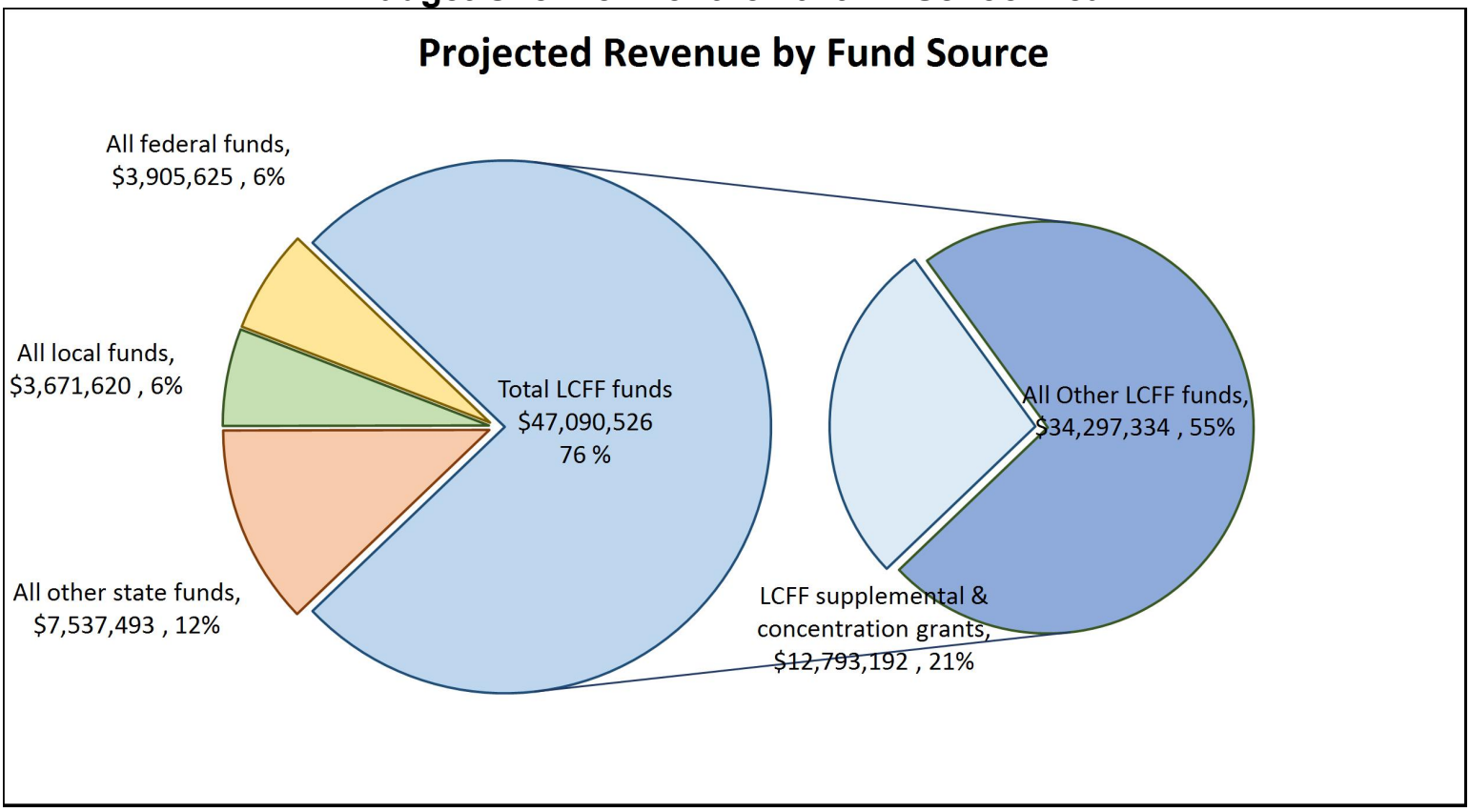
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rita Union School District
CDS Code: 27661910000000
School Year: 2026-27
LEA contact information:
Becky Moore
Assistant Superintendent
bmoore@santaritaschools.org
831-443-7200

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

Budget Overview for the 2026-27 School Year

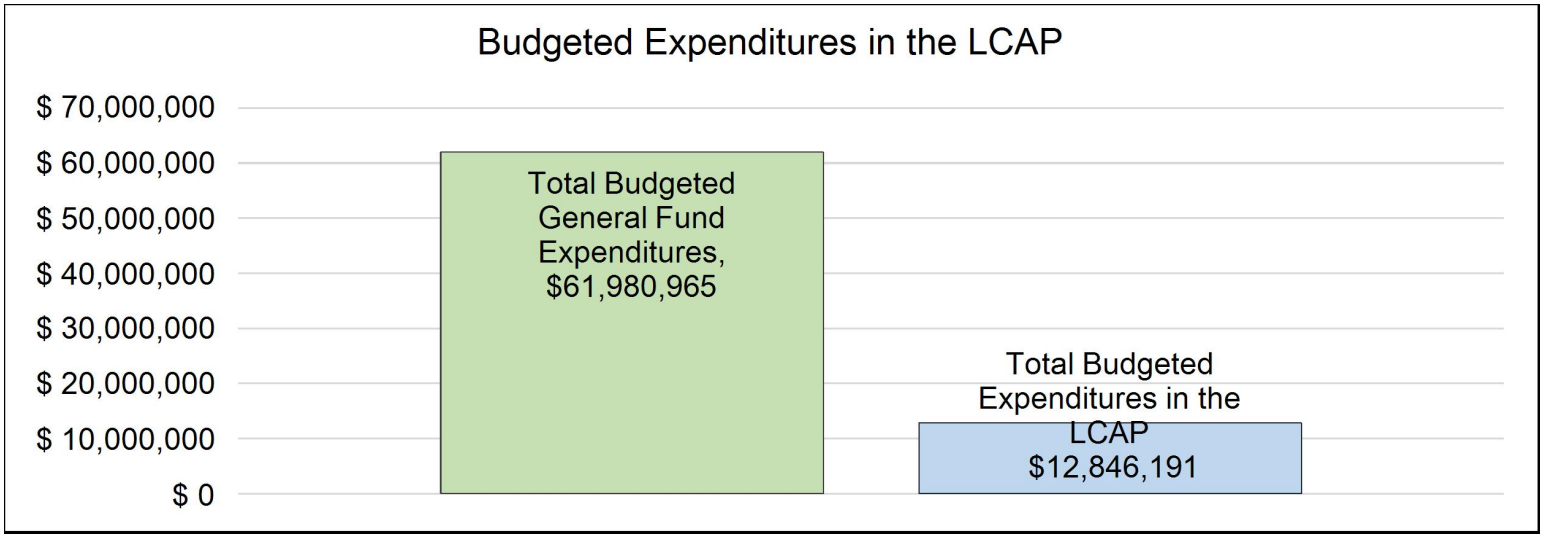


This chart shows the total general purpose revenue Santa Rita Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rita Union School District is $62,205,264, of which $47,090,526 is Local Control Funding Formula (LCFF), $7,537,493 is other state funds, $3,671,620 is local funds, and $3,905,625 is federal funds. Of the $47,090,526 in LCFF Funds, $12,793,192 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 Santa Rita Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rita Union School District plans to spend $61,980,965 for the 2026-27 school year. Of that amount, $12,846,191 is tied to actions/services in the LCAP and $49,134,774 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

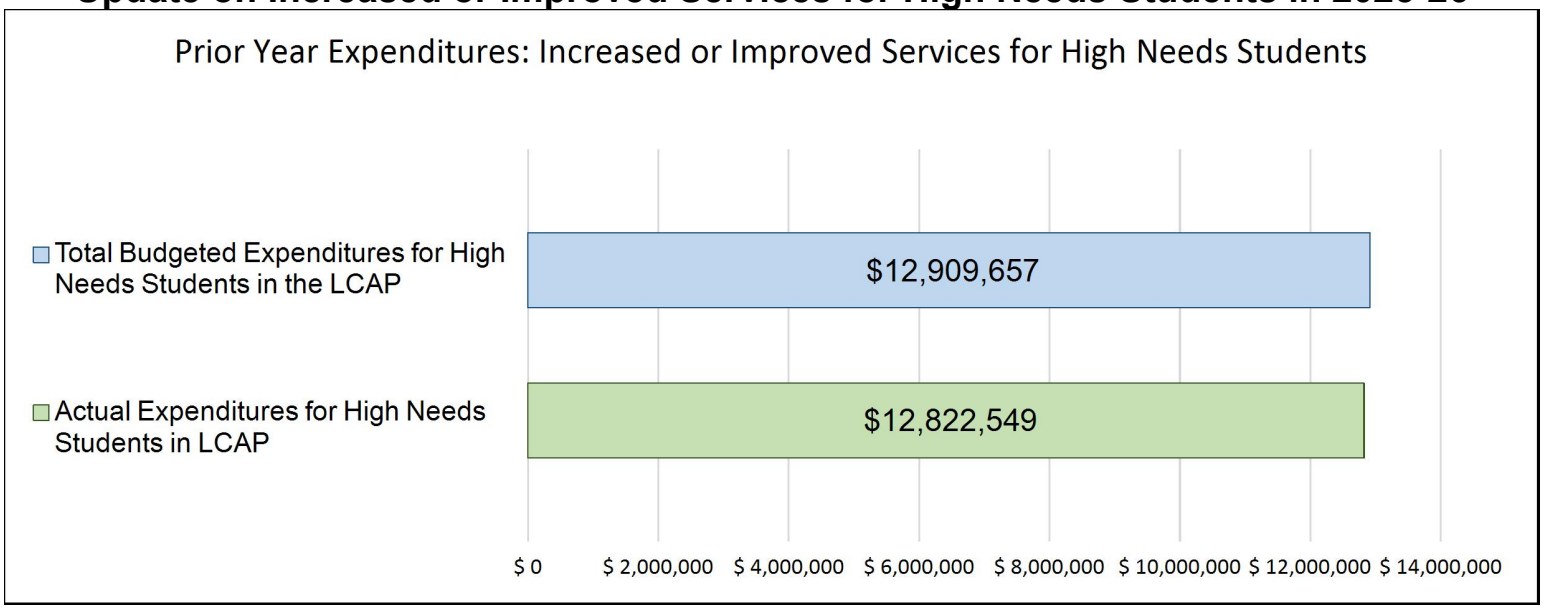
Facilities, Maintenance, Transportation, IT, Teachers/ and Staff Salaries, Mental Health Services, Special Education Salaries and Contract Services, Books/Materials/Supplies, ELOP, Summer Academy.

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

In 2026-27, Santa Rita Union School District is projecting it will receive $12,793,192 based on the enrollment of foster youth, English learner, and low-income students. Santa Rita Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rita Union School District plans to spend $12,846,191 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 2025-26



This chart compares what Santa Rita Union 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 Santa Rita Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Santa Rita Union School District's LCAP budgeted $12,909,657 for planned actions to increase or improve services for high needs students. Santa Rita Union School District actually spent $12,822,549 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $87,108 had the following impact on Santa Rita Union School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2025–26 were slightly less than the total budgeted expenditures. This variance was not material and did not significantly impact the implementation of the planned actions and services or the overall increased or improved services provided to 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
Santa Rita Union School District	Becky Moore Assistant Superintendent	bmoore@santaritaschools.org 831-443-7200

Plan Summary [2026-27]

General Information

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

The Santa Rita Union School District, located on the northernmost edge of Salinas, serves approximately 3,200 students in Transitional Kindergarten through 8th grade across four elementary schools and two middle schools. Over the past five years, the district has experienced significant transitions in both site and district leadership, including changes in the superintendent, site principal, and district director positions. During this period, the district has maintained a focus on strengthening instructional practices, analyzing student outcome data, and implementing targeted supports to improve student achievement.

California Dashboard data indicate that district schools continue to experience varying levels of performance across state indicators. Ongoing analysis of student outcome data is used to identify areas of need and inform strategies designed to improve academic achievement and student success.

Analysis of student data for Santa Rita Elementary School and Gavilan View Middle School indicates a continued need for targeted supports for unduplicated student groups. These schools serve the district's highest concentrations of English Learners, students experiencing homelessness, and socioeconomically disadvantaged students. The district continues to provide supplemental programs, services, and interventions designed to address identified academic, linguistic, and social-emotional needs.

The district seeks to enhance student engagement and achievement through the implementation of instructional technology tools and resources that support critical thinking, collaboration, and personalized learning. These efforts are intended to strengthen instruction and increase student access to engaging learning experiences.

The district serves a diverse student population, with approximately 87% of students identified as socioeconomically disadvantaged and 25% identified as English Learners. The district has also experienced increases in the number of students identified under the McKinney-Vento Act and students whose primary language is Mixteco.

Santa Rita Union School District continues to prioritize the needs of foster youth, students experiencing homelessness, English Learners, and other student groups requiring additional support. The district provides a range of academic, behavioral, and social-emotional supports designed to address identified student needs and improve educational outcomes.

More than 440 certificated and classified employees provide instructional, operational, and student support services throughout the district. The district also continues to engage families as important partners in supporting student success and educational opportunities.

To support student learning, safety, and well-being, the district utilizes a variety of funding sources, including grants such as the COPS Grant for School Safety and the Verizon Innovative Learning Schools Program. Students have access to a range of supports and services, including special education services, differentiated instruction, intervention programs, counseling services, restorative practices, positive behavior supports, and other targeted interventions designed to meet individual student needs.

Despite ongoing enrollment declines, the district continues to use available resources to address identified student needs, improve educational outcomes, and provide equitable access to academic, social-emotional, and enrichment opportunities for all students.

Reflections: Annual Performance

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

The Santa Rita Union School District's performance, as indicated by the California School Dashboard, presents a multifaceted picture. Across various indicators such as academic performance, school climate, attendance, and student engagement, the district shows progress in some areas while facing persistent challenges in others, including English Language Arts (ELA) and Mathematics.

English Learner Progress:

According to the most recent California Dashboard data, English Learners in the Santa Rita Union School District continue to face significant academic challenges. In terms of distance from standard, English Learners scored 84.8 points below standard in ELA and 108.8 points below standard in Math, highlighting substantial gaps in core content areas.

The English Learner Progress Indicator (ELPI) provides additional context, with 40.6% of English Learners making progress toward English language proficiency, placing the district in the Medium (Yellow) performance level. At John Gutierrez Middle School and Santa Rita Elementary School, increases in the ELPI were noted as compared to the baseline, indicating improvement in English Learner progress at those sites.

While this reflects ongoing progress in language development, the rate of progress indicates a need to accelerate growth to more effectively support students in accessing grade-level content. With approximately 1,250 English Learners enrolled, these results underscore the importance of strengthening the connection between ELD and core instruction.

Moving forward, focused efforts on integrated ELD, targeted interventions, and equitable access to rigorous instruction will continue to be important strategies to address achievement gaps and support long-term student success.

Overall Academic Achievement:

According to the 2025 California School Dashboard data, overall academic achievement in Santa Rita Union School District remains below standard in both ELA and Mathematics. Districtwide, students scored 55.7 points below standard in ELA and 87.0 points below standard in Mathematics, with both content areas at the Yellow performance level.

The district demonstrated positive growth in both areas, with ELA increasing by 11.2 points and Mathematics increasing by 10.6 points from the prior year. While this growth reflects improvement, overall performance levels indicate that many students are still not meeting grade-level expectations. Mathematics continues to represent a greater area of need, with a larger distance from standard compared to ELA.

The Learning Recovery Emergency Block Grant (LREBG) funds available in the 2025-26 school year supported students in ELA and Math by providing paraprofessionals to provide direct intervention support to students in small groups within the school day.

The ELA and Math results underscore the importance of continuing to strengthen foundational skills, deepen conceptual understanding, and ensure consistent access to rigorous, grade-level instruction. In response, the district remains focused on implementing a guaranteed and viable curriculum, utilizing data-driven instructional practices, and providing targeted interventions. Continued emphasis on academic language development, alignment across grade levels, and strategic use of data will be important components of efforts to accelerate student learning and improve outcomes for all students.

Identified Underperformance:

The clusters of lowest performance indicator data, as identified on the 2023 Dashboard, organized by district and school groups, highlight specific challenges across student demographics districtwide. The lowest performance indicators are evident among All Students, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities in both ELA and Math, and Chronically Absent Asian Students. A new Dashboard subgroup as of 2024, Long-Term English Learners (LTELs), performs below all other groups districtwide except Students with Disabilities—scoring slightly below LTELs in ELA and slightly above LTELs in Math.

At Gavilan View Middle School, English Learners increased 27 points from the baseline and Homeless Students increased 20 points in ELA. In Math, All Students increased 4 points, English Learners increased 24 points, and Socioeconomically Disadvantaged students increased 9 points. The suspension rate for Students with Disabilities declined by 6%.

At John Gutierrez Middle School, there were gains in ELA for English Learners and Students with Disabilities, along with significant growth in ELPI. In Math, All Students increased 12 points, English Learners increased 30 points, and Hispanic students increased 11 points. In ELA, English Learners increased 29 points, while Students with Disabilities increased 2 points.

At La Joya Elementary, White students' Chronic Absenteeism decreased by 73%. English Learners increased 12 points in ELA.

At McKinnon Elementary, Students with Disabilities continue to show low performance in Math. In 2025, they decreased 4 points.

At New Republic Elementary, Chronic Absenteeism declined by 12% for All Students, 21% for Students with Disabilities, and 1% for White Students. In Math, Students with Disabilities increased 27 points. Suspension rates for White Students decreased by 100%.

At Santa Rita Elementary, student subgroups declined further in ELA as follows: All Students declined 12 points, English Learners declined 8 points, Hispanic students declined 11 points, Homeless students declined 16 points, and Socioeconomically Disadvantaged students declined 11 points. ELPI increased by 7%. In Math, All Students declined 2 points, English Learners increased 2 points, Hispanic students declined 2 points, Homeless Youth increased 3 points, and Socioeconomically Disadvantaged Students declined 1 point.

School Climate and Culture:

An analysis of school climate and culture indicators highlights both areas of progress and ongoing needs. District efforts to strengthen preventative approaches to attendance and discipline have coincided with improvements in student engagement and overall school climate. In 2025, suspension rates decreased across most student groups, coinciding with the implementation of these interventions, with the exception of Students with Disabilities.

Chronic absenteeism trends also indicate areas of improvement, particularly among English Learners, Socioeconomically Disadvantaged students, and Hispanic students, where rates declined. At the same time, Chronic Absenteeism increased for Students with Disabilities and Homeless students, signaling a need for continued targeted supports.

Special Education and Support Services:

Addressing the diverse needs of students, including those in special education programs, remains a priority for the district. Additional supplemental support and training at Tiers I and II are evident as the district continues to see an increase in students referred for special education evaluations, as well as those who are qualifying for services and supports related to speech and language, academics, emotional regulation, trauma, and behavior. Evaluation of the data pertaining to special education student achievement indicates that overall, within the district, Students with Disabilities are performing significantly lower than all other student subgroups.

Community Engagement and Partnerships:

Parent, community, and partner engagement is an important component of the district's continuous improvement process. The district reviews indicators related to family participation, stakeholder engagement activities, surveys, and community partnerships to better understand stakeholder perspectives regarding school programs, services, and student experiences. LCAP Engagement Sessions were

hosted at each school site and by the District to include staff, parents, and community partners in reflecting on this year's progress and needs for next year. Surveys were administered to gather additional quantitative and qualitative data from students, staff, and parents.

Local Measures:

i-Ready Diagnostic results indicate encouraging progress in Mathematics, with an increase in the percentage of students performing Early On, Mid, or Above Grade Level from Spring 2024 to Spring 2026, alongside a reduction in students performing below grade level. Reading performance remained relatively stable across the same period, suggesting continued implementation efforts are needed to accelerate literacy growth.

Professional Learning Communities (PLCs+ Teams) continued to analyze student data in 2025-26. Teacher leaders across the district participated in a Teacher Leader Academy in the 2025-26 school year focused on analyzing benchmark data and student work to inform instructional planning and collaboration. Appropriate, research-based interventions were implemented in response to the data.

SRUSD contracted with Community Human Services, Harmony at Home, Care Solace, Daybreak Health, and Monterey County Behavioral Health to provide services to students. These services support the district in meeting the social-emotional and behavioral needs of students.

Restorative practices continue to be a focus of the district's progressive discipline and other means of correction matrix. In 2024-25, an additional district-wide Restorative Practice Teacher on Special Assignment (TOSA) was added to provide services to at-risk students, and those services continued in 2025-26. Additionally, SRUSD continues to implement the Alternative to Suspension Program (ATS). The ATS program provides students with academic support, counseling services, case management, and restorative practices to address harm and reduce out-of-school suspension.

Conclusion:

The Santa Rita Union School District demonstrates both areas of progress and continued challenges as reflected in California School Dashboard and local data. Areas of progress include academic growth in several indicators, strengthened instructional systems, expanded English Learner supports, implementation of restorative and behavioral interventions, and increased opportunities for student engagement and belonging. Continued challenges include academic achievement in ELA and Mathematics, particularly for English Learners, Students with Disabilities, and other student groups performing below standard. The district continues to engage community partners and implement academic, behavioral, and social-emotional supports to address identified needs and improve student outcomes.

Goal 1: Districtwide ELA Dashboard performance improved, with four of six schools demonstrating growth in ELA indicators. Continued emphasis on strengthening Tier 1 instruction, paired with expanded intervention opportunities, corresponded with positive outcomes. Academic Coaches received training in coaching strategies and systems, strengthening their ability to support teachers effectively. Optional professional development participation varied by teacher, indicating an opportunity to refine access and engagement structures.

Goal 2: Mathematics outcomes improved districtwide, with positive gains reflected in local and state measures across multiple school sites. Continued implementation of coaching support, high-quality instructional materials, and intervention structures supported these efforts. MTSS

development remains an area of continued focus, with COST processes providing an important foundation for more consistent student support.

Goal 3: English Learner progress indicators suggest that district investments in designated and integrated ELD supports may be contributing to improvements in language development and instructional access for multilingual learners. EL Specialists and integrated ELD professional learning strengthened instructional support, though implementation consistency varied across sites. Districtwide, 41% of English Learners progressed at least one ELPAC proficiency level in 2024-25, with modest academic gains in local measures. Continued focus in 2026-27 will center on accelerating academic achievement and reducing long-term English Learner status.

Goal 4: Student access to instructional technology remained strong, demonstrating continued integration of digital tools to support teaching and learning. Implementation also highlighted the need to streamline overlapping programs and strengthen staff utilization of existing resources. In 2026-27, the district will continue refining its technology ecosystem while increasing professional learning focused on effective instructional use.

Goal 5: Goal 5 strengthened behavioral supports, intervention systems, and service delivery for students with disabilities through BCBA services, MTSS development, and targeted staffing supports. These efforts supported student support structures, attendance, and behavioral interventions. However, academic outcomes for Students with Disabilities remain an area of significant concern. In 2026-27, the district will refine staffing models and strategically reallocate resources to sustain critical supports, improve fiscal sustainability, and strengthen academic and behavioral outcomes for Students with Disabilities.

Goal 6: Student access to enrichment opportunities, stable classroom environments, and instructional supports was intended to support student engagement and learning. Investments in field trips, AVID-aligned instructional practices, and staffing supports helped reduce disruptions and expand educational experiences. Based on stakeholder feedback, some staffing allocations will be adjusted in 2026-27 to better align resources with district priorities.

Goal 7: Improvements in attendance and family communication coincided with strengthened site-based systems and relationship-centered support structures. Assistant Principals played an important role in student engagement, school safety, and MTSS implementation, including leadership of COST processes. Continued focus will remain on reducing chronic absenteeism among student groups requiring additional support.

Goal 8: Restorative and alternative discipline supports supported student behavior, intervention access, and school climate efforts. The Alternative to Suspension Teacher and Restorative Practices TOSA provided direct student support while also strengthening staff capacity to respond proactively to student needs. Continued implementation of these strategies remains an important component of the district's comprehensive school safety and student support framework.

Goal 9: Recruitment, onboarding, and professional support systems supported teacher development and retention efforts. Differentiated new teacher orientation, ongoing professional learning, and coaching supports strengthened educator growth across experience levels. Continued refinement of induction and optional professional learning opportunities will help sustain educator effectiveness.

Goal 10: Student belonging and school climate improved, including a reduction in students reporting harassment. The district's partnership with Building Healthy Communities, expanded student leadership opportunities, culturally responsive engagement efforts, athletics, and other extracurricular experiences were designed to support students' sense of belonging and connection to school. Continued focus will remain on strengthening inclusive practices, student voice, and equitable access to supportive school experiences.

Summary: Santa Rita Union School District's LCAP implementation reflects both measurable progress and continued areas of need. Areas of progress include academic growth in several indicators, strengthened instructional systems, expanded English Learner supports, implementation of restorative and behavioral interventions, and increased opportunities for student engagement and belonging. Continued priorities include accelerating literacy and mathematics achievement, strengthening outcomes for multilingual learners and Students with Disabilities, refining systems of intervention, and sustaining equitable access to high-quality learning experiences and student supports.

As of July 1, 2025, Santa Rita Union School District maintained unexpended Learning Recovery Emergency Block Grant (LREBG) funds, including carryover from prior allocations and the additional 2025–26 allocation. During the 2025–26 school year, LREBG funds were allocated to Goal 1, Action 10 and Goal 2, Action 10 to support targeted learning recovery for students most impacted by COVID-19 related disruptions. All LREBG funds were fully expended by June 30, 2026, and will not carry forward into the 2026–27 LCAP.

Reflections: Technical Assistance

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

At this time, no technical assistance is provided due to not being eligible for supports.

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.

No schools are identified as CSI for 2026-27

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Collective Bargaining Units: CSEA/Classified Staff	Classified employees participated in the LCAP engagement process through staff meetings at each school site as well as through their participation on SSC and ELAC. In these forums they reviewed our goals and actions, and noted specific feedback for each goal. Dates: 2/24/26, 3/10/26, 3/18/26, 3/20/26, 4/22/26 In February 2026, 67 staff members responded to a survey to collect input regarding our LCAP Goals. The survey data did not differentiate between certificated and classified staff.
Local Collective Bargaining Units: SRTA/Teachers and Certificated Staff	Certificated employees participated in the LCAP engagement process through staff meetings at each school site as well as through their participation on SSC and ELAC. Additionally, the District Curriculum Council and Academic Coach meetings also provided opportunities for monthly collaboration and feedback on LCAP goals and progress. In these forums they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Dates: 10/23/25, 11/20/25, 1/22/26, 2/24/26, 3/10/26, 3/17/26, 3/19/26, 3/31/26, 4/14/26, 4/16/26 In February 2026, 67 staff members responded to a survey to collect input regarding our LCAP Goals. The survey data did not differentiate between certificated and classified staff.
Community Partner: Building Healthy Communities	Building Healthy Communities participated in the LCAP community engagement process through quarterly Town Hall meetings that

Educational Partner(s)	Process for Engagement
	engaged over 900 participants, in addition to classroom presentations conducted in every classroom across four elementary schools. Feedback focused on school safety, student wellness, family engagement, anti-bias and anti-racism efforts, bullying prevention, and strengthening connections between schools, students, and families.
Community Partner: Kimball and Associates	Kimball and Associates participated in the LCAP community engagement process through monthly safety webinars open to staff and families, Behavioral Threat Assessment consultation, We've Got Your Back student safety training, and participation in the district safety collaborative. Feedback focused on school safety, situational awareness, student belonging, violence prevention, and strengthening proactive safety systems and supports for students and staff.
Parent Advisory Committee: School Site Council/ELAC	Representatives participated in LCAP engagement via each site's SSC/ELAC meetings. In these meetings they reviewed our goals and actions, and noted specific feedback for each goal. Dates: 3/5/26 (GVMS), 3/10/26 (JGMS), 3/13/26 (MKES and LJES), 4/2/26 (SRES), 4/16/26 (NRES)
Community Partner: California State University Monterey Bay	California State University, Monterey Bay engaged stakeholders in the LCAP process through ongoing collaboration with school staff, students, and district teams to support social-emotional learning and student wellness initiatives, including implementation of Second Step SEL lessons over a 16-week period (Feb-May) at La Joya, Santa Rita, and McKinnon Elementary schools in collaboration with the Restorative Practices team. Additional collaboration included participation on the Project Reach Board, providing materials and supplies for SEL supports and calming corners in special education classrooms, and ongoing monthly consultation to support student mental health and wellness goals.
Instructional Rounds Network (District and Site Administrators and Teachers)	Throughout this year the members of the Instructional Rounds Network participated in discussions around the Problem of Practice at each of the four participating sites (two elementary and two middle schools) and goals related to LCAP Goals 1, 2, and 3. These discussions included thinking about next steps, which provided input for LCAP planning. Dates: 9/18/25, 9/19/25, 10/28/25, 10/29/25, 11/18/25, 11/19/25, 1/22/26, 1/23/26, 2/19/26, 2/20/26, 4/30/26

Educational Partner(s)	Process for Engagement
Other School Personnel: Migrant Education Program	Migrant Education Program employees who work in our District participated in LCAP Engagement sessions together with the staff at their assigned school site, as well as in DELAC discussions. MEP staff input was collected in the same way as district staff input and provided considerations for LCAP that represent the needs of our Migrant students, particularly in Goals 1, 2, 3, 5, 7, 8, and 10.
Community Partner: Monterey County Behavioral Health	Monthly consultation focused on district priorities and mental health services. Parent and community workshop on mental health supports and skills at home.
Community Partner: Community Human Services	Community Human Services engaged stakeholders in the LCAP process through parent and staff workshops focused on adolescent drug use awareness and prevention education, as well as participation on the JPA collaborative. Feedback and collaboration supported district goals related to student wellness, prevention education, mental health awareness, and family engagement.
English Language Parent Advisory Committee: DELAC	Members of the DELAC committee reviewed state and local data and the LCAP goals and actions, providing feedback throughout the meeting. Their input specifically contributed to Goals 1, 2, 3, 8, and 10. Parents also responded to an LCAP engagement survey regarding parent involvement and family events, contributing to multiple actions in the LCAP. Dates: 9/30/25,11/18/25, 1/25/26, 2/3/26, 4/21/26, 5/12/26
Students in Grades 5, 6, and 7	In May 2026, students in grades 5, 6, and 7 participated in a district LCAP input survey designed to gather student perspectives on school climate, belonging, academic support, and student engagement. A total of 159 students participated, providing 437 responses across three open-ended and structured questions focused on student experiences at school. Students were asked: What do teachers and other adults at your school do to help you feel welcome and important? Do you get the help you need at school to do well in your classes? Why or why not? What activities, clubs, or programs would you like to see added or improved at your school?

Educational Partner(s)	Process for Engagement
	Student feedback provided information regarding students' perceptions of school relationships, academic support, and desired enrichment opportunities and was considered during LCAP planning related to student wellness, school climate, academic supports, belonging, and extracurricular opportunities.
Parents: Family Resource Centers Collaborative	Ongoing collaboration and outreach efforts focused on family engagement, access to community resources, student wellness, and partnerships between schools and families.The collaborative also strengthened connections with other Family Resource Centers across the county to share resources, coordinate supports, and expand services available to students and families.
Parent: Mixteco Parent Group	Members of the Mixteco Parent group reviewed state and local data and the LCAP goals and actions during a SSC/DELAC meeting at Santa Rita Elementary, providing feedback throughout the meeting. Feedback from participants was considered during the development and refinement of Goals 1, 2, 3, 8, and 10. Parents also responded to an LCAP engagement survey regarding parent involvement and family events, contributing to multiple actions in the LCAP. 2/10/26, 4/2/26
Parent-: Equipo de Padres Migrantes	The Equipo de Padres Migrantes engaged stakeholders in the LCAP process through meetings held on September 18, 2025, February 12, 2026, and May 20, 2026.Feedback focused on the needs of migrant students and families, including academic support, communication, family engagement, student wellness, and access to resources and services.
Other School Personnel: Foster and Homeless Collaboration Team	Monthly collaboration lead by MCOE focused on supports for foster and homeless youth, including access to resources, mental health services, school stability, family engagement, and cross-agency collaboration.
Special Education Local Plan Area Administration-SELPA Directors Cabinet and SELPA Executive Committee	Submitted LCAP for SELPA review on 5/27/26 via email.
Certificated Management: Principals and District Administrators	Conducted an Engagement Session during a Principals' Meeting on 2/2/26. Reviewed relevant data and collected feedback on each of the LCAP goals. The meeting served as a Training of Trainers that the Principals then replicated during faculty/staff meetings and various parent meetings at each site.

Educational Partner(s)	Process for Engagement
Parents - Survey	In February, 119 parents responded to a survey to collect input regarding our LCAP Goals.

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

Students

Student input was gathered through a districtwide LCAP survey designed to better understand student experiences related to belonging, academic support, and school engagement. A total of 159 students participated, providing 437 responses across multiple questions regarding school climate, instructional support, and enrichment opportunities.

Overall, student feedback reflected positive perceptions of school relationships and academic support. Students frequently identified caring relationships with teachers and other adults as a key strength, noting that daily greetings, encouragement, personal check-ins, and access to help from teachers and counselors contributed to feeling welcomed, safe, and important at school.

Student responses also indicated generally positive perceptions of academic support, with 79% of students reporting that they receive the help they need to be successful in class. Students highlighted clear explanations from teachers, individualized support, and encouragement as important contributors to their academic success.

Students also identified a strong desire for expanded enrichment opportunities, including additional sports, clubs, arts programming, creative activities, and technology-based opportunities such as robotics. Feedback also emphasized the importance of student voice in shaping school activities and programs.

Student input supported the district's continued focus on positive school climate, student wellness, academic support, student belonging, and expanded engagement opportunities through the actions reflected across Goals 6, 7, 8, and 10.

Parents

Parent and guardian input was gathered through multiple engagement opportunities, including the district LCAP parent survey, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, District English Learner Advisory Committee (DELAC), Town Halls, and ongoing family engagement efforts supported through the Family Resource Center and Centro Binacional partnership services.

Parent survey responses indicated generally positive perceptions of school relationships and academic support. A majority of parent respondents agreed or strongly agreed that student-teacher relationships support student success (77%) and that schools provide strong reading and math instruction (80%). Families also identified continued areas for strengthening, including classroom management, communication, individualized support for students, and stronger inclusion and support for English Learners and students with disabilities, where only 62% of respondents agreed or strongly agreed that current supports are effective.

Input from DELAC, ELAC, SSC, and family engagement conversations reinforced the importance of direct academic intervention, multilingual communication, English Learner supports, student wellness services, and family-school partnerships. Parents frequently identified paraprofessional support, English Learner specialists, counseling and mental health services, attendance outreach, academic coaching, and community liaison supports as high-priority investments. Families also expressed interest in expanded student enrichment opportunities, including educational field trips, extracurricular programs, and increased opportunities for student engagement and belonging.

Parent input informed continued LCAP investments in literacy and mathematics intervention, multilingual learner services, student wellness and school climate supports, attendance and family engagement systems, and expanded enrichment and student engagement opportunities.

Community Partners

Community partners provided input throughout the LCAP engagement process regarding student wellness, school safety, family engagement, multilingual access, and equitable student supports. Feedback from organizations including Building Healthy Communities, Kimball and Associates, California State University Monterey Bay, Monterey County Behavioral Health, Community Human Services, Family Resource Center partners, and culturally responsive family engagement groups emphasized the importance of strong school-family-community partnerships in supporting students and families.

Community partner feedback reinforced the district's continued focus on student mental health and wellness services, proactive school safety systems, bullying prevention, culturally responsive and inclusive school environments, family engagement, and access to community resources. Partners also emphasized the importance of student belonging, language accessibility, expanded enrichment opportunities, and continued support for multilingual learners and student groups requiring additional support.

This input informed continued LCAP investments in school climate and wellness supports, safety and prevention efforts, multilingual family engagement, student belonging initiatives, and coordinated systems of support for students and families.

Certificated Staff

Input from certificated staff was gathered through the district LCAP engagement survey and additional implementation reflection opportunities throughout the school year. Certificated staff feedback emphasized the importance of direct instructional supports, student wellness services, meaningful professional learning, and systems that strengthen classroom instruction and student success.

Teachers frequently identified paraprofessional support, reduced class sizes, academic intervention resources, induction and mentorship supports, and counseling and social-emotional supports as high-priority investments. Certificated staff highlighted the importance of direct classroom support that allows teachers to better meet diverse student needs and sustain effective intervention practices.

Areas identified for continued improvement included strengthening behavior support systems and school climate, refining instructional materials and implementation, improving supports for English Learners and students with disabilities, and ensuring professional learning remains practical, relevant, and aligned to classroom needs.

Certificated staff feedback informed continued LCAP investments in academic intervention, instructional support staffing, multilingual learner services, professional learning, student wellness, and school climate initiatives.

Classified Staff

Input from classified staff was gathered through the district LCAP engagement survey, professional learning feedback opportunities, and site-based engagement discussions. Classified staff feedback consistently emphasized the importance of direct student support roles, practical classroom assistance, school climate, and staffing structures that promote stable, supportive learning environments.

Classified employees identified paraprofessional support, reduced class sizes, behavior intervention support, student wellness services, attendance and family outreach roles, and school safety staffing as high-priority investments. Feedback highlighted the role classified staff play in supporting student learning, improving classroom stability, strengthening school-family connections, and supporting student engagement and access to school supports.

Classified staff also identified areas for continued improvement, including strengthening student behavior support systems, maintaining competitive compensation and retention supports for key student-facing roles, improving communication with families, and ensuring equitable access to student support services. Staff also emphasized the importance of fostering inclusive school environments where issues related to bias, discrimination, and student well-being are proactively addressed.

Classified staff feedback informed continued LCAP investments in student intervention and support staffing, attendance and family engagement systems, student wellness services, school safety, behavior supports, and school climate initiatives.

District Administrators

District administrators identified several district strengths, including the availability of dedicated instructional and student support staff such as English Learner Specialists, paraprofessionals, academic coaches, counselors, and attendance support personnel. Administrators also emphasized the importance of ongoing investments in student wellness, school safety, multilingual learner supports, and systems that promote positive school climate and student belonging.

Recommendations for continued improvement focused on strengthening core instructional systems, particularly Tier 1 and Tier 2 academic supports in literacy and mathematics, ensuring strong implementation of district-adopted curriculum, expanding effective support for English Learners, and providing targeted professional learning aligned to instructional priorities. Administrators also emphasized the need to strengthen family communication and engagement, maintain safe and supportive learning environments, and continue refining student behavior, intervention, and inclusion systems to better meet student needs.

This feedback informed refinements to LCAP actions related to academic intervention, professional learning, multilingual learner supports, student wellness, family engagement, and school climate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure significant growth in student achievement in English Language Arts (ELA) by providing professional development for teachers, implementing data-driven instructional methods, personalized learning, and instructional coaching. This initiative aims to address the needs of identified student groups, including English Language Learners (ELL), students with disabilities (SPED), homeless students, Hispanic students, and socioeconomically disadvantaged students. It specifically targets New Republic Elementary (SPED), district-wide groups (English Learner, Hispanic, Socioeconomically Disadvantaged), and Santa Rita Elementary (All Students, English Learner, Hispanic, Homeless Youth, Socioeconomically Disadvantaged), as highlighted in the red on the California Dashboard. Through these focused actions, the goal is to enhance the percentage of students meeting or exceeding grade-level standards in ELA by the end of 2026.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal to enhance support for English Language Arts (ELA) is designed with a comprehensive approach to meet several state priorities by not only identifying the areas of need but also outlining specific strategies for improvement. To tackle Priority 2: State Standards, the strategy involves a detailed analysis of ELA standards through the lens of data gathered from the California Dashboard and local formative assessments such as iReady. This data-driven approach allows for the identification of gaps in the current curriculum, leading to the development of targeted interventions aimed at elevating the ELA standards to meet state expectations.

Regarding Priority 3: Parental Involvement, the initiative recognizes the critical role of families in the educational process. Our strategy is to enhance parental involvement by providing resources and training that enable parents to effectively support their children's learning at home. This includes workshops, educational materials, and online platforms that offer guidance on how to assist with homework and foster a conducive learning environment at home.

For Priority 4: Pupil Achievement, the focus is on diminishing the performance disparities observed among unduplicated student groups, such as English Language Learners (EL) and Students with Disabilities (SWD). The approach includes the implementation of specialized instructional strategies and the provision of additional resources tailored to meet the unique needs of these students. By doing so, the goal is to ensure that every student, regardless of their background or challenges, has the opportunity to achieve academic success in ELA.

Lastly, in addressing Priority 5: Pupil Engagement, the goal aims to create a more engaging and supportive learning environment. This involves increasing instructional support and fostering opportunities for collaboration among students. The strategy includes the integration of interactive and collaborative learning activities that are designed to engage students in early literacy and middle school interventions. By enhancing the quality of instruction and providing opportunities for peer interaction, the goal is to ensure that students are not only supported in their learning but are also actively engaged and motivated to achieve their full potential in ELA.

The district has developed the goal of ensuring significant growth in meeting or exceeding English Language Arts (ELA) standards through targeted professional development for teachers, implementation of data-driven instructional methods, and provision of supplemental tutoring to address the pressing needs highlighted in the red areas on the California Dashboard. By focusing on English Learners districtwide and specific student groups, including all students, English Learners, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged students at Santa Rita Elementary; English Learners and Homeless students at Gavilan View Middle School; English Learners and Special Education students at John Gutierrez; and English Learners at La Joya, the district aims to elevate ELA proficiency and close achievement gaps. This comprehensive approach ensures that educators are well-equipped with the necessary skills and strategies, and students receive the targeted support they need to succeed, ultimately fostering a more equitable and effective learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pupil Achievement- Percent of students in grades 3-8 who meet or exceed standard in ELA	Baseline: 2022-23 SBAC ELA % of students who meet or exceed standard District Wide All=29% Hispanic=28% EL=10% Homeless=22% Socioeconomic=25% SPED 8% Santa Rita Elementary All=13% Hispanic=13% EL=8% Homeless=8% Socioeconomic=13%	2023-24 SBAC ELA % of students who meet or exceed standard District Wide All= 26% Hispanic= 24% EL= 5% Homeless= 18% Socioeconomic= 22.% SPED= 5% Santa Rita Elementary All=13% Hispanic=13% EL= 5%	2024-25 SBAC ELA % of students who meet or exceed standard District Wide All= 30% Hispanic= 28% EL= 8% Homeless= 22% Socioeconomic= 27% SPED= 5% Santa Rita Elementary All=11% Hispanic=11% EL= 4%	Increasing proficiency rates for all students to 50%, for Hispanic students 47%, for ELL 30%, for homeless students from 42%, for socioeconomically disadvantaged students 45%, and for SPED students 23%. Santa Rita Elementary aims to increase rates for all students to 36%, for Hispanic students 36%, for ELL 24%, for	Difference in % of students who meet or exceed standard (ELA) District Wide All: +1% Hispanic: +0% EL: -2% Homeless: +0% Socioeconomic: +2% SPED: -3% Santa Rita Elementary All:-2% Hispanic: -2% EL: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		La Joya EL=15% Gavilan View Middle School EL=6% Homeless=3% John Gutierrez EL=3% SPED=13%	Homeless= 6% Socioeconomic= 12% La Joya EL=12% Gavilan View Middle EL= 1% Homeless= 21% John Gutierrez EL= 0% SPED= 3%	Homeless= 1% Socioeconomic= 10% La Joya EL=10% Gavilan View Middle EL= 4% Homeless= 28% John Gutierrez EL= 2% SPED= 4%	homeless students 24%, and for socioeconomically disadvantaged students 36%. La Joya targets raising ELL proficiency to 35%. Gavilan View Middle School aims for an increase in ELL to 22% and in homeless students 18%. John Gutierrez aims to increase ELL proficiency to 20% and SPED proficiency to 30%.	Homeless: -7% Socioeconomic: -3% La Joya EL: -3% Gavilan View Middle EL= +4% Homeless= +25% John Gutierrez EL= -1% SPED= -9%
1.2	Pupil Achievement-Points below standard in ELA	Baseline 2022-23 SBAC ELA Distance From Standard: District Wide All=-61 points Hispanic=-63 points EL=-111 points Homeless=-82 points Socioeconomic=-71 points SPED=-142 points Santa Rita Elementary All=-96 points Hispanic=-97 points EL=-108 points	2023-24 SBAC ELA Distance From Standard: District Wide All = -67 points Hispanic = -70 points EL = -102 points Homeless = -88 points Socioeconomic = -76 points SPED = -135 points	2024-25 SBAC ELA Distance From Standard: District Wide All = - 56 points Hispanic = -60 points EL = -85 points Homeless = -78 points Socioeconomic = -64 points SPED = -134 points	District-wide goals include a 30-point improvement for all students, reaching -31 points. Hispanic students will improve by 30 points to -33 points ELL students by 45 points to -66 points Homeless students by 30 points to -52 points Socioeconomically disadvantaged students by 30 points to -41 points	Difference in Distance From Standard: District Wide All Students +5 Hispanic +3 English Learners +26 Homeless +4 SED +7 SPED +8 Santa Rita Elementary All = -12 Hispanic = -11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless=-118 points Socioeconomic=-98 points La Joya EL=-80 points Gavilan View Middle School EL=-110 points Homeless=-82 points John Gutierrez EL=- 117 points SPED=-133 points	Santa Rita Elementary All = -100 points Hispanic = -100 points EL = -110 points Homeless = -116 points Socioeconomic = -102 points La Joya EL = -82 points Gavilan View Middle School EL = -111 points Homeless = -87 points John Gutierrez EL = -107 points SPED = -154 points	Santa Rita Elementary All = -108 points Hispanic = -108 points EL = -115 points Homeless = -136 points Socioeconomic = -108 points La Joya EL = -67 points Gavilan View Middle School EL = -87 points Homeless = -62 points John Gutierrez EL = -119 points SPED = -131 points	SPED students by 45 points to -97 points. Santa Rita Elementary aims for a 30-point improvement for all students to -46 points, Hispanic students improving by 45 points to -53 points, ELL students by 30 points to -86 points, homeless students by 45 points to -73 points, and socioeconomically disadvantaged students by 30 points to -72 points. La Joya targets a 30-point improvement for ELL students to -54 points. Gavilan View Middle School aims for a 45-point improvement for ELL students to -82 points and a 30-point improvement for homeless students to -54 points. John Gutierrez sets	EL = -7 Homeless = -18 Socioeconomic = -10 La Joya: EL = +13 Gavilan View Middle School EL = +23 Homeless = +20 John Gutierrez EL = -2 SPED = +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					goals for a 45-point improvement for ELL students to -92 points and for SPED students to -108 points.	
1.3	Pupil Achievement-Percent of students performing at or above grade level on local formative assessment	Baseline: 2023-24 iReady ELA Diagnostic 3 District Wide All=31% Hispanic=31% EL=17% Homeless=28% Socioeconomic=30% SPED=11% Foster Youth-33% Santa Rita Elementary All=19% Hispanic=21% EL=14% Homeless=21% Socioeconomic=20% La Joya EL=24% Gavilan View Middle School EL=1% Homeless=20%	2024-25 iReady ELA Diagnostic 3 District Wide All=35% Hispanic=34% EL=20% Homeless=28% Socioeconomic=32% SPED=9% Foster Youth-28% Santa Rita Elementary All=24% Hispanic=23% EL=19% Homeless=17% Socioeconomic=23% La Joya EL=25% Gavilan View Middle School	2025-26 iReady ELA Diagnostic 3 District Wide All=31% Hispanic=30% EL=19% Homeless=26% Socioeconomic=29% SPED=8% Foster Youth-subgroup too small to calculate data Santa Rita Elementary All=25% Hispanic=26% EL=21% Homeless=18% Socioeconomic=21% La Joya EL=23%	District-wide objectives include raising the percentage to 45% for all students, 45% for Hispanic students, 32% for ELL, 43% for homeless students, 44% for socioeconomically disadvantaged students, 26% for SPED, 47% for foster youth. Santa Rita Elementary aims for an increase to 34% for all students, 36% for Hispanic students, 29% for EL, 36% for homeless students, and 35% for socioeconomically disadvantaged students. La Joya	District Wide All=Maintained Hispanic=-1% EL=+2% Homeless=-2% Socioeconomic=-1% SPED= -3% Foster Youth = unknown Santa Rita Elementary All=+6% Hispanic=+5% EL=+7% Homeless= -3% Socioeconomic=+1% La Joya EL=-1% Gavilan View Middle School English Learners=+2% Homeless=+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		John Gutierrez EL=4% SPED=9%	English Learners=5% Homeless=23% John Gutierrez EL=9% SPED=4%	Gavilan View Middle School English Learners=3% Homeless=22% John Gutierrez EL=3% SPED=4%	aims for EL students to increase to 39%. Gavilan View Middle School's goal is an increase to 16% for EL and 35% for homeless students. John Gutierrez targets increases to 19% for EL and 24% for SPED students.	John Gutierrez EL=-1% SPED=-5%
1.4	Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)	On 2023-24 CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for Positive Student Learning Environment. EL =50% Hispanic=46% SPED=66% On 2023-24 CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for School Motivates Students to Learn EL =61% Hispanic=50% SPED=71%	On 2024-25 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for Positive Student Learning Environment. EL =43% Hispanic=37% SPED=34% On 2024-25 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for School Motivates Students to Learn EL =48% Hispanic=42%	On 2025-26 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for Positive Student Learning Environment. EL =59% Hispanic=41% SPED=38% On 2024-25 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for School Motivates Students to Learn EL =58% Hispanic=42%	Original Three-Year Target (established in 2024–25): CHKS Parent Survey Average percent of respondents reporting "Strongly Agree" for Positive Student Learning Environment: EL: 65% Hispanic: 63% SPED: 80% CHKS Parent Survey Average percent of respondents	Current Baseline Difference Information: Positive Student Learning Environment EL: +9% Hispanic: -5% SPED: -28% School Motivates Students to Learn EL: -3% Hispanic: -8% SPED: -31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SPED=35%	SPED=40%	reporting "Strongly Agree" for School Motivates Students to Learn: EL: 75% Hispanic: 65% SPED: 85% Revised 2026–27 Target: The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family partnership and school culture measures. Future growth targets will be established based on baseline results from the Campus Culture Survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Basic-Percentage of appropriately credentialed teachers	Baseline: 2022-23 84% of teachers were appropriately credentialed and assigned	2023-24 84% of teachers were appropriately credentialed and assigned	2024-25 84% of teachers were appropriately credentialed and assigned	96% -appropriately credentialed and assigned teachers	No change
1.6	Basic/State Standards-Access to state adopted ELA curriculum	Baseline 2023-24 100% of students have access to state board of education adopted ELA curriculum	100% of students have access to state board of education adopted ELA curriculum	100% of students have access to state board of education adopted ELA curriculum	100% of students have access to state board of education adopted ELA curriculum	No change
1.7	Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST	Baseline: 2022-23- Overall 14% of 5th and 8th grade students scored at or above standard on CAST 3% of EI students scored scored at or above standard on CAST 11% Socio Econ. Dis. students scored scored at or above standard on CAST 13% Hispanic students scored scored at or above standard on CAST	2023-24- Overall 15% of 5th and 8th grade students scored at or above standard on CAST 1% of EI students scored at or above standard on CAST 13% Socio Econ. Dis. students scored at or above standard on CAST 14% Hispanic students scored at or above standard on CAST	2024-25- Overall 19% of 5th and 8th grade students scored at or above standard on CAST 3% of EI students scored at or above standard on CAST 16% Socio Econ. Dis. students scored at or above standard on CAST 17% Hispanic students scored at or above standard on CAST	Overall 20% of 5th and 8th grade students scored at or above standard on CAST 8% of EI students scored scored at or above standard on CAST 17% Socio Econ. Dis. students scored scored at or above standard on CAST 19% Hispanic students scored scored at or above standard on CAST	ALL: +5% EL: Maintained SED: +5% Hispanic: +4%

Goal Analysis [2025-26]

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

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

All ten actions under Goal 1 were implemented during the 2025-26 school year, with strong alignment to planned timelines. The district maintained its core structures for professional development, instructional coaching, site support, and materials distribution. However, differentiated implementation outcomes across school sites—particularly around intervention effectiveness—prompted a strategic reassessment of staff utilization and a new action for 2025–26 (Action 1.10).

Action 1.1: Empowering Educators for Enhanced Student Growth
Optional professional development hours were provided for teachers to strengthen instructional practice. However, participation varied significantly; some educators used all available hours, while others did not engage at all. This variance highlighted the need for improved outreach to increase utilization. Classified professional development was successfully delivered and materials and supplies budgets supported professional development this year. In addition, during the year, a budget for classified hourly was redesignated to this action so that paraprofessionals could provide additional intervention to elementary students.

Action 1.2: Strengthening Family Engagement
Workshops and interactive activities were implemented as expected. Family engagement in this action was prioritized at elementary sites, and participation in events was consistent. This action is expected to continue without structural change. Based on parent feedback, an emphasis on earlier announcement of events and increased communication about them will be implemented.

Action 1.3: iReady Implementation and Monitoring
iReady personalized instruction was implemented successfully, evidenced by growth for various targeted subgroups in Spring iReady data (metric 1.3). There was an increased focus on student celebrations for making typical and stretch growth benchmarks within their My Path learning at all school sites. Teachers also used the Teacher Toolbox to support small group intervention within classrooms. Accelerated Reader was also successfully implemented. Materials and supplies were purchased to support classroom interventions as well as materials for a professional learning series supporting teachers and leaders in implementing this action.

Action 1.4: Intervention Support at Two Schools
Interventions were provided to students at Gavilan View and John Gutierrez Middle Schools during and outside of the school day with support from teachers and paraprofessionals. Local iReady data indicates that targeted subgroups at Gavilan View made gains when compared to the baseline, while targeted subgroups at John Gutierrez declined. An increased focus on the delivery of interventions at John Gutierrez will be a focus for 2026-27.

Action 1.5: Instructional Coaching and Curriculum Support
Coaches were active at all sites and received positive feedback from classroom teachers. Coaches provided modeling, observation, coaching cycles, professional development, data analysis, and curriculum support across grades. This action was implemented as planned and will continue in 2026-27.

Action 1.6: Improving ELA Proficiency at Santa Rita Elementary
Specific materials and supplies were allocated to targeted schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.7: Improving ELA Proficiency at Gavilan View
Specific materials and supplies were allocated to targeted schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.8: Improving ELA Proficiency at John Gutierrez
Specific materials and supplies were allocated to targeted schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.9: Improving ELA Proficiency at La Joya
Specific materials and supplies were allocated to targeted schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.10: Targeted Reading Intervention Support (LREBG)
Paraprofessionals were assigned to provide targeted, evidence-based reading intervention for students identified as needing additional literacy support. The action was implemented as planned and expanded opportunities for small-group and individualized instruction, including targeted skill practice and timely feedback. Local reading achievement data indicate positive student outcomes, and the additional support strengthened the district's multi-tiered approach to literacy intervention.

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.

Santa Rita Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

Action 1.1 – Planned: $265,484; Actual: $45,800 Actual expenditures were lower than projected because portions of the planned professional learning were implemented using other allowable funding sources, reducing the need to expend LCAP funds for those activities. In addition, participation in optional compensated professional development and collaboration time was lower than anticipated, resulting in reduced expenditures. As projected underspending became clear, a portion of available funds was reallocated through the district's budget revision process to address higher-priority identified student support needs in Goal 5.

Action 1.2 – Planned: $12,957; Actual: $11,198. Actual expenditures were below the planned budget due to some materials and supplies being purchased from a different funding source, leveraging one-time funds.

Action 1.3 – Planned: $105,212; Actual: $93,000. Actual spending was slightly below budget due to a reduction in the projected cost for iReady. The goal was fully implemented.

Action 1.4 – Planned: $46,070; Actual: $1641. Actual expenditures were significantly lower than projected due to a budget alignment correction made during implementation. At the time of LCAP adoption, classified hourly funds were included in this action, though those services were more appropriately aligned to a different Goal 1 action supporting elementary implementation. During the year, those funds were reallocated to the appropriate action to align expenditures with intended services. Following this adjustment, the remaining allocation supported certificated hourly intervention services at the middle schools; however, utilization was lower than anticipated, resulting in reduced expenditures. As projected underspending became clear, a portion of available funds was reallocated through the district's budget revision process to address higher-priority identified student support needs in Goal 5.

Action 1.5 – Planned: $504,459; Actual: $442,281.Actual spending was significantly lower than projected because the planned professional learning under this action were implemented using other allowable services and fewer materials and supplies were needed than anticipated. As projected underspending became clear, a portion of remaining funds was reallocated to Goal 5 to support increased staffing needs for students with disabilities.

Action 1.6 – Planned: $1,500; Actual: $1,400. No material differences.

Action 1.7 – Planned: $1,500; Actual: $880. Actual expenditures were below budget because some materials and supplies to support this action were purchased under other allowable funding sources.

Action 1.8 – Planned: $1,500; Actual: $0. While this action was fully implemented, materials and supplies initially budgeted for this action were funded through other appropriate funding sources, so no expenditures were recorded against this budget line.

Action 1.9 – Planned: $1,500; Actual: $1,500. No material differences.

Action 1.10 - Planned: $1,300,000; Actual $1,300,000. No material differences.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of input from educational partners and identified outcome metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal 1 contributed to progress toward the LEA's goal:

Action 1.1 – Empowering Educators for Enhanced Student Growth in English Language Arts
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.4

Analysis Statement:
This action offered teachers additional paid hours for optional professional development to strengthen instruction. While many staff members utilized this opportunity, participation varied. The action contributed positively to professional learning outcomes where participation was high. Effectiveness is reflected in classroom walkthrough data and professional learning request/completion forms. Teacher professional development participation currently stands at 28% based on PD completion forms. Classified staff also participated in professional development.

Districtwide ELA proficiency declined from the baseline, with similar declines among several targeted student groups. Districtwide i-Ready ELA Diagnostic 3 results were maintained from baseline. Family feedback also identified continued opportunities to strengthen family partnership in student learning. Together, these outcomes indicate that professional learning was implemented and supported instructional practice, but measurable student and family outcomes were mixed, supporting an effectiveness rating of 2.

Action 1.2 – Strengthening Family Engagement to Enhance Student Success in English Language Arts
Effectiveness Rating: 2
Metric: 1.4

Analysis Statement:
Family workshops and engagement opportunities were offered at all school sites. These events promoted collaboration between families and school personnel and created positive conditions for learning. Effectiveness was monitored through Metric 1.4, which measures parent perceptions of being encouraged to be active partners in their child's learning.

While results remain below the original baseline for some targeted groups, there was a significant increase in parent participation in the CHKS Parent Survey beginning in 2024–25, creating a broader respondent pool. When comparing 2024–25 to 2025–26, all targeted groups showed improvement in their perceptions of being encouraged to be active partners in learning. These results indicate progress while also demonstrating a continued need to strengthen family engagement.

Action 1.3 – Enhancing ELA Engagement and Achievement Through Personalized Learning and Data-Driven Instruction
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.4

Analysis Statement:
This action provided school sites with access to literacy coaches who supported teachers in strengthening instruction, analyzing data, and implementing targeted reading strategies. Academic outcomes varied across schools and student groups, with gains demonstrated among several targeted groups while Santa Rita Elementary continued to demonstrate a need for improvement. A PDSA cycle was implemented at Santa Rita Elementary during the 2025–26 school year to address literacy needs, specifically speaking and writing.

i-Ready implementation was successful districtwide. Benchmark participation was high, and Spring diagnostic data showed that the percentage of students performing at or above grade level in ELA was maintained at 31% compared with baseline. Schoolwide celebrations

were also implemented in 2025–26 to acknowledge and motivate students making typical and stretch growth. The district continues to focus on improving weekly MyPath completion rates to ensure students receive the full benefit of personalized learning tools.

Parent survey feedback identified a continued opportunity to strengthen family support for learning at home. Overall, implementation evidence and local assessment results support the effectiveness of literacy coaching and personalized learning while identifying areas for continued refinement.

Action 1.4 – Enhancing English Language Arts Proficiency Through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.4

Analysis Statement:
Action 1.4 provided targeted intervention and intensive instructional support at Gavilan View and John Gutierrez Middle Schools. State assessment results demonstrated improvement among several targeted student groups at both schools, indicating positive impact from the intervention strategies.

Local benchmark data reflected some variation by school, with i-Ready ELA proficiency improving at Gavilan View while declining slightly at John Gutierrez. Parent survey results remained below the original baseline while demonstrating improvement from the prior year, indicating continued need for clear communication with families about interventions provided and strategies families can use to support ELA progress. Overall, the combination of state assessment gains and implementation of targeted supports supports an effectiveness rating of 3.

Action 1.5 – Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3

Analysis Statement:
Academic coaches provided real-time support, co-planning, and modeling for classroom teachers. Staff feedback and coach reports reflect strong implementation. All Academic Coaches worked with every teacher at their assigned sites in some capacity, with logs documenting collaboration with 67 teachers over the course of the year. Training for coaches on implementation of coaching cycles through Instructional Coaching Group (ICG) further strengthened this action.

Local assessment data showed that the percentage of students performing at or above grade level on the i-Ready ELA Diagnostic was maintained at 31% from baseline through 2025–26. State assessment outcomes demonstrated improvement among several student groups while also identifying continued areas of need. Taken together with strong implementation evidence, these results support an effectiveness rating of 3.

Action 1.6 – Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary

Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.7

Analysis Statement:
This action supported implementation of the i-Ready Diagnostic and MyPath personalized learning tools and provided supplemental materials to reinforce targeted ELA instruction. State assessment data indicate that targeted student groups at Santa Rita Elementary continue to demonstrate significant academic need. Local indicators, however, showed improvement in ELA proficiency for most targeted student groups, suggesting promising progress from targeted instructional supports.

Districtwide CAST results also demonstrated improvement from baseline among all students and targeted student groups. While local ELA and districtwide science outcomes provide evidence of progress, state ELA assessment outcomes at Santa Rita Elementary indicate that additional improvement is needed. These mixed outcomes support an effectiveness rating of 2.

Action 1.7 – Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, and English Learners at Gavilan View Middle School
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.7

Analysis Statement:
Funds supported supplemental instructional materials used to reinforce targeted ELA interventions for identified student groups at Gavilan View Middle School. State and local assessment indicators demonstrated improvement among several targeted student groups. Spring i-Ready Diagnostic results also showed improvement among English Learner and Homeless student groups compared with baseline.

CAST results provide an additional indicator of academic performance, with 21% of all students at Gavilan View meeting or exceeding standards in science. While these outcomes demonstrate areas of progress, achievement remains below desired levels for targeted student groups, supporting continued implementation and refinement of targeted interventions.

Action 1.8 – Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.7

Analysis Statement:
Funds supported supplemental instructional materials used to reinforce targeted ELA interventions for identified student groups at John Gutierrez Middle School. State assessment results demonstrated improvement among some targeted student groups, while local data continued to identify significant areas of need. On the 2025–26 Spring i-Ready Diagnostic, 3% of English Learners achieved grade level or above, while outcomes for Students with Disabilities declined from baseline.

In science, 18% of all students at John Gutierrez met or exceeded standards on the CAST assessment. These mixed results indicate that targeted supports are contributing to progress in some areas while additional focus on English Learners and Students with Disabilities remains necessary. This supports an effectiveness rating of 2.

Action 1.9 – Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.7

Analysis Statement:
Funds supported supplemental instructional materials used to reinforce targeted ELA interventions for English Learners at La Joya Elementary. Spring i-Ready Diagnostic results showed that 23% of English Learners achieved grade level or above in reading. State ELA assessment outcomes remained an area of need for English Learners at La Joya, while districtwide CAST results demonstrated improvement for English Learners from baseline.

These results indicate positive local progress while demonstrating a continued need to improve state ELA outcomes. Continued targeted instructional support will focus on translating local assessment progress into improved performance on state assessments.

Action 1.10 – Assign Paraprofessionals to Provide Targeted, Evidence-Based Reading Intervention Support (LREBG Action)
Effectiveness Rating: 3
Metric: 1.3

Analysis Statement:
Action 1.10 was effectively implemented through the assignment of paraprofessionals to provide targeted, evidence-based reading intervention support for students identified as needing additional literacy assistance. These supports increased opportunities for small-group and individualized reading instruction, allowing students to receive more frequent practice, targeted skill reinforcement, and timely feedback aligned to identified reading needs.

Local reading achievement data indicate that this action contributed positively to student outcomes. Implementation of additional intervention support strengthened the district's multi-tiered approach to literacy and expanded access to supplemental reading instruction for students performing below grade level. Given the strong implementation of intervention services and the positive impact reflected in local literacy data, this action is considered effective.

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.

The overall Goal 1 statement and intended outcomes will remain unchanged for 2026–27. Selected metrics, actions, and funding allocations will be revised based on implementation review, analysis of outcomes, and educational partner feedback.

Beginning in 2026–27, the district will transition from the California Healthy Kids Survey (CHKS) Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder as the primary survey instrument used to measure family perceptions related to school climate, engagement, and partnership in learning. As a result, Metric 1.4 and its associated target outcome will be revised to align with the new survey instrument. Because the Campus Culture Survey uses different questions and reporting measures, 2026–27 data will serve

as the baseline year for this metric, and future growth targets will be established using Campus Culture Survey results. All other Goal 1 metrics and their associated target outcomes will remain unchanged.

Action 1.1 will continue with refinements to its funding structure. Participation in optional compensated professional development was lower than originally projected, and some planned professional learning activities that support Goal 1 will instead be funded through allowable one-time grant resources in 2026–27. This change will allow LCFF resources to be more strategically directed toward ongoing instructional supports.

Actions 1.2 and 1.4–1.9 will continue, with refinements to action descriptions and funding allocations as needed to more accurately reflect implementation and identified student needs. The core design and intended services of these actions will remain in place, with continued emphasis on strengthening literacy instruction, targeted interventions, family engagement, and support for student groups demonstrating the greatest need.

Action 1.3 will be revised to incorporate paraeducator support for targeted literacy intervention previously provided through Action 1.10. This change will sustain a strategy that demonstrated positive impact during 2025–26 and was consistently identified by educational partners as a high-priority support for student learning. Incorporating paraeducator intervention support into Action 1.3 will more closely align intervention staffing with the district's broader literacy support framework, including personalized learning, data-driven instruction, and targeted reading intervention.

Action 1.10 will be discontinued as a separate action in 2026–27. The targeted literacy intervention support provided through this temporary LREBG-funded action will be incorporated into Action 1.3 rather than maintained as a separate LCAP action.

Additional refinements have been made to strengthen intervention implementation and improve consistency of support across school sites, particularly where student outcome data indicated a need for stronger instructional intervention systems.

These changes reflect the district's commitment to continuous improvement, responsible resource alignment, and sustained focus on improving literacy outcomes and strengthening school-family partnerships for unduplicated pupils and all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Empowering Educators for Enhanced Student Growth in English Language Arts	Provide targeted professional learning opportunities for certificated and classified staff to strengthen English Language Arts instruction and improve outcomes for identified student groups, including English Learners, students with disabilities, homeless students, Hispanic students, and socioeconomically disadvantaged students. This action supports	$103,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educator capacity-building through professional learning, collaborative planning, and instructional resources aligned to district literacy priorities. Spending Items: Optional compensated professional development for certificated staff Additional collaboration and instructional planning time Hourly pay for classified staff professional learning Supplemental materials and supplies to support professional learning and implementation		
1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Support family engagement in student literacy development by providing resources, materials, and learning opportunities that help families reinforce English Language Arts learning at home. This action strengthens the home-school connection by supporting family literacy events, take-home resources, and activities designed to build family confidence in supporting student reading and language development.	$3,000.00	Yes
1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Provide students with personalized and engaging English Language Arts learning opportunities through assessment-driven instruction, supplemental literacy programs, and targeted intervention support. This action supports implementation of i-Ready diagnostic assessments and personalized learning tools to inform instructional decisions, Accelerated Reader to foster reading engagement and a culture of literacy, and supplemental instructional materials to strengthen classroom instruction. In addition, paraeducator intervention support will provide targeted, evidence-based literacy assistance for students needing additional reading support, expanding access to small-group and individualized intervention opportunities during the school day. Spending Items: i-Ready diagnostic and personalized learning tools Accelerated Reader Instructional paraprofessional intervention support	$293,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental materials and supplies		
1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Provide targeted, research-based English Language Arts intervention support for students performing below proficiency levels on local and state assessments. This action funds additional hourly paraprofessional support to expand small-group and individualized literacy intervention opportunities aligned to identified student needs. These supplemental intervention supports are intended to reinforce core instruction, accelerate literacy growth, and reduce achievement gaps for targeted student groups.	$24,558.00	Yes
1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Implement and sustain rigorous, standards-aligned English Language Arts instruction across all grade levels through instructional coaching, collaborative planning, and data-informed instructional support. Academic coaches will partner with teachers to strengthen Tier 1 instruction through modeling, coaching cycles, lesson planning support, formative assessment analysis, intervention planning, and professional learning. This action is designed to build educator capacity, support consistent implementation of high-quality instructional practices, and improve literacy outcomes for all students, with targeted attention to the needs of identified student groups.	$492,697.00	Yes
1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through	Improve English Language Arts proficiency and academic achievement at Santa Rita Elementary through targeted supplemental supports for identified student groups, including homeless students, Hispanic students, low-income students, and English Learners, as well as the broader student population. This action provides site-based resources and materials to support literacy instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve literacy outcomes for students at Santa Rita Elementary.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Data-Driven Instruction and Equitable Support Services			
1.7	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Improve English Language Arts proficiency and academic achievement at Gavilan View Middle School through targeted supplemental supports for identified student groups, including homeless students, Hispanic students, and English Learners. This action provides site-based resources and materials to support literacy instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve literacy outcomes for students at Gavilan View Middle School.	$1,500.00	Yes
1.8	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Improve English Language Arts proficiency and academic achievement at John Gutierrez Middle School through targeted supplemental supports for identified student groups, including English Learners. This action provides site-based resources and materials to support literacy instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve literacy outcomes for targeted students at John Gutierrez Middle School.	$1,500.00	Yes
1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary:	Improve English Language Arts proficiency and academic achievement at La Joya Elementary through targeted supplemental supports for identified student groups, including English Learners. This action provides site-based resources and materials to support literacy instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	responsiveness, promote equitable access to learning, and improve literacy outcomes for targeted students at La Joya Elementary.		
1.10				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance mathematics proficiency for all students by ensuring access to standards-aligned instructional materials and providing comprehensive professional learning opportunities for teachers. This goal focuses on nurturing critical thinking and problem-solving skills through the integration of real-world problems into the curriculum. Additionally, it aims to increase parental involvement by incorporating their feedback and providing resources and training to support their children's math learning at home. The goal also addresses pupil achievement by analyzing performance data to identify and support struggling student groups, particularly ELL, Hispanic, and socioeconomically disadvantaged students, through targeted interventions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To effectively address Priority 1, the primary goal was set to enhance mathematics proficiency across the board. This was to be achieved by ensuring that all students have access to instructional materials that are closely aligned with the current standards. Moreover, a significant emphasis was placed on providing comprehensive professional learning opportunities for teachers. These opportunities were designed to enrich teachers' instructional strategies, enabling them to better support student learning and engagement with the mathematical content. The implementation of various strategies aimed at meeting the rigorous academic content and performance standards set forth. A particular focus was on nurturing critical thinking and problem-solving skills among students. This was done in collaboration with educational partners who highlighted the importance of these skills in the current educational landscape. The strategies included the integration of real-world problems into the curriculum, encouraging students to apply their learning in meaningful contexts.

As the goals relates to parental involvement, the goal involves a two-pronged approach. Firstly, there will be a concerted effort to incorporate feedback from parents regarding their challenges in supporting their children’s learning at home. Recognizing the crucial role parents play in their children's education, plans were formulated to provide them with additional resources. These resources ranged from online tools to workshops aimed at equipping parents with strategies to effectively support their children. Additionally, training sessions were planned to help parents understand the curriculum and the expectations of the standards. Priority 4, focusing on "Pupil Achievement," was approached by conducting a thorough analysis of student performance data, specifically SBAC and iReady scores. This analysis helped in identifying student groups that were struggling, particularly among ELL, Hispanic, and socioeconomically disadvantaged students. In response, targeted

interventions were developed to address the specific needs of these groups. The interventions included personalized learning plans, tutoring programs, and the integration of culturally relevant materials to enhance engagement and comprehension.

The goal involves a multifaceted approach to address issues of chronic absenteeism and low engagement in mathematics. Recognizing the impact of student interest on engagement, efforts were made to enhance the delivery of math instruction. This was achieved through the adoption of more engaging and interactive instructional methods, as well as creating supportive learning environments that encourage participation and curiosity. Additionally, initiatives were put in place to foster a positive school culture that values and promotes regular attendance and active participation in learning activities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math	Baseline 2022-23 SBAC Math % of students who meet or exceed standards Baseline 2022-23 SBAC District: 17% meet or exceed standard, EL Students=8%, SED=14%, Homeless=13%. Hispanic=15%, Special Education=3% Santa Rita Elementary: 11% meet or exceed standard, EL Students=8%, SED=10%, Homeless=7%, Hispanic=12%, Special Education=5% Gavilan View MS:	2023-24 SBAC Math % of students who meet or exceed standards District Wide All= 15% EL= 5% SED= 13% Homeless= 11% Hispanic= 14% Special Education= 4% Santa Rita All= 10% EL= 5% SED= 10% Homeless= 5% Hispanic= 5% Special Education= 5% Gavilan View MS All= 10%	2024-25 SBAC Math % of students who meet or exceed standards District Wide All= 18% EL= 6% SED= 16% Homeless= 13% Hispanic= 17% Special Education= 2% Santa Rita All= 10% EL= 5% SED= 10% Homeless= 6% Hispanic= 10% Special Education= 0% Gavilan View MS All= 16%	SBAC District: 21% meet or exceed standard, EL Students=12%, SED=18%, Homeless=18%. Hispanic=20%, Special Education=6% Santa Rita Elementary: 15% meet or exceed standard, EL Students=11%, SED=13%, Homeless=15%, Hispanic=15%, Special Education=10% Gavilan View MS: 16% meet or exceed standard, EL Students=3%,	Differences in % of students who meet or exceed standards on the SBAC Math: District Wide All = +1, English Learners= -2, SED = +2, Homeless = 0, Hispanic = +2, Special Education = -1. Santa Rita All= -1% EL= -3% SED= No change Homeless= -1% Hispanic= -2% Special Education=-5% Gavilan View MS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13% meet or exceed standard, EL Students=0%, SED=9%, Homeless=10%, Hispanic=11%, Special Education=1% John Gutierrez: 15% meet or exceed standard, EL Students=0% , SED=12%, \Homeless=8%, Hispanic=14%, Special Education=2% La Joya: 20% meet or exceed standard, EL Students=13%, SED=18%, Homeless=21%, Hispanic=18%, Special Education=0% McKinnon: 20% meet or exceed standard, EL Students=18%, SED=21%, Homeless=15%, Hispanic=22%, Special Education=5%	EL= 9 SED= 9% Homeless= 9% Hispanic= 9% Special Education= 1% John Gutierrez All= 14% EL= 1% SED= 19% Homeless= 21% Hispanic= 19% Special Education= 12% La Joya All= 20% EL= 10% SED= 19% Homeless= 21% Hispanic= 19% Special Education= 12% McKinnon All= 18% EL= 7% SED= 15% Homeless= 8% Hispanic= 18% Special Education= 6% New Republic All= 29% EL= 15%	EL= 1% SED= 14 % Homeless= 11% Hispanic= 16% Special Education= 0% John Gutierrez All= 18% EL= 2% SED= 15% Homeless= 11% Hispanic= 16% Special Education= 2% La Joya All= 23% EL= 6% SED= 20% Homeless= 22% Hispanic= 22% Special Education= 7% McKinnon All= 21% EL= 13% SED= 17% Homeless= 18% Hispanic= 21% Special Education= 5% New Republic All= 26% EL= 14%	SED=12%, Homeless=15%, Hispanic=15%, Special Education=4% John Gutierrez: 20% meet or exceed standard, EL Students=5% , SED=15%, Homeless=12%, Hispanic=17%, Special Education=5% La Joya: 25% meet or exceed standard, EL Students=16%, SED=20%, Homeless=25%, Hispanic=22%, Special Education=3% McKinnon: 25% meet or exceed standard, EL Students=21%, SED=24%, Homeless=20%, Hispanic=25%, Special Education=8% New Republic:	All= +3% EL= +1% SED= +5% Homeless= +1% Hispanic= +5% Special Education=-1% John Gutierrez All= +3% EL= +2% SED= +3% Homeless= +13% Hispanic= +2% Special Education= Maintained La Joya All= No change EL= -3 SED= +1 Homeless= No change Hispanic= +1 Special Education= +12% McKinnon All= -2% EL= -11% SED= -6% Homeless= -6% Hispanic= -4% Special Education= +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Republic: 29% meet or exceed standard, EL Students=18%, SED=24%, Homeless=29%, Hispanic=26%, Special Education=3%	SED= 27% Homeless= 24% Hispanic= 25% Special Education= 3%	SED= 23% Homeless= 18% Hispanic= 20% Special Education= 0%	32% meet or exceed standard, EL Students=23%, SED=27%, Homeless=33%, Hispanic=30%, Special Education=6%	New Republic All= No change EL= -3% SED= +3% Homeless= -5% Hispanic= -1% Special Education= No change
2.2	Pupil Achievement-Points below standard in math	Baseline 2022-23 SBAC Distance from Standard: District: All=-95 Points DFS, EL=-123 DFS, SED=-101 DFS, Hispanic=-97 DFS, Homeless=-109 DFS,	2023-24 Math SBAC Distance from Standard: District Wide All= -98 EL= -121 SED = -106 Hispanic = -101 Homeless= -115	2024-25 Math SBAC Distance from Standard: District Wide All= -88 EL= -109 SED = -94 Hispanic = -91 Homeless= -105	District: Improve DFS by an additional 15 points English Learners (EL): Improve DFS by an additional 15 points Socioeconomically Disadvantaged (SED): Improve DFS by an additional 12 points Hispanic: Improve DFS by an additional 12 points Homeless: Improve DFS by an additional 15 points	Difference in Math SBAC Distance from Standard: District Wide All Students = +7, English Learners = +14, SED = +7, Hispanic = +6, Homeless = +4
2.3	Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment	Baseline: 2023-24 iReady Diagnostic 3 Math overall on or above grade level District=25%,	2024-25 iReady Diagnostic 3 Math overall on or above grade level District=29%,	2025-26 iReady Diagnostic 3 Math overall on or above grade level District=30%,	3-Year Goal District: 40% Hispanic: 44% English Learners (EL):	District=+5% Hispanic=-1% EL=+4% Homeless=+2% SED=+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=29%, EL=14%, Homeless=22%, SED=23%, SPED.=8%	Hispanic=28%, EL=18.5%, Homeless=25%, SED=24%, Special Ed =7%	Hispanic=28%, EL=18%, Homeless=24%, SED=28%, Special Ed =7%	29% Homeless: 37% SED:38% Special Education:18%	Special Ed= -1%
2.4	Parent Involvement- Percent of families who report feeling prepared to support students math learning at home	On 2023-24 CHKS 93% of parents report that " School encourages me to be an active partner with the school in educating my child". 93% of parents report "Teachers communicate with parents about what students are expected to learn in class" 92% of parents report " Teacher letting you know how your child is doing in school between report cards	On 2024-25 CHKS 91% of parents report that " School encourages me to be an active partner with the school in educating my child". 90% of parents report "Teachers communicate with parents about what students are expected to learn in class" 93% of parents report " Teacher letting your know how your child is doing in school between report cards	On 2025-26 CHKS 92% of parents report that " School encourages me to be an active partner with the school in educating my child". 90% of parents report "Teachers communicate with parents about what students are expected to learn in class" 94% of parents report " Teacher letting you know how your child is doing in school between report cards	Original Three-Year Target (established at adoption): 99% of parents report that "School encourages me to be an active partner with the school in educating my child." 99% of parents report that "Teachers communicate with parents about what students are expected to learn in class." 99% of parents report that "Teacher letting you know how your child is doing in school between report cards." Revised 2026–27 Target:	• School encourages me to be an active partner with the school in educating my child: -1% • Teachers communicate with parents about what students are expected to learn in class: -3.00% • Teacher letting you know how your child is doing in school between

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family engagement and home-school partnership measures. Future growth targets will be established based on baseline results from the Campus Culture Survey.	report cards: +2.00%
2.5	Basic-Percentage of teachers who are appropriately credentialed	Baseline 2021-22 84% of teachers credentialed and appropriately assigned	2022-23 84% of teachers credentialed and appropriately assigned	2024-25 83% of teachers credentialed and appropriately assigned	96% of teachers credentialed and appropriately assigned	-1%

Goal Analysis [2025-26]

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

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

The implementation of Goal 2 in the Santa Rita Union School District's LCAP aimed to enhance student achievement in mathematics through strategic actions.

Action 2.1 focused on professional development in effective and inclusive math instruction strategies, directly linked to Metric 2.1, which showed that 18% of students met or exceeded the standard on the 2024-the 25 CAASPP assessment. This action was executed successfully at the elementary schools. Middle schools utilized less substitute release time and did not utilize additional hours for PD within this action. Our Success Partner for our adopted Math curriculum visited the district multiple times throughout the year to provide professional development on effective curriculum implementation with teachers, coaches, and site administrators. Additionally, iReady PD was provided to teachers at each site. iReady end of year data indicates that targeted subgroups increased in proficiency with the exception of Hispanic students (maintained) and SWD (-1%).

Action 2.2, which aimed to enhance math instruction and curriculum alignment across all grade levels, was implemented as planned. Implementation of the District Scope and Sequence Guides at each grade level and Academic Coaches supported the efforts. Walkthrough data indicates that the majority of teachers followed the Scope and Sequence Guides for math this year, advancing learning opportunities for students. iReady end of year data indicates that targeted subgroups increased in proficiency with the exception of Hispanic students (maintained) and SWD (-1%).

Action 2.3, which involved developing and implementing a Multi-Tiered System of Supports (MTSS) framework for mathematics is complete and establishes a stronger emphasis on Tier 1 instruction, as well as specific recommendations for Tier 2 and Tier 3 instruction was implemented as planned. The MTSS Framework was improved through collaborative efforts this year and tier 2 interventions were implemented for students.

Action 2.4 involved data-driven student achievement monitoring and improvement planning, linked to both Metric 2.1 and Metric 2.2. The use of data to monitor and improve student performance was intended to increase the percentage of students meeting standards and decrease the distance from standard. iReady end of year data indicates that targeted subgroups increased in proficiency with the exception of Hispanic students (maintained) and SWD (-1%).

Action 2.5, which focused on fostering family and community engagement in math education, was successful, with math nights at every elementary school being well-received and 91% of parents reporting feeling encouraged to be active partners in their child's education. This indicates a notable success in increasing family engagement. Family Math Nights were held at each of our elementary school sites.

Actions 2.6, 2.7, and 2.8 targeted specific student groups at Santa Rita Elementary, Gavilan View Middle School, and John Gutierrez Middle School, respectively. These actions aimed to enhance math proficiency and academic achievement for homeless, Hispanic, low-income, and English Learner students, through materials and supplies budgets to support student learning. Metric 2.1 showed that 10% of students at Santa Rita Elementary, 16% at Gavilan View MS, and 18% at John Gutierrez MS met or exceeded standards. These outcomes indicate

varying levels of success across the schools, with John Gutierrez MS showing a relatively higher percentage of students meeting standards. Metric 2.3, which measured performance on local assessments in the Spring of 2026, indicated a 5% increase Districtwide, foreshadowing the impact we hope to see on the 2026 CAASPP scores.

Action 2.9 aimed to enhance math proficiency for targeted student groups district-wide, by providing necessary materials and supplies to support additional math support, with outcomes measured by Metric 2.1 and Metric 2.3. The data showed that the district-wide percentage of students meeting or exceeding standards increased by 5% on the iReady Diagnostic 3, indicating that the action's impact was positive.

Goat 2.10 focused on small group intervention in Math through paraprofessional support. Implementation aligned with the planned actions. The data showed that the district-wide percentage of students meeting or exceeding standards increased by 5% on the iReady Diagnostic 3, indicating that the action's impact was positive.

Overall, the year 2 data indicates that various actions were implemented to enhance math proficiency and the metrics show that some progress was achieved, although there are areas for continued focus and improvement. The district is on track with its spending and has seen positive outcomes in certain areas, such as overall academic growth on local data. The metrics for Goal 2 will remain the same. There is a plan to continue with the targeted instructional strategies into the third year.

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

Santa Rita Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

Action 2.1 – Planned: $197,945; Actual: $87,621. this action was implemented as planned; however, expenditures were lower than anticipated for two primary reasons. Professional learning costs intially anticipated within this action were ultimately supported through other allowable one-time funding sources, reducting charges to this budget line. In addition, subsittute release costs were lower than projected due to variation in site implementationmodels for providing professional learning and collaboration time.

Action 2.2 – Planned: $545,355; Actual: $462,036. This action was implemented as planned. Actual expenditures were lower than budgeted because some professional learning costs were supported through other allowable one-time funding sources, and intervention staffing needs varied by grade span, with middle schools utilizing less classified hourly support than orignally projected.

Action 2.3 – Planned: $18,445; Actual: $2530. This action was implemented as planned, but with a different delivery model than originally anticipated. Substitute release time and hourly compensation were not utilized as projected, as the work was completed through existing staff structures and scheculed collaboration time, resuliting in lower expenditures. As implementation needs shifted during the year and projected underspending became clear, a portion of the remaining funds was reallocated to support increased classified staffing needs for students with disabilities in Goal 5.

Action 2.4 – Planned: $71,000; Actual: $80,446. This action was implemented as planned, with additional services added on to support the action through a contracted service, resulting in over-spending.

Action 2.5 – Planned: $6,600; Actual: $3,200. This action was implemented as planned; however, final vendor costs came in below the original budget estimate, and the anticipated materials and supplies were not needed, resulting in lower actual expenditures. The action was implemented as planned.

Action 2.6 – Planned: $1500; Actual: $1500. No material differences.

Action 2.7 – Planned: $1,500; Actual: $1421. No material differences.

Action 2.8 – Planned: $1,500; Actual: $0.00. While the action was implemented as planned, expenditures were paid out of another allowable budget.

Action 2.9 – Planned: $1,500; Actual: $1,500 While the action was implemented as planned, most expenditures were paid out of another allowable budget.

Action 2.10 -- Planned: $949,677.00; Actual: $949,677.00. No material differences.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of input from educational partners and identified outcome metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal 2 contributed to progress toward the LEA’s goal:

Action 2.1 – Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.1 was effective in strengthening mathematics instruction through professional development focused on effective and inclusive instructional strategies. Districtwide mathematics proficiency increased from the baseline of 15% to 18%, an increase of 3 percentage points. Local benchmark data also showed improvement, with the percentage of students performing at or above grade level on the i-Ready Diagnostic increasing by 5 percentage points from baseline. Additional evidence of effectiveness was gathered through classroom

observations and teacher feedback during professional learning sessions. These outcomes, considered alongside implementation evidence, support an effectiveness rating of 3.

Action 2.2 – Enhance Math Instruction and Curriculum Alignment Across All Grade Levels
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.2 was effective in enhancing mathematics instruction and curriculum alignment. Instructional coaching in mathematics was provided at every school site, with an intentional focus on supporting implementation of the adopted mathematics curriculum as intended and helping teachers maintain appropriate pacing aligned with the district's scope and sequence.

Districtwide mathematics proficiency increased from 15% at baseline to 18%. Districtwide Distance from Standard (DFS) in mathematics improved from -95 to -88, reflecting a 7-point movement toward standard. Targeted student groups also demonstrated improvement in DFS, with English Learners improving by 14 points, Socioeconomically Disadvantaged students by 7 points, and Hispanic students by 6 points. On the i-Ready Diagnostic, the percentage of students performing at or above grade level in mathematics increased by 5 percentage points from baseline. These outcomes support the effectiveness of continued curriculum alignment and instructional coaching.

Action 2.3 – Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics
Effectiveness Rating: 2
Metrics: 2.2, 2.3

Analysis Statement:
Action 2.3 was somewhat effective. Significant progress was made in developing the district's mathematics MTSS framework, including clearer expectations for Tier 1 instruction and recommendations for Tier 2 and Tier 3 intervention structures. Because full implementation of the framework will occur in 2026–27, the district anticipates stronger measurable impact as implementation becomes more consistent across schools. Current mathematics outcomes demonstrate overall improvement, while continued development and implementation of the MTSS framework are needed to strengthen intervention systems and accelerate student progress.

Action 2.4 – Data-Driven Student Achievement Monitoring and Improvement Planning
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.4 was effective in supporting data-driven improvement planning and monitoring of student performance. Mathematics data were reviewed at regular intervals by teacher teams through PLCs, at District Curriculum Council, during Instructional Rounds, and with site and district administrators.

Districtwide mathematics proficiency increased from 15% at baseline to 18%, while Distance from Standard improved by 7 points, from -95 to -88. Local i-Ready data also showed a 5-percentage-point increase from baseline in the percentage of students performing at or above grade

level in mathematics. The systematic use of multiple data sources to identify needs, monitor progress, and inform instructional responses supported continued improvement in mathematics outcomes.

Action 2.5 – Fostering Family and Community Engagement in Math Education
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.5 was effective in fostering family and community engagement in mathematics education. Math nights were held at each elementary school, providing families with opportunities to engage in hands-on mathematics learning and receive tools and strategies to support mathematics learning at home.

These family engagement efforts occurred alongside improvement in mathematics outcomes. Districtwide mathematics proficiency increased from 15% at baseline to 18%, Distance from Standard improved by 7 points, and the percentage of students performing at or above grade level on the i-Ready Diagnostic increased by 5 percentage points from baseline. These results, together with successful implementation of family mathematics events, support continued efforts to strengthen home-school partnerships in mathematics learning.

Action 2.6 – Enhancing Math Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income (SED), English Learners, and All Student Groups in the Red at Santa Rita Elementary
Effectiveness Rating: 2
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.6 was somewhat effective, with results mixed across measures and stronger gains reflected in local assessment data than in state assessment outcomes. On the i-Ready Diagnostic, targeted student groups demonstrated improvement, including Homeless students by 8 percentage points, English Learners by 7 percentage points, Socioeconomically Disadvantaged students by 7 percentage points, and Hispanic students by 8 percentage points.

These local results suggest promising impact from the intervention model for targeted student groups; however, state assessment outcomes indicate that longer-term improvement remains an area for continued focus. The district will continue refining targeted supports to translate local assessment growth into stronger state assessment outcomes.

Action 2.7 – Enhancing Math Proficiency and Academic Achievement for Hispanic, Low-Income (SED), and English Learner Students in the Red at Gavilan View Middle School
Effectiveness Rating: 2
Metrics: 2.1, 2.2, 2.3

Analysis Statement:

Action 2.7 was somewhat effective in providing targeted mathematics interventions for identified student groups at Gavilan View Middle School. State assessment results demonstrated improvement in Distance from Standard, including gains for Hispanic, Socioeconomically Disadvantaged, and English Learner students.

Local i-Ready data also showed improvement for Hispanic students, English Learners, and Socioeconomically Disadvantaged students, while outcomes for Homeless students declined slightly. Because results varied across student groups and measures, continued refinement of targeted intervention strategies is needed to produce more consistent outcomes.

Action 2.8 – Enhancing Math Proficiency and Academic Achievement for Student Groups Identified for Targeted Support Based on Dashboard Performance: Hispanic, English Learners, and All Students at John Gutierrez Middle School
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.8 was effective in supporting targeted interventions and personalized mathematics instruction at John Gutierrez Middle School. State assessment results demonstrated improvement in Distance from Standard for the targeted student groups, indicating movement toward mathematics standards.

Local i-Ready results were more mixed, with 24% of all students scoring Early On Grade Level or Mid or Above Grade Level on the spring assessment compared with 25% in the baseline year. While local assessment results indicate continued need for improvement, state assessment gains demonstrate meaningful progress for targeted student groups and support continued implementation and refinement of this action.

Action 2.9 – Enhance Math Proficiency and Academic Achievement for Student Groups Identified for Targeted Support Based on Dashboard Performance in SRUSD
Effectiveness Rating: 2
Metrics: 2.1, 2.2, 2.3

Analysis Statement:
Action 2.9 was somewhat effective in supporting districtwide interventions for targeted student groups. Districtwide Distance from Standard improved from -95 to -88, a 7-point improvement. Targeted student groups also demonstrated improvement, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

Local i-Ready data also showed improvement for Socioeconomically Disadvantaged students, with the percentage performing at or above grade level increasing by 4 percentage points compared with the baseline year. While these results indicate progress, mathematics achievement remains below district targets, and the district will continue refining its intervention approach with an emphasis on aligning support structures across all schools.

Action 2.10 – Assign Paraprofessionals to Provide Targeted, Evidence-Based Math Intervention Support
Effectiveness Rating: 3

Metric: 2.3

Analysis Statement:
Action 2.10 was effective in expanding targeted mathematics intervention support through paraprofessional staffing across the district. This action increased individualized instructional time for students needing additional support in mathematics. Districtwide local assessment data showed a 5-percentage-point increase from baseline in the percentage of students performing at or above grade level in mathematics. This improvement, considered alongside implementation of targeted paraprofessional intervention support, supports an effectiveness rating of 3.

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

The overall Goal 2 statement and intended outcomes will remain unchanged for 2026–27. Selected metrics, actions, and funding allocations will be revised based on implementation review, analysis of outcomes, and educational partner feedback.

Beginning in 2026–27, the district will discontinue administration of the California Healthy Kids Survey (CHKS) Parent Survey and will instead utilize the Campus Culture Survey developed by the University of Colorado Boulder to measure family engagement and home-school partnership. As a result, Metric 2.4 and its target outcome will be revised to align with the new survey instrument. Because the Campus Culture Survey uses different questions and reporting measures, 2026–27 data will serve as the baseline year for this metric, and future growth targets will be established using Campus Culture Survey results. All other Goal 2 metrics and their associated target outcomes will remain unchanged.

Actions 2.1 and 2.4–2.9 will continue, with refinements to action descriptions and funding allocations as needed to more accurately reflect implementation. These refinements include more targeted use of site-based supplemental resources and family engagement supports while maintaining the core design and intended services of the actions.

Action 2.2 will be revised to incorporate instructional paraprofessional support for targeted mathematics intervention previously included in Action 2.10. This consolidation is intended to strengthen coherence between intervention staffing and the district's broader mathematics instructional support framework, including academic coaching, intervention planning, curriculum implementation, and standards-aligned instruction.

Action 2.3 will continue to support development and implementation of the district's mathematics Multi-Tiered System of Supports (MTSS) framework; however, the funding structure for professional learning associated with this action will change. Professional learning expenditures previously supported through LCFF resources in Goal 2 will be shifted to allowable one-time grant funding sources. This change allows LCFF funding to be more strategically focused on sustaining direct instructional supports for students.

Action 2.10 will be discontinued as a separate action in 2026–27. The targeted mathematics intervention staffing provided through this action will be incorporated into Action 2.2 rather than maintained as a separate LCAP action.

These changes reflect the district's commitment to continuous improvement, responsible resource alignment, and sustained focus on improving mathematics outcomes for all students, with particular attention to identified student groups.

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	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Enhance student achievement in mathematics through the use of assessment and personalized learning tools that support data-driven instructional decision-making and targeted student support. This action provides mathematics diagnostic assessments and instructional resources that help educators monitor student progress, identify areas of need, and tailor instruction to improve mathematical understanding and achievement for all students, including English Learners and students with disabilities.	$83,848.00	Yes
2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Implement and sustain rigorous, standards-aligned mathematics instruction across all grade levels through instructional coaching, collaborative planning, targeted intervention support, and supplemental instructional resources. Academic coaches will partner with educators to strengthen Tier 1 mathematics instruction through modeling, coaching cycles, lesson planning support, formative assessment analysis, and implementation of district scope and sequence expectations. This action also provides instructional paraprofessional support and supplemental resources to expand targeted intervention opportunities for students needing additional mathematics support. Together, these efforts are intended to improve instructional consistency, strengthen educator capacity, and increase mathematics achievement for all students, with focused support for identified student groups.	$723,010.00	Yes
2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Develop, implement, and refine the district's Multi-Tiered System of Supports (MTSS) framework for mathematics to ensure that all students, particularly unduplicated student groups, receive appropriate, tiered academic support based on identified need. This framework includes targeted instructional strategies, progress monitoring, intervention planning, and collaborative systems to strengthen mathematics instruction and improve student outcomes. Professional learning and implementation support will continue through aligned district funding sources and existing	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional leadership structures. Through this work, the district aims to improve mathematical proficiency, reduce achievement gaps, and ensure equitable access to effective mathematics intervention and support.		
2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Utilize state and district assessment data to monitor student progress, identify areas of need, and inform instructional improvement planning in mathematics. This action supports regular data analysis processes at the classroom, school, and district levels to examine student performance, set improvement targets, and plan responsive instructional and intervention strategies. Data tools and analytical support will be used to strengthen decision-making, improve instructional responsiveness, and accelerate mathematics achievement for all students, with focused attention to identified student groups.	$71,000.00	Yes
2.5	Fostering Family and Community Engagement in Math Education	Support student achievement in mathematics by engaging families in math learning through family workshops, interactive learning opportunities, and take-home resources that build confidence in supporting mathematics at home. This action strengthens the home-school connection by providing families with opportunities to better understand grade-level math concepts, instructional expectations, and strategies for reinforcing learning outside of school. These efforts are intended to increase family engagement and support improved mathematics outcomes for students.	$7,000.00	Yes
2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Improve mathematics proficiency and academic achievement at Santa Rita Elementary through targeted supplemental supports for identified student groups, including homeless students, Hispanic students, low-income students, and English Learners, as well as the broader student population. This action provides site-based resources and materials to support mathematics instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve mathematics outcomes for students at Santa Rita Elementary.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Improve mathematics proficiency and academic achievement at Gavilan View Middle School through targeted supplemental supports for identified student groups, including Hispanic students, low-income students, and English Learners. This action provides site-based resources and materials to support mathematics instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve mathematics outcomes for targeted students at Gavilan View Middle School.	$1,000.00	Yes
2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Improve mathematics proficiency and academic achievement at John Gutierrez Middle School through targeted supplemental supports for identified student groups, including Hispanic students, English Learners, and other students identified for additional support based on student performance data. This action provides site-based resources and materials to support mathematics instruction, reinforce targeted interventions, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve mathematics outcomes for targeted students at John Gutierrez Middle School.	$1,000.00	Yes
2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Improve mathematics proficiency and academic achievement for identified student groups, including Hispanic students, low-income students, and English Learners, through targeted supplemental supports aligned to district mathematics priorities. This action provides district-level resources and materials to support mathematics instruction, reinforce intervention efforts, and address identified areas of need reflected in student performance data. These supports are intended to strengthen instructional responsiveness, promote equitable access to learning, and improve mathematics outcomes for targeted student groups across the district.	$1,000.00	Yes
2.10				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empowering Educators to Support Multilingual Students and Enhance Equitable Learning Opportunities: The goal is to ensure equitable learning opportunities for all students by providing additional resources and professional learning opportunities for teachers, particularly to support multilingual students. This initiative empowers educators with the skills needed to reduce achievement gaps and align instructional strategies with state standards, improving outcomes on assessments such as the CAASPP. Emphasizing the tracking of English learners' progress and their reclassification as proficient correlates with improved academic performance and readiness for college and careers. Promoting a positive school climate fosters regular attendance and active engagement, ensuring students feel valued and motivated. The goal also guarantees multilingual students access to a broad and inclusive curriculum, enriching their educational experience and supporting their interests and talents. Overall, this goal aims to enhance academic success and create a more inclusive educational landscape through targeted support, resources, and a supportive school environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal ensures equitable learning opportunities for all students by providing additional resources and professional learning opportunities for teachers. This initiative focuses on empowering educators with the skills and knowledge necessary to effectively support multilingual students, aiming to reduce achievement gaps and ensure that every student, regardless of their background, has access to the education they deserve.

Aligned with State Standards, the goal seeks to enhance the performance of English learners by closely aligning instructional strategies with these standards. Through targeted professional development and resources, teachers will be better equipped to deliver content that meets state benchmarks, thereby improving outcomes on assessments such as the CAASPP and elevating the academic success of English learners.

For Pupil Achievement, the goal emphasizes meticulously tracking the progress of English learners and working towards their reclassification as proficient. This process is crucial as it correlates with improved academic performance and greater readiness for college and careers. Systematic tracking and support mechanisms will ensure that students are meeting and exceeding academic expectations.

In promoting Pupil Engagement, the goal aims to foster a positive school climate that encourages multilingual students to attend school regularly and engage actively in their learning. By creating an environment where students feel valued and supported, the goal helps to motivate students towards academic excellence and personal growth.

Furthermore, the goal ensures that multilingual students have equitable access to a broad and inclusive curriculum, allowing them to explore a wide range of subjects and learning opportunities. This approach enriches their educational experience and supports the notion that all students, regardless of their linguistic background, should have the opportunity to pursue their interests and talents to the fullest extent.

Overall, this goal is meticulously developed to advance these priorities through targeted support for multilingual students, enhancing their academic success and overall school experience. By focusing on resources, professional learning, and a supportive school climate, the goal sets a foundation for a more inclusive and equitable educational landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil Achievement- Progress by at least one level on the ELPAC	Baseline Data 2022-23: District-Wide 32% of ELL students advanced at least one level 54% of ELL students maintained 14% of ELL decreased by 1 or more levels John Gutierrez Middle School 38% of ELL students advanced at least one level 52% of ELL students maintained	2023-24 District-Wide 40% of EL students advanced at least one level 42% of EL students maintained 18% of EL decreased by 1 or more levels John Gutierrez Middle School 44% of EL students advanced at least one level	2024-25 District-Wide 41% of EL students advanced at least one level 42% of EL students maintained 18% of EL decreased by 1 or more levels John Gutierrez Middle School 60% of EL students advanced at least one level	ELL students advanced at least one level 50% of ELL students maintained 10% of ELL decreased by 1 or more levels John Gutierrez Middle School 47% of ELL students advanced at least one level 48% of ELL students maintained 8% of ELL decreased by 1 or more levels	District-Wide: +9% of EL students advanced at least one level -12% of EL students maintained District-Wide: +4% of EL decreased by 1 or more levels John Gutierrez Middle School: +22% of EL students advanced at least one level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11% of ELL decreased by 1 or more levels Santa Rita Elementary 33% of ELL students advanced at least one level 51% of ELL students maintained 1 6% of ELL decreased by 1 or more levels	43% of EL students maintained 13% of EL students decreased by 1 or more levels Santa Rita Elementary 37% of EL students advanced at least one level 46% of EL students maintained 18% of EL decreased by 1 or more levels	29% of EL students maintained 11% of EL students decreased by 1 or more levels Santa Rita Elementary 36% of EL students advanced at least one level 49% of EL students maintained 15% of EL decreased by 1 or more levels	Santa Rita Elementary 40% of ELL students advanced at least one level 48% of ELL students maintained 12% of ELL decreased by 1 or more levels	-23% of EL students maintained The same percentage of EL students decreased by 1 or more levels (no change) Santa Rita Elementary +3% of EL students advanced at least one level -2% of EL students maintained -1% of EL decreased by 1 or more levels
3.2	Pupil Achievement-Reclassification Rates	Baseline Data 2022-23: District-Wide 92 students (6%) Red Dashboard Indicator Schools John Gutierrez Middle School 27 students (20%) Santa Rita Elementary 22 students (5%)	District-Wide 137 students (10%) Red Dashboard Indicator Schools John Gutierrez Middle School 44 students (29%) Santa Rita Elementary16 students (3%)	District-Wide 2024-25: students 137 (10%) Red Dashboard Indicator Schools John Gutierrez Middle School students 44 (29%) Santa Rita Elementary students 14 (4%)	District-Wide: Increase to 24% John Gutierrez Middle School: Increase to 50% Santa Rita Elementary: Increase to 20%	District-Wide +10 students (+4%) Red Dashboard Indicator Schools John Gutierrez Middle School +17 students (+9%) Santa Rita Elementary -8 students (-1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Pupil Achievement-Reduction in number of LTELS	Baseline Data 2023-24: District-Wide 23% Red Dashboard Indicator Schools John Gutierrez Middle School 86% EL	District-Wide 2024-25: 44 (3%) students SRUSD EL Students are LTELS Red Dashboard Indicator Schools John Gutierrez Middle School 9 (6%) EL Students are LTELS	District-Wide 2025-26: 12% students SRUSD EL Students are LTELS Red Dashboard Indicator Schools John Gutierrez Middle School 42% EL Students are LTELS	Reduce the percentage of LTELs to 10%. John Gutierrez Middle School Reduce the percentage of LTELs to 30%	District-wide = -9% John Gutierrez Middle School = -44%
3.4	Pupil Achievement/Implementation of State Standards-EL Students who meet or exceed standard in ELA	Baseline Data 2022-23: District: EL Students=17% Santa Rita Elementary: EL Students=14% Gavilan View MS: EL Students=1% John Gutierrez: EL Students=4% La Joya: EL Students=15%	2023-24 CAASPP ELA District: EL Students= 7% Santa Rita Elementary: EL Students= 7% Gavilan View MS: EL Students= 1% John Gutierrez: EL Students= 2% La Joya: EL Students= 15%	2024-25 CAASPP ELA District: EL Students= 8% Santa Rita Elementary: EL Students= 4% Gavilan View MS: EL Students= 4% John Gutierrez: EL Students= 2% La Joya: EL Students= 10%	District EL Students=23% Santa Rita Elementary: EL Students=20% Gavilan View MS: EL Students=7% John Gutierrez: EL Students=10% La Joya: EL Students=36%	District: EL Students: -9% Santa Rita Elementary: EL Students: -10% Gavilan View MS: EL Students: +3% John Gutierrez: EL Students: -2% La Joya: EL Students: -5%
3.5	Pupil Achievement/Implementation of State Standards-	Baseline Data 2022-23: District:	2023-24 CAASPP Math	2024-25 CAASPP Math	District: 23% meet or exceed standard, EL	Difference in % District:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	- EL students who meet or exceed standard in Math	All: 17% meet or exceed standard, EL Students=8% Santa Rita Elementary: EL Students=8% Gavilan View MS: EL Students=0% John Gutierrez: EL Students=0% La Joya: EL Students=13% McKinnon: EL Students=18% New Republic: EL Students=18%	District: All: 15% EL Students= 5% Santa Rita Elementary: EL Students= 5% Gavilan View MS: EL Students= 1% John Gutierrez: EL Students= 1% La Joya: EL Students= 10% Mckinnon: EL Students= 7% New Republic: EL Students= 15%	District: All: 18% EL Students= 6% Santa Rita Elementary: EL Students= 5% Gavilan View MS: EL Students= 1% John Gutierrez: EL Students= 2% La Joya: EL Students= 6% Mckinnon: EL Students= 13% New Republic: EL Students= 14%	Students=14% Santa Rita Elementary: EL Students=14% Gavilan View MS: EL Students=6% John Gutierrez: EL Students=6% La Joya: EL Students=19% McKinnon: EL Students=24% New Republic: EL Students=24%	All:+1% EL Students: -2% Santa Rita Elementary: EL Students: -3% Gavilan View MS: EL Students: +1% John Gutierrez: EL Students: +2% La Joya: EL Students: -7% Mckinnon: EL Students: -5% New Republic: EL Students: -4%
3.6	Parent Input in Decision-making	CHKS 2024 : "School Encourages me to be an active partner": Overall=45% strongly agree, EL=50%, SPED=71%, Hispanic=44%	CHKS 2024-25 : "School Encourages me to be an active partner": Overall=91% strongly agree, EL=39%, SPED=33%, Hispanic=37%	CHKS 2024-25 : "School Encourages me to be an active partner": Overall=92% strongly agree, EL=52%, SPED=36%, Hispanic=39%	Original Three-Year Target (established at adoption): CHKS Parent Survey item: "School encourages me to be an active partner." Overall: 60% strongly agree	Overall: +47% EL: +2% SPED: -35% Hispanic: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: 70% Hispanic: 60% SPED: 80% Revised 2026–27 Target: The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for parent engagement and participation in school decision-making measures. Future growth targets will be established based on baseline results from the Campus Culture Survey.	
3.7	Pupil Engagement-Middle School Drop Out Rate	Baseline: 2022-23 0% of middle school students dropped out of school including EL,	2023-24 0% of middle school students dropped out of school including EL,	2024-25 0% of middle school students dropped out of school including EL,	0% of middle school students dropped out of school including EL, Hispanic,	ALL: Maintained EL: Maintained Hispanic: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic, Homeless, SED, SPED	Hispanic, Homeless, SED, SPED	Hispanic, Homeless, SED, SPED	Homeless, SED, SPED	Homeless: Maintained SED: Maintained SPED: Maintained
3.8	Basic Materials-Access to designated and integrated ELD materials	Baseline Data 2022-23: 100% of English Learners have access to designated and integrated ELD materials	2023-24: 100% of English Learners have access to designated and integrated ELD materials	2024-25: 100% of English Learners have access to designated and integrated ELD materials	100% of English Learners have access to designated and integrated ELD materials	ALL: Maintained
3.9	Basic-Percentage of appropriately credentialed teachers	Baseline Data 2022-23: 1 teacher was not appropriately credentialed to teach English Learners	2023-24: 100% of teachers were appropriately credentialed to teach English Learners	2024-25: 100% of teachers were appropriately credentialed to teach English Learners	100% teachers appropriately credentialed to teach English Learners	-1 teacher
3.10	Parent Engagement-Attendance rates a frequency of workshops, informational sessions, and engagement events specifically aimed at parents of unduplicated students.	Baseline Data 2023-24: < 2 events per month per site (6 sites)	2024-25: Average of 2 events per month per site (6 sites)	2025-26: Average of 3 events per month per site (6 sites)	3+ events per month per site	Increased from fewer than 2 to an average of 3 or more events per month per school site

Goal Analysis [2025-26]

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

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

The implementation of Goal 3, aimed at empowering educators to support multilingual students and enhance equitable learning opportunities, was monitored through multiple data sources, including state and local assessment data, progress monitoring tools, and educational partner feedback.

Action 3.1, focused on targeted instructional strategies and interventions through the provision of EL Specialists at Santa Rita Elementary, Gavilan View Middle School, and John Gutierrez Middle School, demonstrated positive progress in language development. An additional EL

Specialist was added at Santa Rita Elementary in 2024–25 due to the high level of student need and the success of this action in the base year. These EL Specialists were responsible for supporting designated English Language Development (ELD), English Learner monitoring, and instructional support for multilingual learners.

Districtwide, 41% of English Learners advanced at least one ELPAC proficiency level, including 60% at John Gutierrez Middle School and 36% at Santa Rita Elementary, indicating meaningful progress in English language proficiency. However, CAASPP outcomes indicate continued academic challenges. In ELA, 8% of districtwide English Learners met or exceeded standards, including 2% at John Gutierrez Middle School, 3% at Gavilan View Middle School, and 4% at Santa Rita Elementary. In Mathematics, 6% of districtwide English Learners met or exceeded standards, including 2% at John Gutierrez Middle School, 1% at Gavilan View Middle School, and 5% at Santa Rita Elementary. While language proficiency growth suggests this staffing model is positively impacting English language development, academic outcomes indicate a continued need to more closely align instructional supports with grade-level ELA and mathematics achievement goals.

Action 3.2 aimed to enhance English Learners' academic progress and language proficiency through supplemental English Language Development supports and instructional resources. This included the purchase of Newcomer ELD supplemental materials and continued access to the ELLevation dashboard and instructional strategy resources to support ELD instruction, progress monitoring, and targeted instructional planning.

Districtwide ELPAC data showed that 41% of English Learners progressed at least one level, reflecting continued growth in language acquisition. 114 students were reclassified, while 17 of 23 eligible SRUSD English Learners remained Long-Term English Learners (LTELs), indicating that continued and intensified support is needed for this student group.

Action 3.3 focused on enhancing English Learner progress in ELA and Mathematics through professional learning designed to strengthen instructional strategies for multilingual learners. Professional development supporting this goal was delivered internally rather than through an outside professional service, allowing the district to implement the action without incurring the originally anticipated vendor costs. This was implemented as planned.

Local assessment data indicates positive academic progress. Spring i-Ready Diagnostic results showed that districtwide English Learners improved from the base year in both content areas, with 19% of English Learners performing at or above grade level in ELA, compared with 17% in the base year, and 18% performing at or above grade level in Mathematics, compared with 14% in the base year. These gains suggest that instructional supports and professional learning contributed positively to student growth.

Additionally, 100% of English Learners had access to designated and integrated ELD instructional materials, reflecting successful implementation of instructional resource access across the district.

Overall, Goal 3 was implemented successfully, with effective deployment of staffing, instructional resources, and professional learning supports. Continued challenges remain in accelerating academic achievement in ELA and Mathematics for English Learners, particularly for Long-Term English Learners, despite encouraging progress in language proficiency and local assessment growth.

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.

Santa Rita Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adjustments and implementation realities throughout the year. The following outlines differences by action:

Action 3.1 – Planned: $411,169; Actual: $497,239.
Actual expenditures exceeded the planned budget due to higher-than-anticipated salary and benefit costs associated with the four EL Specialist positions included in this action. The action was fully implemented as intended, and the increased expenditures reflect staffing cost adjustments rather than a change in implementation.

Action 3.2 – Planned: $45,920; Actual: $35,343.
Actual expenditures were lower than planned due to reduced costs for instructional resources and related services, while the action was fully implemented as intended.

Action 3.3 – Planned: $10,000; Actual: $0.
This action was fully implemented through internal professional learning rather than the originally anticipated outside professional service model, eliminating the need to expend the allocated budget.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of input from educational partners and identified outcome metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal 3 contributed to progress toward the LEA’s goal:

Action 3.1 – Enhanced Instructional Strategies and Interventions with a Focus on Santa Rita Elementary and John Gutierrez Middle School
Effectiveness Rating: 3
Metrics: 3.1, 3.3, 3.4, 3.5

Analysis Statement:
Four EL Specialists continued to support designated English Language Development, English Learner monitoring, and targeted instructional intervention for multilingual learners. Student feedback, site walkthroughs, and assessment data indicated improved use of language scaffolds and increased student participation in academic discourse.

Districtwide, 41% of English Learners advanced at least one ELPAC proficiency level in 2024–25, including 36% at Santa Rita Elementary and 60% at John Gutierrez Middle School. On the 2024–25 CAASPP, English Learner ELA proficiency increased by 9 percentage points from baseline, while Mathematics proficiency decreased by 2 percentage points from baseline. Although statewide academic outcomes

remain an area for continued growth, local implementation evidence suggests that this staffing strategy positively strengthened language development and instructional access for multilingual learners. These findings support continued implementation of EL Specialists as a high-leverage strategy.

Action 3.2 – Enhancing Academic Progress and Language Proficiency of EL Students
Effectiveness Rating: 2
Metrics: 3.1, 3.2, 3.3

Analysis Statement:
Supplemental ELD instructional resources, including Newcomer materials and ELLevation tools, supported progress monitoring and targeted instructional planning for English Learners. Districtwide, 41% of English Learners progressed at least one ELPAC level in 2024–25, reflecting positive language development.

A total of 114 students were reclassified. However, Long-Term English Learner outcomes continue to indicate a need for sustained language acquisition support. Because the district's LTEL baseline and current-year data reflect differences in reporting methodology and/or student population definitions, direct comparison to the original baseline should be interpreted with caution. This action contributed positively to language development, but additional refinement is needed to accelerate outcomes for English Learners most at risk of long-term status.

Action 3.3 – Enhancing English Learner Progress in ELA and Mathematics
Effectiveness Rating: 2
Metrics: 3.1, 3.3, 3.4, 3.5, 3.8

Analysis Statement:
Professional learning focused on integrated ELD strategies was implemented internally to strengthen teacher capacity to support multilingual learners. Participating educators reported increased confidence in applying ELD strategies, and walkthrough evidence reflected increased use of instructional scaffolds such as sentence frames, structured academic discourse, and culturally responsive supports. However, implementation fidelity varied across sites.

Local i-Ready data showed academic improvement, with English Learners increasing by 2 percentage points in ELA and 4 percentage points in Mathematics compared with the base year. Additionally, all English Learners maintained access to designated and integrated ELD instructional materials. While these results demonstrate positive progress, variability in implementation and continued low statewide academic performance indicate the need for continued improvement.

Metric 3.1 We saw an increase of 9% of students improving their ELPAC level. Metric 3.3 there was also a decrease of 9% of the ELs who are LTELs since baseline. For CAASPP (Metric 3.4 and 3.5) we saw a decrease in ELA and a slight increase in Math in EL student performance. Use of ELD materials has been maintained.

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.

The overall Goal 3 statement will remain unchanged for 2026–27; however, selected metrics and implementation details will be refined to better align progress monitoring and resource allocation with the district's continued focus on improving outcomes for English Learners (ELs) and Long-Term English Learners (LTELs).

Beginning in 2026–27, the district will transition from the California Healthy Kids Survey (CHKS) Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder. As a result, Metric 3.6 and its associated target outcome will be revised to align with the new survey instrument. Because the Campus Culture Survey uses different questions and reporting measures, 2026–27 data will serve as the baseline year for this metric, and future growth targets will be established using Campus Culture Survey results. This change will provide more comprehensive and actionable information regarding parent engagement, school culture, and participation in school decision-making. Metrics 3.1–3.5, 3.7, and 3.8 and their associated target outcomes will remain unchanged.

Actions 3.1, 3.2, and 3.3 will continue in 2026–27. Based on implementation experience, student outcome data, and educational partner feedback affirming the importance of targeted multilingual learner supports, the district will continue English Learner Specialist staffing, instructional resources and progress-monitoring tools, and professional learning focused on effective ELD practices and access to rigorous grade-level instruction. The core design and intended services of these actions will remain unchanged.

These refinements are intended to strengthen coherence across actions and support improved language acquisition, reclassification, academic achievement, and meaningful family engagement while maintaining the overall goal and intended outcomes.

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	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Develop and implement targeted instructional strategies and interventions to support English Learners (ELs), particularly those with the greatest demonstrated need, including Long-Term English Learners (LTELs). Through the provision of four English Learner Specialist positions, the district will provide designated and integrated English Language Development (ELD), instructional coaching, progress monitoring, and targeted intervention support to strengthen language acquisition, improve academic outcomes, and accelerate progress toward reclassification.	$531,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Provide supplemental instructional resources and tools to strengthen support for English Learners (ELs) and Long-Term English Learners (LTELs), including resources that enhance educator capacity for targeted instructional planning, progress monitoring, and implementation of effective English Language Development strategies. This action supports the use of tools such as ELLevation and related instructional resources to accelerate language acquisition, reclassification, and academic achievement.	$40,920.00	Yes
3.3	Enhancing English Learner Progress in ELA and Mathematics	Provide targeted professional learning and supplemental instructional resources to strengthen educator capacity to support English Learners (ELs) and Long-Term English Learners (LTELs) in English Language Arts and Mathematics. Professional learning will focus on effective integrated and designated English Language Development (ELD) strategies, academic language development, and instructional practices that improve access to rigorous grade-level content. This action may include supplemental instructional materials and resources that support implementation of high-impact strategies for multilingual learners.	$14,144.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Integrating Advanced Instructional Technology for Enhanced Educational Outcomes: The initiative to integrate advanced instructional technology tools and resources aims to foster a stimulating and supportive educational environment, addressing several state priorities by ensuring equitable access to technology for all students and teachers, achieved by improving resource alignment and enhancing professional learning opportunities. The personalized approach utilizes technology to tailor learning experiences to individual needs, providing formative assessments to prepare students for college and careers. By leveraging technology to create engaging and interactive learning experiences, the initiative also addresses pupil engagement, aiming to increase attendance and reduce dropout rates. This comprehensive approach ensures that students are more invested in their education, leading to higher levels of success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The goal of integrating advanced instructional technology tools and resources was crafted with the aim to foster a stimulating and supportive educational environment. This initiative directly addresses several state priorities through precise measures. For Priority 1, the approach was to ensure equitable access to technology for all students and teachers. This was achieved by improving the alignment of resources and enhancing professional learning opportunities for educators, thereby making the educational resources more accessible and effective. This alignment supports the curriculum and instruction, thereby enhancing student engagement and achievement. By integrating technology in a way that complements the state's standards, the goal ensures that students are not only more engaged in their learning process but are also achieving at higher levels.

For Pupil Achievement, the goal took a personalized approach by utilizing technology to tailor learning experiences to individual student needs and providing formative assessments. This personalized approach helps prepare students for college and careers by offering them a more tailored educational experience that meets their individual needs and learning styles. Addressing Pupil Engagement, the goal leveraged technology to make learning experiences more engaging and interactive. This effort aimed to increase student attendance and reduce dropout rates by making the learning process more appealing to students. By creating more engaging and interactive learning experiences through technology, students are more likely to be invested in their education and, as a result, more likely to succeed.

Overall, the goal to integrate advanced instructional technology tools and resources is a multi-faceted approach designed to enhance the educational environment by addressing critical state priorities through innovative and targeted strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Standards Implementation-Percentage of classrooms regularly utilizing educational technology tools to enhance instruction.	SY 2023-24 The average baseline for the percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 70%.	SY 2023-24 The average percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 100%	SY 2025-26 The average percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 100%	Annual increase on the average baseline for the percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 85%	+30%
4.2	State Standards Implementation-Number of professional development hours provided to teachers on the effective use of educational technology.	SY 2023-24 Required and Optional Professional Development Hours Provided: 15 hours in the past year. Teacher Participation Rate: 35% of teachers participated.	SY 2024-25 Required and Optional Professional Development Hours Provided: 15 hours Teacher Participation Rate: 34% of teachers participated.	SY 2025-26 Required and Optional Professional Development Hours Provided: 15 hours Teacher Participation Rate: 37% of teachers participated.	Required and Optional Professional Development Hours Provided: 15 hours in the past year. Teacher Participation Rate: 50% of teachers participated.	+2%
4.4	Pupil Achievement-Tracking student progress and achievement through digital platforms and tools	SY 2023-24 Average of 32 min. spent per week per student on digital learning activities-ELA (iReady). Average of 44 min. spent per week per student on digital learning activities-Math (iReady)	SY 2024-25 Average of 31 min. spent per week per student on digital learning activities-ELA (iReady). Average of 35 min. spent per week per student on digital learning activities-Math (iReady)	Sy 2025-26 Average of 29 min. spent per week per student on digital learning activities - ELA (iReady). Average of 32 min. spent per week per student on digital learning	Average of 45 min. spent per week per student on digital learning activities-ELA (iReady). Average of 45min. spent per week per student on digital learning activities-Math (iReady)	-3 minute per week in ELA -12 minutes per week in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				activities - Math (iReady)		
4.5	Basic Materials-Ensuring all students have access to necessary technology and resources.	SY 2023-24 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use 14% of EL- DELAC parents not having access to reliable home based internet at home	SY 2024-25 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use. 0% of EL- DELAC parents not having access to reliable home based internet at home	SY 2025-26 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use. 0% of EL- DELAC parents not having access to reliable home based internet at home	SY 2023-24 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use 0% of EL- DELAC parents not having access to reliable home based internet at home	EL: Maintained Homeless: Maintained SED: Maintained SPED: Maintained EL-DELAC: 14% Improvement
4.6	Parent Involvement-Provision of support and resources to students and families to facilitate technology use at home (# of Hot Spots)	SY 2023-24 Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	SY 2024-25 Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	SY 2025-26 Number of Hotspots available to families to ensure internet access at home: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	Homeless: Maintained EL: Maintained SED: Maintained Hispanic: Maintained

Goal Analysis [2025-26]

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

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

The implementation of Goal 4, focused on enhancing student engagement and achievement through advanced instructional technology, demonstrated strong progress toward improving equitable access to technology resources and increasing technology integration in classroom instruction.

Action 4.1 focused on enhancing student engagement and achievement through expanded access to instructional technology, improved connectivity, and professional learning to support effective classroom integration. Districtwide, 100% of classrooms regularly utilized educational technology tools during the 2025–26 school year, reflecting strong implementation of instructional technology across schools.

Equitable access to technology resources remained a central focus of this action. 100% of English Learner, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities had access to devices at school, and 100% of students in grades 3–8 within these groups had access to take-home devices, demonstrating successful implementation of the district's equity goals related to technology access.

Internet connectivity support also contributed to successful implementation. Hotspots remained available to ensure home internet access for 100% of identified Homeless, English Learner, Socioeconomically Disadvantaged, and Hispanic families requiring this support, helping reduce barriers to digital learning beyond the school day.

Professional learning was another important component of this action. Fifteen hours of professional development were offered to support effective instructional technology integration, with 37% of teachers participating, representing a 2 percentage point increase from the base year. While participation indicates progress, increasing staff engagement in professional learning remains an opportunity for continued growth.

Challenges continue to arise in balancing staff preferences for particular digital applications and programs with the district's responsibility to manage resources efficiently and avoid duplicative expenditures. As part of continuous improvement, the district is working to streamline digital tools and ensure technology investments remain aligned to instructional priorities and educational needs.

Overall, Goal 4 was implemented successfully, with significant progress in technology access, connectivity, and classroom integration. Continued refinement of professional learning participation and digital resource management will further strengthen the district's ability to leverage technology in support of student engagement and achievement.

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.

Santa Rita Union School District experienced close alignment between planned expenditures and actual spending for Goal 4, with minor variances reflecting implementation adjustments throughout the year.

Action 4.1 – Planned: $1,457,781; Actual: $1,377,423.
Actual expenditures were slightly lower than the planned budget due to several implementation adjustments. A mid-year staffing change within the technology department, including a temporary vacancy, resulted in salary and benefit savings. Additionally, less student device repair equipment was purchased than originally anticipated. Minor underspending also occurred in travel, conferences, and professional services as implementation needs evolved throughout the year. The action was fully implemented.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of actions in achieving the articulated goal. Ratings were based on analysis of educational partner input and outcome metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest):
1 – Not Effective | 2 – Somewhat Effective | 3 – Effective

The action outlined in Goal 4 contributed to progress toward the LEA's goal:

Action 4.1 – Enhancing Student Engagement and Achievement Through Advanced Instructional Technology
Effectiveness Rating: 3
Metrics: 4.1, 4.2, 4.5, 4.6

Analysis Statement:
Action 4.1 was effective in expanding equitable access to instructional technology and increasing classroom integration of digital learning tools. Districtwide, 100% of classrooms regularly utilized educational technology tools during the 2025–26 school year, reflecting widespread implementation of technology-enhanced instruction.

Equity goals were successfully achieved, with 100% of English Learner, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities having access to devices at school, and 100% of students in grades 3–8 within these groups having access to take-home devices. Additionally, hotspot access remained available to ensure home internet connectivity for identified students and families requiring support.

Professional learning also supported implementation, with 15 hours of technology integration training offered and 37% of teachers participating, representing a modest increase from the baseline year. While participation indicates continued growth, broader staff engagement in professional learning would strengthen implementation consistency.

Educational partner feedback and implementation data indicate that technology resources were successfully leveraged to support student access and classroom engagement. Challenges related to streamlining digital tools and avoiding duplicative program expenditures remain areas for ongoing refinement, but overall implementation outcomes support an effectiveness rating of 3 (Effective).

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.

The overall Goal 4 statement and Metrics 4.1–4.6 and their associated target outcomes will remain unchanged for 2026–27. Action 4.1 will also continue, with refinements to implementation and funding based on implementation experience and educational partner feedback.

Action 4.1 – Enhancing Student Engagement and Achievement Through Advanced Instructional Technology will continue with its core design and services intact. The district will refine implementation by continuing to streamline duplicative digital tools and subscriptions, strengthening alignment between technology investments and instructional priorities, and supporting more intentional and effective integration of technology into teaching and learning.

The funding structure for Action 4.1 will also be refined. Certain professional learning costs previously budgeted within this goal, including travel and conference expenditures for technology staff, will be removed from LCFF funding and may be supported through alternate allowable funding sources if professional learning opportunities are pursued.

These refinements are intended to improve coherence within the district's instructional technology ecosystem and ensure resources remain focused on sustaining core instructional technology infrastructure, equitable access, and student learning supports.

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	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Provide and maintain instructional technology infrastructure, digital learning tools, and technical support to enhance student engagement, achievement, and equitable access to learning. This action includes maintaining student and staff access to devices, instructional technology tools, internet connectivity, digital learning platforms, cybersecurity and data privacy systems, technical staffing, and professional learning to support effective integration of technology into teaching and learning. Through these investments, the district will continue fostering dynamic, engaging learning environments that promote digital literacy, innovation, responsible technology use, and equitable access to personalized learning opportunities.	$1,438,875.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This goal focuses on improving the cognitive, emotional, and behavioral engagement of special education students, with a particular emphasis on English learners, foster youth, and students from low-income families. The initiative will utilize differentiated instructional strategies, provide targeted professional development for educators, and implement evidence-based interventions. This goal is a critical focus area, aiming to promote equity, enhance student engagement, and ensure that educational practices are inclusive and legally compliant, ultimately fostering a supportive learning environment for all special education students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

The goal is strategically developed to ensure a sustained allocation of resources towards hiring specialized staff, procuring necessary materials, and implementing programs specifically designed to meet the unique needs of special education students. This ambitious objective aims to enhance the educational landscape by incorporating regular professional development sessions focused on inclusive teaching practices. Additionally, it mandates the periodic assessment of Individualized Education Programs (IEPs) to ensure they are effectively meeting students' needs. This approach is pivotal in creating an inclusive and supportive learning environment that caters to the diverse requirements of special education students.

The goal emphasizes the importance of data-driven decision-making. This involves the consistent use of formative and summative assessments to meticulously inform instructional planning and implement evidence-based interventions. By doing so, educators can tailor their teaching strategies to better meet the learning needs of their students, thereby improving academic outcomes. This goal underscores the importance of leveraging data to guide educational practices and interventions, ensuring that they are both effective and efficient.

The goal is committed to ensuring that special education students are provided with a broad spectrum of course offerings and enrichment opportunities. This is achieved by regularly reviewing and adjusting accommodations to ensure that all students have equitable access to the curriculum. This proactive approach to curriculum access is essential in promoting an inclusive educational environment where all students, regardless of their unique needs, have the opportunity to engage in diverse learning experiences. By doing so, the goal supports the broader aim of fostering equity, enhancing student engagement, and adhering to legal and ethical standards in education.

This comprehensive methodology effectively addresses various state priorities by focusing on promoting equity among students, enhancing their engagement in the learning process, and ensuring that all educational provisions are both legal and ethical. Through these focused efforts, the goal seeks to create a more inclusive and supportive educational system for special education students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Pupil Achievement- Distance from standard for special education students in ELA and Mathematics.	Baseline 2022-23: SPED ELA -142 DFS Math -167 DFS	Year 1 Outcome 2023-24: SPED ELA -135 DFS Math -163 DFS	Year 2 Outcome 2024-25: SPED ELA -145 DFS Math -173 DFS	ELA -75 DFS Math -90 DFS	SPED ELA: -3 points Math: -6 points
5.2	Pupil Achievement- Average growth for special education students on the CAST.	Baseline: 2022-23 SPED CAST 2% of special education students met or exceeded standard on the CAST	2023-24 SPED CAST 9.0% of special education students met or exceeded standard on the CAST	2024-25 SPED CAST 5% of special education students met or exceeded standard on the CAST	15% of special education students met or exceeded standard on the CAST	SPED: +3%
5.3	Parent Involvement- Percentage of EL parents reporting satisfaction with special education services within the EL Annual Needs Assessment	Baseline: 2023-24 EL Needs Assessment 91% of EL parents reported that they know a little to nothing about special education services	2024-25 EL Needs Assessment 59% of EL parents reported that they know a little to nothing about special education services	2025-26 EL Needs Assessment 56% of parents reported that they know a little to nothing about special education services	61% of EL parents report that they know a little to nothing about special education services	EL Needs Assessment: Improvement of 35 percentage points
5.4	School Climate: Percentage of GVMS special education students receiving suspensions	Baseline 2023-24: 30% suspension rates for SPED at GVMS	2024-25 10% suspension rates for SPED at GVMS	2024-25 27% suspension rates for SPED at GVMS	15% suspension rates for SPED at GVMS	-3% suspension rate for SPED at GVMS
5.5	Pupil Engagement- Average daily attendance rate for	Baseline: 2023-24 77% SPED attendance rate	2024-25 83% SPED attendance rate	2025-26 93% SPED attendance rate	88% attendance rate	+11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	special education students.					
5.6	Pupil Engagement- Percentage of special education students identified as chronically absent	Baseline 2023-24 24% SPED Chronically Abs.	2024-25 20% SPED Chronically Abs.	2025-26 24% SPED Chronically Abs.	14% of sped students chronically absentent	Maintained

Goal Analysis [2025-26]

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

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

In 2025–26, Santa Rita Union School District implemented all four actions under Goal 5, focused on improving academic achievement, behavioral supports, and inclusive systems for students with disabilities. Implementation emphasized strengthening behavioral intervention systems, paraprofessional support, MTSS development, and instructional supports aligned to student needs. Implementation of Goal 5 was also intentionally aligned with the district's Comprehensive Improvement Monitoring (CIM) plan, particularly in the areas of MTSS, inclusive instructional practices, intervention systems, and strengthening outcomes for students with disabilities.

Under Action 5.1, the district sustained Board-Certified Behavior Analyst (BCBA) services to support Functional Behavior Assessments (FBAs), behavior intervention planning, staff coaching, and direct consultation related to student behavioral needs.

Action 5.2 focused on paraprofessional and behavior aide staffing to assist students with disabilities across instructional settings, including implementation of IEP supports, behavior regulation strategies, and access to the least restrictive environment. Some of these staffing supports were sustained through temporary one-time funding sources and strategic midyear reallocation of allowable funds from underspent LCAP actions to address identified student needs.

Through Action 5.3, the district continued development of its Multi-Tiered System of Supports (MTSS). Coordination of Services Team (COST) structures remained active across sites, and the district finalized its MTSS framework for broader implementation in 2026–27.

Action 5.4 focused on improving academic outcomes for students with disabilities through instructional planning, use of formative assessment data, targeted accommodations, and continued implementation of specialized instructional materials.

Implementation across Goal 5 reflected a responsive systems approach, with collaboration among site administrators, instructional staff, and special education leadership to address evolving student needs throughout the year.

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

Santa Rita Union School District's planned expenditures and actual spending for Goal 5 varied based on evolving student needs and strategic midyear funding decisions. While all actions were implemented, expenditure shifts reflect responsive adjustments in staffing support and lower-than-anticipated utilization of certain professional learning and planning activities. The following summarizes the differences by action:

Action 5.1 – Not Contributing; Actual $221,685
This action was originally planned to be funded from other sources; however, shifts in district budgets during the school year resulted in LCAP funds being used to support the action. A Board-Certified Behavior Analyst (BCBA) provided behavioral assessment, intervention planning, and staff coaching.

Action 5.2 – Not Contributing; Actual $700
During the school year, the district identified a need to strengthen support for students with disabilities and strategically redirected allowable funds from underspent LCAP actions to support this work. As a result, expenditures were assigned to this action. These funds supported increased student access to instructional assistance, behavior regulation support, and implementation of IEP services across school sites.

Action 5.3 – Planned: $149,731; Actual: $700
This action was implemented, but actual expenditures were significantly lower than planned because the anticipated professional learning costs for school psychologists were less than originally projected. The district was able to provide the intended support at a reduced cost.

Action 5.4 – Planned: $18,445; Actual: $532,285
This action was implemented and expenses were significantly more than what was planned.
During the school year, the district identified a need to strengthen paraprofessional support for students with disabilities and strategically redirected allowable funds from underspent LCAP actions to support this work. As a result, actual expenditures exceeded the original planned amount. This staffing support increased student access to instructional assistance, behavior regulation support, and implementation of IEP services across school sites. A BCBA supported the work in this action.

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

The actions under Goal 5 demonstrated mixed effectiveness in strengthening systems of support, behavioral interventions, and access for students with disabilities, while academic outcomes indicate continued need for improvement. Evaluation was based on student outcome data, implementation evidence, staff feedback, and district monitoring aligned to the identified metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Action 5.1 – Enhancing Behavioral Support and Training for Educators and Staff
Effectiveness Rating: 3
Metrics: 5.4, 5.5, 5.6

BCBA services were effective in strengthening behavioral support systems for students with disabilities through Functional Behavior Assessments (FBAs), individualized intervention planning, staff coaching, and consultation. Staff reported improved clarity and consistency in implementing behavior supports, and district systems for responding to student behavioral needs were strengthened. Attendance outcomes for students with disabilities improved significantly from baseline, suggesting stronger student engagement and access to support. Suspension rates for students with disabilities at GVMS decreased from 30% to 27%, a decrease of 3 percentage points from baseline.

Action 5.2 – Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides
Effectiveness Rating: 3
Metrics: 5.4, 5.5, 5.6

Paraprofessional and behavior aide staffing effectively increased student access to instructional and behavioral support across school settings. These staffing supports strengthened implementation of IEP services, supported access to the least restrictive environment, and increased responsiveness to student needs throughout the school day. Student attendance improved significantly, reflecting stronger engagement and access to school-based supports. Suspension rates for students with disabilities at GVMS decreased from 30% to 27%, a decrease of 3 percentage points from baseline.

Action 5.3 – Enhanced Support and Outcomes for Special Education and Unduplicated Students
Effectiveness Rating: 2
Metrics: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

The district made progress in strengthening MTSS foundations through COST implementation and development of a districtwide MTSS framework. Outcomes for students with disabilities were mixed: ELA and math performance declined slightly from baseline, while CAST performance increased from 2% to 5%. EL parent awareness of special education services improved significantly, and GVMS suspension rates decreased from 30% to 27%. Attendance for students with disabilities improved from 77% to 88%, an increase of 11 percentage points, while chronic absenteeism remained at 24%. Given mixed academic outcomes and continued MTSS development, this action was somewhat effective.

Action 5.4 – Enhance Achievement of Special Education Students in ELA and Mathematics
Effectiveness Rating: 1
Metrics: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

This action supported instructional planning, accommodations, assessment, and specialized supports for students with disabilities. Outcomes were mixed: ELA and math performance declined slightly from baseline, while CAST performance, parent awareness, suspension rates, and attendance improved. Chronic absenteeism remained unchanged. Because the primary purpose of Action 5.4 was to improve achievement in ELA and mathematics, and both academic measures declined from baseline, the action was rated Not Effective despite improvement in several secondary student support indicators. Continued targeted intervention is needed to improve academic outcomes for students with disabilities.

Overall, Goal 5 strengthened behavioral, staffing, and systems-level supports for students with disabilities, but academic achievement remains a significant area of concern. Continued focus in 2026–27 will center on improving instructional effectiveness, strengthening intervention systems, and sustaining student support structures.

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.

The overall Goal 5 statement and Metrics 5.1–5.6 will remain unchanged for 2026–27. Changes will be made to selected actions based on implementation experience, student needs, and fiscal realities.

Actions 5.1 and 5.2 will change from non-contributing to contributing actions in 2026–27. These actions were originally established as non-contributing; however, during 2025–26, the district identified underspending in other LCAP actions and strategically allocated allowable LCAP funds to strengthen behavioral, instructional, and staffing supports for students with disabilities. More than 90% of the district's students with disabilities are also unduplicated pupils, and the district's needs analysis supports continued investment in these services as increased and improved services for unduplicated pupils.

Action 5.1 will also be revised in 2026–27 to include one Special Education Super Substitute position to support continuity of learning and services for students with disabilities. Effectiveness of this additional support will be monitored through academic achievement (Metric 5.1) and suspension outcomes (Metric 5.4).

Actions 5.3 and 5.4 will continue without changes to their core design. The district will continue strengthening MTSS, instructional supports, intervention systems, and services designed to improve outcomes for students with disabilities and unduplicated pupils.

These changes reflect the district's continued focus on aligning resources with identified student needs, strengthening continuity of services, and improving academic, behavioral, and engagement outcomes for 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	Enhancing Behavioral Support and Training for Educators and Staff	The goal is to enhance the capacity of staff, including paraprofessionals, teachers, and aides, in behavior management techniques and inclusive teaching strategies. This includes providing targeted interventions and support tailored to the needs of students with behavioral challenges, fostering a more inclusive learning environment. A Behavior Analyst (BCBA) will train staff in these techniques, conduct regular behavioral	$314,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments, and evaluate the progress of intervention strategies, making necessary adjustments to ensure effective support for all students.		
5.2	Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides	Hiring additional paraprofessionals and behavior aides will significantly decrease the student-to-adult ratio, enabling more specialized attention and support for special education students. This initiative aims to foster a more supportive and effective learning environment, addressing both academic and behavioral needs. By adding 15 special education paraprofessionals, 8 behavior aide positions, and 5 contracted behavior aides, the action seeks to enhance the educational experience for students with diverse needs, ensuring they receive the necessary assistance to thrive academically and behaviorally.	$116,518.00	Yes
5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	Implement the Multi-Tiered System of Supports (MTSS) to provide targeted interventions for at-risk and special education students. Conduct comprehensive reviews of Individualized Education Plans (IEPs) to identify and address gaps in support structures. Ensure that necessary resources and ongoing training are provided to educators by the Special Education Program Specialist, enabling effective implementation of MTSS strategies. Regularly update IEPs to ensure personalized and effective support for unduplicated special education students. Provide tailored interventions, ensuring access to appropriate resources for academic and social success.		No
5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	To improve the achievement of special education students in English Language Arts (ELA) at John Gutierrez Middle School and in Mathematics at New Republic and McKinnon Elementary Schools, targeted intervention programs will be implemented in response to their red status on the California Dashboard. This initiative focuses on providing specialized instructional strategies, resources, and support tailored to the unique needs of special education students. By addressing these specific academic areas, the goal is to bridge the achievement gap and ensure that all students receive equitable educational opportunities to reach their full potential. Regular progress monitoring and professional development for		No

Action #	Title	Description	Total Funds	Contributing
		educators will be integral components of this effort to foster a supportive and effective learning environment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Enhancing Academic Success and College Readiness through Rigorous Instruction and Support: The District aims to deliver rigorous instruction and enriching learning opportunities, particularly emphasizing unduplicated student groups. By implementing the AVID program, the District will foster essential skills for academic success and college readiness. Smaller class sizes and well-trained substitutes will enhance student engagement and support. This goal is intricately designed within the AVID framework, addressing the State's priorities by establishing a comprehensive structure to bolster students' capabilities in essential academic and college readiness skills. Emphasizing study skills, critical thinking, and engagement in rigorous coursework, this initiative significantly advances Pupil Achievement, promoting improved performance on standardized tests and preparing students for the academic challenges of higher education. The goal supports School Climate by ensuring equitable access to educational resources and a nurturing environment. Implementing strategies that foster a sense of belonging and support enhances cognitive, behavioral, and emotional engagement among students. Such an environment is crucial for promoting a positive school climate and a conducive learning atmosphere. Furthermore, the goal proactively addresses educational disparities by aiming to close the achievement gap. Setting consistent educational standards across the district, this initiative prepares students comprehensively for their future careers and higher education pursuits. This holistic approach elevates educational outcomes and equips students with the skills needed for success in an ever-evolving academic and professional landscape.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District aims to deliver rigorous instruction and enriching learning opportunities, with a particular emphasis on unduplicated student groups. By implementing the AVID program, the District will foster essential skills for academic success and college readiness. Smaller class sizes and well-trained substitutes will enhance student engagement and support.

Integration within the AVID Framework:

This goal is intricately designed within the AVID framework, addressing the State's priorities by establishing a comprehensive structure to bolster students' capabilities in essential academic and college readiness skills. Emphasizing study skills, critical thinking, and engagement in rigorous coursework, this initiative significantly advances pupil achievement, promoting improved performance on standardized tests and preparing students for the academic challenges of higher education.

Supporting School Climate:
The goal supports school climate by ensuring equitable access to educational resources and a nurturing environment. Implementing strategies that foster a sense of belonging and support enhances cognitive, behavioral, and emotional engagement among students. Such an environment is crucial for promoting a positive school climate and a conducive learning atmosphere.

Addressing Educational Disparities:
Furthermore, the goal proactively addresses educational disparities by aiming to close the achievement gap. Setting consistent educational standards across the district, this initiative prepares students comprehensively for their future careers and higher education pursuits. This holistic approach elevates educational outcomes and equips students with the skills needed for success in an ever-evolving academic and professional landscape. By emphasizing study skills, critical thinking, and engagement in rigorous coursework, the goal significantly contributes to advancing pupil achievement through improved performance on standardized tests and meticulous preparation for the academic challenges of higher education.

In parallel, the goal ensures that every student has equitable access to educational resources and a nurturing environment. This is realized by implementing strategies that foster a sense of belonging and support, thereby enhancing cognitive, behavioral, and emotional engagement among students. Such an environment is crucial for promoting a positive school climate and, by extension, a more conducive learning atmosphere.

By taking a proactive stance in addressing educational disparities, this goal aims to close the achievement gap. It does so by setting consistent educational standards across the district and preparing students comprehensively for their future careers and higher education pursuits. This holistic approach not only elevates educational outcomes but also ensures that students are well-equipped for success in an ever-evolving academic and professional landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	School Climate-CHK Parent School Environment	CHKS Question "Positive Student Learning Environment" Strongly Agree Overall=46% Hispanic=46% EL=50%	2024-25 CHKS Question "student learning environment" Strongly Agree Overall=35% Hispanic=37%	2025-26 CHKS Question "Positive student learning environment" Strongly Agree Overall=39% Hispanic=41%	Original Three-Year Target (established at adoption): Overall: 60% Hispanic: 60%	CHKS Question "Student Learning Environment" Strongly Agree Overall: -7% Hispanic: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED=66%	EL=43% SPED=34%	EL=59%. SPED=38%	EL: 65% SPED: 78% Revised 2026–27 Target: The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family perceptions of school climate and learning environment. Future growth targets will be established based on baseline results from the Campus Culture Survey.	EL: +9% SPED: -28%
6.2	School Climate-CHK Parent Motivation to Learn	CHKS Question "Positive Motivation to Learn" Strongly Agree Overall=50% Hispanic=50% EL=61%	CHKS Question "Positive Motivation to Learn" Strongly Agree	CHKS Question "Positive Motivation to Learn" Strongly Agree Overall=40%	Original Three-Year Target (established at adoption): Overall: 60%	CHKS Question "Positive Motivation to Learn" Strongly Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED=71%	Overall=33% Hispanic=42% EL=48% SPED=35%	Hispanic=42% EL=58% SPED=40%	Hispanic: 60% EL: 70% SPED: 80% Revised 2026–27 Target: The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family perceptions related to student motivation and engagement in learning. Future growth targets will be established based on baseline results from the Campus Culture Survey.	Overall=--10% Hispanic=-8% EL=-3% SPED=-31%
6.3	School Climate-CHK Parent Opportunities for Meaningful Participation	CHKS Question "Opportunities for Meaningful	CHKS Question "Parental involvement in school" Yes	CHKS Question "Parental involvement in school" Yes	Original Three-Year Target (established at adoption):	CHKS Question "Parental involvement in school" Yes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Participation" Strongly Agree Overall=46% Hispanic=45% EL=44% SPED=67%	Overall=47% Hispanic=46% EL=44% SPED=46%	Overall=46% Hispanic=47% EL=47% SPED=39%	Overall: 56% Hispanic: 56% EL: 56% SPED: 77% Revised 2026–27 Target: The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family perceptions regarding opportunities for meaningful participation and engagement in school. Future growth targets will be established based on baseline results from the Campus Culture Survey.	Overall=Maintained Hispanic=+2% EL=+3% SPED=-28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	CAASPP ELA	Baseline 2022-23 SBAC ELA % of students who meet or exceed standard District Wide All=29%	2023-24 SBAC ELA District Wide All=26% meet or exceed standard	2024-25 SBAC ELA District Wide All=30% meet or exceed standard	2025-26 SBAC ELA District Wide % of students who meet or exceed standard 50%	+1%
6.5	CAASPP Math	Baseline 2022-23 SBAC Math District: 17% meet or exceed standard	2023-24 SBAC Math District: 15% meet or exceed standard	2024-25 SBAC Math District: 18% meet or exceed standard	2025-26 SBAC Math Districtwide students who meet or exceed standard 21%	+1%

Goal Analysis [2025-26]

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

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

The implementation of Goal 6 was designed to enhance academic success and student engagement through targeted actions focused on enriching learning opportunities, maintaining supportive learning conditions, and ensuring continuity of instruction.

Action 6.1, Delivering Rigorous Instruction and Enriching Opportunities for Students, was successfully implemented through the provision of hands-on learning experiences, including field trips that enhanced educational opportunities for students across the district. While districtwide field trip plans were ultimately funded through an alternate resource, site-based field trip opportunities were implemented as planned and aligned with the intended outcome of fostering meaningful student engagement beyond the traditional classroom setting. The data in Metrics 6.1 and 6.2 showed declines from the 2023–24 baseline year; however, parent participation in the California Healthy Kids Survey increased significantly in 2024–25 compared to 2023–24, resulting in what may be considered a more representative baseline for family perceptions. When comparing 2025–26 data to the prior year, overall parent responses increased by 4% in Metric 6.1 and 7% in Metric 6.2.

Action 6.2, AVID (Advancement Via Individual Determination), was implemented in a modified form. Due to resource prioritization decisions, the district reduced its emphasis on AVID as a formal program model and did not participate in the annual AVID conference during the current year. However, AVID-informed instructional strategies continued to be integrated through the work of instructional coaches, leveraging prior professional learning to sustain practices that support student engagement, academic habits, and college readiness.

Action 6.3, Ensuring Consistent Substitute Teachers for Continuous Learning Support, was successfully implemented through the hiring of 18 “super substitutes” across school sites. These staff members provided classroom coverage during teacher absences, release time for professional learning and collaboration, and additional instructional support when coverage was not required. This action minimized disruptions to instruction and contributed to maintaining stable and supportive learning environments aligned with Metric 6.1.

Action 6.4, Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction, was successfully maintained throughout the school year. Average class sizes remained below established district targets, with grades K–3 averaging 23 students (target: 24), grades 4–5 averaging 25 students (target: 29), and middle school core classes averaging 26 students (target: 29). Maintaining lower class sizes supported more personalized instruction, stronger student-teacher interaction, and increased opportunities for differentiated support.

Overall, the implementation of Goal 6 was marked by successful execution of the majority of planned actions, strategic adaptation in program implementation, and a continued focus on maintaining positive learning environments for students. While overall CHKS parent perception metrics remain below the original 2023–24 baseline, the substantial increase in survey participation from 222 parent responses in 2023–24 to 517 responses in 2024–25 suggests that the more recent data likely provides a broader and more representative reflection of family perspectives across the district.

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.

Santa Rita Union School District observed differences between planned expenditures and actual spending for some actions under this goal, reflecting implementation adjustments and operational realities during the year. The following summarizes the variances by action:

Action 6.1 – Planned: $61,500; Actual: $50,675
Actual expenditures were lower than planned because, while all grade levels at all sites provided field trip opportunities for students, some experiences cost less than originally budgeted. In addition, certain field trip-related expenses were supported through other allowable funding sources, reducing expenditures within this action.

Action 6.2 – Planned: $15,500; Actual: $10,618
Actual expenditures were below budget due to an adjustment in implementation. Rather than fully implementing AVID as a site-based program model, the district incorporated AVID-aligned strategies into the work of Academic Coaches, eliminating the need for AVID lead stipends. In addition, some professional learning activities were funded through other allowable resources. A portion of these unspent funds was reallocated to Goal 10, Action 2, to support extracurricular activities and student belonging.

Action 6.3 – Planned: $1,191,012; Actual: $887,116
Actual expenditures were lower than planned because the super substitute staffing model, while fully implemented, required fewer paid workdays than originally projected. The district maintained consistent substitute coverage and instructional support throughout the school year, but actual utilization of super substitute staffing was lower than the budget assumptions used in planning.

Action 6.4 – Planned: $2,407,712; Actual: $2,540,755
Actual expenditures exceeded the planned budget due to salary and benefit variances associated with the certificated staff assigned to maintain reduced class size averages. Despite the higher expenditures, the district successfully maintained class sizes below established targets throughout the school year.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of educational partner input and available metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Six helped make progress towards the LEA's goal:

Action 6.1 – Delivering Rigorous Instruction and Enriching Opportunities for Students
Effectiveness Rating: 3
Metrics: 6.1, 6.2

Analysis Statement:
Action 6.1, which provided students with opportunities for hands-on instructional experiences through field trips and enrichment activities, was effective. All grade levels at all school sites provided field trip opportunities for students during the 2025–26 school year, expanding learning beyond the classroom and supporting student engagement.

Metrics 6.1 and 6.2, based on parent feedback through the California Healthy Kids Survey, remain below the original 2023–24 baseline; however, interpretation should be made with caution due to the significant increase in parent participation in 2024–25, from 222 responses to 517 responses, creating a broader and more representative baseline for comparison. When compared to the 2024–25 school year, parent perception improved, with overall increases of 4 percentage points in Metric 6.1 and 7 percentage points in Metric 6.2.

This action expanded student access to enriching educational experiences and provided opportunities for learning beyond the classroom.

Action 6.2 – College and Career Readiness Through Student Success Strategies
Effectiveness Rating: 2
Metrics: 6.1, 6.2, 6.3

Analysis Statement:
Action 6.2, focused on AVID implementation, was somewhat effective. While the district reduced its emphasis on AVID as a formal program model during 2025–26 due to resource prioritization, AVID-informed strategies continued through Academic Coaches and prior professional learning.

Because the action was not implemented as originally envisioned, effectiveness was mixed. Parent perceptions of both the learning environment and motivation to learn improved year over year, although outcomes remain below baseline. Parent perceptions of opportunities for meaningful participation were generally maintained overall, with variation among student groups. The district will continue integrating AVID-informed strategies related to student engagement, academic organization, meaningful participation, and college readiness within core instruction.

Action 6.3 – Ensuring Consistent Substitute Teachers for Continuous Learning Support
Effectiveness Rating: 3
Metrics: 6.1, 6.2, 6.3

Analysis Statement:
Action 6.3 was effective in ensuring continuity of instruction during teacher absences and release time for collaboration and professional learning. The district successfully implemented the super substitute staffing model through the hiring of 18 super substitutes across school sites.

These staff members provided consistent classroom coverage and additional instructional support. While expenditures were lower than projected due to fewer paid workdays than originally budgeted, the intended service was fully implemented. Parent perceptions of both the learning environment and motivation to learn improved year over year, although outcomes remain below baseline.

Action 6.4 – Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction
Effectiveness Rating: 3
Metrics: 6.1, 6.2, 6.3, 6.4, 6.5

Analysis Statement:
Action 6.4, which maintained reduced class sizes across grades K–8, was effective. Average class sizes remained below district targets, with grades K–3 averaging 23 students (target: 24), grades 4–5 averaging 25 students (target: 29), and middle school core classes averaging 26 students (target: 29).

Maintaining lower class sizes provided opportunities for individualized instruction, student-teacher interaction, and differentiated academic support. Educational partner feedback continues to support reduced class size as an important component of positive learning conditions.

While parent perception outcomes remain below baseline, year-over-year improvement was observed in perceptions of the learning environment and motivation to learn, while perceptions of opportunities for meaningful participation were generally maintained. Student academic outcomes also showed improvement from baseline, with districtwide ELA proficiency increasing from 29% to 30% and mathematics proficiency increasing from 17% to 18%. Together with class sizes remaining below district targets, these outcomes support the effectiveness of the action in maintaining conditions that provide greater opportunities for individualized instruction and academic support.

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.

Based on reflection on implementation during the current year, the overall Goal 6 statement will remain unchanged for 2026–27; however, changes will be made to selected metrics and actions.

Beginning in 2026–27, the district will transition from the California Healthy Kids Survey (CHKS) Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder. As a result, Metrics 6.1, 6.2, and 6.3 and their associated target outcomes will be

revised to align with the new survey instrument. Because the Campus Culture Survey uses different questions and reporting measures, 2026–27 data will serve as the baseline year for these metrics, and future growth targets will be established using Campus Culture Survey results. This change will provide more comprehensive and actionable information regarding school climate, family engagement, and opportunities for meaningful participation. Metrics 6.4 and 6.5 will remain unchanged.

Action 6.1 will continue without changes to its core design, maintaining enriching student learning opportunities, including field trips and other experiences that extend learning beyond the classroom.

Action 6.2 will be revised for 2026–27. The district will transition from AVID as a standalone program model to a broader college and career readiness approach that continues to promote academic habits, organization, engagement, and future readiness through integrated instructional practices, coaching support, and targeted student success strategies.

Action 6.3 will continue to provide consistent substitute coverage to support continuity of instruction during staff absences and release time for collaboration and professional learning. The district is reviewing the staffing level and funding configuration for the Super Substitute model for 2026–27 based on identified needs and available resources. The final staffing and funding configuration will be reflected in the 2026–27 planned action.

Action 6.4 will continue without changes to its core design, maintaining reduced average class sizes to support positive learning conditions, individualized instruction, student-teacher interaction, and differentiated academic support.

These changes reflect the district's commitment to continuous improvement, responsible resource alignment, and sustained focus on promoting college and career readiness, student engagement, positive school climate, and meaningful family participation.

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	Delivering Rigorous Instruction and Enriching Opportunities for Students	Enhance students' learning experiences through enriching educational opportunities that extend learning beyond the classroom. This action supports site-based field trips and hands-on learning experiences aligned to grade-level curriculum and instructional goals, ensuring students have access to meaningful real-world learning opportunities that strengthen engagement, broaden experiences, and support academic success.	$54,000.00	Yes
6.2	College and Career Readiness Through	Provide student success and college and career readiness supports that strengthen academic habits, organization, goal setting, study skills, critical	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Student Success Strategies	thinking, and future planning. This action supports instructional resources, materials, and activities designed to promote student engagement, academic ownership, and preparation for postsecondary opportunities. Services will prioritize equitable access to experiences and supports that help historically underserved students build the skills, confidence, and mindset needed for long-term academic success.ct.		
6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Ensure continuity of instruction during teacher absences, professional learning, and release time for student support meetings through the implementation of the super substitute program. One super substitute will be assigned to each school site to provide consistent classroom coverage and minimize disruptions to student learning. When coverage needs allow, super substitutes may provide additional classroom or instructional support to strengthen student access to learning. This action provides increased and improved services for unduplicated student groups by promoting stable learning environments and reducing interruptions to instruction.	$396,850.00	Yes
6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Maintain reduced average class sizes to support positive learning conditions, personalized instruction, and increased student engagement. The district will maintain average class size targets of 24 students per teacher in kindergarten through grade 3 and 29 students per teacher in grades 4 through 8. Reduced class sizes support increased opportunities for individualized attention, differentiated instruction, stronger student-teacher relationships, and improved access to academic support, particularly for students with the greatest needs.	$2,682,686.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By fostering stronger connections between parents and schools, informed and engaged parents can contribute positively to their child's educational journey. To enhance pupil engagement, strategies include involving families in the educational process and implementing peer mentorship programs to create a sense of belonging and community, emphasizing the importance of regular attendance. For pupil achievement, the focus is on addressing academic and socio-emotional needs by providing tailored resources and programs, and using data analytics to identify absenteeism patterns for proactive support. To improve school climate, comprehensive staff training on positive relationship building, implementing school climate surveys, and initiatives to foster inclusivity aim to reduce absenteeism by ensuring students feel supported and valued.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To positively impact unduplicated student attendance, our goal is to enhance parental involvement through the expansion of communication channels, including newsletters, emails, and social media platforms. Additionally, we will develop resources in multiple languages to ensure all parents, regardless of language proficiency, receive timely and comprehensible updates about their child's attendance and academic progress. By fostering stronger connections between parents and schools, we believe that informed and engaged parents will contribute positively to their child's educational journey.

For Pupil Engagement, the goal emphasizes strategies that integrate families into the educational process, highlighting the critical role regular attendance plays in student success. We aim to institute peer mentorship programs to create a sense of belonging and community among students. These programs will pair younger students with upperclassmen, providing them with role models who stress the importance of engagement and consistent attendance through shared experiences and guidance.

With Pupil Achievement, our goal is to enhance student success by addressing both academic and socio-emotional needs. Recognizing the direct correlation between regular attendance and academic achievement, the District will provide a variety of resources and programs tailored to meet the diverse needs of our student body. These include tutoring sessions and mental health support. Moreover, by utilizing data analytics, the District can identify patterns of absenteeism and proactively tailor interventions to support students, ensuring that each child receives the specific support they need to succeed.

To address School Climate, our goal is to create a supportive and inclusive learning environment. This will be achieved through comprehensive staff training programs focused on positive relationship building, the implementation of school climate surveys to gather feedback from the school community, and initiatives designed to foster a sense of inclusivity. By prioritizing a positive school atmosphere, we believe we can significantly reduce absenteeism, as students are more likely to attend school when they feel supported and valued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Pupil Engagement-Chronic Absenteeism Rates	2023 Dashboard Data for Chronic Absenteeism: District: Asian 26% White 28% Hispanic 17% ELs 14% SED 18% Sped 28% New Republic: SPED 44%, White 30% La Joya: White 34%	2024 Dashboard Data for Chronic Absenteeism: District: Asian 13% White 22% Hispanic 17% ELs 13% SED 17% Sped 27% New Republic: SPED 32%, White 30% La Joya: White 18%	2025 Dashboard Data for Chronic Absenteeism: District: Asian 12% White 24% Hispanic 14% ELs 11% SED 14% Sped 24% New Republic: SPED 23%, White 29% La Joya: White 7%	Chronic Absenteeism Districtwide: Asian 17% White 22% Hispanic 11% ELs 8% Low Income 12% Sped 22% New Republic: SPED 30% White 15% La Joya: White 20%	Difference from Baseline (Chronic Absenteeism) District: Asian: -14% White: -4% Hispanic: -3% ELs: -3% SED: -4% SPED: -6% New Republic: SPED: -21% White: -1% La Joya: White: -27%
7.2	Parental Involvement-Communication that Builds Relationships	Baseline Data (as of 4/22/24): Facebook Post Reach: 7,666 Facebook Post Engagement: 601	2024-25 Data (8/1/24 to 4/30/25) Facebook Reach: 83.1K Facebook Post Engagement (content interactions): 2.9K	2025-26 Data (8/1/25 to 5/14/26) Facebook Views: 190.5K Facebook Post Content Interactions: 2.3K	Facebook Post Reach: Increase to 10,500 Facebook Post Engagement: Increase to 1,200 ThoughtExchange Participation:	Facebook Post Reach: +75,434 Facebook Post Engagement: +2,299 ThoughtExchange/ Parsec Real Participation: +127

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ThoughtExchange Participation (January 2024): 244 (staff, students, parents, community)	ThoughtExchange/ Parsec Real Participation LCAP: 1372 (staff, students, parents)	ThoughtExchange/ Parsec Real Participation LCAP: 371 (staff, students, parents)	Increase to 400 participants	
7.3	School Climate-CHKS School Boredom Report: Analyzing Student Perceptions of Value and Engagement Levels	2024 CHKS School boredom Report High value and Low boredom (Optimal): 22% High value and Moderate boredom: 28% High value and High boredom: 23% Moderate value and Moderate boredom: 5% Moderate value and High boredom: 12% Low value and High boredom (Suboptimal): 10%	2024-25 CHKS School boredom Report High value and Low boredom (Optimal): 22% High value and Moderate boredom: 28% High value and High boredom: 16% Moderate value and Moderate boredom: 10% Moderate value and High boredom: 10% Low value and High boredom (Suboptimal): 10%	N/A - School Boredom report no longer provided by CHKS, now embedded in School Climate Report Card. CHKS-School Climate report card note 43% of students at GVMS feel school is "Really Boring" and 16% responded School is worthless and a waste of time . At JGMS 27% of students feel school is "Really Boring" and 7% responded School is worthless and a waste of time	Original Three-Year Target (established at adoption): CHKS School Boredom Report: High Value and Low Boredom (Optimal): 29% High Value and Moderate Boredom: 35% High Value and High Boredom: 20% Moderate Value and Moderate Boredom: 8% Low Value and High Boredom (Suboptimal): 6% Revised 2026–27 Target: The district will transition from California Healthy Kids Survey	boredom Report High value and Low boredom (Optimal)= maintained High value and Moderate boredom=maintained High value and High boredom= -7% Moderate value and Moderate boredom= +5% Moderate value and High boredom= -2% Low value and High boredom (Suboptimal)= maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(CHKS) school climate measures to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because the CHKS School Boredom Report is no longer available and a new survey instrument will be implemented, 2026–27 will serve as the baseline year for student engagement, belonging, and school culture measures. Future growth targets will be established based on baseline results from the Campus Culture Survey.	
7.4	Pupil Engagement-Attendance Rates	All students=86% EL=89% Foster=60% Hispanic=86% Homeless=86% Socio-Economical=85% SPED=77% White=81%	All students=88% EL=91% Foster=88% Hispanic=89% Homeless=87% Socio-Economical=88% SPED=83% White=80%	All students=95% EL=96% Foster=100% Hispanic=90% Homeless=89% Socio-Economical=95% SPED=93% White=83%	All students=92% EL=94% Foster=66% Hispanic=92% Homeless=92% Socio-Economical=91% SPED=83% White=87%	All students=+9% EL=+7% Foster=+40% Hispanic=+4% Homeless=+3% Socio-Economical=+10% SPED=+16% White=+2%

Goal Analysis [2025-26]

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

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

The implementation of Goal 7, focused on improving student attendance through enhanced family engagement, communication, and student connectedness, demonstrated progress while highlighting areas for continued focus.

Action 7.1, Family Engagement Initiative to Combat Chronic Absenteeism, showed measurable improvement across multiple student groups. Districtwide chronic absenteeism decreased from 20% at baseline to 12% in Year 2. Improvements were also seen among Hispanic students (17% to 14%), English Learners (14% to 11%), socioeconomically disadvantaged students (18% to 14%), and Students with Disabilities (28% to 24%). Site-specific improvements were also noted, including reductions for White students at La Joya and improvements for Students with Disabilities at New Republic. District attendance rates increased from a baseline of 86% to 94.8% in Year 2, with gains seen across nearly all student groups, including English Learners, Hispanic students, socioeconomically disadvantaged students, and Students with Disabilities. While these outcomes reflect progress, chronic absenteeism remains an area of continued focus, particularly for Students with Disabilities, foster youth, and other student groups requiring targeted outreach and support.

Action 7.2, Enhancing Communication and Engagement with Diverse Families, was implemented districtwide and exceeded targets in several areas. Metrics tracking social media reach, Facebook engagement, and stakeholder participation exceeded Year 3 targets. The district expanded communication efforts through social media outreach, ThoughtExchange/Parsec engagement opportunities, Town Hall meetings, televised commercials, multilingual communication tools, and increased direct family outreach. Parent and community feedback reflected appreciation for more accessible and consistent communication while also identifying the importance of continuing to strengthen two-way engagement with families.

Action 7.3, Fostering Positive Behavior and School Climate for Student Success, focused on supporting school climate, student engagement, and connectedness. Student perception data from the CHKS Climate Report reflected positive trends, including increases in students reporting positive school value and engagement indicators. At the same time, middle school survey data indicated that some students continue to report feelings of boredom and disengagement, reinforcing the importance of continued school climate efforts, restorative practices, and opportunities for student voice. Assistant principals, counselors, restorative practice staff, and social-emotional learning strategies remained important components of implementation.

Overall, implementation of Goal 7 coincided with improvements in attendance, family engagement, communication, and indicators of school connectedness. Strategic staffing, expanded family outreach, restorative practices, and coordinated student supports supported implementation of the goal and related actions. Continued focus will remain on reducing disparities among student groups and strengthening systems that support attendance, belonging, and positive school experiences for all students.

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

Santa Rita Union School District observed some differences between planned expenditures and actual spending under this goal, while implementation of the planned actions remained consistent. The following summarizes the variances by action:

Action 7.1 – Planned: $751,739; Actual: $649,172
Actual expenditures were lower than planned while the action was fully implemented as intended. Staffing for attendance outreach and clerical support was maintained, including designated time for site office staff to support early intervention, attendance monitoring, and student tracking. Ongoing training for attendance staff was provided throughout the year, and outreach materials were produced in multiple languages. Lower expenditures were primarily due to cost efficiencies within staffing and implementation.

Action 7.2 – Planned: $90,620; Actual: $123,931
Actual expenditures exceeded the planned amount due to expanded communication and outreach efforts during the school year, including additional emphasis on enrollment campaigns and family engagement activities. Budgeted funds supported multilingual communication tools, translated communications, interpreter services, family engagement events, and televised outreach efforts. All planned services were implemented, with additional investments made to strengthen family communication and community outreach.

Action 7.3 – Planned: $1,115,526; Actual: $1,166,641
Actual expenditures exceeded the planned budget due to salary and benefit variances associated with Assistant Principal staffing across school sites. Assistant Principals were maintained at each site as intended to support school climate, student behavior systems, attendance intervention, and school safety.

The estimated actual percentage of increased or improved services for unduplicated pupils did not materially differ from the percentage originally projected in the LCAP. Goal 7 actions were designed to support all students, with targeted interventions and outreach for students and families experiencing the greatest attendance, engagement, and behavioral challenges.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of educational partner input and available metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Seven helped make progress towards the LEA’s goal:

Action 7.1 – Family Engagement Initiative to Combat Chronic Absenteeism
Effectiveness Rating: 3
Metrics: 7.1, 7.4

Analysis Statement:
This action focused on strengthening school-to-home partnerships and addressing chronic absenteeism through proactive outreach, attendance monitoring, and family engagement efforts. Staffing for attendance outreach and clerical support was maintained as planned, allowing school sites to provide early intervention, monitor attendance patterns, and engage families when attendance concerns emerged.

Chronic absenteeism data (Metric 7.1) improved across multiple student groups compared to baseline data, including decreases of 14% for Asian students, 4% for White students, 3% for Hispanic students, 3% for English Learners, 4% for socioeconomically disadvantaged students, and 4% for Students with Disabilities. Notable site-specific gains included a 21% reduction in chronic absenteeism for Students with Disabilities at New Republic Elementary and a 27% reduction for White students at La Joya Elementary.

Attendance rates (Metric 7.4) also improved, with All Students increasing by 2%, English Learners by 2%, Hispanic students by 3%, socioeconomically disadvantaged students by 3%, and Students with Disabilities by 6% compared to baseline.

This action was effective in supporting family engagement efforts and attendance monitoring systems while attendance outcomes improved across multiple student groups.

Action 7.2 – Enhancing Communication and Engagement with Diverse Families
Effectiveness Rating: 3
Metrics: 7.1, 7.4

Analysis Statement:
Action 7.2 strengthened communication and engagement with families through multilingual outreach, interpreter services, and family engagement opportunities. The action was effective, with chronic absenteeism decreasing from baseline across all identified student groups. Attendance also improved from 86% to 95% districtwide, an increase of 9 percentage points, with gains across nearly all student groups.These outcomes indicate improved student engagement and connection to school.

Action 7.3 – Fostering Positive Behavior and School Climate for Student Success
Effectiveness Rating: 3
Metrics: 7.1, 7.4

Analysis Statement:
Action 7.3 supported school climate, student behavior, and attendance through Assistant Principals at each school site. Assistant Principals maintained safe and supportive environments, implemented behavior expectations, supported attendance interventions, and coordinated student support systems.

The action was effective, with chronic absenteeism decreasing from baseline across all identified student groups.Attendance also improved from 86% to 95% districtwide, an increase of 9 percentage points, with gains across nearly all student groups. These outcomes demonstrate positive progress in student engagement and attendance.

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.

Based on reflection on prior implementation, student outcome data, and educational partner feedback, the overall Goal 7 statement will remain unchanged for 2026–27. The district will continue Goal 7 with refinements to better align resources with actual implementation needs while maintaining the core actions and intended outcomes of the goal. Educational partners affirmed the importance of direct student and family support strategies, including attendance outreach, family engagement, communication systems, and site-based leadership supports that contribute to positive school climate and student attendance.

Beginning in 2026–27, the district will transition from California Healthy Kids Survey (CHKS) school climate measures to the Campus Culture Survey developed by the University of Colorado Boulder. As a result, Metric 7.3 and its associated target outcome will be revised to align with the new survey instrument. Because the Campus Culture Survey uses different questions and reporting measures, 2026–27 data will serve as the baseline year for this metric, and future growth targets will be established using Campus Culture Survey results. This change will provide more comprehensive and actionable information regarding student engagement, belonging, relationships, and overall school culture. Metrics 7.1, 7.2, and 7.4 and their associated target outcomes will remain unchanged.

Actions 7.1, 7.2, and 7.3 will continue in 2026–27 with no changes to their core design or intended services. Staffing cost assumptions and investments in attendance outreach, family engagement, and communication supports have been refined to better reflect implementation needs and actual service delivery. Continued focus will remain on reducing chronic absenteeism, particularly for student groups that continue to experience attendance disparities, while sustaining strong family-school partnerships, positive school climate, and supportive school environments.

These changes reflect the district's commitment to continuous improvement, responsible resource alignment, and sustained focus on improving attendance, strengthening family engagement, and fostering positive school climates that support student success.

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
7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic	Proactively engage students and families to reduce chronic absenteeism through targeted outreach, attendance monitoring, early intervention, and direct family support. This action includes school-based attendance support, community liaison outreach, and coordinated efforts to identify and address barriers to regular attendance. By strengthening school-home partnerships and providing timely intervention for students at risk of chronic	$623,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	absenteeism, the district aims to improve attendance, student engagement, and overall academic success.		
7.2	Enhancing Communication and Engagement with Diverse Families	Implement diverse two-way communication systems to strengthen engagement and partnership between schools and families. This action includes multilingual communication platforms, translation and interpretation services, direct outreach tools, family engagement supports, and communication systems that improve access to timely school information and opportunities for meaningful family feedback. By reducing language and communication barriers, this action aims to improve inclusiveness, strengthen family-school relationships, and increase access to educational services for students and families.	$139,289.00	Yes
7.3	Fostering Positive Behavior and School Climate for Student Success	Provide assistant principal support at each school site to strengthen school climate, student engagement, attendance intervention, and implementation of schoolwide behavior expectations. Assistant principals will support consistent student behavior systems, positive relationship-building, restorative and intervention practices, family collaboration, and coordinated responses to attendance and student support needs. This action is intended to foster safe, inclusive, and supportive school environments where students feel connected, valued, and positioned for academic success.	$1,232,223.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Foster a nurturing, inclusive, and healing school environment by prioritizing student well-being, maintaining safe and welcoming facilities, and supporting mental health, equity, and inclusion. Promote extracurricular activities and monitor campus safety, ensuring a holistic approach to student care. Assess the effectiveness of these initiatives through regular surveys and data analysis throughout the academic year to continuously improve and adapt strategies for optimal student support and engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To create a nurturing and inclusive environment, SRUSD will implement comprehensive actions that ensure the well-being and equitable treatment of every student. These actions include developing and enforcing school-wide programs that promote inclusivity, providing ongoing training for staff on cultural competence and bias awareness, and establishing safe spaces for student support and self-expression. Proactive mental health support is crucial, integrating mental health education into the curriculum, increasing access to counselors and psychologists, and implementing wellness check-ins and mindfulness activities. To promote equity and combat bias, the district should regularly assess policies to address systemic inequities, create student-led equity committees, and ensure diverse representation in curriculum materials and activities. Enhancing extracurricular programs is also essential, focusing on social connections, teamwork, leadership, and community service, while ensuring compliance with the Williams Act for facilities upkeep and maintenance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Pupil Engagement- Effectively respond to and manage student mental health needs	2022-23 California Healthy Kids Survey (CHKS) Elementary School: Access to Mental Health Supports Average percent of	Due to slight changes in the questions asked and reported on the CHKS 2024-	2025-26 California Healthy Kids Survey (CHKS) Mental Health Indicators	Original Three-Year Target (established at adoption):	Chronic Sadness: Overall -3% Considered Suicicie: Overall No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		respondents reporting "yes, most/all of the time" Overall, 76% Hispanic 83% 2023 California Healthy Kids Survey (CHKS) Middle School: Average percent of respondents reporting "Pretty Much True" or Very True " Social Emotional Distress Overall, 20% Hispanic 19% Parents: % of parents believe that staff is available and capable of supporting their child's social-emotional needs per CHKS 2023 Overall 81% ELL 84% Hispanic 82%	25, metrics have been modified. 2024–25 California Healthy Kids Survey (CHKS) Mental Health Indicators Average percent of respondents reporting "Pretty Much True" or "Very Much True" (unless otherwise noted) Chronic Sadness Overall: 23% State Average: 34% Considered Suicide Overall: 9% State Average: 16% Social Emotional Distress Overall: 19% State Average: 28% Life Satisfaction Overall: 68% State Average: 65%	Average percent of respondents reporting "Pretty Much True" or "Very Much True" (unless otherwise noted) Chronic Sadness Overall: 20% Considered Suicide Overall: 9% Social Emotional Distress Overall: 14% Life Satisfaction Overall: 70% Optimism Overall:58% 2025–26 California Student Wellness Index (CHKS) Standardized Index Score Overall: 107.5	California Healthy Kids Survey (CHKS) Mental Health Indicators: Chronic Sadness: =20% Considered Suicide: =9% Social Emotional Distress: =14% Life Satisfaction: =70% Optimism: =58% California Student Wellness Index (CHKS): Standardized Index Score: =107.5 Revised 2026–27 Target: The district will transition from the California Healthy Kids Survey (CHKS) to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new	Social Emotional Distress Overall: -5% Life Satisfaction Overall: +2% Optimism Overall +6% 2025–26 California Student Wellness Index (CHKS) Standardized Index Score Overall: +1.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Optimism Overall: 52% State Average: 49% 2024–25 California Student Wellness Index (CHKS) Standardized Index Score (Mean = 100, SD = 15) Overall: 105.7 State Average: 101.6		survey instrument will be used, 2026–27 will serve as the baseline year for student wellness, belonging, engagement, and social-emotional measures. Future growth targets will be established based on baseline results from the Campus Culture Survey.	
8.2	Course Access-Implementation of SEL Curriculum	2023-24 school year 100% classes have access to SecondStep SEL curriculum and in that year the Lesson Completion Percentage by site GVMS=16% JGMS=22% LJ=42% McK=21% NR=44% SR=27%	100% classes have access to SecondStep Lesson Completion Percentage by site GVMS=29% JGMS=41% LJ=44% McK=51% NR=59% SR=23%	100% classes have access to SecondStep Lesson Completion Percentage by site GVMS=31% JGMS=41% LJ=68% McK=74% NR=69% SR=72%	100% classes have access to SecondStep SEL curriculum Lesson Completion Percentage GVMS=30% JGMS=35% LJ=60% McK=35% NR=60% SR=45%	Classes have access to SecondStep =Maintained Lesson Completion Percentage by site GVMS=+15% JGMS=+19% LJ=+26% McK=+53% NR=+25% SR=+45%
8.3	School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students	Overall Suspension Rate: 4%	2024-25 Overall Suspension Rate: 3%	2024-25 Overall Suspension Rate: 3%	Overall suspension rate less than 2%	Overall suspension rate -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.4	School Climate-Number of behavioral threat assessments conducted monthly	2023-24 Baseline Data 14 Middle School Behavioral Threat Assessments (average of 1.4 per month)	2024-25 7 Middle School Behavioral Threat Assessments (average of .8 per month)	2025-26 7 Behavioral Threat Assessments (5 Elementary 2 Middle School)	8 Middle School Behavioral Threat Assessments (average of .8 per month)	-7 Behavioral Threat Assessments (avg decreased by .6 per month)
8.5	School Climate-California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School	Baseline 2023-24: California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School Middle School Overall=58% Hispanic-57% EL=54% SPED=68% Baseline 2023-24: California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School Overall=79% Hispanic=85%	Due to change in questions and reporting within the CHKS metric has been updated to reflect the current reporting. 2024–25 California Healthy Kids Survey (CHKS) Middle School: Supports and Engagement Average percent of respondents reporting “Pretty much true,” “Very much true,” “Agree,” or “Strongly agree” School Connectedness Overall: 54% State Average: 55% Caring Adult Relationships Overall: 54%	2025-26 California Healthy Kids Survey (CHKS) Middle School: Supports and Engagement Average percent of respondents reporting “Pretty much true,” “Very much true,” “Agree,” or “Strongly agree” School Connectedness Overall: 49% Caring Adult Relationships Overall: 61% Perceived School Safety Overall: 33% 2024–25 California Healthy Kids Survey (CHKS) Middle School:	California Healthy Kids Survey (CHKS) Middle School Average Percent of Respondents Reporting "Yes, Most/All of the Time" Feel Safe at School: Overall: 65% Hispanic: 62% EL: 60% SPED: 73% California Healthy Kids Survey (CHKS) Average Percent of Respondents Reporting "Yes, Most/All of the Time" Feel Safe at School: Overall: 85% Hispanic: 90% Revised 2026–27 Target:	School Connectedness Overall: -5% Caring Adult Relationships Overall: -7% Perceived School Safety Overall: -21% 2024–25 California Healthy Kids Survey (CHKS) Middle School: Low Violence and Safety Climate Average percent of respondents reporting “no incidents” in past 12 months Low Violence Victimization Overall: -30% No Harassment Overall: +75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			State Average: 56% Perceived School Safety Overall: 54% State Average: 53% 2024–25 California Healthy Kids Survey (CHKS) Middle School: Low Violence and Safety Climate Average percent of respondents reporting “no incidents” in past 12 months Low Violence Victimization Overall: 45% State Average: 67% No Harassment Overall: 98% State Average: 60% No Mean Rumors Overall: 52% State Average: 63%	Low Violence and Safety Climate Average percent of respondents reporting “no incidents” in past 12 months Low Violence Victimization Overall: 75% No Harassment Overall: 23% No Mean Rumors Overall: 61% No Fear of Getting Beaten Up Overall: 80% 2024–25 California Healthy Kids Survey (CHKS) Middle School: Other School Climate Indicators Promotion of Parental Involvement Overall: 66%	The district will transition from the California Healthy Kids Survey (CHKS) to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for student perceptions of safety, belonging, and school climate. Future growth targets will be established based on baseline results from the Campus Culture Survey.	No Mean Rumors Overall: +9% No Fear of Getting Beaten Up Overall: No change 2024–25 California Healthy Kids Survey (CHKS) Middle School: Other School Climate Indicators Promotion of Parental Involvement Overall: -7% Beginning in 2026–27, the district will establish a new baseline using the Campus Culture Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No Fear of Getting Beaten Up Overall: 80% State Average: 76% 2024–25 California Healthy Kids Survey (CHKS) Middle School: Other School Climate Indicators Promotion of Parental Involvement Overall: 69% State Average: 52%			
8.6	Basic-School Facilities Maintained in Good Repair (Williams Act)	100% compliance with all areas of 2023-24 Williams' review	100% compliance with all areas of Williams’ review	100% compliance with all areas of Williams’ review	100% compliance with all areas of Williams' review	Maintained

Goal Analysis [2025-26]

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

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

In 2025–26, Santa Rita Union School District implemented all three actions under Goal 8 to support student mental health, reduce discipline disparities, and promote safe and inclusive school environments. Implementation was monitored through site pacing guides, walkthrough data, staff training logs, and aggregated suspension reports. Formal metric reporting reflected progress related to social-emotional learning access and lesson delivery, student wellness indicators, and exclusionary discipline.

Action 8.1

Action 8.1 supported student wellness through structured social-emotional learning (SEL), mental health supports, and staff professional learning related to trauma-informed and culturally responsive practices. SEL instruction was scheduled weekly at each school, with

implementation monitored through walkthroughs and digital curriculum platform usage data. Based on these tools, schools completed an average of 59% of Second Step lessons districtwide.

Professional learning for teachers and administrators related to equity and trauma-informed practices was provided during district professional development days. Staff feedback surveys indicated positive participation and favorable perceptions regarding the relevance and applicability of the content.

The 2025–26 California Healthy Kids Survey reflected several positive student wellness indicators. The percentage of students reporting chronic sadness decreased from 23% to 20%, while the percentage of students reporting having considered suicide declined compared to the prior year. Measures of social-emotional distress also decreased. Positive indicators, including life satisfaction and optimism, increased compared to baseline levels and exceeded state averages. The district's California Student Wellness Index also increased compared to the prior year.

Action 8.2

Action 8.2 focused on reducing exclusionary discipline practices through restorative approaches and targeted interventions. The district's Restorative Practices Teacher on Special Assignment (TOSA) and Alternative-to-Suspension teacher worked directly with schools to implement Tier II intervention plans, facilitate restorative conferences, and support student re-entry following suspensions.

During the implementation period, districtwide suspension rates declined from 4.0% at baseline to 2.8%. Restorative practices, alternatives to suspension, and targeted behavioral supports remained important components of the district's student support framework.

Action 8.3

Action 8.3 focused on supporting positive school climate, student safety, and student connectedness. California Healthy Kids Survey school climate indicators reflected mixed results. Students reported positive outcomes in areas such as caring adult relationships, violence prevention, and parent involvement. At the same time, perceived school safety and school connectedness declined compared to prior results, indicating a continued need to strengthen climate, supervision, and student engagement efforts.

At the elementary level, Playworks coaching was implemented to provide additional structure and opportunities for student engagement during recess. Assistant Principals and site leaders utilized school culture rubrics during campus walkthroughs to monitor implementation, and classroom-based behavior recognition systems were monitored through site team processes.

Middle school California Healthy Kids Survey data reflected both strengths and areas for continued improvement. Sixty-one percent of students reported having caring adult relationships, an increase from the prior year. Measures related to violence prevention and parent involvement also exceeded state averages. However, school connectedness declined from the prior year, and only 33% of students reported feeling safe at school, indicating a continued need for focused efforts related to student belonging, supervision, and school climate.

Overall, implementation of Goal 8 coincided with improvements in several student wellness indicators, reductions in suspension rates, and positive outcomes related to caring adult relationships and violence prevention. At the same time, school connectedness and perceptions of

safety remain areas for continued focus. The district will continue implementing social-emotional learning, restorative practices, student wellness supports, and school climate initiatives to address identified needs and support positive student outcomes.

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.

Santa Rita Union School District observed some differences between planned expenditures and actual spending under this goal, reflecting strategic funding adjustments and responsiveness to student need. The following summarizes the variances by action:

Action 8.1 – Planned: $1,395,816; Actual: $1,504,209
Actual expenditures exceeded the planned amount due to increased student mental health and behavioral support needs during the school year. LCAP carryover funds were allocated to this action to expand professional services; however, even with this adjustment, expenditures exceeded the revised budget assumptions. Services provided included Monterey County Behavioral Health support for general education students, Harmony at Home mental health services, bullying prevention programming, and additional student mental health supports. Six counselors/social workers were fully funded, along with associated benefits, clinical supervision, SEL materials, and additional support hours. All planned services were implemented, with additional investments made to meet identified student needs.

Action 8.2 – Planned: $471,738; Actual: $479,615
There were no material differences between planned and actual expenditures. Funds were used as intended to support the ATS/Restorative Practices TOSA, behavior aides, the CHS/DAISY Program, and related materials. Staffing shortages required the district to contract behavior aide support at comparable rates to maintain continuity of services, ensuring consistent implementation of restorative practices and proactive behavior supports across school sites.

Action 8.3 – Planned: $1,006,351; Actual: $1,003,117
There were no material differences between planned and actual expenditures. Safety-related investments, including Kimball WGYB/Active Crisis training, campus health supervisors, yard supervisors, emergency response tools (Raptor system, radios, K9 services), Playworks, and the Transfinder transportation tool, were implemented as planned. Playworks services came in slightly below projected cost, resulting in minor savings while maintaining the intended level of service.

The estimated actual percentage of increased or improved services for unduplicated pupils did not materially differ from the percentage originally projected in the LCAP. Goal 8 actions continued to provide targeted supports designed to improve student well-being, behavior, safety, and access to responsive interventions for students with the greatest needs.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of educational partner input and available metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Eight helped make progress towards the LEA's goal:

Action 8.1 – Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures
Effectiveness Rating: 3
Metrics: 8.1, 8.3, 8.4, 8.5

Analysis Statement:
Action 8.1 was effective in strengthening student mental health, safety, and responsive intervention supports through school-based counseling, social work services, behavioral health partnerships, bullying prevention, and crisis intervention.

Student wellness outcomes showed improvement, including decreased social-emotional distress and positive outcomes in chronic sadness, suicide consideration, life satisfaction, optimism, and the Student Wellness Index. The overall suspension rate decreased from 4% to 2.8%, and behavioral threat assessments decreased from 14 to 7. School climate data showed mixed results, with improvements in several safety indicators but declines in school connectedness and perceived safety. Overall, the action was effective in expanding supports and improving key student wellness and safety outcomes.

Action 8.2 – Reducing Suspension Disproportionality and Enhancing Restorative Practices
Effectiveness Rating: 3
Metrics: 8.3, 8.4

Analysis Statement:
Action 8.2 was effective in expanding restorative practices and reducing exclusionary discipline through the ATS/Restorative Practices TOSA, behavior aides, the CHS/DAISY Program, and proactive behavior interventions.

Districtwide suspension rates decreased from 4% to 2.8%, demonstrating progress toward the target of less than 2%. Behavioral threat assessments also decreased from 14 at baseline to 7 in 2025–26. These outcomes demonstrate progress in reducing exclusionary discipline and strengthening proactive and preventative behavioral supports.

Action 8.3 – Cultivate a Safe and Secure Learning Environment
Effectiveness Rating: 3
Metrics: 8.1, 8.3, 8.4, 8.5, 8.6

Analysis Statement:
Action 8.3 was effective in maintaining safe and secure school environments through staffing, training, behavioral monitoring, crisis response systems, and structured student supervision.

Student wellness indicators showed positive trends, districtwide suspension rates decreased from 4% to 2.8%, and behavioral threat assessments decreased from 14 to 7. School climate indicators were mixed, with positive outcomes in several safety measures but declines in school connectedness and perceived school safety. The district also maintained 100% compliance in all areas of the Williams facilities review, demonstrating continued attention to safe and well-maintained facilities.

Overall, the action was effective in strengthening school safety and student support systems while identifying continued opportunities to improve students' sense of connection and safety at school.

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.

Based on reflection on prior implementation, student outcome data, and educational partner feedback, the overall Goal 8 statement will remain unchanged for 2026–27. The district will continue Goal 8 while maintaining the core actions and intended outcomes of the goal. Educational partners affirmed the importance of comprehensive student wellness, mental health supports, school safety initiatives, and relationship-based practices that contribute to positive school climates and student well-being.

Beginning in 2026–27, the district will transition from the California Healthy Kids Survey (CHKS) to the Campus Culture Survey developed by the University of Colorado Boulder. As a result, Metrics 8.1 and 8.5 and their associated target outcomes will be revised to align with the new survey instrument. Because the Campus Culture Survey uses different questions and reporting measures, 2026–27 data will serve as the baseline year for these metrics, and future growth targets will be established using Campus Culture Survey results. This change will provide more comprehensive and actionable information regarding student well-being, safety, belonging, connectedness, relationships, and overall school culture.

Metrics 8.2, 8.3, 8.4, and 8.6 will remain unchanged. Actions 8.1, 8.2, and 8.3 will continue in 2026–27 with no changes to their core design or intended services. The district will continue investments in counseling, social-emotional supports, restorative practices, and school safety initiatives based on lessons learned during the current LCAP cycle and ongoing educational partner feedback.

These changes reflect the district's commitment to continuous improvement and sustained focus on supporting student wellness, strengthening school safety, and fostering positive school climates where all students feel connected, supported, and able to thrive.

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
8.1	Enhancing Student Well-being and	Implement comprehensive student wellness and mental health supports to promote safe, supportive, and inclusive school environments. This action	$1,583,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	includes school counseling and social work services, bullying prevention and social-emotional learning supports, crisis response systems, staff training, and coordinated intervention services designed to proactively identify and respond to student mental health, behavioral, and social-emotional needs. These supports are intended to strengthen student well-being, improve school climate, and ensure timely access to prevention, intervention, and referral services.		
8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	Implement restorative and alternative discipline supports to reduce suspensions, address discipline disproportionality, and strengthen positive school climate across the district. This action includes restorative practices leadership, alternatives to exclusionary discipline, proactive behavior intervention, and targeted student support strategies designed to help students build relationships, recognize and repair harm, and remain engaged in learning. Through these efforts, the district aims to reduce suspension rates, improve equitable student outcomes, and foster more inclusive and supportive school environments.	$270,010.00	Yes
8.3	Cultivate a Safe and Secure Learning Environment	Maintain safe, secure, and supportive learning environments through proactive school safety systems, campus supervision, staff training, and crisis preparedness. This action includes campus health and supervision staff, behavioral threat response systems, emergency communication and visitor management tools, staff safety training, and other preventative supports designed to promote student and staff safety. Through strong supervision, relationship-building, and coordinated safety practices, the district aims to foster welcoming school environments where students feel safe, supported, and ready to learn.	$917,713.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	SRUSD will improve staff recruitment and retention within the district to ensure continuity in staffing and enhance student achievement. Key actions will include offering competitive salaries and benefits, implementing wellness programs, and providing professional development opportunities through memberships in relevant professional organizations. By prioritizing staff well-being and growth, the district aims to create a stable and supportive environment that benefits both educators and students. This approach provides increased and improved services for unduplicated student groups by ensuring they have access to experienced and committed educators who can offer consistent and high-quality support, ultimately leading to better educational outcomes for this student population.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal of ensuring a smooth transition for new hires, along with providing ongoing support and professional development, has been designed to address several critical State priorities. By focusing on professional learning and the alignment of resources, the goal directly tackles the issue of teacher misassignment. This approach ensures that educators are not only well-prepared but are also positioned in roles where they can excel, thereby addressing Basic needs. This, in turn, positively impacts employee retention and satisfaction, leading to a more consistent and higher quality of education.

Moreover, by aligning this goal with the priority of ensuring Student Access to Standards-Aligned Instructional Materials, the district is able to enhance cost efficiency without compromising educational standards. This is achieved through careful selection and provision of instructional materials that meet rigorous standards, thereby ensuring that students have access to high-quality learning resources.

The goal contributes to promoting a Positive School Climate by fostering a positive organizational culture that is both compliant and adheres to best practices. This is accomplished by implementing comprehensive measures aimed at providing continuous professional growth and support to educators. Such measures include targeted professional development opportunities, mentorship programs, and a supportive community that values feedback and collaboration. By doing so, the goal enhances overall educational outcomes through a multifaceted approach that benefits educators, students, and the broader educational community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Basic Conditions for Learning-Staff retention rates	90% Certificated staff retention (2023-24)	87% of Certificated staff were retained from 23-24 to 24-25	88% of Certificated staff were retained from 24-25 to 25-26	95% Certificated staff retention	-2%
9.2	Basic Conditions for Learning-Certificated Absences	3408 (10%) Teacher Absences in 2023-24 School Year	2705 (13%) Teacher Absences in the 2024-25 School Year.	2429 (6%) Teacher Absences in the 2025-26 School Year	Teacher Absences 5% or less.	-979 (-4%)
9.3	SBAC ELA	2022-2023 SBAC ELA % of students who meet or exceed standard District Wide: All= 29% Hispanic= 27% EL= 7% Homeless= 11% SED= 25% SPED= 8%	2023-2024 SBAC ELA % of students who meet or exceed standard District Wide: All= 26% Hispanic= 24% EL= 5% Homeless= 18% SED= 22% SPED= 5%	2024-2025 SBAC ELA % of students who meet or exceed standard District Wide All= 30% Hispanic= 28% EL= 8% Homeless= 22% Socioeconomic= 27% SPED= 5%	Increasing proficiency rates for all students to 50%, Hispanic students to 47%, ELs to 30%, Homeless 42%, SED 45%, and SPED 23%.	District Wide All= +1% Hispanic= +1% EL= +1% Homeless= +11% SED= +2% SPED -3%
9.4	CAASP Math	2022-2023 SBAC Math % of students who meet or exceed standard District Wide: All= 17% EL= 6% SED= 14% Homeless= 8% Hispanic= 15% Special Education= 2%	2023-2024 SBAC Math % of students who meet or exceed standard District Wide: All= 15% EL= 5% SED= 13% Homeless= 11% Hispanic= 14% Special Education= 4%	2024-25 SBAC Math % of students who meet or exceed standard District Wide All= 18% Hispanic= 17% EL= 6% Homeless= 13% Socioeconomic= 16% SPED= 2%	SBAC District: 21% meet or exceed standard, EL Students=12%, SED=18%, Homeless=18%. Hispanic=20%, Special Education=6%	Difference: All= +1% EL= Maintained SED= +2% Homeless= +5% Hispanic= +2% Special Education= Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

The implementation of Goal 9, aimed at improving staff recruitment and retention to support student achievement, demonstrated both areas of progress and opportunities for continued focus.

Action 9.1, the Comprehensive Onboarding and Staff Retention Program, was aligned to Metric 9.1, which measures certificated staff retention rates. The district implemented staff orientation, mentorship, professional development, and employee recognition activities designed to support recruitment, onboarding, and retention efforts. While Year 2 retention data declined slightly from the established baseline, the district continued to provide differentiated onboarding and support for new teachers through orientation programs, induction participation, intern support, and ongoing professional learning opportunities.

New teacher orientation was implemented as planned and provided differentiated support for teachers new to the profession and those new to the district. Induction and intern coaching opportunities remained available throughout the school year to support teacher development and professional growth.

In addition to retention, Action 9.1 was reviewed in relation to certificated absences, as measured by Metric 9.2. The district's emphasis on mentorship, onboarding, and professional learning was intended to support a positive and supportive work environment. Year 2 data indicated a reduction in certificated absences from 10% to 6%.

Overall, Goal 9 actions were implemented as planned, including onboarding, mentorship, professional learning, and staff support activities. Budgeted funds were expended as intended. While retention rates remain an area for continued monitoring, reductions in certificated absences and continued participation in onboarding and support programs indicate progress toward strengthening staff recruitment, retention, and support systems.

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

Action 9.1 – Planned: $239,774; Actual: $166,342
Actual expenditures were lower than planned for several reasons. The district budgeted for three teacher residents but ultimately supported two during the school year, resulting in lower-than-anticipated program costs. Participation in teacher and administrator induction programs was also lower than originally projected, reducing coaching and related support expenditures. In addition, materials and supplies costs came

in below planned amounts. These differences did not materially impact implementation of the district's onboarding and retention efforts, and planned services, including new teacher orientation, induction support, mentorship, and professional development, were delivered as intended.

Overall, the expenditure variance for Goal 9 did not materially impact implementation. Planned services were fully delivered as intended. Because this goal was not designated as contributing toward increased or improved services for unduplicated pupils, there were no implications for the district's proportionality calculations.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of educational partner input and available metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Nine helped make progress towards the LEA's goal:

Action 9.1 – Comprehensive Onboarding and Staff Retention Program
Effectiveness Rating: 3
Metrics: 9.1, 9.2, 9.3, 9.4

Analysis Statement:
Action 9.1 was effective in supporting staff onboarding, retention, and attendance through new teacher orientation, induction, mentorship, intern coaching, and professional development.

Certificated staff retention improved from 87% to 88% year over year, although it remains below the 90% baseline and 95% target. Teacher absences decreased from 10% at baseline to 6%, approaching the target of 5% or less. Student academic outcomes also showed improvement from baseline, with districtwide ELA proficiency increasing from 29% to 30% and math proficiency increasing from 17% to 18%, with gains among several student groups.

Overall, implementation was effective, with progress in staff attendance, retention, and student academic outcomes, while continued focus is needed to reach established targets.

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.

Based on reflection on prior implementation, participation trends, staff outcome data, and educational partner feedback, the district will continue Goal 9 with refinements to better align resources with actual implementation needs. Educational partners affirmed the importance of

onboarding, mentorship, induction coaching, and teacher pipeline supports as key strategies for strengthening staff retention, reducing burnout, and supporting successful staff transitions.

For 2026–27, the district will continue its comprehensive recruitment, onboarding, and retention efforts with refined budget allocations that reflect actual participation in teacher residency, induction, and coaching supports while maintaining the core structure and intended outcomes of the goal. The overall Goal 9 statement, Metrics 9.1–9.4 and their target outcomes, and the design of Action 9.1 remain unchanged. The only change for 2026–27 is the refinement of budget allocations to better reflect actual participation and implementation needs.

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
9.1	Comprehensive Onboarding and Staff Retention Program	Provide a comprehensive staff recruitment, onboarding, and retention program to support successful hiring, induction, professional growth, and long-term staff stability. This action includes structured onboarding for new employees, mentorship and induction coaching, intern and teacher residency supports, recruitment and retention resources, and professional learning opportunities designed to strengthen staff capacity and organizational continuity. By fostering a supportive professional environment where employees feel prepared, connected, and valued, the district aims to improve retention, reduce staff absences, and maintain consistent, high-quality instruction for students.	$214,016.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Enhancing School Community Capacity to Address Racism, Discrimination and Bias: Focus on the impact of racism on student wellbeing and success. Build the capacity of school leaders, staff, students, and parents through comprehensive and mandatory training programs focused on recognizing and addressing discrimination, anti-blackness, and bullying. This action aims to foster a consistent and informed approach across the district, ensuring transparency in communication and response to racism, bias and hate speech. By offering dedicated support services for affected students, including counseling and academic assistance, we strive to promote students academic and personal development. Additionally, we will conduct regular reviews and revisions of existing policies to address any gaps or weaknesses, related to discrimination and hate speech, ensuring a safe and inclusive educational environment for all.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SRUSD is implementing the action of enhancing school community capacity to address racism, discrimination, and bias to directly tackle the negative impact of racism on student wellbeing and success. This initiative is driven by the need to build the capacity of school leaders, staff, students, and parents through comprehensive and mandatory training programs focused on recognizing and addressing discrimination, anti-blackness, and bullying.

The district has identified an increase in acts of racism and hate speech, necessitating a proactive and consistent approach across all schools. This action aims to ensure transparency in communication and response to incidents of racism, bias, and hate speech. By offering dedicated support services for affected students, including counseling and academic assistance, the district strives to promote both the academic and personal development of all students.

By championing a culture that celebrates diversity and inclusivity, SRUSD is committed to ensuring that all students, particularly those from underserved communities, have access to equitable educational outcomes and opportunities. This is achieved through tailored learning programs, increased access to resources, and professional development for educators to better understand and address the varied needs of their students.

A significant emphasis is placed on pupil engagement, underscoring the necessity of cultivating a positive school climate conducive to student success. This is approached through the implementation of active anti-bias and anti-racism initiatives designed to create a school

environment where every student feels safe, valued, and encouraged to engage fully in their educational journey. These initiatives aim to dismantle barriers to participation and instill a sense of belonging among students, fostering a more inclusive and supportive educational setting.

Furthermore, the action aligns closely with the priority of family and community engagement. It recognizes the power of open communication and collaboration among students, teachers, and families in building strong, supportive school-community ties. By encouraging this dialogue and partnership, SRUSD seeks to enhance educational outcomes through collective effort, ensuring that every member of the community feels involved in and responsible for the success of its students. This collaborative approach is pivotal in creating a unified front to address educational challenges and work towards shared objectives, making it an essential component of the goal's overarching strategy to improve the educational landscape.

To ensure a safe and inclusive educational environment for all, SRUSD will conduct regular reviews and revisions of existing policies to address any gaps or weaknesses related to discrimination and hate speech. This continuous policy review process is crucial in maintaining an environment where all students can thrive academically and personally, free from the detrimental effects of racism and discrimination.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	School Climate-Respect for Diversity Staff	Baseline: 2023-24 CHKS 76% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias	2024-25 CHKS 79% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias	2025-26 CHKS 77% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias	Original Three-Year Target (established at adoption): CHKS Staff Survey: 100% of staff strongly agree/agree that the district provides professional development for staff to examine their own cultural bias.	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Revised 2026–27 Target: The district will transition from the California Healthy Kids Survey (CHKS) to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for staff perceptions regarding diversity, inclusion, equity, and culturally responsive practices. Future growth targets will be established based on baseline results from the Campus Culture Survey.	
10.2	Basic Materials-District Curriculum Council meetings that include curriculum unit reviews to determine diverse perspectives and	Baseline: 2023-24 0/8 meetings	2024-25 1/8 meetings	2025-2026 4/8 meetings	3/8 meetings	+4 meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	address issues of bias, equity, and racism.					
10.3	School Climate-Incidents related to bias, discrimination, or racism.	Harassment Based on Race, Ethnicity, or National Origin 6th Grade: 18% 7th Grade: 16% 8th Grade: 14% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: 8% 7th Grade: 5% 8th Grade: 10% Harassment for Religion 6th Grade: 8% 7th Grade: 8% 8th Grade: 9% Harassment for Sexual Orientation 6th Grade: 15% 7th Grade: 12% 8th Grade: 9% Harassment for Physical or Mental Disability 6th Grade: 7%	Harassment Based on Race, Ethnicity, or National Origin 6th Grade: 18% 7th Grade: 17% 8th Grade: 13% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: 9% 7th Grade: 6% 8th Grade: 6% Harassment for Religion 6th Grade: 7% 7th Grade: 5% 8th Grade: 5% Harassment for Sexual Orientation 6th Grade: 12% 7th Grade: 8% 8th Grade: 7% Harassment for Physical or Mental Disability 6th Grade: 5% 7th Grade: 5%	2025-26 Harassment Based on Race, Ethnicity, or National Origin 1 or more times 6th Grade: 10% 7th Grade: 15% 8th Grade: 15% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: 3% 7th Grade: 8% 8th Grade: 7% Harassment for Religion 6th Grade: 3% 7th Grade: 8% 8th Grade: 4% Harassment for Sexual Orientation 6th Grade: 9% 7th Grade: 7% 8th Grade: 9% Harassment for Physical or Mental Disability	Original Three-Year Target (established at adoption): Harassment Based on Race, Ethnicity, or National Origin Grade 6: 12% Grade 7: 10% Grade 8: 8% Harassment for Being an Immigrant or Perceived as an Immigrant Grade 6: 5% Grade 7: 3.5% Grade 8: 4% Harassment for Religion Grade 6: 5% Grade 7: 5% Grade 8: 6% Harassment for Sexual Orientation Grade 6: 9% Grade 7: 7.5%	Current Difference from Baseline Information: Harassment Based on Race, Ethnicity, or National Origin 6th Grade: -8% 7th Grade: -1% 8th Grade: +1% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: -5% 7th Grade: +3% 8th Grade: -3% Harassment for Religion 6th Grade: -5% 7th Grade: Maintained 8th Grade: -5% Harassment for Sexual Orientation 6th Grade: -6% 7th Grade: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th Grade: 4% 8th Grade: 6%	8th Grade: 5%	6th Grade: 3% 7th Grade: 8% 8th Grade: 5%	Grade 8: 6% Harassment for Physical or Mental Disability Grade 6: 4% Grade 7: 2.5% Grade 8: 3% Revised 2026–27 Target: The district will transition from the California Healthy Kids Survey (CHKS) to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for student perceptions of belonging, inclusion, safety, respect, and experiences related to bias, discrimination, and harassment.	8th Grade: Maintained Harassment for Physical or Mental Disability 6th Grade: -4% 7th Grade: +4% 8th Grade: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Future growth targets will be established based on baseline results from the Campus Culture Survey.	
10.4	Pupil Achievement-Rates of disparities in academic achievement across different student demographics.	Baseline: 2022-23 SBAC ELA: (Distance from Standard) White -8 DFS Hispanic -63 DFS African American -49 DFS Male -69 DFS Female -49 DFS Math: White -49 DFS Hispanic -98 DFS African American -100 DFS Male -88 DFS Female -100 DFS	2023-24 SBAC ELA: (Distance from Standard) White -27 DFS Hispanic -70 DFS African American -59 DFS Male -64 DFS Female -78 DFS Math: White -58 DFS Hispanic -101 DFS African American -84 DFS Male -93 DFS Female -102 DFS	2023-24 SBAC ELA: (Distance from Standard) White -18 DFS Hispanic -60 DFS African American -33 DFS Male -29 DFS Female -31 DFS Math: White -47 DFS Hispanic -91 DFS African American -94 DFS Male -81 DFS Female -93 DFS	ELA (Distance from Standard) White: +5 DFS Hispanic:-20 DFS African American: -15 DFS Male -25 Female -15 Math (Distance from Standard) White: -5 DFS Hispanic: -40 DFS African American: -45 DFS Male -30 DFS Female -45 DFS	ELA: (Difference) White: -10 points Hispanic: +3 points African American: +16 points Male +40 points Female +18 points Math: White: +2 points Hispanic: +7 points African American: +6 points Male: +7 points Female +7 points
10.5	School Climate-Rate of suspension and expulsion by race/ethnicity	Baseline 2023-24: Suspensions and Expulsions Race/Ethnicity SRUSD 184/203 Hispanic (91%) 14/203 White (7%) 4/203 Multi-Racial (2%) 1/203 Asian (.05%)	2024-25 Suspensions and Expulsions Race/Ethnicity SRUSD 125/131 Hispanic (95%) 5/131 White (0%) 1/131 Multi-Racial (0%) 0/131 Asian (0%)	2025-26 Suspensions and Expulsions Race/Ethnicity District Hispanic 75/88 (85%) White 6/88 (7%) Multi-Racial 5/88 (6%) Asian (0%)	Suspensions and Expulsions by race/ethnicity Hispanic 75/88 (85%) White 6/88 (7%) Multi-Racial 5/88 (6%) Asian (0%)	Current Difference from Baseline Information: SRUSD Hispanic -6% White Maintained Multi-Racial +4% Asian -.05% Expulsions:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Expulsions: Hispanic 1/1 SRE 26/30 Hispanic (87%) 4/30 White (13%) 0 Expulsions McK 20/20 Hispanic (100%) 0 Expulsions LJ 23/28 Hispanic (82%) 5/28 White (18%) 0 Expulsions NR 5/5 White (100%) 0 Expulsions JGMS 27/30 Hispanic (90%) 3/30 Multi-racial (10%) 0 Expulsions GVMS 88/91 Hispanic (97%) 1/91 Multi-racial (1%) 1/91 Asian (1%) 1/91 White(1%) Expulsions: Hispanic 1/1	0 Expulsions SRE 5/5 Hispanic (100%) 0/5 White (0%) 0 Expulsions McK 22/22 Hispanic (100%) 0 Expulsions LJ 6/7 Hispanic (86%) 1/7 White (1%) 0 Expulsions NR 0/1 White (0%) 0 Expulsions JGMS 28/30 Hispanic (93%) 0/30 Multi-racial (0%) 0 Expulsions GVMS 64/68 Hispanic (94%) 0/68 Multi-racial (0%) 0/68 Asian (0%) 2/68 White(0%) 0 Expulsions	Asian (0%) Expulsions: 1 Hispanic Schools SRE Hispanic 3/4 (75%) White 1/4 (25%) 0 Expulsions McK Hispanic 7/7 (100%) 0 Expulsions LJ Hispanic 15/18 (83%) White (0%) 0 Expulsions NR White 1/5 (20%) 0 Expulsions GVMS Hispanic 34/34 (100%) Multi-racial (0%) Asian (0%) White(0%) 0 Expulsions JGMS Hispanic 13/20 (65%) Multi-racial 3/20 (15%) 0 Expulsions	SRE Hispanic 3/4 (75%) White 1/4 (25%) McK Hispanic 7/7 (100%) LJ Hispanic 15/18 (83%) White (0%) NR White 1/5 (20%) GVMS Hispanic 34/34 (100%) Multi-racial (0%) Asian (0%) White(0%) JGMS Hispanic 13/20 (65%) Multi-racial 3/20 (15%)	Hispanic Maintained SRE Hispanic -12% White +12% Expulsions Maintained McK Hispanic No Change Expulsions Maintained LJ Hispanic +1% White -18% Expulsions Maintained NR White -80% Expulsions Maintained GVMS Hispanic +3% Multi-racial -1% Asian -1% White -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Expulsions: Hispanic 1/1		Expulsions Maintained JGMS Hispanic -25% Multi-racial +5% Expulsions Maintained
10.6	School Climate-CHKS Parents	CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=53% Hispanic=53% EL=58% SPED=67%	2024-25 CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=43% Hispanic=45% EL=52% SPED=43%	2024-25 CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=47% Hispanic=51% EL=67% SPED=41%	Metric 10.6 Original Target Overall 60% Hispanic 60% EL 68% SPED 75% Revised 2026–27 Target The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family perceptions regarding respect,	Current Difference from Baseline Information: Overall = -6% Hispanic = -2% EL = +9% SPED = -26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					inclusion, and equitable treatment of students. Future growth targets will be established based on baseline results from the Campus Culture Survey.	
10.7	School Climate-CHKS Parents	CHKS Question response Strongly Agree "School Promotes Respect for Cultural Beliefs and Practices" Overall=48% Hispanic=49% EL=59% SPED=71%	2024-25 Cultural Beliefs and Practices" Overall=36% Hispanic=38% EL=46% SPED=39%	2025-26 Cultural Beliefs and Practices" Overall=47% Hispanic=44% EL=63% SPED=44%	Metric 10.7 Original Target Overall 57% Hispanic 62% EL 68% SPED 80% Revised 2026–27 Target The district will transition from the CHKS Parent Survey to the Campus Culture Survey developed by the University of Colorado Boulder beginning in 2026–27. Because a new survey instrument will be used, 2026–27 will serve as the baseline year for family perceptions	Overall=-1% Hispanic=-5% EL=+4% SPED=-27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					regarding respect for cultural beliefs, practices, and inclusive school culture. Future growth targets will be established based on baseline results from the Campus Culture Survey.	

Goal Analysis [2025-26]

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

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

The implementation of Goal 10, focused on promoting inclusion, student belonging, and supportive school communities, demonstrated progress while also identifying areas for continued focus.

Action 10.1, Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support, was implemented in a modified form during the 2025–26 school year. Rather than continuing broad foundational professional development at the same scale as prior years, the district shifted toward reinforcing previously established practices through student-focused programming, relationship-building efforts, restorative practices, and targeted family and student supports.

Community partners from Building Healthy Communities conducted classroom presentations in elementary classrooms focused on empathy, belonging, inclusion, and respectful interactions. The district also implemented the MINDSET Academy with Coach Al, providing students with opportunities to develop leadership skills, emotional awareness, resilience, accountability, and positive peer relationships.

The district expanded access and family engagement efforts through Mixteco parent meetings, interpretation services, and Family Resource Center outreach. Through partnerships with community organizations and targeted family engagement efforts, the district sought to reduce barriers to participation and increase connections between schools and families.

The district also continued implementation of restorative and culturally responsive practices. COST meetings remained a key structure for identifying student needs, coordinating interventions, and connecting students and families with academic, behavioral, mental health, and community supports. Administrative coaching and site-based leadership reinforced expectations related to the SRUSD Discipline Matrix, progressive discipline, restorative responses, and consistent implementation of district procedures.

Action 10.2, Empowering Student Voices and Expanding Opportunities for Equity and Inclusion, was implemented through student leadership opportunities, student clubs, cultural celebrations, restorative activities, athletics, arts enrichment, extracurricular opportunities, and peer engagement efforts designed to strengthen student participation and belonging. Schools created additional opportunities for students to engage in leadership activities, student voice initiatives, school climate activities, athletics, and other extracurricular experiences.

The district continued its partnership with Centro Binacional para el Desarrollo Indígena Oaxaqueño to provide outreach and support services for Mixteco-speaking students and families. Carryover funds assigned to this action were used to expand direct services for Mixteco students during the school day and strengthen family engagement and student support efforts.

The district also launched implementation of the Safe School Ambassadors program, training students and staff in peer leadership, inclusion, strategies for responding to bullying, and positive peer interactions. This initiative provided an additional structure for student leadership and peer support and will continue into the 2026–27 school year.

Overall, Goal 10 implementation expanded student leadership opportunities, family engagement efforts, and restorative practices. While progress was observed in student participation and access to supportive programs, continued focus is needed to strengthen family perceptions of inclusion, address discipline disparities, and improve outcomes for student groups performing below district expectations.

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.

Santa Rita Union School District observed differences between planned expenditures and actual spending under this goal, reflecting strategic expansion of student supports and targeted use of carryover resources. The following summarizes the variances by action:

Action 10.1 – Planned: $16,000; Actual: $8,006.
Actual expenditures were lower than planned because professional services associated with this action cost less than originally projected. The reduced expenditures did not impact implementation of the planned activities, which were carried out through a modified approach that reinforced prior equity work through student-facing programming, community partnerships, and targeted support efforts.

Action 10.2 – Planned: $267,796; Actual: $551,408
Actual expenditures exceeded the planned amount due to the strategic use of carryover funds to expand direct student and family support services beyond the original scope of the action. Additional investments supported services for Mixteco students and families during the school day, expanded culturally responsive family engagement efforts, increased partnerships with community organizations, sustained arts enrichment opportunities, and broader student engagement efforts designed to strengthen belonging, leadership, and inclusion.

Implemented as described, this action supported cultural celebrations, classroom presentations, community partner events, student leadership opportunities, student clubs, Safe School Ambassadors implementation, expanded culturally responsive engagement efforts, athletic opportunities that increased student connection to school and access to inclusive extracurricular experiences, and arts programming,

including music enrichment opportunities for middle school students. The increased expenditures reflect the district's intentional decision to deepen implementation in response to identified student and family needs.

Despite expenditure differences between actions, the district fully implemented the intended services under this goal, with strategic adjustments made to align resources with student and family needs.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of educational partner input and outcome metrics. For contributing actions, the identified metrics were also used to monitor the effectiveness of increased and improved services provided to unduplicated pupils.

Rating Scale (lowest to highest):
1 – Not Effective
2 – Somewhat Effective
3 – Effective

The actions outlined in Goal Ten helped make progress toward the LEA's goal:

Action 10.1 – Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support

Effectiveness Rating: 2
Metrics: 10.3, 10.4, 10.5, 10.6, 10.7

Analysis Statement:
Action 10.1 demonstrated moderate effectiveness in supporting inclusive school practices and addressing bias through culturally responsive practices, student programming, family outreach, and restorative supports.

Outcomes were mixed. Reports of harassment based on race, religion, sexual orientation, and disability decreased for several grade levels, while some disparities persisted. Academic achievement gaps also showed mixed results, with improvement for several student groups but continued disparities in ELA and mathematics. Discipline data reflected some improvement in racial disproportionality, although disparities remain. Parent perceptions of students being treated with respect and schools promoting respect for cultural beliefs remained below baseline overall, with variation among student groups.

While progress was evident in several areas, continued attention is needed to strengthen consistency, family perceptions, and equitable outcomes across student groups.

Action 10.2 – Empowering Student Voices and Expanding Opportunities for Equity and Inclusion

Effectiveness Rating: 3
Metrics: 10.3, 10.4, 10.5, 10.6, 10.7

Analysis Statement:
Action 10.2 was effective in expanding student voice, leadership, inclusion, and access to enrichment through student clubs, cultural celebrations, athletics, arts, Safe School Ambassadors, Mixteco student and family supports, and other engagement opportunities.

Outcome data showed reductions in several measures of bias-related harassment and improvement in academic achievement for several student groups. Discipline disproportionality improved in some areas, although disparities remain. Parent perceptions of respect and culturally responsive school practices were mixed and remain below baseline overall. These outcomes, combined with expanded student leadership and culturally responsive learning opportunities, demonstrate progress in increasing participation, inclusion, and connection while identifying areas for continued improvement.

This action was effective in expanding student leadership, participation, and access to enrichment opportunities.

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.

Based on reflection on implementation, educational partner feedback, and district data, the Goal 10 statement will remain unchanged for 2026–27. Goal 10 will continue with refinements that strengthen implementation, student belonging, inclusive school climate efforts, and progress monitoring measures. Educational partners continued to affirm the importance of school climate supports, culturally responsive family engagement, and student connection strategies as critical components of equitable and supportive school environments.

Beginning in 2026–27, the district will transition from the California Healthy Kids Survey (CHKS) to the Campus Culture Survey developed by the University of Colorado Boulder. As a result, Metrics 10.1, 10.3, 10.6, and 10.7 and their associated target outcomes will be revised to align with the new survey instrument. Metrics 10.2, 10.4, and 10.5 will remain unchanged. For the revised metrics, 2026–27 data will serve as the baseline year and future growth targets will be established using Campus Culture Survey results. This change will provide more comprehensive and actionable information regarding belonging, inclusion, respect for diversity, culturally responsive practices, school climate, and experiences related to bias, discrimination, and harassment.

Actions 10.1 and 10.2 will continue in 2026–27. The district will continue equity-centered professional learning and implementation support focused on strengthening inclusive practices, culturally responsive school communities, and consistent district response protocols related to incidents involving racism, discrimination, bullying, bias, and hate-based behavior. Continued emphasis will be placed on transparent communication, implementation support for site leaders and staff, and sustaining restorative and relationship-centered practices across school sites.

The district will also continue student and family engagement efforts, including student leadership opportunities, athletics and extracurricular access, culturally responsive family partnership services, and family engagement supports designed to strengthen student belonging and school connectedness.

These refinements reflect the district's commitment to continuous improvement, responsible resource alignment, promoting student voice and engagement, and maintaining safe, inclusive, respectful, and culturally responsive learning environments for all students and families.

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
10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	We will implement annual training on anti-bias, equity, and anti-racism practices for all school community members to foster an inclusive and supportive educational environment. This initiative will establish continuous learning opportunities and collaboration with external diversity and inclusion organizations to raise awareness, develop skills, and create a culture of inclusivity. Build the capacity of school leaders, staff, students, and parents to address the harmful effects of racism and discrimination. Professional development will focus on recognizing and addressing discrimination, anti-blackness, and bullying, ensuring a consistent and informed approach across the district. We will establish transparent communication and response plans to address incidents of racism, bias, and hate speech. Dedicated support services, including counseling and academic assistance, will be provided for affected students to promote their academic and personal development. Regular reviews and revisions of existing policies will be conducted to address any gaps or weaknesses related to discrimination and hate speech, ensuring a safe and inclusive educational environment for all.	$61,500.00	Yes
10.2	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Promote student belonging, engagement, and inclusive school communities through student leadership opportunities, family engagement supports, culturally responsive partnership services, and extracurricular participation opportunities. This action includes student voice activities, parent engagement forums, family support services, and access to athletics and other student-centered experiences that strengthen connection to school. These efforts are intended to foster positive school climate, strengthen relationships between schools and families, and expand opportunities for students to feel connected, supported, and engaged in their school community.	$398,643.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,793,192	$1,620,285

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
37.431%	0.155%	$52,334.58	37.586%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Empowering Educators for Enhanced Student Growth in English Language Arts **Need:** The 2023 California dashboard shows all students are 58.4 points below the standard in ELA, English learner students are 99.1 points below standard, low-income students are 67 points below standard, homeless students are	Providing professional development opportunities for both certificated and classified staff, focusing on the diverse needs of identified student groups such as English Language Learners, students with disabilities, homeless students, Hispanic students, and socioeconomically disadvantaged students will foster a more inclusive and supportive learning environment, where educators are equipped with specialized skills and strategies to address the unique challenges and strengths of each student	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Points below standard in ELA Metric 3: Pupil Achievement-Percent of

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
	80.5 points below standard, students with disabilities are 126.8 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	demographic. Supplemental materials and supplies will also be provided to enhance instructional practices and meet specific student needs. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	students performing at or above grade level on local formative assessment Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)
1.2	**Action:** Strengthening Family Engagement to Enhance Student Success in English Language Arts **Need:** Based on the feedback from our engagement partners, who have emphasized the importance of family engagement, addressing the identified needs of unduplicated students in this area is crucial for their academic success and overall well-being **Scope:** LEA-wide	The identified needs of unduplicated students in SRUSD for this action focus on increasing family engagement to bolster student success in English Language Arts. Unduplicated students, including English Language Learners, students with disabilities, homeless students, and socioeconomically disadvantaged students. To address these challenges, SRUSD aims to build family efficacy and provide at-home learning opportunities. By empowering families with the knowledge and resources to support their children's education, we create a collaborative learning environment that extends beyond the classroom. This initiative includes workshops, resource guides, and interactive activities to help families engage with the English Language Arts curriculum. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students. By fostering a stronger home-school connection, we enhance students' literacy skills and overall academic performance, ensuring every student has the support they need to thrive.	Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction **Need:** The 2023 California dashboard shows all students are 58.4 points below the standard in ELA, English learner students are 99.1 points below standard, low-income students are 67 points below standard, homeless students are 80.5 points below standard, students with disabilities are 126.8 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	Personalized instruction and ongoing assessments are essential for focusing on the diverse needs of identified student groups (English Language Learners, students with disabilities, homeless students, Hispanic students, and socioeconomically disadvantaged students) in order to address the unique learning needs and challenges of each individual. Personalized instruction tailors educational approaches to the specific strengths, weaknesses, and interests of students, fostering a more engaging and effective learning experience. Ongoing assessments provide continuous feedback on student progress, allowing educators to make data-driven decisions and promptly adjust instructional strategies. This dynamic approach is crucial for closing achievement gaps and promoting equity. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Points below standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)
1.4	**Action:** Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools **Need:** The 2023 California dashboard shows all students at Gavilan View are 54.5 points below the standard in ELA, GVMS English learner students are 110.3 points below standard ELA, GVMS homeless students are 82.2 points below standard ELA.	This action addresses the diverse needs of identified student groups: English Learners, Homeless, and Students with Disabilities by implementing targeted, research-based interventions in English Language Arts (ELA). We recognize that all students may benefit from these services, so they are being implemented school-wide to promote academic success for all students focusing on unduplicated students and those performing significantly below basic proficiency levels on local and state assessments. By utilizing reading intervention specialists to provide intensive support, the initiative ensures that each student receives individualized and small-group instruction tailored to their specific needs. This	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Points below standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 4: Parent Involvement-Percent of

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 2023 California dashboard shows all JGMS students are 51.5 points below the standard in ELA, JGMS English learner students are 116.5 points below standard ELA, JGMS students with disabilities are 132.9 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Schoolwide	personalized approach enhances performance and helps close achievement gaps, ensuring that all students, including English Language Learners (ELL), students with disabilities (SPED), and socioeconomically disadvantaged students, receive the support they need to succeed academically.	families who report that they are encouraged to be active partners in learning (CHKS)
1.5	**Action:** Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration **Need:** The 2023 California dashboard shows all students are 58.4 points below the standard in ELA, English learner students are 99.1 points below standard, low-income students are 67 points below standard, homeless students are 80.5 points below standard, students with disabilities are 126.8 points below standard. These disparities highlight the need for professional development that equips educators with the strategies and tools to effectively address the diverse needs of unduplicated students. By enhancing their understanding of differentiated instruction,	This action meets the needs of unduplicated students by implementing and continuously updating a rigorous, standards-aligned ELA curriculum across all grade levels, ensuring consistency and equity in educational quality. By assigning instructional coaches to support teachers, the action ensures effective ELA instruction tailored to diverse student needs. Utilizing formative assessments to guide teaching strategies allows for real-time adjustments to address individual learning gaps. Coaches provide comprehensive support through instructional coaching, lesson planning assistance, intervention planning, and data analysis, ensuring all students, especially those identified as unduplicated, receive high-quality education and targeted interventions for optimal learning outcomes. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA

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
	culturally responsive teaching, and inclusive practices, educators can create an environment where all students have the opportunity to thrive academically and socially. **Scope:** LEA-wide		
1.6	**Action:** Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 96.3 points below the standard in ELA, English learner students are 107.8 points below standard ELA, low-income students are 97.5 points below standard ELA, homeless students are 117.8 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Schoolwide	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that all targeted students, including homeless, Hispanic, low-income, and English Learners, receive equitable opportunities to succeed. This comprehensive approach aims to create a supportive and inclusive educational environment that promotes academic excellence for all students at Santa Rita Elementary.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
2.1	**Action:** Enhance Student Achievement in Mathematics Through Comprehensive Professional	There has been a demonstrated need across the district to address the declining math achievement for all students. SRUSD is over 88% unduplicated	Metric 1: Pupil Achievement-Percent of students in grades 3-8

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
	Development in Effective and Inclusive Math Instruction Strategies **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	students. There needs to be a specific focus on supporting EL students in math given the district currently serves 1450 EL students (46%). This action will provide mathematics professional development for teachers, coaches, and site administrators focused on effective and inclusive math instruction. Professional learning will support educators in using the adopted math curriculum, implementing the district scope and sequence, analyzing student data, strengthening Tier 1 instruction, and using instructional strategies that address the needs of English learners, low-income students, foster youth, and students experiencing homelessness. The professional development will specifically help teachers support unduplicated students by strengthening academic language in mathematics, using visual models and structured discourse, providing scaffolds for problem solving, checking for understanding, and using data to identify students who need additional support. These strategies are designed to increase access to rigorous grade-level math instruction and reduce performance gaps for unduplicated students. This action is provided on an LEA-wide basis because unduplicated students are enrolled across all district schools, and mathematics needs are evident districtwide. SRUSD also serves a high percentage of unduplicated students, including a large English learner population. Providing professional development districtwide ensures that teachers across all sites use consistent, effective, and inclusive math practices so unduplicated students receive improved math instruction regardless of school or classroom. Although all students may benefit from stronger	who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment

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
		mathematics instruction, this action is principally directed toward improving outcomes for English learners, low-income students, foster youth, and homeless students who demonstrate the greatest need in mathematics.	
2.2	**Action:** Enhance Math Instruction and Curriculum Alignment Across All Grade Levels **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth.Many ELL and LI families lack the resources, tools and supports needed to provide at home math support. Families would benefit from opportunities to preview skills and concepts to better support at home learning. **Scope:** LEA-wide	Unduplicated students within SRUSD have demonstrated a need for rigorous, standards-aligned math curriculum and the support of instructional coaches to ensure they receive equitable, high-quality math education. This approach helps bridge knowledge gaps, provides consistent and effective instruction, and supports SRUSD teachers in meeting the diverse needs of identified students through tailored strategies and continuous professional development. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment
2.4	**Action:** Data-Driven Student Achievement Monitoring and Improvement Planning **Need:**	The 2023 California Dashboard reveals a significant need to address educational inequalities within our district, which is composed of 88% unduplicated students. Data shows all students are 92.7 points below the standard in	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in 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
	The 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. Utilizing data from state and district assessments to monitor progress and conducting regular data meetings to analyze performance and plan interventions are key strategies to achieve this goal. **Scope:** LEA-wide	math, with English learners 122.6 points below, low-income students 100.6 points below, homeless students 109 points below, and students with disabilities 154 points below. These figures underscore the critical necessity for district-wide implementation of this action to meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. By utilizing state and district assessment data to monitor student progress and identify areas for improvement, we can ensure targeted support and interventions. Regular data meetings will be conducted to analyze student performance, set achievable targets, and plan effective interventions, ensuring that no student is left behind and that all have the opportunity to succeed academically. This action is principally directed toward our unduplicated students; however, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment
2.5	**Action:** Fostering Family and Community Engagement in Math Education **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in ELA, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning	This act aims to enhance the educational experience for unduplicated student groups, who constitute over 88% of the district's population. By focusing on their unique needs, the district ensures that all students benefit from improved instructional strategies and resources. This holistic approach promotes educational equity and excellence for the entire student body.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment

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
	needs, enhance teacher readiness, and foster comprehensive student growth. Engaging families and partnering with community organizations are critical components of a comprehensive strategy to support unduplicated students in their math learning. These efforts ensure that students receive the necessary support both at home and in the community, leading to improved academic outcomes and overall success. **Scope:** LEA-wide		
2.6	**Action:** Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary **Need:** The 2023 California dashboard shows all students are 98.7 points below the standard in math, English learner students are 105.3 points below standard math, low-income students are 99.7 points below standard math, homeless students are 119.4 points below standard math, Hispanic students 99 points below standard math This underscores the importance of addressing educational inequalities, catering to diverse learning needs, enhancing teacher preparedness, and promoting holistic student development.	This initiative directly addresses the needs of unduplicated students at Santa Rita Elementary by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in 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
	Scope: Schoolwide		
2.8	**Action:** Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS. **Need:** The 2023 California dashboard shows all students are 105.7 points below the standard in math, English learner students are 161.1 points below standard math, low-income students are 111.9 points below standard math, Hispanic students 109.4 points below standard math, Special Education students 160 points below standard math This underscores the importance of addressing educational inequalities, catering to diverse learning needs, enhancing teacher preparedness, and promoting holistic student development. **Scope:** Schoolwide	This initiative directly addresses the needs of unduplicated students at JGMD by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in math
4.1	**Action:** Enhancing Student Engagement and Achievement Through Advanced Instructional Technology **Need:** Based on feedback from our engagement partners, there is a need to enhance student	The goal of enhancing student engagement and achievement by leveraging advanced instructional technology directly addresses the needs of unduplicated pupils, including English Language Learners (ELL), students with disabilities (SPED), socioeconomically disadvantaged students, and other marginalized groups. These students often face barriers to accessing high-quality educational	Metric 5: Basic Materials-Ensuring all students have access to necessary technology and resources. Metric 6: Parent Involvement-Provision of support and resources to students and families to

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
	engagement and achievement through the use of advanced instructional technology **Scope:** LEA-wide	resources, which can hinder their academic progress. By conducting a comprehensive assessment of the current technology infrastructure, the initiative identifies specific areas of need, ensuring that all students have equitable access to essential technology. Key actions such as purchasing additional devices, improving internet connectivity, and providing teacher training to integrate technology effectively into classroom instruction are crucial for creating an inclusive learning environment. This LEA-wide approach ensures consistency and equity across all schools in the district, fostering a dynamic learning environment that promotes digital literacy, innovation, and personalized learning experiences for every student. By addressing these needs on a broad scale, the initiative ensures that all students, particularly those who are unduplicated, have the necessary tools and support to succeed in the modern digital world.	facilitate technology use at home.
5.1	**Action:** Enhancing Behavioral Support and Training for Educators and Staff **Need:** Unduplicated pupils, including English Learners, foster youth, and low-income students, are disproportionately impacted by behavioral dysregulation, exclusionary discipline, and barriers to consistent access to instruction when staff require additional support in responding to complex behavioral and social-emotional needs. These students benefit from proactive behavioral intervention systems, inclusive instructional practices, and consistent adult responses that reduce lost	This action addresses the needs of unduplicated pupils by strengthening staff capacity to implement proactive behavior supports, inclusive instructional strategies, and consistent intervention practices across all school sites. Through BCBA-led coaching, behavioral assessment, staff training, intervention planning, and substitute release support for special education services, the district increases its ability to respond effectively to student behavioral and instructional needs before they escalate to exclusionary discipline or reduced access to learning. Because unduplicated pupils are served across all schools and benefit from consistent districtwide systems of behavioral and instructional support, this action is appropriately provided on an LEA-wide basis.	Metric 5.1 - Academic Achievement of students with disabilities Metric 5.4 – School Climate: Percentage of special education students receiving suspensions Metric 5.5 – Pupil Engagement: Average daily attendance rate for students with disabilities Metric 5.6 – Pupil Engagement: Percentage of students with disabilities identified as chronically absent

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
	instructional time and improve access to safe, supportive learning environments. **Scope:** LEA-wide		
5.2	**Action:** Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides **Need:** Unduplicated pupils, including English Learners, foster youth, and low-income students, may experience barriers to academic access and school engagement when additional behavioral, instructional, or social-emotional support is needed during the school day. These students benefit from timely adult support, proactive behavior intervention, and structured assistance that helps maintain access to instruction, reduce behavioral escalation, and promote inclusion in the least restrictive and most supportive learning environments. **Scope:** LEA-wide	This action addresses the needs of unduplicated pupils by providing paraprofessional and behavior aide support to strengthen instructional access, behavioral regulation, and inclusive student support across school sites. These staff provide direct assistance to students requiring additional behavioral and academic support, helping maintain student engagement, reduce lost instructional time, and support implementation of intervention plans and inclusive practices. In 2025-26 91.5 of students with disabilities are unduplicated. Because unduplicated pupils with these needs are enrolled across the district and benefit from consistent access to responsive support systems, this action is appropriately provided on an LEA-wide basis.	Metric 5.4 – School Climate: Percentage of special education students receiving suspensions Metric 5.5 – Pupil Engagement: Average daily attendance rate for students with disabilities Metric 5.6 – Pupil Engagement: Percentage of students with disabilities identified as chronically absent
5.3	**Action:** Enhanced Support and Outcomes for Special Education and Unduplicated Students **Need:**	his action ensures that unduplicated pupils with disabilities receive the personalized and equitable support they need by strengthening MTSS implementation and improving the quality and effectiveness of IEPs. Through the leadership of the Special Education Program Specialist,	5.1-5.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils, particularly those with disabilities, often face significant barriers to academic achievement and social-emotional development due to inconsistent implementation of interventions and gaps in individualized support plans. These students may not receive timely or appropriate services, resulting in missed learning opportunities and lower outcomes. There is a critical need to strengthen the district's Multi-Tiered System of Supports (MTSS) and ensure that Individualized Education Plans (IEPs) are regularly reviewed and aligned with students' evolving needs. Educators require dedicated training and support to implement evidence-based strategies effectively and provide unduplicated students with the interventions, accommodations, and resources necessary for equitable access to education. **Scope:**	educators across the district receive consistent training, resources, and support to identify learning barriers early and apply tiered interventions with fidelity. Conducting regular, comprehensive IEP reviews ensures that gaps in services are addressed and that plans are responsive to each student's academic and social-emotional needs. Providing this action LEA-wide guarantees that unduplicated students—regardless of school site—benefit from a cohesive, data-driven system of support, promoting educational equity and improved outcomes for our most vulnerable learners.	
5.4	**Action:** Enhance Achievement of Special Education Students in ELA and Mathematics **Need:** Unduplicated pupils receiving special education services particularly at John Gutierrez Middle School, New Republic, and McKinnon Elementary face significant academic challenges in English Language Arts and Mathematics, as evidenced by red performance indicators on the California Dashboard. These students often require differentiated instruction, targeted	This action directly addresses the academic disparities experienced by unduplicated pupils in special education by implementing targeted ELA and Math intervention programs at schools identified as needing urgent improvement. These site-specific strategies ensure that students at John Gutierrez, New Republic, and McKinnon receive specialized instruction aligned to their IEPs and tailored to their learning profiles. Educator professional development supports the effective delivery of these interventions and promotes instructional consistency. Although the interventions are concentrated at identified sites, the knowledge and practices developed through	5.1-5.6

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
	interventions, and consistent progress monitoring to address skill gaps and ensure access to grade-level content. Without focused support, they are at greater risk of falling further behind. There is a pressing need for site-specific academic interventions and educator training to effectively meet the individualized learning needs of these students and close persistent achievement gaps. **Scope:**	this initiative will support systemwide improvement, reinforcing the district's commitment to equity. Providing this action on a schoolwide basis ensures that all special education students—especially those who are unduplicated—receive the necessary support to succeed academically. Let me know if you'd like to incorporate school-specific data points or adjust the focus for stakeholder communications.	
6.1	**Action:** Delivering Rigorous Instruction and Enriching Opportunities for Students **Need:** Based on feedback from our engagement partners, there is a need to support foster and homeless students, who often face disruptions in their educational journeys, resulting in learning gaps and lower engagement with the curriculum. Field trips can offer these students consistent, enriching educational experiences that help bridge these gaps while also enhancing their social and emotional learning **Scope:** LEA-wide	To effectively implement this plan, a series of field trips will be organized to various local museums, science centers, historical landmarks, and nature reserves. These destinations will be carefully selected to align with different grade-level curriculums. Educators will collaborate in designing activities that ensure each trip is educational and enjoyable. To support accessibility for all students, partnerships will be secured with local organizations that can offer cost-effective or sponsored opportunities. This strategy ensures that field trips are not just supplementary but a vital component of the learning framework, especially for those who stand to benefit the most from hands-on and experiential learning opportunities. By addressing these needs and structuring the implementation thoughtfully, the action aims to foster a more engaging and equitable educational environment for all students, particularly those who are unduplicated and most in need of additional support.	Metric 1,

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
6.2	**Action:** College and Career Readiness Through Student Success Strategies **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in ELA, English learner students are 107.8 points below standard ELA, low-income students are 97.5 points below standard ELA, homeless students are 117.8 points below standard ELA **Scope:** LEA-wide	Implementing AVID (Advancement Via Individual Determination) district-wide ensures that all students, regardless of their background or school, have access to the same high-quality academic support and college readiness resources. This comprehensive approach promotes educational equity, enabling every student to develop essential skills such as critical thinking, collaboration, and organization. By standardizing AVID practices across the district, schools can create a cohesive and supportive learning environment that consistently prepares students for success in higher education and future careers, ultimately fostering a culture of high expectations and achievement for all. This action is primarily focused on the needs of unduplicated students, however because it is believed that all students will benefit, it will be implemented LEA-wide.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation
6.3	**Action:** Ensuring Consistent Substitute Teachers for Continuous Learning Support **Need:** Based on feedback from the engagement partners, the super substitute program ensures that unduplicated students have uninterrupted access to education. By providing seamless classroom coverage during absences and other events, the program maintains a consistent learning environment that supports these students' success. This approach reduces disruptions that could otherwise disproportionately impact their academic progress **Scope:**	Targeted Intervention: The program also prioritizes unduplicated students by assigning super substitutes to provide additional classroom support and intervention when full coverage isn't needed. This approach enhances differentiated instruction, addresses learning gaps, and ensures equitable support for unduplicated student groups, helping to close achievement gaps. This action is primarily to address the needs of unduplicated students, however, because we believe all students will benefit, it is being implemented LEA-wide.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation

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		
6.4	**Action:** Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction **Need:** Unduplicated students continue to demonstrate academic achievement gaps in ELA and mathematics, indicating a need for increased opportunities for small-group instruction, individualized support, differentiated instruction, and timely teacher feedback. Smaller class sizes increase teachers' capacity to provide these targeted supports and respond to individual student learning needs. **Scope:** LEA-wide	Implementing smaller class sizes district-wide aims to create a more conducive learning environment and improve student-teacher interaction. This action is primarily to address the needs of unduplicated students, however, because we believe all students will benefit, it is being implemented LEA-wide.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation Metric 4: CAASPP ELA Metric 5: CAASPP Math
7.1	**Action:** Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide) **Need:** The 2023 Dashboard data for Chronic Absenteeism highlights critical areas of	Chronic absenteeism is a significant barrier to academic success, particularly for our unduplicated pupils, including English learners, foster youth, and students from low-income families. Recognizing this challenge, our district has identified the need for a comprehensive, LEA-wide approach to increase student engagement by actively involving parents and guardians. By implementing targeted outreach efforts that focus on building stronger connections between families and the educational community, we aim to improve attendance and academic outcomes for all	Metric 1: Pupil Engagement-Chronic Absenteeism Rates Metric 4: Pupil Engagement-Attendance Rates

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
	concern within the district. Specifically, chronic absenteeism rates are significantly elevated among various student groups: District-Wide Data: Asian: 26% White: 28% Hispanic: 17% English Learners (ELs): 14% Low Income: 18% Special Education (SPED): 28% Site-Specific Data: New Republic Elementary: Special Education (SPED): 44% White: 30% La Joya Elementary: White: 34% This data underscores the need for targeted interventions to address chronic absenteeism, particularly among Special Education students and White students at both New Republic and La Joya Elementary schools, as well as district-wide strategies to support all at-risk student populations. **Scope:** LEA-wide	students, with particular attention to the needs of our unduplicated pupils.	
7.2	**Action:** Enhancing Communication and Engagement with Diverse Families **Need:**	Implementing diverse two-way communication channels districtwide will strengthen interaction and engagement between schools and families by ensuring that unduplicated families receive timely, accessible information and have meaningful	Metric 1: Pupil Engagement-Chronic Absenteeism Rates

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
	Based on educational partner feedback the identified needs of unduplicated students involves implementing diverse two-way communication channels to enhance interaction and engagement between schools and families. This initiative will utilize school messaging systems, social media platforms, and direct contact methods with school administration, supported by comprehensive language access services for interpretation and translation. This ensures that all families, regardless of their primary language, can receive important school information and provide feedback effectively. By targeting linguistically diverse families and those facing barriers to traditional communication forms, this strategy aims to improve the inclusiveness and responsiveness of educational services, fostering a more inclusive school environment. **Scope:** LEA-wide	opportunities to communicate with school staff. Translation, interpretation, multilingual outreach, direct family contact, and two-way communication reduce language and access barriers that may prevent families of English learners, low-income students, foster youth, and students experiencing homelessness from understanding attendance expectations, participating in school activities, and connecting students to academic, behavioral, wellness, or community supports. This action is provided on an LEA-wide basis because unduplicated families with communication-access needs are enrolled across all district schools. Providing consistent multilingual communication districtwide ensures that families receive timely information in accessible formats and that schools can respond to family needs before concerns affect student attendance, engagement, or academic progress. Although all families may benefit from improved communication systems, this action is principally directed toward English learners, low-income students, foster youth, and students experiencing homelessness by reducing language, access, and participation barriers that disproportionately affect these student groups.	Metric 4: Pupil Engagement-Attendance Rates
7.3	**Action:** Fostering Positive Behavior and School Climate for Student Success **Need:** Dashboard: All students: 22.6% chronically absent Socioeconomically disadvantaged: 23.1% chronically absent Homeless: 21% chronically absent	Assistant principals enhance the sense of belonging by creating an inclusive and welcoming school environment. This involves organizing cultural events, peer mentorship programs, and other activities that celebrate diversity and inclusion, ensuring unduplicated students feel valued and connected to their school community. This action provides assistant principal support at each school site to strengthen school climate, student engagement, attendance intervention, and	Metric 1: Pupil Engagement-Chronic Absenteeism Rates Metric 4: Pupil Engagement-Attendance Rates

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: 20.8% chronically absent To address these concerning absenteeism rates, we are committed to fostering positive behavior through the implementation and consistent upholding of school-wide behavior expectations. A need for increased use of positive reinforcement and targeted interventions to recognize and reward good behavior and positive attendance. **Scope:** LEA-wide	consistent implementation of schoolwide behavior expectations. Assistant principals will help identify students at risk of chronic absenteeism, coordinate attendance and behavior interventions through site teams, communicate with families, monitor student progress, and connect students to appropriate supports before attendance or behavior concerns become more intensive. This action is designed to address the needs of unduplicated students by creating stronger adult-student relationships, increasing positive reinforcement, supporting restorative and intervention practices, and improving follow-up with families when attendance or engagement concerns arise. For English learners, low-income students, foster youth, and students experiencing homelessness, these supports help reduce barriers related to school disconnection, unmet social-emotional needs, behavior concerns, and inconsistent attendance. The action is provided on an LEA-wide basis because unduplicated students with attendance and engagement needs are enrolled across all district schools, and each site requires consistent leadership to implement attendance, behavior, and school climate systems. Although all students may benefit from improved school climate and positive behavior supports, this action is principally directed toward improving outcomes for unduplicated students by increasing school connectedness, reducing chronic absenteeism, strengthening attendance intervention, and supporting a safe and inclusive school environment.	

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
8.1	**Action:** Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures **Need:** Pupil Achievement: Suspension data • All students: 3.8% • Socioeconomically disadvantaged: 3.7% • English learners: 3.1% **Scope:** LEA-wide	The district-wide implementation of comprehensive measures to enhance student well-being and safety directly addresses the needs of unduplicated students by providing a supportive and secure environment crucial for their academic and personal growth. By focusing on mental health, bullying prevention, social-emotional wellness, and crisis intervention, the district ensures that all students, including English Language Learners (ELL), students with disabilities (SPED), homeless students, and socioeconomically disadvantaged students, receive the necessary support to thrive. Adopting evidence-based bullying prevention programs and a continuous social-emotional learning (SEL) curriculum helps address the root causes of bullying, promoting a culture of empathy and respect. This approach equips unduplicated students with essential skills to manage their emotions, resolve conflicts, and make responsible decisions, fostering a positive and inclusive school climate. Establishing robust crisis intervention protocols ensures effective responses to mental health emergencies and other crises, providing immediate support and referrals during critical times. Training staff to proactively identify and address mental health concerns guarantees that unduplicated students receive timely and appropriate interventions, safeguarding their well-being and maintaining a stable learning environment. These comprehensive measures create a foundation for academic success and	Metric 1: Pupil Engagement-Effectively respond to and manage student mental health needs Metric 3:School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students Metric 4: School Climate-Number of behavioral threat assessments conducted monthly Metric 5: School Climate/Parent Involvement-Rates of bullying, harassment, and school violence per CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		overall well-being, ensuring that all students have the opportunity to reach their full potential.	
8.2	**Action:** Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary) **Need:** Pupil Achievement: Suspension data • All students: 3.8% • Socioeconomically disadvantaged: 3.7% • English learners: 3.1% **Scope:** LEA-wide	An alternative to suspension supports students by addressing the root causes of behavioral issues through restorative practices, counseling, and targeted interventions, rather than excluding them from the learning environment. This approach is needed district-wide to ensure that all students, particularly those from vulnerable populations such as low-income students and English Learners (ELs), receive equitable treatment and remain engaged in their education. By focusing on the specific needs of these groups, this strategy helps reduce disparities in discipline and fosters a more inclusive and supportive school culture across the district.	Metric 3,4
8.3	**Action:** Cultivate a Safe and Secure Learning Environment **Need:** Pupil Achievement data reveals that suspension rates are as follows: 3.8% for all students, 3.7% for socioeconomically disadvantaged students, and 3.1% for English learners. Chronic absenteeism data from the Dashboard indicates that 22.6% of all students are chronically absent, with 23.1% of socioeconomically disadvantaged students, 21% of homeless students, and 20.8% of English learners being chronically absent.	This action will meet the needs of unduplicated students in relation to cultivating a safe and secure learning environment by implementing targeted and proactive interventions that address their unique challenges. Effective communication channels will be established to understand and respond to their specific concerns, ensuring their voices are heard and valued. Comprehensive training in trauma-informed practices will equip staff to support these students sensitively and appropriately, while strategic facilities design will prioritize accessibility and inclusivity, making all students feel safe and welcomed. Proactive behavioral threat monitoring and intervention will help identify and address potential risks early. Increasing student support and supervision	Metric 1: Pupil Engagement-Effectively respond to and manage student mental health needs Metric 3:School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students Metric 4: School Climate-Number of behavioral threat assessments conducted monthly Metric 5: School Climate/Parent

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	through dedicated campus health and safety supervisors will foster strong, trusting relationships, enabling a personalized approach to discipline and safety. Organized play activities during unstructured times will encourage positive interactions and a sense of belonging, contributing significantly to a supportive and secure learning environment.	Involvement-Rates of bullying, harassment, and school violence per CHKS Metric 6: Basic-School Facilities Maintained in Good Repair (Williams Act)
9.1	**Action:** Comprehensive Onboarding and Staff Retention Program **Need:** Engagement partners recognized and addressed the need for high-quality, consistent learning opportunities provided by fully prepared teaching staff. This focus ensures that students receive the best possible education, guided by educators who are well-equipped to deliver effective instruction. **Scope:** LEA-wide	High-quality staff onboarding is essential for teacher retention as it ensures that educators feel supported, equipped, and valued from the start, fostering a positive work environment. This, in turn, leads to greater job satisfaction and stability, which benefits unduplicated students by providing them with consistent, well-prepared teachers who are better able to address their unique needs and support their academic success.This action is primarily to address the needs of unduplicated students, however, because we believe all students will benefit, it is being implemented LEA-wide.	1: Basic Conditions for Learning-Staff retention rates 2: Basic Conditions for Learning-Certificated Absences, 3: SBAC ELA 4: SBAC Math
10.1	**Action:** Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support **Need:** The Pupil Achievement data shows that suspension rates are 3.8% for all students, 3.7% for socioeconomically disadvantaged students, and 3.1% for English learners. Regarding chronic absenteeism, the Dashboard reports that 22.6% of all students	Creating a more inclusive and supportive learning environment. By increasing awareness of biases and promoting equitable practices, educators can better understand and meet the diverse needs of English learners and low-income students, ensuring they receive equitable access to resources, support, and opportunities for academic success. Additionally, fostering a culture of inclusivity and reducing discrimination can help mitigate barriers to learning and enhance the overall educational experience for these student	10.3-School Climate-Incidents related to bias, discrimination, or racism. 10.4-Achievement-Rates of disparities in academic achievement across different student demographics. 10.5-School Climate-Rate of suspension and expulsion by race/ethnicity

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
	are chronically absent, with 23.1% among socioeconomically disadvantaged students, 21% among homeless students, and 20.8% among English learners. **Scope:** LEA-wide	populations. Because 88% of district students are unduplicated pupils and these students are integrated throughout all schools and classrooms, implementing these practices districtwide is the most effective approach to addressing their identified needs. A districtwide approach also ensures that the educators, systems, and school environments serving English learners and low-income students consistently apply inclusive and equitable practices, while benefiting all students.	10.6-School Climate-CHKS Parents 10.7-School Climate-CHKS Parents
10.2	**Action:** Empowering Student Voices and Expanding Opportunities for Equity and Inclusion **Need:** For suspension rates, 3.8% of all students were suspended, with socioeconomically disadvantaged students having a suspension rate of 3.7%, and English learners at 3.1%. Chronic absenteeism, 22.6% of all students were chronically absent. Among socioeconomically disadvantaged students, 23.1% were chronically absent, while 21% of homeless students and 20.8% of English learners also experienced chronic absenteeism. **Scope:** LEA-wide	The action(s) address the needs of unduplicated pupils by creating inclusive opportunities that specifically empower these students and amplify their voices within the school community. By focusing on equity and anti-racism, and providing targeted support through student-led clubs, faculty mentorship, and restorative practices, these initiatives ensure that unduplicated students feel valued, supported, and connected to their school. The LEA-wide or schoolwide basis of these actions ensures that all students, particularly those who are unduplicated, benefit from an environment that promotes equity, removes barriers to participation, and enhances the overall educational experience through expanded extracurricular offerings and school-wide campaigns. This comprehensive approach not only meets the unique needs of unduplicated pupils but also fosters a more inclusive and supportive school climate for all students.	10.3-School Climate-Incidents related to bias, discrimination, or racism. 10.4-Achievement-Rates of disparities in academic achievement across different student demographics. 10.5-School Climate-Rate of suspension and expulsion by race/ethnicity 10.6-School Climate-CHKS Parents 10.7-School Climate-CHKS Parents

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 54.5 points below the standard in ELA, English learner students are 110.3 points below standard ELA, homeless students are 82.2 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Limited to Unduplicated Student Group(s)	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that all targeted students, including Hispanic, low-income, and English Learners, receive equitable opportunities to succeed.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
1.8	**Action:** Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:**	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The 2023 California dashboard shows all students are 51.5 points below the standard in ELA, English learner students are 116.5 points below standard ELA, students with disabilities are 132.9 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Limited to Unduplicated Student Group(s)	across the school, ensuring that English Learners, receive equitable opportunities to succeed.	above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
1.9	**Action:** Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 62 points below the standard in ELA, English learner students are 79.4 points below standard ELA . This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Limited to Unduplicated Student Group(s)	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that English Learners receive equitable opportunities to succeed.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
2.7	**Action:** Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and	This initiative directly addresses the needs of unduplicated students at GVMS by focusing on enhancing math proficiency and overall academic	Metric 1: Pupil Achievement-Percent of students in grades 3-8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learner students in the Red at Gavilan View Middle School **Need:** The 2023 California dashboard shows all students are 113.2 points below the standard in math, English learner students are 165.1 points below standard math, low-income students are 124.7 points below standard math, homeless students are 136.1 points below standard math, Hispanic students 120.6 points below standard math, Special Education students 193.2 points below standard math This underscores the importance of addressing educational inequalities, catering to diverse learning needs, enhancing teacher preparedness, and promoting holistic student development. **Scope:** Limited to Unduplicated Student Group(s)	achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in math
2.9	**Action:** Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD **Need:** The 2023 California dashboard shows, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, Hispanic students are 97.1 points below standard **Scope:**	This initiative directly addresses the needs of unduplicated students with SRUSD by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	individualized support to foster academic growth for every student.	
3.1	**Action:** Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School **Need:** The 2023 California dashboard shows for John Gutierrez MS 30.8% of EL students are making progress towards English language proficiency. The 2023 California dashboard shows for Santa Rita Elementary 29.2 % of EL students are making progress towards English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	The data indicates that EL students at Santa Rita Elementary, Gavilan View Middle School and John Gutierrez Middle school are achieving far below their peers. Though the district has EL students at all sites, it is clear that these three sites require additional support and focus. 3 FTE English Learner Specialist (1 Santa Rita Elementary, 1 JGMS, 1 GVMS)	Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC Metric 3: Pupil Achievement- Reduction in number of LTELS Metric 4: Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA Metric 5: Pupil Achievement/Implementation of State Standards-- EL students who meet or exceed standard in Math
3.2	**Action:** Enhancing Academic Progress and Language Proficiency of ELL Students **Need:** The 2023 California dashboard shows that 41.7% of SRUSD English Language Learners (ELL) are making progress towards English language proficiency, demonstrates a need continuous and targeted support to achieve academic success and language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	This widespread implementation promotes educational equity and ensures that ELL students, regardless of their school or classroom, receive the targeted support they need to succeed academically. By enhancing the instructional capacity of educators and providing targeted resources, this goal fosters an inclusive and supportive learning environment that promotes the academic success of ELL students in both ELA and Mathematics.	Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC Metric 2: Pupil Achievement- Reclassification Rates Metric 3: Pupil Achievement- Reduction in number of LTELS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** Enhancing English Learner Progress in ELA and Mathematics **Need:** SRUSD English learner students are 122.6 points below standard math. **Scope:** Limited to Unduplicated Student Group(s)	This action ensured that all educators across the district or school can implement consistent, high-quality instructional practices. This widespread implementation promotes educational equity and ensures that ELL students, regardless of their school or classroom, receive the targeted support they need to succeed academically. By enhancing the instructional capacity of educators and providing targeted resources, this goal fosters an inclusive and supportive learning environment that promotes the academic success of ELL students in both ELA and Mathematics.	Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC Metric 3: Pupil Achievement- Reduction in number of LTELS Metric 4: Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA Metric 5: Pupil Achievement/Implementation of State Standards-- EL students who meet or exceed standard in Math Metric 8: Basic Materials- Access to designated and integrated ELD materials

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.

Santa Rita does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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 is strategically allocated to increase and improve direct services for students attending schools with high concentrations (greater than 55%) of foster youth, English learners, and low-income students. All six schools within Santa Rita Union School District meet this threshold. These investments are intended to strengthen academic support systems, reduce barriers to attendance and engagement, and improve school climate, student well-being, and academic success for students with the greatest needs.

Targeted Classroom Support and Instructional Stability (Goal 6.3)
Additional concentration grant add-on funding supports site-based substitute staffing designed to maintain instructional continuity and minimize disruptions to learning for students attending high-need schools. Stable classroom environments and uninterrupted access to instruction are especially important for students who may be disproportionately impacted by staff absences or disruptions in routine. These staffing supports also provide flexibility for targeted intervention coverage and additional classroom support when needed, helping schools respond effectively to academic, behavioral, and engagement needs.

Assistant Principals (Goal 7.3)
Additional concentration grant add-on funding supports assistant principals at each school site to strengthen academic and social-emotional supports for students, particularly unduplicated pupils who may face additional barriers to success. Assistant principals help coordinate intervention systems, attendance supports, student behavior response systems, family communication, and school climate efforts while supporting staff in implementing inclusive and responsive practices. Their leadership increases the district's capacity to provide timely interventions, strengthen school connectedness, and improve outcomes for students requiring additional support.

Attendance Outreach and Family Engagement Supports (Goal 7.1)
Additional concentration grant add-on funding supports attendance-focused staffing and outreach efforts designed to reduce chronic absenteeism, a significant barrier to academic success for foster youth, English learners, and low-income students. These supports include attendance monitoring, family outreach, intervention coordination, connections to community resources, and individualized attendance improvement efforts. By proactively addressing barriers to regular attendance, the district seeks to improve student engagement, instructional continuity, and academic outcomes.

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	23:1

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 certificated staff providing direct services to students	N/A	23:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$34,178,503	12,793,192	37.431%	0.155%	37.586%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,846,191.00	$0.00	$0.00	$0.00	$12,846,191.00	$10,487,786.00	$2,358,405.00

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	Empowering Educators for Enhanced Student Growth in English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$91,804.00	$11,500.00	$103,304.00				$103,304.00	
1	1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$186,492.00	$106,848.00	$293,340.00				$293,340.00	
1	1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Gavilan View Middle School and John Gutierrez Middle School	Ongoing	$24,558.00	$0.00	$24,558.00				$24,558.00	
1	1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$489,197.00	$3,500.00	$492,697.00				$492,697.00	
1	1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Santa Rita Elementa	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services					ry Tk-5th									
1	**1.7**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	**1.8**	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: John Gutierrez Middle School 6th-8th	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	**1.9**	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: La Joya Elementary TK-5th	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	**1.10**															
2	**2.1**	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$83,848.00	$83,848.00				$83,848.00	
2	**2.2**	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$717,010.00	$6,000.00	$723,010.00				$723,010.00	

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
						Low Income										
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$71,000.00	$71,000.00				$71,000.00	
2	2.5	Fostering Family and Community Engagement in Math Education	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Santa Rita Elementary TK-5th	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: John Gutierrez Middle School 6th-8th	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.10															
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Gavilan View Middle School,	ongoing	$531,141.00	$0.00	$531,141.00				$531,141.00	

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
					s)		John Gutierrez Middle School and Santa Rita Elementary TK-8th									
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$40,920.00	$40,920.00				$40,920.00	
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$6,144.00	$8,000.00	$14,144.00				$14,144.00	
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$818,599.00	$620,276.00	$1,438,875.00				$1,438,875.00	
5	5.1	Enhancing Behavioral Support and Training for Educators and Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$314,437.00	$0.00	$314,437.00				$314,437.00	
5	5.2	Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,518.00	$0.00	$116,518.00				$116,518.00	
5	5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	Students with Disabilities	No			All Schools	Ongoing								
5	5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	Students with Disabilities	No			All Schools	Ongoing								
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$54,000.00	$54,000.00				$54,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.2	College and Career Readiness Through Student Success Strategies	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$396,850.00	$0.00	$396,850.00				$396,850.00	
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,682,686.00	$0.00	$2,682,686.00				$2,682,686.00	
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$620,731.00	$3,000.00	$623,731.00				$623,731.00	
7	7.2	Enhancing Communication and Engagement with Diverse Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$33,834.00	$105,455.00	$139,289.00				$139,289.00	
7	7.3	Fostering Positive Behavior and School Climate for Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,232,223.00	$0.00	$1,232,223.00				$1,232,223.00	
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$941,126.00	$642,612.00	$1,583,738.00				$1,583,738.00	
8	8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$268,010.00	$2,000.00	$270,010.00				$270,010.00	

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
8	8.3	Cultivate a Safe and Secure Learning Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$769,017.00	$148,696.00	$917,713.00				$917,713.00	
9	9.1	Comprehensive Onboarding and Staff Retention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,766.00	$99,250.00	$214,016.00				$214,016.00	
10	10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$61,500.00	$61,500.00				$61,500.00	
10	10.2	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,643.00	$266,000.00	$398,643.00				$398,643.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$34,178,503	12,793,192	37.431%	0.155%	37.586%	$12,846,191.00	0.000%	37.586 %	**Total:**	$12,846,191.00
								LEA-wide Total:	$12,225,428.00
								Limited Total:	$592,705.00
								Schoolwide Total:	$28,058.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Empowering Educators for Enhanced Student Growth in English Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,304.00	
1	1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,340.00	
1	1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,558.00	

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	1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$492,697.00	
1	1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Santa Rita Elementary Tk-5th	$1,500.00	
1	1.7	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	$1,500.00	
1	1.8	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: John Gutierrez Middle School 6th-8th	$1,500.00	
1	1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: La Joya Elementary TK-5th	$1,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		the California Dashboard Through Data-Driven Instruction and Equitable Support Services						
2	2.1	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,848.00	
2	2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$723,010.00	
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,000.00	
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	LEA-wide	English Learners	All Schools	$7,000.00	
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Yes	Schoolwide	English Learners Low Income	Specific Schools: Santa Rita Elementary TK-5th	$1,000.00	
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	$1,000.00	
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Yes	Schoolwide	English Learners Low Income	Specific Schools: John Gutierrez Middle School 6th-8th	$1,000.00	
2	2.9	Enhance Math Proficiency and Academic Achievement	Yes	Limited to Unduplicated	English Learners Low Income	All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		for Targeted Red Student Groups in SRUSD		Student Group(s)				
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Gavilan View Middle School, John Gutierrez Middle School and Santa Rita Elementary TK-8th	$531,141.00	
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,920.00	
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,144.00	
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,438,875.00	
5	5.1	Enhancing Behavioral Support and Training for Educators and Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,437.00	
5	5.2	Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,518.00	
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,000.00	
6	6.2	College and Career Readiness Through Student Success Strategies	Yes	LEA-wide	English Learners Low Income	All Schools	$4,000.00	
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$396,850.00	

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 (%)
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,682,686.00	
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$623,731.00	
7	7.2	Enhancing Communication and Engagement with Diverse Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,289.00	
7	7.3	Fostering Positive Behavior and School Climate for Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,232,223.00	
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,583,738.00	
8	8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,010.00	
8	8.3	Cultivate a Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Low Income	All Schools	$917,713.00	

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 (%)
9	9.1	Comprehensive Onboarding and Staff Retention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$214,016.00	
10	10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,500.00	
10	10.2	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$398,643.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,160,334.00	$15,072,226.00

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**	Empowering Educators for Enhanced Student Growth in English Language Arts	Yes	$266,484	$45,800
1	**1.2**	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Yes	$12,957	$11,198
1	**1.3**	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Yes	$105,212	$93,000
1	**1.4**	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Yes	$46,070	$1,641
1	**1.5**	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Yes	$504,459	$442,281
1	**1.6**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,500	$1400
1	**1.7**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English	Yes	$1,500	880

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)
		Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services			
1	1.8	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,500	0
1	1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,500	$1500
1	1.10	Assign paraprofessionals to provide targeted, evidence-based reading intervention support.	No	$1,300,000	$1,300,000
2	2.1	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Yes	$197,945	$87,621
2	2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	$545,355	$462,036
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Yes	$18,445	$2,530
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	$71,000	$80,446
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	$6,600	$3,200

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	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Yes	$1,500	$1,500
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Yes	$1,500	$1421
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Yes	$1,500	$0
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Yes	$1,500	1500
2	2.10	Assign paraprofessionals to provide targeted, evidence-based Math intervention support.	No	$949,677	$949,677
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	$411,169	$497,239
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	$45,920	$35,343
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	Yes	$10,000	$0
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	1,457,781	$1,377,423
5	5.1	Enhancing Behavioral Support and Training for Educators and Staff		$0	$0
5	5.2	Enhance Support for Special Education Students by Hiring		$0	$0

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)
		Additional Paraprofessionals and Behavior Aides			
5	5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	Yes	$149,731	$700.00
5	5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	Yes	$18,445.00	$532,285
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	$61,500	$50,675
6	6.2	AVID (Advancement Via Individual Determination)	Yes	$15,500	$10,618
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	$1,191,012	$887,116
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Yes	$2,407,712	$2,540,755
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	Yes	$751,739	$649,172
7	7.2	Enhancing Communication and Engagement with Diverse Families	Yes	$90,620	$123,931
7	7.3	Fostering Positive Behavior and School Climate for Student Success	Yes	$1,115,526	$1,166,641
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	Yes	$1,395,816	$1,504,209
8	8.2	Reducing Suspension Disproportionality and Enhancing	Yes	$471,738	$479,615

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)
		Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)			
8	**8.3**	Cultivate a Safe and Secure Learning Environment	Yes	$1,006,351	$1,003,117
9	**9.1**	Comprehensive Onboarding and Staff Retention Program	Yes	$239,774.00	$166,342
10	**10.1**	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	$16,000.00	$8,006
10	**10.2**	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	$267,796.00	$551,408

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$12,418,791	$12,909,657.00	$12,822,549.00	$87,108.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Empowering Educators for Enhanced Student Growth in English Language Arts	Yes	$265,484	$45,800		
1	1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Yes	$12,957	$11,198		
1	1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Yes	105,212	$93,000		
1	1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Yes	$46,070	$1,641		
1	1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Yes	$504,459	$442,281		
1	1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita	Yes	$1,500	$1,400		

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)
		Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services					
1	**1.7**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,500	$880		
1	**1.8**	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,500	$0		
1	**1.9**	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,500.00	$1,500		
2	**2.1**	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Yes	$197,945	$87,621		
2	**2.2**	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	$545,355	$462,036		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Yes	$18,445	$2,530		
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	$71,000.00	$80,446		
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	$6,600	$3,200		
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Yes	$1,500	$1,500		
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Yes	$1,500	$1,421		
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Yes	$1,500	$0		
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Yes	$1,500	$1500		
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	$411,169	$497,239		
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	$45,920	$35,343		

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)
3	**3.3**	Enhancing English Learner Progress in ELA and Mathematics	Yes	$10,000	$0		
4	**4.1**	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	$1,457,781	$1,377,423		
5	**5.3**	Enhanced Support and Outcomes for Special Education and Unduplicated Students	Yes	$149,731	$700		
5	**5.4**	Enhance Achievement of Special Education Students in ELA and Mathematics	Yes	$18,445.00	$532,285		
6	**6.1**	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	$61,500.00	$50,675		
6	**6.2**	AVID (Advancement Via Individual Determination)	Yes	$15,500	$10,618		
6	**6.3**	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	$1,191,012	$887,116		
6	**6.4**	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Yes	$2,407,712	$2,540,755		
7	**7.1**	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	Yes	$751,739	$649,172		
7	**7.2**	Enhancing Communication and Engagement with Diverse Families	Yes	$90,620	$123,931		

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)
7	**7.3**	Fostering Positive Behavior and School Climate for Student Success	Yes	$1,115,526	$1,166,641		
8	**8.1**	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	Yes	$1,395,816	$1,504,209		
8	**8.2**	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	Yes	$471,738	$479,615		
8	**8.3**	Cultivate a Safe and Secure Learning Environment	Yes	$1,006,351	$1,003,117		
9	**9.1**	Comprehensive Onboarding and Staff Retention Program	Yes	$239,774	$166,342		
10	**10.1**	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	$16,000	$8,006		
10	**10.2**	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	$267,796	$551,408		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$33,809,680	$12,418,791	1.349%	38.080%	$12,822,549.00	0.000%	37.926%	$52,334.58	0.155%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(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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