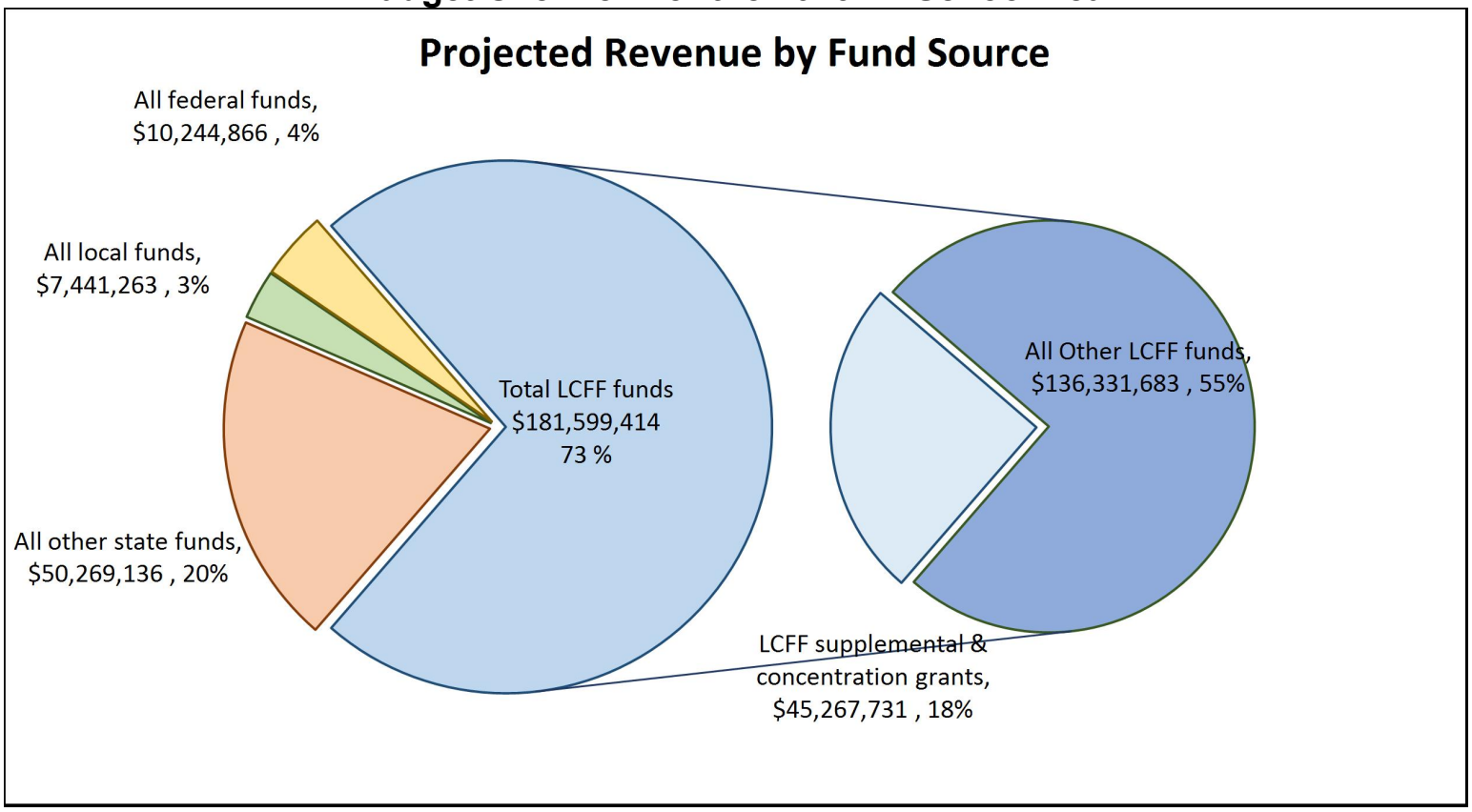
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rowland Unified School District
CDS Code: 19-73452-6022222
School Year: 2026-27
LEA contact information:
Alejandro Flores
Superintendent
aflores@rowlandschools.org
626-854-8347

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

Budget Overview for the 2026-27 School Year

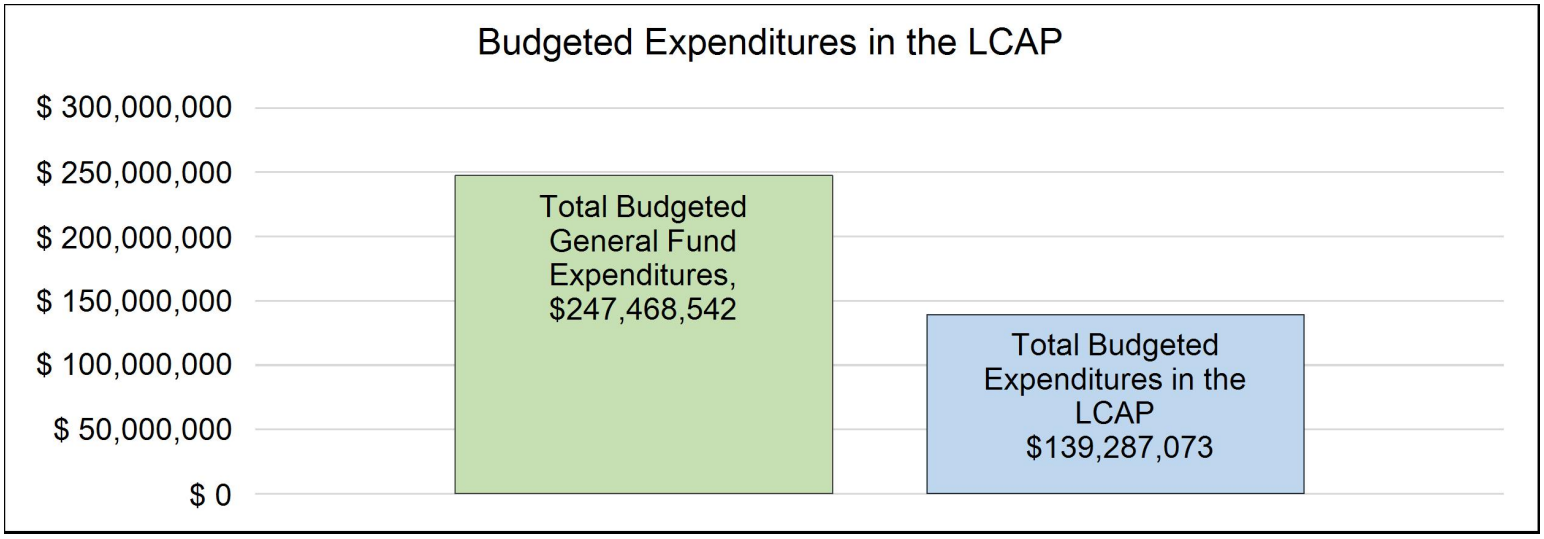


This chart shows the total general purpose revenue Rowland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rowland Unified School District is $249,554,679, of which $181,599,414 is Local Control Funding Formula (LCFF), $50,269,136 is other state funds, $7,441,263 is local funds, and $10,244,866 is federal funds. Of the $181,599,414 in LCFF Funds, $45,267,731 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Rowland Unified School District plans to spend for 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: Rowland Unified School District plans to spend $247,468,542 for the 2026-27 school year. Of that amount, $139,287,073 is tied to actions/services in the LCAP and $108,181,469 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

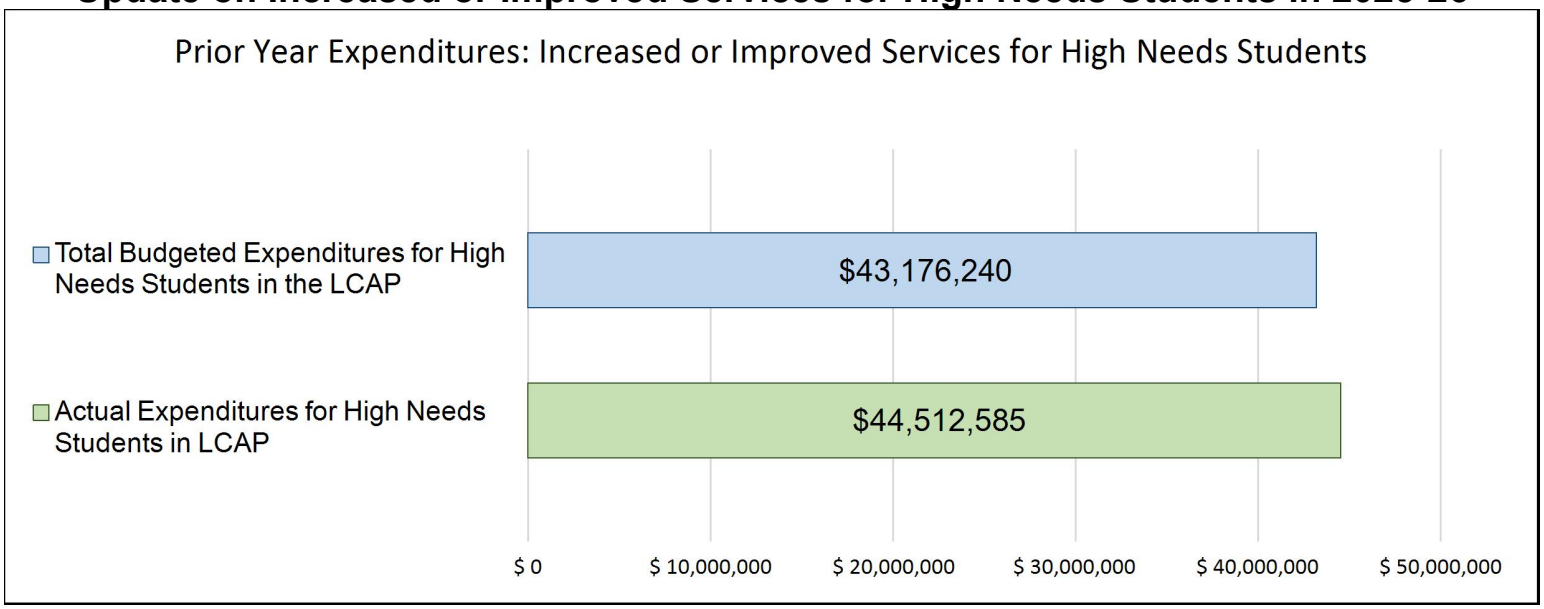
Expenditures not included in the LCAP are the district's regular operating expenditures, such as, full-time salaries and benefits of Certificated and Classified staff not included in Goal 2 Action 7 and Goal 4 Action 9, Special Education expenditures, materials and supplies, services and utility costs.

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

In 2026-27, Rowland Unified School District is projecting it will receive $45,267,731 based on the enrollment of foster youth, English learner, and low-income students. Rowland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rowland Unified School District plans to spend $45,267,731 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 Rowland Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rowland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Rowland Unified School District's LCAP budgeted $43,176,240 for planned actions to increase or improve services for high needs students. Rowland Unified School District actually spent $44,512,585 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
Rowland Unified School District	Alejandro Flores Superintendent	aflores@rowlandschools.org 626-854-8347

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.

ROWLAND UNIFIED SCHOOL DISTRICT
The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective promise that "Each student is valued, supported, engaged, and empowered for the future of their choice." We offer families quality schools with a variety of academic programs and enrichment opportunities in a caring culture that enables students to become global thinkers and leaders. Serving approximately 11,415 students in 20 schools, the district is located in the San Gabriel Valley within the communities of Rowland Heights, La Puente, West Covina, City of Industry, and Walnut. Rowland USD has various grade level configurations (TK-6, TK-8, 7-8, 9-12) in order to accommodate the needs of the community, including a robust Adult and Community Education Program and a TK-6 Virtual Learning Academy.

Demographics
The Rowland USD serves a diverse TK-12 student population. Currently, 62.9% of the Rowland USD's almost 13,514 students are Hispanic, 20.8% are Asian, 6.1% are Filipino, 5.3% are White, 4.1% are African American, with the rest being Pacific Islander, two or more races, and Other. Approximately 80.4% are socio-economically disadvantaged, 22.1% are English Learner, 14.6% receive special education services. Rowland USD offers a comprehensive academic program at the elementary and secondary level preparing students for college and career, culminating with the prestigious International Baccalaureate program at the high schools, a variety of Career Technical Pathways, as well as many Dual Enrollment and Advanced Placement course offerings.

Award Winning Schools

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

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

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

Reflections: Annual Performance

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

AREAS OF GREATEST SUCCESS:

Sustained Improvement in Student Attendance: Chronic absenteeism has been a clear success. The districtwide rate has improved from a pandemic peak of 24% (2022) to 19% (baseline) to 13.6% (May 2026), a cumulative 5.4-point improvement from the LCAP baseline. At 13.6%, RUSD now substantially outperforms both the statewide rate of 19.4% (DataQuest 2024–25) and the 2025 Dashboard rate of 17.1%. TK–3 chronic absenteeism followed the same trajectory, declining from 21.4% to 15.8%. English learner chronic absenteeism improved by

4.1 points to 11.5%. These outcomes reflect a multi-year, system-level approach to attendance that includes expanded learning opportunities, attendance incentives, and strong partnerships with families and sites.

Accelerating Academic Growth: STAR interim assessments show consistent, accelerating growth across both reading and math. STAR Reading growth increased for the third consecutive year (60% -> 62.3% -> 64.5%), with the estimated SBAC Level 3+ rate climbing from 40% to 45.3%. STAR Math growth similarly accelerated (58% -> 59.9% -> 62.1%), with the estimated Level 3+ rate rising from 32% to 35.7%. Both measures are now approaching their Year 3 targets and reflect the cumulative impact of professional development, curriculum implementation, and multi-tiered systems of support.

Growth in Early Literacy: Foundational literacy instruction in the primary grades continues to demonstrate positive impact. Transitional Kindergarten students are acquiring letter recognition and letter-sound skills at an accelerated rate, with 10 of 14 elementary schools surpassing 80% proficiency in uppercase letter recognition. Kindergarten report card data reflects increases of 14 to 31 percentage points across literacy indicators. STAR Math growth for grades 1–3 jumped from 55% to 60.6% after being flat the prior year, a meaningful +5.6 point gain. Feedback from professional development unpacking sessions was overwhelmingly positive, with teachers actively applying the concept–skill–vocabulary framework and building confidence with the Language Arts curriculum platform. Site principals identified SIPPS training, coaching support, EL Labs, Kinder Occupational Therapy, intervention teacher models, and Zoo-Phonics as effective supports. Parents praised ST Math, SIPPS, Rowland Reads, and Dual Immersion by name.

Graduation and Dropout Improvement: Graduation rates improved to 92.6% overall, a +3.4 point gain from the LCAP baseline of 89.2% and approaching the 93% Year 3 target. Socioeconomically disadvantaged student graduation reached 93.2%, surpassing the Year 3 target. Students with disabilities graduation recovered sharply to 94.4% after a Year 1 dip, also exceeding target. LTEL graduation improved to 92.7%. The overall dropout rate fell to 5.1%, a 3.3-point reduction from baseline, and English learner dropout declined by 6.4 points (19.2% ? 12.8%). These outcomes reflect the impact of counseling access, credit monitoring, College Connect, and targeted student support services.

College Readiness and College Connect: The percentage of students "Prepared" for college and career, as measured on the California Dashboard, increased from 42.8% (2023) to 46.3% (2024). RUSD has continued its partnership with Mt. SAC to offer Dual Enrollment Courses and maintains guaranteed admission agreements with Azusa Pacific University, University of La Verne, and Canyon University. College Connect is now in its sixth year and has supported over 500 students, with at-promise students attending institutions including Harvey Mudd, UCLA, Harvard, and Carnegie Mellon. During 2025–2026, 84 students participated in the College Connect cohort. Among secondary students surveyed, 86% feel prepared for college and 85% for career. A-G completion improved to 40.7%, IB enrollment reached 5.1% (surpassing the Year 3 target), and AP enrollment held steady at 35.2%.

Student Safety and Whole Child Support: Student safety perceptions improved to 84.9%, approaching the 85% Year 3 target and representing a +4.9 point gain from baseline. Ninety-four percent of students agree it is acceptable to ask questions and make mistakes in class, the highest-rated item in the entire student survey. Eighty-nine percent of students report a good relationship with at least one adult on campus. The suspension rate declined to 1.6%, surpassing the Year 3 target of 2.0%. Parents and community members described mental health supports as "phenomenal," and 93% of parents reported their child feels safe at school. The district continues to provide robust whole child support including counselors, social workers, BEST TOSAs, Behavior Intervention Specialists, Behavior Support Assistants, psychologists, community liaisons, and wrap-around services coordinated through the RUSD Family Resource Center.

Expanded Learning Opportunities: Community meeting feedback in spring 2026 identified expanded learning as a top strength, with summer, spring, winter, Saturday learning, and after-school enrichment valued as a priority by families across all stakeholder groups. The addition of expanded learning counselors has supported social-emotional learning through daily lessons, small-group counseling sessions, and individual student support. Data from student and family surveys confirmed expanded learning opportunities as a top priority for continuing into the next year.

Districtwide Communication and Family Partnership: Communication and family engagement is RUSD's greatest strength as identified in the spring 2026 community meeting analysis, receiving the highest total mentions across all categories (131 total) with the strongest concentration in "What's Working." ParentSquare was the most frequently named tool in the entire dataset. Family Connect, translation services, and parent workshops all received specific praise. Parent survey participation increased for the second consecutive year (376 ? 511 ? 640), a 70% increase from baseline. Ninety-five percent of parents report receiving communication from school, 97% receive it in a language they understand, and 92% feel encouraged as active partners. Ninety-two percent of parents agree they are proud to tell others their child is a student in RUSD.

Family Connect: The goal of Family Connect is to equip parents and family members with support, especially in the area of presentation skills, training and resources which allows them to share the experiences they have had in the school setting to assist other families. Family Connect recognizes and honors the assets each family possesses and views their contributions as a benefit to the community. Throughout the year, the lead group of Family Connect members meet, plan, and practice the strategies they present at all-district conferences. During 2025–2026, Family Connect Conferences took place in October, December and May. Topics included "How to Communicate with your Child's School," "Understanding Common Core," "My Experiences with Special Education," "Mental Health," and more. During the May conference, the math session was led completely by parents. Families who attended stated it was helpful to hear from the parent perspective and walked away with strategies they could use at home. Family Connect is already planning for the new year with new topics and formats.

Dual Language Immersion Expansion: Dual Immersion programs have expanded from Hurley Elementary, Rorimer Elementary, and Shelyn Elementary to include Giano Intermediate and Alvarado Intermediate. At Giano, an additional Science Spanish Language class was introduced in 2025–2026 to expand the program, offering students a 50% Spanish and 50% English curriculum along with Advanced Spanish Language, Social Studies, and Science classes in Spanish. Alvarado began providing advanced Mandarin, Art, and Culture to Dual Language Immersion students. Parents praised Dual Immersion by name across community meetings.

Career Pathways: RUSD continues to provide a rich CTE pathway program at comprehensive high schools across Arts, Media & Entertainment; Business & Finance; Building & Construction; Engineering & Architecture; Education & Child Development; Health Science & Medical Technology; Hospitality; Information & Communication Technologies including Cyber Security; Marketing; Public Services; and Transportation. All CTE courses are UC/CSU approved. CTE exploration labs are now operational at all 7–8 schools. The combined A-G plus CTE completion rate improved to 13.9%, approaching the 15% Year 3 target. Community meeting feedback praised CTE pathways by name, and staff identified college field trips as effective and valued.

Music for All: Every student starting in first grade receives music education taught by a credentialed music teacher once per week throughout elementary school, with additional weekly lessons provided after school at no cost. As students enter middle and high school, they continue music interests through individualized classes for choir, band, guitar, orchestra, and jazz band with multiple performance opportunities throughout the year.

AREAS OF GREATEST NEED:

REQUIRED BASELINE YEAR 1 2023 Dashboard Data:

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

YEAR 2 CURRENT DATA (California Dashboard 2025 and Local Data 2025-2026):

Peer Culture, Harassment, and Discipline Fairness:
37% of secondary students reported race-based negative treatment at least once in the past two years; 34% reported weight-based negative treatment; 24.8% of students with disabilities reported disability-based negative treatment; Witnessed rates by students were substantially higher: 55% for race, 59% for weight, 42% for disability
75% of students feel respected by other students
21% of parents identified bullying as a problem; EL parents 6 points more likely to flag it

Foster Youth:
Mathematics: -183 DFS (a cumulative 68-point decline from the -115 baseline)

English language arts: -116 DFS (declined from -113 baseline)
Chronic absenteeism: 24.4% (improved slightly from 25% baseline)
Suspension rate: 8.9% (increased from 7.9% in Year 1)
Graduation rate: 84.6% (recovered from 68.6% in Year 1, but small cohort size limits interpretive confidence)
Dropout rate: 18.2% (declined from 25% in Year 1, but remains far above the 5% target)

Long-Term English Learners:
English language arts: -104 DFS (declined from -101 baseline)
Mathematics: -155 DFS (declined from -151 baseline)
English Learner Progress Indicator (ELPI): 41.6% making progress (declined from 52.6% baseline)
LTEL rate: 19.0% (essentially flat from 18.3% baseline)
Suspension rate for English learners: 2.4% (improved, meeting Year 3 target of 2.8%)

Students with Disabilities:
English language arts: -92 DFS overall (improved +8 points from -100 baseline)
3rd Grade ELA DFS for SWD: -90 (decreased from -79 in Year 1)
3rd Grade Math DFS for SWD: -80 (decreased from -61 in Year 1)
SpEd parents are two times more likely to disagree that school provides college/career planning information (21% vs. 10%)
SpEd students scored below district average on every item in the Grade 2–3 Student Voice Survey, with largest gaps on safety (76% vs. 83%) and learning enjoyment (65% vs. 74%)

Learning Recovery Emergency Block Grant:

The Learning Recovery Emergency Block Grant (LREBG) will have unexpended funds for the 2026-2027 school year. While RUSD has made progress in several areas, significant challenges remain in achieving equitable outcomes for all students. Many student groups, including long-term English learners, English learners, students with disabilities, and foster youth, continue to perform below standard in English Language Arts and mathematics. Rates of English learners, including LTELs, who are making progress in English language proficiency have declined, and suspension rates have increased for several high-needs groups, with LTELs increasing the most at 1.7% year over year.

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

- Action 1.2 ($245,072): K-3 Safety Care Training, Primary Grades Instructional Aides, TK-3 Program Specialist, Unpacking Standards / Access for All Learners Training; Progress monitored through STAR Early Literacy, staff surveys, student surveys, and behavior incident

data; Taken together, these actions enhance the conditions for a successful implementation of the RUSD literacy intervention SIPPS, which is supported by evidence showing positive outcomes for early literacy (Collaborative Classroom. The SIPPS Program: Evidence Base and Impact. Collaborative Classroom, 2024).

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

- Action 4.2 ($442,176): Grades 4-6 Program Specialist, Unpacking Standards / Access for All Learners Training; Progress monitored through STAR Reading and Math, ELPAC scores, student surveys, staff surveys, SBAC ELA and Math; Through the implementation of this professional development, including unpacking standards and instructional strategies to ensure access for English language learners and Long-Term English learners, these actions are supported through evidence outlined in the English Learner Toolkit (California County Superintendents Educational Services Association. English Learner Toolkit of Strategies. CCSESA, 2020), and the guide, "Meeting the Unique Needs of Long Term English Learners" (National Education Association. Meeting the Unique Needs of Long Term English Learners. NEA, 2014).

- Action 4.3 ($1,113,941): Secondary Academic Tutoring, Four Intervention Teachers, Three Dual Language Teachers, Three Dual Language Instructional Aides; Progress monitored through STAR Reading and Math, AVANT Assessment, LAS Assessment, SBAC ELA and Math, student surveys, parent surveys; Taken together, these actions provide more individualized academic support in the early grades during the school day, as well as secondary academic tutoring after school, supported by research outlined in “The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations,” (Nickow, Andre, et al. Educational Evaluation and Policy Analysis, vol. 42, no. 2, 2020, pp. 227-253).

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

- Action 5.3 ($27,542): Secondary College Fields Trips: Providing opportunities in elementary and secondary school to visit a college campus, participate in an annual career interest survey, access collage and career centers at each high school, access to partnerships with community for internships and future career path planning.

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

Reflections: Technical Assistance

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

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

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

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

Goal 1: Strong Start
Implement structured literacy supports to ensure strong foundational literacy skills.

Goal 2: Inclusivity, Safety & Support for All
Develop culturally responsive teaching practices; Expand restorative practices and ensure consistent implementation of behavioral expectations across school sites to support LTELs' social-emotional well-being and school belonging.

Goal 3: Student Agency, Advocacy & Empowerment
Support LTEL student voice & sense of belonging: Conduct empathy interviews and districtwide focus groups to center LTEL experiences in decision-making. Strengthen counselor engagement with LTELs to support academic and social-emotional growth; Provide parent education and engagement to empower families to support academic progress of LTELLs.

Goal 4: Equitable Access to Academic Success
Provide Instructional Academic Support for LTELs including effective Tier 1 and Tier 2 instructional programs and support; Provide expanded learning opportunities including support for grade span transitions.

Goal 5: Future Ready
Implement structures and programs to support accelerated learning and college readiness for LTELLs

Goal 6: Equity Multiplier
Implement actions 6.1 and 6.2 to support equity multiplier schools Santana High School and Rowland Virtual Academy.

2025
Foster Youth: Chronic Absenteeism, Suspension, Math (Red)

The district continues to implement actions to support students with disabilities and foster youth as described in the 2024-2025 LCAP as part

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

In partnership with LACOE through the technical assistance process, including a district team attending the winter 2026 annual convening for differentiated assistance, the district developed the following new actions to further address the needs of foster youth in RUSD:

Goal 1: Strong Start
- Standardized intake and academic baseline review within 5 days
- Targeted academic intervention plans tied to school/placement transitions

Goal 2: Inclusivity, Safety & Support for All
- Structured 6-week re-entry & restorative support plans for Foster Youth
- Site-based Foster Youth point of contact to coordinate supports

Goal 3: Student Agency, Advocacy & Empowerment
- Caregiver education workshops using district-developed brochures/materials
- K–12 Foster Youth field trips & enrichment opportunities to build belonging

Goal 4: Equitable Access to Academic Success
- COST/MTSS monitoring of attendance, grades, and credits for Foster Youth
- Expanded targeted supports (tutoring, credit recovery, summer bridge)

Goal 5: Future Ready
- Summer Bridge for seniors + structured postsecondary “warm handoff” supports
- Increased access to dual enrollment & college readiness pathways

Goal 6: Equity Multiplier
- Foster Youth data dashboards with monthly monitoring
- Dedicated Foster Youth professional development plan

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students in Grades 4-12	Districtwide survey (November 10 - November 21, 2025): Survey administered to all students in grades 2-12, with a 2026 participation rate of 37.2% (n=2,952) . Items were developed over a three year period in 2015-2018 following districtwide focus groups, drawn from existing items and locally developed to align with district goals. The survey was distributed through email with a unique survey link for each student, allowing the district to disaggregate results by demographics, grade level, and school site. Collaborative data analysis (April 8, 2026): Site Principals identified two-four student leaders to attend a monthly Principal meeting on April 8 from 9am-12pm at Oswalt Academy. Each site team of students reviewed the student survey data with their Principal and identified key findings. Then site teams collaboratively wrote follow-up questions for Principals to use back at the sites during additional focus groups. All 20 school sites in the room, with students and Principals from each site identified the best questions that students wanted to ask their peers back at their sites. These questions were then provided to Principals to conduct follow-up focus groups. Data was brought back to the May leadership team meeting for reflection and used to inform plans for 2026-2027. Site-based focus groups (April-May 2026): Stratified random sample of students selected by the central office and provided to sites to conduct focus groups, with proportional representation of English

Educational Partner(s)	Process for Engagement
	learners, Foster Youth, students receiving Special Education services, gender, and race/ethnicity. Sites then added 2 students to the group from their student leadership teams. Questions included the items written by students at the April 8, 2026 initial review of survey data with Principals. Districtwide focus groups: Targeted focus groups for English learners in Spanish and Mandarin with English learners from grades 7-12 across the district. In addition district staff conducted focus groups with students receiving Special Education services in grades 7-12 from across the district. Leadership role in RUSD LCAP Council (May 18 and 26, 2026): Students from leadership councils at the three high schools (Rowland High School, Nogales High School, and Santana High School) and students from leadership teams in grades 7 and 8 joined representatives from parents, teachers, administrators, and district staff, to review the final summary of input from educational partners and collaboratively prioritize focus for the 2026-2027. There are 27 members total on the LCAP Council, with 16 of those positions held by students. Live translation was provided as needed. Superintendent Student Advisory Council (Ongoing): Student representatives me throughout the year with the Superintendent, identified topics to discuss, and lead the meetings in order to engage and empower students.
Parent Advisory Council: Superintendent's Parent Council	Review progress on current goals, collect feedback, and review summary of parent input for 2026-2027 LCAP (January 21 and April 22 at the board room from 9am-10am). In-person translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. On May 21, 2026 the Superintendent's Parent Advisory Council reviewed a draft of the

Educational Partner(s)	Process for Engagement
	2026-2027 LCAP with opportunity for questions. Superintendent responded to questions in writing.
District English Learner Advisory Council	Review progress on current goals, collect feedback, and review summary of parent input for 2026-2027 LCAP (March 19 and May 21 at the board room from 9am-10am). In-person translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. On May 21, 2026 the Superintendent's Parent Advisory Council reviewed a draft of the 2026-2027 LCAP with opportunity for questions. Superintendent responded to questions in writing.
Parents, Guardians, Community Members	Parent / Guardian / Community Survey (February 27 - March 19, 2026): 640 total participants in the survey, with 26% accessing the survey in a language other than English. Collect feedback on current progress and input for 2026-2027 LCAP (March 11 at Rowland High School from 6-8pm, March 18 at Nogales High School from 6-8pm, and March 19 on ZOOM from 6-8pm). Live translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. Superintendent Family Town Halls (Ongoing): Superintendent convened town halls at all 20 school sites to provide an opportunity for families to share their input on the experience of their child and families in the school community. Themes were identified along with immediate actions taken to provide responsive leadership.
Association of Rowland Educators and Certificated Employees	Employee Engagement Survey (March 16 - April 10, 2026): 485 total participants in the Employee Engagement.

Educational Partner(s)	Process for Engagement
	Collect feedback on current progress and input for 2026-2027 LCAP (April 29 from 1-2:30pm at the District Office). Input from the ARE team was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. Superintendent Elementary and Secondary Advisory Councils (Ongoing): Superintendent convened elementary and secondary teachers to provide an opportunity for teachers to share their input on the district direction. Themes were identified to inform modifications on the LCAP for 2026-2027, along with immediate actions taken to provide responsive leadership.
California School Employees Association and Classified Employees	Employee Engagement Survey (March 16-April 10, 2026): 485 total participants in the Employee Engagement survey. Collect feedback on current progress and input for 2026-2027 LCAP (May 4 from 4-5:30pm at the CSEA Board Meeting). Input from the CSEA team was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups.
Association of Rowland Administrators (including Principals) and District Leadership Team and Certificated / Classified Management	Employee Engagement Survey (March 16-April 10, 2026): 485 total participants in the Employee Engagement survey. Collect feedback on current progress and input for 2026-2027 LCAP (May 6 from 9am-12pm at Oswalt Academy). Input from ARA / DLT was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups.
RUSD LCAP Council	RUSD LCAP Council (May 18 and 26, 2026): Representatives from each educational partner group convened to prioritize recommendations to the board for the 2026-2027 LCAP. The first meeting focused on grounding the team in the student voice feedback data, along with a summary of the key themes from the educational partner groups. The second meeting focused on collaboratively identifying areas to prioritize for the 2026-2027 school year. The

Educational Partner(s)	Process for Engagement
	group consisted of 22 students, 2 ARE members, 2 CSEA members, 5 parent representatives, and 2 ARA members
Santana High School and Rowland Virtual Learning Academy - Equity Multiplier	The site Principal for Santana High School and Rowland Virtual Academy participated in the educational partner feedback meeting on May 6 from 9am-12pm at Oswalt Academy. Throughout the 2025-2026 school year the Educational Services team met with leadership. All teachers at Santana High School and Rowland Virtual Learning Academy were included in the annual employee engagement survey, and all students in grades 2-12 at these sites were included in the 2026 Student Voice Survey.

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

Key recommendations based on input from educational partners for 2026-2027 include:

Goal 1: Strong Start
Expand professional development to include a focus on numeracy and the California Mathematics Framework. (Action 1.2)
Expand materials for English Language Development. (Action 1.1)
Expand extended learning opportunities for students in TK-3 during the winter and summer sessions. (Action 1.4)
Refine coordinated services for foster youth in TK-3, with a focus on ensuring timely services through the intake/transition process. (Action 1.8 - new action for year 3)

Goal 2: Inclusivity, Safety and Support for All
Expand training on trauma-informed, restorative, and inclusive practices for staff. (Action 2.2)
Continue campus safety positions added in year 2. (Action 2.4)
Complete upgrade of outdoor environments at remaining elementary playgrounds. (Action 2.9)
Strengthen and communicate structures of the coordination of student support processes. (Action 2.3 and Action 2.6)
Expand empathy training for high school students. (Action 2.5)
Aligning current tiered systems of interventions to ensure timely support for foster youth. (Action 2.12 - new action in year 3)

Goal 3: Student Agency, Advocacy & Empowerment
Maintain structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly board reports and student advisory council of students. (Action 3.1)
Continue to engage all families in new ways through the RUSD The Learning Bridge with the support of a Coordinator of Family Engagement . (Action 3.3)
Continue primary language communication, including maintaining staffing to ensure Spanish and Mandarin support. (Action 3.4)
Provide caregiver education, communication, and support opportunities that strengthen engagement in Foster students' educational experiences. (Action 3.7 - new action year 3)

Goal 4: Equitable Access to Academic Success
Provide course-alike collaboration and training with focus on unpacking standards and ensuring access for all learners, including all core content areas. (Action 4.2)
Maintain staffing to accelerate learning in mathematics and literacy, expanding the shift of district funded staff to academic intervention support. (Action 4.2)
Maintain tutoring for all students with focus on in-person tutoring at their school site. (Action 4.3)
Focus the expansion of extended learning opportunities to the summer and winter sessions. (Action 4.4)
Provide support for the expansion of the dual language immersion programs. (Action 4.3)
Provide a TK-12 Athletic Director to support athletics across the grade span. (Action 4.8)
Provide focused support for Foster Youth (Action 4.13 - new action for Year 3)

Goal 5: Future Ready
Expand participation in future ready post-secondary planning for all students in grades 7-12. (Action 5.1)
Maintain college field trips to promote college going culture. (Action 5.3)
Expand implementation of career interest inventory for all secondary students and SkillSight tool for all grade 12 students. (Action 5.1)
Provide Dual Enrollment allocations to the comprehensive high schools to support implementation of courses from Mt. SAC during the regular school day. (Action 5.3)
Provide coordinated transition and postsecondary readiness supports for foster youth. (Action 5.4 - new action for Year 3)

Goal 6: Equity Multiplier
Maintain individualized learning plans, with additional counselor time to connect with students and families and support progress toward graduation. (Action 6.1)
Implement attendance task force, targeted interventions, and ongoing student monitoring. (Action 6.1)
Expand credit recovery and course-completion supports, including ELA and ELD intervention, referral-based assistance, and additional opportunities to earn graduation credits. (Action 6.1)
Maintain social-emotional learning and relationship-building activities that strengthen students' connection to school and increase participation and success. (Actions 6.1 and 6.2)
Provide targeted instructional support through small-group instruction, hands-on learning, and real-world applications grounded in evidence-based practices. (Actions 6.1 and 6.2)
Increase family and community engagement through outreach, in-person activities, and strengthened connections between home and school. (Action 6.2)
Provide professional development and instructional coaching to improve teacher practice and student engagement. (Actions 6.1 and 6.2)

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	3rd Grade Smarter Balanced Summative Assessment English Language Arts (ELA) Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and	2023 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -20 Socio-Economically Disadvantaged: DFS -32 English Learners: DFS -70	2024 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -21 Socio-Economically Disadvantaged: DFS -32	2025 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -19 Socio-Economically Disadvantaged: DFS -32	Overall DFS -5 Socio-Economically Disadvantaged: DFS -11 English Learners: DFS -40 Students with Disabilities: DFS -62	Grade 3 English Language Arts Distance from Standard (DFS) Overall +1 Socio-Economically Disadvantaged: +0 English Learners: -4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Alternate Assessment (CAA) in Grade 3	Students with Disabilities: DFS -92	English Learners: DFS -72 Students with Disabilities: DFS -79	English Learners: DFS -74 Students with Disabilities: DFS -90		Students with Disabilities: DFS +2
1.2	STAR Literacy Assessments Percent of students who scored at or above typical growth (35th percentile) from Fall to Winter on the Star Early Literacy (K-1) or Star Reading (2-3) Assessments Percent of students in grades K-3 at each Literacy Classification level on the Star Early Literacy (K-1) or Star Reading (2-3) Assessment	2024 56% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading Literacy Classification (K) 60% Emergent Readers 27% Transitional Readers 13% Probable Readers Literacy Classification (1st) 23% Emergent Readers 40% Transitional Readers 37% Probable Readers Literacy Classificationn (2nd) 21% Emergent Readers 13% Transitional Readers 67% Probable Readers	2025 60.7% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading Literacy Classification (K) 64% Emergent Readers 25% Transitional Readers 11% Probable Readers Literacy Classification (1st) 38% Emergent Readers 27% Transitional Readers 35% Probable Readers Literacy Classification (2nd)	2026 57.7% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Spring on Star Early Literacy or Star Reading (Added Reading Difficulty screener) Literacy Classification Spring Kindergarten 58% Emergent Readers 25% Transitional Readers 17% Probable Readers 1st Grade 27% Emergent Readers 26% Transitional Readers	70% of students in K-3 scored at or above typical growth (35th percentile) Literacy Classification level on the Star Early Literacy (K-1) or Star Reading (2-3) Assessment (Added Reading Difficulty screener) Literacy Classification (K) 40% Transitional Readers 20% Probable Readers Literacy Classification (1st) 30% Transitional Readers 60% Probable Readers	K-3 at/above typical growth Literacy Classification (K) Emergent Readers Transitional Readers Probable Readers (N/A due to addition of Reading Difficulty Screener in place of Winter STAR Early Literacy) Literacy Classification (1st) Emergent Readers Transitional Readers Probable Readers (N/A due to addition of Reading Difficulty Screener in place of Winter STAR Early Literacy)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Literacy Classification (3rd) 13% Emergent Readers 10% Transitional Readers 77% Probable Readers	17% Emergent Readers 17% Transitional Readers 66% Probable Readers Literacy Classification (3rd) 8% Emergent Readers 9% Transitional Readers 83% Probable Readers	47% Probable Readers 2nd Grade 14% Emergent Readers 11% Transitional Readers 75% Probable Readers 3rd Grade 9% Emergent Readers 8% Transitional Readers 83% Probable Readers	Literacy Classification (2nd) 20% Transitional Readers 80% Probable Readers Literacy Classification (3rd) 10% Transitional Readers 90% Probable Readers	Literacy Classification (2nd) Emergent Readers Transitional Readers Probable Readers (N/A due to addition of Reading Difficulty Screener in place of Winter STAR Early Literacy) Literacy Classification (3rd) Emergent Readers Transitional Readers Probable Readers (N/A due to addition of Reading Difficulty Screener in place of Winter STAR Early Literacy)
1.3	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and	2023 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 Socio-Economically Disadvantaged: DFS -26	2024 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14 Socio-Economically Disadvantaged: DFS -23	2025 Outcomes Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -15 Socio-Economically Disadvantaged: DFS -26	Overall DFS +1 Socio-Economically Disadvantaged: DFS -5 English Learners: DFS -26 Students with Disabilities:	Grade 3 Mathematics Distance from Standard (DFS) Overall -1 Socio-Economically Disadvantaged: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Alternate Assessment (CAA) in Grade 3	English Learners: DFS -47 Students with Disabilities: DFS -88	English Learners: DFS -44 Students with Disabilities: DFS -61	English Learners: DFS -45 Students with Disabilities: DFS -80	DFS -67	English Learners: +2 Students with Disabilities: +8
1.4	STAR Math Assessment Percent of students in grades 1-3 who scored at or above typical growth (35th percentile) from Fall to Winter on the Star Math Assessment Percent of students in grades 1-3 at or above benchmark on the Star Math Assessment	2024 55% of students in grades 1-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Math 68% of students in grades 1-3 scored at or above benchmark on the Star Math Assessment	2025 55% of students in grades 1-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Math 53% of students in grades 1-3 scored at or above benchmark on the Star Math Assessment	2026 60.6% of students in grades 1-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Math 57.5% of students in grades 1-3 scored at or above benchmark on the Star Math Assessment	70% of students in 1-3 scored at or above typical growth (35th percentile) 75% of students in grades 1-3 score at or above benchmark on the Star Math Assessment	at/above typical growth +5.6% at/above benchmark on the Star Math Assessment - 10.5%
1.5	Attendance Rates Attendance rates for students in grades TK-3	2024 Average daily attendance for TK-3: 93.6%	2025 Average daily attendance for TK-3: 94.2% (as of May 1, 2025)	2026 Average daily attendance for TK-3: 94.1% (as of April 22, 2026)	Average daily attendance for TK-3: 97%	Average daily attendance for TK-3: +0.5%
1.6	Chronic Absenteeism Rate Percent of students in grades TK-3 who are Chronically Absent	2024 TK-3 Chronic Absenteeism Rate: 21.4%	2025 TK-3 Chronic Absenteeism Rate: 17.7% (as of May 1, 2025)	2026 TK-3 Chronic Absenteeism Rate: 14.7% (as of May 14, 2026)	Overall 8% or below	TK-3 Chronic Absenteeism - 6.7%

Goal Analysis [2025-26]

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

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

All actions for Goal 1 were implemented, with a description of the successes and challenges for each action implementation as follows:

Successes:
Widespread Implementation of Reading Interventions: SIPPS and Sonday structured literacy programs were deployed across nearly all school sites, improving access to targeted support for English learner, Foster Youth, and Socio-Economically Disadvantaged early readers. (Action 1.3)
Training and Support on Social Emotional Learning: Teachers in TK-2 were provided training on practical tools to promote positive behavior, enhance student safety, and prevent crisis interventions using Safety-Care De-Escalation and Trauma-Informed Behavior Support Training (Action 1.2)
Strategic Use of Supplemental Materials: TK-2 students benefited from materials that supported phonemic awareness and foundational reading skills; these were tailored for both intervention and enrichment. (Action 1.1)
Data-Informed Instruction: Student progress monitoring informed instructional adjustments, including structured literacy and behavior supports. (Action 1.3)
Site-Level Continuous Improvement: Four schools developed site-specific reading plans through a cycle of professional learning, intervention, and progress monitoring. (Action 1.2)
Expanded Training: Implementation of English Learner Lab Study professional development at elementary schools. (Action 1.7)
Expanded Support Staff: Increased staffing of education specialists and paraprofessionals allowed more in-class support and boosted student engagement. (Action 1.3,1.6)
Extended Learning Programs: Students, including those with disabilities, engaged in after-school and intersession programs that targeted skill gaps. (Actions 1.4, 1.6)
Improved IEP Practices: Professional development for service providers led to stronger alignment of IEPs with grade-level standards. (Action 1.4, 1.6)
Enhanced Family Engagement: Families were equipped with training, tools, and strategies focused on the IEP process and its various components. This was done to empower them to advocate for their students and effectively support learning within the home environment. (Action 1.6)
Comprehensive and Inclusive Support for Students with Disabilities: Occupational Therapists and Speech-Language Pathologists collaborated to provide small-group support within general education TK and Kindergarten classrooms. Through in-the-moment coaching and strategy modeling, they supported students and teachers in developing early literacy, language, fine motor, and gross motor skills. Staff utilized resources such as Learning Without Tears and other hands-on materials to promote student engagement and skill development. (Action 1.6)

Challenges:
Training Limitations: Time constraints and uneven support led to variability in how staff, especially paraprofessionals and general educators, applied evidence-based practices. (Action 1.2, 1.6)
Supplemental Materials: The optional training structure reduced the fidelity of implementation in some classrooms. (Action 1.5)

Data Use: Variability in team capacity led to inconsistent data use to guide instruction. (Action 1.3)
Family Engagement: Participation was hindered by language, technology, and scheduling challenges, especially for families of students with disabilities. (Action 1.6)
Individual Education Plan: Ongoing coaching is still necessary for service providers, as some IEPs continue to focus on compliance rather than meaningful instructional content.s. (Action 1.6)
Special Education Training: Trainings were primarily attended by special education staff, with limited participation from general education teachers and paraprofessionals. (Action 1.6)

Substantive Differences:
TK Mathematics: Piloted mathematics foundational skills program to implement for 2026-2027 (Action 1.1 and 1.2)

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

Goal 1, Action 1- Curriculum and Materials:
Curriculum and Materials: $85,000
Actual Expenditure: $100,889
Explanation: Increased cost of curriculum and materials.

Goal 1, Action 3- Aligned, Evidence-Based Instructional Systems:
Budgeted for Aligned, Evidence-Based Instructional Systems: $82,410
Actual Expenditure: $54,163
Explanation: Cost for the reading screening services was lower than budgeted.

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

Actions which aimed to improve literacy in the primary grades through curriculum and materials (Action 1.1), professional development (Action 1.2), multi-tiered systems of support (Action 1.3), and class size reduction (Action 1.5) continued to demonstrate effectiveness in achieving their intended impact. Third grade SBAC ELA Distance from Standard improved from -21 (Year 1) to -19 (Year 2), a +1 point gain from the LCAP baseline of -20. Transitional Kindergarten students are acquiring foundational literacy skills at an accelerated rate with 10 of 14 elementary schools surpassing 80% proficiency in uppercase letter recognition. Kindergarten report card data reflects increases of 14 to 31 percentage points across literacy indicators including uppercase letter identification, lowercase letter identification, and sound recognition. Feedback from professional development sessions was overwhelmingly positive. Site principals identified SIPPS training and coaching support, EL Labs, Kinder Occupational Therapy, intervention teacher models (WIN, 5th/6th intervention), and Zoo-Phonics as effective early literacy supports. Parents (DELAC/Superintendent's Parent Council) praised ST Math, SIPPS, Rowland Reads, and Dual Immersion by name. These outcomes reflect the cumulative impact of a sustained, multi-year focus on early literacy implementation.

Actions which aimed to improve early numeracy (Actions 1.1, 1.2, 1.3, 1.5) showed mixed but improving results. After being flat in Year 1 (55% both years), STAR Math growth for grades 1–3 jumped to 60.6%, a meaningful +5.6 point gain from the LCAP baseline. The STAR Math benchmark measure also recovered partially from its Year 1 drop (53% -> 57.5%), though it remains 10.5 points below the baseline of 68%. However, third grade SBAC Math Distance from Standard declined slightly from -14 (Year 1) to -15 (Year 2), a -1 point change from

baseline. Subgroup performance on the lagging measure was also flat or declining (SED: -23 -> -26; EL: -44 -> -45; SWD: -61 -> -80). These outcomes reinforce the importance of the district's plan to implement the California Math Framework over the next two years and highlight the need to strengthen early numeracy support structures in Year 3.

Actions which aimed to improve engagement (Action 1.4) were effective in achieving their intended impact. TK–3 chronic absenteeism continued its steady improvement, declining from 17.7% (Year 1) to 15.8% (Year 2), representing a cumulative 5.6 point reduction from the LCAP baseline of 21.4%. Data from student and family surveys and community meetings in spring 2026 confirmed that expanded learning opportunities (summer, spring, winter, Saturday learning, and after-school enrichment) continue to be valued as a top priority by families. Principals reported that attendance incentives are working and valued. The TK–2 parent cohort was the most positive segment in the entire parent survey, with 98% reporting their child feels safe and 98% feeling encouraged as active partners.

Actions to support positive behavior in the primary grades through professional development (Action 1.5) were effective for early grades and will be expanded to more grade levels for 2026-2027. Feedback from teachers was positive, with requests to provide the training for a broader group of staff, including classified staff and upper grade elementary. Nineteen percent of staff identified trauma-informed and social-emotional learning practices as an area needing improvement, and feedback from educational partners included continued communication and refinement of staffing structures to support positive behavior in the classroom. These outcomes continue to reflect the need for universal implementation of behavior support strategies in the primary grade classroom.

Actions specifically targeting students receiving special education services (Action 1.6) showed mixed effectiveness. Third grade SBAC ELA DFS for students with disabilities declined from -79 (Year 1) to -90 (Year 2), a +2 point improvement from the baseline of -92 but a decline from the prior year's gain. The Grade 2–3 Student Voice Survey data shows SpEd students scored below the district-wide average on every survey item, with the most pronounced gaps on knowing a trusted adult at school (81% vs. 88%), learning is fun (65% vs. 74%), and feeling safe (76% vs. 83%). Feedback on professional development for strategies to support students with disabilities was highly positive with requests for expansion to additional general education teachers and administrators.

Actions specifically targeting English learners (Action 1.7) demonstrates effectiveness. English learners in primary grades showed growth on the STAR Reading Student Growth Percentile (SGP) from 53.3% (Fall to Winter 2025 Year 1) to 64.3% (Fall to Winter 2026 Year 2). Similarly in mathematics, English learners in primary grades showed growth on STAR Math SGP from 53.2% (Fall to Winter 2025 Year 1) to 57.7% (Fall to Winter 2026 Year 2).

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

Modifications resulting on reflections on prior practice:
Expand professional development to include a focus on numeracy and the California Mathematics Framework. (Action 1.2)
Expand materials for English Language Development. (Action 1.1)
Expand extended learning opportunities for students in TK-3 during the winter and summer sessions. (Action 1.4)
Refine coordinated services for foster youth in TK-3, with a focus on ensuring timely services through the intake/transition process. (Action 1.8 - new action for year 3)

Changes to metrics:
Since the K-2 Star Early Literacy and Reading assessments were not administered in the Winter, the 1.2 metrics were changed to Fall-Spring growth and Literacy classifications from the Spring administration.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Materials	Provide curriculum and materials to support teaching and learning TK-3: • Provide standards-aligned materials in TK-3, including new sets of decodable texts • Provide supplemental materials for intervention and enrichment • Provide additional English Language Development materials for English Learners	$85,000.00	No
1.2	Responsive and Aligned Professional Development	LREBG Action Research indicates that high-quality professional development for educators in the early grades, coupled with ongoing collaboration, is essential for closing achievement gaps among English Language Learners, foster youth, and low-income students (Darling-Hammond et al., 2017). With this in mind, during the 2026-27 school year, the district will provide grade-level collaboration and training for all TK–3 teachers, with a focus on early literacy / numeracy development and year 2 implementation of the English Language Arts (ELA) curriculum. In addition, a teachers will receive training on the California Mathematics Framework to prepare for the 2026–2027 pilot of new math materials. District staff, program specialists, and instructional coaches will provide targeted support to ensure effective instructional practices, intervention strategies, and fidelity of implementation in the classroom. Professional learning will be designed to strengthen educators' capacity to meet the language, literacy, and mathematical learning needs of unduplicated students, fostering improved academic outcomes. Regular progress monitoring, coaching, and collaborative planning will ensure that	$1,811,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional strategies remain aligned to student needs and evidence-based best practices. The summary of this actions includes: • Provide training and lab days in English Language Development • Provide grade-level collaboration and training for all teachers throughout the 2026-2027 school year, with a focus on early literacy and numeracy • Provide training around the California Mathematics framework in preparation for the 2027-2028 new math curriculum. • Provide schools with district staff, program specialists, and instructional coaches who support academic achievement, interventions, and fidelity of implementation in the classroom • Provide training for teachers on evidence-based instructional practices to support early learners' Metric being used to monitor the action: Goal 1, Metrics 1, 2, 3 and 4. LREBG Funds supporting this action: $245,072.00 Supplemental & Concentration funds supporting this action: $1,565,928 Reference: Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.		
1.3	Aligned, Evidence-Based Instructional Systems	MTSS is an evidence-based approach that addresses the unique needs of unduplicated students. Research shows low-income, foster, and English learners perform lower on standardized academic measures. These groups also encounter greater social emotional challenges that are addressed through a systematic behavioral support system. Through the development and implementation of a districtwide Tier 1, Tier 2 and Tier 3 supports and intervention across all sites, unduplicated students receive targeted support for their individual needs. By implementing MTSS districtwide, unduplicated students—who are enrolled in every school and classroom—have equitable access to proactive instruction, academic interventions, behavioral supports, and social-emotional learning. While the framework benefits unduplicated	$50,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, it is designed to ensure that all students with the highest needs receive targeted and individualized support. Providing this action on an LEA-wide basis ensures that unduplicated students at all schools receive consistent, high-quality interventions and services aligned to their specific academic and social-emotional needs. Summary of action to provide a multi-tiered systems of support approach to meet the early learning needs of English Language Learners, foster youth, and low-income students in TK-3: -Implementation of culturally responsive, standards-aligned, viable curriculum -Provide local assessments in the area of literacy, math, and SEL -Provide site-based allocations for school to implement strategies that fit the needs and context of their site, including additional staff to support intervention		
1.4	Extended Learning Opportunities	Provide extended learning opportunities for unduplicated students in TK-3: • Provide learning opportunities expand TK-3 summer/winter intersession • Provide extended day learning opportunities for students in TK-3	$721,836.00	Yes
1.5	Equitable & Inclusive Classrooms	Provide support to assist students in attainment of TK-3 grade-level standards: • Provide training and coaching in positive behavior strategies (Safety Care) • Reduce class sized beyond the required minimum in grades TK-3, including additional instructional aide support in the primary grades. • Provide additional instructional aide support in the primary classrooms	$3,852,947.00	Yes
1.6	Comprehensive and Inclusive Support for	Provide targeted support and resources for students with disabilities in TK-3 to improve academic achievement and prepare them for long-term success:	$223,626.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	• Provide specialized supplemental materials for intervention and enrichment that address the unique learning needs of students with disabilities • Provide professional learning for certificated and classified staff on evidence-based instructional practices, including systematic, structured reading, classroom behavior support, and inclusive practices that support access, participation, belonging, and implementation of accommodations and supports for students with disabilities. • Allocate special education staff, such as education specialists and paraprofessionals, to provide targeted interventions and support in the classroom • Utilize data-driven decision-making to identify and monitor the progress of students with disabilities and provide targeted supports and services based on individual student needs. • Provide extended learning opportunities, such as intersession programs and after-school tutoring, with supports and accommodations to promote meaningful access and participation for students with disabilities. • Provide professional learning for service providers on developing high-quality IEPs that identify disability-related skill needs and include appropriate goals, accommodations, modifications, and supports to promote access, participation, and progress in the general education curriculum for students with disabilities. • Strengthen partnerships with families of students with disabilities through ongoing communication, training, and support that promote meaningful participation in the educational process.		
1.7	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	Provide professional development in effective instruction for English language learners: • Training and implementation of English language development curriculum to ensure early success of gaining English proficiency to prevent LTELL status • Training on instructional strategies to support English learner access to mastering academic standards	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Action 1.8 Comprehensive and Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action for Year 3)	Provide coordinated support for foster youth that promotes school stability, engagement, and academic success. • Coordinated intake and transition supports during enrollment and school placement changes • Timely identification of student needs and access to appropriate academic, behavioral, and wellness supports	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Perception of School Safety and Connectedness: RUSD Student Voice Survey	2024 RUSD Student Voice Survey: (40% participation, n=3232) Percent of students who agree/strongly agree: “I feel respected by other students.” 72% “I feel respected by teachers” 88%	2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree:	2026 RUSD Student Voice Survey: (37.2% participation, n=2952) Percent of students who agree/strongly agree: “I feel respected by other students.” 74.7%	Student Voice Survey 50% participation Percent of students who agree/strongly agree: “I feel respected by other students.” 80%	RUSD Student Voice Survey: participation -2.8% n=-280 Percent of students who agree/strongly agree: “I feel respected by other students.” +2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		“I feel safe at school.” 80% “I am aware of resources available to me on campus for academic support.” 87% "Students are accepting of students from different backgrounds and cultures." 77% “I am aware of resources available to me on campus for mental health support.” 86% “My school is clean." 72%	“I feel respected by other students.” 75.2% “I feel respected by teachers” 89.7% “I feel safe at school.” 82.9% “I am aware of resources available to me on campus for academic support.” 87.8% "Students are accepting of students from different backgrounds and cultures." 81.9% “I am aware of resources available to me on campus for mental health support.” 88.5% “My school is clean." 73%	“I feel respected by teachers” 87.9% “I feel safe at school.” 84.9% “I am aware of resources available to me on campus for academic support.” 89.2% "Students are accepting of students from different backgrounds and cultures." 81.2% “I can easily access the support I need for social emotional and mental health at school.” 81.6% (Note: Wording of question changed this year) “My school is clean." 68.0%	“I feel respected by teachers” 90% “I feel safe at school.” 85% “I am aware of resources available to me on campus for academic support.” 90% "Students are accepting of students from different backgrounds and cultures." 90% “I can easily access the support I need for social emotional and mental health at school.” 90% “My school is clean." 80%	“I feel respected by teachers” -0.1% “I feel safe at school.” +4.9% “I am aware of resources available to me on campus for academic support.” +2.2% "Students are accepting of students from different backgrounds and cultures." +4.2% “I can easily access the support I need for social emotional and mental health at school.” N/A “My school is clean." -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Employee Perception of School Safety and Connectedness: RUSD Employee Engagement Survey	2024 RUSD Employee Engagement Survey: (33.3% participation, n=859) Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 85.4% "I can provide input when decisions are being made in my school or department" 82.3% "Overall, communication is effective throughout the district" 79.9%	2025 RUSD Employee Engagement Survey: (21.8% participation, n=530) Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 81.7% "I can provide input when decisions are being made in my school or department" 81.5% "Overall, communication is effective throughout the district" 81.6%	2026 RUSD Staff Survey: (17.4% participation, n=485) Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 79.9% "I can provide input when decisions are being made in my school or department" 80.0% ”Overall communication is effective at my work location” 82.3% (Note: question changed to work location)	RUSD Employee Engagement Survey: 50% participation Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" 90% "I can provide input when decisions are being made in my school or department" 90% ”Overall communication is effective at my work location” 90%	RUSD Employee Engagement Survey: participation - 15.9% n= -374 Percent of who agree/strongly agree: "Systems that foster open communication are in place at my work location" - 5.5% "I can provide input when decisions are being made in my school or department" -2.3% ”Overall communication is effective at my work location” N/A
2.3	Average Daily Attendance Rates	2023-2024 Average Daily Attendance rate 94.5%	2024-2025 Average Daily	2025-2026 Average Daily	Average Daily Attendance rate 97%	Average Daily Attendance rate - 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Attendance rate 94.8%	Attendance rate 93.9%		
2.4	Chronic Absenteeism Rate	2023-2024 Percentage of students chronically absent as of May, 2024 in RUSD Student Information System: Overall: 19% Foster Youth: 25% (24 of 96 students in foster care) English learners: 15.6% (472 of 3029 English learners)	2024-2025 Percentage of students chronically absent as of May 2025 in RUSD Student Information System: Overall: 16.4% Foster Youth: 27% (17 of 63 students in foster care) English learners: 15.1% (476 of 3151 English learners)	2025-2026 Percentage of students chronically absent as of April 22, 2026 in RUSD Student Information System: Overall: 12.8% Foster Youth: 21.4% (9 of 42 students in foster care) English learners: 10.9% (303 of 2771 English learners)	Overall: 6% or below Foster Youth: 10% or below English learners: 6% or below	Percentage of students chronically absent Overall: -6.2% Foster Youth: -3.6% English learners: -4.7%
2.5	Suspension Rate	2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System: Overall: 2.1% suspension rate Foster Youth: 9.4% (9 of 96 students in foster care)	2024-2025 Percentage of students suspended at least once as of May 5, 2025 in RUSD Student Information System: Overall: 2% suspension rate	2025-2026 Percentage of students suspended at least once as of April 22, 2026 in RUSD Student Information System: Overall: 1.6% suspension rate	Overall: 2% or below Foster Youth: 2% or below English learners: 2% or below	Percentage of students suspended at least once Overall: -0.5% Foster Youth: -0.5% English learners: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners: 3% (90 of 3029 English learners)	Foster Youth: 7.9% (5 of 63 students in foster care) English learners: 2.8% (87 of 3151 English learners)	Foster Youth: 8.9% (4 of 45 students in foster care) English learners: 2.4% (66 of 2764 English learners)		
2.6	Expulsion Rate	2023-2024 Explusion Rate as of May 2024 is 0.008% (1 student)	2024 - 2025 Expulsion Rate as of May 9, 2025 is 9 of 11,854 (0.076%)	2025 - 2026 Expulsion Rate as of April 22, 2026 is 3 of 11,566 (0.026%)	Expulsion Rate 0%	Expulsion Rate +0.018%
2.7	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	2023-2024 Williams/FIT Report 100% facilities in "good repair"	2024-2025 Williams/FIT Report 100% facilities in "good repair"	2025-2026 Williams/FIT Report 100% facilities in "good repair"	100% facilities in "good repair" on Williams/FIT Report	facilities in "good repair" +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.

All actions for Goal 2 were implemented, with a description of the successes and challenges for each action implementation as follows:

Successes:
Cultural Competency: Dr. Marks provided empathy training to staff and selected students at both the comprehensive and continuation high schools. (Action 2.1)
PBIS TOSA delivered Tier 1 support across the District. This support was provided to school sites and individual teachers based on a referral process. (Action 2.2)
Overall continued to see growth in attendance and lowering of chronic absenteeism. (Action 2.3)
Provided multiple and year-long resources to our students through the Family Resource Center (FRC) and the East Valley Community Clinic including vaccinations and food drives.(Action 2.5)

Students reporting feeling safe at school increased from 80% (2024) to 84.9% (2026). (Action 2.4)
Remained staffed to support schools throughout the year. (Actions 2.7 and 2.8)
All students have access to devices and home wifi if needed. (Action 2.9)
Offered a Special Education Leadership Academy focused on Inclusive Practices, which was made available to all certificated staff. (Action 2.10)
Enhanced system efficiency and responsiveness through the implementation of a centralized referral and intake process for student supports. (Actions 2.2, 2.5)
Strengthened multi-disciplinary collaboration and service alignment through the piloting of the COST framework, resulting in more efficient and coordinated student support. (Actions 2.2, 2.7)
Leveraged community partnerships to expand service capacity and provide consistent, high-quality resources to students and families. (Action 2.5)
Expanded culturally responsive teaching practices through the Sal Castro K-8 and 9-12 teacher working groups. (Action 2.11)
Increased equitable access to wraparound services through the Family Resource Center (FRC), supporting over 1,700 families and reducing barriers to student attendance and engagement. (Action 2.5)
Positive feedback from teachers around Safety Care Training (Action 2.2)
Expanded student and family engagement through high-impact events, strengthening school connectedness and access to essential resources.“For example, the ‘Back 2 School’ and ‘Welcome Back Backpacks’ initiatives provided McKinney-Vento and districtwide students with backpacks, school supplies, and hygiene kits, ensuring students returned to school prepared while increasing family engagement and connection to support services.”
(Action 2.5)
Increased family engagement and trust through consistent outreach, workshops, and referral support provided by the Family Resource Center. (Action 2.5)
Increased student access to mental health services and continuity of care through coordinated supports and expanded teletherapy services. (Actions 2.7 and 2.8)
Improved educational stability and access to services for Foster Youth and McKinney-Vento students through targeted, equity-driven supports. (Action 2.5)
Improved attendance outcomes and reduced chronic absenteeism through implementation of a tiered, data-informed attendance support system. (Action 2.3)
Each school provided with comprehensive health, mental health, and wellness services. (Action 2.6)

Challenges:
Ensure all school leaders receive the same content presented during the Special Education Leadership Academy. (Action 2.10)
Continue to work on expanding Safety Care training to classified staff, including campus aides, campus safety, bus drivers, and playground aides. (Action 2.2)

Substantive Differences:
Cultural Competency: Training was expanded to focus on high school students at three sites this year. (Action 2.1)
Behavior Support Staffing: Behavior Intervention Specialist position was added. (Action 2.2)

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

Substantive differences between planned and actual implementation of actions:

Goal 2, Action 2 -Behavior and Mental Health Professional Development:
- Budgeted $193,863 for to “Implement and evaluate outcomes of behavior intervention system program.”
- Actual expenditure: $419,021
- Explanation: Additional costs associated with the Operant contract for behavioral support services.

Goal 2, Action 3 - Systems to Support Student Attendance
- Budgeted $27,417 for attendance incentives
- Actual expenditure: $17,030
- Explanation: Funding assigned to the school sites for attendance incentives was not fully expended.

Goal 2, Action 5 - School Climate
- Budgeted $4,297,684 for staffing (counselors, social workers, behavior coaches)
- Actual expenditure: $5,103,929
- Explanation: Increase in on-schedule and off-schedule salary

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

Actions aimed at reducing chronic absenteeism through attendance monitoring, intervention, and expanded learning access (Actions 2.3, 2.7, 2.8, 2.10) were highly effective. Overall chronic absenteeism improved from 16.4% (Year 1) to 13.6% (Year 2), a cumulative 5.4 point reduction from the LCAP baseline of 19%. At 13.6%, RUSD now substantially outperforms both the statewide rate of 19.4% (DataQuest 2024–25) and the 2025 Dashboard rate of 17.1%. English learner chronic absenteeism showed particularly strong improvement (15.1% ? 11.5%, -3.6 points in one year, -4.1 points from baseline). Foster youth chronic absenteeism improved only marginally (27% to 24.4%), remaining well above the Year 3 target of 10% and consistent with broader challenges in foster youth outcomes across the LCAP. And Students with Disabilities chronic absenteeism improved 4.3 points to 22.6% (2025 California Dashboard). Principals reported that attendance incentives are working and valued. Community meeting feedback praised expanded learning programs as a top strength.

Actions aimed at improving school safety, campus security, and student well-being (Actions, 2.1, 2.2, 2.4, 2.5, 2.6, 2.10, 2.11) were effective in increasing students’ overall sense of safety. The student safety perception metric improved from 82.9% (Year 1) to 84.9% (Year 2), a +4.9 point gain from the baseline of 80% and now approaching the 85% Year 3 target. Overall suspension rates declined from 2.0% to 1.6%. The rate for low income students declined from 2.4% to 2.2% .English learner suspension rates improved from 2.8% to 2.4%. Students with Disabilities rate increased 0.5% to 3.6%, but this remains below the state rate for Students with Disabilities (5.0%). The rate for foster youth increased from 7.9% (5/63) to 8.9% (4/45). Community meeting participants praised security improvements at specific sites, and Principals identified campus security training and playground supervision as effective and worth maintaining. Parents and community members described mental health supports as “phenomenal” and recognized the availability of counselors, psychologists, and wellness staff. Ninety-three percent of parents reported their child feels safe at school, and 92% indicated that counselors and wellness staff are available when needed.

However, actions aimed at improving peer culture and promoting inclusivity among students (Action 2.5) shows some effectiveness but also represents an area requiring acceleration in Year 3. While students report feeling safer than prior years, student survey data reveals a peer culture challenge. Among secondary students (n=1,410), 37% reported experiencing race-based negative treatment at least once in the past two years, 34% reported weight-based negative treatment, 24.8% of students with disabilities reported disability-based negative treatment. Witnessed rates were substantially higher: 55% for race, 59% for weight, and 42% for disability. Twenty-one percent of parents identified bullying as a problem. While students feel safer in the aggregate, peer-to-peer treatment remains a focus in Year 3.
Actions aimed at maintaining and improving school facilities (Action 2.9) were effective in sustaining the Facilities Inspection Tool (FIT) score at 100% for the third consecutive year. However, the student perception of school cleanliness declined from 73% (Year 1) to 68% (Year 2), a 4 point decrease from the baseline of 72%. The decline is driven overwhelmingly by restroom conditions. Analysis of 649 open-ended student responses found that approximately 78% referenced restroom issues. The pattern is consistent across elementary, intermediate, and high school sites. A key finding within the qualitative data is that students overwhelmingly attribute the problem to peer behavior rather than custodial effort.

Actions aimed at maintaining and improving school facilities (Action 2.9) were effective in sustaining the Facilities Inspection Tool (FIT) score at 100% for the third consecutive year. However, the student perception of school cleanliness declined from 73% (Year 1) to 68% (Year 2), a 4 point decrease from the baseline of 72%. The decline is driven overwhelmingly by restroom conditions. Analysis of 649 open-ended student responses found that approximately 78% referenced restroom issues. The pattern is consistent across elementary, intermediate, and high school sites. A key finding within the qualitative data is that students overwhelmingly attribute the problem to peer behavior rather than custodial effort.

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

Changes to actions:
Expand training on trauma-informed, restorative, and inclusive practices for staff. (Actions 2.1 and 2.2)
Continue campus safety positions added in year 2. (Action 2.4)
Complete upgrade of outdoor environments at remaining elementary playgrounds. (Action 2.9)
Strengthen and communicate structures of the coordination of student support processes. (Action 2.3 and Action 2.6)
Expand empathy training for secondary students. (Action 2.5)
Aligning current tiered systems of interventions to ensure timely support for foster youth. (Action 2.12 - new action in year 3)

Changes to metrics:
The student survey item, “I am aware of resources available to me on campus for mental health support" was updated to read, “I can easily access the support I need for social emotional and mental health at school.” (Metric 2.1 and 2.2)
The staff survey item, "Overall, communication is effective throughout the district" was updated to read, ”Overall communication is effective at my work location” (Metric 2.2)

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culturally Competent Staff	LREBG Action The California Department of Education highlights the importance of Culturally and Linguistically Responsive Teaching, which centers the cultural and linguistic assets of students—including multilingual students of color—to make learning more relevant, engaging, and equitable (California Department of Education, 2025). In alignment with this framework, RUSD will provide ongoing professional development for staff to support the development of cultural competency, to ensure high expectations for all students, and to strengthen student-teacher relationships. Metric being used to monitor the action: Goal 2, Metrics 1 and 2. LREBG Funds supporting this action: $90,000.00 Reference California Department of Education. (2025, June 5). Culturally and Linguistically Responsive Teaching. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/pl/responsiveteaching.asp	$90,000.00	Yes
2.2	Behavior and Mental Health Professional Development	Provide ongoing professional learning and support to strengthen behavioral, attendance, and social-emotional systems that promote inclusive, safe, and supportive school environments. Key actions include: -Provide training and resources for staff on positive behavior supports, social-emotional learning, and relationship-centered practices -Provide ongoing training and collaboration opportunities for site-based teams to support consistent implementation of behavioral and social-emotional supports across schools -Utilize data systems and progress-monitoring practices to inform behavioral, attendance, and social-emotional supports -Expand peer support opportunities, including peer mentoring, peer tutoring, and student leadership programs that strengthen student connection and engagement	$70,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Align behavioral and social-emotional supports within a tiered system of intervention and coordinated student support processes to ensure consistent implementation and access across sites -Provide professional learning on trauma-informed, restorative, and inclusive practices that support positive student behavior, engagement, and well-being		
2.3	Systems to Support Student Attendance	Provide coordinated attendance systems and supports that promote student engagement, belonging, and regular school attendance through relationship-centered and tiered practices. Key actions include: -Utilize relationship-based practices and student/family feedback to strengthen safe, welcoming, and inclusive school environments -Implement districtwide tiered attendance supports and intervention processes to improve attendance and reduce chronic absenteeism -Monitor attendance data and student engagement indicators to inform continuous improvement and timely response to student needs -Provide ongoing professional learning and collaboration opportunities for staff to support consistent attendance practices and intervention procedures across schools -Strengthen coordination of student support processes to ensure timely access to academic, behavioral, wellness, and family support services -Expand family engagement and outreach practices that support positive school connections and student participation	$26,701.00	No
2.4	Safety Support	Provide staffing, training, and resources to maintain safe, supportive, and inclusive learning environments for students and staff. Key actions include: -Provide ongoing training and support related to school safety, emergency response, student supervision, and implementation of safety procedures -Maintain classified staffing that supports student safety, supervision, relationship-building, and positive school climate across campuses -Provide equipment, systems, and resources necessary to support safe learning and working environments	$2,735,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Strengthen student connectedness and access to supportive adults throughout the school day to promote engagement, belonging, and well-being, particularly for unduplicated student groups		
2.5	School Climate Support	Provide coordinated student support services, staffing, and community partnerships that promote positive school climate, student well-being, engagement, and access to mental health and wraparound supports. Key actions include: -Maintain school-based and districtwide counseling, social work, and student support services that promote student wellness, belonging, and engagement -Provide staffing and resources to support family engagement, coordination of services, and access to school and community-based supports -Strengthen coordinated student support processes to improve referrals, progress monitoring, collaboration, and access to academic, behavioral, wellness, and family supports -Collaborate with community agencies and service providers to expand access to mental health, wellness, and wraparound services for students and families -Provide opportunities that strengthen student connection, engagement, and school belonging through enrichment and relationship-centered practices	$4,175,529.00	Yes
2.6	Health Services	Provide coordinated health, mental health, and wellness services that support student well-being, access to learning, and school engagement. Key actions include: -Maintain school-based health and wellness staffing to support student health needs, wellness, safety, and access to care -Provide nursing, health assistant, counseling, social work, and family support services that promote student well-being and reduce barriers to learning	$2,120,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Strengthen partnerships with community-based providers to expand access to medical, dental, vision, mental health, and wellness services for students and families -Provide multilingual outreach, referrals, and family support services to increase access to health and mental health resources -Expand access to school-based and virtual mental health services through coordinated referral and care support systems -Strengthen structure of student support staff and community providers to promote continuity of care and timely access to services		
2.7	High Quality Staff	Recruit, hire, retain and promote the highest quality staff for all positions in the District.	$16,698,830.00	No
2.8	Leadership Professional Development	Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts, including RUSD leadership institutes and academies for certificated and classified staff, and outside professional development opportunities.	$43,633.00	No
2.9	Facilities and Technology Infrastructure Maintenance	Utilize the Routine Restricted Maintenance Account to ensure facilities are in good repair, including the completion of an upgrade to outdoor learning and play spaces at all elementary sites to address the needs of all students. Maintain technology infrastructure to support 21st Century Teaching and Learning, including broadband access at school, and wifi hotspots for all students who need access at home. Update outdoor environments including updating playgrounds in elementary schools and adding additional water fountains throughout campuses.	$5,249,297.00	No
2.10	Inclusive Support for Students with Disabilities	Provide coordinated supports, professional learning, and inclusive practices that promote access, participation, belonging, and positive outcomes for students with disabilities. Key actions include:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-Provide professional learning for all school personnel on inclusive practices, implementation of IEPs, accommodations and modifications, and strategies that support meaningful participation in school environments and the general education curriculum -Strengthen tiered academic, behavioral, attendance, and social-emotional supports to increase access and engagement for students with disabilities -Provide ongoing training and support for special education staff and paraprofessionals on evidence-based practices, progress monitoring, data-informed decision-making, and inclusive support strategies -Provide professional learning and collaboration opportunities for district leaders and special education administrators to strengthen inclusive systems, coordinated supports, and positive outcomes for students with disabilities		
2.11	Inclusive Support for Long-Term English Learners	Provide ongoing support for Long-Term English learners through the following: • Embed culturally responsive teaching practices for secondary LTELs into ongoing training around integrated ELD • Expand restorative practices and ensure consistent implementation of behavioral expectations across school sites to support LTELs' social-emotional well-being and school belonging.	$0.00	No
2.12	Action 2.12 Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action Year 3)	Provide coordinated academic, behavioral, wellness, and engagement supports for foster youth to promote school connectedness, stability, attendance, and positive student outcomes. • Implement coordinated re-engagement and restorative support strategies for foster youth during attendance, disciplinary, and school transition processes -Strengthen relationship-based supports, coordinated communication, and case management to increase school engagement and reduce chronic absenteeism -Align foster youth supports within a tiered system of intervention and coordinated student support processes to ensure timely access to academic, behavioral, wellness, and wraparound services	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	RUSD Student Voice Survey	2024 RUSD Student Voice Survey: (40% participation, n=3232) “I participate in an activity, sport, or club at school.” 67.5% agree/strongly agree	2025 RUSD Student Voice Survey: (67.1% participation, n=5386) “I participate in an activity, sport, or club at school.” 70.6% agree/strongly agree	2026 RUSD Student Voice Survey: (37.2% participation, n=2952) “I participate in an activity, sport, or club at school.” 59.4% agree/strongly agree	RUSD Student Voice Survey 50% participation “I participate in an activity, sport, or club at school.” 80% agree/strongly agree	Student Voice Survey: participation -2.8% n= -280 “I participate in an activity, sport, or club at school.” -8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	RUSD Parent Survey	2024 Parent Survey (n=376, 28% accessed in language other than English): Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the school site." N/A (Data for baseline is in Year 2 outcomes) "I receive communication from the school or District in a language that I understand." 99.6% “The school encourages me to be an active partner in my child's education” N/A (Data for baseline is in Year 2 outcomes) "I am able to communicate with staff when needed." N/A (Data for baseline is in Year 2 outcomes)	2025 Parent Survey (n=511, 27% accessed in language other than English): Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the District." 89.4% "I receive communication from the school or District in a language that I understand." 97.9% "I have a trusting and respectful relationship with school staff (teachers, administrators, office staff, etc.) 92.2%	2026 Parent Survey (n=640, 26% accessed in language other than English): Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the school site." 91.4% (Note: question changed to school site) "I receive communication from the school or District in a language that I understand." 97.3% (Note: these questions are new this year) “The school encourages me to be an active partner in my child's education” 92.2%	Parent Survey Participation: 3000 Percent who agree/strongly agree: "I have opportunities to give and share my thoughts and opinions with the school site." 95% "I receive communication from the school or District in a language that I understand." 100% “The school encourages me to be an active partner in my child's education” 95% "I am able to communicate with staff when needed."95%	Parent Survey n= +264 accessed in language other than English -2% "I have opportunities to give and share my thoughts and opinions with the school site." N/A "I receive communication from the school or District in a language that I understand." -2.3% “The school encourages me to be an active partner in my child's education” N/A "I am able to communicate with staff when needed." N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				"I am able to communicate with staff when needed."94.5%		

Goal Analysis [2025-26]

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

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

All actions for Goal 3 were implemented, with a description of the successes and challenges for each action implementation as follows:

Successes:

- Increased the percentage of parents who participate in the annual survey from 376 (2024) to 640 in 2025. (Action 3.2)
- Continued Superintendent's Student Advisory Council with representatives from all three high schools. (Action 3.1)
- Continued Superintendent's Teacher Advisory Councils (Elementary and Secondary). (Action 3.2)
- Expanded student voice to include students in grades 2-3 through a developmentally appropriate survey (i.e. emoticon-based) with 881 students in Grades 2-3 participating. (Action 3.1)
- Continued student voice to include a Fall student pulse survey for grades 4-12. (Action 3.1)
- Expanded focus groups to include Fall high school focus groups, identifying need for additional training on empathy and bias. (Action 3.1)
- Implemented collaborative analysis of student survey data with site student leaders from all 20 schools. (Action 3.1)
- Continued districtwide student focus groups to include Long-Term English Learners as part of the development of targeted actions for this student group. (Action 3.1)
- Included a majority of students on the composition of the annual LCAP Council to make recommendations on the focus for 2026-2027. (Action 3.1)
- Supported ongoing focus of supporting LTELs with secondary counselors. (Action 3.6)
- Implementation of third year of Family Connect with RUSD parents/guardians leading training sessions for RUSD family members. (Action 3.3)
- Continued access of primary language at district and site meetings for families, with 97.3% of families reporting receiving communication in a language they understand. (Action 3.4 and 3.5)
- Implementation of Parent Square as a single hub of communication with families and staff. (Action 3.5)

Challenges:

- While an increase in the number of in-person focus groups with students (fall district groups, spring site-based groups, spring district groups), student participation in the annual survey returned to the baseline amount. (Action 3.1)

Substantive differences between planned and actual implementation of actions:

- No substantive differences. Actions were completed as planned.

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

Substantive differences between planned and actual implementation of actions:

Goal 3, Action 2 -Staff and Community Voice

- Budgeted $11,500
- Actual expenditure: $14,638
- Explanation: Cost of hosting input meetings exceeded estimates.

Goal 3, Action 6 -Inclusive Support for LTELs

- Budgeted $15,000
- Actual expenditure: $5,000
- Explanation: Actions to support were embedded into regular responsibilities of staff and did not require additional costs meeting budgeted amount.

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

Actions which aimed to improve student voice through two-way communication structures (Actions 3.1 and 3.6) were effective in achieving their intended impact. Students participated in expanded opportunities to participate in the decision making process. The Superintendent's Student Advisory council met throughout the year to gather ongoing topics of feedback. Students in grades 2-12 provided feedback through the fall pulse survey and annual spring survey. Each school site participated in the collaborative data review of student input and implemented follow-up site-based focus groups to guide future site plans with representative from English learners, Students with Disabilities, Foster Youth, and Socio-Economically Disadvantaged students.. A majority of membership on the annual LCAP Council consisted of student leaders from grades 7-12 with 22 students in grades 7-12 participating. Participation in the annual Student Voice survey was representative of our demographics: 2,952 total students in grades 4-12 participated, with 716 English Learners, 344 Students with Disabilities, and 12 Foster Youth.

Actions which aimed to improve staff engagement through two-way communication structures (Action 3.2) were effective in achieving their intended impact. The Superintendent continued two new feedback groups - Elementary Teacher Council, and Secondary Teacher Council - to gather feedback throughout the year. Association of Rowland Educators, California School Employees Association and Association of Rowland Administrators participated in the ongoing feedback process and development of 2026-27 LCAP action modifications through meetings with district leadership, survey/focus groups, and participation on the LCAP Council.

Actions aimed at strengthening parent engagement, communication, and partnership (Actions 3.3, 3.4, 3.5) were effective and represent one of the clearest areas of sustained strength across the LCAP. Parent survey participation increased for the second consecutive year (376 baseline, to 511 Year 1, and 640 in Year 2), a cumulative gain of 264 respondents from baseline and a 25% increase from Year 1 to Year 2.

Ninety-five percent of parents report receiving communication from school (96% of parents of English Learners, 95% of parents from Title 1 Schools), 97% receive it in a language they understand (94% of parents of English Learners, 99% of parents from Title 1 Schools), and 92% feel encouraged as active partners in their child's education (96% of parents of English Learners, 93% of parents from Title 1 Schools). Ninety percent report having opportunities to share their thoughts and opinions at the school site level (94% of parents of English Learners, 92% of parents from Title 1 Schools). ParentSquare was the most frequently named tool across the entire community meeting dataset, and Family Connect, translation services, and parent workshops all received specific praise. Community meeting analysis identified communication and family engagement as RUSD's greatest strength, with 131 total mentions across all categories and the strongest concentration in "What's Working" (51 mentions).

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

Changes made to actions:
Expand Superintendent Student Advisory Council to include grades 7-12. Maintain structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly board reports and student advisory council of students. (Action 3.1)
Expand engagement of all families in new ways through the RUSD The Learning Bridge with the support of a Coordinator of Family Engagement . (Action 3.3)
Expand and continue to provide primary language communication, including staffing to ensure Spanish and Mandarin support. (Action 3.4)
Provide caregiver education, communication, and support opportunities that strengthen engagement in Foster students' educational experiences. (Action 3.7 - new action year 3)

Changes made to metrics:
The student survey item, "I have a trusting and respectful relationship with school staff (teachers, administrators, office staff, etc.)" was replaced with the following two items: (1) "The school encourages me to be an active partner in my child's education" , and (2) "I am able to communicate with staff when needed." (Metric 3.2); The parent item, "I have opportunities to give and share my thoughts and opinions with the District." was replaced with the following item: "I have opportunities to give and share my thoughts and opinions with the school site." (Metric 3.2)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Voice	Provide structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys for grades 2-12, monthly student board reports, and a student voice advisory council composed of students in grades 4-12 to understand what students need	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		throughout the year. Develop expanded structures for students to participate in district decision-making.		
3.2	Staff and Community Voice	Provide opportunities for collaboration between the school district and all educational partners.	$14,638.00	No
3.3	Parent Education	RUSD will provide parent education to support student learning and achievement, including topics addressing core instruction areas of mathematics and literacy, technology, social emotional strategies. The training will include RUSD Family Connect which provides training by Parent/Guardian leaders across the district, along with continued training developed and provided by Special Projects designed to meet the needs of parents of English learner parents. Supporting this work is a Coordinator of Family Engagement.	$57,006.00	No
3.4	Translation Services	Communicate in appropriate languages with families, including the provision of district staff translators in Spanish and Chinese, including translation of additional languages through contracted services.	$628,600.00	Yes
3.5	Family Communication	Provide information to parents and community through Parent Square, the District and school site websites, the RUSD mobile application, RUSD E-news, print and Social Media.	$525,203.00	No
3.6	Inclusive Support for Long-Term English Learners	Ensure participation and engagement of LTELs in district decision making through the following: • Conduct empathy interviews and districtwide focus groups to center LTEL experiences in decision-making. • Strengthen counselor engagement with LTELs to support academic and social-emotional growth. • Provide parent engagement opportunities for families of LTELs to support academic progress of LTELs.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Action 3.7 Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action for Year 3)	Provide opportunities for engagement, enrichment, and family partnership that strengthen belonging, advocacy, and student voice for foster youth. -Provide caregiver education, communication, and support opportunities that strengthen engagement in students' educational experiences -Expand enrichment, leadership, and connection-building opportunities that promote school belonging, engagement, and positive relationships for foster youth	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA School Dashboard English Language Arts (ELA) Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment	2023 Outcomes Overall - ORANGE DFS -9 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -113 English Learners - ORANGE DFS -49	2024 Outcomes Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163	2025 Outcomes Overall - ORANGE DFS -8 Socio-Economically Disadvantaged - ORANGE DFS -22 Foster Youth- ORANGE DFS -116	Overall - GREEN DFS +6 Socio-Economically Disadvantaged - GREEN DFS -2 Foster Youth- ORANGE DFS -83 English Learners - YELLOW DFS -28	Overall - DFS +1 Socio-Economically Disadvantaged +1 Foster Youth -3 English Learners +2 Students with Disabilities +8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CAA) in Grades 3-8 and 11	Students with Disabilities - RED DFS -100 Long Term English Learners - DFS -96	English Learners - ORANGE DFS -51 Students with Disabilities - RED DFS -99 Long Term English Learners - RED DFS -101	English Learners - YELLOW DFS -47 Students with Disabilities - ORANGE DFS -92 Long Term English Learners - RED DFS -104	Students with Disabilities YELLOW DFS -70	Long Term English Learners -8
4.2	STAR Reading Percent of students in grades 2-11 who score at or above typical growth (35th percentile) Percent of students in grades 3-11 estimated to score at or above leel 3 on the Smarter Balanced ELA Assessment	STAR Reading (not administered to 10-11th grade this year) 60% of students in grades 2-9 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Reading Assessment. 40% of students in grades 3-9 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2024 scores on the Star Reading Assessment	STAR Reading 62% of students in grades 2-11 scored at or above typical growth (35th percentile) between Fall 2024 and Winter 2025 on the Star Reading Assessment. 43% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2025 scores on the Star Reading Assessment	STAR Reading 64.5% of students in grades 3-11 scored at or above typical growth (35th percentile) between Fall 2025 and Winter 2026 on the Star Reading Assessment. (NB: Grade 2 students did not do a winter Star Reading test this year) 45.3% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2026 scores on the Star	70% of students in grades 2-11 scoring at or above typical growth (35th percentile) 50% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment	STAR Reading at/above typical growth +4.5% students estimated to score at or above level 3 on Smarter Balanced ELA +5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Reading Assessment		
4.3	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11	2023 Outcomes Overall - ORANGE DFS -46 Socio-Economically Disadvantaged - ORANGE DFS -60 Foster Youth- RED DFS -115 English Learners - ORANGE DFS -66 Students with Disabilities - RED DFS -127 Long Term English Learners - DFS -158	2024 Outcomes Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Students with Disabilities - ORANGE DFS -120 Long Term English Learners: ORANGE DFS -151	2025 Outcomes Overall - ORANGE DFS -43 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -183 English Learners - ORANGE DFS -50 Students with Disabilities - RED DFS -120 Long Term English Learners - RED DFS -155	Overall - GREEN DFS -25 Socio-Economically Disadvantaged - YELLOW DFS -30 Foster Youth- YELLOW DFS -85 English Learners - YELLOW DFS -36 Students with Disabilities YELLOW DFS -97	Overall - DFS +3 Socio-Economically Disadvantaged +3 Foster Youth -68 English Learners +16 Students with Disabilities +7 Long Term English Learners +3
4.4	STAR MATH Percent of students in grades 1-11 who score at or above typical growth (35th percentile)	STAR Math: (not administered to 10-11th grade this year) 58% of students in grades 1-9 scored at or above typical growth (35th percentile)	STAR Math: 59% of students in grades 1-Algebra II scored at or above typical growth (35th percentile)	STAR Math: 62.1% of students in grades 1-Algebra II scored at or above typical growth (35th	70% of students in grades 1-11 scoring at or above typical growth (35th percentile) 40% of students in grades 3-11	STAR Math at/above typical growth +4.1% students estimated to score at or above level 3 on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced Math Assessment	between Fall 2023 and Winter 2024 on the Star Math Assessment. 32% of students in grades 3-9 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on Winter 2024 scores on the Star Math Assessment	between Fall 2024 and Winter 2025 on the Star Math Assessment. 34% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on 2025 scores on the Star Math Assessment	percentile) between Fall 2025 and Winter 2026 on the Star Math Assessment. 35.7% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on Winter 2026 scores on the Star Math Assessment	estimated to score at or above level 3 on the Smarter Balanced ELA assessment	Smarter Balanced Math +3.7%
4.5	CA Science Test Percent of students meeting or exceeding standard Includes results from both CA Science Test and CA Alternate Science Test in Grades 5, 8 and High School	2023 Outcomes Overall - 30% meeting/exceeding standard Socio-Economically Disadvantaged - 23% meeting/exceeding standard English Learners 3% meeting/exceeding standard Students with Disabilities - 8% meeting/exceeding standard	2024 Outcomes Overall - 29% meeting/exceeding standard Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners 3% meeting/exceeding standard Students with Disabilities -	2025 Outcomes Overall - GREEN 52.7 Science Points Socio-Economically Disadvantaged - GREEN 49.9 Science Points Foster Youth- NO COLOR English Learners - ORANGE ORANGE 42.8 Science Points	Overall (Change in calculation of the CAST test) GREEN 55 Science Points Socio-Economically Disadvantaged - GREEN 52 Science Points Foster Youth - NO COLOR English Learners ORANGE 45 Science Points	In 2025 the outcomes changed to science points so the difference from baseline cannot be calculated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6% meeting/exceeding standard	Students with Disabilities - ORANGE 36.3 Science Points Long Term English Learners: RED 33.6 Science Points	Students with Disabilities ORANGE 39 Science Points Long Term English Learners: RED 36 Science Points	
4.6	CA School Dashboard English Learner Progress Equity Report Percentage of English Learners who progressed at least one English Language Progress indicator level or maintained the highest performance level (4)	2023 Outcome YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)	2024 Outcome RED 42.4% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)	2025 Outcome ORANGE 41.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)	GREEN 60% of English learners making progress towards English language proficiency	English learners making progress towards English language proficiency -11.0%
4.7	Reclassified Fluent English Proficient (RFEP) Rate	2023-2024 Reclassified Fluent English Proficient Rate: 13.7% of English Learners reclassified August 2023 - April 2024 (District SIS)	2024-2025 Reclassified Fluent English Proficient Rate: 8.4% of English Learners reclassified August 2024 - April 2025 (District SIS)	2025-2026 Reclassified Fluent English Proficient Rate: 6.4% of English Learners reclassified August 2025 - April 2026 (District SIS)	15% of English Learners reclassified	English Learners reclassified -7.3%
4.8	Long-term English Learners	2023 18.3% of English Learners are long-term English Learners (Data	2024 19.5% of English Learners are long-term English Learners	2025 19.0% of English Learners are long-term English Learners	6% of English Learners are long-term English Learners	long-term English Learners +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of English Learners who are long-term English Learners	updated to align with Dataquest) 48.1% of Ever-ELs have reclassified 42.4% of Ever-ELs are English Learners 9.5% of Ever-ELs are Long Term English Learners	(Data updated to align with Dataquest) 46.3% of Ever-ELs have reclassified 43.2% of Ever-ELs are English Learners 10.5% of Ever-ELs are Long Term English Learners	46.4% of Ever-ELs have reclassified 43.4% of Ever-ELs are English Learners 10.2% of Ever-ELs are Long Term English Learners		Ever-ELs reclassified -1.7% Ever-ELs English Learners +1% Ever-ELs Long Term English Learners +0.7%
4.9	CA Dashboard Implementation of Academic Standards (Local Indicator)	2024 Standard Met on the CDE Implementation of State Standards Rubric	2025 Standard Met on the CDE Implementation of State Standards Rubric	2026 Standard Met on the CDE Implementation of State Standards Rubric	Standard Met on the CDE Implementation of State Standards Rubric	Standard Met on the CDE Implementation of State Standards Rubric +0
4.10	Access to Standards–Aligned Instructional Materials Williams Report	2024 Standard Met on Meeting Williams Settlement Requirements	2025 Standard Met on Meeting Williams Settlement Requirements	2026 Standard Met on Meeting Williams Settlement Requirements	Standard Met on Meeting Williams Settlement Requirements	Standard Met on Meeting Williams Settlement Requirements +0
4.11	Fully Credentialed and Appropriately Assigned Teachers Williams Report	2024 100% of teachers fully credentialed and appropriately assigned based on Williams Report	2025 100% of teachers fully credentialed and appropriately assigned based on Williams Report	2026 97.8% of teachers fully credentialed and appropriately assigned based on Williams Report	100% of teachers fully credentialed and appropriately assigned based on Williams Report	Teachers fully credentialed -2.2%

Goal Analysis [2025-26]

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

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

All actions for Goal 4 were implemented, with a description of the successes and challenges for each action implementation as follows:

Successes:

Curriculum and Materials (Action 4.1)
New Accelerated Math 7 course implemented across all grade 7 schools as a new pathway to prepare students for Algebra 1.
AP Biology and AP Chemistry completed curriculum adoption.
TK-6 science curriculum aligned with the newly adopted ELA curriculum to support literacy across the curriculum.
Approved four dual enrollment courses with Mt. SAC for high school students.

Professional Development (Action 4.2)
English Language Arts (ELA)
TK–12 ELA teachers have been trained on implementing the newly adopted curriculum, including in-depth support to identify and respond to student intervention needs.
TK–12 ELA unpacking PDs were successful in supporting teachers across grade spans to collaboratively clarify priority standards, develop aligned “I can” proficiency statements, and map skills across units to support more actionable next steps for instruction within PLCs.

Mathematics:
TK-12 Math adoption team and Site Principals received training on the CA 2023 Mathematic Framework.
TK-12 Math adoption team trained and screened materials for the 2026-2027 adoption pilot.

Science
7-12 Science teachers established priority standards, developed instructional maps, and created common assessments.

Social Studies
7-12 Social Studies teachers established priority standards and developed inquiry-based instructional maps.

Academic Tier 1 and Tier 2 (Action 4.3)
Instructional Coaches and Program Specialists supported site-level instructional efforts, particularly for English learners and students needing intervention.
WIN Program at specific sites provided additional support to sites by providing an additional teacher and training.
Academic Support Program Teachers provided small group instruction to identified grades 5 and 6 students
Tier 2 academic intervention provided for LTELs at secondary schools focused on literacy.

Extended Learning Opportunities (Action 4.4)

Credit Recovery & Seasonal Learning: Provided credit recovery and seasonal learning (summer, winter,) .
Provided expanded learning enrichment and social-emotional supports. (

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

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

Site-based actions (Action 4.7)
Provided site-based funding to support professional development, intervention support, and specialized programs.

Enrichment Beyond the Core (Action 4.8)
Maintained music for all programs in elementary grades.

Staffing (Action 4.9)
Provided appropriate staffing across the district.

Special Education Focus: (Action 4.12)
To enhance the use of evidence-based practices for students with disabilities, a two-day Summer Special Education Learning Academy was provided for both certificated and classified staff.
Special education school site teams received IEP team coaching three times over the course of the year. This coaching focused on understanding the impact of a disability on education, using disability identity-affirming language, and developing skill-based, strength-based goals.
Additional special education staff were allocated to WIN schools to provide targeted interventions and support within classrooms across all grade levels.
Partnered with Special Projects to design intersession programs for students with disabilities.
Deployed itinerant education specialists to provide targeted in-class support.
Strengthened family engagement through collaboration with parent advocacy groups.

Challenges:

Afterschool Program Growth: Limited by available space. (Action 4.4)
Implementing IEP coaching strategies in real time with support staff. (4.12)
Equipping site leaders and general education teachers with consistent professional development focused on the impact of disability and on disability identity-affirming language. (Action 4.12)

Substantive Differences:

Expanded academic intervention support staff to nine additional sites beyond the five originally planned sites. (Action 4.3)

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

Substantive differences between planned and actual implementation of action:

Goal 4, Action 3 -
- Budgeted for Aligned, Evidence-Based Instructional Systems: $2,257,897
- Actual expenditure :$2,796,841
- Explanation: Additional funds needed for intervention support staff.

Goal 4, Action 4 -
- Budgeted for staff to provide access to credit recovery opportunities: $2,254,892
- Actual expenditure :$2,661,596
- Explanation: Additional student participation in providing credit recovery and extended learning opportunities after school program.

Goal 4, Action 6 -
- Budgeted for data-informed Progress Monitoring and Culture of Continuous Improvement: $712,892
- Actual expenditure :$431,869
- Explanation: Data platforms used for progress monitoring lower than budgeted.

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

Actions aimed at improving core academic instruction through professional development, curriculum implementation, and instructional support (Actions 4.1, 4.2, and 4.3) were effective. STAR Reading growth increased for the third consecutive year (60% to 62.3% to 64.5%), and the estimated SBAC Level 3+ rate climbed from 40% at baseline to 45.3%, a +5.3 point gain now approaching the 50% Year 3 target. STAR Math growth similarly accelerated (58% to 59.9% to 62.1%), with the estimated Level 3+ rate rising from 32% to 35.7% (+3.7 points). Both STAR measures demonstrate the clearest evidence of instructional improvement. SBAC state assessment results from the prior school year show more modest gains. ELA Distance from Standard improved from -10 to -8 (+1 point from baseline), while Math DFS improved from -44 to -43 (+3 points from baseline). The student survey reinforces this data with the top five rated items on the annual Student Voice 2026 survey for grades 4-12 are as follows: 94% agreed “It’s ok to ask questions and make mistakes - that is how we learn;” 91% agreed “Teachers want me to explain my answers,” 91% agreed, “Teachers are available to help me when I need it,” 91% agree, “Teachers make me feel welcome in class,” and 91% “Teachers encourage students to share ideas.” Parents praised tutoring, dual immersion, GATE, debate, academic competitions, and project-based learning. Staff survey data shows 93% agree that academic success for all students is a clear priority. RUSD scored GREEN overall at 52.7 points on the Science performance indicator (2025 California Dashboard).

Actions which aimed to improve achievement in English language arts (ELA) and Mathematics for English learners, students with disabilities and low-income students through supporting programs for English learners (Action 4.5 and Action 4.10), professional development on English language acquisition strategies (Action 4.11), inclusive support for academic success of students with disabilities (Action 4.12), with

core support from the multi-tiered systems of support provided at all sites (Actions 4.1, 4.2 and 4.3) were ultimately effective in achieving their intended impact of making progress in both content areas. English learner SBAC ELA DFS improved from -51 to -47 (+2 points from baseline of -49), and EL Math DFS improved substantially from -66 to -50 (+16 points from baseline) — the largest subgroup gain on any SBAC metric in the LCAP. Students with Disabilities SBAC ELA improved from -100 (baseline) to -92 (Year 2), a +8 point gain, though performance regressed from the -99 Year 1 result. SWD Math improved from -127 (baseline) to -120 (Year 2), a +7 point gain that held steady from Year 1. Socio-economically disadvantaged students improved 1.3 points on SBAC ELA to -21.9 (Year 2), and 0.6 points in SBAC Math to -56.7 (Year 2).

Actions which aimed to improve achievement in English language arts (ELA) for foster students with core support from the multi-tiered systems of support provided at all sites (Actions 4.1, 4.2 and 4.3) were ineffective in achieving the intended impact of making academic progress. Foster youth outcomes in suspension, attendance, and mathematics highlights the need for new actions in Year 3. District staff identified new actions for 2026-27 in each goal that will address the needs of foster youth.

Actions which aimed to improve engagement for students in enrichment and learning outside the regular school day through expanded learning opportunities (Action 4.4) and enrichment and programs beyond the core curriculum (Action 4.8) were ultimately effective in achieving their intended impact. During the annual Student Voice survey and focus groups, students identified “Enrichment” as a top five priority to continue for 2026-27, requesting an expansion of options for students after school.

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

Changes made resulting from reflections on prior practice:
Provide course-alike collaboration and training with focus on unpacking standards and ensuring access for LI, FY, and EL students, including all core content areas. (Action 4.2)
Maintain staffing to accelerate learning in mathematics and literacy, expanding the shift of district funded staff to academic intervention support. (Action 4.2 - LREGB)
Maintain tutoring for all students with focus on in-person tutoring at their school site. (Action 4.3 - LREGB)
Focus the expansion of extended learning opportunities to the summer and winter sessions. (Action 4.4 - LREGB)
Provide support for the expansion of the dual language immersion programs. (Action 4.1)
Provide focused support for Foster Youth (Action 4.13 new action Year 3)
Provide a TK-12 Athletic Director to support athletics across the grade span. (Action 4.8)
Action 4.5 is no longer an LREGB action. (Action 4.5)

Changes made to metrics:
The distance from Standard (DFS) for Long Term English Learners was added to the Baseline Year for comparison purposes. Metric 4.5 was updated with current CAST metrics on the California Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Curriculum and Materials	Access to high-quality, standards-aligned instructional materials across all subject areas is a foundational element of educational equity and academic success, particularly for English Language Learners, foster youth, and low-income students (California Department of Education, 2023). In alignment with this principle, USD will provide comprehensive, standards-aligned curriculum and instructional materials in grades 4–12, including English Language Arts, Mathematics, Science, Social Studies, World Language, Visual and Performing Arts, and Electives. During the 2026-2027 school year, the district will engage in the adoption cycle for TK–12 mathematics to ensure alignment with current standards and relevance to students' lived experiences. Additionally, USD will provide supplemental materials designed to support dual language immersion programs, academic intervention, and academic enrichment, ensuring differentiated access to rigorous learning opportunities. To support literacy development and student engagement, school sites will also be provided with library materials tailored to student interests and reading levels, along with a centralized library tracking system to improve access and equity. Educational Services staff, curriculum leads, and site administrators will monitor implementation and gather feedback from educators and students to ensure materials meet the academic and cultural needs of unduplicated students. Reference California Department of Education. (2023). Instructional Materials: Standards and Frameworks. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/cr/cf/	$349,750.00	No
4.2	Responsive and Aligned Professional Development	LREBG Action Research consistently shows that sustained, job-embedded professional development focused on evidence-based instructional practices significantly improves teacher effectiveness and student outcomes, especially for English Language Learners, Long-Term English Learners, foster youth, and low-income students (Darling-Hammond et al., 2017;	$19,085,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Saunders, Goldenberg, & Marcelletti, 2013). In alignment with this research and the California Department of Education's emphasis on high-leverage professional learning strategies (CDE, 2023), RUSD will implement a comprehensive professional development plan for all certificated and classified staff during the 2026-27 school year. This action includes targeted training for teachers on evidence-based instructional strategies, including a focus on supporting language acquisition and the unique linguistic needs of Long-Term English Learners. District staff, including program specialists and instructional coaches, will continue to provide support implementation at school sites, and offer intervention strategies. Ongoing site-based professional learning time will be embedded into the school calendar to allow educators to analyze student data, reflect on instructional practices, and collaboratively plan lessons designed to close opportunity gaps. Additionally, cross-site collaboration and articulation time will be provided to foster shared learning and continuity of supports for LI, FY, and EL students across campuses and grade spans. Metric being used to monitor the action: Goal 4, Metrics 1, 2, 3 and 4. LREBG Funds supporting this action: $442,176 Supplemental & Concentration funds supporting this action: $18,093,960 Federal funds supporting this action $549,036 References California Department of Education. (2023). Professional Learning and Support. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/pd/ps/ Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. American Educator, 37(2), 24–31.		

Action #	Title	Description	Total Funds	Contributing
4.3	Aligned, Evidence-Based Instructional Systems	LREBG Action A well-implemented Multi-Tiered System of Support (MTSS) is recognized as a powerful framework to address the academic, behavioral, and social-emotional needs of students, particularly English Language Learners, foster youth, and low-income students (California Department of Education, 2023; McIntosh & Goodman, 2016). In alignment with this research and state guidance, USD will continue its MTSS approach in the 2026-27 school year to ensure all sites provide responsive and data-informed support across tiers 1, 2, and 3. Schools will receive targeted support for developing and implementing universal instruction (Tier 1), targeted group interventions (Tier 2), and intensive individualized support (Tier 3), with a focus on the specific needs of unduplicated students. Site-based collaboration opportunities will be embedded throughout the year to facilitate progress monitoring, share best practices, and continuously refine intervention systems. To ensure sufficient capacity, additional staff will be allocated to provide academic and social-emotional interventions, including structures for credit recovery and grade span transitions. RUSD will also continue to provide students with access to academic tutoring, both in-person and virtual, to increase equitable learning time and close opportunity gaps. Special attention will be given to meeting the needs of students in the Alternative Learning Program, ensuring that they have access to tiered supports, transition plans, and learning recovery resources tailored to their unique contexts. Metric being used to monitor the action: Goal 4, Metrics 1, 2, 3 and 4 LREBG Funds supporting this action: $1,113,941 Supplemental & Concentration funds supporting this action:$1,179,001 References California Department of Education. (2023). Multi-Tiered System of Support (MTSS). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ci/cr/ri/ McIntosh, K., & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York, NY: Guilford Press.	$2,292,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Extended Learning Opportunities	LREBG Action Extended learning opportunities have been shown to accelerate learning, support credit recovery, and mitigate learning gaps for historically underserved students, including English Language Learners, foster youth, and low-income students (Kidron & Lindsay, 2014; California Department of Education, 2023). In alignment with this research and state priorities, USD will provide extended learning opportunities for unduplicated students in grades 4–12 throughout the 2026-27 school year. This includes access to credit recovery courses to support on-time graduation, as well as expanded academic programming during summer and winter intersessions to extend learning time beyond the traditional school year. Extended day learning opportunities will also be offered at school sites, including tutoring, enrichment activities, and academic support tailored to student need. In addition, students will have access to 24/7 tutoring services, both in-person and virtual, to support homework completion, skill reinforcement, and subject-specific interventions. These extended learning supports are provided districtwide to ensure equitable access to supplemental instructional time and academic recovery opportunities, regardless of school site, ultimately improving outcomes for unduplicated students. Metric being used to monitor the action: Goal 4, Metrics 1, 2, and 4 LREBG Funds supporting this action: $106,250 State funds supporting this action: $966,761 Supplemental & Concentration funds supporting this action:$1,402,593 References California Department of Education. (2023). Expanded Learning Opportunities Program. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ls/ex/ Kidron, Y., & Lindsay, J. (2014). The Effects of Increased Learning Time on Student Academic and Nonacademic Outcomes: Findings from a Meta-	$2,475,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Analytic Review. U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Appalachia.		
4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	Research consistently shows that English learners, particularly Long-Term English Learners (LTELs), benefit from sustained academic support that includes both high-quality core instruction and targeted interventions aligned to their language development needs (Olsen, 2010). With this in mind, during the 2026-27 school year, RUSD will provide comprehensive support to assist English learners in attaining grade-level standards. This includes instructional academic support within Tier 1 and Tier 2 frameworks, with a focus on improving outcomes for LTELs in both language and content areas. District staff will provide additional services designed to support English learners during key transitions from elementary to middle and from middle to high school, ensuring accurate placement and academic planning. Designated and Integrated English Language Development (ELD) instruction will be supported through professional development for teachers, aligned to the California ELD Standards. Coaching and collaboration will build teacher capacity to differentiate instruction and promote academic discourse in both ELD and core content areas. In addition, the district will expand learning opportunities for LTELs through after-school and summer programs, with targeted supports focused on academic language development, grade span transitions, and scaffolding to access rigorous curriculum. This action is designed to meet the specific needs of English learners and LTELs while also enhancing teacher effectiveness and systemwide coherence in language development practices. Metric being used to monitor the action: Goal 1, Metrics 1, 2, and 3 Reference: Olsen, L. (2010). Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together.	$581,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Data-informed Progress Monitoring and Culture of Continuous Improvement	Support maintenance and use of data systems: -Providing student information system to house student demographic and outcome data -Provide assessment systems to appropriately identify student needs and monitor effectiveness of interventions -Provide survey platform to collect ongoing input from educational partners -Provide ongoing training and support for implementing continuous improvement cycles -Provide support on using multiple measures to improve student achievement	$419,716.00	No
4.7	Site-based Actions	Support site-based actions to close the achievement gap for English learners, low-income students, and foster youth. Actions are included in their Single Plan for Student Achievement and aligned with LCAP goals. Site actions fall into the following categories: -Provide Instructional coaches that bring evidence-based practices into classrooms and assist teachers in differentiating instruction for targeted students -Provide additional professional development on the effective integration of technology into instruction -Provide specialized programs that assist students in college preparedness -Provide specialized programs that assist students with mental health -Provide specialized programs to close the achievement gap	$4,605,186.00	Yes
4.8	Enrichment and Beyond the Core Instruction	Provide resources and programs enrichment and beyond the core programs: • Provide resources for academic competitions • Provide resources for athletics • Provide resources for International Baccalaureate programs • Provide resources and staffing for music education • Provide learning opportunities for GATE students • Provide a TK-12 Athletic Director to support athletics across the grade spans	$818,456.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Staffing	Provide appropriate staffing to support student learning, including certificated and classified staff.	$63,171,198.00	No
4.10	English Language Acquisition Programs	Provide English Language Development: Designated English Language Development (ELD) is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are actively engaged in collaborative discussions in which they build awareness of language and develop skills and abilities to use language. During Designated ELD , there is a strong emphasis on academic oral language development. Students receive differentiated curriculum that are aligned to the English Language Development Standards The final step in providing effective EL instruction is differentiating instruction by proficiency level to meet students' needs, which follows appropriate scheduling and flexible grouping of ELs for instructional purposes.	$0.00	No
4.11	English Language Acquisition Professional Development	Professional development for English language development, both Integrated English Language Development (ELD) and Designated ELD, is critical for teachers' effective implementation of research based strategies for instructing English Learners in these settings. Professional development for English Learners utilizes research based approaches guided by the Common Core Standards and English Language Development Standards Professional development and coaching opportunities for teachers with focused conversations around best practices for language progression. Through collaborative practices such as coaching, lesson study, teachers observe and practice research based strategies. The training is presented in four distinct parts to allow teachers to attend the training, take time to apply strategies, analyze and monitor their students, and reflect on their practice as teachers.	$0.00	No
4.12	Inclusive Comprehensive Support for Academic	Provide coordinated supports and inclusive practices for students with disabilities in grades 4–12 to promote access, participation, and progress in rigorous academic programs and the general education curriculum.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Success of Students with Disabilities	-Provide supplemental instructional materials, intervention resources, and assistive supports that address disability-related learning needs and support access to grade-level curriculum -Provide professional learning for certificated and classified staff on evidence-based instructional practices, inclusive supports, accommodations and modifications, classroom behavior support, and strategies that promote meaningful participation and engagement for students with disabilities -Allocate special education staff, including education specialists and paraprofessionals, to support students with disabilities in classroom instruction and school-based learning environments -Utilize data-informed decision-making and progress monitoring practices to identify student needs, inform instructional supports, and evaluate access and progress for students with disabilities -Ensure students with disabilities have meaningful access to district extended learning opportunities, including intersession programs, tutoring, credit recovery, and virtual learning supports, through accommodations and inclusive practices. -Provide professional learning and collaboration opportunities for service providers focused on developing high-quality IEPs that identify disability-related skill needs and include appropriate goals, accommodations, modifications, and supports that increase access to the general education curriculum -Collaborate across programs and services to develop inclusive and accessible learning pathways and transition supports for students with disabilities, including students who may benefit from non-traditional educational settings -Strengthen partnerships with families of students with disabilities through		
4.13	Action 4.13 Inclusive Comprehensive Support for Academic Success of Foster Youth	Provide coordinated academic support and progress-monitoring systems that promote school stability, engagement, and academic success for foster youth. -Strengthen tiered systems of academic support and coordinated student support processes to monitor student progress, attendance, course completion, and credit attainment for foster youth	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(To address requirements for Differentiated Assistance - New Action Year 3)	-Increase access, participation, and engagement of foster youth in existing academic support opportunities, including tutoring, credit recovery, transition supports, and extended learning programs -Utilize data-informed practices and cross-department collaboration to identify student needs and provide timely academic and school support services for foster youth		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Future Ready: Each student will successfully transition to and graduate from high school with the essential skills and knowledge for the successful pursuit of the future of their choice, including college and career.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard Graduation Rate Indicator	2023 Outcomes on Dashboard: Overall: ORANGE 89.2% Socioeconomically Disadvantaged: ORANGE 88.8% Foster Youth: 100% (6 of 6)	2024 Outcomes on Dashboard: Overall: GREEN 91.4% Socioeconomically Disadvantaged: GREEN 91.5% Foster Youth: No Color 68.6% (16 of 16)	2025 Outcomes on Dashboard: Overall: GREEN 92.6% Socioeconomically Disadvantaged: GREEN 93.2% Foster Youth: No Color 84.6%	Overall: GREEN 93% Socioeconomically Disadvantaged: GREEN 93% Foster Youth: 85% English learners: GREEN 84%	Graduation Rate Overall: +3.4% Socioeconomically Disadvantaged: +4.4% Foster Youth: -15.4% English learners: +4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners: ORANGE 75.6% Students with disabilities: ORANGE 92.3%	English learners: GREEN 81.3% Long Term English Learners GREEN 87.9% Students with disabilities: ORANGE 83.7%	English learners: YELLOW 80.5% Long Term English Learners GREEN 92.7% Students with disabilities: GREEN 94.4%	Long Term English Learners: GREEN 93% Students with disabilities GREEN 85%	Long Term English Learners: +4.8% Students with disabilities: +2.1%
5.2	A-G Completion Percentage of grade 12 students completing UC/CSU required courses	Percentage of grade 12 students completing UC/CSU required courses: 37.2% (22-23)	Percentage of grade 12 students completing UC/CSU required courses: 39.5% (23-24)	Percentage of grade 12 students completing UC/CSU required courses: 40.7% (24-25)	50% of grade 12 students complete UC/CSU required courses	Percentage of grade 12 students completing UC/CSU required courses: +3.5%
5.3	CTE Pathway Completion Percentage of students completing a CTE pathway	Percentage of students completing a CTE pathway: 27.6% (2023)	Percentage of students completing a CTE pathway: 28.1% (2024)	Percentage of students completing a CTE pathway: 27.8% (2025)	30% of students complete a CTE pathway	Percentage of students completing a CTE pathway: +0.2%
5.4	A-G requirements AND at least one CTE Pathway Completion Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway	Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2023) Overall: 12.3% Socioeconomically Disadvantaged: 11.2%	Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2024) Overall: 11.5% Socioeconomically Disadvantaged: 11.1%	Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2025) Overall: 13.9% Socioeconomically Disadvantaged: 12.7%	Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway Overall: 15% Socioeconomically Disadvantaged: 15%	Overall +1.6% Socioeconomically Disadvantaged: +1.5% Foster youth: +0% English learners: +1.5% Students with disabilities: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 0% (0 of 6) English learners: 3.8% Students with disabilities: 1.5%	Foster Youth: 0% (0 out of 16) English learners: 4.2% Students with disabilities: 3.3%	Foster Youth: 0% (0 out of 13) English learners: 5.3% Students with disabilities: 2.8%	Foster Youth: 10% English learners: 10%	
5.5	Early Assessment Program (EAP) - Percentage of Students Prepared for College % Standard Exceeded (Ready) or Met (Conditionally Ready) on 11th Grade Smarter Balanced ELA & Math Assessments	Percentage of grade 11 students college ready on Early Assessment Program (2023) ELA: 60.0% Ready or Conditionally Ready Math: 28.8% Ready or Conditionally Ready	Percentage of grade 11 students college ready on Early Assessment Program (2024) ELA: 55.7% Ready or Conditionally Ready Math: 27.9% Ready or Conditionally Ready	Percentage of grade 11 students college ready on Early Assessment Program (2025) ELA: 57.0% Ready or Conditionally Ready Math: 30.5% Ready or Conditionally Ready	ELA: 70% Ready or Conditionally Ready Math: 50% Ready or Conditionally Ready	College Ready on EAP ELA: -3% Math: +1.7%
5.6	Access to a Broad Course of Study Percentage of students enrolled in AP, IB and CTE courses	Percentage of students enrolled in one or more AP courses: 32.3% (2023-2024) Percentage of students enrolled in one or more IB courses: 3.7% (2023-2024)	Percentage of Grade 10-12 students enrolled in one or more AP courses: 35.3% (2024-2025) Percentage of Grade 11-12 students enrolled in one or more IB	Percentage of Grade 10-12 students enrolled in one or more AP courses: 35.2% (2025-2026) Percentage of Grade 11-12 students enrolled	Percentage of students enrolled in one or more: AP courses: 40% or higher IB courses: 5% or higher	Percentage of students enrolled in one or more AP courses: +2.9% Percentage of students enrolled in one or more IB courses: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of students enrolled in one or more CTE courses: 59.8% (2023-2024)	courses: 4.6% (2024-2025) Percentage of Grade 9-12 students enrolled in one or more CTE courses: 58.7% (2024-2025)	in one or more IB courses: 5.1% (2025-2026) Percentage of students enrolled in one or more CTE courses: 58.2% (2025-2026)	CTE courses: 60% or higher	Percentage of students enrolled in one or more CTE courses: -1.6%
5.7	AP Exam Pass Rate Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	AP Exam Pass Rate 64.59% (549 of 850 students) students in grades 9-12 scored 3 or higher on an AP exam (Spring 2023)	AP Exam Pass Rate 72.54% (671 of 925) students in grades 9-12 scored 3 or higher on an AP exam (Spring 2024)	AP Exam Pass Rate 74.13% (702 of 947) students in grades 9-12 scored 3 or higher on an AP exam (Spring 2025)	75% or higher of students score 3 or higher on an AP exam	AP Exam Pass Rate +9.54%
5.8	Middle School Dropout Rate	2022-2023 Overall: 10 total	2023-2024 Overall: 0 total	2024-2025 Overall: 1 total	0 total	MS Dropout Rate Overall -9
5.9	High School Dropout Rate	2022-2023 Overall: 8.4% Socioeconomically Disadvantaged: 9.0% Foster Youth: 0% (0 of 6) English learners: 19.2%	2023-2024 Overall 6.6% Socioeconomically Disadvantaged: 6.3% Foster Youth: 25% (4 of 16) English Learners: 16.5%	2024-2025 Overall 5.1% Socioeconomically Disadvantaged: 4.5% Foster Youth: 18.2% (2 of 11) English Learners: 12.8%	Overall: 3.0% or below Socioeconomically Disadvantaged: 3.0% or below Foster Youth: 5.0% or below English learners: 8.0% or below	HS Dropout Rate -3.3% Socioeconomically Disadvantaged: -4.5% Foster Youth: +18.2% English learners: -6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities: 6.9%	Students with disabilities: 9.2%	Students with disabilities: 4.0%		Students with disabilities: -2.9%

Goal Analysis [2025-26]

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

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

All actions for Goal 5 were implemented, with a description of the successes and challenges for each action implementation as follows:

Successes:

Artificial Intelligence in RUSD: Implemented AI student lessons for TK-12 at all schools, and launched the RUSD AI Staff Toolkit (Action 5.1)
Career Technical Education (CTE) Implementation: CTE courses received full funding for professional development, materials, tech, and field trips. (Action 5.2)
Pathway Alignment: All CTE pathways are articulated with local community colleges (Mt. SAC, Rio Hondo, Citrus), supporting students to become CTE Completers under the College & Career Indicator (CCI). (Action 5.3)
Middle School Career Labs: Career exploration labs were implemented at all middle schools, introducing students to industrial sectors early. (Action 5.3)
Within Career Technical Student Organizations (CTSOs) students participated and placed at regional, state, and national levels in FBLA, FCCLA, HOSA, and SkillsUSA;. RUSD students serve in leadership roles at the regional and state levels (Action 5.3)
College & Career Exploration Tools: Piloted a self-assessment platform (YouScience) for grades 8–12 to support interest/aptitude discovery and career planning, setting the stage for the creation of the Future Ready Plans districtwide in 2026-27 and implementation in 2027-28. (Action 5.1)
Counseling & Guidance Supports: All high school counselors and Special Education staff were trained on CCI measures to improve understanding and student guidance. (Action 5.6)
College & Career Guidance Technicians: Each high school has a dedicated technician who organizes college visits, workshops, and subgroup-specific supports, including for English Learners. (Action 5.3)
Extended Learning & Field Experiences: Extensive college and university visits held during weekends and breaks exposed students to higher education pathways. (Action 5.3)
Support for Vulnerable Students: The College Connect program specifically addressed the needs of McKinney-Vento and Foster Youth, offering targeted college and career planning workshops and parent engagement. (Action 5.4)
AVID Program Implementation: Coordinators at high schools received a dedicated conference period to implement and monitor AVID systems, instruction, leadership, and culture. (Action 5.3)

AVID Excel for English learners: EL and LTEL students at intermediate schools received academic language and study skills support to ensure smoother high school transitions. (Action 5.5)
Career and Vocational Assistants (CVA): CVAs supported students with IEPs in several key areas by assisting with job placements, ensuring the completion of FAFSA applications, and guiding middle school students in creating Individual Transition Plans (ITPs) using data gathered from YouScience.(Action 5.6)
Established Dual Enrollment Memo of Understanding in preparation from the launch of Mt. SAC courses offered during the school day starting fall 2026 (Action 5.2)

Challenges:
AVID Staff Turnover at Select Sites: Frequent changes in AVID teacher assignments at the high school level have impacted program continuity and implementation fidelity. (Action 5.3)
YouScience Implementation: Uneven implementation across the sites in year one (Action 5.1)
UDL training: Unable to provide training due to limited time (Action 5.6)

Substantive Differences:
Actions 5.1 increased costs of technology devices.

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

Substantive differences between planned and actual implementation of action:

Goal 5, Action 1 -
- Budgeted for Future Ready: $3,340,110
- Actual expenditure :$3,891,303
- Explanation: Increased cost of educational technology devices.

Goal 5, Action 3 -
- Budgeted for College and Career Programs: $685,920
- Actual expenditure :$422,100
- Explanation: Position became vacant Community Outreach Director during the early part of the fiscal year.

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

Actions aimed at increasing graduation rates and reducing dropout through counseling, credit recovery, intervention, and student support services (Actions 5.1, 5.2 and 5.3) were effective. The overall graduation rate improved from 91.4% (Year 1) to 92.6% (Year 2), a cumulative +3.4 point gain from the LCAP baseline of 89.2% that now approaches the 93% Year 3 target. Actions focusing on targeted student groups (Actions 5.4, 5.5 and 5.6), reflect these gains. Socioeconomically disadvantaged student graduation reached 93.2%, surpassing the Year 3 target of 93%. Students with disabilities graduation recovered sharply to 94.4% after a Year 1 dip to 83.7%, also exceeding the 85% Year 3 target. LTEL graduation improved to 92.7%. English learner graduation held relatively steady at 80.5%, a +4.9 point gain from the 75.6% baseline. Foster youth graduation recovered to 84.6% from the Year 1 low of 68.6%, though the small cohort size limits interpretive

confidence. The overall dropout rate fell to 5.1%, a 3.3 point reduction from the 8.4% baseline and approaching the 3% Year 3 target. English learner dropout declined by 6.4 points from baseline (19.2% ? 12.8%), and SWD dropout dropped to 4.0%, a 2.9 point improvement. Foster youth dropout declined from 25% (Year 1) to 18.2%, though it remains far above the 5% target. These graduation and dropout outcomes collectively demonstrate that the district's student support infrastructure of counseling access, credit monitoring, and targeted intervention is producing measurable results across most subgroups.

Actions aimed at expanding access to college and career pathways through A-G course completion, CTE pathway completion, Advanced Placement, and International Baccalaureate enrollment (Actions 5.3, 5.4, 5.5, and 5.6) were effective, with steady incremental progress. A-G completion improved from 39.5% to 40.7% (+3.5 points from baseline). CTE pathway completion was essentially flat at 27.8% (baseline 27.6%). The combined A-G plus CTE measure improved to 13.9% (+1.6 from baseline), approaching its 15% target. AP enrollment held steady at 35.2% (+2.9 from baseline), while IB enrollment reached 5.1%, surpassing the 5% Year 3 target. Community meeting feedback praised CTE pathways and college tours by name. Principals and ARE both identified college field trips as effective and valued. Feedback also called for CTE programs to be promoted earlier, beginning in the middle grades. Parents requested that college and career programming continue to expand at the elementary-level.

Actions aimed at improving college readiness (Actions 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6) were effective. The percentage of students ready for college or career “Prepared” on the California Dashboard increased to 50.1%, a 2 point increase from the previous year. In addition, these student groups showed continued growth from the baseline year, with English learners increasing from 16.3% (2023) to 17.5% (2024) to 24.7% (2025), homeless from 27.4% (2023) to 29.5% (2024) to 28.6% (2025), and socioeconomically disadvantaged from 39.4% (2023) to 43.4% (2024) to 47.8% (2025). EAP ELA readiness improved from 55.7% (Year 1) to 57.0% (Year 2). EAP Math readiness improved from 27.9% to 30.5% (+1.7 from baseline). The student survey adds important context to these readiness outcomes. Among secondary students, 86% feel prepared to succeed in college and 85% feel prepared for a career. Community meeting feedback identified College Connect as a highly valued program that should continue, which is a program directly serving Foster Youth and McKinney Vento Students. Financial literacy was identified as a needed addition, reflecting the student survey results showing 61% know how to get help paying for college, the lowest college readiness item in the survey.

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

Modifications made resulting from reflections on prior practice:
Expand training for staff and students on Artificial Intelligence to include new student lessons on AI by grade level, and implement the RUSD Student AI Toolkit. (Action 5.1)
Expand participation in future ready post-secondary planning for all students in grades 7-12. (Action 5.1)
Maintain college field trips to promote college going culture. (Action 5.3 - LREGB)
Expand implementation of career interest inventory for all secondary students and SkillSight tool for all grade 12 students. (Action 5.3)
Provide Dual Enrollment allocations to the comprehensive high schools to support implementation of courses from Mt. SAC during the regular school day. (Action 5.3)
Provide coordinated transition and postsecondary readiness supports for foster youth. (Action 5.4)
Action 5.5 will be funded with Supplemental and Concentration funds for Year 3 (Action 5.5)

Change to Metric: Metric 5.1 was updated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Future Ready Learning	Support future ready learning for students K-12,instruction, assessment: -Create and implement systems to ensure that each student in middle and high school engage in the development of their Future Ready plan to foster students' growth and learning aligned to students' needs and interests. Expand implementation of career interest inventory for all secondary students. -Provide districtwide staff to provide professional development on integrating technology into teaching and learning -Provide districtwide online applications to support teaching and learning -Expand participation in future ready post-secondary planning for all students grades 7-12	$3,547,898.00	Yes
5.2	College and Career Curriculum	Support college and career curriculum: -Provide materials and supplies for the RUSD Career Pathways (CTE) -Provide materials and supplies for STEM courses	$193,919.00	No
5.3	College and Career Programs	LREBG Action College and career readiness is a critical component of educational equity, particularly for English Language Learners, foster youth, and low-income students, who often face systemic barriers to postsecondary access and success (Conley, 2010; California Department of Education, 2023). In response, RUSD will implement a comprehensive, developmentally appropriate college and career program for grades 4–12 to provide early exposure, planning tools, and direct experiences that prepare students for a range of postsecondary pathways. During the 2026-27 school year, the district will continue developing a	$397,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vertically articulated college and career exploration program that scaffolds awareness, readiness, and planning from elementary through high school. All elementary and secondary schools will provide college and career field trips to expose students to postsecondary institutions, industries, and training opportunities. Students in grades 7–12 will engage with an online Career Interest Platform (i.e. YouScience) to explore careers, research colleges, and establish postsecondary goals aligned with their interests and aptitudes. And all Grade 12 students will have access to SkillSight, a tool to match their skills with career pathways. Beginning in fall 2026, high school students will have access to dual enrollment courses with Mt. SAC, with support provided by the district for sites to support implementation. College and Career Centers will be maintained at all high schools to offer support with academic planning, financial aid, college applications, and career exploration. Additionally, the AVID (Advancement Via Individual Determination) program will be offered at Hollingworth, Oswalt, Alvarado, Giano, Nogales High School, and Rowland High School to support students with academic habits, higher education access, and college-going mindsets. RUSD will also strengthen community partnerships to offer local and regional internships, job-shadowing, and work-based learning experiences that connect students with real-world pathways. Metric being used to monitor the action: Goal 5, Metrics 1, 2, and 3. LREBG Funds supporting this action: $27,542 Supplemental & Concentration funds supporting this action: $270,467 Federal funds supporting this action: $99,745 References California Department of Education. (2023). College/Career Indicator (CCI). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ta/ac/cm/ Conley, D. T. (2010). College and Career Ready: Helping All Students Succeed Beyond High School. San Francisco, CA: Jossey-Bass.		
5.4	College and Career Readiness for Foster Youth, Low-Income	LREBG Action Students in foster care, experiencing homelessness, or living in poverty	$1,504,406.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Students, and Students Experiencing Homelessness (To address requirements for Differentiated Assistance - New Action Year 3)	face significant systemic barriers to college and career readiness, including instability in housing, disrupted schooling, and limited access to counseling and guidance resources. Research shows that targeted supports (including individualized college planning, financial aid assistance, and sustained mentorship) can significantly improve postsecondary access and success for these student groups (Unrau et al., 2012; California Department of Education, 2023). In response, RUSD will implement a set of strategic supports designed to increase college and career readiness among foster youth, low-income students, and students experiencing homelessness during the 2026-27 school year. The “College Connect” program will provide one-on-one support to students navigating the college application process, including guidance on completing the FAFSA and identifying appropriate postsecondary opportunities. College information and awareness workshops will be tailored specifically to the needs and lived experiences of students in foster care, low-income households, and those experiencing homelessness, with individualized follow-up support to reinforce understanding and promote college-going outcomes. RUSD will also provide expanded counseling services to ensure these students receive the personalized support needed to build postsecondary plans, select appropriate college and/or career prep courses, access interventions as needed, and monitor progress through graduation. Additionally, the district will maintain robust procedures and data infrastructure to ensure students in foster care, experiencing homelessness, or involved with the juvenile court system are promptly identified, placed in appropriate educational programs, awarded partial credits when applicable, and supported throughout their transitions between schools. Additional support for foster youth will include: -Expand transition planning and postsecondary support opportunities for foster youth, including summer transition supports, individualized planning, and coordinated connections to postsecondary resources and services -Increase access to dual enrollment, college and career readiness pathways, and postsecondary exploration opportunities for foster youth -Strengthen coordination and individualized support during the transition		

Action #	Title	Description	Total Funds	Contributing
		from high school to postsecondary education, training, employment, and independent living opportunities Metric being used to monitor the action: Goal 5, Metrics 1, 2, and 3 LREBG Funds supporting this action: $15,000.00 Supplemental & Concentration funds supporting this action:$1,468,664 Local funds supporting this action:$20,742 References California Department of Education. (2023). Foster Youth Services Coordinating Program (FYSCP). Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/ls/pf/fy/ Unrau, Y. A., Font, S. A., & Rawls, G. (2012). Readiness for College Engagement Among Students Who Have Aged Out of Foster Care. Children and Youth Services Review, 34(1), 76–83. https://doi.org/10.1016/j.childyouth.2011.09.002		
5.5	College and Career Readiness for English learners, including Long-Term English Learners	English learners, and particularly Long-Term English Learners (LTELs), often face unique barriers to college and career readiness due to limited access to rigorous academic coursework, inconsistent language development support, and lack of culturally and linguistically responsive college preparation opportunities (Olsen, 2010; California Department of Education, 2023). To address these challenges, RUSD will implement targeted programs and supports during the 2026-27 school year to accelerate learning and promote equitable access to postsecondary pathways for English learners. RUSD will implement specialized structures and programs designed to accelerate academic progress and college readiness for LTELs, including strategic course placement and scaffolded instruction aligned to A-G and college-preparatory requirements. Targeted tutoring will be provided to meet the academic and linguistic needs of English learners.. To build the academic confidence and college-going identity of middle school English learners, the district will provide the AVID Excel program at Alvarado Intermediate and Giano Intermediate, with a specific focus on developing academic vocabulary, organizational strategies, and access to	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college-prep coursework. Additionally, RUSD will offer college information and awareness workshops designed specifically for English learners, with individual follow-up support. All materials and sessions will be available in the preferred language of families, including those of LTELs, to ensure full understanding and engagement in the college and career planning process. Metric being used to monitor the action: Goal 5, Metrics 1, 2, and 3. References California Department of Education. (2023). English Learner Roadmap Policy. Sacramento, CA: California Department of Education. Retrieved from https://www.cde.ca.gov/sp/el/rm/ Olsen, L. (2010). Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together.		
5.6	Inclusive Pathways to College and Career Readiness for Students with Disabilities	Provide targeted support and inclusive opportunities for college and career readiness: • Provide professional development for staff on Universal Design for Learning (UDL) principles and strategies to create inclusive classrooms that meet the diverse needs of all learners, including students with disabilities • Allocate additional counseling support for students with disabilities to identify post-secondary college/career plans, ensure enrollment in appropriate college and/or career prep courses, and monitor progress until graduation • Ensure students with disabilities have equitable access to college and career curriculum, including STEM courses and Career Technical Education (CTE) pathways, by providing necessary accommodations, modifications, and support • Develop and implement inclusive college and career exploration programs, field trips, and workshops that are tailored to the needs of students with disabilities • Provide targeted support for students with disabilities in the College Connect program, including assistance with financial aid applications, college research, essay writing, and application	$50,000.00	No

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Goal for Santana High School (SHS) and Rowland Virtual Learning Academy (RVLA). The focus of SHS equity multiplier goal is on equipping staff and students with design thinking, cross-disciplinary project approaches, and 21st-century skills to support real-world problem solving, civic engagement, and effective project implementation. The strategies for Rowland Virtual Learning Academy focus on applying design thinking and evidence-based practices to real-world challenges while integrating 21st-century leadership, SEL skills, and cross-disciplinary project planning into both professional development and student learning. As reflected in our Year 3 Target Outcomes below, the goals for each site are: By June 2027, Santana High School will meet/exceed the targets in ELA (DFS -107), Math (-194), Graduation Rate (74%), and Suspension (6%) for all students, including all student groups, through the implementation of strategies outlined in Action 6.1 as measured by the California Dashboard (ELA indicator, Math indicator, Graduation indicator, and Suspension indicator). By June 2027, Rowland Virtual Learning Academy will meet/exceed the targets in ELA (DFS -5) and Math (-37) for all students, including all student groups, through the implementation of strategies outlined in Action 6.2 as measured by the California Dashboard (ELA indicator, Math indicator,).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Santana High School and the Rowland Virtual Learning Academy were both identified as schools in RUSD to receive equity multiplier funding. Based on 2025 dashboard for Santana High School, areas for focus is college and career readiness (SED and Hispanic are red on the 2025 outcomes). For RVLA, the 2025 dashboard shows a need for growth in both English language arts and mathematics. Educational partners were included in the annual review process during Spring 2026 for the development of year 3 actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CA School Dashboard English Language Arts (ELA) Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11	Santana High School 2023 Outcomes RED DFS -152 Rowland Virtual Learning Academy DFS -20	Santana High School 2024 Outcomes No Performance Color DFS -104.4 RVLA DFS -5.5	Santana High School 2025 Outcomes No Performance Color DFS -63.5 RVLA DFS -46.9	Santana High School ORANGE DFS -107 Rowland Virtual Learning Academy DFS -5	English Language Arts (ELA) Academic Indicator Santana High School +88.5 RVLA -26.9
6.2	CA School Dashboard Mathematics Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11	Santana High School 2023 Outcomes Overall - RED DFS -239 Rowland Virtual Learning Academy DFS -52	Santana High School 2024 Outcomes No Performance Color DFS -214.8 RVLA -42.5	Santana High School 2025 Outcomes No Performance Color DFS -179 RVLA -78.7	Santana High School ORANGE DFS -194 Rowland Virtual Learning Academy DFS -37	Mathematics Academic Indicator Santana High School +60 RVLA -26.7
6.3	CA Dashboard Graduation Rate Indicator	Santana High School 2023 Outcomes on Dashboard: Overall: ORANGE 68.1%	Santana High School 2024 Outcomes Overall: YELLOW 71.4%	Santana High School 2025 Outcomes Overall: GREEN 81.4%	Santana High School YELLOW 74%	Graduation Rate Indicator Santana High School +13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rowland Virtual Learning Academy N/A	RVLA N/A	RVLA N/A	Rowland Virtual Learning Academy N/A	
6.4	Suspension	2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System: Santana High School Overall: 10.1% Rowland Virtual Learning Academy Overall: 0%	2024-2025 Percentage of students suspended at least once as of May, 2025 in RUSD Student Information System: Santana High School Overall: 2.6% (4 of 153) as of May 19, 2025 Rowland Virtual Learning Academy 0% Overall: 0%	2025-2026 Percentage of students suspended at least once as of May, 2026 in RUSD Student Information System: Santana High School Overall: 5.1% (4 of 78) as of May 27, 2026 Rowland Virtual Learning Academy 0% Overall: 0%	Santana High School 6% or below Rowland Virtual Learning Academy	Suspension Santana High School -5.0% RVLA 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.

Success:

SHS:
Identified as a California Model Continuation High School for the 2025-2026 school year.
Hands-on Innovative Leadership Lab experience focused on incorporating student leadership skill development, real world learning, and student choice projects into classroom learning.

Certificated teacher was hired to provide small group instruction on English and Social Studies.
Forestry Challenge participation, where students were successful in the challenge and were recognized for their innovative work around forestry preservation.

RVLA:
Student needs identified through the RUSD Student Voice process. Based on this analysis, the school began planning for project implementation, incorporating new frameworks and strategies aligned to identified priorities. Other planned actions on (Action 6.2) were not implemented during this cycle and will be revisited for implementation in the 2026–27 school year.

Challenge:
Due to increased availability of restricted funds that include CSI, a portion of Equity Multiplier funds arerolled over to 2026-27. (Actions 6.1 and 6.2)

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

Goal 6 Action 1 Budget: $253,079
Actual: $225,364
Explanation: CSI funding significantly increased during the 2024-2025 academic year with the expectation of using these funds by June 2026. Equity Multiplier funds allowed us to extend these actions additional years. Funds were spent on one certificated teacher at Santana High School. The remaining funds were rolled over into 2026-2027 to support expanded strategies including continuing certificated teacher and providing social-emotional support for students.

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

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

Santana High School (n=29 students)
Action 6.1 for students attending Santana High School Continuation was effective.
ELA DFS improved from -152 (baseline) to -104.4 (Year 1) to -63.5 (Year 2).
Math DFS improved from -239 (baseline) to -214.8 (Year 1) to -179 (Year 2).
The suspension rate for Santana improved significantly from 10.1% (baseline) of students suspended at least 1 day to 2.5% (Year 1) of students suspended at least 1 day, and current data shows 5.1% (Year 2) of students suspended at least 1 day..

Rowland Virtual Learning Academy (n = 14 students)
Action 6.2 for the 14 students attending the Rowland Virtual Learning Academy were not effective.
ELA DFS decreased from -20 (baseline) to -5.5 (Year 1) to -46.9 (Year 2).
Math DFS decreased from -52 (baseline) to -42 (Year 1) to -78.7 (Year 2).
The RVLA suspension rate remains 0%.

Feedback on the implementation of the student inquiry project showed positive outcomes:

Leadership Development: 100% of RUSD faculty reported learning leadership activities and skills that could be helpful to use with students in their classes.
Project Based Learning: 100% of RUSD faculty reported learning about the design and engineering process through this program,
Professional Development: 100% of RUSD faculty described the Spark facilitators as knowledgeable, caring, and effective. 86% of RUSD faculty described the PD resources as helpful for their lesson planning.
Overall student experience: 93% of students enjoyed their overall experience with Spark Invention.
Entrepreneurship Skills: 100% of students said they learned about entrepreneurship and how to create a product or service through Spark Invention.
Leadership Skills: 86% of students said they learned about leadership skills with Spark Invention

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.

Performance at RVLA shows a decrease in year over year. Actions from 6.2 are designed to address academic success. With such a small cohort of students (n=14), we understand fluctuations in performance can reflect this small cohort. No adjustments to actions for Year 3.

Metric 6.2 updated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Santana High School Equity Multiplier Action	Key actions for Santana High School include: • Implement attendance task force • Provide credit recovery programs including an ELA and ELD interventionist working with students during the day through pull out using a referral process to support them in meeting course expectations that lead them to passing courses and earning credits toward graduation • Develop and monitor individual learning plans including additional time in summer for counselors to work with and connect with students and families • Conduct parent/community outreach • Ensure articulation with comprehensive high schools • Provide social emotional learning to impact success and participation in school • Provide instructional support through small group instruction	$365,598.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide professional development and instructional coaching to support teachers' pedagogical practices to enhance engagement and success for students in class		
6.2	Rowland Virtual Learning Academy Equity Multiplier Action	Key actions for Rowland Virtual Learning Academy include: • Develop and monitor individual learning plans including additional time in summer for counselors to work with and connect with students and families • Conduct parent/community outreach • Provide social emotional learning to impact success and participation in school • Provide instructional support through small group instruction • Provide professional development and instructional coaching to support teachers' pedagogical practices to enhance engagement and success for students in class -Support in person activities for families and students to develop relationships to bridge home and school -Support hands-on, real-world applications through evidence-based practices	$162,112.00	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
$$45,267,731	$5,433,391

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.812%	0.000%	$0.00	33.812%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	meet grade level standards while at the same time a new language, extended learning opportunities provide time for developing academic language and establishing relationships in a social setting. Unduplicated students are consistently at greater risk of falling behind graduation requirements. These students need access to credit recovery opportunities that allow them to stay on track with their peers. Summer school provides ample credit recovery opportunities for students at the high school level. By offering extended learning opportunities such as a Saturday Exploration Academy and extended summer classes, students overcome the academic loss often found to be associated with students of high poverty. Students participating in extended learning opportunities spend more time building relationships, developing connections, and meeting their emotional needs which are foundational to being successful academically. Additional time in quality academic learning experiences also helps low income, ELL, and foster youth maintain the consistent mindset of learning necessary to make progress socially and academically. Unduplicated students will benefit from these programs. Providing this action on an LEA-wide basis ensures that extended learning opportunities are available at all schools and accessible to all students enrolled across the district.	
1.5	**Action:** Equitable & Inclusive Classrooms **Need:** 2025 Outcomes	This action is principally directed towards low-income students, English learners, and foster students by specifically addressing their increased need for individualized academic support. By reducing class size in K-3, we provide the opportunity for more targeted small group instruction, a strategy proven to support the	STAR Assessments, Smarter Balanced Assessments in ELA and Math

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

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
		teachers the time and flexibility to respond to individual student needs, build stronger relationships, and close learning gaps early in a child's academic journey. While all students in reduced-size classrooms may benefit, this action is designed to specifically address the needs of those most at risk of falling behind.	
2.1	**Action:** Culturally Competent Staff **Need:** 2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree: "I feel safe at school." 82.9% Low-Income: 81.7% English Learners: 82.0% Foster Youth: 75.0% (n=11) "Students are accepting of students from different backgrounds and cultures." 81.9% Low-Income: 80.9% English Learners: 84.5% Foster Youth: 62.5% (n=11) "I feel respected by other students." 75.2% Low-Income: 75.3% English Learners: 74.6% Foster Youth:75.0% (n=11) "I feel respected by teachers" 89.7% Low-Income:88.6%	RUSD's promise to students is, "Each student is valued, supported, engaged, and empowered for the future of their choice." Core values adopted in June 2023 include "equity, inclusion, integrity, student-centered, community, and excellence." In an effort to embody this promise to our students, the district is committed to deep reflection and focused action to ensure each student experiences an equitable, inclusive educational system. Culturally competency training equips teachers and staff with the skills and knowledge to better understand and appreciate the diverse cultural backgrounds of RUSD students, enabling them to build stronger relationships with students and their families. Understanding cultural nuances and addressing the unique needs of each student fosters our core value of inclusivity. Research consistently shows that culturally responsive teaching practices can improve academic performance, engagement, and attendance among BIPOC students. By recognizing and valuing students' cultural backgrounds, teachers can create more relevant and effective learning experiences, boosting student achievement. Our initial focus on implicit biases will equip RUSD staff on understanding how unconscious attitudes or stereotypes can influence our behavior and decision-making processes. These biases can affect expectations, interactions, and disciplinary	Student survey

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Safety Support **Need:** 2025 RUSD Student Voice Survey: (67.1% participation, n=5,386) Percent of students who agree/strongly agree: “I feel safe at school.” 82.9% English learners: 82.0% Foster youth: 75.0% **Scope:** LEA-wide	School safety staff and noon aides provide additional support for social-emotional wellbeing on campus for English learners and foster youth. Research indicates that students who feel connected to at least one supportive adult demonstrate higher success on a range of educational outcomes. Recent studies even indicate student connectedness has lasting benefits on their health and well-being (Adolescent Connectedness and Adult Health Outcomes by Steiner et.al, 2019). Students from poverty and those living in foster care often experience inconsistent support from adults outside of school. The additional staffing provided through this action ensures our unduplicated students have additional contacts throughout the day to develop strong connections to adults at school. This staffing meets these needs demonstrated in the literature and in our local data collection process. Providing this action on an LEA-wide basis ensures that unduplicated students at every school have access to additional caring adults who help create a safe, welcoming, and connected school climate. While all students benefit from adult presence and supervision during unstructured times, this action is specifically designed to support those who most need consistent, relationship-based supports during their school experience.	Student survey
2.5	**Action:** School Climate Support **Need:** 2025 RUSD Student Voice Survey: (67.1% participation, n=5,386)	This action is principally directed toward supporting the social-emotional well-being and school connectedness of English learners, foster youth, and low-income students. These groups often face greater challenges related to trauma, mobility, language access, and community	Student survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Percent of students who agree/strongly agree: “I feel respected by other students.” 75.2% Low-Income: 75.3% English Learners: 74.6% Foster Youth:75.0% (n=11) “I feel respected by teachers” 89.7% Low-Income:88.6% English Learners: 90.0% Foster Youth: 87.5% (n=11) **Scope:** LEA-wide	disconnection. The provision of mental health and counseling support, along with staffing and resources through the Family Resource Center (FRC), helps eliminate barriers that interfere with students' ability to focus on and succeed in their academic learning. English learners in particular may experience feelings of isolation or marginalization due to language barriers and cultural differences. The support of bilingual social workers, school counselors, and community liaisons enhances their sense of belonging, emotional safety, and access to appropriate services. By collaborating with external agencies and providing wraparound services through the FRC, the district ensures English learners and their families are connected to mental health, housing, and wellness services, which they might not otherwise access. Providing this action on an LEA-wide basis ensures that all students have equitable access to essential services and case management support.	
2.6	**Action:** Health Services **Need:** 2024-2025 Percentage of students chronically absent as of May 2025 in RUSD Student Information System: Overall: 16.4% Foster Youth: 27% (17 of 63 students in foster care) English learners: 15.1% (476 of 3151 English learners)	Research shows low-income students face greater health and mental health challenges compared to their peers who are not low-income. Low-income students do not have the same access to health care that families with higher income have. Families of English learners have language barriers that prevent them from accessing health services, and Foster Youth experience increased levels of mental health challenges due to high rates of mobility across schools and districts. RUSD provides support to students in the area of health and mental health to address these needs. Nurses and health assistants address students’ health needs in school, assist with vaccination referrals, and promote wellness thereby	Student survey, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 18.1% (521 of 2886) **Scope:** LEA-wide	eliminating barriers related to health. In order to support all students, the Rowland Unified School District funds a Health Assistant at each site. Health Assistants ensure all students, especially our English language learners, low-income students, and foster/homeless youth feel safe and healthy at school. They provide first aide, consultations and communicate with families. Nurses are available at every school site to provide support to students with diabetic needs, vaccinations, referrals, consultations and much more. The East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care. They specifically reach out to English language learners, low-income students and foster/homeless youth. A strong partnership with East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care when health needs surpass that will health assistants and nurses can provide. Additional health service (bilingual) provided above the core to meet the needs of foster students, homeless students, low income students, and English learners. The Family Resource Center employs Community Liaisons and Social Workers to work directly with low-income, foster, and homeless students. Community liaisons facilitate connections to various agencies including but not limited to counseling/mental health referrals. Liaisons share resources with parents and support them in making the best choice they feel will meet the needs of their child. Liaisons conduct home visits, establish partnerships with motels/homeless shelters to help	

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
		identify and support homeless students in RUSD. Social workers assist all sites with mental health needs and conduct small group counseling as needed for identified students, particularly McKinney and Foster populations. The social workers will also supervise interns and provide training to FRC personnel as needed. Providing this action on an LEA-wide basis ensures that all students at every school site have equitable access to vital health and mental health supports. A districtwide approach allows for a coordinated and consistent system of care that supports the whole child.	
4.2	**Action:** Responsive and Aligned Professional Development **Need:** 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Long Term English Learners - ORANGE DFS -151 2024 Outcomes	This action is principally directed towards closing the achievement gap for English Language Learners, foster youth, and low-income students. We identified an achievement gap for unduplicated students on the Smarter Balanced assessments in English language arts and mathematics, grades 3-8 and 11. To close this achievement gap, we implement a comprehensive professional development program that includes (1) training for teachers on evidence-based instructional practices provided by the following programs widely respected in the field as aligned with research-based practices: Universal Design for Learning, and Professional Learning Communities (2) program specialists and instructional coaches that support fidelity of implementation in the classroom, (3) collaboration time to reinforce training, reflect on student outcomes, and plan instruction that will close the achievement gap. Research and learning outcomes consistently have shown that English learners, low-income, and foster/homeless youth, underperform in language arts and mathematics. The practices	STAR Assessments, Smarter Balanced Assessments, Student survey, Staff survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SCIENCE Overall - 29% meeting/exceeding standard Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners - 3% meeting/exceeding standard 2025 Staff Survey "The professional development provided in/through the district helps me be more effective in my work." 73.1% agree/strongly agree **Scope:** LEA-wide	described here provide language rich environments including the use and development of academic language, which benefits English language learners, low-income students, and foster/homeless youth. The identified programs make learning tangible and visible, allowing for students to explore through hands-on activities and apply the learning in order to solidify and strengthen the connections for retention of learning. Training in Understanding by Design and Professional Learning Communities equip teachers with the skills to develop more effective planning and assessment strategies to ensure that the learning needs of specialized populations are explicitly addressed. Teachers connect lessons to students' lives making learning relevant and engaging. Teachers confer with their students and address individual needs in a 1:1 and/or small group format allowing for individualized feedback. Teachers model language through think alouds and provide students with opportunities to practice language through rehearsals and share-outs. Students make sense of their understanding around mathematical concepts by using a variety of visual modes as well as providing opportunities for language support through questioning and restating (discourse rich environment). This plan is also in alignment with a recent review of research (Kraft, Blazar, and Hogan, 2018) that found teacher training paired with instructional coaching has a strong positive effect on student outcomes. Providing this action on an LEA-wide basis ensures that every school provides equitable access to highly trained teachers, strong instructional practices, and targeted supports. This approach promotes professional	

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
		collaboration, shared accountability, and continuous improvement across the district.	
4.3	**Action:** Aligned, Evidence-Based Instructional Systems **Need:** 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Long Term English Learners - ORANGE DFS -151 2024 Outcomes SCIENCE Overall - 29% meeting/exceeding standard Socio-Economically Disadvantaged - 24% meeting/exceeding standard English Learners - 3% meeting/exceeding standard 2024-2025 Percentage of students suspended at least once as of May, 20254 in RUSD Student Information System:	MTSS is an evidence-based approach that addresses the unique needs of unduplicated students. Research shows low-income, foster, and English learners perform lower on standardized academic measures. These groups also encounter greater social emotional challenges that are addressed through a systematic behavioral support system. Through the development and implementation of a districtwide Tier 1, Tier 2 and Tier 3 supports and intervention across all sites, unduplicated students receive targeted support for their individual needs. Providing this action on an LEA-wide basis ensures that students across all schools benefit from a consistent system of support, regardless of school site or enrollment pattern. A districtwide MTSS approach is necessary to ensure equitable access to academic, behavioral, and social-emotional supports, and to promote coherence, alignment, and shared accountability for improved outcomes.	STAR Assessments, Smarter Balanced Assessments, Student survey, Staff survey

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		participating in extended learning opportunities spend more time building relationships, developing connections, and meeting their emotional needs which are foundational to being successful academically. Additional time in quality academic learning experiences also helps low income, ELL, and foster youth maintain the consistent mindset of learning necessary to make progress socially and academically. Providing this action on an LEA-wide basis ensures that all students at every school have equitable access to high-quality extended learning opportunities. All students may benefit from extended learning programs.	
4.7	**Action:** Site-based Actions **Need:** 2024 Outcomes ELA Overall - ORANGE DFS -10 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED DFS -163 English Learners - ORANGE DFS -51 Long Term English Learners - RED DFS -101 2024 Outcomes MATH Overall - ORANGE DFS -44 Socio-Economically Disadvantaged - ORANGE DFS -57 Foster Youth- RED DFS -171 English Learners - ORANGE DFS -66 Long Term English Learners - ORANGE DFS -151 2024 Outcomes	School sites based actions are included in their Single Plan for Student Achievement and are directly linked to the LCAP actions. These actions are principally directed to English Learners, Socioeconomically Disadvantaged students and Foster students. A site needs assessment provided data to schools with specific information on how to serve the most neediest students. Actions included in site-based expenditures are: (1) Instructional coaches that bring evidence-based practices into classrooms and assist teachers in understanding how to differentiate instruction for targeted students, addressing the needs of unduplicated students for languagerich interaction; (2) Additional technology to ensure students without access have digital tools for learning and professional development on the effective integration of technology into instruction. While technology and digital learning will not solely close the achievement gap, research shows when implemented properly produces gains in student achievement and boosts engagement, particularly among students most at risk (Using Technology to	Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness

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

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
5.1	**Action:** Future Ready Learning **Need:** In our RUSD Student Technology Access, Use and Connectivity Survey in 2019, 6% of all students (n=7,258) reported no access to 24/7 learning through home devices and wifi. This percentage increases among English Learners (14%), foster youth (14%), and low-income (8%), highlighting the unique need among these students group to not only provide access to technology and wifi, but also provide instruction that is supported through effective use of technology in all classrooms. **Scope:** LEA-wide	Unduplicated students benefit from these actions as they provide access to technology and learning environments not typically accessible to foster students, English learners, and low-income students. As a result of our baseline data, and the transition to virtual learning in 2020, RUSD shifted to a 1:1 model of device access TK-12. Professional development for teachers includes a focus on using technology to differentiate and address the needs of unduplicated students. Providing this action on an LEA-wide basis ensures that all students receive the tools, access, and instructional support needed to fully participate in digital learning environments. A districtwide approach ensures system-level equity and consistent implementation of technology-supported strategies that promote academic success for all learners.	Graduation Rate, College and Career Preparedness, Student survey
5.3	**Action:** College and Career Programs **Need:** 2024 Outcomes on Dashboard: GRADUATION RATE Overall: GREEN 91.4% Socioeconomically Disadvantaged: GREEN 91.5% Foster Youth: No Color English learners: GREEN 81.3% Percentage of grade 12 students completing UC/CSU required courses: 39.5% (23-24) Percentage of students completing a CTE pathway: 28.1% (2024)	Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Research consistently shows that low-income students face barriers to college and career access, often lacking guidance and support to prepare for college and career, applying to colleges and career tech ed schools, applying for financial aid, enrolling and persisting in their studies, and ultimately graduating. Because of this, large gaps remain in educational achievement for students from low-income families. Increasing college and career opportunities for low income students includes intentional strategies embedded in the learning experience and access to tools and resources that support the development of skills	Graduation Rate, College and Career Preparedness, Student survey

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

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
5.4	**Action:** College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness (To address requirements for Differentiated Assistance - New Action Year 3) **Need:** 2024 Outcomes on Dashboard: GRADUATION RATE Overall: GREEN 91.4% Socioeconomically Disadvantaged: GREEN 91.5% Foster Youth: No Color English learners: GREEN 81.3% Percentage of grade 12 students completing UC/CSU required courses: 39.5% (23-24) Percentage of students completing a CTE pathway: 28.1% (2024) Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2024) Overall: 11.5% Socioeconomically Disadvantaged: 11.1% Foster Youth: N/A English learners: 4.2% Percentage of grade 11 students college ready on Early Assessment Program (2023) ELA: 55.7% Ready or Conditionally Ready Math: 27.9% Ready or Conditionally Ready	Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Research consistently shows that low-income students face barriers to college and career access, often lacking guidance and support to prepare for college and career, applying to colleges and career tech ed schools, applying for financial aid, enrolling and persisting in their studies, and ultimately graduating. Because of this, large gaps remain in educational achievement for students from low-income families. Increasing college and career opportunities for low income students includes intentional strategies embedded in the learning experience and access to tools and resources that support the development of skills necessary to set goals, research, and plan. College Connect is targeted for foster youth and McKinney Vento students, along with other first generation students. Counselors are allocated to provide ongoing support and monitoring of four year plans and college preparation. Providing this action on an LEA-wide basis ensures that all students at every school have consistent access to college and career preparation services, regardless of school size, geography, or local resources. A districtwide approach ensures alignment of resources, equitable allocation of counselor support, and systemwide tracking of student progress toward college and career goals.	Graduation Rate, College and Career Preparedness, Student survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-2024 DROPOUT RATE Overall 6.6% Socioeconomically Disadvantaged: 6.3% Foster Youth: 25% (4 of 16) English Learners: 16.5% **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2) **Need:** 2024 Outcomes Grade 3 English Language Arts Distance from Standard (DFS) Overall DFS -21 English Learners: DFS -72 Grade 3 Mathematics Distance from Standard (DFS) Overall DFS -14	This action is principally directed toward addressing the linguistic and academic needs of English learners by building teacher capacity to implement research-based strategies aligned with the California English Language Development (ELD) Standards. The professional development includes targeted training on the implementation of designated and integrated ELD curriculum, as well as instructional strategies that support English learner access to and mastery of grade-level academic content. Early and effective implementation of ELD instruction is critical in preventing students from becoming Long-Term English Learners (LTELs), a subgroup shown to experience persistent academic gaps. By training educators to	ELA/Math Academic Indicator (SBAC), English Learners Progress Indicator (ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners: DFS -44 English learner progress indicator 42.4% making progress (decline of 10.4%) **Scope:** Limited to Unduplicated Student Group(s)	differentiate instruction, scaffold language development, and provide academic discourse opportunities, this action ensures that English learners acquire the language proficiency and content knowledge necessary to succeed in school. This action is implemented on an LEA-wide basis to ensure consistency and equity in instructional quality for English learners across all school sites. Because English learners are enrolled at every school within the district, a districtwide approach ensures that all teachers receive the same high-quality professional development and support.	
1.8	**Action:** Action 1.8 Comprehensive and Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action for Year 3) **Need:** 2025 Outcomes Chronic Absenteeism Overall: 14.5% Foster Youth: 42.5% Suspension Overall: 2.2% Foster Youth: 11.6% Mathematics Distance from Standard (DFS) Overall DFS -43 Foster Youth: DFS -182.6	Foster youth experience disproportionately high rates of school mobility and placement instability, both of which are strongly associated with declining academic performance. A California longitudinal study found that multiple placements and school changes substantially undermined academic achievement for foster youth compared to other at-risk populations (Frerer et al., 2013), while a Colorado study found that as school changes increased, the odds of earning a high school diploma decreased (Clemens et al., 2016). Research further demonstrates that school connectedness is a significant predictor of both academic performance and disciplinary outcomes for elementary-age foster youth (Morton, 2016). This action directly addresses these findings by coordinating intake and transition supports to minimize disruption during placement changes, and by accelerating identification of and access to academic, behavioral, and wellness supports that promote stability, engagement, and belonging.	STAR, SBAC Grade 3, Suspension, Chronic Absenteeism

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)	Clemens, Elysia V., Trent L. Lalonde, and Alison Phillips Sheesley. "The Relationship between School Mobility and Students in Foster Care Earning a High School Credential." Children and Youth Services Review, vol. 68, 2016, pp. 193–201. https://doi.org/10.1016/j.childyouth.2016.07.016. Frerer, Kristine, et al. Foster Youth Stability: A Study of California Foster Youths' School and Residential Changes in Relation to Educational Outcomes. Institute for Evidence-Based Change, 2013. Somers, Cheryl L., et al. "Academic Achievement Among a Sample of Youth in Foster Care: The Role of School Connectedness." Psychology in the Schools, vol. 57, no. 12, 2020, pp. 1845–63. https://doi.org/10.1002/pits.22433.	
2.12	**Action:** Action 2.12 Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action Year 3) **Need:** 2025 Outcomes Chronic Absenteeism Overall: 14.5% Foster Youth: 42.5% Suspension Overall: 2.2% Foster Youth: 11.6%	Foster youth face compounding risks from placement instability, trauma, and disrupted relationships that erode school engagement. Research on elementary-age foster youth found that school connectedness was a significant predictor of both academic performance and disciplinary outcomes, independent of placement and school moves (Somers et al., 2020). A California longitudinal study demonstrated that cumulative school changes and placements progressively depressed academic performance, with foster youth transferring at two to three times the rate of peers (Frerer et al., 2013). Colorado research further found that each additional school change reduced the likelihood of earning a high school diploma (Clemens et al., 2016). This action addresses these findings by embedding	Chronic Absenteeism, Suspension

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)	restorative re-engagement strategies, relationship-based case management, and coordinated wraparound supports within a tiered intervention framework. These steps ensure that attendance decline, disciplinary contact, or school transitions trigger timely responses that sustain the connectedness and stability the research identifies as essential for foster youth success Clemens, Elysia V., Trent L. Lalonde, and Alison Phillips Sheesley. "The Relationship between School Mobility and Students in Foster Care Earning a High School Credential." Children and Youth Services Review, vol. 68, 2016, pp. 193–201. Frerer, Kristine, et al. Foster Youth Stability: A Study of California Foster Youths' School and Residential Changes in Relation to Educational Outcomes. Institute for Evidence-Based Change, 2013. Somers, Cheryl L., et al. "Academic Achievement Among a Sample of Youth in Foster Care: The Role of School Connectedness." Psychology in the Schools, vol. 57, no. 12, 2020, pp. 1845–63.	
3.4	**Action:** Translation Services **Need:** 2025 Parent Survey (n=511, 27% accessed in language other than English): Percent who agree/strongly agree:	Families of unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to English learners. Historically, families with English language learners face barriers in access to educational resources and opportunities as a result of both language and cultural barriers. Communication in families' home language supports family engagement in the educational	Parent surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	"I receive communication from the school or District in a language that I understand." 97.9% Spanish language respondents: 91.5% Mandarin language respondents: 97.0% **Scope:** Limited to Unduplicated Student Group(s)	process. Translation services allow for direct and accessible communication for families, but it also provides opportunities for families to learn and interact with school and district staff in order to support their EL at home. Since these families participate in all aspects of the school that receives these communication and training services, these actions are provided for all students.	
3.6	**Action:** Inclusive Support for Long-Term English Learners **Need:** 2024 Outcomes: Suspension data - 8.4% LTELs suspended (increase of 1.4%) Research shows that Long-Term English Learners (LTELs) often face persistent academic gaps, particularly in literacy and language development, and may experience lower engagement in school due to limited access to rigorous, language-rich instruction (Olsen, 2010). Many LTELs also report feeling disconnected from decision-making processes and underrepresented in school and district-level planning, which can impact their academic motivation. Families of LTELs may encounter barriers to engagement due to language, cultural, or systemic challenges, limiting their ability to support their students' progress.	The proposed actions directly address these needs by elevating LTEL voices through empathy interviews and focus groups, ensuring that their lived experiences inform instructional practices and policy decisions. Strengthened counselor engagement provides targeted academic guidance and social-emotional support, addressing both achievement and well-being, which research identifies as critical for re-engaging LTELs. Parent engagement opportunities build the capacity of families to support learning at home and advocate for their children's needs, fostering stronger school-home partnerships. Providing these actions on a districtwide basis ensures equitable access for LTELs at all schools, regardless of size or location, and promotes consistency in the supports offered. This systemwide approach also facilitates shared learning across sites, alignment of resources, and monitoring of progress toward closing achievement gaps for LTELs.	Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Olsen, L. (2010). Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Long Beach, CA: Californians Together. **Scope:** Limited to Unduplicated Student Group(s)		
3.7	**Action:** Action 3.7 Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action for Year 3) **Need:** 2025 Outcomes Chronic Absenteeism Overall: 14.5% Foster Youth: 42.5% Suspension Overall: 2.2% Foster Youth: 11.6% **Scope:** Limited to Unduplicated Student Group(s)	Foster youth frequently experience social marginalization, weakened caregiver-school connections, and limited access to the enrichment and relational opportunities that build school belonging. A study of successful former foster youth identified extracurricular involvement, supportive adult relationships, and a felt sense of belonging as central sources of resilience, with participants consistently linking these experiences to their educational persistence (Hass & Graydon, 2009). Research examining barriers to foster youth education across caregivers, educators, and caseworkers found that foster caregivers often lacked the information, guidance, and institutional support needed to advocate effectively for children's schooling, creating a disconnect between home and school that compounded placement-related disruption (Zetlin et al., 2006). A study of foster youth in transition further demonstrated that when young people were excluded from educational planning and lacked opportunities to exercise voice and self-determination, disengagement accelerated. On the other hand, while youth who had structured advocacy and leadership experiences reported stronger motivation and agency in their own educational trajectories (Geenen & Powers, 2007).	Chronic absenteeism, Suspension

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		This action responds to these findings by expanding enrichment and connection-building opportunities that cultivate belonging, providing caregiver education and communication supports that equip families to participate meaningfully in students' schooling, and creating structured channels for foster youth voice and leadership. Together, these strategies build the relational infrastructure and participatory conditions that research identifies as foundational to foster youth engagement and long-term success. Geenen, Sarah, and Laurie E. Powers. "'Tomorrow Is Another Problem': The Experiences of Youth in Foster Care during Their Transition into Adulthood." Children and Youth Services Review, vol. 29, no. 8, 2007, pp. 1085–101. Hass, Marni, and Kathleen Graydon. "Sources of Resiliency among Successful Foster Youth." Children and Youth Services Review, vol. 31, no. 4, 2009, pp. 457–63. Zetlin, Andrea, Lois Weinberg, and Nancy M. Shea. "Seeing the Whole Picture: Views from Diverse Participants on Barriers to Educating Foster Youths." Children & Schools, vol. 28, no. 3, 2006, pp. 165–74.	
4.5	**Action:** Supporting Core Instruction for English Learners / Long-Term English Learners **Need:** 2024 Outcome - English learner progress	This action is principally directed toward meeting the unique academic and developmental needs of English learners, particularly during critical transitions between elementary, middle, and high school. English learners often face additional barriers during these transitions, including language acquisition challenges, unfamiliar	English learner progress indicator (ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	RED 42.4% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4) **Scope:** Limited to Unduplicated Student Group(s)	academic structures, and misplacement in courses that limit access to college- and career-ready pathways. Targeted services that support appropriate placement, collaborative academic planning, and structured transition supports are essential to ensuring that English learners remain on track and engaged throughout their educational journey.	
4.13	**Action:** Action 4.13 Inclusive Comprehensive Support for Academic Success of Foster Youth (To address requirements for Differentiated Assistance - New Action Year 3) **Need:** 2025 Outcomes Mathematics Distance from Standard (DFS) Overall DFS -43 Foster Youth: DFS -182.6 **Scope:** Limited to Unduplicated Student Group(s)	Foster youth consistently perform below grade-level peers academically, yet their needs frequently go undetected without deliberate monitoring systems. A comprehensive review of the academic status of children in out-of-home care found pervasive deficits in reading, mathematics, and grade completion, with the authors concluding that the absence of systematic progress monitoring across placement and school changes allowed academic decline to compound unaddressed over time (Trout et al., 2008). Longitudinal research on children in foster care demonstrated that early academic engagement, measured through attendance, task completion, and classroom participation, significantly predicted literacy and behavioral outcomes by late elementary grades, underscoring the value of identifying disengagement early through structured data practices rather than waiting for failure to become visible (Pears et al., 2013). A multi-county study of interagency collaboration further found that when child welfare, education, and support service systems operated in isolation, foster youth experienced delays in enrollment, gaps in credit transfer, and inconsistent access to tutoring and supplemental academic services. These barriers were substantially reduced when agencies	SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		adopted coordinated case-identification and data-sharing protocols (Weinberg et al., 2009). This action responds to these findings by strengthening tiered academic monitoring systems that track attendance, course progress, and credit attainment; increasing foster youth access to existing tutoring, credit recovery, and extended learning opportunities; and institutionalizing cross-department data practices that ensure emerging academic needs trigger timely, coordinated support rather than reactive intervention after outcomes have deteriorated. Pears, Katherine C., et al. "Early School Engagement and Late Elementary Outcomes for Maltreated Children in Foster Care." Developmental Psychology, vol. 49, no. 12, 2013, pp. 2201–11. Trout, Alexandra L., et al. "The Academic Status of Children and Youth in Out-of-Home Care: A Review of the Literature." Children and Youth Services Review, vol. 30, no. 9, 2008, pp. 979–94. Weinberg, Lois A., Andrea Zetlin, and Nancy M. Shea. "Removing Barriers to Educating Children in Foster Care through Interagency Collaboration: A Seven County Multiple-Case Study." Child Welfare, vol. 88, no. 4, 2009, pp. 77–111.	
5.5	**Action:** College and Career Readiness for English learners, including Long-Term English Learners	Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to English learners. Because of this, large gaps remain in educational achievement for students for English learners. RUSD has expanded AVID at the two intermediate	Graduation Rate, UC/CSU and CTE Pathway Completion, Dropout rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 2024 Outcomes on Dashboard: GRADUATION RATE Overall: GREEN 91.4% English learners: GREEN 81.3% Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2024) Overall: 11.5% English learners: 4.2% 2023-2024 DROPOUT RATE Overall 6.6% English Learners: 16.5% **Scope:** Limited to Unduplicated Student Group(s)	schools to include AVID Excel for English Learners. AVID Excel is intended to accelerate language acquisition, develop literacy, and place AVID Excel students on the path to high school AVID and college prep coursework. Targeted tutoring is also provided to support English learners.	

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

Additional Concentration Grant Funding

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

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

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

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

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

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

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:26
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

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	$133,878,841	$45,267,731	33.812%	0.000%	33.812%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$127,009,861.00	$5,163,140.00	$6,290,831.00	$823,241.00	$139,287,073.00	$129,614,572.00	$9,672,501.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Materials	All Students with Disabilities	No			All Schools TK-3	Ongoing	$0.00	$85,000.00		$85,000.00			$85,000.00	0%
1	1.2	Responsive and Aligned Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$1,772,000.00	$39,000.00	$1,565,928.00	$245,072.00			$1,811,000.00	0%
1	1.3	Aligned, Evidence-Based Instructional Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$0.00	$50,445.00	$0.00	$50,445.00			$50,445.00	0%
1	1.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$721,836.00	$0.00	$0.00	$721,836.00			$721,836.00	0%
1	1.5	Equitable & Inclusive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	Ongoing	$3,852,947.00	$0.00	$3,852,947.00				$3,852,947.00	0%
1	1.6	Comprehensive and Inclusive Support for Students with Disabilities	Students with Disabilities	No			All Schools TK-3	Ongoing	$93,626.00	$130,000.00		$103,626.00	$120,000.00		$223,626.00	0%
1	1.7	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3	Ongoing	$40,000.00	$0.00	$40,000.00				$40,000.00	0%
1	1.8	Action 1.8 Comprehensive and Inclusive Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated	Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		(To address requirements for Differentiated Assistance - New Action for Year 3)			Student Group(s)											
2	**2.1**	Culturally Competent Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$80,000.00	$0.00	$90,000.00			$90,000.00	0%
2	**2.2**	Behavior and Mental Health Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$27,135.00	$43,796.00	$70,931.00				$70,931.00	0%
2	**2.3**	Systems to Support Student Attendance	All	No			All Schools	Ongoing	$0.00	$26,701.00	$26,701.00				$26,701.00	0%
2	**2.4**	Safety Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,735,496.00	$0.00	$2,735,496.00				$2,735,496.00	0%
2	**2.5**	School Climate Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,165,022.00	$10,507.00	$3,141,416.00		$1,034,113.00		$4,175,529.00	0%
2	**2.6**	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,120,378.00	$0.00	$2,120,378.00				$2,120,378.00	0%
2	**2.7**	High Quality Staff	All	No			All Schools	Ongoing	$16,687,730.00	$11,100.00	$16,698,830.00				$16,698,830.00	0%
2	**2.8**	Leadership Professional Development	All	No			All Schools	Ongoing	$0.00	$43,633.00	$43,633.00				$43,633.00	0%
2	**2.9**	Facilities and Technology Infrastructure Maintenance	All	No			All Schools	Ongoing	$2,899,187.00	$2,350,110.00	$133,321.00		$5,115,976.00		$5,249,297.00	0%
2	**2.10**	Inclusive Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
2	**2.11**	Inclusive Support for Long-Term English Learners	Students with Disabilities Long-Term English learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
2	**2.12**	Action 2.12 Inclusive Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		(To address requirements for Differentiated Assistance - New Action Year 3)			Group(s)											
3	**3.1**	Student Voice	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	0%
3	**3.2**	Staff and Community Voice	All	No			All Schools	Ongoing	$0.00	$14,638.00	$14,638.00				$14,638.00	0%
3	**3.3**	Parent Education	All	No			All Schools	Ongoing	$11,506.00	$45,500.00	$4,546.00			$52,460.00	$57,006.00	0%
3	**3.4**	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$476,781.00	$151,819.00	$628,600.00				$628,600.00	0%
3	**3.5**	Family Communication	All	No			All Schools	Ongoing	$244,147.00	$281,056.00	$525,203.00				$525,203.00	0%
3	**3.6**	Inclusive Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$5,000.00	$0.00				$5,000.00	$5,000.00	0%
3	**3.7**	Action 3.7 Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action for Year 3)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
4	**4.1**	Curriculum and Materials	All	No			All Schools	Ongoing	$0.00	$349,750.00		$349,750.00			$349,750.00	0%
4	**4.2**	Responsive and Aligned Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,840,133.00	$245,039.00	$18,093,960.00	$442,176.00		$549,036.00	$19,085,172.00	0%
4	**4.3**	Aligned, Evidence-Based Instructional Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,893,489.00	$399,453.00	$1,179,001.00	$1,113,941.00			$2,292,942.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,015,672.00	$459,932.00	$1,402,593.00	$1,073,011.00			$2,475,604.00	0%
4	4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$210,831.00	$370,435.00	$581,266.00				$581,266.00	0%
4	4.6	Data-informed Progress Monitoring and Culture of Continuous Improvement	All Students with Disabilities	No			All Schools	Ongoing	$5,017.00	$414,699.00	$419,716.00				$419,716.00	0%
4	4.7	Site-based Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,422,649.00	$1,182,537.00	$4,605,186.00				$4,605,186.00	0%
4	4.8	Enrichment and Beyond the Core Instruction	All Students with Disabilities	No			All Schools	Ongoing	$265,740.00	$552,716.00	$628,051.00	$190,405.00			$818,456.00	0%
4	4.9	Staffing	All Students with Disabilities	No			All Schools	Ongoing	$63,171,198.00	$0.00	$63,171,198.00				$63,171,198.00	0%
4	4.10	English Language Acquisition Programs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
4	4.11	English Language Acquisition Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
4	4.12	Inclusive Comprehensive Support for Academic Success of Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$5,000.00	$0.00		$5,000.00			$5,000.00	0%
4	4.13	Action 4.13 Inclusive Comprehensive Support for Academic Success of Foster Youth (To address requirements for Differentiated Assistance - New Action Year 3)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
5	5.1	Future Ready Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,662,261.00	$1,885,637.00	$3,505,898.00			$42,000.00	$3,547,898.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.2**	College and Career Curriculum	All Students with Disabilities	No			All Schools	Ongoing	$68,919.00	$125,000.00	$46,293.00	$72,626.00		$75,000.00	$193,919.00	0%
5	**5.3**	College and Career Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$268,381.00	$129,373.00	$270,467.00	$27,542.00		$99,745.00	$397,754.00	0%
5	**5.4**	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness (To address requirements for Differentiated Assistance - New Action Year 3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	Ongoing	$1,489,406.00	$15,000.00	$1,468,664.00	$15,000.00	$20,742.00		$1,504,406.00	0%
5	**5.5**	College and Career Readiness for English learners, including Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 7-12	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0%
5	**5.6**	Inclusive Pathways to College and Career Readiness for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	0%
6	**6.1**	Santana High School Equity Multiplier Action	All	No			Specific Schools: Santana	Ongoing	$290,098.00	$75,500.00		$365,598.00			$365,598.00	0%
6	**6.2**	Rowland Virtual Learning Academy Equity Multiplier Action	All	No			Specific Schools: Rowland Virtual Learning Academy	Ongoing	$142,987.00	$19,125.00		$162,112.00			$162,112.00	0%

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
$133,878,841	$45,267,731	33.812%	0.000%	33.812%	$45,267,731.00	0.000%	33.812 %	**Total:**	$45,267,731.00
								LEA-wide Total:	$44,012,865.00
								Limited Total:	$1,254,866.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Responsive and Aligned Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$1,565,928.00	0%
1	1.3	Aligned, Evidence-Based Instructional Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$0.00	0%
1	1.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$0.00	0%
1	1.5	Equitable & Inclusive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-3	$3,852,947.00	0%
1	1.7	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-3	$40,000.00	0%
1	1.8	Action 1.8	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$0.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Comprehensive and Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action for Year 3)						
2	**2.1**	Culturally Competent Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	0%
2	**2.2**	Behavior and Mental Health Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,931.00	0%
2	**2.4**	Safety Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,735,496.00	0%
2	**2.5**	School Climate Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,141,416.00	0%
2	**2.6**	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,120,378.00	0%
2	**2.12**	Action 2.12 Inclusive Support for Foster Youth (To address requirements for Differentiated Assistance - New Action Year 3)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$0.00	0%
3	**3.4**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$628,600.00	0%
3	**3.6**	Inclusive Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		0%
3	**3.7**	Action 3.7 Inclusive Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$0.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		(To address requirements for Differentiated Assistance - New Action for Year 3)						
4	4.2	Responsive and Aligned Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,093,960.00	0%
4	4.3	Aligned, Evidence-Based Instructional Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,179,001.00	0%
4	4.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,402,593.00	0%
4	4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$581,266.00	0%
4	4.7	Site-based Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,605,186.00	0%
4	4.13	Action 4.13 Inclusive Comprehensive Support for Academic Success of Foster Youth (To address requirements for Differentiated Assistance - New Action Year 3)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$0.00	0%
5	5.1	Future Ready Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,505,898.00	0%
5	5.3	College and Career Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,467.00	0%
5	5.4	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$1,468,664.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		(To address requirements for Differentiated Assistance - New Action Year 3)						
5	**5.5**	College and Career Readiness for English learners, including Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 7-12	$5,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$144,415,870.00	$148,306,635.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum and Materials	No	$85,000.00	$100,889
1	**1.2**	Responsive and Aligned Professional Development	Yes	$1,766,098.00	$1,590,905
1	**1.3**	Aligned, Evidence-Based Instructional Systems	Yes	$82,410.00	$54,163
1	**1.4**	Extended Learning Opportunities	Yes	$589,224.00	$677,029
1	**1.5**	Equitable & Inclusive Classrooms	Yes	$4,567,226.00	$4,792,257
1	**1.6**	Comprehensive and Inclusive Support for Students with Disabilities	No	$223,626.00	$237,126
1	**1.7**	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	Yes	$60,000.00	$54,230
2	**2.1**	Culturally Competent Staff	Yes	$90,000.00	$77,000
2	**2.2**	Behavior and Mental Health Professional Development	Yes	$193,863.00	$419,021
2	**2.3**	Systems to Support Student Attendance	No	$27,417.00	$17,030

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Safety Support	Yes	$2,852,582.00	$2,594,296
2	2.5	School Climate Support	Yes	$4,297,684.00	$5,103,929
2	2.6	Health Services	Yes	$1,906,005.00	$1,901,848
2	2.7	High Quality Staff	No	$16,641,222.00	$17,401,774
2	2.8	Leadership Professional Development	No	$48,269.00	$43,633
2	2.9	Facilities and Technology Infrastructure Maintenance	No	$5,353,480.00	$5,521,928
2	2.10	Inclusive Support for Students with Disabilities	No	$0.00	$0
2	2.11	Inclusive Support for Long-Term English Learners	No	$0.00	$0
3	3.1	Student Voice	No	$60,000.00	$60,000
3	3.2	Staff and Community Voice	No	$11,500.00	$14,638
3	3.3	Parent Education	No	$258,939.00	$246,500
3	3.4	Translation Services	Yes	$597,644.00	$527,951
3	3.5	Family Communication	No	$485,723.00	$529,225

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	3.6	Inclusive Support for Long-Term English Learners	Yes	$15,000.00	$5,000
4	4.1	Curriculum and Materials	No	$349,750.00	$347,119
4	4.2	Responsive and Aligned Professional Development	Yes	$16,796,451.00	$17,212,987
4	4.3	Aligned, Evidence-Based Instructional Systems	Yes	$2,257,897.00	$2,796,841
4	4.4	Extended Learning Opportunities	Yes	$2,254,892.00	$2,661,596
4	4.5	Supporting Core Instruction for English Learners / Long-Term English Learners	Yes	$610,262.00	$526,149
4	4.6	Data-informed Progress Monitoring and Culture of Continuous Improvement	No	$712,892.00	$431,869
4	4.7	Site-based Actions	Yes	$4,946,324.00	$4,689,239
4	4.8	Enrichment and Beyond the Core Instruction	No	$1,009,335.00	$960,731
4	4.9	Staffing	No	$69,036,366.00	$70,386,725
4	4.10	English Language Acquisition Programs	No	$0.00	$0
4	4.11	English Language Acquisition Professional Development	No	$0.00	$0
4	4.12	Inclusive Comprehensive Support for Academic Success of Students with Disabilities	No	$5,000.00	$5,000

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)
		(To address requirements for Differentiated Assistance)			
5	**5.1**	Future Ready Learning	Yes	$3,340,110.00	$3,891,303
5	**5.2**	College and Career Curriculum	No	$188,051.00	$195,574
5	**5.3**	College and Career Programs	Yes	$685,920.00	$422,100
5	**5.4**	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	Yes	$1,513,517.00	$1,337,949
5	**5.5**	College and Career Readiness for English learners, including Long-Term English Learners	Yes	$31,000.00	$34,653
5	**5.6**	Inclusive Pathways to College and Career Readiness for Students with Disabilities	No	$50,000.00	$57,092
6	**6.1**	Santana High School Equity Multiplier Action	No	$253,079.00	$225,364
6	**6.2**	Rowland Virtual Learning Academy Equity Multiplier Action	No	$162,112.00	$153,972

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)
$44,058,475	$43,176,240.00	$44,512,585.00	($1,336,345.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Responsive and Aligned Professional Development	Yes	$1,257,353.00	$1,351,649	0%	0%
1	1.3	Aligned, Evidence-Based Instructional Systems	Yes	$0.00	$3,718	0%	0%
1	1.4	Extended Learning Opportunities	Yes	$0.00	$0	0%	0%
1	1.5	Equitable & Inclusive Classrooms	Yes	$3,951,276	$4,459,062	0%	0%
1	1.7	Comprehensive and Inclusive Support for Long-Term English Learners (New Action for Year 2)	Yes	$60,000.00	$54,230	0%	0%
2	2.1	Culturally Competent Staff	Yes	$0.00	$0	0%	0%
2	2.2	Behavior and Mental Health Professional Development	Yes	$193,863.00	$69,021	0%	0%
2	2.4	Safety Support	Yes	$2,254,635.00	$2,594,296	0%	0%
2	2.5	School Climate Support	Yes	$4,297,684.00	$3,595,802	0%	0%
2	2.6	Health Services	Yes	$1,906,005.00	$1,901,848	0%	0%
3	3.4	Translation Services	Yes	$597,644.00	$527,951	0%	0%
3	3.6	Inclusive Support for Long-Term English Learners	Yes	$10,000.00	$0	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.2**	Responsive and Aligned Professional Development	Yes	$15,517,028.00	$16,239,512	0%	0%
4	**4.3**	Aligned, Evidence-Based Instructional Systems	Yes	$996,851.00	$1,238,483	0%	0%
4	**4.4**	Extended Learning Opportunities	Yes	$1,307,216.00	$1,758,066	0%	0%
4	**4.5**	Supporting Core Instruction for English Learners / Long-Term English Learners	Yes	$600,262.00	$526,149	0%	0%
4	**4.7**	Site-based Actions	Yes	$4,946,324.00	$4,689,239	0%	0%
5	**5.1**	Future Ready Learning	Yes	$3,298,110.00	$3,862,619	0%	0%
5	**5.3**	College and Career Programs	Yes	$499,735.00	$292,668	0%	0%
5	**5.4**	College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness	Yes	$1,482,254.00	$1,313,619	0%	0%
5	**5.5**	College and Career Readiness for English learners, including Long-Term English Learners	Yes	$0	$34,653	0%	0%

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)
$129,538,581	$44,058,475	0%	34.012%	$44,512,585.00	0.000%	34.362%	$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 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024