based Instructional Systems **Need:** 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Students with Disabilities - RED DFS -99 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Students with Disabilities - ORANGE DFS -120 Long Term English Learners - ORANGE DFS -151 2024 Outcomes SCIENCE Overall - 29% meeting/exceeding standard Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners - 3% meeting/exceeding standard Students with Disabilities - 6% meeting/exceeding standard	students. Research shows low-income, foster, and English learners perform lower on standardized academic measures. These groups also encounter greater social emotional challenges that are addressed through a systematic behavioral support system. Through the development and implementation of a districtwide Tier 1, Tier 2 and Tier 3 supports and intervention across all sites, unduplicated students receive targeted support for their individual needs. Since unduplicated students participate in all aspects of the school receiving MTSS, this action is provided for all students. Providing this action on an LEA-wide basis ensures that all students across all schools benefit from a consistent system of support, regardless of school site or enrollment pattern. A districtwide MTSS approach is necessary to ensure equitable access to academic, behavioral, and social-emotional supports, and to promote coherence, alignment, and shared accountability for improved outcomes.	Assessments, Student survey, Staff survey

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
	2024-2025 Percentage of students suspended at least once as of May, 20254 in RUSD Student Information System: Overall: 2% suspension rate Foster Youth: 7.9% (5 of 63 students in foster care) English learners: 2.8% (87 of 3151 English learners) **Scope:** LEA-wide		
4.4	**Action:** Extended Learning Opportunities **Need:** Educational partner input on the value and need for expanded learning opportunities through surveys and focus groups. Total Participants: 2201 English Learners: 741 (33.7%) Foster Youth: 6 (0.3%) Low Income: 1714 (77.9%) **Scope:** LEA-wide	Socio-economically disadvantaged, EL, homeless, and foster youth are faced with unique challenges on the path to academic success. Children from low-income families have a listening vocabulary only one-third the size of their more affluent peers (Afterschool Alliance, 2011), with less access to print-rich environments at home, often impeding the development of early literacy skills. Extended learning opportunities outside of regular school hours and summer provide additional opportunities to accelerate literacy for these students. In addition, for English learners who are working to meet grade level standards while at the same time a new language, extended learning opportunities provide time for developing academic language and establishing relationships in a social setting. Unduplicated students are consistently at greater risk of falling behind graduation requirements. These students need access to credit recovery opportunities that allow them to stay on track with their peers. Summer school provides ample credit recovery opportunities for students at the high school level. By offering extended learning	ELOP Participation

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		opportunities such as a Saturday Exploration Academy and extended summer classes, students overcome the academic loss often found to be associated with students of high poverty. Students participating in extended learning opportunities spend more time building relationships, developing connections, and meeting their emotional needs which are foundational to being successful academically. Additional time in quality academic learning experiences also helps low income, ELL, and foster youth maintain the consistent mindset of learning necessary to make progress socially and academically. Providing this action on an LEA-wide basis ensures that all students at every school have equitable access to high-quality extended learning opportunities. All students may benefit from extended learning programs.	
4.7	**Action:** Site-based Actions **Need:** 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66	School sites based actions are included in their Single Plan for Student Achievement and are directly linked to the LCAP actions. These actions are principally directed to English Learners, Socioeconomically Disadvantaged students and Foster students. A site needs assessment provided data to schools with specific information on how to serve the most neediest students. Actions included in site-based expenditures are: (1) Instructional coaches that bring evidence-based practices into classrooms and assist teachers in understanding how to differentiate instruction for targeted students, addressing the needs of unduplicated students for languagerich interaction; (2) Additional technology to ensure students without access have digital tools for learning and professional development on the effective integration of technology into instruction. While technology and digital learning will not solely	Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness

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
	Long Term English Learners - ORANGE DFS - 151 2024 Outcomes SCIENCE Overall - 29% meeting/exceeding standard Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners - 3% meeting/exceeding standard 2024-2025 Percentage of students suspended at least once as of May, 20254 in RUSD Student Information System: Overall: 2% suspension rate Foster Youth: 7.9% (5 of 63 students in foster care) English learners: 2.8% (87 of 3151 English learners) **Scope:** LEA-wide	close the achievement gap, research shows when implemented properly produces gains in student achievement and boosts engagement, particularly among students most at risk (Using Technology to Support At-Risk Students' Learning, Darling-Hammond et al, 2014); (3) Reducing class size and providing specialized programs that assist students in college preparedness, mental health, and closing the achievement gap. A rigorous metaanalysis done by the Campbell Collaboration looked at 10 research studies on class-size reduction. The analysis found a "very small" effect on student reading achievement overall. The effect on math achievement "was not statistically significant, thus it is uncertain if there may be a negative effect," the researchers wrote. But when small class sizes are targeted to low-income students and students of color, class-size reduction makes a measurable difference. The Campbell Collaboration specifically pointed to research done on Wisconsin's Student Achievement Guarantee in Education, or SAGE, program as evidence. Class size also shapes the quality of writing instruction for students, and is a college predictor. Specifically, teachers in smaller classes can diagnose and track student learning and differentiate instruction in response to student needs that directly supports low-income students, English learners, and foster youth. Providing this action on an LEA-wide basis ensures that all school sites, regardless of size or location, have the flexibility and resources to implement strategies that meet the needs of all students, including Students with Disabilities. A systemwide commitment to supporting site-level	

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		actions allows for coherence across schools while allowing local context and data to shape implementation.	
5.1	**Action:** Future Ready Learning **Need:** In our RUSD Student Technology Access, Use and Connectivity Survey in 2019, 6% of all students (n=7,258) reported no access to 24/7 learning through home devices and wifi. This percentage increases among English Learners (14%), foster youth (14%), and low-income (8%), highlighting the unique need among these students group to not only provide access to technology and wifi, but also provide instruction that is supported through effective use of technology in all classrooms. **Scope:** LEA-wide	Unduplicated students benefit from these actions as they provide access to technology and learning environments not typically accessible to foster students, English learners, and low-income students. As a result of our baseline data, and the transition to virtual learning in 2020, RUSD shifted to a 1:1 model of device access TK-12. Professional development for teachers includes a focus on using technology to differentiate and address the needs of unduplicated students. Providing this action on an LEA-wide basis ensures that all students receive the tools, access, and instructional support needed to fully participate in digital learning environments. A districtwide approach ensures system-level equity and consistent implementation of technology-supported strategies that promote academic success for all learners.	Graduation Rate, College and Career Preparedness, Student survey
5.3	**Action:** College and Career Programs **Need:** 2024 Outcomes on Dashboard: GRADUATION RATE Overall: GREEN 91.4% Socioeconomically Disadvantaged: GREEN 91.5% Foster Youth: No Color English learners: GREEN 81.3%	Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Research consistently shows that low-income students face barriers to college and career access, often lacking guidance and support to prepare for college and career, applying to colleges and career tech ed schools, applying for financial aid, enrolling and persisting in their studies, and ultimately graduating. Because of this, large gaps remain in educational achievement for students	Graduation Rate, College and Career Preparedness, Student survey

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
	Percentage of grade 12 students completing UC/CSU required courses: 39.5% (23-24) Percentage of students completing a CTE pathway: 28.1% (2024) Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2023) Overall: 11.5% Socioeconomically Disadvantaged: 11.1% Foster Youth: N/A English learners: 4.2% Percentage of grade 11 students college ready on Early Assessment Program (2024) ELA: 55.7% Ready or Conditionally Ready Math: 27.9% Ready or Conditionally Ready 2023-2024 DROPOUT RATE Overall 6.6% Socioeconomically Disadvantaged: 6.3% Foster Youth: 25% (4 of 16) English Learners: 16.5% **Scope:** LEA-wide	from low-income families. Increasing college and career opportunities for low income students includes intentional strategies embedded in the learning experience and access to tools and resources that support the development of skills necessary to set goals, research, and plan. Counselors work with students to develop profiles and work through lessons to develop skills and begin career exploration that can facilitate course planning and both college and career access. AVID is a successful program whose mission is to close the opportunity gap for students who would normally not have access to college, including low income, first generation, foster, and English learner students. The program focuses on preparing students for college, careers, and life with the academic and soft skills needed to succeed. AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. These tools help teachers implement and refine instructional practices to support key academic and social supports that students need. Research and practice has shown AVID to be highly effective for our targeted population. First-generation, low income AVID students who go on to college are four times more likely to graduate than their national peers. Nationally, 86% of AVID students are from underrepresented groups and 75% are from low income families. Providing this action on an LEA-wide basis ensures that all students at all school sites have access to the same high-quality resources, supports, and programs that prepare them for postsecondary success. A systemwide approach	

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
		ensures consistency in implementation, alignment across grade spans, and sustained access to tools and practices that close achievement and opportunity gaps.	
5.4	**Action:** College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness **Need:** 2024 Outcomes on Dashboard: GRADUATION RATE Overall: GREEN 91.4% Socioeconomically Disadvantaged: GREEN 91.5% Foster Youth: No Color English learners: GREEN 81.3% Percentage of grade 12 students completing UC/CSU required courses: 39.5% (23-24) Percentage of students completing a CTE pathway: 28.1% (2024) Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2024) Overall: 11.5% Socioeconomically Disadvantaged: 11.1% Foster Youth: N/A English learners: 4.2%	Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Research consistently shows that low-income students face barriers to college and career access, often lacking guidance and support to prepare for college and career, applying to colleges and career tech ed schools, applying for financial aid, enrolling and persisting in their studies, and ultimately graduating. Because of this, large gaps remain in educational achievement for students from low-income families. Increasing college and career opportunities for low income students includes intentional strategies embedded in the learning experience and access to tools and resources that support the development of skills necessary to set goals, research, and plan. College Connect is targeted for foster youth and McKinney Vento students, along with other first generation students. Counselors are allocated to provide ongoing support and monitoring of four year plans and college preparation. Providing this action on an LEA-wide basis ensures that all students at every school have consistent access to college and career preparation services, regardless of school size, geography, or local resources. A districtwide approach ensures alignment of resources, equitable allocation of counselor support, and	Graduation Rate, College and Career Preparedness, Student survey

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
	Percentage of grade 11 students college ready on Early Assessment Program (2023) ELA: 55.7% Ready or Conditionally Ready Math: 27.9% Ready or Conditionally Ready 2023-2024 DROPOUT RATE Overall 6.6% Socioeconomically Disadvantaged: 6.3% Foster Youth: 25% (4 of 16) English Learners: 16.5% **Scope:** LEA-wide	systemwide tracking of student progress toward college and career goals.	

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
3.6	**Action:** Inclusive Support for Long-Term English Learners **Need:** 2024 Outcomes: Suspension data - 8.4% LTELs suspended (increase of 1.4%) Research shows that Long-Term English Learners (LTELs) often face persistent	The proposed actions directly address these needs by elevating LTEL voices through empathy interviews and focus groups, ensuring that their lived experiences inform instructional practices and policy decisions. Strengthened counselor engagement provides targeted academic guidance and social-emotional support, addressing both achievement and well-being, which research identifies as critical for re-engaging LTELs. Parent engagement opportunities build the capacity of families to support learning at home and advocate	Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic gaps, particularly in literacy and language development, and may experience lower engagement in school due to limited access to rigorous, language-rich instruction (Olsen, 2010). Many LTELs also report feeling disconnected from decision-making processes and underrepresented in school and district-level planning, which can impact their academic motivation. Families of LTELs may encounter barriers to engagement due to language, cultural, or systemic challenges, limiting their ability to support their students' progress. Olsen, L. (2010). Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together. **Scope:** Limited to Unduplicated Student Group(s)	for their children's needs, fostering stronger school-home partnerships. Providing these actions on a districtwide basis ensures equitable access for LTELs at all schools, regardless of size or location, and promotes consistency in the supports offered. This systemwide approach also facilitates shared learning across sites, alignment of resources, and monitoring of progress toward closing achievement gaps for LTELs.	
4.5	**Action:** Supporting Core Instruction for English Learners / Long-Term English Learners **Need:** 2024 Outcome - English learner progress RED 42.4% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)	This action is principally directed toward meeting the unique academic and developmental needs of English learners, particularly during critical transitions between elementary, middle, and high school. English learners often face additional barriers during these transitions, including language acquisition challenges, unfamiliar academic structures, and misplacement in courses that limit access to college- and career-ready pathways. Targeted services that support appropriate placement, collaborative academic planning, and structured transition supports are	English learner progress indicator (ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	essential to ensuring that English learners remain on track and engaged throughout their educational journey.	
5.5	**Action:** College and Career Readiness for English learners, including Long-Term English Learners **Need:** 2024 Outcomes on Dashboard: GRADUATION RATE Overall: GREEN 91.4% English learners: GREEN 81.3% Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2024) Overall: 11.5% English learners: 4.2% 2023-2024 DROPOUT RATE Overall 6.6% English Learners: 16.5% **Scope:** Limited to Unduplicated Student Group(s)	Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to English learners. Because of this, large gaps remain in educational achievement for students for English learners. RUSD has expanded AVID at the two intermediate schools to include AVID Excel for English Learners. AVID Excel is intended to accelerate language acquisition, develop literacy, and place AVID Excel students on the path to high school AVID and college prep coursework. Targeted tutoring is also provided to support English learners.	Graduation Rate, UC/CSU and CTE Pathway Completion, Dropout rate

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.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to provide the following staffing providing direct services to students at all 20 schools in the district:

Maintain two (2) social workers (Goal 2, Action 5)

Maintain six (6) elementary counselors (Goal 2, Action 5)

Two (2) additional Behavioral Support Assistants (Goal 2, Action 5)

Additional staffing to support early literacy intervention in schools with grades K-3 (Goal 1, Action 5)

Maintain four (4) custodians (Goal 4, Action 7)

Maintain one (1) Coordinator of Instructional Support (Goal 2, Action 5)

Maintain hours for campus supervision aides increased (Goal 2, Action 4)

Maintain two (2) additional instructional coaches (Goal 4, Action 2)

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	N/A	1:26
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2025-26 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	$128,269,736	$43,176,240	33.661%	0.000%	33.661%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$130,989,312.00	$5,760,623.00	$6,761,697.00	$904,238.00	$144,415,870.00	$134,121,207.00	$10,294,663.00

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	Curriculum and Materials	All Students with Disabilities	No			All Schools TK-3	Ongoing	$0.00	$85,000.00		$85,000.00			$85,000.00	
1	1.2	Responsive and Aligned Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$1,727,098.00	$39,000.00	$1,257,353.00	$508,745.00			$1,766,098.00	0%
1	1.3	Aligned, Evidence-Based Instructional Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$20,410.00	$62,000.00	$0.00	$82,410.00			$82,410.00	0%
1	1.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$589,224.00	$0.00	$0.00	$589,224.00			$589,224.00	0%
1	1.5	Equitable & Inclusive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$4,567,226.00	$0.00	$3,951,276.00		$615,950.00		$4,567,226.00	0%
1	1.6	Comprehensive and Inclusive Support for Students with Disabilities	Students with Disabilities	No			All Schools TK-3	Ongoing	$93,626.00	$130,000.00		$103,626.00	$120,000.00		$223,626.00	
1	1.7	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	English Learners	Yes	LEA-wide	English Learners	All Schools TK-3	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	0%
2	2.1	Culturally Competent Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$80,000.00	$0.00	$90,000.00			$90,000.00	0%

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	2.2	Behavior and Mental Health Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$90,302.00	$103,561.00	$193,863.00				$193,863.00	0%
2	2.3	Systems to Support Student Attendance	All	No			All Schools	Ongoing	$0.00	$27,417.00	$27,417.00				$27,417.00	
2	2.4	Safety Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,852,582.00	$0.00	$2,254,635.00		$597,947.00		$2,852,582.00	0%
2	2.5	School Climate Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,297,684.00	$0.00	$4,297,684.00				$4,297,684.00	0%
2	2.6	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,906,005.00	$0.00	$1,906,005.00				$1,906,005.00	0%
2	2.7	High Quality Staff	All	No			All Schools	Ongoing	$16,630,799.00	$10,423.00	$16,641,222.00				$16,641,222.00	
2	2.8	Leadership Professional Development	All	No			All Schools	Ongoing	$0.00	$48,269.00	$48,269.00				$48,269.00	0%
2	2.9	Facilities and Technology Infrastructure Maintenance	All	No			All Schools	Ongoing	$3,181,870.00	$2,171,610.00	$125,680.00		$5,227,800.00		$5,353,480.00	
2	2.10	Inclusive Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.11	Inclusive Support for Long-Term English Learners	Students with Disabilities Long-Term English learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Student Voice	All	No			All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
3	3.2	Staff and Community Voice	All	No			All Schools	Ongoing	$0.00	$11,500.00	$11,500.00				$11,500.00	
3	3.3	Parent Education	All	No			All Schools	Ongoing	$11,506.00	$247,433.00	$6,479.00		$200,000.00	$52,460.00	$258,939.00	0%
3	3.4	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$446,655.00	$150,989.00	$597,644.00				$597,644.00	0%

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	3.5	Family Communication	All	No			All Schools	Ongoing	$238,223.00	$247,500.00	$485,723.00				$485,723.00	
3	3.6	Inclusive Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$15,000.00	$0.00	$10,000.00			$5,000.00	$15,000.00	0%
4	4.1	Curriculum and Materials	All	No			All Schools	Ongoing	$0.00	$349,750.00		$349,750.00			$349,750.00	
4	4.2	Responsive and Aligned Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,434,098.00	$362,353.00	$15,517,028.00	$736,025.00		$543,398.00	$16,796,451.00	0%
4	4.3	Aligned, Evidence-Based Instructional Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,951,963.00	$305,934.00	$996,851.00	$1,244,114.00		$16,932.00	$2,257,897.00	0%
4	4.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,803,892.00	$451,000.00	$1,307,216.00	$947,676.00			$2,254,892.00	0%
4	4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$284,271.00	$325,991.00	$600,262.00	$10,000.00			$610,262.00	0%
4	4.6	Data-informed Progress Monitoring and Culture of Continuous Improvement	All Students with Disabilities	No			All Schools	Ongoing	$17,559.00	$695,333.00	$700,350.00			$12,542.00	$712,892.00	
4	4.7	Site-based Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,721,576.00	$1,224,748.00	$4,946,324.00				$4,946,324.00	0%
4	4.8	Enrichment and Beyond the Core Instruction	All Students with Disabilities	No			All Schools	Ongoing	$105,350.00	$903,985.00	$624,641.00	$384,694.00			$1,009,335.00	
4	4.9	Staffing	All Students with Disabilities	No			All Schools	Ongoing	$69,036,366.00	$0.00	$69,036,366.00				$69,036,366.00	

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
4	4.10	English Language Acquisition Programs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.11	English Language Acquisition Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.12	Inclusive Comprehensive Support for Academic Success of Students with Disabilities (To address requirements for Differentiated Assistance)	Students with Disabilities	No			All Schools	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	
5	5.1	Future Ready Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,592,031.00	$1,748,079.00	$3,298,110.00			$42,000.00	$3,340,110.00	0%
5	5.2	College and Career Curriculum	All Students with Disabilities	No			All Schools	Ongoing	$68,051.00	$120,000.00	$40,425.00	$72,626.00		$75,000.00	$188,051.00	
5	5.3	College and Career Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$529,132.00	$156,788.00	$499,735.00	$45,542.00		$140,643.00	$685,920.00	0%
5	5.4	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	Ongoing	$1,498,517.00	$15,000.00	$1,482,254.00	$15,000.00		$16,263.00	$1,513,517.00	0%
5	5.5	College and Career Readiness for English learners, including Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 7-12	Ongoing	$0.00	$31,000.00	$0.00	$31,000.00			$31,000.00	0%
5	5.6	Inclusive Pathways to College and Career Readiness for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
6	6.1	Santana High School Equity Multiplier Action	All	No			Specific Schools: Santana	Ongoing	$173,079.00	$80,000.00		$253,079.00			$253,079.00	

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
6	**6.2**	Rowland Virtual Learning Academy Equity Multiplier Action	All	No			Specific Schools: Rowland Virtual Learning Academy	Ongoing	$162,112.00	$0.00		$162,112.00			$162,112.00	

2025-26 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
$128,269,736	$43,176,240	33.661%	0.000%	33.661%	$43,176,240.00	0.000%	33.661 %	**Total:**	$43,176,240.00
								LEA-wide Total:	$42,565,978.00
								Limited Total:	$610,262.00
								Schoolwide Total:	$0.00

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	1.2	Responsive and Aligned Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$1,257,353.00	0%
1	1.3	Aligned, Evidence-Based Instructional Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$0.00	0%
1	1.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$0.00	0%
1	1.5	Equitable & Inclusive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$3,951,276.00	0%
1	1.7	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	Yes	LEA-wide	English Learners	All Schools TK-3	$60,000.00	0%
2	2.1	Culturally Competent Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%

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	2.2	Behavior and Mental Health Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,863.00	0%
2	2.4	Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,254,635.00	0%
2	2.5	School Climate Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,297,684.00	0%
2	2.6	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,906,005.00	0%
3	3.4	Translation Services	Yes	LEA-wide	English Learners	All Schools	$597,644.00	0%
3	3.6	Inclusive Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	0%
4	4.2	Responsive and Aligned Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,517,028.00	0%
4	4.3	Aligned, Evidence-Based Instructional Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$996,851.00	0%
4	4.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,307,216.00	0%
4	4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$600,262.00	0%
4	4.7	Site-based Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,946,324.00	0%
5	5.1	Future Ready Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,298,110.00	0%
5	5.3	College and Career Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$499,735.00	0%

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 (%)
5	5.4	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$1,482,254.00	0%
5	5.5	College and Career Readiness for English learners, including Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 7-12	$0.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$139,562,600.00	$145,624,742.00

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**	Curriculum and Materials	No	$85,000.00	$1,668,912
1	**1.2**	Responsive and Aligned Professional Development	Yes	$1,413,717.00	$1,247,596
1	**1.3**	Aligned, Evidence-Based Instructional Systems	No	$25,084.00	$25,084
1	**1.4**	Extended Learning Opportunities	No	$249,040.00	$423,690
1	**1.5**	Equitable & Inclusive Classrooms	Yes	$4,194,970.00	$4,132,260
1	**1.6**	Comprehensive and Inclusive Support for Students with Disabilities (To address requirements for Differentiated Assistance)	No	$235,700.00	$231,161
2	**2.1**	Culturally Competent Staff	Yes	$422,722.00	$503,634
2	**2.2**	Behavior and Mental Health Professional Development	Yes	$361,837.00	$248,262
2	**2.3**	Systems to Support Student Attendance	No	$27,332.00	$26,052

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	2.4	Safety Support	Yes	$1,969,445.00	$2,251,445
2	2.5	School Climate Support	Yes	$4,063,185.00	$4,078,564
2	2.6	Health Services	Yes	$2,208,691.00	$2,048,369
2	2.7	High Quality Staff	No	$16,397,775.00	$16,708,343
2	2.8	Leadership Professional Development	No	$47,000.00	$43,159
2	2.9	Facilities and Technology Infrastructure Maintenance	No	$5,765,594.00	$5,460,040
2	2.10	Inclusive Support for Students with Disabilities (To address requirements for Differentiated Assistance)	No	$0	$0
3	3.1	Student Voice	No	$60,000.00	$65,000
3	3.2	Staff and Community Voice	No	$30,000.00	$12,699
3	3.3	Parent Education	Yes	$61,459.00	$52,775
3	3.4	Translation Services	Yes	$571,039.00	$530,112
3	3.5	Family Communication	No	$459,626.00	$465,407
4	4.1	Curriculum and Materials	No	$346,443.00	$3,831,238

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Responsive and Aligned Professional Development	Yes	$15,745,221.00	$15,955,026
4	4.3	Aligned, Evidence-Based Instructional Systems	Yes	$1,007,991.00	$1,530,123
4	4.4	Extended Learning Opportunities	Yes	$2,787,791.00	$3,728,459
4	4.5	Supporting Core Instruction	Yes	$350,175.00	$394,753
4	4.6	Data-informed Progress Monitoring and Culture of Continuous Improvement	No	$654,209.00	$705,535
4	4.7	Site-based Actions	Yes	$4,939,026.00	$4,629,440
4	4.8	Enrichment and Beyond the Core Instruction	No	$719,753.00	$856,908
4	4.9	Staffing	No	$68,441,696.00	$68,158,738
4	4.10	English Language Acquisition Programs	No	$0	$0
4	4.11	English Language Acquisition Professional Development	No	$0	$0
4	4.12	Inclusive Comprehensive Support for Academic Success of Students with Disabilities (To address requirements for Differentiated Assistance)	No	$0	$0
5	5.1	Future Ready Learning	Yes	$3,339,447.00	$2,975,374

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	College and Career Curriculum	No	$188,051.00	$172,142
5	**5.3**	College and Career Programs	Yes	$420,364.00	$699,296
5	**5.4**	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	Yes	$1,500,136.00	$1,471,490
5	**5.5**	College and Career Readiness for English learners	Yes	$57,035.00	$68,518
5	**5.6**	Inclusive Pathways to College and Career Readiness for Students with Disabilities (To address requirements for Differentiated Assistance)	No	$75,000.00	$98,500
6	**6.1**	Santana High School Equity Multiplier Action	No	$229,469.00	$126,638
6	**6.2**	Rowland Virtual Learning Academy Equity Multiplier Action	No	$111,577.00	$0

2024-25 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)
$43,216,097	$41,756,244.00	$43,226,314.00	($1,470,070.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Responsive and Aligned Professional Development	Yes	$1,401,175.00	$1,235,054	0%	0%
1	1.5	Equitable & Inclusive Classrooms	Yes	$4,182,428.00	$4,119,718	0%	0%
2	2.1	Culturally Competent Staff	Yes	$0	$0	0%	0%
2	2.2	Behavior and Mental Health Professional Development	Yes	$301,837.00	$248,262	0%	0%
2	2.4	Safety Support	Yes	$1,969,445.00	$2,251,445	0%	0%
2	2.5	School Climate Support	Yes	$4,044,085.00	$4,078,564	0%	0%
2	2.6	Health Services	Yes	$2,208,691.00	$2,048,369	0%	0%
3	3.3	Parent Education	Yes	$8,999.00	$7,275	0%	0%
3	3.4	Translation Services	Yes	$571,039.00	$530,112	0%	0%
4	4.2	Responsive and Aligned Professional Development	Yes	$14,892,015.00	$15,400,275	0%	0%
4	4.3	Aligned, Evidence-Based Instructional Systems	Yes	$609,922.00	$1,244,117	0%	0%
4	4.4	Extended Learning Opportunities	Yes	$1,370,147.00	$2,095,475	0%	0%

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)
4	4.5	Supporting Core Instruction	Yes	$322,633.00	$375,835	0%	0%
4	4.7	Site-based Actions	Yes	$4,939,026.00	$4,629,440	0%	0%
5	5.1	Future Ready Learning	Yes	$3,284,905.00	$2,975,374	0%	0%
5	5.3	College and Career Programs	Yes	$160,997.00	$523,471	0%	0%
5	5.4	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	Yes	$1,473,865.00	$1,448,493	0%	0%
5	5.5	College and Career Readiness for English learners	Yes	$15,035.00	$15,035	0%	0%

2024-25 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)
$128,518,936	$43,216,097	0%	33.626%	$43,226,314.00	0.000%	33.634%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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).

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