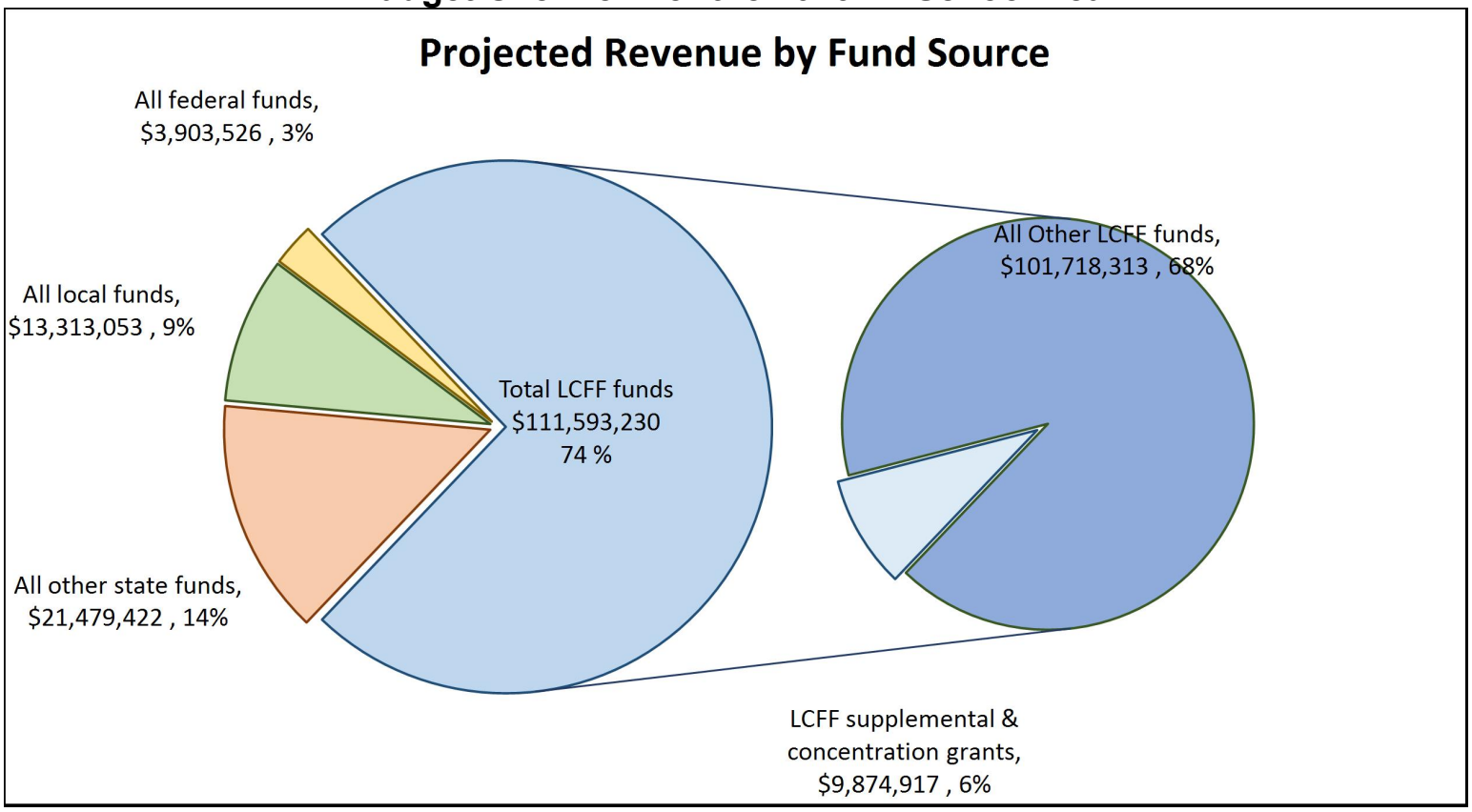
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood City Elementary School District
CDS Code: 41-69005-6044531
School Year: 2026-27
LEA contact information:
Anna Herrera, Assistant Superintendent, Ed Services
Rick Edson, Chief Business Official
aherrera@rcsdk8.net/redson@rcsdk8.net
(650) 482-2232

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

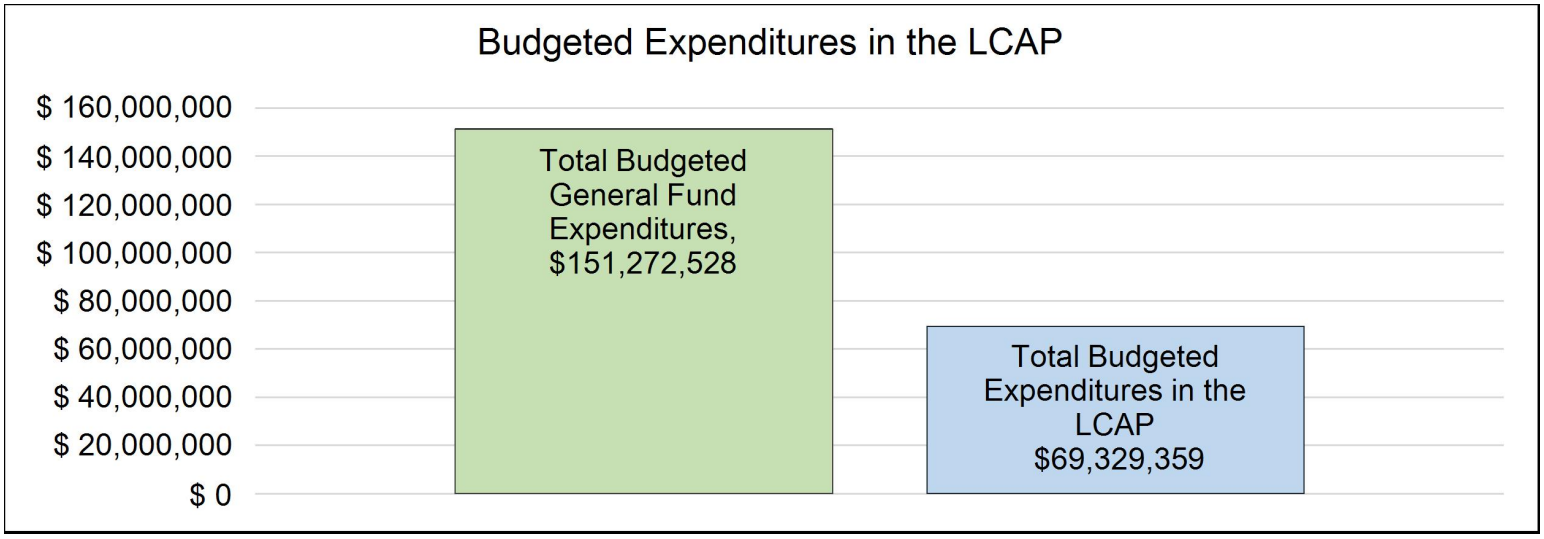


This chart shows the total general purpose revenue Redwood City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood City Elementary School District is $150,289,231, of which $111,593,230 is Local Control Funding Formula (LCFF), $21,479,422 is other state funds, $13,313,053 is local funds, and $3,903,526 is federal funds. Of the $111,593,230 in LCFF Funds, $9,874,917 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 Redwood City Elementary 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: Redwood City Elementary School District plans to spend $151,272,528 for the 2026-27 school year. Of that amount, $69,329,359.00 is tied to actions/services in the LCAP and $81,943,169 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

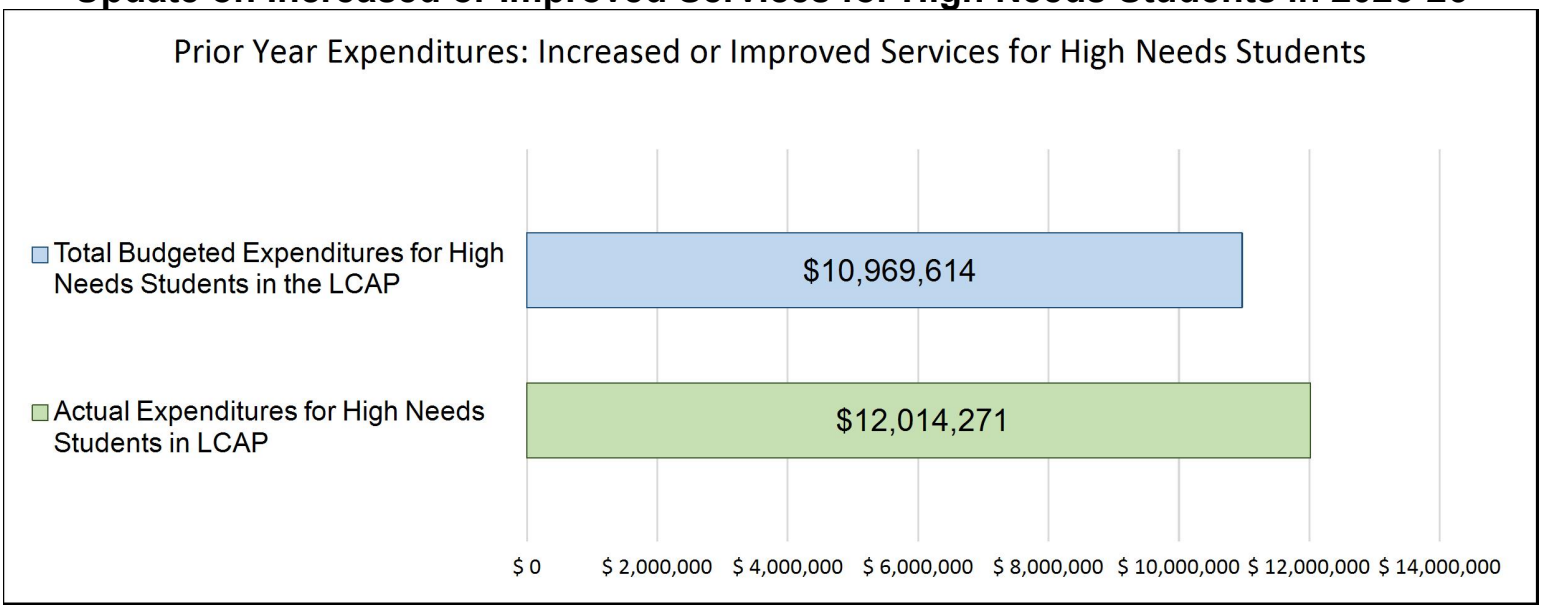
General Fund expenditures not included in the LCAP primarily cover districtwide administrative and operational costs necessary to support the educational program. These include utilities, payroll, accounting, human resources, technology infrastructure, data processing, maintenance and custodial services, transportation, insurance, and legal and audit services. While these expenditures support the overall operation of schools and district services, they are not directly associated with specific LCAP goals, actions, or services.

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

In 2026-27, Redwood City Elementary School District is projecting it will receive $9,874,917 based on the enrollment of Foster Youth, English learner, and low-income students. Redwood City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood City Elementary School District plans to spend $10,933,409.00 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 Redwood City Elementary 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 Redwood City Elementary 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, Redwood City Elementary School District's LCAP budgeted $10,969,614.00 for planned actions to increase or improve services for high needs students. Redwood City Elementary School District actually spent $12,014,271.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood City Elementary School District	Anna Herrera, Assistant Superintendent, Ed Services Rick Edson, Chief Business Official	aherrera@rcsdk8.net (650) 482-2255 (650) 482-2232

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.

Redwood City School District (RCSD) serves a diverse TK–8 student population across Redwood City and surrounding communities through a variety of instructional models and student support systems. The district is committed to providing rigorous, engaging, and student-centered learning environments that foster academic achievement, student agency, and whole-child development. Through its Learner Framework, RCSD emphasizes curiosity, collaboration, creativity, communication, and student voice while preparing students to become empowered learners and effective problem-solvers.

RCSD offers multiple educational options for families, including neighborhood schools, schools of choice, dual language immersion programs, and community schools. These programs provide students with access to strong academic instruction while meeting diverse linguistic, social-emotional, and developmental needs. The district continues to expand opportunities for students through programs such as Transitional Kindergarten, community partnerships, expanded learning opportunities, and multilingual education pathways.

A critical component of RCSD's support system is its network of eight Community Schools, which play an essential role in advancing equity, student success, and whole-child development. The Community School model strengthens connections between schools, families, and community partners to address barriers that may impact student learning and well-being. Through intentional partnerships, integrated services, shared leadership, and culturally responsive practices, Community Schools provide students and families with access to academic, mental health, family engagement, enrichment, and community resources. These schools help create supportive environments where

students feel connected, families are actively engaged, and services are woven into the daily fabric of school life. By proactively addressing student and family needs, the Community School model supports improved attendance, engagement, belonging, and academic outcomes.

A core component of RCSD's work is the implementation of a Multi-Tiered System of Support (MTSS), which provides a comprehensive framework to address students' academic, behavioral, social-emotional, and physical needs. Through differentiated instruction, targeted interventions, and aligned systems of care, the district strives to ensure equitable access, remove barriers to learning, and support the success of all students, particularly unduplicated and high-need student groups.

Attendance and student engagement are also central priorities for the district. RCSD utilizes a proactive attendance framework grounded in the philosophy of Engage, Re-Engage, and Remedy, recognizing that every absence is an opportunity to strengthen relationships, understand barriers, and provide support to students and families. Attendance monitoring and intervention efforts are implemented through a tiered approach that includes early outreach, coordinated supports, family engagement, and formal intervention processes when needed. These efforts involve collaboration among teachers, office staff, administrators, MTSS TOSAs, mental health providers, and community support personnel.

The district's attendance procedures emphasize timely communication, accurate documentation, family outreach, and supportive intervention strategies designed to improve student attendance, reduce chronic absenteeism, and ensure students remain connected to school. Systems such as SafeArrival, School Engagement Support Plans (SESP), School Attendance Review Board (SARB) processes, and coordinated attendance teams help schools respond consistently while maintaining a student-centered and trauma-informed approach.

Through strong instructional programs, comprehensive student supports, community partnerships, and a continued commitment to equity and whole-child development, RCSD remains focused on creating safe, inclusive, joyful, and academically rigorous learning environments where all students can thrive.

Reflections: Annual Performance

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

The Redwood City School District (RCSD) has made notable advancements across several key areas as evidenced by the 2025 California School Dashboard and local data metrics. This reflection outlines both areas of progress and areas requiring further focus.

For the 2025–2026 school year, statewide assessment and accountability data are not yet fully available. At this time, not enough CAASPP results have been released to allow for comprehensive analysis, and the California Dashboard has not yet been published. Therefore, this review is based on the most recently available California Dashboard data (2025) along with current local data sources, including attendance, suspension, assessment, and student outcome measures collected during the 2025–2026 school year.

Goal 1: Safe, Supportive, and Engaging Learning Environments
Attendance, Engagement, and School Climate

Attendance remained a focus area during the 2025–2026 school year, with the district achieving an overall attendance rate as of May 2026 of 94.5%. While this reflects strong student engagement across the district, attendance data indicate continued opportunities for improvement among several student groups. English Learners achieved a 93.2% attendance rate, Socioeconomically Disadvantaged students 93.3%, Foster Youth 94.4%, and Students with Disabilities 92.6%. Attendance rates were lower for students experiencing homelessness (92.8%), Long-Term English Learners (90.8%), and African American students (90.0%). Throughout the year, schools implemented attendance monitoring systems, conducted Student Success Team meetings, provided family outreach, and utilized targeted interventions through MTSS and attendance teams to support students with chronic attendance concerns. While overall attendance remains strong, these subgroups results highlight the need to continue focused efforts to improve consistent school attendance and reduce chronic absenteeism among the district's most vulnerable student populations.

Local Data as of May 2026 Chronic Absenteeism
Chronic absenteeism improved during the 2025–2026 school year, with the district reporting a chronic absenteeism rate of 13.4%, reflecting continued efforts to support student engagement and regular attendance. Despite this progress, several student groups continue to experience disproportionately high rates of chronic absenteeism. Long-Term English Learners (30.9%) and African American students (30.0%) had the highest rates, followed by Students with Disabilities (21.8%), students experiencing homelessness (20.8%), English Learners (19.5%), and Socioeconomically Disadvantaged students (19.0%). Foster Youth reported a chronic absenteeism rate of 14.3%. To address these needs, schools outreached to families by doing home visits, creating attendance contracts, and referrals to support services through the district's MTSS framework. While the district has made notable gains in reducing chronic absenteeism overall, continued targeted interventions will be necessary to improve attendance outcomes for student groups experiencing the greatest barriers.

The 2025 California Dashboard shows that RCSD maintained a yellow status in Chronic Absenteeism, while local data indicates continued improvement in attendance during the 2025-2026 school year, several student groups continue to require targeted support, including:
**African American students
**Pacific Islander students
**Long-Term English Learners (LTELs)
**Students with Disabilities (SWD)

SUSPENSIONS
Although chronic absenteeism for African American students increased by 2.6% on the 2025 Dashboard, suspension rates for this student group declined by 5%, reflecting positive progress in school climate and behavioral supports.

Local Data as of May 2026 for Suspension
Student suspension rates remained relatively low during the 2025–2026 school year, as of May 2026 data indicates the following: overall district suspension rate of 1.4%. However, local data indicate that several student groups continue to experience suspension rates above the district average. Long-Term English Learners had the highest suspension rate at 8.1%, followed by African American students at 3.2%, Students with Disabilities at 3.0%, English Learners and students experiencing homelessness at 2.6%, and Socioeconomically Disadvantaged students at 2.0%. Foster Youth had a suspension rate of 0%. Throughout the year, the district continued to implement Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning programs, behavioral interventions, and targeted student supports through the Multi-Tiered System of Supports (MTSS) framework. While overall suspension rates remain low,

the disproportionate rates among specific student groups highlight the need for continued focus on equitable behavioral supports, restorative approaches, and early intervention strategies to ensure positive outcomes for all students.

California Dashboard 2025 data: Districtwide suspension rates also improved, decreasing by 1.4%. Dashboard for 2026 had not been released.

Local Survey
The California Healthy Kids Survey for Winter 2025 results indicate positive outcomes in student engagement, connectedness, and school safety across the district. Among students in grades 4–5, academic motivation remained strong at 85%, with students reporting positive relationships with caring adults (74%), a strong sense of school connectedness (78%), and high levels of perceived safety at school (84%). Reports of cyberbullying remained relatively low at 23%.

Students in grades 6–8 also reported positive outcomes, with 68% indicating strong academic motivation, 65% reporting positive relationships with caring adults, and 64% feeling connected to their school community. Perceived safety at school was reported by 69% of students, while cyberbullying remained at 25%.

Overall, the survey results indicate that students are reporting positive relationships with adults, a strong sense of belonging, and favorable perceptions of school safety across the district. These outcomes align with RCSD's continued investment in Community Schools, mental health supports, MTSS structures, PBIS implementation, restorative practices, family engagement, and expanded learning opportunities. While the results demonstrate progress in creating supportive learning environments, middle school students continue to report lower levels of connectedness and adult relationships than elementary students, highlighting the importance of continuing Goal 1 efforts focused on student engagement, belonging, and school climate.

Community Schools Impact
Redwood City School Districts eight Community Schools continue to address barriers that impact student attendance, engagement, and academic success by providing comprehensive wraparound supports for students and families. Through partnerships with expanded learning providers and community-based organizations, students have access to after school enrichment, academic tutoring, school supplies, transportation assistance, food resources, and family support services. Community School staff also connect families to health care, housing, and other essential community resources while providing mental health services and wellness supports for students. These coordinated efforts help address the social, emotional, and basic needs of students and families, ensuring that students are better prepared to attend school regularly, engage in learning, and achieve academic success. These services directly support Goal 1 by improving student engagement, attendance, and well-being while creating stronger connections between schools, families, and the community.

Mental Health
Community Schools play a critical role in supporting the mental health and overall well-being of students by providing access to individual counseling, group support services, wellness check-ins, and crisis intervention when needed. Through partnerships with mental health professionals and community agencies, students receive timely social-emotional support that helps them develop coping skills, build positive relationships, and successfully navigate personal and academic challenges. These services help reduce barriers to learning, strengthen students' sense of belonging and connectedness, and ensure that students have access to caring adults who can provide guidance and

support. This work directly supports Goal 1 by promoting safe, supportive learning environments that foster student engagement, attendance, and academic success.

RCSD utilizes an integrated system of supports to address the needs identified through parent, student, and staff surveys, as well as state and local data. Through attendance monitoring systems, Community School Coordinators, Family Centers, MTSS teams, mental health services, PBIS and restorative practices, expanded learning opportunities, tutoring, and family engagement initiatives, the district provides a coordinated approach to supporting the whole child. Parent surveys consistently highlight the need for stronger communication, access to resources, and academic support, while student surveys emphasize the importance of school connectedness, safety, mental health supports, and positive relationships with adults. Teacher feedback identifies the need for effective intervention systems, behavioral supports, and resources to address students' academic and social-emotional needs. Together, these interconnected systems create a comprehensive framework that reduces barriers to learning, strengthens relationships between schools and families, improves student engagement and attendance, and provides timely academic, behavioral, and wellness supports. By aligning these efforts under a unified system of support, RCSD ensures that the needs identified by students, families, and staff are addressed through coordinated actions designed to improve student outcomes and create safe, supportive, and inclusive learning environments for all students.

Goal 2: English Learner Progress

The 2025 Dashboard continues to show positive outcomes for English Learners.

Key outcomes include:
***47.9% of English Learners made progress toward English proficiency on the Dashboard.
***Local 2025-2026 data indicates 41.6% of English Learners increased at least one ELPAC level.
***Long-Term English Learners demonstrated strong growth, with 55.5% making progress toward proficiency, representing a 5.9% increase.

Reclassification
The district demonstrated continued progress in reclassification outcomes, increasing the percentage of English Learners reclassified as Fluent English Proficient from 15.3% to 16.0% in 2024–2025, reflecting steady growth in students' English language development and academic achievement.

Academic Achievement of English Learners
English Language Arts (CAASPP)
**8.8% of English Learners met or exceeded standards, an increase of 3.5 percentage points.
**5.2% of LTELs met or exceeded standards, an increase of 4 percentage points.

Mathematics (CAASPP)
**7.1% of English Learners met or exceeded standards.
**1.2% of LTELs met or exceeded standards, showing modest improvement.

Local i-Ready data demonstrates encouraging academic growth among English Learners (ELs) and Long-Term English Learners (LTELs). In reading, both student groups increased their rates of meeting expected growth by more than five percentage points compared to the previous

year, indicating continued progress in literacy development. Mathematics results showed even stronger gains, with English Learners increasing their rate of meeting expected growth by 14.7 percentage points and LTELs improving by 9.3 percentage points. These results suggest that targeted instructional supports, designated and integrated English language development, intervention services, and ongoing progress monitoring are helping accelerate learning and improve academic outcomes for multilingual learners.

Goal 2 actions provide a comprehensive system of support designed to improve English language proficiency, increase reclassification rates, reduce the number of Long-Term English Learners (LTELs), and improve academic outcomes for multilingual learners. Through Through the implementation of Designated and Integrated English Language Development (ELD), the Long-Term English Learner (LTEL) Action Plan, targeted newcomer supports, additional instructional staffing, professional learning focused on language development and acquisition, ongoing progress monitoring through Ellevation, and meaningful family engagement opportunities, the district provides a comprehensive system of support to address the academic and linguistic needs of English Learners. These coordinated efforts ensure that students receive the instruction, interventions, and resources necessary to develop English proficiency, access grade-level content, and successfully progress toward reclassification.

Parent survey feedback continues to highlight the importance of communication, academic support, and opportunities for families to engage in their child's education. These actions work together to strengthen language development, promote student engagement, foster family partnerships, and ensure that English Learners receive the targeted supports necessary to achieve academic success and progress toward English proficiency.

Goal 3: Academic Achievement and Learning Recovery
California Dashboard Academic Performance

The 2025 Dashboard reflects continued academic growth in English Language Arts while mathematics performance remained relatively stable.

RCSD moved into theyellow performance category in both English Language Arts and Mathematics.
English Language Arts (CAASPP)

Districtwide performance increased to:
**49.6% of students meeting or exceeding standards
**An increase of 4.4 percentage points from the previous year

Highest performing student groups included:
**Asian students (83%)
**Two or More Races (83%)
**White students (80%)

Economically Disadvantaged students also improved to 31%.

Areas requiring continued support:
**African American students declined to 26.3%, a decrease of 5.7 percentage points.

Mathematics (CAASPP)
Districtwide performance increased to:
**39.9% of students meeting or exceeding standards
**An increase of 2.7 percentage points

Highest performing student groups included:
**Asian students (85%)
**Two or More Races (82%)
**White students (75%)

Areas requiring continued support:
**African American students (15.8%)
**Economically Disadvantaged students (18.8%)
**Students with Disabilities (13.8%)

Students with Disabilities continue to be a focus area identified through the California Dashboard in Mathematics.

i-Ready Local Assessment:Academic Growth
Reading
**45% of students are currently performing at or above grade level.
**60.7% of students are meeting mid-year expected growth.
**32.5% of students advanced at least one placement level.

Mathematics
**36.5% of students are performing at or above grade level.
**56.4% of students are meeting mid-year expected growth.
**35.9% of students advanced at least one placement level.

These results suggest that many students are demonstrating growth even when they have not yet moved to a higher placement level.

Learning Recovery Emergency Block Grant (LREBG) (Goal and actions are in 3.3 and 3.10)
Learning Recovery Emergency Block Grant funds will continue to be utilized during the 2026-2027 school year to address identified academic needs. Based on parent feedback, California Dashboard results, and local assessment data, mathematics remains a priority area for support.

Remaining LREBG funds will be used to provide:
**Mathematics instructional materials and online learning resources

**Supplemental mathematics intervention supports
**School-site tutoring opportunities for students needing additional academic assistance

As RCSD continues to demonstrate steady academic growth, the district will continue implementing key Goal 3 actions during the 2026–2027 school year to sustain and accelerate student achievement. These efforts include providing supplemental mathematics resources and intervention materials, targeted tutoring and academic intervention opportunities, reading intervention teachers, instructional coaching, professional development, Professional Learning Communities (PLCs), ongoing data analysis using i-Ready and CAASPP results, and supplemental digital learning resources. Local assessment data and stakeholder feedback indicate that students continue to benefit from targeted academic supports, particularly in mathematics and literacy. Parent surveys consistently emphasize the importance of academic intervention and enrichment opportunities, while teacher feedback highlights the value of instructional coaching, collaborative planning, and data-driven decision-making. By continuing these evidence-based practices, RCSD aims to build on current successes, strengthen Tier 1 instruction, address achievement gaps among student groups performing below district averages, and ensure all students have access to the support needed to achieve grade-level standards and long-term academic success.

The 2025 Dashboard demonstrates continued progress across several key areas. RCSD improved outcomes in English Language Arts, maintained positive growth in English Learner Progress, reduced suspension rates, and strengthened school climate indicators. The district's Community Schools model continues to provide comprehensive supports that address both academic and non-academic barriers to student success.

Areas requiring continued focus include chronic absenteeism among targeted student groups, mathematics achievement for Students with Disabilities and African American students, and continued acceleration of outcomes for English Learners and Long-Term English Learners. These priorities are addressed through Goal 1 (Attendance and Engagement), Goal 2 (English Learner Achievement), and Goal 3 (Academic Achievement and Learning Recovery) to ensure resources and supports remain aligned to identified student needs.

State and local metrics for the 2023 school year, this data was used to develop the LCAP.
On the 2023 School Dashboard the following groups were identified to be in the lowest performance indicator Red.

Schools Within an LEA
Clifford Elementary: Chronic Absenteeism; ELPI (English Learner Progress Indicator)
Garfield Elementary: ELA and Math; Suspension Rates
Henry Ford Elementary: Chronic Absenteeism, ELPI
Hoover Elementary: ELA; ELPI
McKinley Institute: Math
Orion: Chronic Absenteeism
Roosevelt: ELA, Math; ELPI

Student Group in an LEA
Black/African American: Chronic Absenteeism; Math; Suspension Rates
English Learner: ELA, Math; ELPI

Student Group Within any School

Clifford Elementary:
All Students: Chronic Absenteeism
EL: Chronic Absenteeism; ELA, Math; ELPI; Suspension Rates
Hispanic: Chronic Absenteeism; Suspension Rates
Multiple Races/Two or More: Chronic Absentee
Socioeconomically Disadvantaged: Chronic Absenteeism; Suspension Rates
Students with Disabilities: ELA, Math
White: Chronic Absenteeism

Garfield Elementary:
All Students: ELA, Math; Suspension Rates
EL: ELA, Math
Hispanic EL, Math; Suspension Rates
SED: ELA, Math; Suspension Rates
SWD: Chronic Absenteeism; ELA, Math

Henry Ford:
All Students: Chronic Absenteeism
English Learner: ELPI
Hispanic: Chronic Absenteeism
SED: Chronic Absenteeism
SWD: Chronic Absenteeism

Hoover Elementary:
All Students: ELA
EL: ELA; ELPI
Hispanic: ELA
SED: ELA
SWD: ELA, Math

John F. Kennedy:
EL: ELA, Math
Hispanic: Math
SWD: ELA
White: Chronic Absenteeism

McKinley:

All Students: Math
EL: ELA, Math, Suspension Rates
Hispanic: Math
SED: Math; Suspension Rates
SWD: ELA, Math

Orion:
All Students: Chronic Absenteeism
Hispanic: Chronic Absenteeism
SED: Chronic Absenteeism
SWD: Chronic Absenteeism

Roosevelt:
All Students:ELA, Math
EL: ELA, Math, ELPI
Hispanic: ELA, Math
SED: ELA, Math
SWD: ELA

Roy:
EL: Chronic Absenteeism
Hispanic: Chronic Absenteeism
SED: Chronic Absenteeism

Taft:
EL: ELA
Hispanic: ELA
SED: ELA
SWD: Suspension

2023 Red Indicator for Chronic Absenteeism specifically the African American Students and student groups of English learners at Clifford and Henry Ford are in Goal 1.

2023 Red indicators for suspensions groups: SED, ELs, Homeless, African Americans, and Students with Disabilities, sub group of English Learners LTELs. (Goal 1)

2023 Based on the results of the California Dashboard, the LEA will address English Learner and subgroup of ELs: Long Terms English Learners at the following sites and subgroups:
Clifford, Garfield, Hoover, Roosevelt, and Henry Ford- English Learners (Action will be in goal 2)

2023 CA Dashboard indicate the area in Red is English Learner Progress for both English Language Arts and Mathematics, this is addressed in Goal 2 all actions for English Learners, and Goal 3 actions address English Language Arts and Mathematics. For Chronic Absenteeism and Suspensions RCSD is in the orange. The student group target for both Absenteeism and Suspensions was red for African American as well as in Mathematics. This is addressed in Goal 1 (Action 1.3 and 1.6), and Goal 3 (3.7)."

Reflections: Technical Assistance

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

Redwood City continues to be in Differentiated Assistance for the 25/26 school year for the student group of Students with Disabilities for Chronic Absenteeism and Mathematics and Language Arts.

2025-2026
Differentiated Assistance focus is on reducing chronic absenteeism and focus on increasing students reaching grade level proficiency in Mathematics for the Students with Disabilities as per the California Dashboard.

Monthly meetings were held with the County for Differentiated Assistance in which a needs assessment was created by the LEA to identify target groups and schools in which students attend. LEA met with the Special Education Director and Assistant Superintendent to be review data on suspensions and chronic absenteeism Ed Services of Student Services continued to meet with administrators at each site to discuss alternatives to suspensions for targeted groups and with the site Attendance teams to review chronic absenteeism.

In order to address chronic absenteeism the LEA reviewed the data and met with MTSS TOSAs who are consistently meeting and calling parents in regards to students absences. Data collected showed the following results:

Special Learning Classes had 30 students who were most severely chronically absent with 70% and below.
Grade levels with majority of students was first, seventh, and eighth graders.
SARBS 4 students
SESP (Student Engagement) 9

Resources students also had 30 students identified as severely chronically absent.
Grade levels with most absences were first and fourth and eighth graders.
SARBS 1
SESP (Student Engagement) 15

Through the district's root cause analysis process, several common barriers to regular school attendance were identified. Health-related concerns emerged as the most significant factor, including ongoing medical conditions, frequent medical appointments, home-hospital services, and hospitalization. Social-emotional factors also contributed to attendance challenges, including anxiety, school avoidance, sleep difficulties, and other emotional well-being concerns. Additional barriers included transportation challenges, difficulties adjusting to school,

family illness, and limited communication or responsiveness from parents and guardians. These findings highlight the need for a comprehensive, multi-tiered approach that addresses both the academic and non-academic factors impacting student attendance and engagement.

RCSD identified a total of 222 Special Education students classified as severely chronically absent. Among students with attendance rates between 0–70%, attendance improved by 50% by May 1st. Additionally, of the 164 students identified within the 71–90% chronic absenteeism range, 52% demonstrated improved attendance rates. Approximately 70 students, representing 31.5% of the identified students, had a Student Engagement Success Plan (SESP) developed in collaboration with the MTSS TOSA. Of those students, 12 were referred to the district SARB process for additional intervention and support. These efforts demonstrate that proactive outreach and intervention by school Attendance Teams are helping create pathways for increased family engagement, stronger school connections, and improved student attendance outcomes.

For Mathematics our students with Disabilities had an 11% increase in meeting proficiency status on our local assessment completed in January. Continued intervention for mathematics continues to be supported at the school sites.

For English Language Arts our students with Disabilities are now in the orange band and had an increase of 4.1 points from the prior year.

As a result of technical assistance, the LEA will continue to address student absenteeism and support students effectively:
***Continue to have Teachers and Office Staff Initiate Contact: The first step involves teachers and office staff reaching out to families to understand the reasons behind student absences. This direct communication helps in identifying any underlying issues that might be contributing to the absenteeism
***Continue to Offer Support: During these initial contacts, the school staff offers necessary support to families, which may include providing information on available resources, addressing transportation issues, or offering counseling services.
***Continue to offer MTSS TOSAs Role: Multi-Tiered System of Support Teachers on Special Assignment (MTSS TOSAs) play a crucial role in identifying students who are chronically absent. They analyze attendance data to pinpoint those who are at risk of truancy.
***Continue to identify students Student Engagement Support Plan (SESP): For students who become truant, MTSS TOSAs request a Student Engagement Support Plan meeting. This meeting involves setting specific, achievable goals tailored to each student's needs to improve their attendance and engagement in school.
***Continue to create Goal Setting and Monitoring: The SESP includes setting goals to address the root causes of absenteeism, such as academic struggles, social-emotional issues, or family-related challenges. The progress towards these goals is regularly monitored to ensure that students receive the necessary support and interventions. This is addressed in Goal 1, 1.3 and 1.10.

These steps ensure a proactive and supportive approach to managing absenteeism, focusing on early identification, direct communication, and personalized support plans. By involving families and providing targeted assistance, the LEA aims to reduce chronic absenteeism and improve overall student engagement and success.

To address Mathematics, LEA and Special Education Director will work to create systematic target supports for students with disabilities who are not making progress on local assessment. Early intervention will support Tier 1 instruction in the classroom.

Next steps will be to gather street data through empathy interviews done at each school site in order to create a systematic approach to address chronic absenteeism as well as Mathematics.

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.

Garfield Community School (exited CSI with the release of 2024 dashboard)
Roosevelt Elementary School (exited CSI with the release of 2024 dashboard)

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
San Mateo County Office of Education Technical Assistance Team	Dates- Jan. 14, 2026, Feb. 25, 2026, March 26, 2026, May 14, 2026 Reviewed CA Dashboard results and Target groups, Resource Mapping, and LCAP resources
Special Education Team: RCSD Directors, teachers, instructional aides, and parents	During the in person English LCAP Advisory committee held on March 2, 2026 and April 31, 2026 teachers, principals, administrators, other school personnel, local bargaining units, parent, provided input during the LCAP meetings. These meetings were held at school sites. All SPED teachers, general education teachers, and parents completed LCAP needs assessment sent out in December and January. Trends and topics at the meetings helped develop the LCAP. See below for more information.
Certificated Teachers and President of local bargaining and Classified president of local bargaining unit and instructional aides Staff	During the in person English LCAP Advisory committee held on March 31 multiple certificated teachers and classified staff such as instructional aides, both Bargaining presidents for classified and certificated were present and provided input during the LCAP meeting. In addition, Classified and Certificated teachers and administrators completed LCAP needs assessment sent out in December and January. Trends and topics at the meetings helped develop the LCAP. See below for more information.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Council	In-person Spanish-language meetings were held on February 23, March 11, and March 27, 2026, held at different school sites. Attendees included the Superintendent, Spanish-speaking parents of students receiving special education services, other parents, classified staff members, and a Board member. During each meeting, the Superintendent responded to questions verbally as well as written to parents who raised concerns. Superintendent provided clarification and information regarding district programs and services. The LCAP was presented to families, and written feedback and comments were collected through the District English Learner Advisory Committee (DELAC) process to gather input from the parent community. The LCAP Needs Assessment, which had been distributed to families during December and January, was also reviewed and discussed at DELAC meetings. Parents participating in DELAC emphasized the importance of helping families better understand English Language Proficiency Assessments, increasing opportunities for parent involvement and engagement, and maintaining academic supports such as tutoring in both reading and mathematics. Their feedback reinforced the need for continued communication with families and targeted supports to promote student success. Trends and topics at the meetings helped develop the LCAP. See below for more information.
Parents and Community, and SELPA parents	RCSD actively engages special education teachers, parents, and families through a variety of opportunities to provide input on district priorities, programs, services, and budget decisions. LEA held in person meeting where parents, special education teachers, and parents participated in at the various school site meetings.A districtwide parent and teacher survey was distributed in the fall, including participation from families of students receiving special education services, to gather feedback on district needs and priorities. The Superintendent’s Advisory Spanish Council reviewed the district budget and LCAP on February 23, March 11, and March 27, 2026, providing opportunities for families to share their perspectives and recommendations.

Educational Partner(s)	Process for Engagement
	Additional stakeholder engagement occurred through LCAP Committee in person meetings held on March 31, 2026, for English-speaking families and April 28, 2026, for Spanish-speaking families. The district also gathered input through the California Healthy Kids Survey (CHKS) to ensure broader representation from students, staff, and families. To support meaningful participation, the LCAP Needs Assessment was distributed to all families during December and January, and the district continued to provide ongoing opportunities for parents and guardians to engage directly with district personnel. Questions and feedback shared during meetings were addressed in real time, promoting transparency and collaborative decision-making throughout the LCAP development process. Superintendent responded in writing to the questions raised at the meeting. Through these engagement efforts, parents, teachers, special education staff, administrators, and bargaining unit representatives emphasized the importance of maintaining consistency and continuity with the following: Stakeholders identified mental health services, Multi-Tiered System of Supports (MTSS) Teacher on Special Assignment (TOSA) support, social-emotional learning programs, Community Schools, and behavioral intervention supports as essential components of student success. Participants also highlighted the continued importance of instructional aide support for English Learners, as well as reading intervention and tutoring programs, to strengthen academic achievement and provide targeted support for students with diverse learning needs. Trends and topics at the meetings helped develop the LCAP. See below for more information.
Student Voice	Student focus groups were conducted at McKinley, Hoover, Garfield, and Taft on February 9, 11, 12, and 13, with a total of 54 students participating. In addition, empathy interviews were conducted with Long-Term English Learners (LTELs) and students identified as at risk beginning in grades 4 and 5. At the conclusion of each interview, students received responses and follow-up information regarding the questions and concerns they shared.

Educational Partner(s)	Process for Engagement
	Feedback gathered through the focus groups and empathy interviews highlighted the importance of supportive relationships with staff, a sense of belonging, and positive school environments. Students also identified opportunities to strengthen student voice, expand engagement and leadership opportunities, improve responsiveness to student needs, and continue fostering inclusive, welcoming, and affirming school climates across all school sites.
LCAP Advisory Committee make up: Teachers, parents, board members, classified staff, and district directors.	The LCAP Advisory Committee held English-language parent meetings on March 2 and March 31, 2026. During these meetings, the draft LCAP was presented and participants provided feedback on the proposed goals, actions, and services. Attendees included certificated and classified staff, site and district administrators, parents, special education teachers, and the presidents of both the certificated and classified bargaining units. In-person Spanish-language meetings were held on February 23, March 11, and March 27, 2026, in addition to discussions conducted through the District English Learner Advisory Committee (DELAC). These meetings were designed to gather input from families, including Spanish-speaking parents of students receiving special education services. During each meeting, the Superintendent responded to parent questions both verbally and in writing. Through the stakeholder engagement process, parents, teachers, special education staff, administrators, and bargaining unit representatives emphasized the importance of maintaining consistency within Goal 1. Stakeholders identified mental health services, Multi-Tiered System of Supports (MTSS) TOSAs, social-emotional learning curriculum, Community Schools, and continued behavioral supports as critical components of student success. Participants also highlighted the value of maintaining instructional aide support for English Learners, as well as continuing reading intervention and tutoring programs to strengthen academic achievement and provide targeted support for students.

Educational Partner(s)	Process for Engagement
	Trends and topics at the meetings helped develop the LCAP. See below for more information.
SELPA meeting	Consultation with the administration in regards to the LCAP was provided on: Feb. 27th, March 26th, and April 27th.

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

During the four meetings of the RCSD LCAP Advisory Committee, which included parents, staff, board members, and district staff, data from all stakeholder groups were provided data to analyze the actions in the goals and the implementation of each action that informed the development of the LCAP. During the fall, the district sent out an LCAP parent, teacher survey, to make recommendations on what the priorities for each of the goals should be maintained. The comprehensive review of the LCAP survey sent to families provided crucial insights that shaped the recommendations for the LCAP plan. Below is a summary of the information gathered and the recommendations made by families:

Goal 1 Success and needs identified by LCAP Advisory committee and LCAP parent survey and questions.
Decline in absenteeism
***Reduction in absences for McKinney vento, Foster Youth, and African American Students.
***Can we get a social worker, who can work with the families who have severe chronic absenteeism?
***Can a social worker work with students in Tk and K to support workshops in regard to attendance?

Suspensions
***Suspension rate for some students groups have decreased.
***6 schools attended PBIS training
***Students feel less safe.

Parents, teachers and principals continue to prioritize mental health, student behavior specialist, social emotional curriculum, and PBIS for Goal 1 per LCAP and school needs assessments and surveys.

Student Advisory Groups
Across Garfield, Taft, Hoover, and MIT, several consistent themes emerged from the CCSPP student focus groups related to school connectedness, adult relationships, student voice, expanded learning opportunities, and student well-being.

A strong trend across all four schools was that students identified having supportive and caring adults on campus. Students consistently reported feeling supported academically, socially, and emotionally by teachers, counselors, and other staff members. Many students expressed that they feel they belong at school and have trusted adults they can turn to for support, particularly around academics and mental health concerns.

Students across all schools also expressed positive experiences with expanded learning and after-school programs, highlighting supportive staff and enjoyable activities. However, a consistent trend was the desire for more student choice, less structured time, additional recreation opportunities, and more engaging enrichment activities such as field trips and fun school-wide events.

Another common theme across schools was the need for increased student voice and responsiveness from adults. While students generally felt supported, students at Garfield, Hoover, and MIT shared concerns about sometimes feeling dismissed, unheard, or that their concerns were not always acted upon by adults. Students expressed a desire for greater opportunities to share input, feel listened to, and have their perspectives reflected in school decisions and activities.

School climate and student wellness also emerged as important trends. Students across sites requested improvements to school food, increased recreation and outdoor activity time, and greater recognition of student achievements. MIT students identified stressors impacting attendance, while Hoover students raised concerns regarding experiences with racism and inconsistent responses to student support needs.

Overall, the focus groups demonstrate that students value supportive relationships and positive school environments, while also identifying opportunities to strengthen student voice, increase engagement opportunities, improve responsiveness to student needs, and continue fostering inclusive and affirming school climates across all campuses.

Student Empathy Interviews
LTEL and at-risk LTEL empathy interviews were conducted as part of our LCAP process to elevate student voice and better understand the academic, social-emotional, and linguistic experiences of English learners. These interviews offer valuable insights into the barriers, supports, and opportunities that impact student success, enabling the district to identify needs, refine engagement strategies, and inform actions and services that promote language development, academic achievement, and long-term student outcomes.

LTEL and At-Risk LTEL student interviews were conducted in April 2026 by RCSD staff. Interviews were conducted 1:1, and students were asked if they were willing to participate before the interview.

A total of 54 students in grades 4-8 were interviewed across RCSD. There were approximately 20% of students from each grade level:

Summary of student results:
Sense of belonging:
Positive Peer Interactions: Most students report feeling a sense of belonging due to friends, citing examples like playing together during lunch and recess, being included in activities and conversations (even outside their main friend group), having friends check in when they are absent, and helping friends who are stressed or sad.

Supportive Teachers and Staff: Many respondents emphasized that teachers, administrators, and coaches contribute to their sense of belonging by being nice, helpful, supportive, and caring. Specific examples include teachers helping with difficult work, noticing when a student needs to refocus, including students in everything, and helping students with their issues and problems. One student noted that they asked and were allowed to help translate for friends who don't speak English.

Comfort and Inclusion: Students generally feel comfortable at school, comparing it to being at home, and appreciate being included in class work and discussions. Some students have been at the school for several years, which contributes to their comfort and ability to make friends.

Areas of Concern: A few students reported challenges that diminish their sense of belonging, including classmates saying mean things, students disrespecting personal space and belongings, feeling ignored by a teacher and feeling excluded when classmates laugh at them.

Is there anything you can think of that would help you feel supported at school?
Increased Support for English Learners (ELs) and Academics: Several students requested more support in learning English, including having an English class to learn faster and more opportunities to talk in English. Others asked for teachers to provide more details/examples of what to do in class, offer more ideas/support when things are difficult, and be more patient, particularly with students who need additional supports.

Based on this data and the input of educational partners, the district has identified the following to continue to improve in the wellness of RCSD students.
1: Continue to provide Mental Health Support. The LEA recognizes the importance of mental health support for students and has committed to continuing support for mental health counselors. These counselors play a crucial role in providing Tier 2 and Tier 3 interventions for students who require additional support beyond what is typically provided. By maintaining and possibly expanding these resources, the LEA aims to address the mental health needs of its students comprehensively. (Goal 1: 1.6)

2. Continue to support students who demonstrate significant behavioral and emotional dysregulation through the services of Behavior Specialists and Behavior Technicians. These staff members provide individualized behavior support, assist with the implementation of behavior intervention plans, model and reinforce positive behavior strategies, support de-escalation techniques, and collaborate with teachers and families to promote student success. They also help students build self-regulation, coping, social-emotional, and communication skills while supporting safe and inclusive learning environments across school sites. (Goal 1: 1.9)

3: Chronic Absenteeism. To address chronic absenteeism, the LEA plans to continue supporting Multi-Tiered Systems of Support (MTSS) TOSAs (Teachers on Special Assignment) to focus on attendance issues. These TOSAs likely work closely with schools to implement strategies aimed at improving attendance rates, such as targeted interventions for chronically absent students and proactive outreach to families. By maintaining this support and creating individualized plans for students with ongoing attendance challenges, the LEA aims to reduce absenteeism and increase student engagement. (Goal 1: 1.3)

4: Suspension Reduction and Positive Behavior Supports. The LEA recognizes the need to address suspension rates and promote positive behavior supports across all schools. To achieve this, the LEA plans to focus on fidelity to Positive Behavioral Interventions and Supports (PBIS) at all sites. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Additionally, the LEA plans to implement Tier 1 MTSS Social Emotional and Behavior supports to help students who may be in need of extra support and to create safe environments for all students. Moreover, LEA will continue to with Behavior Technicians to support primary grade students who need to self regulate in the classroom. (Goal 1: 1.2,1.7,1.10)

Goal 2 Success and needs identified by LCAP Advisory committee and LCAP parent survey.
Successes:
***The new program, Language Power, has high standards and the kids can relate to it. We observe increased proficiency among English learners
***Students need to continue reading and maybe have taken home books to support this effort.
*** Another participant agreed with the above comment and also shared that the “Boot Camp” and the lunch tutorial for EL students have been successful. This is for those that would like to improve their scores on the ELPAC.

Suggestions from families:
*** Spanish speaking families want to prioritize the need for multilingual communication to be sent to all families.
*** More information about the importance of parent involvement.
*** Provide more classes for families
*** Prefer meeting in person as the internet doesn't always work well.
***Continue to prioritize English Language Development at the school sites as well as professional development for teachers to support multilingual learners.

English Meeting
***Continue to support with academic tutoring, specifically for LTELs so they can reclassify in Middle school.
****ELPAC Bootcamp has been successful continue to implement these supports.
****Provide afterschool services.
***Communicate with Katherine if materials are needed.
***Familias Unidas really supports families through their work around literacy-it is really interactive. Maybe they can support with fiction and non-fiction.

Based on this data and the input of educational partners, the LEA recognizes the importance of providing targeted support for English learners across all content areas. To address this, the LEA plans to continue to implement supports in Tier 1 instruction, particularly focusing on Integrated English Language Development (ELD) across all content areas.

Integrated ELD involves embedding language development instruction within content-area instruction, ensuring that English learners have access to grade-level content while simultaneously developing their English language proficiency. By implementing Integrated ELD strategies, teachers can provide meaningful language support to English learners without pulling them out of core instruction, thus promoting academic language development and content mastery simultaneously.

The LEA's commitment to supporting Integrated ELD across all content areas demonstrates a proactive approach to addressing the needs of English learners and ensuring their academic success. By providing teachers with the training and resources needed to implement effective Integrated ELD strategies, the LEA aims to create inclusive learning environments where all students, including English learners, can thrive academically.

RCSD is taking proactive steps to support English learners (EL's) in the upcoming school year (2026-2076). Here's an overview of the initiatives that will be supported through Goal 2: 2.2

LEA is contracting with Komir Minds for Integrated and D-ELD Support to provide support for 2nd-8th grade teachers in planning for Integrated English Language Development (ELD). This support is specifically targeted at schools where there is a high percentage of English Learners and Long Term English Learners.
Komin offers expertise and resources to help teachers effectively integrate language development instruction into content-area lessons, ensuring that EL's have access to grade-level content while simultaneously developing their English language proficiency. (Goal 2.2.2, 2.29)
These initiatives aim to empower teachers with the knowledge and tools they need to effectively meet the diverse needs of ELs, ultimately promoting their academic success and language development.

Goal 3 Success and needs identified by LCAP Advisory committee and LCAP parent survey.
***Improvement in English Language Arts was great to see.
***All schools have exited ATSI, CSI status on the CA dashboard.
***Continue to provide enrichment as this engages different students groups.
***Reading Intervention continues to address foundational skills so that students can begin to be early readers.
***Students in tutoring programs are showing growth in both reading and math.

Suggestions and questions
***Continue to provide tutoring in Reading and Math
***Send out short messages to families for communication.
***How do you plan to collaborate with parents to address students' academic needs?
*** Teachers need to inform families about available tutoring.

LCAP parent/ Teacher survey priorities for the district:
#1 Mental Health as the top priority for parents.
#2. Reading Intervention
#3. Board Certified Behavior Analyst and Behavior Technicians to support students with severe behaviors.
#4 After school tutoring as the third priority.
#5. Instructional Aides
#6. Multi-Tiered Systems of Support: Teachers on special assignment.
#7. Communication with Multilingual Families
#8. Enrichment
#9 Professional Development for English Learners

Based on this data and the input of educational partners, the LEA has identified the following areas to prioritize in order to support student achievement. These prioritize aim to address the diverse needs of the students and ensure they receive necessary support to succeed academically.

LEA will continue to provide professional development for K-5 in the areas of mathematics and reading comprehension. Continued professional development will focus on enhancing instructional strategies in mathematics and in reading continue to improve foundational skills and reading comprehension in the early grades. Teachers received training on effective practices, curriculum alignment, and data-driven instruction and in the 26/27 school year, teachers will be provided dedicated planning time with instructional coaches to deepen their knowledge, lesson plan, and continue to review assessments to plan for effective instruction and make sure that students are receiving support that they need.

Reading Intervention at targets school will provide intensive support for students struggling with literacy. These programs will include evidence-based interventions and individualized instruction to help students improve their reading skills.

Targeted Tutoring: Tutoring programs will be implemented to provide targeted academic support for students who need additional help. These programs will focus on core subjects, particularly mathematics and reading, and will be designed to address specific learning gaps identified through assessments.

Professional Learning Community
Establishing and supporting PLCs will allow teachers to collaborate regularly, share best practices, analyze student data, and develop effective instructional strategies. This collaborative approach ensures continuous professional growth and improved instructional quality. Planning for differentiated instruction will be embedded in the PLCs cycles for the 26/27 school year.

Ongoing Support for Teachers: Instructional coaches will be available to provide ongoing support and guidance to teachers. Coaches will help with the implementation of new strategies, model effective teaching practices, and assist in analyzing student data to inform instruction.

Smaller Class sizes for K-2: Reducing class sizes in the early grades (K-2) will ensure more individualized attention for each student, allowing teachers to better address the diverse needs of young learners and provide more personalized instruction.

Para professionals will support at target sites: Hiring additional instructional aides will provide crucial support in classrooms, helping to manage small group instruction, assist with differentiated learning activities, and provide one-on-one support for students who need it.

Summer school programs will be offered to provide extended learning opportunities for students who need additional time to master key concepts. These programs will focus on remediation and enrichment, helping to prevent learning loss and prepare students for the upcoming school year.

By prioritizing these areas, the LEA aims to create a supportive and effective educational environment that enables all students to achieve their full potential. These targeted efforts, informed by data and stakeholder input, are designed to address specific challenges and leverage opportunities for enhancing student learning outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework. By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry. Improve Attendance rate by 2% each year in all groups. Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA has identified specific sites and subgroups with high absenteeism and suspension rates based on the 2023 California Dashboard results. The goal is to continue addressing these issues while maintaining and building on the steady growth observed over the past two years. Below is an outline of the targeted areas, strategies, and the rationale behind maintaining the results.

2023 Dashboard results:
High absenteeism at the following sites and subgroups:
All students at Clifford and Roy Cloud- English Learners
All students at Henry Ford, Orion, Garfield- Students with Disabilities
Henry Ford, Orion, Clifford, Roy Cloud- Hispanic and Socio-economically disadvantaged
Kennedy and Clifford- White
Clifford- Two or More Races

Suspensions at the following sites and subgroups:
McKinley and Clifford for -English Learners

Taft- Students with Disabilities
All Students at Garfield for Hispanic
Clifford- Hispanic
All students at Garfield for Socioeconomically Disadvantaged
Clifford and McKinley- Socioeconomically Disadvantaged
Kennedy- African Americans

The Local Education Agency (LEA) developed this goal in response to the need for sustained improvement in student attendance and behavior as highlighted by data from the California Dashboard. The goal is designed to address chronic absenteeism and suspension rates, which are critical indicators of student engagement and school climate. The data demonstrates both areas of progress and areas requiring continued attention:

Chronic Absenteeism: Overall decline of 2.6% for all groups in 2022-2023 and 27.4% of students were chronically absent. Notable decreased in Foster Youth, Homeless, and Pacific Islander, and Students with Disabilities.

Suspensions: Slight increase of 0.4% for all groups as in 2022-2023, 2.8% students were suspended at least one day. With a decrease in Foster Youth and Homeless students.

Actions and Metrics to achieve these goals:
Continue the implementation and reinforcement of PBIS across all site and establish consistent and clear expectations for student behavior. Metric to reduce suspension rates and improve school climate survey results.

Rollout of Tier 1 Social Emotional Learning and Behavior framework to provide foundational support for all students, promoting positive behavior and emotional well-being. Thus reducing both chronic absenteeism and suspension rates, increase in SEL competency.

MTSS TOSAs and office staff will continue to implement Student Engagement Support Plan (SESP) to support chronic absences. As a result improvement in attendance rates and reduction in chronic absenteeism, measured by school attendance records.

Ongoing professional development for staff on effective strategies to support staff on effective attendance strategies, behavior management, cultural competency, and trauma-informed practices.

Strengthen family and community partnerships to support student attendance and behavior, including regular communication, workshops, and resource provision.

Regularly monitor attendance and suspension data to evaluate the effectiveness of interventions and adjust strategies as needed.

Within three years, the district will reduce rates of chronic absenteeism and suspension for specific subgroups identified: socioeconomically disadvantaged, African American students, and students with disabilities by implementing actions that promote positive outcomes for each group.

The development of this goal is a strategic response to the specific needs identified through data analysis and stakeholder input. The combined actions and metrics are designed to create a comprehensive and supportive framework that addresses both absenteeism and suspension rates. By maintaining focus on these areas and implementing targeted, evidence-based interventions, the LEA aims to create a positive and inclusive educational environment that promotes student engagement, well-being, and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	23-24 (local data) District: 93.9% EL: 92.5% LTEL: 93.6% Homeless: 91.6% Foster: 89.1% SED: 93% SWD: 92.1% AA: 92.1%	24-25 (local data) District: 93.7 % EL: 92.2% LTEL: 88.8% Homelessness: 92% Foster: 87.9% SED: 92.4% SWD: 91.6% AA: 91.0%	25-26 (local data) District: 94.5% EL: 93.2% LTEL: 90.8% Homelessness: 92.8% Foster: 94.4% SED:93.3% SWD: 92.6% AA: 90%	May 2027 District: 99.9% EL: 97.3% LTEL: 99.4% Homeless: 97.6% Foster: 96.4% SED: 99% SWD: 98.1% AA: 97.7%	25-26 Spring from baseline District: (+0.6 %) EL: (+0.7%) LTEL: (-2.8) Homelessness: (+1.2%) Foster: (+5.3%) SED: (+0.3%) SWD: (+0.5%) AA: (-2.1%)
1.2	Chronic Absenteesim Rate	23-24 (dashboard) District: 18.4% EL: 26.2% LTEL: 24.2% Homelessness: 34.7% Foster: 50% SED: 24.8% SWD: 25.9% AA: 35%	24-25 (dashboard) District: 17.5% EL: 24.7% LTEL: 36.9% Homelessness: 26.5% Foster: 33.3% SED: 24.2 SWD: 28.5% AA: 36.4%	25-26 (local data) District:13.4% EL: 19.5% LTEL: 30.9% Homelessness: 20.8% Foster: 14.3% SED: 19% SWD: 21.8% AA: 30%	May 2027 District: 9.9% EL: 17.6% LTEL: 11.5% Homeless: 21.4% Foster: 24.3% SED: 14.8% SWD: 17.1% AA: 26%	25-26 Spring from baseline District: (- 4.9%) EL: (-6.7 %) LTEL:(+6.7%) Homelessness: (-13.9%) Foster: (-35.7%) SED: (-5.8%) SWD: (-4.1%) AA: (-5.0%)
1.3	Suspension Rate	23-24 (dashboard) District 2.5% EL: 3.6%	24-25 (dashboard) District: 1.1% EL: 1.6%	25-26 (local data) District: 1.4% EL: 2.6%	May 2027 District: 0.7% EL: 0.7%	25-26 Spring from baseline District: (-1.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 13.3% Homelessness: 4.8% Foster: 0% SED: 3.6% SWD: 4.3% AA: 5%	LTEL: 7% Homelessness: 2% Foster: 0% SED: 1.6% SWD: 1.9% AA:0%	LTEL: 8.1% Homelessness: 2.6% Foster: 0% SED: 2% SWD: 3% AA: 3.2%	LTEL: 3.0% Homeless: 0% Foster: 0% SED: 0.8% SWD: 0.8% AA: 3%	EL: (-1%) LTEL:(-5.2%) Homeless: (-2.2%) Foster: (0%) SED: (-1.6%) SWD:(-1.3%) AA: (-1.8%)
1.4	Panorama Survey	Spring 2024 Grade 3-5 School Belonging: 62% School Safety: 61% School Climate: 58% School Engagement: 48% School Teacher-Student Relationships: 70% Grade 6-8 School Belonging: 33% School Safety: 51% School Climate: 38% School Engagement: 23% School Teacher-Student Relationships: 42%	Metric is no longer being used	Metric is no longer being used	May 2027 Grade 3-5 School Belonging: 70% School Safety: 69% School Climate: 66% School Engagement: 56% School Teacher-Student Relationships: 78% Grade 6-8 School Belonging: 41% School Safety: 59% School Climate: 46% School Engagement: 38% School Teacher-Student Relationships: 50%	No longer being used
1.5	Expulsion rate	2023-2024:	2024-2025	2025-2026	May 2027	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: 0%	District 0%	District 0%	District: 0%	District (0%)
1.6	Middle school drop out rate	2022-2023 drop out rate as of 23-24 CBEDS District: 0%	2023-2024 drop out rate as of 24-25 CBEDS District: 0%	2024-2025 drop out rate as of 25-26 CBEDS District: 0%	May 2027 District: 0%	2024-2025 District (0%)
1.7	California Healthy Kids Survey (CHKS)	2024-2025 (Spring) Grade 4-5 School Engagement and Supports Academic Motivation: 84% Caring adult relationships: 72% School connectedness: 74% School Safety and Cyberbullying Perceived safety at school: 80% Cyberbullying: 26% Grade 6-8 School Engagement and Supports Academic Motivation: 63% Caring adult relationships: 62% School connectedness: 57% School Safety and Cyberbullying Perceived safety at school: 58% Cyberbullying: 25%	N/A Metric was changed	2025-2026 (Winter) Grade 4-5 School Engagement and Supports Academic Motivation: 85% Caring adult relationships: 74% School connectedness: 78% School Safety and Cyberbullying Perceived safety at school: 84% Cyberbullying: 23% Grade 6-8 School Engagement and Supports Academic Motivation: 68% Caring adult relationships:65 % School connectedness: 64%	2026-2027 (Spring) Grade 4-5 School Engagement and Supports Academic Motivation: 92% Caring adult relationships: 80% School connectedness: 82% School Safety and Cyberbullying Perceived safety at school: 88% Cyberbullying: 18% Grade 6-8 School Engagement and Supports Academic Motivation: 71% Caring adult relationships: 70% School connectedness: 65%	Grade 4-5 School Engagement and Supports Academic Motivation: +1% Caring adult relationships: +2% School connectedness:+4 % School Safety and Cyberbullying Perceived safety at school: +4% Cyberbullying: -3% Grade 6-8 School Engagement and Supports Academic Motivation: +5% Caring adult relationships: +2% School connectedness: +6% School Safety and Cyberbullying

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				School Safety and Cyberbullying Perceived safety at school: 69% Cyberbullying: 25%	School Safety and Cyberbullying Perceived safety at school: 66% Cyberbullying: 17%	Perceived safety at school: +11% Cyberbullying: 0%

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 primary focus of Goal 1 in the 2025-2026 academic year was to address attendance, absenteeism, and student supports, particularly for underserved populations. This included continued outreach to families of unduplicated pupils, trauma-based training for teachers, targeted community school support, mental health services, and monitoring of MTSS implementation across the district. Despite some challenges, significant progress was observed in several areas.

1.1 Amendment of Action Plan for 2025-26
The action plan for the 2025-26 school year will be amended. Item 1 will be discontinued as it was supported through one-time funds and is not sustainable for ongoing implementation. Item 2, which involved stipends for teachers, was not utilized this year as training was successfully conducted during a professional development day. Item 3 was effectively implemented resulting in the 7 sites adopting the Wayfinder platform for implementation in the 2025-26 school year. All seven sites participated in using the Wayfinder platform.

1.2 PBIS Training Implementation
Positive Behavioral Interventions and Supports (PBIS) training was successfully implemented at six school sites during the 2025–26 school year. This work will continue in the coming year, with two sites entering their second year of implementation and three sites advancing into their third year. Preliminary data suggests that the consistent implementation of PBIS practices has contributed to reductions in suspension rates across most sites. In addition, early intervention efforts for significant behavioral concerns have shown positive results, with fewer incidents reported during the school year.

1.3 Addressing Attendance, Absenteeism, and Student Supports:
Implementation of this action remained aligned with the original plan. The Directors of Communications and Health and Wellness continued to maintain regular communication with school site attendance teams, including MTSS TOSAs, administrators, and Community School staff. Attendance teams met monthly at school sites to review and address cases of chronic absenteeism. School sites developed individualized plans to support families and establish attendance goals with students to address ongoing absenteeism concerns. The Bilingual Administrative Assistant continued outreach efforts by providing transportation vouchers and assisting unhoused families with required

documentation and support services. These outreach efforts will continue during the 2026–27 school year, with an ongoing emphasis on supporting unhoused students and families.

1.4 Trauma-Based Training for Teachers:
The trauma-informed training initiative was successfully implemented during the school year, with 36 teachers from Hoover, Garfield, and Taft participating in the program. In addition, Cohort 2 included 14 staff members from Roosevelt, Clifford, and McKinley, resulting in a total of 50 participants districtwide. Feedback from participants was overwhelmingly positive, with staff reporting that the training provided valuable strategies and a deeper understanding of how to support students experiencing significant trauma. Over the past two years, the majority of teachers at the targeted sites of Hoover, Garfield, and Taft have received this training, strengthening the district's capacity to provide trauma-informed support for students.

1.5 Community School Support and Chronic Absenteeism:
Community School Coordinators and office assistants continued to provide essential wraparound services at eight schools. The CSPP grant enabled three sites to implement targeted strategies to address chronic absenteeism, resulting in a 5% increase in attendance among the families supported. This initiative underscores the value of comprehensive family engagement in reducing absenteeism and promoting school connection.

1.6 Mental Health Support:
The emphasis on mental health services remained critical throughout the year. As of December 2024, 393 students were receiving individual counseling, with some sites experiencing waitlists. Despite a reduction in reported emotional distress (78 cases in 2023 to 40 in 2024), the increase in reported suicidal ideation (29 in 2023 to 62 in 2024) highlights a concerning trend that warrants further attention. Additionally, the reduction in Tier 1 intervention needs to 605 students reflects successful Socioemotional support and outreach by counselors.

1.7 Support for Unhoused Students:
Unhoused students and families continue to require targeted support, and the district has remained proactive in addressing these needs through financial assistance, including gift cards, rental support, and transportation assistance. Through grant-funded services, Thrive counselors and case managers continued to provide counseling, case management, and direct support to families experiencing homelessness. These comprehensive supports will continue during the 2026–27 school year, with an increased focus on refining data tracking systems to better monitor and evaluate the effectiveness and impact of services provided.

1.8 MTSS Implementation and Monitoring:
Progress in MTSS monitoring was evident as data collection and analysis became more systematic across the district. The transition to the California Healthy Kids Survey allowed the district to gather broader school climate data from approximately 2,177 parents and students in grades 4–8. In addition, MTSS TOSAs actively monitored and supported 333 Student Study Teams (SSTs), 293 Section 504 plans, 358 School Attendance Review Team (SESP) cases related to attendance concerns, and 25 SARB referrals for chronic absenteeism..

1.9 Behavioral Support Services:
Contracted behavior support services continued to provide targeted interventions for general education students requiring additional behavioral support. During the school year, there were 23 individual student referrals and 8 classroom referrals across school sites. Classroom referrals involved situations in which one-third or more of the students in a classroom required behavioral support, with some

referrals involving support for the entire class. The Board Certified Behavior Analyst (BCBA) collaborated with teachers to implement classroom-wide reinforcement systems and proactive behavior strategies designed to support all students, rather than relying solely on individualized interventions. Feedback from site administrators and MTSS TOSAs indicated a continued need for expanded capacity and sustained funding to address the increasing demand for behavioral support services 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.

Why we didn't spend the amount

1.3 Wellness Coach contract was less than allocation.
1.4 Matching cost for Stanford was less than allocation.
1.5. Overestimated salary raises and benefits for Community School Personnel.
1.6 Under estimated the cost of raise and benefits for all the district mental health counselors and district school psychologist.
1.7. Transportation costs for homeless families were higher than expected.
1.8 Overestimated salary raises and benefits for personnel
1.9 Contract costs for the Behavior Specialist were lower than projected.
1.10 Overestimated salary raises and benefits for personnel and contract for MTSS PLC was lower than expected.

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

Goal 1: The primary focus was on addressing attendance, absenteeism, and student supports for underserved populations. Despite challenges, several areas showed progress:

1.1 Social Emotional Curriculum (Wayfinder) at all seven identified sites was partially implemented the Wayfinder platform during the 2025–26 school year. Teachers need more time in 26-27 to review lessons and create a timeline so that it can be implemented on a regular basis.

1.2 PBIS implementation across six school sites showed positive early outcomes, including reductions in suspension rates and fewer significant behavioral incidents. Continued expansion into second- and third-year implementation phases indicates sustained success and site commitment.

1.3 Monthly attendance team meetings supported attendance concerns at each school site. The team created individualized attendance plans, and outreach supports for families contributed to continued efforts to address chronic absenteeism. Transportation and family support services helped reduce barriers to school attendance, particularly for unhoused families.

1.4 The training successfully expanded districtwide, with approximately 50 educators participating and reporting positive feedback regarding strategies to support students impacted by trauma. The initiative strengthened staff capacity to provide trauma-informed practices at targeted sites. Discontinued in 26/27 due to second funding from Stanford is no longer being supported.

1.5 Community Schools supported families by providing wraparound services for families in need. CSPP grant, targeted attendance interventions that resulted in a 5% increase in attendance among supported families, demonstrating the effectiveness of coordinated family engagement and community school supports.

1.6 Counseling services successfully supported a large number of students, and reductions in emotional distress cases suggest positive impact. However, the increase in reported suicidal ideation indicates an ongoing and significant need for continued support for mental health interventions and supports.

1.7 Support for Unhoused Students continues to be a high need at all sites. Financial assistance, counseling, case management, and transportation supports effectively addressed immediate needs for unhoused students and families. Continued implementation and improvements to data tracking systems will strengthen monitoring of long-term outcomes.

1.8 MTSS Implementation and Monitoring systems continue to be effective in creating a data system that allows administrators access to attendance, assessment data in one place. The district strengthened systems for monitoring and supporting students through SSTs, 504 plans, attendance interventions, and school climate data collection. Increased consistency in data analysis and intervention monitoring demonstrated significant progress in MTSS implementation.

1.9 Contracted behavioral support services effectively addressed both individual student and classroom-wide behavioral needs. The use of proactive classroom reinforcement systems and collaborative support from the BCBA, and behavior technicians continues to be a need a many of the sites where students are dysregulated.

Data from the CA Healthy Kids Survey data points suggest that while overall academic motivation is relatively high, and many of the items went up 1-2 points there is a continued need to strengthen perceived caring adult relationships and school connectedness, particularly in Grades 6-8. Additionally, the cyberbullying rate of 25% continues to be an indicator for a critical area for targeted intervention and support to enhance student safety and well-being.

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.

Discontinues the use of Panorama Survey and replaced with California Healthy Kids Survey.
1.1.1 GSA support will be discontinued as this was being supported by one-time funding 24/25; Wayfinder contract was for 3 years.
1.3.5 Opportunity School and Wellness Coach: This action will be discontinued for the 2026–27 school year as the grant funding that supported the program has been fully expended.
1.4 Trauma-Based Training for Teachers: This action will be discontinued for the 2026–27 school year due to the completion and expiration of the Stanford grant that funded the training initiative.
1.8.7 Additional Monitoring for Behavior through the PowerSchool Behavior Platform:
This action will be discontinued for the 2026–27 school year, as implementation of the platform proved to be more complex and time-intensive than anticipated, requiring multiple steps that limited efficiency and consistent use across sites.

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	Tier 1: Social-emotional (SEL) supports	1. (Discontinued in 25/26. Will no longer be funded as this was one-time funds) Stipends for GSA (Gender and Sexuality Alliance) teacher leads/advisors will be provided for K-5 sites. 2. (Discontinued in 25/26. Will no longer be funded as this was one-time funds) Collaboration with Stanford University/Gardner Center will continue to develop and ensure a system of SEL supports for staff, students and families. Teacher series on supporting students with anxiety, ADHD and other concerns that teachers need support on. 3. Pilot new SEL program at 2-5 sites which will be multi-funded by Sequoia Health Care funding. (No longer a pilot) Wayfinder will continue to supported at 7 school sites for the 26/27school year. These actions are strategically designed to create an inclusive, supportive, and well-managed educational environment, addressing both the causes and effects of chronic absenteeism and suspension rates. The integration of these actions with the overall goal includes: Supporting GSAs and implementing SEL programs promote inclusivity and emotional well-being, directly impacting attendance and engagement. Professional development and additional classroom resources equip teachers to better support students with diverse needs, reducing behavioral issues and improving classroom climate. Partnerships with institutions like Stanford University ensure that the strategies employed are research-based and effective, enhancing the overall support system for students.	$63,034.00	No
1.2	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	1. Training and support will be provided by the Santa Clara County Office of Education to six schools, 3 new site will begin year 1 and 3 sites will complete year 2. Each school will have a PBIS or Leadership team who attends the training in order to implement Tier I PBIS strategies. Address CSI schools Roosevelt and Garfield and ATSI schools Clifford and MIT. (Changes in PBIS training are the following for 26/27school year) Two site will continue into year 2, three sites will continue into year 3.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide stipends for teachers to attend after school trainings and 3 sites will be in Tier 3 with maintaining support and will be provided substitutes to attend full day training.		
1.3	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	The provided actions outline a comprehensive approach to addressing attendance, absenteeism, and student support needs within the school community, particularly focusing on underserved populations. By prioritizing outreach to families of unduplicated pupils, such as homeless students and English Learners, this action addresses the specific needs of vulnerable student populations and fosters family engagement in addressing attendance challenges. 1. The Director of Student Services will monitor attendance, absenteeism, suspensions and expulsions and provide outreach to students and their families, with particular outreach to families of unduplicated pupils. 26/27 Position has been changed to MTSS Coordinator to support MTSS work. 2. A 1.0 dedicated Bilingual Administrative Assistant provides targeted outreach and support to families of homeless students, addressing their unique needs for clothing, school supplies, and transportation. 3. The Student Services department carefully oversees student attendance issues. Letters, phone calls and weekly emails are sent home to encourage attendance. Continue to contract with A2A for attendance. *** Discontinue for 25/26 the section of Social worker as grant was expended) The addition of a social worker intern enhances the capacity of the Student Services department to conduct home visits and provide more intensive support to students facing attendance challenges, particularly those with complex needs 4. As part of Tier 1 services, MTSS TOSAs at the school sites reach out to families of students who are absent, specifically identify students who are dually identified students 5. (Discontinued for 26/27) Attendance Intervention specialist who collaborates with staff, students, and families to address barriers to resolve attendance issues as well as continue Opportunity School for part of the year.	$393,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Tier II services involve a collaborative effort between site administrators, MTSS TOSAs, and mental health counselors, if needed, to provide targeted support and intervention for students with persistent attendance issues.		
1.4	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	This action has been discontinued as all staff have been trained. Administrators, Teachers and Community School Coordinators will receive Trauma-based training to support students who need support for Trauma in the 2024- 2025 school year. RCSD continues to receive newcomers throughout the school year, many have experienced trauma and need additional supports. CSI schools of Garfield and Roosevelt exited the CSI status as well as Taft exited ATSI status. 25/26 Expansion of teacher training for 4 more sites to will be take place in the new school year. Pay teacher stipends to attend after school training. Discontinued as all targeted sites have been trained and supported grant has been depleted. Trauma-based training is a proactive step toward supporting students who have experienced trauma. Training will provide participants with a deeper understanding of trauma and its impact on students' behavior, emotions, and learning. Participants will learn evidence-based strategies for supporting students who have experienced trauma, including trauma-informed classroom practices, de-escalation techniques, and crisis intervention. By equipping educators and support staff with practical tools and techniques, the training will enable them to provide immediate support to students in crisis and create safe and supportive learning environments.	$0.00	No
1.5	Tier II: Community School wrap-around service support for families	Our community schools: Use proven strategies and culturally responsive practices Serve as a hub for the community by providing multiple services accessible through our site Family	$1,272,778.00	Yes

Action #	Title	Description	Total Funds	Contributing
	CSI schools focus on wrap-around servi ces for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	Centers and our Community School Coordinators - mental health, safety net services, food distributions, extended learning programs and various other resources through intentional partnerships to provide opportunities, optimize impact, and address identified needs at an individual and community level to address the barriers to learning. 1. Adelante Selby, Clifford, Garfield, Hoover, Roosevelt, Kennedy, MIT and Taft are designated as Community Schools. Each site has a full-time Community School Coordinator and Administrative Assistant to support families at each site.		
1.6	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)	LEA is prioritizing the mental health of students as recommended by the parents in the advisory and LCAP survey, particularly those identified as unduplicated students, and fostering a supportive and nurturing school environment. By adding mental health counselors at all school sites, the district ensures that students have access to timely and on-site mental health support. 1. Mental Health Counselors have been added to each school site to provide support principally directed towards unduplicated students. Full-time counselors are supporting our priority schools Garfield, Roosevelt, Taft, and Hoover, K-8 schools Clifford, Roy Cloud and our comprehensive Middle schools. McKinley, Kennedy. Part-time counselors are supporting North Star, Adelante Selby, and Orion. This allows for targeted support where it is most needed, ensuring equitable access to services. (Changes for 25/26: Roosevelt, Taft, North Star, and Orion eliminated their district Mental Health counselor and will continue to be supported by One-Life.) Changes for 26/27 Taft and Garfield will share a district Mental Health person each receiving 0.5 FTE. 2. School Psychologists are currently located at each site whose services are principally directed towards unduplicated students. 3. Additional Mental Health support will be provided by OneLife, based on additional needs at each site and contracted services complementing the work of mental health counselors.	$4,271,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. A lead counselor facilitates coordination among site personnel, ensuring that services are effectively delivered and that resources are utilized efficiently. Lead Counselor will Collect and report data for ongoing evaluation of mental health services, identifying areas for improvement and informing decision-making. 5. Supplies are provided for Mental Health Therapists to set up welcoming room environments and provide nurturing toys and games for children. (Supplies discontinued in 25/26, license for online data tracking will be supported in the new school year.) 6. Online counseling support for students and parents.		
1.7	Tier III: Homeless Students Thrive case managers- Grant	These actions collectively contribute to a coordinated and compassionate response to homelessness within the school community. By identifying at-risk families early, providing proactive case management and support services, and addressing immediate needs such as transportation and financial assistance, the district aims to promote stability and resilience among homeless families and mitigate the impact of housing instability on students' educational outcomes. 1. Director of Student Services identifies families at risk of currently facing homelessness through the annual housing questionnaire. Provides Homeless training to all staff. 2. Thrive Case Managers providers: (Hoover, Garfield, Taft, MIT) Outreach to families who are at risk of being homeless to assist them by referring them to community services available. (Grant funded) Case management services to proactively identify families who are at risk of becoming homeless, currently are homeless or are in the process of housing stability and continue to need assistance. 3. Transportation will be provided to homeless students to their schools of choice. 4. Additional assistance is provided to families experiencing homelessness: rental assistance, gift cards, travel and auto costs.	$40,000.00	Yes
1.8	Tier 1: MTSS System Monitoring	System monitoring of Tier 1 is essential for ensuring that universal interventions are effective in promoting positive outcomes for all students. By collecting and analyzing data, monitoring progress, reviewing	$447,808.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention implementation, engaging in problem-solving, and making adjustments as needed, schools can provide a strong foundation of support within the general education setting and address the diverse needs of their student population. 1. Training will be provided by the SMCOE and SELPA Coordinator to the MTSS Coordinators to further develop the MTSS purpose and process districtwide. The MTSS team will reflect and revise site processes to align the needs of the students with Tier I, Tier II and Tier III supports, and the development of these tiered supports. 2. A Coordinator of Assessment and Accountability has been hired to collect, monitor, and analyze data to determine the efficacy of actions and services and provide data for schools, and teachers. The Coordinator of Assessment and Accountability will work closely with the MTSS TOSAs at each site to ensure the fidelity and appropriate scope of the student data. 3. The Healthy Kids Survey will continue to provide school climate information from students, families and district staff. 4. The Ed Services Department Secretary will support the collection of this data, monitoring of expenditures, process purchase orders, stipends, etc. 5 Contract with Powerschool Analytics for data tracking for MTSS work. 6. Purchase of testing materials for assessments: CAASP, ELPAC, and IAB's 7. Monitoring for Behavior through the PowerSchool Behavior Platform: This action will be discontinued for the 2026–27 school year, as implementation of the platform proved to be more complex and time-intensive than anticipated, requiring multiple steps that limited efficiency and consistent use across sites.		
1.9	Tier III: Behavior Specialists	1. Contracted services can provide access to professionals with specialized training and expertise in addressing intensive behavior needs, including behavior analysts and technicians to support students in general education classrooms. Additional support for intensive behavior of unduplicated pupils student needs will be added to high priority sites through contracted services.	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Tier 1: MTSS System Monitoring	1. MTSS Teachers on Special Assignment (TOSAs) will be located at every site, and work together with site administrators to support the tiered levels of academic, emotional and behavioral supports, provide data for discussions by site based MTSS teams and teacher PLCs, and collaborate districtwide to problem solve implementation issues as needed. Their role is to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504 plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and family. Site based MTSS teams meet regularly to discuss and ensure students receive the supports that are needed. (25/26 2. Through the student referral system, student data and family requests, MTSS Site TOSAs will support the review of individual, small group and community needs through the Screen Team to determine appropriate interventions, and timelines for progress monitoring as defined by the district MTSS team being implemented by the site 3. Consultant agreement to support coaching administrators and leadership team in order to facilitate development of collaborative structures and best practices aligned to PLC work. (Cost in 3.2)	$1,349,965.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment. Increase our reclassification rate to 20%. Decrease our Long Term English Learner to 10%	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA's goal to address English Learner (EL) and Long-Term English Learner (LTEL) needs at specific sites and subgroups, as informed by the results of the California Dashboard, reflects a commitment to improving outcomes for these student populations.

Based on the results of the California Dashboard, the LEA will address English Learner and subgroup of ELs: Long Terms English Learners at the following sites and subgroups:
Clifford, Garfield, Hoover, Roosevelt, and Henry Ford- English Learners

According to the California Dashboard the following progress was achieved in 2022-2023
The decline in the percentage of ELs making progress towards English proficiency from 55.7% to 40.1% suggests a need for targeted interventions to support language acquisition and proficiency development.
While 43% of ELs maintained their ELPI levels, there was a decrease from the previous year (34.2% in 2021-2022).
The 15.8% of ELs who progressed on the Summative Alternate ELPAC represents positive growth, but there may be opportunities to further support these students in achieving English proficiency
The decline of 9 points in recently reclassified ELs indicates the importance of ongoing support and monitoring for EL students even after reclassification.

The LEA developed this goal with the progress that English Learners have made in the prior year.
The LEA continues to focused on implementing supplemental curriculum for English Language Development courses demonstrates a commitment to providing targeting instructional language acquisition. Targeting instructional supports for Integrated English Language Development for third through eighth grade teachers aligns with best practices for providing language-rich content instruction across subject areas.

Intentional coaching support at ATSI schools: Taft, Clifford, and MIT as well as CSI school: Garfield and Roosevelt and other sites with high numbers of English Learners at Henry Ford and Hoover ensures that educators receive the guidance and resources needed to effectively support ELs in their classrooms.

The LEA is taking a proactive approach to addressing the needs of EL and LTEL students. By providing targeted instructional supports, supplemental curriculum, coaching support, and monitoring progress, the LEA aims to improve outcomes for ELs and support their continued progress towards English proficiency and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Summative ELPAC	23-24 (local data): 38.7% of Gr 2-8 EL making progress at least 1 ELPAC lv. Sum ELPAC Levels (All) Level 4: 9.7% Level 3: 28.4% Level 2: 30.3% Level 1: 31.6%	24-25 (Local data): 41.6% of Gr 2-8 EL making progress at least 1 ELPAC lv. Sum ELPAC Levels (All) Level 4: 13% Level 3: 27.8% Level 2: 29.3% Level 1: 29.9%	25-26 (Local data): 41.9% of Gr 2-8 EL making progress at least 1 ELPAC lv. Summative ELPAC (All) Level 4: 13.7% Level 3: 30.6% Level 2: 30% Level 1: 25.7%	June 2027 55% of grade 2-8 ELs progess at least 1 ELPAC level	Decreased EOY Local data EL1 year progress: +3.2% ELPAC Levels (All) Level 4: +4.0% Level 3: +2.2% Level 2: -0.3% Level 1: -5.9%
2.2	RFEP Rate	23-24 (local data): 15.3%	24-25 (Local data): 16.5% (355 RFEPs)	25-26 (Local data): 13.6% (257 RFEPs)	May 2027: 20%	Decreased EOY Local data: 1.7%
2.3	Long Term English Learner Rate	23-24 (local data): 26%	24-25 (local data): 12% (246 LTELs)	25-26 (local data): 11% (188 LTELs)	May 2027: 10%	EOY Local data: -15%
2.4	Panorama Family Survey	2023-2024 (Spring) Response: 17% (1,098) Academic Care- 77% School Safety- 77% School Climate-76%	No longer use this metric	No longer use this metric	Response: 45% Family Academic Care-86% School Safety-86%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cultural Awareness- 58% Family Engagement- 25%			School Climate- 85% Cultural Awareness- 67% Family Engagement-34%	
2.5	CHKS Parent survey	2024-2025 (Spring) - EL parents Parents feel welcome to participate: 97% Promotion of parental involvement: 92%	N/a	2025-2026 (Winter) - EL parents Parents feel welcome to participate: 92% Promotion of parental involvement: 95%		2025-2026 (Winter) - EL parents Parents feel welcome to participate: -5% Promotion of parental involvement: +3%

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.

During the 2024–25 and 2025–26 school years, the primary focus of Goal 2 was to strengthen supports for English Learners (ELs) and unduplicated pupils by ensuring the effective implementation of academic, intervention, outreach, and support services. These efforts were designed to address Tier 1 and Tier 2 instructional supports, while also providing targeted Tier 3 interventions for students with more intensive needs, including Special Education and dual-identified students.

2.1 Tier 1: Program (Daily Instruction and ELD Materials):
All English Learner students received daily Designated English Language Development (ELD) instruction using state-adopted and supplemental instructional materials. This action was successfully implemented across school sites to support language development and access to core instruction.

2.2 Tier 1: PD for Staff (Integrated ELD PD and Ellevation):
Professional development (PD) in grades 2-8 was aimed at training staff on Designated and Integrated ELD strategies. RCSD contracted for services with Komir Minds to support the PD. Progress monitoring was used twice during the school year through the Ellevation Platform. Implementation occurred as planned, with Komir Minds conducting demonstration lessons and coaching sessions at targeted sites. Teachers at all school sites in grades 3-5 participated in Integrated ELD instructional practices and lesson design through comprehensive two half-day

PD days. A full contract with Komir Minds was established as initially planned. The training on strategies was conducted, and findings showcased the need for planning among district coaches and the Komir Minds trainer.

2.3 Outreach and support services were provided to families of unduplicated pupils to ensure they received sufficient information regarding high school preparation, including enrollment, assessments, A–G requirements, and accelerated pathway opportunities. Support focused on meeting with 8th grade students and their families to assist with the transition to high school. A bilingual parent liaison, Community School Coordinators, and MTSS TOSAs collaborated closely with families to support high school registration and provide individualized assistance throughout the process. The LEA prioritized outreach efforts for Bayside schools and Spanish-speaking families to ensure equitable access to information, resources, and support services.

2.4 The Communication and Outreach plan included support from the Director of Communications, Community Liaison, interpreters, and document translation services. Implementation proceeded as planned, with extensive outreach efforts focused on engaging Spanish-speaking families across multiple school sites. Increased requests for interpreters during family meetings reflected stronger family engagement and participation. At the same time, the district identified logistical challenges related to coordinating interpreter services across multiple sites and meetings, highlighting the continued need for expanded language access support.

2.5 Tier II: Field Trip Support for Unduplicated Pupils (Outdoor Education):
The plan included funding to support field trips, with a particular focus on outdoor education opportunities for students at Taft, Hoover, Garfield, and Roosevelt schools. All school sites received funding allocations. In addition, support services such as nursing assistance and one-to-one aides were provided for dually identified students to ensure equitable access and participation in field trip and outdoor education experiences.

2.6 Tier II: Specialized Support for Newcomer Students:
The plan included hiring additional teachers and instructional aides at various school sites to support newcomer students, along with providing specialized services through a Teacher on Special Assignment (TOSA). This action was successfully implemented, and all targeted sites received support for recently arrived newcomer students. These additional staffing supports strengthened services at schools such as Kennedy, Hoover, and McKinley, while part-time instructional aides at other sites provided targeted assistance to students who had recently arrived in the district.

2.7 - Tier III: Dual-Identified Students (SPED and EL)
The Directors of Special Education and Multilingual Programs initiated collaborative efforts to monitor and support the progress of dually identified students. Implementation focused on strengthening data-sharing practices and facilitating co-planning meetings to better align services and supports for students. While initial progress was made in improving coordination between departments, the need for greater clarity regarding roles and responsibilities was identified as an area for continued development in the next phase of implementation. In addition, dually identified students experiencing chronic absenteeism were identified for targeted support, with MTSS TOSAs working closely with families to identify barriers to attendance and develop individualized plans to improve student attendance and engagement.

2.8 - Program Monitoring

The Director of English Learner and Categorical Programs led monitoring efforts through the use of the Ellevation platform. Data analysis reports were made available to site leaders to identify areas of need, monitor student progress, and track RFEP outcomes. The platform provided valuable data to support ongoing monitoring of English Learner student progress and helped identify students in need of additional targeted academic and language supports.

2.9 - Tier 1: Integrated ELD Support for ATSI and CSI Schools
Implementation of the Integrated ELD coaching series proceeded as planned, with outside consultants providing targeted instructional support at identified school sites. Staff feedback reflected a positive response to the demonstration lessons and collaborative planning sessions with instructional coaches. Feedback also highlighted the need for ongoing follow-up sessions to reinforce instructional strategies, provide continued coaching support, and monitor implementation fidelity over time.

The implementation of Goal 2 during the 2025–26 school year resulted in significant progress in addressing the needs of English Learners and unduplicated students. As the district moves into the 2026–27 school year, the focus will remain on expanding supports for underserved student populations, strengthening program monitoring systems, and ensuring more comprehensive outreach and services for students and families in need. English Language Development assessments provided teachers with valuable data to identify individual student needs and deliver targeted instructional support. These assessment and support systems will continue to be strengthened and implemented during the next academic 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.

2.1. Cost of supplemental materials came under than what we projected.
2.2 Cost of Professional Development and teacher stipends was more than projected.
2.6 Cost of personnel was lower than estimated due to teacher experience.
2.8 The cost of the Summit assessment was lower than anticipated for the 2025–2026 school year.

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

2.1 While daily ELD instruction and supplemental materials were generally well received, some school sites experienced delays in beginning ELD classes after the first 10 days of school, which impacted the establishment of consistent instructional routines at the start of the year. These delays were largely due to the need for staff to refurbish and inventory instructional kits at the end of the prior school year and to confirm which kits and materials would be used for the upcoming year. As a result, additional materials needed to be ordered, contributing to delays in implementation at some sites.

2.2 The professional development and coaching sessions were well received by staff and contributed to strengthened instructional practices at targeted school sites. Utilizing one consistent trainer helped create greater alignment and consistency in instructional practices across the participating schools

2.3 Continued support for families at the middle school level remains essential as parents learn to navigate online platforms used to monitor and support their students' academic progress. In addition, assistance with high school registration continues to be critical, as many families

experience challenges completing the online enrollment process for their individual students. Family Coordinators and office assistants play a vital role in helping families navigate these systems and access the resources and information needed to support student success.

2.4 The outreach efforts were effective in increasing family engagement, as evidenced by higher attendance at family meetings and workshops at sites where bilingual support was provided. School sites receiving this support also experienced increased participation at Principal Coffees and English Learner Advisory Committee (ELAC) meetings, demonstrating stronger family involvement and connection to the school community.

2.5 The field trips were highly effective in providing meaningful experiential learning opportunities for students and families who required financial assistance to participate due to the high cost of the trips. All students identified as needing support were able to receive assistance, ensuring equitable access and participation in these educational experiences.

2.6 This action was successfully implemented, and all targeted sites received support for recently arrived newcomer students. Enhanced staffing support at schools such as Kennedy, Hoover, and McKinley, along with additional part-time aides at other school sites, strengthened services for newcomer students across the district. Sites were able to hire teachers and bilingual instructional aides prior to the start of the school year, allowing students to receive targeted academic and language support from the beginning of the school year.

2.7 The effort to align services and provide high-quality professional development to support dually identified students represents an important step forward. Continued follow-up and collaboration will be necessary to strengthen systems of support and ensure that targeted interventions and services effectively meet the academic, language, and social-emotional needs of dually identified students.

2.8 The Ellevation platform has been used effectively, and recent updates have improved accessibility to student information and data. The platform has the potential to be utilized more extensively by staff; however, additional training is needed to ensure teachers are fully able to access and implement the available resources and tools. All new staff members received training on how to use the platform to monitor student progress and support English Learner achievement.

2.9 The coaching series was effective in strengthening instructional strategies at the targeted school sites of Hoover, MIT, and Roosevelt. Teachers collaborated with instructional coaches to plan lessons, participate in modeled instruction, and engage in reflective debrief sessions with peers following lessons. This collaborative model enhanced the effectiveness of the coaching cycles and provided teachers with meaningful opportunities to refine instructional practices. Based on the success of the model, additional planning and collaboration time will be incorporated during the upcoming academic year.

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

No Changes to the goal or metrics for the next year.
2.8.3 Spanish assessment will not be purchased as current assessments are similar to what is available.

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	Tier I: Program	1. Every English Learner (EL) and subgroup of English Learner of Long Term English Learner students will receive daily instruction in ELD, aligned with their language levels. Integrated units that focus on language acquisition and student-centered teaching strategies will continue to be developed and shared with teachers across the district. 2. Primary language instruction in Spanish will continue to be supported at Garfield, Hoover, and Taft. 26/27 Stipends for lead teachers to meet and collaborate across sites on bilingual program. 3. The Pathway to the Seal of Biliteracy will continue at Kennedy Middle School, MIT Hoover for Spanish bilingual students and Mandarin bilingual students. 4. Additional materials for D-ELD instruction will be provided to each site. 5. (26/27 Discontinued due to very low enrollment of recent arrival) Out-of-ratio designated ELD teachers are provided to MIT, Kennedy, and Hoover in order to ensure sufficient staffing and support to newcomer students not meeting the criteria for the Newcomer student (more than 540 days in United States Schools.) 6. Bilingual testing specialist will ensure each EL student is ELPAC tested 7. (Discontinued for 26/27) Purchase Reading Intervention materials for Bilingual schools. 8. Supplemental materials in Spanish for Bilingual classrooms	$367,114.00	Yes
2.2	Tier I: PD for staff	The professional development plan aims to provide targeted support to staff and instructional assistants, focusing on the needs of English Learners (ELs) and LTELs. Grounded in language acquisition theory and evidence-based instructional strategies, this plan is designed to build educator capacity and improve student outcomes across all proficiency levels. This plan is designed to equip educators with the necessary skills and strategies to effectively support EL students, particularly at CSI target schools (Garfield and Roosevelt), Hoover, Taft, and ATSI schools (Clifford,	$432,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Henry Ford, MIT). Professional Development will be provided to staff and instructional assistants in: 1. Curriculum training on ELD supplemental curriculum-Language Power 26/27 for new teachers to the district 2. Professional Development grounded in language acquisition will cover specific ELD strategies such as building vocabulary and oral language development (For 26/27, Target sites will continue to work with Komir Minds for PD) Cost is included. 3. Training on strategies to support newcomer students who may face additional challenges in adjusting to a new educational environment. (26/27 Training for new teachers who need support for ELD) 4. Development and sharing of integrated units that focus on language development through content instruction for K-5 and continued planning with 6-8 with a focus on integrated ELD strategies. 5. Training on using Ellevation to monitor progress for English Learners and use embedded supports 6. (Discontinued) Collaboration with Stanford University to support middle school teachers with integrated ELD focus across content areas. 7. (Discontinued) Professional development provided by TCM with an emphasis on integrated ELD strategies for third through fifth grade. 8. A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers is designed to enhance skills and foster growth across the board. 9. Professional Development to Multilingual conferences such as CABE, ATLDE, etc. Through a combination of professional development focused on language acquisition for coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners. CSI Target Schools: Garfield and Roosevelt, Hoover, Taft, as well as ATSI schools Clifford, Henry Ford, and MIT (CSI schools exited this status; Hoover, Taft, Clifford, and Henry Ford exited ATSI status in 24/25).		

Action #	Title	Description	Total Funds	Contributing
2.3	Tier I: Academic Planning for Success	Support will be provided for Unduplicated Pupil families to ensure that they have sufficient information for high school preparation (enrollment, assessments, A-G requirements, accelerated pathways, etc.), meeting with students in 8th grade. Instructional Coach will meet 1- 1 with families, hold group meetings, be available to advocate for student placement in high school, among other actions and services for students who are typically under-enrolled in high-level classes. LEA will prioritize Bayside schools and Spanish-speaking families. (Cost of personal is in 2.4)	$0.00	No
2.4	Tier I: Outreach to Spanish-speaking families: Former CSI schools, Roosevelt and Garfield	The LEA has developed a series of initiatives to ensure effective communication and supports for English Learners students and their families, with an emphasis on engaging Spanish-speaking families. 1. 0.3FTE of the Director of Communications position ensures frequent communication with Spanish-speaking families using a variety of platforms and strategies 2. Community Liaison/Family and Newcomer Outreach position focuses on outreach to families and newcomers, helping them navigate the school system and access resources. 3. Three full-time Spanish Interpreters provide translation at public meetings, IEPs, site functions both orally and written documents. Funding is also included for interpretation in languages other than Spanish, as needed. 4. Instructional Coaches at Roosevelt, Garfield and Hoover will collaborate with the Community School Coordinator to support parent engagement. (goal 3) 5. Educational materials and important information will be translated and made publicly available on the school district's website. 6. New addition for Family Engagement to support families in learning about the resources in Redwood City. 7. 27/26 Reclassification ceremony certificates and recognition 8. 27/26 Parent engagement support for meetings, child care and food. By implementing these actions, the LEA is committed to supporting English Learners and their families, improving communication, and fostering a supportive and inclusive school environment.	$804,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Tier II: Providing for additional needs	To enhance educational experiences for English Learners, the LEA has identified the need for financial support for student enrichment activities. 1. Financial assistance will be provided for students from Taft, Hoover, Garfield, Roosevelt to attend Outdoor Education and field trips. 2. 26/27 Additional cost to support Dually identified students who may also need extra support such as nurses, one to one instructional aides to attend the field trip. These actions are designed to ensure that EL students receive the necessary instructional support and have access to enriching educational experiences, regardless of financial barriers.	$70,000.00	Yes
2.6	Tier II: Specialized support for recently arrived Newcomer students	Recognizing the unique needs of international students who have recently arrived in the U.S., the LEA will establish a comprehensive language acquisition informed system of support to ensure these students receive the necessary academic and social-emotional support to succeed in RCSD. RCSD will establish a system of support. Tier 1: 1. (Discontinue in 26/27) Recently arrived newcomer students in middle school (less than 1 year in the US) will receive instruction in a bilingual center located at the comprehensive middle school of Kennedy and McKinley. An on-site Teacher on Special Assignment will be available to welcome students and their families, provide. 2. A dedicated TOSA liaison will work with the families of newcomer students to ensure they are well-supported and integrated into the school community. 3. Newcomer students at sites in the district, enrolled in bilingual and non-bilingual classrooms, will receive additional support from instructional assistants at Taft, Garfield, and Hoover and MIT (Discontinued due to lack of newcomer at Henry Ford and Adelante) 26/27 Bilingual Assistants will continue at Taft, Garfield, McKinley, Clifford, and Hoover 4. After-school tutoring programs will be offered to newcomer students and Long Term English Learners to provide additional academic support and language practice. (cost in Goal 3.10)	$571,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5.(26/27 discontinued as newcomer numbers are low in the district) Invest in newcomer-specific training for staff and purchase necessary instructional materials. RCSD is committed to providing equitable and educational opportunities for all students. By addressing the specific needs of newcomer students through bilingual instruction, targeted academic support, family engagement, and professional development, the LEA aims to ensure that these students can thrive academically and socially in their new environment.		
2.7	Tier III: SPED and EL dual-identified students	1. The Director of SPED and the Director of Multilingual Learners will implement a collaborate approach to review the process of identification, progress monitoring and reclassification of EL students who are also identified as SPED. 2. Individualized Education Program (IEP) teams will include an EL specialist to provide ideas, feedback and next steps for supporting English learners. 3. All site admin will be involved in the progress monitoring of dually identified students By fostering collaboration between the SPED and ELD departments, involving EL specialists in IEP teams, and engaging site administrators in progress monitoring, the LEA aims to provide comprehensive and effective support for EL students who are also identified as SPED. These actions ensure that the educational and developmental needs of dually identified students are met with a well-coordinated, responsive, and supportive approach.	$0.00	No
2.8	Program Monitoring	To ensure effective monitoring and support of English Learner students the LEA will: 1. LEA will provide a Director of Multilingual of Categorical programs to oversee the student data, monitor EL student progress, and provide data to schools, administrators, and teachers.The Director will regularly review EL student data, analyze progress trends, and identify areas of need and success.	$340,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. The Ellevation platform will be used to store, track, and monitor EL student data, providing a centralized system for data management and analysis. 3. (Discontinue as current assessment is similar to what is already in place.)Spanish Language program assessment and monitoring tool to analyze program effectiveness. By overseeing EL student data and utilizing the Ellevation platform for comprehensive data management, the LEA aims to enhance the monitoring and support of EL students. These actions ensure that data-driven decision-making informs instructional practices, promotes the sharing of successful strategies, and ultimately improves educational outcomes for EL students across the district.		
2.9	Tier 1: Integrated ELD	This action was discontinued in 25/26 To enhance the instructional support for English Learners students the LEA will implement a comprehensive Integrated English Language Development professional development grounded in language acquisition theory and best practices for instructional coaches. This initiative focuses on ATSI School and CSI school, leveraging expert contracts and providing stipends for teachers to support planning and collaboration. 1: Contract with Teacher Created Materials to provide professional development for ATSI (Taft, MIT, and Clifford) and CSI (Roosevelt and Garfield) in addition, Hoover and Henry Ford. Taft, and Clifford exited ATSI status. Roosevelt and Garfield exited CSI status in 24/25. McKinley continues in ATSI status. 25/26 McKinley exited ATSI Status. 26/27 discontinued as cost is in 3.2 for training for ELD. (For 25/26 school year will contract with Komir Minds Creative Education to continue to work with district coaches and the following three target sites: Hoover, MIT, and Roosevelt) Cost is in 3.2 2. Contract with Montenegro Consulting Group, LLC to provide professional development and coaching on effective implementation of Social Emotional Learning practices that will transform the school climate	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and the academic success for all students at McKinley Middle School. (Discontinued for 25/26) 3. Teachers from ATSI and CSI schools, specifically McKinley, Garfield, and Roosevelt, will receive per diem pay for collaboration and planning work in August. (Discontinued for 25/26)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program. (Adjusted until board adopts in June). By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA and Math as measured by i-Ready, the district's local assessment program. English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the results of the California Dashboard, the LEA has identified specific areas and subgroups where academic support is needed across various subjects.
Indicators that are red for RCSD are the following:
*English learners performance for both Math and Language Arts at McKinley, Clifford, Garfield, Roosevelt, Kennedy and Language Arts for Taft and Hoover
All students with disabilities for Math at McKinley
*Students with disabilities for both Math and Language Arts: Clifford, Garfield, Taft, Hoover; Language Arts for Roosevelt and Kennedy
*All students Hispanic and Socioeconomically disadvantaged for both Math and Language Arts at Garfield and Roosevelt
*All students for Language Arts for Hoover
*All students Hispanic and Socioeconomically disadvantaged for Language Arts for Hoover and Taft, and in Mathematics for McKinley and Kennedy
*Socioeconomically disadvantaged in Language Arts: Taft and Hoover
*African Americans and White for both Math and Language Art: Roosevelt
*Two or More Races for both Math and Language Arts: Clifford

The data highlights a particular concern for English learners, with a low percentage of students performing at grade level or above in both English Language Arts (ELA) and Math. The LEA is prioritizing professional development and instructional coaching supports for target schools, ATSI, and CSI school. Parent Advisory and LCAP parent survey also indicated a support for students in academic areas for English learners.

Targeted support for English learners in both ELA and Math will be provided at McKinley, Clifford, Garfield, Roosevelt, Kennedy, Taft, and Hoover. (Goal 2)
Integrated English Language Development (ELD) training will be provided for third through fifth grades to address the specific needs of English learners. (linked to Goal 2)
Recognizing the ongoing need for extra support, the LEA will prioritize resources and interventions to address the academic needs of English learners.
Coaching sessions will provide targeted guidance and strategies for supporting English learners' academic growth, with a focus on effective instructional practices and differentiation. Coaching support for Integrated ELD will be offered to ATSI and CSI schools, focusing on grades 3-8. CSI schools will have dedicated site coaches for planning instruction in all subject areas for grades K-5. (Goal 2)

The LEA is committed to addressing the academic needs highlighted by the California Dashboard results, particularly for English learners and other identified subgroups. By providing targeted support, including training, coaching, and interventions, the LEA aims to improve student outcomes and ensure equitable access to high-quality education for all students. Through ongoing monitoring and evaluation, the LEA will track progress and adjust strategies as needed to achieve its goals for academic improvement and student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	i-Ready Reading Annual Growth Met or Exceeded 85% Projected Growth Target	Spring 2024 District wide: 54% EL's: 49% LTEL's: 50% African American: 48%	Spring 2025 District wide: 57% EL's: 54% LTEL's: 52% African American: 35%	Winter 2026 (Jan.) District wide: 60.7 % EL's: 60.8% LTEL's: 58.3% African American: 63.8%	Spring 2027 District wide: 66% EL's: 59% LTEL's: 62% African American: 60%	Spring 2025 District wide: +6.7% EL's: +11.8% LTEL's: +8.3% African American: +15.8%
3.2	i-Ready Math Annual Growth Met or Exceeded 85% Projected Growth Target	Spring 2024 District wide: 46% EL's: 42% LTEL's: 47% African American: 50%	Spring 2025 District wide: 47% EL's: 43% LTEL's: 46% African American: 45%	Winter 2026 (Jan.) District wide: 56.4% EL's: 57.7% LTEL's: 55.3%	Spring 2027 District wide: 58% EL's: 54% LTEL's: 57% African American: 64%	Spring 2025 District wide: +10.4% EL's: +15.7% LTEL's: +8.3% African American: -15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American: 35%		
3.3	CAASP ELA - Standard Met or Exceeded	23-24 Dashboard data District wide: 45.2% EL's: 5.3% LTEL's: 1.2% African American: 32% SWD: 16.4%	24-25 Dashboard data District wide: 49.2% EL's: 8.8% LTEL's: 3.4% African American: 26.3% SWD: 16.1%	25-26 (Estimated - 75% scores released) District wide: 53.3% EL's: 6.8% LTEL's: 5.3% African American: 37.5% SWD: 17.6%	Spring 2027 District wide: 59.7% EL's: 20% LTEL's: 18.3% African American:46.1% SWD: 31%	25-26 (estimated 75%) District wide: +8.1% EL's: +1.5% LTEL's: +4.1% African American: +5.5% SWD: +1.2%
3.4	CAASP Math - Standard Met or Exceeded	23-24 Dashboard data District wide: 37.2% EL's: 7.2% LTEL's: 0% African American: 25% SWD: 14.3%	24-25 Dashboard data District wide: 39.6% EL's :7.2% LTEL's: 0.4% African American: 15.8% SWD: 15.1%	25-26 (Estimated - 97% scores released) District wide: 43.7% EL's : 2.6% LTEL's: 3.1% African American: 26.3% SWD: 14.9%	Spring 2027 District wide 46% EL's 16% LTEL's 12% African American 33% SWD: 23%	25-26 (estimated) District wide: +6.5% EL's: -4.6% LTEL's: +3.1% African American: +1.3% SWD +0.6%
3.5	CAASPP Science - Standard Met or Exceeded	23-24 Dashboard data District wide: 31.2% EL's: 0% LTEL's: 0% African American:11% SWD: 12.2%	24-25 Dashboard data District wide: 33% EL's: 1.5% LTEL's: 0% African American: 10% SWD: 12.1%	25-26 (Estimated - 96% scores released) District wide: 38% EL's : 9.5% LTEL's: 3.5% African American: 0% SWD: 11.1%	Spring 2027 District wide: 43.2% EL's: 10% LTEL's: 10% African American: 23% SWD: 23.4%	25-26 (estimated) District wide: +6.8% EL's: +9.5% LTEL's: 3.5% African American: -11% SWD: (-1.1%)
3.6	SARC	2023-2024 71.82% of teachers are fully credentialed in the	2024-2025 75%	2025-2026 72%	Spring 2027 100% of teachers being fully credentialed in the	2024-2025 +3.18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		area that they are assigned to teach.			area that they are assigned to teach	
3.7	SARC: Student access to instructional materials	2023-2024 100%	2024-2025 100%	2025-2026 100%	Spring 2027 100%	2024-2025 0%
3.8	SARC/ FIT: Facilities in good repair	2023-2024 100%	2024-2025 100%	2025-2026 100%	Spring 2027 100%	2024-2025 0
3.9	Local Indicator	2023-2024 : Local staff survey Priority #2 score: 2 - Beginning Development	2024-2025: Local staff survey Priority #2 score: 3 - Initial Implementation	2025-2026: Local staff survey Priority #2 score: 3 - Initial Implementation	2027-2028 Priority 2: 4 Full Implementation	2024-2025: Local staff survey Priority #2 score: +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.

3.1 During the 2025–26 school year, the LEA implemented a comprehensive approach to strengthen staff professional growth and improve instructional practices through ongoing training, coaching, and targeted support. Key focus areas included the implementation of the Multi-Tiered System of Supports (MTSS) framework, targeted mathematics professional development for grades 6–8, an emphasis on small group instruction and centers in grades K–2, and reading comprehension strategies for grades 3–8. This work was supported by coaching from TOSAs and structured opportunities for staff collaboration.

3.2 Implementation efforts focused on strengthening Tier 1 instruction across academics, social-emotional learning, and positive behavior supports. District and site-based leadership teams worked collaboratively to align implementation through Professional Learning Communities (PLCs). In partnership with Solution Tree, site teams—comprised of TOSAs, instructional coaches, grade-level leads, and administrators—received ongoing support to effectively lead PLCs.
Professional development priorities included Illustrative Mathematics for grades 6–8 and data analysis practices within PLC cycles. Additionally, trainers from the California Reading and Literature Project provided targeted support to grades 3–5 and 6–8 science and social studies teachers, with a focus on strengthening reading comprehension. Middle school ELA teachers also participated in training aligned to the Expository Reading and Writing Curriculum.
To support implementation, release time was built into the school day for collaborative planning, and stipends were offered for additional professional development and planning beyond contracted hours.

3.3 The LEA implemented strategies to provide educators with high-quality online resources. Resources were allocated for K-1 so teachers were trained on online Math resources to help build fluency skills. Technology tools with high leverage usage will continue to be allocated for

the 26/27 school year. Technology tools for the school year will continue to be purchased. Allowing teachers to continue to enhance and engage students in their instruciton.

3.4 The LEA implemented several strategies to ensure equitable access to high-quality instruction for all students, with a particular focus on unduplicated pupils and students with disabilities. These strategies emphasized differentiated instruction, targeted small-group support, specialized interventions, and ongoing progress monitoring through formative and diagnostic assessments. In addition, individualized literacy assessments were provided for students in grades 1–3 through Literably in both English and Spanish to support early identification of student needs and guide targeted instruction.

3.5 The LEA implemented targeted coaching support at the identified school sites of Garfield, Taft, Hoover, McKinley, Roosevelt, and Henry Ford. The goal of this support was to strengthen instructional practices and improve student learning outcomes through structured coaching cycles, data analysis, professional development, classroom observations, modeled lessons, and collaborative debriefing sessions.

3.6 The LEA prioritized maintaining lower class sizes in grades K–2 and providing instructional assistants at priority sites to support student learning and academic achievement. This initiative was designed to increase individualized attention, provide targeted intervention, and promote equitable access to academic support, particularly in English Language Development, mathematics, and literacy. Instructional aides also supported the administration of universal screening assessments, helping teachers identify student needs and provide timely instructional support throughout the school year.

3.7 The LEA implemented initiatives designed to provide comprehensive support and enrichment opportunities for students across multiple grade levels, with a particular focus on schools serving high numbers of unduplicated pupils. These initiatives included middle school elective teachers, a shared music teacher, STEAM instruction, and Art. In addition, one middle school site provided both accelerated mathematics and targeted math intervention to strengthen academic support for students. ELA acceleration opportunities were also implemented at another site and will continue to expand to support students who benefit from this type of rigorous and engaging learning environment.

3.8 The LEA prioritized initiatives designed to support the diverse needs of students with Individualized Education Programs (IEPs) and strengthen inclusive practices across all school sites. These efforts included collaboration with San Mateo County Office of Education, Supporting Innovative Practices (SIP), and SELPA coordinators to increase educator awareness and expand the implementation of inclusive instructional strategies. The LEA also participated in the SMCOE IEEIEEP grant to further support inclusive educational practices. In addition, a middle school science co-teaching pilot program was launched at Roy Cloud to promote inclusive instruction and increase access to grade-level curriculum for students with disabilities.

3.9 The LEA implemented a plan to provide instructional aides in Transitional Kindergarten (TK) classrooms to support student learning, social skills development, and behavior management. This initiative was designed to provide individualized and small-group support to address diverse learning needs and promote positive classroom environments. The TK program continues to expand across RCSD, with four additional classrooms being added for the upcoming school year to meet increasing enrollment and student needs.

3.10 The LEA implemented a series of initiatives to provide additional academic support and enrichment opportunities, with a particular focus on unduplicated pupils. These initiatives included targeted summer school, after-school tutoring, and supplemental tutoring models to address specific areas of academic need in ELA and Math. This year we have served..... students in tutoring.

3.11Reading Intervention Teachers were deployed at key ATSI and CSI school sites, including Taft, Hoover, Garfield, Roosevelt, Adelante Selby, and Orion. Their primary role was to provide targeted literacy interventions for K–5 students demonstrating difficulties with foundational reading skills. Through these supports, RCSD served more than 456 students with targeted reading intervention services during the school year.

3.12 the LEA invested in purchasing Spanish decodable books to complement the Aprendo a Leer curriculum. These materials were intended to strengthen foundational Spanish literacy skills—specifically phonics, phonemic awareness, and reading fluency—for students receiving Spanish literacy instruction. This action will be discontinued in 2025-2026.

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.

3.2 Raises and benefits led to higher cost than allocation.
3.3 Technology Apps cost increased and allocation was less than actual amount needed.
3.5 Raises and benefits were less than originally allocated.
3.6 Raises and benefits were less than originally allocated.
3.10 Summer school transportation cost was higher than expected.
3.11 A salary increase and rise in benefits led to a higher total for this budgeted item in 2025–2026.

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

3.2.The actions implemented during the 2025–26 school year were effective in strengthening instructional practices and staff capacity through ongoing professional development, coaching, and collaboration. Focus areas included MTSS implementation, mathematics instruction in grades 6–8, small group instruction in grades K–2, and reading comprehension strategies in grades 3–8. Coaching support from TOSAs and collaborative planning opportunities helped improve instructional consistency, targeted interventions, and the use of data to monitor student progress. Continued coaching and collaboration will be important to sustain and strengthen implementation efforts.

3.3 The implementation of online instructional resources was effective in supporting and enhancing classroom instruction, particularly in grades K–1 where teachers received training on online mathematics tools designed to build student fluency skills. Teachers utilized technology resources to increase student engagement, provide interactive learning experiences, and support differentiated instruction. In addition, licenses for programs such as Heggerty Phonemic Awareness, SIPPS, and Benchmark instructional resources were purchased to strengthen literacy instruction and foundational skill development. Data indicates promising outcomes in foundational literacy skills, particularly in grades K–3. High-leverage technology tools and instructional resources will continue to be prioritized and purchased for the 2026–27 school year to further support effective instruction, student engagement, and academic growth.

One challenge identified through family feedback was a desire for reduced student screen time. While this concern was noted, many current curriculum programs include embedded online resources, digital supports, and lesson presentation tools that are integrated into daily instruction and are intended to enhance student access, engagement, and learning opportunities.

3.4 The LEA implemented multiple strategies to ensure equitable access to high-quality instruction for all students, particularly unduplicated pupils and students with disabilities. Students received daily ELA and math instruction through whole-group and small-group formats, with targeted interventions, differentiated instruction, specialized supports, and literacy assessments such as BPST, Aprendo a Leer, and Literably in English and Spanish. i-Ready diagnostic assessments and personalized lessons were also used to identify student needs, guide differentiated instruction, and monitor student progress. Assessment data helped teachers identify skill gaps, adjust instructional plans, and inform targeted interventions, contributing to positive growth in foundational literacy skills, particularly in grades K–3.
While these actions were effective in supporting student learning, challenges remained in balancing instructional time for whole-group instruction, intervention, and enrichment opportunities. Additional professional development is needed in differentiated instruction and Universal Design for Learning (UDL) strategies, as well as stronger collaboration between general education teachers and resource specialists to better support students with IEPs. Teachers also faced challenges managing assessment data collection and entry, particularly when using paper-based systems instead of online platforms.

3.5.The LEA implemented targeted coaching support at Garfield, Taft, Hoover, McKinley, Roosevelt, and Henry Ford to strengthen instructional practices and improve student learning outcomes. Coaches engaged teachers in structured coaching cycles that included data analysis, professional development, classroom observations, modeled lessons, collaborative planning, and debriefing sessions. Coaches supported teachers in developing lesson plans, identifying instructional resources, and using student assessment data to inform small-group instruction and targeted interventions. These actions helped strengthen instructional practices and increase the use of data-driven instruction across identified sites.
While the coaching support was effective, several challenges were identified. Finding dedicated time for collaborative planning with teachers remained difficult. Some teachers required additional support in interpreting assessment data and translating findings into actionable instructional strategies, which will remain a focus for the 2025–26 school year. Additional training is also needed to strengthen teacher understanding and implementation of Universal Design for Learning (UDL) practices, particularly for newer teachers and those with limited experience in differentiated instructional frameworks. In addition, teacher receptivity to instructional feedback varied, especially among staff with less experience participating in structured coaching and reflection cycles.

3.6 The LEA prioritized maintaining lower class sizes in grades K–2 by implementing class size reduction efforts to maintain an approximate 25:1 student-to-teacher ratio. This initiative, along with staffing priority sites with paraprofessionals and instructional assistants, was designed to provide more individualized attention, targeted intervention, and equitable access to academic support in English language development, mathematics, and literacy. Instructional assistants also supported the administration of universal screening assessments, helping teachers identify student needs and provide timely instructional interventions throughout the school year. These actions strengthened classroom support and increased opportunities for differentiated instruction and student engagement.
One challenge identified was inconsistency in paraprofessional attendance at some sites, which created disruptions in student supports and impacted continuity of services for students requiring additional assistance.

3.7 The LEA implemented multiple enrichment and academic support initiatives focused on increasing opportunities for students, particularly at schools serving high numbers of unduplicated pupils. These supports included middle school electives, STEAM, art, music instruction, accelerated math, math intervention, and ELA acceleration opportunities. Schools with full elective offerings reported increased student engagement and participation, especially in arts and technology courses.
A shared music teacher provided instruction across Taft, Adelante Selby, Orion, Roosevelt, North Star (grades 3–5), and Hoover (K–3 added this year), expanding access to music education. Student and staff feedback reflected strong engagement and positive interest in continuing these opportunities. In addition, accelerated math, targeted math intervention, and ELA acceleration programs provided students with additional rigorous and differentiated learning opportunities to support academic growth and engagement.

3.8 The LEA prioritized initiatives to support students with Individualized Education Programs (IEPs) and strengthen inclusive practices across school sites. In collaboration with the San Mateo County Office of Education, Supporting Innovative Practices (SIP), and SELPA coordinators, the LEA expanded educator awareness and implementation of inclusive instructional strategies. The LEA also participated in the SMCOE IEEIEEP grant to further strengthen inclusive educational practices. In addition, a middle school science co-teaching pilot program was implemented at Roy Cloud to increase access to grade-level curriculum and inclusive instruction for students with disabilities. Inclusive practices for preschool students will continue to expand in the coming school year.
One ongoing challenge is identifying and staffing middle school co-teaching teams to create a more cohesive and consistent inclusive instructional model for supporting students with IEPs.

3.9 The LEA implemented a plan to provide instructional aides in Transitional Kindergarten (TK) classrooms to support student learning, social skills development, and behavior management through individualized and small-group support. Classrooms with stable aide assignments reported improvements in student engagement, as aides reinforced academic and social-emotional skills through targeted one-on-one interactions and classroom support. The TK program continues to expand across RCSD, with four additional classrooms being added for the upcoming school year to meet increasing enrollment and student needs.
One challenge moving forward will be supporting new instructional aides with the additional training needed for the upcoming school year, as grant funding previously used to provide after-school training opportunities may no longer be available.

3.10.1 The LEA implemented targeted academic support and enrichment opportunities focused on unduplicated pupils, including summer school, after-school tutoring, and supplemental tutoring models in ELA and mathematics. Students two to three years below grade level were prioritized for summer school services, while after-school tutoring at Roosevelt and Garfield provided additional support in reading comprehension and foundational math skills. Supplemental programs, including CAP tutoring, peer tutoring, and Air Reading, provided targeted small-group literacy and math intervention, contributing to improved student performance in identified academic areas.
One ongoing challenge was maintaining consistent student attendance in tutoring and summer programs, as irregular participation impacted the continuity and effectiveness of targeted instruction and support.
3.11 Reading Intervention Teachers were deployed at key school sites, including to provide targeted literacy interventions for K–5 students demonstrating difficulties with foundational reading skills. During the school year, RCSD served more than 456 students through small-group and one-on-one intervention sessions focused on phonemic awareness, decoding, fluency, and comprehension. Students who consistently participated in interventions demonstrated improvements in literacy benchmarks based on progress monitoring and formative assessment data.
One ongoing challenge was scheduling intervention services without students missing critical Tier 1 classroom instruction, requiring careful coordination between intervention staff and classroom teachers.

3.12 Discontinued in 24/25

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.

Adjustment to goal 3. By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA and Math as measured by i-Ready, the district's local assessment program.
3.5.5 Discontinue supporting guest teachers for planning.

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	Tier I: Personnel: All teaching staff, classified staff, site administrators	To Foster academic success and promote equity within our schools, the LEA is committed to providing 1. Highly qualified staff will provide grade level instruction and any necessary differentiated supports to each student in their classrooms 2. Every students will have access to grade level, district adopted curriculum and materials in each subject area. Materials will be aligned with state and provide a rigorous and comprehensive education for all students. 3. Our curriculum will be culturally relevant, reflecting the diversity of our student body and promoting inclusivity and equity. 4. Site administrators will oversee, support, and coach teachers in providing a multi-tiered system of support	$53,160,852.00	No
3.2	Tier I: Professional Development (PD) and coaching for all staff	To enhance professional growth and instructional effectiveness of our students of our staff, the LEA is implementing a comprehensive plan that includes ongoing training, coaching, and support initiatives. 1. The Multi-Tiered System of Support (MTSS) framework, will be fully implemented over the next three years, with a focus on refining Tier 1 structures and supports in academics, social emotional learning and	$1,255,701.00	No

Action #	Title	Description	Total Funds	Contributing
		positive behavior interactions. District-wide Leadership Teams and Site-Based MTSS teams will collaborate to ensure effective implementation and continuous improvement. (Cost in 1.9) 2. Staff will receive ongoing professional development in various areas, including goal-setting conference, Illustrative Mathematics, Data Analysis through Professional Learning Communities, as well as Designated and Integrated ELD. California Reading and Literature Project (CRLP), will train Reading Specialists, MTSS TOSAs, Instructional Coaches, and Administrators to lead PLCs at the sites. (Changes for 25/26 School year: Continue with CRLP for 3-8 to focus on Reading Comprehension, Professional development for K-2 staff on Benchmark resources for reading comprehension and pilot at Taft and Garfield on the new 2022 version for Benchmark. Professional Development for Illustrative Mathematics will now focus on 6-8 Math teachers and administrators. Partnering with Solution trees to continue to develop work with professional learning communities.) ***26/27 PD will focus dedicated planning time for staff to implement curriculum, new teachers will receive training in CRLP foundational skills for TK-2, and 3-5 training in reading comprehension for the new year. Cross linguistic transfer for bilingual teachers, restorative practices for McKinley, Kennedy, and any teacher who chooses to learn more about restorative practices. Contract with Komir Minds to continue to work on Road Map as well as English Language Development Framework with administrators, instructional coaches, and targeted sites. 3. Teachers on Special Assignment (TOSAs) will provide coaching, resources and curriculum in TK-8 grade subject areas. TOSAs will also offer assistance to new teachers helping them navigate curriculum implementation and instructional practices. 4. Staff will have opportunities for release time during school day to collaborate and plan with colleagues. Stipends will be provided for staff who engage in planning and professional development activities after work hours. 5. Training and planning sessions will be conducted to support fourth and fifth-grade Science classes, focusing on the implementation of the Full Option Science System (FOSS) curriculum at target sites. (Science supports for 25/26 will focus on 4th and 5th as in the 24/25 support in middle school was needed as there were a number of new teachers who		

Action #	Title	Description	Total Funds	Contributing
		needed support.) 26/27 FOSS training will continue to implement science based hands on curriculum at the sites. 7. (Discontinued for 25/26) K-5 and middle school Writing PLC will be established, with dedicated time allocated for collaborative work and professional development. Stipends or substitute pay will be provided to support teachers' participation. 8. MIT (Additional Targeted Support and Improvement) schools will receive stipends or substitute pay for after-school planning sessions with district coaches, supporting the development and refinement of instructional plans. (Cost in 2.9) 9. Contract work with to support Professional Learning Communities at the school sites, where teams need support in developing the lense for data analysis, collaboration, and building across site alignment. The LEA aims to empower its staff with the knowledge, skills, and resources needed to meet the diverse needs of students effectively. Through collaborative efforts and a commitment to continuous improvement, the LEA seeks to create a positive and enriching learning environment for all students.		
3.3	Tier 1: Standards-based materials: all subject areas	The LEA is dedicated providing educators with access to high-quality online resources and piloting innovative math initiatives to enhance teaching and learning. 1. Educators will be provided Access to updated curated online applications such as Newsela, Nearpod libraries, etc. These resources offer a diverse range of content and instructional materials aligned with curriculum standards, allowing teachers to enhance their lessons and engage students with interactive learning experiences. (25/26 Nearpod will be discontinued) 2. (Discontinued as pilot was completed in 24/25 school year). The math pilot program for grades 6-8, focusing on Illustrative Math, will continue into the 2024-25 school year. Illustrative Math provides standards-aligned curriculum materials and resources designed to deepen students' conceptual understanding of mathematics. By piloting this program, educators can assess its effectiveness and suitability for broader implementation.	$581,574.00	No

Action #	Title	Description	Total Funds	Contributing
		3. (Discontinued as pilot was completed in 24/25 school year) A Math Assessment trial for 3rd-8th will be conducted. These assessments offer a comprehensive evaluation of students mathematical proficiency and conceptual understanding across various domains. 4.(Discontinued as pilot was completed in 24/25 school year) Purchase additional literacy resources. These resources include Heggerty Phonemic Awareness License, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), and Benchmark Cards. 5. Partial funding from the Learning Recovery Block Grant (LRBG) in the amount of $267,662 will support the purchase of mathematics instructional materials, digital applications, and supplemental learning tools designed to strengthen mathematical thinking, problem-solving, and conceptual understanding for students. These resources will provide students with engaging, interactive, and differentiated learning opportunities that reinforce grade-level standards and foundational math skills. Unduplicated pupils, including English Learners, Long-Term English Learners (LTELs), Homeless Youth, and Students with Disabilities, will be prioritized through this action. This represents the most effective use of LCFF funds to address the identified mathematics achievement gaps for these student groups. Research consistently demonstrates that improving outcomes in mathematics begins with strong Tier 1 instruction focused on developing conceptual understanding, number sense, mathematical reasoning, and productive mathematical discourse. By investing in resources and professional learning that enhance Tier 1 mathematics instruction, the district is addressing the root causes of persistent achievement gaps and creating equitable opportunities for English Learners, LTELs, Homeless Youth, and Students with Disabilities to achieve success in mathematics. Metric is iReady Mathematics Formative mathematics assessments in Imagine Mathematics CAASP ELA Standard Met or Exceeded CAASP Mathematics Standard Met or Exceeded		

Action #	Title	Description	Total Funds	Contributing
3.4	Tier I: Instruction	The LEA will ensure equitable access to high-quality instruction is crucial for the academic success of all students, including unduplicated pupils and those with disabilities. 1. All students, will receive daily instruction in language arts (reading and writing) and math. This instruction will encompass both whole group and small group instruction to address varying learning needs. 2. Instruction will be differentiated to meet the diverse learning needs of students, including unduplicated pupils and those with disabilities. Teachers will utilize a variety of instructional strategies and approaches to support students at different readiness levels and with varying learning styles. 3. Small group instruction allows teachers to provide targeted support and intervention to students who may require additional assistance in mastering grade-level content. (Cost of Instructional Assistants at target schools in 3.6) 4. Additional supports, such as intervention programs or specialized instruction, will be provided to students with disabilities to ensure equitable access to the curriculum and support their academic development. (Cost of Reading Specialist 3.7) 5. Ongoing monitoring of student progress will inform instructional planning and support efforts. Teachers will regularly assess student learning and adjust instruction as needed to address individual learning needs and promote growth. Assessments: K-2 BPST and Aprendo a Leer for Phonics, Literably for 1-3 oral fluency, Formative assessments for reading comprehension for ELA. In mathematics teachers will use embedded assessment in the math curriculum. Formative assessments will also be used for D-ELD and other content areas. 6. I-Ready Diagnostic Assessment and personalized lessons will be integrated into the instructional plan. This approach will help identify student needs, tailor instruction, and monitor progress effectively. 7. Provide individual reading assessments in lower grades, Literably (1 - 3) both Spanish and English Phonics assessment only Spanish (Cost in 3.3)	$163,182.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	Designated instructional coaches at CSI school Garfield and Roosevelt and Target school Hoover to support teachers to enhance instructional practices and student learning outcomes. (Garfield and Roosevelt exited CSI status in 24/25. Hoover exited ATSI status.) Coaching will continue at these sites in 2025-2026 to continue to work with staff in collaboration and planning. 1.Designated planning time: Coaches will collaborate with teachers to schedule dedicated planning sessions. During these sessions, teachers will have the opportunity to discuss curriculum, instructional strategies, and student needs. Coaches will assist in developing lesson plans and identifying resources to support effective instruction. 2. Data analysis support: Coaches will provide support to teachers in analyzing student data to inform instructional decisions. They will help teachers identify trends, patterns, and areas of growth or need among students. This data analysis will enable teachers to tailor their instruction to meet the diverse needs of their students, particularly in small group settings. 3. Emphasize on Universal Design for Learning: Coaches will emphasize Universal Design for Learning (UDL) principles and support teachers in implementing UDL strategies in their lesson planning and instruction. 4. Coaching and Modeling: Coaches will actively engage in coaching cycles with teachers, which may include modeling lessons, observing instruction, and providing feedback. Through coaching and modeling, coaches will demonstrate effective instructional practices and support teachers in refining their teaching techniques. Coaches will facilitate debrief discussions with teachers to reflect on the lesson, identify strengths and areas for improvement, and set goals for future instruction. 5. 2025-2026 Provide two additional guest teacher or pay for substitute release days to provide additional support for teacher release time during the school day for planning. One for McKinley middle school as well as one for coaching support at target sites. (Discontinued for 26/27)	$571,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	Maintaining class sizes and providing instructional assistants are important strategies for supporting students learning and achievement. 1. Maintain class size in K -2 at 25:1. The LEA ensures that teachers can provide individualized attention and support to each student. (25/26 Class size will be 28:1 for K-2) 2. Instructional assistants will be provided at priority sites of Garfield, Roosevelt, Taft, and Hoover to push into classrooms and work with small groups of students in ELD, Math and Literacy. They will provide targeted intervention and support to students who may need additional assistance or enrichment.	$271,941.00	Yes
3.7	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	These initiatives aim to provide comprehensive support and enrichment opportunities for students across various grade levels and schools, particularly those with high numbers of unduplicated pupils as well as engaging red indicator student groups. 1. Middle School Elective Teachers: By assigning elective teachers to schools with high numbers of unduplicated pupils, the LEA ensures that all students have access to a diverse range of enrichment classes. 2. Shared Music Teacher: Sharing a music teacher among multiple sites allows for efficient allocation of resources while still providing access to music education for students at each school. K-5 sites: Taft, Adelante Selby, Orion, Roosevelt, 3rd-5th North Star. (25/26 additional part-time music teachers will be added to include Hoover) 3. STEAM teachers continue to provide high-quality design thinking and foster critical thinking and problem-solving skills among students. 4. Career Technical Education modules, as per the grant for 7th and 8th graders, offer students opportunities to explore career pathways, gain practical skills, and make connections between classroom learning and real-world applications.in middle schools. District part-time STEAM TOSA will support the implementation of appropriate CTE elements in primary grades. (Discontinued as the grant has been expended. STEAM Teachers in middle school will continue to use the kits purchased through the grant.)	$60,585.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Tier 1: General Ed and Special Ed connections and inclusive practices	The LEA's is committed to supporting the diverse needs of students with Individualized Education Programs (IEPs) and promoting inclusive practices across schools. 1. The RCSD MTSS leadership team will collaborate with the SMCOE, SIP (Supporting Inclusive Practices, statewide organization) and SELPA Coordinators reflect a comprehensive approach to addressing the needs of students with IEPs. Plan will focus on raising awareness and sensitivity among educators to better understand the learning, behavioral, and social emotional needs of students with IEPs. 2. RCSD's involvement in the SMCOE EIEEP grant provides an opportunity to access specialized training and resources for promoting inclusive practices. Inclusive practices training may include strategies for adapting curriculum, modifying instructional methods, and creating a supportive learning environment that accommodates the diverse needs of all students.	$0.00	No
3.9	Tier 1: Support for the Transitional Kindergarten (TK) program	Providing instructional aides in TK classrooms is a proactive step to ensure that all students receive the support they need to succeed academically and socially. Instructional aides will provide individualized support to students who may require additional assistance with academic tasks, social skills development, or behavior management. Aides will work closely with teachers to implement differentiated instruction strategies that address the diverse learning styles and abilities of students in the classroom. Aides will facilitate small group instruction or interventions for students who require targeted support in specific areas, such as literacy, numeracy, or social-emotional learning. Aides will support teachers in maintaining a positive and organized classroom environment by assisting with transitions, managing materials, and reinforcing expectations for behavior.	$1,059,723.00	No
3.10	Tier II: Extending learning time	The LEA provide additional academic support and enrichment opportunities for students, particularly those who are classified as unduplicated pupils.	$760,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Summer school will prioritize unduplicated students who are two to three years behind. Focus for summer school will be targeted instruction in ELA and Math. 2. Offer after-school tutoring opportunities allows students to receive additional supports in targeted specific areas of academic need, offering additional practice and reinforcement. Unduplicated students will be prioritized for tutoring for Roosevelt and Garfield. 3.Supplemental tutoring models with alternative models such as CAP (College Advising Prep) tutoring, peer tutoring and AirReading. 4. Learning Recovery Block Grant (LRBG) funding will support after-school tutoring programs designed to provide targeted academic intervention and learning recovery opportunities for unduplicated pupils, including English Learners, low-income students, foster youth, and students experiencing academic gaps due to interrupted learning in the amount of $135,338. LREBG funds will be used to provide evidence-based tutoring and targeted academic support for students most impacted by learning loss, with priority given to unduplicated pupils, including English Learners, Long-Term English Learners, Homeless Youth, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. For English Learners and LTELs, tutoring will include opportunities to build academic language, strengthen comprehension, and engage in mathematical and literacy discourse. For Students with Disabilities, tutoring will provide additional opportunities for review, practice, and individualized support aligned to student learning needs. For Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students, tutoring will provide increased access to academic support that may not otherwise be available outside of the school day. Metrics: iReady 1-8 BPST for K-3 Literably for comprehension 1-3 Benchmark Assessments for comprehension 4-5		

Action #	Title	Description	Total Funds	Contributing
3.11	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Reading Intervention Teachers will provide targeted supports to students who may be struggling with literacy skills. K-5 students at ATSI schools Taft and Hoover, CSI schools Garfield and Roosevelt, and other sites: Adelante Selby and Orion. (All sites exited the ATSI or CSI status for the 24/25 school year. Supports will continue at these sites.)	$704,119.00	Yes
3.12	Tier 1: Standards-based materials for Spanish Bilingual Classroom	To support Spanish Literacy development in foundational skills, LEA will purchase Spanish decodable books to enhance Aprendo a Leer lessons. These books will focus on phonics, phonemic awareness, and reading fluency. 25/26 Discontinued as no longer needed.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,874,917	$445,900

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
12.122%	0.000%	$0.00	12.122%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Tier 1: Positive Behavioral Interventions and Supports (PBIS) **Need:** Although suspension rates decreased across multiple student groups during the 2025–26 school year, disparities continue to exist among unduplicated pupil groups, indicating a need for continued targeted behavioral and social-emotional supports.	Unduplicated pupils are given priority even though it is a school wide goal. Teachers and Administrators review data in identifying EL's, LTELs and create intervention plans to address the student needs. The district's implementation of PBIS and restorative practices goes above and beyond traditional discipline systems by focusing on prevention, early intervention, relationship-building, and proactive behavioral supports rather than exclusionary discipline practices alone. Staff	1.3 Suspension 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
	The school- wide suspension rate decreased to 0.7% in 2025–26. English Learner (EL) suspension rates also decreased to 0.7%, while Socioeconomically Disadvantaged (SED) students decreased to 0.8%. Additionally, suspension rates for both Homeless Youth and Foster Youth decreased to 0%, demonstrating positive outcomes from increased student supports and intervention systems. However, Long-Term English Learners (LTELs) continue to demonstrate a disproportionately higher suspension rate at 3.0%, which remains significantly above the district average. This subgroup continues to require additional behavioral, academic, and social-emotional interventions to improve school connectedness, engagement, and positive behavioral outcomes. **Scope:** Schoolwide	receive ongoing training in PBIS, restorative practices, trauma-informed strategies, and culturally responsive approaches to better support students' social-emotional and behavioral needs. These actions particularly benefit unduplicated pupils, including English Learners, Long-Term English Learners (LTELs), foster youth, and socioeconomically disadvantaged students, who experience higher rates of suspension and disengagement. Through schoolwide implementation, all students have access to consistent behavioral expectations, restorative interventions, and positive school climate supports that improve engagement, strengthen school connectedness, and reduce suspensions. For English Learners, PBIS provides clear and consistent behavioral expectations through explicit instruction, modeling, visual supports, and repeated opportunities for practice. These strategies help reduce language barriers that may impact students' understanding of school routines and expectations. PBIS also promotes positive relationships between students and staff, fostering a sense of belonging and school connectedness that is particularly important for English Learners and newcomer students.	
1.3	**Action:** Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils. **Need:**	Unduplicated pupils are given priority even though it is a LEA wide goal. This action goes above and beyond basic attendance compliance requirements by implementing a comprehensive, proactive system of outreach, intervention, and family support designed to address the root causes of chronic absenteeism. Rather than relying solely on	1.1 Yearly Attendance Rate 1.2 Chronic Absenteeism Monthly Attendance Reports

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
	Although chronic absenteeism rates decreased during the 2025–26 school year, unduplicated pupil groups continue to demonstrate higher rates than the district average of 9.9%. English Learners (ELs) have a chronic absenteeism rate of 17.6%, Socioeconomically Disadvantaged (SED) students are at 14.8%, Homeless students are at 21.4%, and Foster Youth are at 24.3%. While Long-Term English Learners (LTELs) decreased to 11.5%, these student groups continue to require targeted attendance interventions and supports to improve consistent school attendance and student engagement. **Scope:** LEA-wide	attendance notifications or truancy procedures, the district provides individualized case management, family meetings, multilingual communication, attendance monitoring, referrals to community resources, and coordinated support through MTSS teams, counselors, administrators, and attendance teams. These efforts particularly benefit unduplicated pupil groups, including English Learners, Long-Term English Learners, socioeconomically disadvantaged students, foster youth, and homeless youth, who experience significantly higher rates of chronic absenteeism and often face barriers related to housing instability, transportation, economic hardship, healthcare access, and school connectedness. By implementing these supports LEA-wide, the district ensures all schools maintain consistent attendance systems and equitable access to family engagement and intervention supports while providing targeted assistance based on individual student and family needs.	
1.5	**Action:** Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around servi ces for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services **Need:** Unduplicated pupils are achieving below standard in reading (CAASP data ELs 8%, below district at 50% and Math CAASP data	Unduplicated pupils are given priority even though it is a district school-wide goal. This schoolwide action goes above and beyond traditional school support services by providing comprehensive wraparound supports that address not only academic needs, but also the social-emotional, mental health, family engagement, and basic needs barriers that impact student success. Through eight Community School Family Centers, the district provides bilingual outreach, translation services, counseling, referrals to community agencies, and access to essential resources such	(3.1-3.5)Quantitative Data: Academic Performance on Local and State Assessments: CAASP, ELPAC, I-Ready 1.1 Attendance Rate- monitor attendance and truancy rates Collect Data on mental health services Measure participation rates in family

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
	ELs 7%, below district at 41%. The learning gap due to lack of skills deficits are due to lack of engagement. According to the CA Dashboard 23/24, the gap on the CAASP assessment is large with English learners having achieved 120.8 points and in 24/25 91 points below standard where as English only students are 41.9 in 23/24 and in 2024-2025 67.6 points above standard. **Scope:** Schoolwide	as food, hygiene products, housing assistance, and mental health supports. These services particularly benefit English learners, foster youth, and low-income students who often face barriers related to language access, economic instability, interrupted learning, chronic absenteeism, and limited access to outside supports. The district further extends support through after-school tutoring, summer learning opportunities, enrichment programs, and parent workshops that strengthen school connectedness and help families support learning at home. By implementing these services school wide, the district ensures equitable access to coordinated supports across all school sites while providing targeted interventions that specifically address the unique academic, social-emotional, and engagement needs of unduplicated pupils so they can fully access instruction and thrive academically and socially.	engagement workshops and events
1.6	**Action:** Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley) **Need:**	Unduplicated pupils are given priority even though it is a LEA- wide goal. This LEA-wide action goes above and beyond traditional school support services by providing comprehensive wraparound supports that address academic, social-emotional, mental health, and basic needs barriers that often impact student success. Rather than limiting services to academics alone, the district provides bilingual outreach, translation services, counseling, family	Quantitative Data: Academic Performance on Local and State (3.1-3.5)Assessments: CAASP, ELPAC, I-Ready 1.1 Attendance Rate- monitor attendance and truancy rates Collect Data on mental health services

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
	Districtwide California Healthy Kids Survey data from Winter 2025–26 also indicates a decline in student engagement and connectedness at the secondary level. In grades 6–8, only 68% of students reported academic motivation, 65% reported caring adult relationships, and 64% reported school connectedness, compared to stronger outcomes in grades 4–5. Additionally, only 69% of middle school students reported feeling safe at school, while 25% reported concerns related to cyberbullying. Academic performance data also shows that socioeconomically disadvantaged students continue to perform significantly below standard on the CAASPP assessment, scoring 69.8 points below standard in ELA and 99.4 points below standard in Mathematics during 2024–25. These data indicate a continued need for targeted social-emotional, engagement, safety, and academic supports for unduplicated pupils. **Scope:** LEA-wide	support, and connections to community resources through eight Community School Family Centers. These actions particularly benefit English learners, foster youth, and low-income students who may experience barriers related to language access, housing instability, economic hardship, interrupted learning, chronic absenteeism, and limited family engagement. The district further extends support through after-school tutoring, summer learning opportunities, enrichment programs, and parent workshops that strengthen school connectedness and increase family involvement in student learning. By implementing these services LEA-wide, the district ensures all students have equitable access to coordinated supports while providing targeted interventions that specifically address the unique needs of unduplicated pupils, helping remove barriers to learning and improving student engagement, attendance, and academic success.	Measure participation rates in family engagement workshops and events
1.7	**Action:** Tier III: Homeless Students Thrive case managers- Grant **Need:**	Unduplicated pupils are given priority even though it is a school wide goal. This action goes above and beyond traditional school support services by providing a comprehensive, schoolwide system of academic, social-emotional, mental health, and basic needs supports designed to remove barriers to student success. Rather than limiting services to crisis	1.1 Student Attendance Rates Monthly Attendance documentation

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
	Chronic absenteeism rates decreased across all student groups when comparing 2024–25 data to local 2025–26 data as of April 2026. The districtwide chronic absenteeism rate declined from 19.0% to 12.7%, reflecting a decrease of 6.3 percentage points. English Learners (ELs) decreased from 26.9% to 18.2%, a decline of 8.7 percentage points, while Long-Term English Learners (LTELs) decreased from 36.9% to 26.6%, reflecting a 10.3 percentage point decline. Socioeconomically Disadvantaged (SED) students decreased from 25.4% to 18.0%, a decline of 7.4 percentage points. Homeless Youth decreased from 25.4% to 19.7%, reflecting a 5.7 percentage point decline, and Foster Youth demonstrated the largest improvement, decreasing from 33.3% to 14.3%, a decline of 19 percentage points. Although improvements are evident across all groups, chronic absenteeism rates for unduplicated pupils continue to remain above the district average, indicating a continued need for targeted attendance and engagement supports. Unduplicated pupils, particularly English Learners (ELs), continue to perform significantly below district averages in English Language Arts and Mathematics on the CAASPP assessment. In 2024–25, only 5.1% of ELs met or exceeded standards in ELA compared to the district average of 44.7%, and 7% met or exceeded standards in Math compared to the district average of 34.6%.	response or isolated interventions, the school proactively connects students and families to resources such as food, clothing, shelter, counseling, and educational supports through coordinated efforts from the Student Services team, Office Assistant, and Thrive Case Managers. These supports particularly benefit English learners, foster youth, and low-income students who often face challenges related to attendance, engagement, economic instability, and access to services. By implementing these actions schoolwide, students can access supports without stigma or separation, creating a more inclusive and supportive environment for all students. This proactive and integrated approach strengthens school connectedness, improves student well-being, increases engagement and attendance, and helps unduplicated pupils fully access instruction and academic opportunities while positively impacting the entire school community.	

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		
1.10	**Action:** Tier 1: MTSS System Monitoring **Need:** Chronic absenteeism rates decreased across all student groups when comparing 2024–25 data to local 2025–26 data as of April 2026. The districtwide chronic absenteeism rate declined from 19.0% to 12.7%, reflecting a decrease of 6.3 percentage points. English Learners (ELs) decreased from 26.9% to 18.2%, a decline of 8.7 percentage points, while Long-Term English Learners (LTELs) decreased from 36.9% to 26.6%, reflecting a 10.3 percentage point decline. Socioeconomically Disadvantaged (SED) students decreased from 25.4% to 18.0%, a decline of 7.4 percentage points. Homeless Youth decreased from 25.4% to 19.7%, reflecting a 5.7 percentage point decline, and Foster Youth demonstrated the largest improvement, decreasing from 33.3% to 14.3%, a decline of 19 percentage points. Although improvements are evident across all groups, chronic absenteeism rates for unduplicated pupils continue to remain above the district average, indicating a continued need for targeted attendance and engagement supports. Unduplicated pupils, particularly English Learners (ELs), continue to perform significantly below district averages in English	Unduplicated pupils are given priority even though it is a LEA-wide goal. This LEA-wide MTSS action goes above and beyond traditional intervention models by providing a coordinated, proactive, and data-driven system of academic, behavioral, and social-emotional supports across all school sites. Rather than waiting for students to fail before providing assistance, MTSS TOSAs and site teams use universal screening, progress monitoring, and ongoing collaboration to identify student needs early and provide timely interventions and wraparound supports. These actions particularly benefit English learners, foster youth, and low-income students who often experience disproportionate barriers to academic success, attendance, and engagement. Supports extend beyond academics to include counseling, mentoring, PBIS interventions, tutoring, family engagement, and connections to community resources such as food, housing, transportation, and mental health services. The district further goes above and beyond by integrating culturally responsive practices, Designated and Integrated ELD supports, Ellevation progress monitoring, and collaboration with Community School Family Centers, Thrive Case Managers, and Student Services to provide coordinated support systems for students and families. By implementing MTSS LEA-wide, the	1.1 Student Attendance Rates Monthly Attendance documentation

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
	Language Arts and Mathematics on the CAASPP assessment. In 2024–25, only 5.1% of ELs met or exceeded standards in ELA compared to the district average of 44.7%, and 7% met or exceeded standards in Math compared to the district average of 34.6%. **Scope:** LEA-wide	district ensures equitable access to consistent interventions and supports across all schools while targeting services to unduplicated pupils with the greatest needs.	
2.2	**Action:** Tier I: PD for staff **Need:** Based on ELPAC results, only 41.6% of English Learners (ELs) made one year of language growth in 2025, showing improvement from 38.5% in 2024. LTELs made 63.5% progress on the CA dashboard which was an 8.1% increase from prior year. Although LTEL rates decreased from 26% to 12% and RFEP rates increased from 15.3% to 16.4%, English Learners continue to perform significantly below district averages academically. In 2024–25, only 8% of ELs met or exceeded standards in ELA compared to the district rate of 50%, and 7% met or exceeded standards in Math compared to the district rate of 41%. LTEL performance also remained low, with only 5% meeting standards in ELA and 1.4% in Math.	English Learners are prioritized even though it is a LEA- wide goal. This LEA-wide professional development and instructional initiative goes above and beyond basic instructional support by providing comprehensive, ongoing training, coaching, and targeted site-based assistance focused on improving outcomes for English Learners, low-income students, homeless youth, and foster youth. Rather than relying on one-time trainings or general instructional support, the district provides sustained professional learning in language acquisition, newcomer supports, Integrated ELD, vocabulary development, and culturally responsive instructional practices to ensure educators are equipped to meet the diverse needs of unduplicated pupils. The district further goes above and beyond by utilizing instructional coaching, curriculum development, and data-monitoring systems such as Ellevation to provide timely interventions and individualized support for English Learners. These actions ensure instruction is rigorous, engaging, and accessible while supporting consistent	Formative assessments for English Learners Embedded assessments in Supplemental Curriculum to monitor progress K-2 Foundational Skills assessments Spanish assessment Aprendo a Leer and English BPST Literably 2.1 Summative ELPAC 2.2 RFEP Rates 3.3- CAASPP ELA 3.4 CAASPP 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
	CA Dashboard data demonstrates a significant achievement gap in Mathematics, with ELs performing 139.2 points below standard in 2024–25, compared to English-only students who performed 21.1 points above standard, creating a 118.1-point gap. Homeless students also performed 124.2 points below standard. These data indicate a continued need for targeted language development, academic interventions, and instructional supports for unduplicated pupils. **Scope:** LEA-wide	implementation of high-quality practices across all schools. Additionally, the district provides intensified support to identified school sites, including Garfield, Roosevelt, Hoover, Taft, and MIT, where additional coaching, collaboration, and instructional assistance are provided to address student achievement gaps. This coordinated LEA-wide approach ensures equitable access to effective instructional practices and targeted interventions while specifically addressing the academic and language development needs of unduplicated pupils.	
2.4	**Action:** Tier I: Outreach to Spanish-speaking families: Former CSI schools, Roosevelt and Garfield **Need:** California Healthy Kids Survey data indicates that English Learners (ELs) and Long-Term English Learners (LTELs) continue to demonstrate needs related to school connectedness, perceptions of safety, caring adult relationships, and academic motivation. Local 2025–26 survey data showed some improvement, with 65% of ELs and 68% of LTELs reporting school connectedness, 62% of ELs and 87% of LTELs reporting caring adult relationships, and 64% of ELs and 65% of LTELs reporting feeling safe at school. Homeless student survey data for 2025–26 was too small to report.	This LEA-wide action goes above and beyond basic translation and communication requirements by providing proactive, comprehensive, and culturally responsive outreach designed to remove barriers that often prevent English Learners, Long-Term English Learners, low-income students, foster youth, and homeless families from fully accessing educational opportunities and services. Rather than limiting support to translated documents, the district provides districtwide interpreters, multilingual communication, enrollment assistance, and personalized family outreach to ensure families can meaningfully engage with schools and support their child's education. The district further goes above and beyond by assisting families with navigating complex school systems, understanding assessments and reclassification requirements, accessing academic	Continue regular meetings and workshops. Provide ongoing advocacy and enrollment assistance. Maintain regular communication and updates. Parent Surveys and California Healthy Kids Survey (2.5) Increase reclassification rates, improved attendance, and higher participation in advanced courses. Attendance participation data from family engagements events

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
	Academic and language acquisition data continue to demonstrate significant achievement gaps for unduplicated pupils. Based on ELPAC results, only 41.6% of English Learners (ELs) made one year of language growth in 2025, showing improvement from 38.5% in 2024. LTELs made 63.5% progress on the CA dashboard which was an 8.1% increase from prior year. Although LTEL rates decreased from 26% to 12% and RFEP rates increased from 15.3% to 16.4%, English Learners continue to perform significantly below district averages academically. In 2024–25, only 8.8% of ELs met or exceeded standards in ELA compared to the district rate of 49.6%, while only 7.1% met or exceeded standards in Math compared to the district rate of 39.9%. CA Dashboard data further reflects substantial achievement gaps in Mathematics, with ELs performing 139.2 points below standard compared to English-only students who performed 21.1 points above standard, creating a 118.1-point gap. Homeless students performed 139 points below standard and low-income students performed 99.4 points below standard in Math. These data indicate a continued need for targeted academic, language development, engagement, and social-emotional supports for unduplicated pupils.	pathways, and connecting to available supports and community resources. These services also help address barriers related to housing instability, transportation, technology access, and unfamiliarity with educational systems that disproportionately impact unduplicated pupil groups. By implementing these services LEA-wide, the district ensures equitable access to communication, enrollment support, and family engagement opportunities across all school sites while specifically prioritizing the needs of students and families who require additional support to fully participate in their child's educational experience.	

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		
3.5	**Action:** Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site. **Need:** The identified school sites continue to serve high percentages of English Learners (ELs), including Garfield (77%), Hoover (66%), and Roosevelt (54%). California Dashboard data indicates that these schools continue to demonstrate academic performance needs in English Language Arts and Mathematics for English Learners. According to the 2024–25 California Dashboard, Garfield and Hoover are identified in the Orange performance indicator for English Language Arts, while Roosevelt is identified in the Yellow performance indicator for English Language Arts. In Mathematics, Garfield and Roosevelt are identified in the Yellow performance indicator. These data indicate a continued need for targeted instructional supports, language acquisition strategies, and academic interventions to improve outcomes for English Learners. **Scope:**	This action goes above and beyond basic instructional support by providing ongoing, job-embedded coaching and collaborative professional learning specifically focused on improving outcomes for English Learners and Long-Term English Learners. Rather than relying solely on one-time professional development sessions, the LEA provides sustained classroom modeling, co-teaching, PLC support, and individualized feedback to strengthen instructional practices and embedded language supports across all content areas. The district further goes above and beyond by building teacher capacity to implement culturally responsive instruction, scaffold grade-level content, analyze EL data, and increase opportunities for structured academic discourse and student engagement. These supports help ensure English Learners have meaningful access to rigorous instruction while developing academic language skills. By implementing coaching supports schoolwide at targeted sites, the LEA ensures EL students receive consistent, high-quality instruction across classrooms and grade levels while promoting equitable instructional practices and improved academic outcomes for all students.	K-2 BPST/ Aprendo A Leer Assessments for Foundational Skills Literably Oral Assesment 1st-3rd Improved achievement in core subjects 3.1 & 3.2 I-Ready Assessment in Math and ELA (2x a year) 3.3 & 3.4 CAASPP Growth on ELPAC scores and increased reclassification rates Classroom observation data showing increased use of scaffolds, structured academic talk, and engagement strategies. Teacher survey feedback on confidence and skill in integrating language development into instruction.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.6	**Action:** Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics **Need:** The LEA has identified significant achievement gaps for English Learners (ELs), Long-Term English Learners (LTELs), Homeless Youth, and low-income students based on CAASPP and California Dashboard data. In 2024–25, only 8.8% of ELs met or exceeded standards in ELA compared to the district rate of 49.6%, while only 7.1% met or exceeded standards in Math compared to the district rate of 39.9%. LTEL subgroup performance remained significantly below standard, with only 5% meeting standards in ELA and 1.2% in Math. Additional achievement gaps exist for Homeless and low-income students, with Homeless students performing 124 points below standard in ELA and 139.7 points below standard in Math, while low-income students performed 69.8 points below standard in ELA and 99.4 points below standard in Math during 2024–25. California Dashboard data further reflects a substantial Mathematics achievement gap for ELs, who performed 139.2 points below standard in 2024–25 compared to English-only	The LEA is prioritizing unduplicated pupils at targeted sites with high population of unduplicated pupils. This school-wide action goes above and beyond standard classroom staffing by intentionally maintaining lower K–2 class sizes and providing instructional assistants at priority sites to increase individualized support and early intervention for students with the greatest needs. Rather than relying solely on core classroom instruction, the district provides additional adult support to strengthen foundational literacy and numeracy skills during the critical early learning years. These supports particularly benefit English Learners, low-income students, and foster youth who may enter school with gaps in foundational skills and require additional scaffolding, re-teaching, language development support, and small-group instruction. Smaller class sizes and instructional assistants allow for more targeted interventions, increased student engagement, stronger relationship-building, and improved access to grade-level learning. The district further goes above and beyond by implementing these supports school-wide action to ensure equitable classroom conditions and consistent access to early academic support across all schools, helping reduce achievement gaps and improve long-term academic outcomes for unduplicated pupils.	Local Assessment: K-5-: BPST/ IWT, and Aprendo a Leer (Every 6-8 weeks) 1-3: Oral Fluency Literably (Every 6-8 weeks) Math Assessments-Chapter Test 3.1 & 3.2 i-Ready diagnostic (2 times a year)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who performed 21.1 points above standard. These data indicate a continued need for targeted language acquisition, academic interventions, and instructional supports for unduplicated pupils. **Scope:** Schoolwide		
3.10	**Action:** Tier II: Extending learning time **Need:** The LEA has identified significant achievement gaps for English Learners (ELs), Long-Term English Learners (LTELs), and low-income students due to literacy and language skill deficits impacting performance in both English Language Arts and Mathematics. In 2024–25, only 8.8% of ELs met or exceeded standards in ELA compared to the district rate of 49.6%, while only 7.1% met or exceeded standards in Math compared to the district rate of 39.9%. LTEL performance also remained significantly below standard, with only 5% meeting standards in ELA and 1.2% in Math. Low-income students performed 124.2 points below standard in ELA and 99.4 points below standard in Math. California Dashboard data further reflects substantial achievement gaps. In Math, ELs performed 139.2 points below standard in 2024–25 compared to English-only students who performed 21.1 points above standard, creating a 118.1-point gap. In ELA, ELs	These LEA-wide strategic actions go above and beyond core instructional services by providing expanded learning opportunities and targeted academic interventions outside of the regular school day and school year for students most at risk of academic underperformance. Rather than relying solely on classroom instruction, the district provides summer school, after-school tutoring, and supplemental intervention programs designed to accelerate learning, address unfinished learning, and strengthen foundational literacy, language acquisition, and mathematics skills. These supports particularly benefit English Learners and low-income students who may experience interrupted learning, limited access to academic resources, and greater learning loss. The district further goes above and beyond by prioritizing unduplicated pupils for intervention services and ensuring students receive additional instructional time, individualized support, and access to high-quality academic programs tailored to their specific learning needs. By implementing these actions LEA-wide, the district ensures equitable access to consistent	Quantitative Data: Academic Performance on Local Assessments: K-3, BPST, Literably for oral fluency, Math assessments 3.1& 3.2I-Ready Assessment in ELA and Math 3.3 & 3.4 CAASP 2.1 ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performed 135.2 points below standard while English-only students performed 40.8 points above standard. These data indicate a continued need for targeted literacy, language acquisition, and academic interventions to address foundational language and literacy deficits across content areas. Both of these gaps are due to literacy/language skills deficits in both academic areas. **Scope:** LEA-wide	academic supports and enrichment opportunities across all school sites while working proactively to reduce achievement gaps, increase engagement, and improve long-term academic outcomes for unduplicated pupils.	
3.11	**Action:** Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils. **Need:** TThe LEA has identified significant achievement gaps for English Learners (ELs) and Long-Term English Learners (LTELs) due to literacy and language skill deficits impacting performance in English Language Arts and Mathematics. In 2024–25, only 8.8% of ELs met or exceeded standards in ELA compared to the district rate of 49.6%, while only 7.1% met or exceeded standards in Math compared to the district rate of 39.9%. LTEL performance remained significantly below standard, with	These school-wide actions go above and beyond traditional academic support services by providing additional instructional time, targeted interventions, and expanded learning opportunities beyond the regular school day and school year. Rather than relying solely on core classroom instruction, the district prioritizes English Learners and low-income students for summer school, after-school tutoring, and supplemental intervention programs designed to address unfinished learning and strengthen literacy, language acquisition, and foundational math skills. The district further goes above and beyond by ensuring equitable access to high-quality interventions and individualized support for students who are at greater risk of academic underperformance due to interrupted learning	BPST foundational skills (every 6-8 weeks) Literably oral fluency (every 6-8 weeks) 3.1 i-Ready diagnostic (twice a year)

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
	only 5% meeting standards in ELA and 1.2% in Math. Orion's English Learner ELA CAASPP data also showed that 63.64% of EL students did not meet standards. California Dashboard data further reflects substantial achievement gaps. In 2024–25, ELs performed 139.2 points below standard in Math compared to English-only students who performed 21.1 points above standard, creating a gap of 118.1 points. In ELA, ELs performed 135.2 points below standard while English-only students performed 40.8 points above standard. These data indicate a continued need for targeted literacy, language acquisition, and academic interventions to address foundational language and literacy deficits across content areas. **Scope:** Schoolwide	opportunities or limited access to academic resources. These proactive supports help reduce achievement gaps, increase academic engagement, and improve outcomes for unduplicated pupils across all school sites. Unduplicated pupils at Orion will be prioritized to receive reading intervention as ELs, SED, and Hispanic students are still below standard in ELA.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Tier I: Program	This action goes above and beyond basic English Learner services by implementing a comprehensive, limited action sy of early	Formative assessments for English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: According to CA Dashboard data, English Learners continue to perform well below standard compared to English-only students. In mathematics, English Learners were 139.2 points below standard in 2024–25, while English-only students were 21.1 points above standard, creating a gap of 118.1 points. In ELA, English Learners were 135.2 points below standard compared to English-only students at 40.8 points above standard, creating a gap of 94.4 points. These ongoing achievement gaps indicate a continued need for targeted literacy, language development, and academic interventions to strengthen English proficiency, reading comprehension, academic vocabulary, and access to grade-level content across all subject areas. Both of these gaps are due to literacy/language skills deficits in both academic areas. **Scope:** Limited to Unduplicated Student Group(s)	identification, targeted intervention, progress monitoring, and instructional coaching specifically designed to address persistent achievement gaps for English Learners, Long-Term English Learners (LTELs), and students not progressing toward reclassification. Rather than providing only minimum compliance-level ELD instruction, the district integrates both Designated and Integrated ELD supports within Tier 1 instruction and reinforces learning through Tier 2 and Tier 3 interventions coordinated through MTSS systems. The district further goes above and beyond by providing ongoing professional development, coaching, and collaboration to strengthen ELD instructional practices across all sites, ensuring language development is embedded throughout the instructional day. The use of data systems such as Ellevation allows educators to closely monitor language acquisition, identify students needing additional support, and make informed instructional decisions to accelerate progress toward English proficiency and academic achievement. Additionally, the district extends supports beyond the classroom through multilingual family engagement, translated resources, and outreach efforts that empower families to support language development and learning at home. This coordinated and proactive approach ensures English Learners receive equitable access to academic, linguistic, and social-emotional supports necessary to close achievement gaps and succeed academically.	Embedded assessments in Supplemental Curriculum to monitor progress K-2 Foundational Skills assessments Spanish assessment Aprendo a Leer and English BPST 3.1 IReady and 3.3 CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Tier II: Providing for additional needs **Need:** Many English Learner students face financial barriers that limit participation in enrichment activities, resulting in fewer opportunities for language development, engagement, and access to experiences that support academic growth. Unduplicated pupils, particularly English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students, continue to demonstrate science achievement gaps due to limited background knowledge and access to enrichment opportunities, which impacts student engagement and academic performance. The cost of Outdoor Education field trip can create financial barriers for families of unduplicated pupils, limiting access to hands-on learning experiences that build science knowledge and engagement. A Dashboard CAST data indicates that LTELs performed in the Yellow performance band with 29.3 points below standard, showing an increase of 3.5 points, while English Learners also remained in the Yellow band with 35.5 points below standard and an increase of 5.2 points. These data indicate a continued need to provide equitable access to experiential learning opportunities and science enrichment supports for unduplicated pupils.	This limited action goes above and beyond traditional classroom instruction by providing hands-on, experiential learning opportunities that extend learning beyond the school day and classroom environment. By funding Outdoor Education field trips, and Science enrichment experiences, the district removes financial barriers that often prevent English Learners, foster youth, and low-income students from participating in enrichment opportunities that support academic achievement and engagement. These experiences provide multimodal, project-based learning opportunities that strengthen background knowledge, critical thinking, collaboration, and real-world application of Science concepts. For English Learners in particular, these activities support language acquisition through interactive learning, academic discourse, visual supports, and hands-on experiences that make complex concepts more accessible. The district further goes above and beyond by ensuring equitable access to enrichment opportunities regardless of a family's financial circumstances, helping unduplicated pupils build confidence, increase school connectedness, and access educational experiences that may otherwise be unavailable to them.	2.1 Summative ELPAC 3.5 CAASP Science Dashboard Indicator *Number or percentage of English Learner students requesting or receiving financial assistance. *Percentage of English Learner students participating in outdoor education programs. *English Learner attendance rates during and after participation. *Student engagement survey results for participating English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.6	**Action:** Tier II: Specialized support for recently arrived Newcomer students **Need:** Based on ELPAC results, only 41.6% of English Learners (ELs) made one year of language growth in 2025, showing improvement from 38.5% in 2024. LTELs made 63.5% progress on the CA dashboard which was an 8.1% increase from prior year. Although LTEL rates decreased from 26% to 12% and RFEP rates increased from 15.3% to 16.4%, English Learners continue to perform significantly below district averages academically. In 2024–25, only 8% of ELs met or exceeded standards in ELA compared to the district rate of 50%, and 7% met or exceeded standards in Math compared to the district rate of 41%. LTEL performance also remained low, with only 5% meeting standards in ELA and 1.4% in Math. CA Dashboard data demonstrates a significant achievement gap in Mathematics, with ELs performing 139.2 points below standard in 2024–25, compared to English-only students	This action goes above and beyond basic English Learner services by providing specialized, targeted support for newly arrived students and English Learners through a dedicated Teacher on Special Assignment (TOSA) focused on academic, social-emotional, and family engagement needs. Rather than relying solely on general classroom supports, the district provides individualized assistance, newcomer supports, and coordinated outreach designed to help students successfully transition into the school system and access grade-level learning. The district further goes above and beyond by providing ongoing professional development in second language acquisition, instructional scaffolding, and culturally and linguistically responsive practices so teachers are better equipped to support English Learners across all instructional settings. Targeted family outreach and communication supports also help families overcome language and system navigation barriers, strengthening engagement and partnerships between home and school. These proactive and comprehensive supports help improve English proficiency, academic achievement, social integration, and school connectedness for English Learners while creating a more inclusive and responsive learning environment for all students.	Ellevation progress monitoring 3.1 & 3.2 i-Ready Assessment to monitor progress 2.1 3rd-8th ELPAC IAB's to monitor and adjust progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	who performed 21.1 points above standard, creating a 118.1-point gap. Homeless students also performed 124.2 points below standard. These data indicate a continued need for targeted language development, academic interventions, and instructional supports for unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** Program Monitoring **Need:** Based on ELPAC results, only 41.6% of English Learners (ELs) made one year of language growth in 2025, showing improvement from 38.5% in 2024. LTELs made 63.5% progress on the CA dashboard which was an 8.1% increase from prior year. Although LTEL rates decreased from 26% to 12% and RFEP rates increased from 15.3% to 16.4%, English Learners continue to perform significantly below district averages academically. In 2024–25, only 8.8% of ELs met or exceeded standards in ELA compared to the district rate of 49.6%, while only 7.1% met or exceeded standards in Math compared to the district rate of 39.9%. LTEL performance also remained significantly below standard, with	This Limited action goes above and beyond basic English Learner requirements by providing targeted, data-driven, and culturally responsive English Language Development instruction designed to accelerate both language acquisition and academic achievement. Rather than providing only minimum ELD compliance services, the district uses ongoing progress monitoring, assessments, and data tools to identify student needs early and provide timely interventions and instructional supports aligned to students' language proficiency levels. The district further goes above and beyond by investing in ongoing professional development and resources that strengthen teachers' ability to deliver language-rich, culturally responsive instruction that integrates academic language development across content areas. These supports address not only academic growth, but also the social-emotional and engagement needs of English Learners.	Ellevation progress monitoring 3.1 & 3.2 i-Ready Assessment to monitor progress 2.1 3rd-8th ELPAC to monitor and adjust progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	only 5% meeting standards in ELA and 1.2% in Math. CA Dashboard data further reflects substantial achievement gaps in Mathematics, with ELs performing 139.2 points below standard in 2024–25 compared to English-only students who performed 21.1 points above standard, creating a 118.1-point gap. These data indicate a continued need for targeted language development, academic interventions, and instructional supports for unduplicated pupils. **Scope:** Limited to Unduplicated Student Group(s)	Additionally, the action promotes school connectedness and equitable access by helping EL students build confidence, participate fully in grade-level learning, and access consistent supports across all school sites, ultimately improving reclassification outcomes and long-term academic success.	

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.

N/A

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.

Bilingual Instructional Aides are supporting students in Transitional Kindergarten, Bilingual Classrooms, Supports for English Learners are Target sites, as well as Mental Health Counselors are target sites.Goal 1: 16 Goal 2: 2.6, Goal 3: 3.6, 3.9

Reading Intervention and English Language Development support for recent arrivals are supported at the three middle schools where there are high number of English learners. Goal 2: 2.1, 2.6 and Goal 3: 3.7

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	0.358:1	0.59:1
Staff-to-student ratio of certificated staff providing direct services to students	0.57:1	0.06:1

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	$81,464,291	9,874,917	12.122%	0.000%	12.122%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$67,324,965.00	$1,068,788.00	$0.00	$935,606.00	$69,329,359.00	$66,808,178.00	$2,521,181.00

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	Tier 1: Social-emotional (SEL) supports	All	No			All Schools	August to June	$0.00	$63,034.00	$63,034.00				$63,034.00	
1	1.2	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Roosevelt, Henry Ford, Kennedy, Garfield, McKinley, Clifford, Adelante K-8	August to June	$5,000.00	$10,000.00	$15,000.00				$15,000.00	
1	1.3	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August to June	$335,292.00	$58,700.00	$393,992.00				$393,992.00	
1	1.4	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	All	No			All Schools	August-June	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around servi ces for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Adelante Selby, Clifford, Garfield, Hoover, Roosevelt, Kennedy, McKinley and Taft Tk-8	August to June	$1,272,778.00	$0.00	$1,272,778.00				$1,272,778.00	
1	1.6	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools TK-8	August to June	$3,931,255.00	$340,120.00	$4,236,375.00			$35,000.00	$4,271,375.00	

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
		suspensions to support schools in CSI Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)				Low Income										
1	**1.7**	Tier III: Homeless Students Thrive case managers- Grant	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, MIT	August to June	$0.00	$40,000.00	$13,000.00			$27,000.00	$40,000.00	
1	**1.8**	Tier 1: MTSS System Monitoring	All	No			All Schools	August to June	$327,940.00	$119,868.00	$447,808.00				$447,808.00	
1	**1.9**	Tier III: Behavior Specialists	All Homeless, Foster Youth, English Learner	No			Specific Schools: Hoover, Garfield, Roosevelt, Henry Ford, Taft K-8	August to June	$300,000.00	$0.00	$300,000.00				$300,000.00	
1	**1.10**	Tier 1: MTSS System Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August to June	$1,256,880.00	$93,085.00	$1,349,965.00				$1,349,965.00	
2	**2.1**	Tier I: Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	August to June	$207,114.00	$160,000.00	$207,114.00	$100,000.00		$60,000.00	$367,114.00	
2	**2.2**	Tier I: PD for staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools K-8	August to June	$0.00	$432,500.00	$5,000.00	$347,500.00		$80,000.00	$432,500.00	
2	**2.3**	Tier I: Academic Planning for Success	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.4**	Tier I: Outreach to Spanish-speaking families: Former CSI schools, Roosevelt and Garfield	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-8	August to June	$712,631.00	$91,400.00	$759,031.00			$45,000.00	$804,031.00	
2	**2.5**	Tier II: Providing for additional needs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Roosevelt, Garfield, Taft, Hoover 5th	August to June	$30,000.00	$40,000.00	$70,000.00				$70,000.00	
2	**2.6**	Tier II: Specialized support for recently arrived Newcomer students	English Learners	Yes	Limited to Unduplicated	English Learners	Specific Schools: Adelante Selby	August to June	$571,540.00	$0.00	$155,111.00			$416,429.00	$571,540.00	

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
					Student Group(s)		(eliminated in 25/26), Clifford, Garfield, Henry Ford (eliminated in 25/26), Hoover, Roosevelt, Taft, McKinley, Kennedy K-8									
2	**2.7**	Tier III: SPED and EL dual-identified students	Students with Disabilities English Learners	No			All Schools	August to June	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.8**	Program Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Tk-8	August to June	$276,085.00	$64,556.00	$340,641.00				$340,641.00	
2	**2.9**	Tier 1: Integrated ELD	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.1**	Tier I: Personnel: All teaching staff, classified staff, site administrators	All	No				August to June	$53,160,852.00	$0.00	$53,160,852.00				$53,160,852.00	
3	**3.2**	Tier I: Professional Development (PD) and coaching for all staff	All	No			All Schools	August to June	$1,185,101.00	$70,600.00	$1,006,924.00	$33,600.00		$215,177.00	$1,255,701.00	
3	**3.3**	Tier 1: Standards-based materials: all subject areas	All	No			All Schools	August to June	$0.00	$581,574.00	$129,448.00	$452,126.00			$581,574.00	
3	**3.4**	Tier I: Instruction	All	No				August to June	$0.00	$163,182.00	$163,182.00				$163,182.00	
3	**3.5**	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Roosevelt, and Hoover K-5	August to June	$571,092.00	$0.00	$571,092.00				$571,092.00	
3	**3.6**	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, Roosevelt K-5	August to June	$271,941.00	$0.00	$271,941.00				$271,941.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	All	No			All Schools	August to June	$60,585.00	$0.00	$60,585.00				$60,585.00	
3	3.8	Tier 1: General Ed and Special Ed connections and inclusive practices	Students with Disabilities	No				August to June	$0.00	$0.00	$0.00				$0.00	
3	3.9	Tier 1: Support for the Transitional Kindergarten (TK) program	All	No			All Schools	August to June	$1,059,723.00	$0.00	$1,059,723.00				$1,059,723.00	
3	3.10	Tier II: Extending learning time	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Garfield, Roosevelt, Hoover, Taft, McKinley 3rd-8th	August to June	$568,250.00	$192,562.00	$568,250.00	$135,562.00		$57,000.00	$760,812.00	
3	3.11	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Adelante Selby, Orion, Garfield, Roosevelt, Taft, Hoover, Henry Ford K-5	August to June	$704,119.00	$0.00	$704,119.00				$704,119.00	
3	3.12	Tier 1: Standards-based materials for Spanish Bilingual Classroom	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

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
$81,464,291	9,874,917	12.122%	0.000%	12.122%	$10,933,409.00	0.000%	13.421 %	**Total:**	$10,933,409.00
								LEA-wide Total:	$7,312,613.00
								Limited Total:	$772,866.00
								Schoolwide Total:	$2,847,930.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Low Income	Specific Schools: Roosevelt, Henry Ford, Kennedy, Garfield, McKinley, Clifford, Adelante K-8	$15,000.00	
1	1.3	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$393,992.00	
1	1.5	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around servi ces for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Adelante Selby, Clifford, Garfield, Hoover, Roosevelt, Kennedy, McKinley and Taft Tk-8	$1,272,778.00	

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 (%)
		support for wrap-around services						
1	1.6	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$4,236,375.00	
1	1.7	Tier III: Homeless Students Thrive case managers- Grant	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, MIT	$13,000.00	
1	1.10	Tier 1: MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$1,349,965.00	
2	2.1	Tier I: Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$207,114.00	
2	2.2	Tier I: PD for staff	Yes	LEA-wide	English Learners Low Income	All Schools K-8	$5,000.00	
2	2.4	Tier I: Outreach to Spanish-speaking families: Former CSI schools, Roosevelt and Garfield	Yes	LEA-wide	English Learners Low Income	All Schools TK-8	$759,031.00	
2	2.5	Tier II: Providing for additional needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Roosevelt, Garfield, Taft, Hoover 5th	$70,000.00	
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Adelante Selby (eliminated in 25/26), Clifford, Garfield, Henry Ford (eliminated in 25/26), Hoover,	$155,111.00	

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 (%)
						Roosevelt, Taft, McKinley, Kennedy K-8		
2	2.8	Program Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Tk-8	$340,641.00	
3	3.5	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	Yes	Schoolwide	English Learners	Specific Schools: Garfield, Roosevelt, and Hoover K-5	$571,092.00	
3	3.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hoover, Garfield, Taft, Roosevelt K-5	$271,941.00	
3	3.10	Tier II: Extending learning time	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Garfield, Roosevelt, Hoover, Taft, McKinley 3rd-8th	$568,250.00	
3	3.11	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Adelante Selby, Orion, Garfield, Roosevelt, Taft, Hoover, Henry Ford K-5	$704,119.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$67,876,771.00	$67,985,914.00

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**	Tier 1: Social-emotional (SEL) supports	No	$53,034.00	53,034.00
1	**1.2**	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	$49,000.00	44,102.00
1	**1.3**	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	Yes	$523,981.00	603,203.00
1	**1.4**	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	Yes	$13,000.00	14,783.00
1	**1.5**	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around servi ces for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	Yes	$1,305,772.00	1,289,970.00
1	**1.6**	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and ATSI (Clifford, Taft and McKinley)	Yes	$3,380,996.00	3,358,091.00
1	**1.7**	Tier III: Homeless Students	Yes	$56,300.00	73,000

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)
		Thrive case managers- Grant			
1	1.8	Tier 1: MTSS System Monitoring	No	$386,384.00	425,363.00
1	1.9	Tier III: Behavior Specialists	No	$300,000.00	273,430.00
1	1.10	Tier 1: MTSS System Monitoring	Yes	$1,330,297.00	1,221,219
2	2.1	Tier I: Program	Yes	$831,000.00	712,423
2	2.2	Tier I: PD for staff	Yes	$272,500.00	342,189
2	2.3	Tier I: Academic Planning for Success		0	0
2	2.4	Tier I: Outreach to Spanish-speaking families: Former CSI schools, Roosevelt and Garfield	Yes	$714,180.00	722,827
2	2.5	Tier II: Providing for additional needs	Yes	$81,000.00	81,000
2	2.6	Tier II: Specialized support for recently arrived Newcomer students	Yes	$776,675.00	540,528
2	2.7	Tier III: SPED and EL dual-identified students		$0.00	0
2	2.8	Program Monitoring	Yes	$509,753.00	395,867
2	2.9	Tier 1: Integrated ELD		0	0
3	3.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	No	$51,342,990.00	51,864,246

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Tier I: Professional Development (PD) and coaching for all staff	No	$1,676,391.00	1,618,069
3	3.3	Tier 1: Standards-based materials: all subject areas	No	$418,828.00	392,711
3	3.4	Tier I: Instruction	No	$216,096.00	218,487
3	3.5	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	Yes	$704,912.00	661,181
3	3.6	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	Yes	$217,388.00	318,462
3	3.7	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	No	$70,000.00	92,729
3	3.8	Tier 1: General Ed and Special Ed connections and inclusive practices	No	$0.00	0
3	3.9	Tier 1: Support for the Transitional Kindergarten (TK) program	No	$834,000.00	1,033,877
3	3.10	Tier II: Extending learning time	Yes	$858,000.00	639,321
3	3.11	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	$954,294.00	995,802

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.12**	Tier 1: Standards-based materials for Spanish Bilingual Classroom	No	$0.00	0

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)
10,151,058	$10,969,614.00	$12,014,271.00	($1,044,657.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Tier 1: Positive Behavioral Interventions and Supports (PBIS)	Yes	$49,000.00	44102		
1	1.3	Tier 1: Student Services and outreach to families experiencing chronic absenteeism specifically unduplicated pupils.	Yes	$523,981.00	603,203.00		
1	1.4	Tier 1: Trauma based training for teachers at Kennedy, Hoover, CSI school Garfield, ATSI school Taft	Yes	$13,000.00	14,783.00		
1	1.5	Tier II: Community School wrap-around service support for families CSI schools focus on wrap-around servi ces for Roosevelt and Garfield. ATSI schools MIT, Taft, and Clifford will also receive support for wrap-around services	Yes	$1,305,772.00	1,289,970.00		
1	1.6	Tier II: Site-based Mental Health Supports. Full time counselors will continue at schools with high suspensions to support schools in CSI Roosevelt and Garfield) and	Yes	$2,298,890.00	3,358,091		

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)
		ATSI (Clifford, Taft and McKinley)					
1	**1.7**	Tier III: Homeless Students Thrive case managers- Grant	Yes	$25,000.00	73,000		
1	**1.10**	Tier 1: MTSS System Monitoring	Yes	$1,330,297.00	1,221,219		
2	**2.1**	Tier I: Program	Yes	$831,000.00	712423		
2	**2.2**	Tier I: PD for staff	Yes	$222,500.00	342189		
2	**2.4**	Tier I: Outreach to Spanish-speaking families: Former CSI schools, Roosevelt and Garfield	Yes	$704,180.00	722827		
2	**2.5**	Tier II: Providing for additional needs	Yes	$70,000.00	81000		
2	**2.6**	Tier II: Specialized support for recently arrived Newcomer students	Yes	$391,647.00	540528		
2	**2.8**	Program Monitoring	Yes	$469,753.00	395867		
3	**3.5**	Tier 1: Provide coaches to high priority schools to support Tier 1 instruction or identified school in CSI and priority site.	Yes	$704,912.00	661484		
3	**3.6**	Tier 1: Provide lower class size in grades at high priority schools by providing instructional assistants for identified school in CSI and ATSI for academics	Yes	$217,388.00	318462		
3	**3.10**	Tier II: Extending learning time	Yes	$858,000.00	639321		

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	**3.11**	Tier 1: Provide additional staff to support K-8s in providing a full curriculum, with an outreach to unduplicated pupils.	Yes	$954,294.00	995802		

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)
79,924,898	10,151,058	0	12.701%	$12,014,271.00	0.000%	15.032%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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