

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redondo Beach Unified School District

CDS Code: 19075341 0000000

School Year: 2024-25

LEA contact information:

Lisa Veal

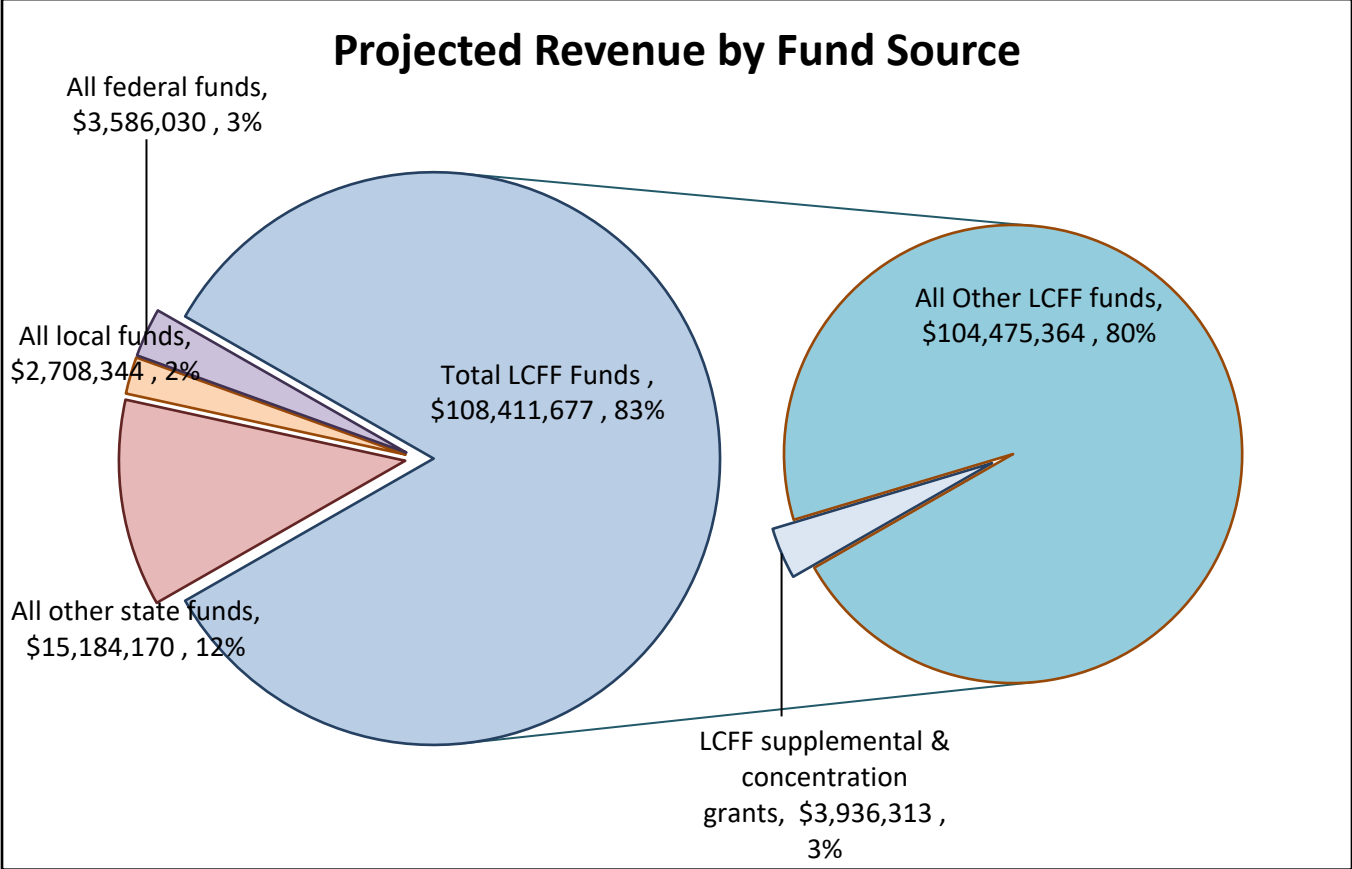
Executive Director, Educational Services

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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 2024-25 School Year

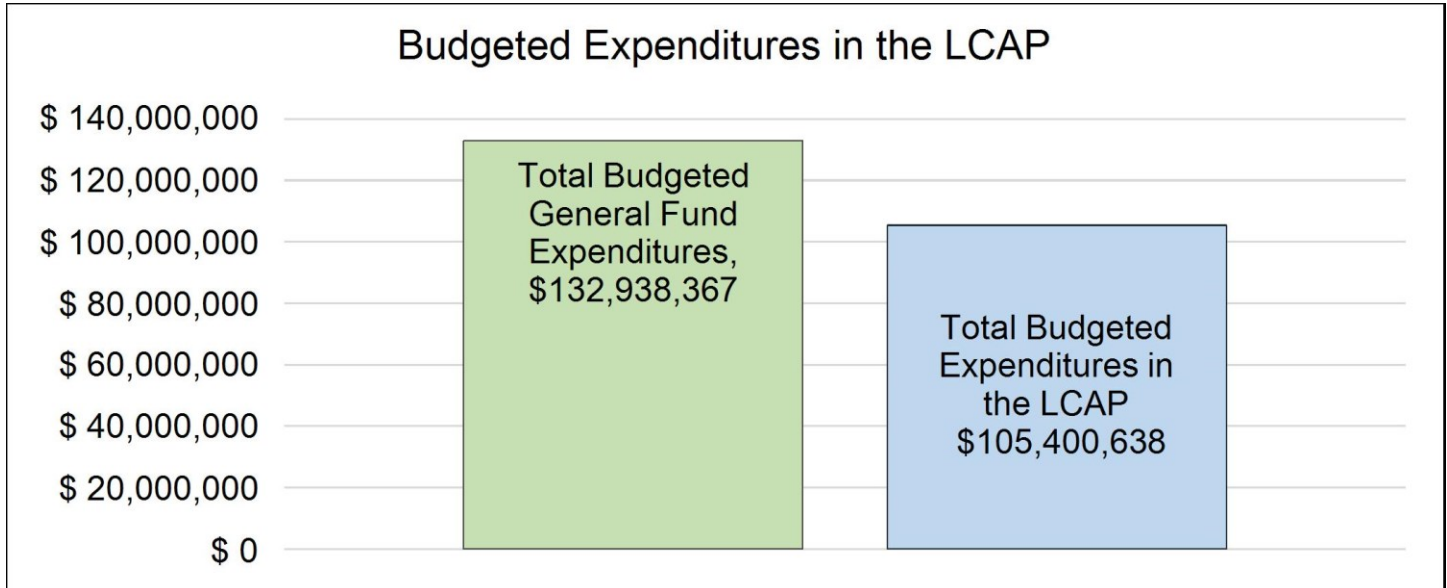


This chart shows the total general purpose revenue Redondo Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redondo Beach Unified School District is \$129,890,221, of which \$108,411,677 is Local Control Funding Formula (LCFF), \$15,184,170 is other state funds, \$2,708,344 is local funds, and \$3,586,030 is federal funds. Of the \$108,411,677 in LCFF Funds, \$3,936,313 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 Redondo Beach Unified School District plans to spend for 2024-25. 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: Redondo Beach Unified School District plans to spend \$132,938,367 for the 2024-25 school year. Of that amount, \$105,400,638.00 is tied to actions/services in the LCAP and \$27,537,729 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

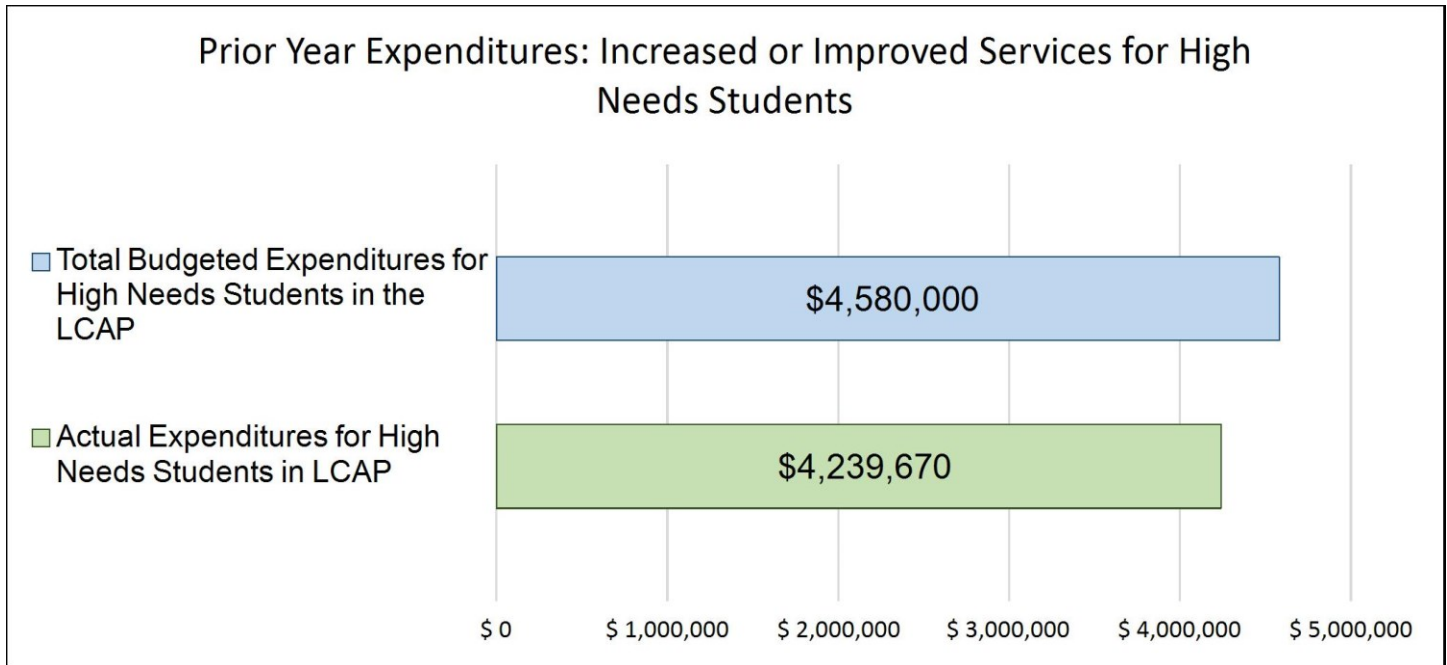
In addition to the budgeted expenditures in the LCAP, the General Fund includes expenditures for the 2024-2025 school year that are not included in the Local Control Accountability Plan (LCAP). Expenditures not included in the plan include costs for salaries and benefits for all district office personnel, district administrators, and classified staff. Contracted services such as outside behavioral contractors, physical therapists, and mental health providers are funded from the General Fund as are classroom furniture and supplies. The General Fund also includes expenditures for nutrition services and administrative costs such as insurance and attorney costs and fees. Lastly, additional expenditures for the school year include transportation services, workability program, SCROC, worker's compensation, benefits, and Beginning Teacher Induction Program.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Redondo Beach Unified School District is projecting it will receive \$3,936,313 based on the enrollment of foster youth, English learner, and low-income students. Redondo Beach Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redondo Beach Unified School District plans to spend \$4,327,617.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Redondo Beach 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 Redondo Beach 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 2023-24, Redondo Beach Unified School District's LCAP budgeted \$4,580,000.00 for planned actions to increase or improve services for high needs students. Redondo Beach Unified School District actually spent \$4,239,670.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-340,330 had the following impact on Redondo Beach Unified School District's ability to increase or improve services for high needs students:

Although the District did not the entire budgeted amount allocated for unduplicated pupils in the 2023-2024 school year, there was minimal impact to students. RBUSD was able to implement services and actions as outlined in the LCAP in conjunction with expiring, one-time funds. Increased and improved services included targeted professional development for teachers of unduplicated students; increased academic and SEL counseling; ELD professional development for teachers; intervention and tutoring support; credit recovery opportunities; teacher coaching support to refine instructional practices in support of low income (LI), English Learners (EL), and foster youth (FY) students; dedicated EL site specialists; a district-level coordinator to oversee EL-related support efforts and professional development; and district liaison to support restorative justice practices to reduce suspensions of unduplicated students.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redondo Beach Unified School District	Lisa Veal Executive Director, Educational Services	lveal@rbusd.org (310) 379-5449

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement to ensure college and career readiness through the implementation of research-based instructional strategies and professional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services - Teachers	In the 2020-21 school year, 100% of teachers are fully credentialed and appropriately assigned	Met: 100% of teachers were fully credentialed and appropriately assigned in the 2021-2022 school year	Not Met: 99.82% of teachers were fully credentialed and appropriately assigned in the 2022-23 school year	Not Met: 95.9% of teachers were fully credentialed and appropriately assigned in the 2023-24 school year	100% of teachers are fully credentialed and appropriately assigned
Basic Services - Materials	In the 2020-21 school year, there was 100% compliance of all students having CCSS-aligned instructional materials	Met: There was 100% compliance of all students having CCSS-aligned instructional materials in the 2021-22 school year	Met: There was 100% compliance of all students having CCSS-aligned instructional materials in the 2022-23 school year	Met: There was 100% compliance of all students having CCSS-aligned instructional materials in the 2022-23 school year	100% compliance of all students having CCSS-aligned instructional materials
Basic Services - Facilities	In the 2020-21 school year, 100% of facilities were in good to exemplary repair as measured by the Facilities Inspection Tool	Met: In the 2021-22 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the Facilities Inspection Tool	Met: In the 2022-23 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the Facilities Inspection Tool	Met: In the 2023-24 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the Facilities Inspection Tool	100% compliance on Williams Act with 100% of school facilities in good to exemplary status.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement - English/Language Arts	<p>Due to Executive Order N-30-20, all 2019-20 statewide standardized testing for California students were waived, therefore CAASPP ELA baseline data for students in grades 3-8 & 11 is based on the 18-19 school year:</p> <p>2018-2019 CAASPP in ELA Grade 3: 77% met or exceeded Grade 4: 77% met or exceeded Grade 5: 80% met or exceeded Grade 6: 81% met or exceeded Grade 7: 77% met or exceeded Grade 8: 74% met or exceeded Grade 11: 80% met or exceeded</p>	CAASPP results expected in Summer 2022	<p>2021-22 CAASPP in ELA:</p> <p>Grade 3: 72% met or exceeded Grade 4: 74% met or exceeded Grade 5: 75% met or exceeded Grade 6: 72% met or exceeded Grade 7: 73% met or exceeded Grade 8: 68% met or exceeded Grade 11: 74% met or exceeded</p>	<p>2022-23 CAASPP in ELA:</p> <p>Grade 3: 72% met or exceeded Grade 4: 71% met or exceeded Grade 5: 70% met or exceeded Grade 6: 76% met or exceeded Grade 7: 76% met or exceeded Grade 8: 70% met or exceeded Grade 11: 78% met or exceeded</p>	<p>As measured by CAASPP data: CAASPP in ELA</p> <p>Grade 3: 78% met or exceeded Grade 4: 78% met or exceeded Grade 5: 81% met or exceeded Grade 6: 82% met or exceeded Grade 7: 78% met or exceeded Grade 8: 75% met or exceeded Grade 11: 81% met or exceeded</p>
Pupil Achievement - English/Language Arts	Due to Executive Order N-30-20, all 2019-20 statewide standardized testing	CAASPP results expected in Summer 2022	2021-22 CAASPP ELA Subgroup Data:	2022-23 CAASPP ELA Subgroup Data:	Increase performance for all student groups on the English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>for California students were waived, therefore CAASPP ELA baseline data for students in grades 3-8 & 11 is based on the 18-19 school year:</p> <p>African-American: 22.5 points above standard Asian: – 92.3 points above standard English Learners: - 23.6 points above standard Filipino: – 85.9 points above standard Hispanic: – 39.1 points above standard Socioeconomically Disadvantaged: – 27.1 points above standard Students with Disabilities: – 12.9 points below standard White: – 74.7 points above standard Two or more races: – 79.9 points above standard</p>		<p>African-American - 12.9 points above standard Asian - 80.9 points above standard English Learners - 50.5 points below standard Filipino - 77.9 points above standard Hispanic - 25.4 points above standard Socioeconomically Disadvantaged - 9.6 points above standard Students with Disabilities -34.2 points below standard White - 57 points above standard Two or more races - 64.2 points above standard</p>	<p>African-American: 18.4 points above standard Asian - 85.3 points above standard English Learners - 10.3 points below standard Filipino - 84 points above standard Hispanic - 24.3 points above standard Socioeconomically Disadvantaged - 10.3 points above standard Students with Disabilities - 34.7 points below standard White - 57.7points above standard Two or more races - 65 points above standard</p>	<p>Indicator (grades 3-8 & 11) by 5 points above 2019 baseline as measured on the California School Dashboard. Subgroup goals are as follows:</p> <p>African-American: 28 points above standard Asian: – 97 points above standard English Learners: - 29 points above standard Filipino: – 91 points above standard Hispanic: – 44 points above standard Socioeconomically Disadvantaged: – 32 points above standard Students with Disabilities: – 7 points below standard White: – 80 points above standard Two or more races: – 85 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement - Mathematics	<p>Due to Executive Order N-30-20, all 2019-20 statewide standardized testing for California students were waived, therefore CAASPP math baseline data for students in grades 3-8 & 11 is based on the 18-19 school year:</p> <p>2018-2019 CAASPP in Math Grade 3: 83% met or exceeded Grade 4: 77% met or exceeded Grade 5: 76% met or exceeded Grade 6: 76% met or exceeded Grade 7: 68% met or exceeded Grade 8: 70% met or exceeded Grade 11: 58% met or exceeded</p>	CAASPP results expected in Summer 2022	<p>2021-22 CAASPP in Math:</p> <p>Grade 3: 78% met or exceeded Grade 4: 72% met or exceeded Grade 5: 70% met or exceeded Grade 6: 67% met or exceeded Grade 7: 61% met or exceeded Grade 8: 59% met or exceeded Grade 11: 51% met or exceeded</p>	<p>2022-23 CAASPP in Math</p> <p>Grade 3: 79% met or exceeded Grade 4: 76% met or exceeded Grade 5: 67% met or exceeded Grade 6: 67% met or exceeded Grade 7: 67% met or exceeded Grade 8: 62% met or exceeded Grade 11: 53% met or exceeded</p>	<p>As measured by CAASPP data: CAASPP in Math:</p> <p>Grade 3: 84% met or exceeded Grade 4: 78% met or exceeded Grade 5: 77% met or exceeded Grade 6: 77% met or exceeded Grade 7: 69% met or exceeded Grade 8: 71% met or exceeded Grade 11: 59% met or exceeded</p>
Pupil Achievement - Mathematics	Due to Executive Order N-30-20, all 2019-20 statewide	CAASPP results expected in Summer 2022	2021-22 CAASPP Math Subgroup Data:	2022-23 CAASPP Math Subgroup Data:	Increase performance for all student groups on the Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>standardized testing for California students were waived, therefore CAASPP ELA baseline data for students in grades 3-8 & 11 is based on the 18-19 school year:</p> <p>African-American: – 8.2 points below standard Asian: – 98.6 points above standard English Learners: - 2.6 points above standard Filipino: – 67.4 points above standard Hispanic: – 7.5 points above standard Socioeconomically Disadvantaged: – 2.1 points below standard Students with Disabilities: – 38.6 points below standard White: – 58.4 points above standard Two or more races: – 64.9 points above standard</p>		<p>African-American - 29.6 points below standard Asian - 80.1 points above standard English Learners - 3.6 points below standard Filipino - 66.7 points above standard Hispanic - 4.4 points below standard Socioeconomically Disadvantaged - 23.9 points below standard Students with Disabilities - 56.9 points below standard White - 35.2 points above standard Two or more races - 46.6 points above standard</p>	<p>African-American - 22.2 points below standard Asian - 87.7 points above standard English Learners - 16.1 points below standard Filipino - 70.8 points above standard Hispanic - 6 points below standard Socioeconomically Disadvantaged - 19.8 points below standard Students with Disabilities - 50.8 points below standard White - 40.4 points above standard Two or more races - 51.8 points above standard</p>	<p>Indicator (grades 3-8 & 11) by 5 points above 2019 baseline as measured on the California School Dashboard. Subgroup goals are as follows:</p> <p>African-American: – 3 points below standard Asian: – 103 points above standard English Learners: - 8 points above standard Filipino: – 72 points above standard Hispanic: – 13 points above standard Socioeconomically Disadvantaged: – 3 points below standard Students with Disabilities: – 33 points below standard White: – 63 points above standard Two or more races: – 70 points above standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement - Science	Due to COVID-19 pandemic, no baseline data is available for CAST testing due to suspension of the assessment.	CAST results expected in Summer 2022	2021-22 CAASPP in Science (CAST): Grade 5: 60% met or exceeded Grade 8: 53% met or exceeded Grade 11: 54% met or exceeded	2022-23 CAASPP in Science (CAST): Grade 5: 58% met or exceeded Grade 8: 53% met or exceeded Grade 11: 51% met or exceeded	75% of students in grades 5, 8, & 11 will score 'meet' or 'exceeded' as measured by the California CAST science test.
College and Career Readiness	<p>Performance on the College and Career Indicator (CCI) as measured by the California School Dashboard and California Department of Education indicated that during the 2019-20 school year, 65% of students in the graduating class of 2020 were deemed to be prepared.</p> <p>CCI Percent Prepared by Student Groups in 2020: All students: 65% African American: 44.1% Two or More Races: 70.2%</p>	<p>The CA Department of Education reported no state indicators on the 2021 California School Dashboard as a result of Assembly Bill 130. The 2021 CCI reports provided individual student participation in measures that were determined to be valid and reliable that would have been included in the 2021 Dashboard.</p> <p>See Below:</p> <p>CCI Percent Prepared by cohorts in 2021: Advanced Placement Exams: 42.6% International Baccalaureate: 0.0% CTE Pathway: 0.3%</p>	<p>The CA Department of Education reported no state indicators on the 2022 California School Dashboard as a result of Assembly Bill 130. The 2022 CCI reports provided individual student participation in measures that were determined to be valid and reliable that would have been included in the 2022 Dashboard.</p> <p>See Below:</p> <p>CCI Percent Prepared by cohorts in 2022: Advanced Placement Exams: 39.8% International Baccalaureate: 0.0% CTE Pathway: 0%</p>	<p>Performance on the College and Career Indicator (CCI) as measured by the California School Dashboard and California Department of Education indicated that during the 2022-2023 school year, 61.8% of students in the graduating class of 2023 were deemed to be prepared.</p> <p>CCI Percent Prepared by cohorts in 2023: Advanced Placement Exams: 64.2% International Baccalaureate: 0% CTE Pathway: 0.2% a-g Requirements: 92.9%</p>	<p>Increase performance for all students by 5% annually on the College and Career Indicator as measured on the California School Dashboard. Subgroup goals are as follows:</p> <p>All students: 70% African American: 49% Two or More Races: 75% Socioeconomically Disadvantaged: 51.9% Asian: 88.9% Students with Disabilities: 13.4% English Learners: 52% Hispanic: 53.7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: 46.9%</p> <p>Asian: 83.9%</p> <p>Students with Disabilities: 8.4%</p> <p>English Learners: 47.1%</p> <p>Hispanic: 48.7%</p> <p>White: 71.5%</p>	<p>a-g Requirements: 57.0%</p> <p>a-g AND at Least One CTE Pathway: 0.3%</p> <p>Completed College Credit Courses (1 semester, 2 quarters, or 2 trimesters): 5.2%</p> <p>Completed College Credit Courses (2 semesters, 3 quarters, or 3 trimesters): 0.6%</p> <p>Earned Seal of Biliteracy: 6.5%</p>	<p>a-g Requirements: 71.2%</p> <p>a-g AND at Least One CTE Pathway: 0%</p> <p>Completed College Credit Courses (1 semester, 2 quarters, or 2 trimesters): 0.3%</p> <p>Completed College Credit Courses (2 semesters, 3 quarters, or 3 trimesters): 0%</p> <p>Earned Seal of Biliteracy: 12.8%</p>	<p>a-g AND at Least One CTE Pathway: 0.1%</p> <p>Completed College Credit Courses (2 semesters, 3 quarters, or 3 trimesters): 2.6%</p> <p>*Two metrics are now reported as one indicator (College Credit Course) on the 2023 index</p> <p>Earned Seal of Biliteracy: 13.6%</p>	White: 76.5%
College and Career Readiness - 'a-g' completion	<p>The percentage of students who graduated in 2020 with 'a-g' completion status are as follows:</p> <p>All Students - 60.8%</p> <p>Socioeconomically Disadvantaged- 42.9%</p> <p>English Learners - 25%</p> <p>Foster Youth - 0%</p>	<p>Not Met: The percentage of students who graduated in 2021 with 'a-g' completion status are as follows:</p> <p>All Students – 57.0%</p> <p>Socioeconomically Disadvantaged- 45.0%</p> <p>English Learners – 41.2%</p> <p>Foster Youth - 0%</p>	<p>Partially Met: The percentage of students who graduated in 2022 with 'a-g' completion status are as follows:</p> <p>All Students – 74.8%</p> <p>Socioeconomically Disadvantaged- 55.1%</p> <p>English Learners – 21.7%</p> <p>Foster Youth - 0%</p>	<p>Met: The percentage of students who graduated in 2023 with 'a-g' completion status are as follows:</p> <p>All Students – 75.1%</p> <p>Socioeconomically Disadvantaged - 57.0%</p> <p>English Learners – 47.8%</p> <p>Foster Youth - 0%</p> <p>Data Not Displayed</p>	<p>Increase in A-G completion rates for all students, in particular unduplicated students- English learners (EL), foster youth (FY), and low income (LI)</p> <p>All Students - 67%</p> <p>Socioeconomically Disadvantaged - 50%</p> <p>English Learners - 35%</p> <p>Foster Youth - 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement - Advanced Placement Pass Rate	During the 2019-2020 school year, 87.7% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	Not Met: During the 2020-2021 school year, 77% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	Not Met: During the 2021-2022 school year, 87% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	Met: During the 2022-2023 school year, 90% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	Increase the rate of RUHS students receiving a score of 3, 4, or 5 on Advanced Placement (AP) exams to 90%.
EL Proficiency - Reclassification	2019 Dashboard indicates 53% of EL students are making progress towards English language proficiency.	Met: 2021 Reclassification data indicates 67% of EL students are making progress towards English language proficiency.	Not Met: 2022 Reclassification data indicates 53.8% of EL students are making progress towards English language proficiency.	Not Met: 2023 Reclassification data indicates 57% of EL students are making progress towards English language proficiency.	Increase percentage of students making progress towards English language proficiency to 60% as measured by the CA Dashboard.
EL Proficiency - ELPAC	<p>2018-19 Summative ELPAC Assessment Data based on 351 students tested:</p> <p>23.93% Level 4 - Well Developed 38.18% Level 3 - Moderately Developed 25.93% Level 2 - Somewhat Developed 11.97% Level 1 - Minimally Developed</p>	<p>No data available in 2019-20 school year.</p> <p>Partially Met: 2020-21 Summative ELPAC Assessment Data based on 325 students tested:</p> <p>36.62% Level 4 - Well Developed 37.54% Level 3 - Moderately Developed 17.23% Level 2 - Somewhat Developed 8.62% Level 1 - Minimally Developed</p>	<p>Partially Met: 2021-22 Summative ELPAC Assessment Data based on 327 students tested:</p> <p>29.75% Level 4 - Well Developed 38.96% Level 3 - Moderately Developed 30.77% Level 2 - Somewhat Developed 7.67% Level 1 - Minimally Developed</p>	<p>Partially Met: 2022-23 Summative ELPAC Assessment Data based on 383 students tested:</p> <p>27.15% Level 4 - Well Developed 34.73% Level 3 - Moderately Developed 23.76 % Level 2 - Somewhat Developed 14.36% Level 1 - Minimally Developed</p>	<p>Increase percentage of students scoring level 4 or 3 as measured by the ELPAC Summative Assessment.</p> <p>28% Level 4 40% Level 3</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - 11th grade ELA - MAP Growth - RIT	<p>Spring 2021 administration of the MAP Growth Assessment in Reading:</p> <p>All 11th grade students: 71% of students scored high average or high</p>	<p>Not Met: Spring 2022 administration of the MAP Growth Assessment in Reading:</p> <p>All 11th grade students: 63% of students scored high average or high</p>	<p>Not Met: 2022 administration of the MAP Growth Assessment in Reading:</p> <p>All 11th grade students: 58% of students scored high average or high</p>	<p>Spring MAP administration waived for 11th grade due to CAASPP testing</p>	<p>MAP Growth Assessment in Reading:</p> <p>11th grade students: 78% of students scored high average or high</p>
Local Indicator - 11th grade Math- MAP Growth - RIT	<p>Spring 2021 administration of the MAP Growth Assessment in Math:</p> <p>All 11th grade students: 77% of students scored high average or high</p>	<p>Not Met: Spring 2022 administration of the MAP Growth Assessment in Reading:</p> <p>All 11th grade students: 66% of students scored high average or high</p>	<p>Not Met: Winter 2023 administration of the MAP Growth Assessment in Reading:</p> <p>All 11th grade students: 71% of students scored high average or high</p>	<p>Spring MAP administration waived for 11th grade due to CAASPP testing</p>	<p>MAP Growth Assessment in Math:</p> <p>11th grade students: 82% of students scored high average or high</p>
State Seal of Biliteracy	<p>In the 2019-2020 school year, 70 graduating high school students achieved the State Seal of Biliteracy.</p> <p>9% of students achieved Seal of Biliteracy</p>	<p>Not Met: In the 2021-2022 school year, 51 graduating high school students achieved the State Seal of Biliteracy.</p> <p>6.5% of students achieved Seal of Biliteracy</p>	<p>Not Met: In the 2021-2022 school year, 97 graduating high school students achieved the State Seal of Biliteracy:</p> <p>13.4% of students achieved Seal of Biliteracy</p>	<p>Not Met: In the 2022-2023 school year, 67 graduating high school students achieved the State Seal of Biliteracy:</p> <p>13.6% of students achieved Seal of Biliteracy</p>	<p>Increase the number of students achieving the State Seal of Biliteracy award by 10%.</p> <p>19% of students will achieve Seal of Biliteracy</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	<p>Per spring 2020 administration, the percentage of teaching staff that indicate a need for more professional development:</p> <p>Elementary: 27% Middle: 25% High: 25%</p> <p>*As measured by the CSSS - baseline data from 2019-20 due to COVID-19</p>	<p>Per the spring 2022 administration, the percentage of teaching staff that indicate a need for more professional development:</p> <p>Elementary: 30% Middle: 46% High: 43%</p>	<p>Per the spring 2023 administration, the percentage of teaching staff that indicate a need for more professional development:</p> <p>Elementary: 39% Middle: 37% High: 41%</p>	<p>Per the spring 2024 administration, the percentage of teaching staff that indicate a need for more professional development:</p> <p>Elementary: 42% Middle: 38% High: 57%</p>	<p>Decrease the percentage of teaching staff that indicate a need for more professional development in meeting academic standards:</p> <p>Elementary: 2% Middle: 20% High: 20%</p>
CTE Pathway Completion Rate	<p>Percentage of students graduating with CTE Pathway Completion in 2019-20:</p> <p>All students: (12) 1.5%</p>	<p>Not Met: Percentage of students graduating with CTE Pathway Completion in 2020-2021:</p> <p>All students: (2) 0.3%</p>	<p>Not Met: Percentage of students graduating with CTE Pathway Completion in 2021-2022:</p> <p>All students: (0) 0%</p>	<p>Not Met: Percentage of students graduating with CTE Pathway Completion in 2022-2023: 0.3%</p>	<p>Increase percentage of students graduating with CTE Pathway Completion</p> <p>All students: 5%</p>
A-G Eligible and CTE Pathway Completion Rate	<p>Percentage of students graduating A-G eligible and with CTE Pathway Completion in 2019-20:</p> <p>13.9%</p>	<p>Not Met: Percentage of students graduating A-G eligible and with CTE Pathway Completion in 2020-2021:</p> <p>0.3%</p>	<p>Not Met: Percentage of students graduating A-G eligible and with CTE Pathway Completion in 2021-2022:</p> <p>0.0%</p>	<p>Not Met: Percentage of students graduating A-G eligible and with CTE Pathway Completion in 2022-2023:</p> <p>0.1%</p>	<p>Increase the percentage of students graduating A-G eligible and with CTE Pathway Completion by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11th Grade EAP in ELA	<p>Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts:</p> <p>35% Exceeded the Standard in 18-19 and defined as ready for college-level coursework</p>	<p>There was no data available in the 2019-20 due to COVID-19 and the resulting waiver of the CAASPP. A local measure was administered in the 2020-21 school year, so there was no EAP results available in this year as the CAASPP was not administered.</p> <p>Results for the 2021-22 school year expected in the Summer 2022. See local indicator above as an additional measurement of student growth and progress.</p>	<p>Not Met: Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts:</p> <p>25% Exceeded the Standard in 21-22 and defined as ready for college-level coursework</p>	<p>Met: Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts:</p> <p>47.39% Exceeded the Standard in 22-23 and defined as ready for college-level coursework</p>	<p>Increase the percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts:</p> <p>All 11th grade students by 3%</p>
11th Grade EAP in Mathematics	<p>Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics:</p>	<p>There was no data available in the 2019-20 due to COVID-19 and the resulting waiver of the CAASPP. A local measure was</p>	<p>Not Met: Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics:</p>	<p>Not Met: Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics:</p>	<p>Increase the percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	24% Exceeded the Standard in 18-19 and defined as ready for college-level coursework	administered in the 2020-21 school year, so there was no EAP results available in this year as the CAASPP was not administered. Results for the 2021-22 school year expected in the Summer 2022. See local indicator above as an additional measurement of student growth and progress.	15% Exceeded the Standard in 21-22 and defined as ready for college-level coursework	26.07% Exceeded the Standard in 21-22 and defined as ready for college-level coursework	All 11th grade students by 3%
Pupil Achievement Local Indicator: MAP Growth - English/Language Arts	In the 2020-21 school year, the Mean RIT of students in grades 3-11 in ELA as measured by MAP Growth: Grade 3: 207.5 Grade 4: 214.5 Grade 5: 219.8 Grade 6: 222.7 Grade 7: 226.0 Grade 8: 230.1 Grade 9: 232.4 Grade 10: 235.7 Grade 11: 236.0	Not Met: In the 2021-22 school year, the Mean RIT of students in grades 3-11 in ELA as measured by MAP Growth: Grade 3: 205.9 Grade 4: 212.8 Grade 5: 217.9 Grade 6: 220.3 Grade 7: 222.7 Grade 8: 224.9 Grade 9: 229.1 Grade 10: 230.2 Grade 11: 231.5	Not Met: In the 2022-23 school year, the Mean RIT of students in grades 3-11 in ELA as measured by MAP Growth: Grade 3: 205.4 Grade 4: 212.3 Grade 5: 217.9 Grade 6: 216.6 Grade 7: 223.5 Grade 8: 224.5 Grade 9: 226.8 Grade 10: 229.4 Grade 11: 219.2	Partially Met: In the 2023-24 school year, the Mean RIT of students in grades 3-11 in ELA as measured by MAP Growth: Grade 3: 207.7 Grade 4: 212.4 Grade 5: 217.6 Grade 6: 220.4 Grade 7: 222.4 Grade 8: 224.2 Grade 9: 226.7 Grade 10: 226.8	Demonstrate yearly growth in Mean RIT scores in ELA as measured by Measures of Academic Progress (MAP) Growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 11: 220.6	
Pupil Achievement Local Indicator: MAP Growth - Mathematics	<p>In the 2020-21 school year, the Mean RIT of students in grades 3-11 in mathematics as measured by MAP Growth:</p> <p>Grade 3: 206.7 Grade 4: 217.4 Grade 5: 227.9 Grade 6: 226.0 Grade 7: 232.7 Grade 8: 239.6 Grade 9: 243.8 Grade 10: 251.6 Grade 11: 255.6</p>	<p>Partially Met: In the 2021-22 school year, the Mean RIT of students in grades 3-11 in mathematics as measured by MAP Growth:</p> <p>Grade 3: 209.1 Grade 4: 219.3 Grade 5: 229.9 Grade 6: 230.6 Grade 7: 233.3 Grade 8: 236.3 Grade 9: 242.1 Grade 10: 247.0 Grade 11: 250.3</p>	<p>Partially Met: In the 2022-23 school year, the Mean RIT of students in grades 3-11 in mathematics as measured by MAP Growth:</p> <p>Grade 3: 210.3 Grade 4: 219.8 Grade 5: 229.1 Grade 6: 230.4 Grade 7: 235.6 Grade 8: 237.2 Grade 9: 242.8 Grade 10: 252.3 Grade 11: 227.1</p>	<p>Partially Met: In the 2023-24 school year, the Mean RIT of students in grades 3-11 in mathematics as measured by MAP Growth:</p> <p>Grade 3: 215.3 Grade 4: 226.2 Grade 5: 231.9 Grade 6: 236.1 Grade 7: 240.5 Grade 8: 247.0 Grade 9: 245.4 Grade 10: 248.1 Grade 11: 241.9</p>	Demonstrate yearly growth in Mean RIT scores in math as measured by Measures of Academic Progress (MAP) Growth

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

See below a summary of planned actions and actual implementation of actions:

1.1- Maintain school and District facilities as state of the art, learning environments: Upgrade school equipment and facilities as necessary. There were no substantive differences in planned actions and actual implementation.

1.2- Provide 100% appropriately assigned fully credentialed teachers in all grades and subject areas. Action includes salary and benefits. There were no substantive differences in planned actions and actual implementation.

1.3- Classroom equipment and supplies to support instructional programs. There were no substantive differences in planned actions and

actual implementation.

1.4- Provide school-based counselors in all elementary and secondary schools for all students in grades K-12. There were no substantive differences in planned actions and actual implementation.

1.5- Provide all English language learners in grades 9-12 supplemental counseling services and support. There were no substantive differences in planned actions and actual implementation.

1.6- Provide each school site a dedicated EL specialist to monitor EL programs, providing additional in-classroom interventions, support professional development of teachers in addressing needs of EL learners. There were no substantive differences in planned actions and actual implementation.

1.7- Additional counseling services for all low income, English learners, homeless, and foster youth to support 'a-g' readiness, college planning, credit recovery, and social-emotional monitoring. There were no substantive differences in planned actions and actual implementation.

1.8- Provide middle schools a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation.

1.9- Provide a district-level interventionist to work with all schools to support the academic growth of their low income (LI), English Learners (EL), and foster youth (FY) students to include: supporting site-based intervention and MTSS efforts; providing instructional coaching to improve the practices of teachers of unduplicated students; and supporting data analysis and progress monitoring of low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation.

1.10- Implement high school summer credit recovery program as well as a school year after-school/Saturday school credit recovery/grade improvement for unduplicated students. There were no substantive differences in planned actions and actual implementation.

1.11- Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level. These supplies will include notebooks, binders, lined paper, materials to annotate such as highlighters and post-its, and writing materials. There were no substantive differences in planned actions and actual implementation.

1.12- Implement a district-wide benchmark (MAP Growth) in English language arts and math to monitor students' growth; provide data to identify intervention needs; and provide ongoing progress data to inform instruction. There were no substantive differences in planned actions and actual implementation, but the cost of the third year of implementation was lower than expected.

1.13- Partner with AirTutors.org as necessary to provide access for all low income (LI), English Learners (EL), and foster youth (FY) students for tutoring support as needed. There were no substantive differences in planned actions and actual implementation.

1.14- Expansion of co-teach classes for secondary schools to increase engagement for students with disabilities and access to rigorous general education curriculum and standards. There were no substantive differences in planned actions and actual implementation.

1.15- Provide all teachers one professional development day with a focus on supporting the instructional needs and mitigation of learning loss for low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation.

1.16- Provide textbooks and supplies for all subjects to replace unusable, damaged texts and to renew district-adopted core curriculum expired digital licenses. There were no substantive differences in planned actions and actual implementation.

1.17- Provide elementary, middle and high school teachers with support and professional development around meeting the academic, social, emotional and behavioral needs of unduplicated students within the general education classroom. This will be in the form of in-class support and professional development tailored to meet students' needs such as GLAD and PBIS training. Additionally, monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students. As a result of the monitoring, students will be provided academic counseling support such as goal setting, strengthening study skills habits, and working with classroom teachers to scaffold lessons to ensure student success. There were no substantive differences in planned actions and actual implementation.

1.18- Provide site-based supplemental services for English learners (EL), Foster Youth (FY), and Low Income (LI) students. Services include:

- English learner instructional aides to support in-class reading intervention
- Certificated intervention specialist/academic advisors to provide academic counseling and access to in-school intervention support such as reading and math intervention
- Non-engaged and chronic absenteeism specialist to monitor student attendance, provide PBIS-based incentives for positive attendance and engagement, and make house visits, as needed
- Site-based after-school intervention opportunities
- Site-based after-school homework support
- Need-specific materials including LLI leveled book bags, "Summer Slide" backpacks
- Summer material novel purchases for English learners

There were no substantive differences in planned actions and actual implementation.

1.19- Provide teachers, classified staff, and administration opportunities to participate in professional development through outside conferences and workshops, to increase efficacy around research-based instructional program (core content, instructional practices, accelerating learning, research-based assessments, etc.): There were no substantive differences in planned actions and actual implementation.

1.20- Provide summer meals for students participating in summer learning programs. There were no substantive differences in planned actions and actual implementation.

1.21- Form of a CTE Committee to make recommendations on CTE expansion: There were no substantive differences in planned actions

and actual implementation.

1.22- Provide CTE-based professional development for staff. There were no substantive differences in planned actions and actual implementation.

1.23- Provide co-teach support for case management. There were no substantive differences in planned actions and actual implementation.

1.24- Provide after-school enrichment opportunities for all low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation. However, the services were provided through a partnership at no cost to the district.

1.25- Provide EL-specific professional development for teachers to support academic language acquisition and literacy for English learners. There were no substantive differences in planned actions and actual implementation.

1.26- Implement a Tier 2 literacy-based intervention in grades 4 and above. There were no substantive differences in planned actions and actual implementation.

1.27- Provide high school a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation.

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

There are several material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

1.2- Provide 100% appropriately assigned fully credentialed teachers in all grades and subject areas. Action includes salary and benefits. Reason for difference: Due to a one-time bonus as well as a pay increase for all employees, the cost to implement this action was substantially higher than budgeted.

1.3- Provide classroom equipment and supplies to support instructional programs. Reason for difference: Due to inflation, the overall costs of materials to support the instructional program were higher than expected and budgeted.

1.8- Provide middle schools a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students.

Reason for difference: A mid-year change in staff resulted in the position being unfilled for a portion of the time, and then filled by an employee funded through other budgets. This resulted in spending less than planned.

1.11- Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level. These supplies will include notebooks, binders, lined paper, materials to annotate such as highlighters and post-its, and writing materials. Reason for difference: Resources are allocated based on an estimate of expected number of English learners. However, several factors impact the final count including student reclassification and students exiting, to name a few. The response to this year's invitation was high, and hundreds of students were serviced, but the entire budgeted amount was not needed.

1.12- Implement a district-wide benchmark (MAP Growth) in English language arts and math to monitor students' growth; provide data to identify intervention needs; and provide ongoing progress data to inform instruction. Reason for difference: The budgeted amount mistakenly mirrored that of the previous year, but the cost associated with the final year of the license was lower than budgeted.

1.15- Provide all teachers one professional development day with a focus on supporting the instructional needs and mitigation of learning loss for low income (LI), English Learners (EL), and foster youth (FY) students. Reason for difference: The costs of this action were substantially higher than expected due to a pay increase, a one-time salary bonus, and increased costs for employee benefits.

1.16- Provide textbooks and supplies for all subjects to replace unusable, damaged texts and to renew district-adopted core curriculum expired digital licenses. Reason for difference: This action is an annual expenditure based on anticipated costs to replace damaged texts and renew digital licenses. The replacement costs this year were lower than anticipated.

1.19- Provide teachers, classified staff, and administration opportunities to participate in professional development through outside conferences and workshops, to increase efficacy around research-based instructional program (core content, instructional practices, accelerating learning, research-based assessments, etc.). Reason for difference: The costs associated with this action were lower than expected due to one-time monies being used in lieu of budgeted monies as well as lower participation rates.

1.21- Form of a CTE Committee to make recommendations on CTE expansion. Reason for difference: The action was implemented as planned, but there was very little costs associated with its operations.

1.22- Provide CTE-based professional development for staff. Reason for difference: The implementation of this action was supported with grant monies, so the allocated monies were not needed to fund it.

1.24- Provide after-school enrichment opportunities for all low income (LI), English Learners (EL), and foster youth (FY) students. Reason for difference: This action was implemented as planned; however, the costs associated with this action were not needed as the services were provided through an existing partnership at no cost to the district.

1.25- Provide EL-specific professional development for teachers to support academic language acquisition and literacy for English learners. Reason for difference: The bulk of this action was successfully implemented through district-level staff rather than outsourced, as expected. As a result, the costs associated with it were lower than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year LCAP cycle, our school district has implemented a comprehensive set of research-based actions aimed at increasing student academic achievement and college and career readiness. These actions have been instrumental in driving progress toward our goal, and their effectiveness can be observed across various facets of our district.

RBUSD prioritizes hiring highly-qualified staff, and Action 1.2 was effective as measured by the consistently high percentage of teachers who were appropriately credentialed for the assignment in which they were employed. Additionally, RBUSD facilities were well-maintained and received a 'good' or higher rating on the Facilities Inspection Tool over the course of the three-year cycle (Action 1.1).

As mentioned, RBUSD believes people make the difference, as indicated by actions 1.4, 1.5, 1.6, 1.7, 1.8, 1.15, 1.17, and 1.27. Our commitment to recruiting, retaining, and supporting high-quality teaching staff has been pivotal in enhancing instructional practices and promoting student learning. Teachers with strong content knowledge, pedagogical skills, and a dedication to student success have been able to engage students effectively, deliver rigorous instruction, and facilitate meaningful learning experiences aligned with academic standards. The before mentioned actions are supplemental counseling and intervention-based services implemented to provide targeted support for unduplicated pupils as well as whole-district actions to support overall student achievement. Their effectiveness is indicated on the CA Dashboard by the increased percentage of English learners making progress towards English proficiency and overall student achievement on the math and ELA CAASPP assessments.

Additionally, counseling services (Actions 1.4, 1.5 and 1.7) have played a crucial role in supporting students' social-emotional well-being and academic success, especially in these post-COVID times. A desire from educational partners has led to an increase in counseling services, and school counselors have provided individualized support, crisis intervention, and guidance on academic planning and career exploration. SEL survey data demonstrates counselor effectiveness by the increase in the percentage of students reporting a sense of belonging and connectedness to schools each year of the cycle as well as end-of-year educational partner survey data.

RBUSD's TOSAs (Actions 1.9, 1.17 and 1.27) have worked collaboratively and alongside teachers to enhance their instructional practices, implement evidence-based strategies, promote professional growth, and support their intervention efforts. Through 1:1 sessions, model lessons, and collaborative planning meetings, TOSAs have provided targeted support and feedback to teachers, resulting in improved instructional quality and student engagement. Their effectiveness is seen in many ways. As elementary teachers transitioned to a new ELA curriculum, TOSAs played a pivotal role in increasing teacher efficacy through the modeling of lessons, co-planning, and coaching. RBUSD teachers report in evaluation surveys that the TOSAs have had a positive impact on their teaching practices. Additionally, an ongoing initiative in RBUSD is using data to inform instruction, and teachers' use of formative and summative data has increased as a result of the ongoing professional development TOSAs have provided in this area.

Too, strategic and targeted professional development (Actions 1.15, 1.19, and 1.25) has ensured ongoing professional learning which is essential for fostering continuous growth, improving instructional practices, and ensuring student success. For example, all elementary teachers have engaged in whole-district professional development to support the needs of English learners, and results from post-professional development surveys indicate teachers feel better prepared to support the unique needs of RBUSD English learners.

RBUSD also believes in using data to inform decisions and practices. The implementation of a district-wide benchmark assessment, MAP Growth (Action 1.12), has provided valuable insights into student performance and learning trends across the district. By analyzing benchmark data, school teams have been able to identify areas of strength and weakness, track student progress, and inform instructional decision-making. This data-driven approach has facilitated targeted interventions to support struggling learners in meeting grade level standards.

Tutoring support (Action 1.13) has offered additional academic assistance to students who require additional help to meet grade-level standards. Outside of the school day tutoring has provided students with opportunities to reinforce key concepts, practice skills, and build academic confidence. Student survey results indicate the support is well-received because of the flexibility of the services and the perceived sense of increased efficacy. Similarly, providing students an opportunity during the school year to recover credits (1.10) has resulted in a decrease in students being credit deficient, and an increase each year of the plan cycle in students recovering credits needed for graduation, demonstrating the effectiveness of this action.

The implementation of a literacy-based tier 2 phonemic awareness intervention (Action 1.26) provides targeted intervention for students who require additional support in this critical area of literacy development. By focusing on phonemic awareness skills, improving phonological processing abilities, and enhancing overall reading proficiency, this intervention has strengthened students' foundational literacy skills and contributed to improved reading outcomes, especially at the secondary level.

College and career-focused actions, such as the formation of a CTE committee, CTE teacher professional development and increased co-teaching support (Actions 1.21, 1.22 and 1.23), have provided students with valuable opportunities to explore career pathways, develop industry-relevant skills, and prepare for post-secondary education and workforce success. By aligning curriculum and instruction with college and career readiness standards, these actions have empowered students to make informed decisions about their future and pursue their educational and career goals with confidence. RBUSD has seen an increase in student participation in its pathway offerings in addition to higher participation in career counseling activities. Additionally, the expansion of the co-teach model (Action 1.14) proved effective in increasing students with disabilities access to rigorous college readiness courses as demonstrated by the yearly increase in the percentage of students deemed a-g ready on the CA Dashboard.

Lastly, In the LCAP, it's crucial to emphasize the importance of providing schools with the necessary resources and materials to support the instructional program. Resources such as instructional materials, textbooks, and language development materials (Actions 1.3, 1.16, and 1.18) are the backbone of effective teaching and learning, enabling RBUSD teachers to deliver high-quality instruction, implement evidence-based practices, and meet the diverse needs of students. Similarly, to minimize barriers to learning and ensure students have materials necessary to effectively engage with learning activities, an action that proved effective in meeting this need was Action 1.11, Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the

school year to ensure access to necessary school supplies for the upcoming grade level as well as Action 1.20, provide meals during summer programs. There has been an increase in participation in both services indicating both a need and the effectiveness of the actions.

In summary, the aforementioned actions have been both instrumental and effective in helping RBUSD make significant progress toward its goal of increasing student academic achievement during the three-year LCAP cycle.

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

Based on our analysis of the effectiveness of Goal 1, we have made the following changes to the planned goal, metrics, desired outcomes, or actions in the LCAP:

Goal:

Educational partner input has resulted in a small change to goal 1. Specifically, they felt strongly that goal one should encompass language that addressed student career and college readiness through access to diverse course offerings. Therefore, the goal was changed to the following: Increase student achievement to ensure college and career readiness through access to diverse course offerings, and the implementation of research-based instructional strategies and professional development.

Metrics:

A metric will be added around LTEL progress.

A metric will be added indicating student progress on the ELPI.

A metric will be added indicating the percentage of students who achieve the Seal of Civic Engagement.

A metric will be added indicating the percentage of students who achieve the Golden State Seal Merit.

Actions:

Action 1.14 (Co-teach Expansion) will be eliminated as the aligned metric has been achieved.

Action 1.20 (Summer Meals) will be eliminated. There were no monies attributed to the action because summer meals are now state funded, so it will be removed as an action item in the new plan.

Action 1.23 (Co-teach Enhancement) will be eliminated. The action was paid for through other departmental budgets, so it will be removed as an action item in the new plan.

Action 1.26 (Tier 2 Literacy Intervention) will be eliminated. The costs attributed to the action were one-time start-up costs, and are not needed long-term.

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.

Goals and Actions

Goal

Goal #	Description
2	Improve student resiliency and school climate through social and emotional development, whole child engagement, and maximizing safety.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement - Average daily attendance (ADA) rate	RBUSD maintained an in-person ADA of 96.4% in 2019-2020 prior to school campus closures due to COVID-19.	Not Met: For the 2021-2022 school year, RBUSD maintained a 93.4% average daily attendance (ADA) rate.	Not Met: As of June 1, 2023, RBUSD's average daily attendance (ADA) rate was 94.98%.	For the 2023-2024 school year, RBUSD maintained a 95.4% average daily attendance (ADA) rate.	Achieve and maintain an average daily attendance (ADA) rate >96%
Pupil Engagement - Chronic student absenteeism rate	RBUSD maintained a chronic student absenteeism rate of 3.6% in 2019-2020 prior to school campus closures due to COVID-19.	Met: RBUSD maintained a chronic student absenteeism rate of 2.0% in 2020-2021 school year.	Not Met: RBUSD maintained a chronic student absenteeism rate of 13.5% in 2021-2022 school year as measured by the CA Dashboard.	Not Met: RBUSD maintained a chronic student absenteeism rate of 9.7% in 2022-2023 school year as measured by the CA Dashboard.	Achieve and maintain chronic student absenteeism rate <3.5%
4-year adjusted cohort graduation rate	95.2% Graduation Rate as measured in DataQuest in 2019-2020.	Not Met: 94.3% Graduation Rate as measured in DataQuest in 2020-2021.	Met: 95.8% Graduation Rate as measured in DataQuest in 2021-2022.	Not Met: 93.9% Graduation Rate as measured in DataQuest in 2022-2023.	Achieve and maintain a 4-year cohort graduation rate >95%
Pupil Engagement - Dropout Rate	In the 2020-21 school year:	Met: 0% middle school dropout rate in the	Met: 0% middle school dropout rate in the	Not Met: 0% middle school dropout rate in the	Maintain <1% dropout rate for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% middle school dropout rate 0.5% high school dropout rate	2020-2021 school year 0.0% high school dropout rate in the 2020-2021 school year	2021-2022 school year 0% high school dropout rate in the 2021-2022 school year	2022-2023 school year 4.9% high school dropout rate in the 2022-2023 school year	
Suspension Rate	Overall suspension rate in the 2019-20 school year per the California Dashboard was 2.6%	Met: the overall suspension rate for the 2020-21 school year was 0.1%.	Met: the overall suspension rate for the 2021-22 school year was 0.9%	Met: the overall suspension rate for the 2022-23 school year was 1.6%	Goal: Suspension rate of 2.3%
District expulsion rate	0% expulsion rate in 2020-2021	Met: 0% expulsion rate in 2021-2022	0% expulsion rate in 2022-2023	0% expulsion rate in 2023-2024	Maintain 0% expulsion rate
Student Safety	2020-2021 California Healthy Kids Survey (CHKS) response by students reporting a sense of safety and connectedness to school yields the following: 100% of 5th graders 77% of 7th graders 60% of 9th graders feel safe at school. 84% of 5th graders 62% of 7th graders	Partially Met: As measured by the 2021-2022 California Healthy Kids Survey (CHKS), students reporting a sense of safety and connectedness to school yields the following: 91% of 5th graders 65% of 7th graders 78% of 9th graders 71% of 11 graders feel safe at school. 84% of 5th graders	Partially Met: As measured by the 2022-2023 California Healthy Kids Survey (CHKS), students reporting a sense of safety and connectedness to school yields the following: 89% of 5th graders 65% of 7th graders 70% of 9th graders 77% of 11 graders feel safe at school. 84% of 5th graders	Partially Met: As measured by the 2023-2024 California Healthy Kids Survey (CHKS), students reporting a sense of safety and connectedness to school yields the following: 89% of 5th graders 65% of 7th graders 60% of 9th graders 63% of 11 graders feel safe at school. 84% of 5th graders	Maintain 100% of 5th graders 82% of 7th graders 65% of 9th graders feel safe at school. 89% of 5th graders 67% of 7th graders 56% of 9th graders feel connected to their school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	51% of 9th graders feel connected to their school.	60% of 7th graders 63% 9th graders 60% of 11th graders feel connected to their school.	62% of 7th graders 61% 9th graders 65% 11th graders feel connected to their school.	62% of 7th graders 59% 9th graders 62% 11th graders feel connected to their school.	
California School Staff Survey (CSSS) response by staff reporting additional professional development needs in meeting the social, emotional, and developmental needs of youth	52% of all staff responded "Yes" to more professional development needs to meet the social, emotional, and developmental needs of youth on 2020-2021 CSSP.	As measured by the 2021-2022 California School Staff Survey (CSSS), 59% of all staff responded "Yes" to more professional development needs to meet the social, emotional, and developmental needs of youth, specifically supporting students exposed to trauma.	As measured by the 2022-2023 California School Staff Survey (CSSS), 58% of all staff responded "Yes" to more professional development needs to meet the social, emotional, and developmental needs of youth, specifically supporting students exposed to trauma.	As measured by the 2023-2024 California School Staff Survey (CSSS), 62% of all staff responded "Yes" to more professional development needs to meet the social, emotional, and developmental needs of youth, specifically supporting students exposed to trauma.	As measured by the CSSP, decrease the percentage of teachers and staff reporting additional professional development needs in meeting the social, emotional, and developmental needs of youth by 5% each year.
School Climate Index (SCI) scores for middle schools and high schools	Per the School Climate Index (SCI), RUHS scored 346 in the 2020 school year, a positive change of 29 points over the course of four previous years: 2016-317 2017-342 2018-2019-315 2020- 347	Per WestEd, the School Climate Index (SCI) has been discontinued and data for the 2021-22 school year will be unavailable.	N/A	N/A	As measured by the School Climate Report Card, the SCI baseline will improve 3 points per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Education Social Emotional Learning surveys for students in grades 3-12 reporting a sense of belonging and connectedness to school	<p>Grades 6-12: 44% responded favorable to questions around Sense of Belonging as defined as, "How much students feel that they are valued members of the school community."</p> <p>Grades 3-5: responded favorable to questions around Sense of Belonging as defined as, "How much students feel that they are valued members of the school community."</p>	<p>In the 2021-2022 school year, as measured by the Panorama Education Social Emotional Learning surveys for students in grades 3-5, 71% reported a sense of belonging and connectedness to school.</p> <p>As measured by the Panorama Education Social Emotional Learning surveys for students in grades 6-12, 46% reported a sense of belonging and connectedness to school.</p>	<p>Not Met: In the 2022-2023 school year, as measured by the Panorama Education Social Emotional Learning surveys for students in grades 3-5, 70% reported a sense of belonging and connectedness to school.</p> <p>Met: In the 2022-2023 school year, as measured by the Panorama Education Social Emotional Learning surveys for students in grades 6-12, 51% reported a sense of belonging and connectedness to school.</p>	<p>Not Met: In the 2023-2024 school year, as measured by the Panorama Education Social Emotional Learning surveys for students in grades 3-5, 72% reported a sense of belonging and connectedness to school.</p> <p>Met: In the 2023-2024 school year, as measured by the Panorama Education Social Emotional Learning surveys for students in grades 6-12, 55% reported a sense of belonging and connectedness to school.</p>	As measured by the Panorama Education Social Emotional Learning surveys, increase the percentage of students in grades 3-12 reporting a sense of belonging and connectedness by 5% each year.
School Safety & Connectedness - Teachers	<p>Percentage of staff indicated on the 2021 California School Staff Survey that "school is a safe place for staff:"</p> <p>61% all staff</p>	<p>Not Met: Percentage of staff indicated on the 2022 California School Staff Survey that "school is a safe place for staff:"</p> <p>54% all staff</p>	<p>Not Met: Percentage of staff indicated on the 2022-2023 California School Staff Survey that "school is a safe place for staff:"</p> <p>46% all staff</p>	<p>Not Met: Percentage of staff indicated on the 2023-2024 California School Staff Survey that "school is a safe place for staff:"</p> <p>37% all staff</p>	<p>Percentage of staff indicating on the 2022 California School Staff Survey that "school is a safe place for staff:"</p> <p>66% all staff</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Percentage of staff indicated on the 2021 California School Staff Survey that "school is a safe place for students:"</p> <p>73% all staff</p> <p>Percentage of staff that strongly agree that caring relationships exist for students.</p> <p>58% all staff</p>	<p>Percentage of staff indicated on the 2022 California School Staff Survey that "school is a safe place for students:"</p> <p>55% all staff</p> <p>Percentage of staff that strongly agree that caring relationships exist for students.</p> <p>56% all staff</p>	<p>Percentage of staff indicated on the 2022-2023 California School Staff Survey that "school is a safe place for students:"</p> <p>47% all staff</p> <p>Percentage of staff that strongly agree that caring relationships exist for students.</p> <p>56% % all staff</p>	<p>Percentage of staff indicated on the 2023-2024 California School Staff Survey that "school is a safe place for students:"</p> <p>44% all staff</p> <p>Percentage of staff that strongly agree that caring relationships exist for students.</p> <p>51% % all staff</p>	<p>Percentage of staff indicating on the 2022 California School Staff Survey that "school is a safe place for students:"</p> <p>78% all staff</p> <p>Percentage of staff that strongly agree that caring relationships exist for students.</p> <p>63% all staff</p>
School Safety - Parents	<p>Percentage of parents that indicated on the 2021 California School Parent Survey that "School is a safe place for students:"</p> <p>94% Strongly Agree or Agree</p>	<p>Not Met: As measured by the 2021-2022 California School Parent Survey (CSPS), percentage of parents that indicated on the California School Parent Survey that "School is a safe place for students:"</p> <p>93% Strongly Agree or Agree</p>	<p>Not Met: As measured by the 2022-2023 California School Parent Survey (CSPS), percentage of parents that indicated on the California School Parent Survey that "School is a safe place for students:"</p> <p>92% Strongly Agree or Agree</p>	<p>Not Met: As measured by the 2023-2024 California School Parent Survey (CSPS), percentage of parents that indicated on the California School Parent Survey that "School is a safe place for students:"</p> <p>92% Strongly Agree or Agree</p>	<p>Percentage of parents that indicate on the California School Parent Survey that "School is a safe place for students:"</p> <p>96% Strongly Agree or Agree</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

2.1- Expand school-wide and District-wide protocols for improving student attendance and addressing chronic absenteeism following a MultiTiered System of Support (MTSS): There were no substantive differences in planned actions and actual implementation. .

2.2- Continue to administer on an annual basis the California Healthy Kids Survey (CHKS), California School Safety Survey (CSSS), and the California School Parent Survey (CSPS) to garner stakeholder data regarding connectedness, safety, and professional development needs: There were no substantive differences in planned actions and actual implementation.

2.3- Administer Panorama Education Social-Emotional Learning (SEL) survey with students in grades 3-12 and Diversity and Inclusion survey with students in grades 6-12: There were no substantive differences in planned actions and actual implementation.

2.4- Continue in-school secondary programs such as WEB and LINK Crew to promote student connectedness to school, student well-being, and student leadership opportunities. Other connectedness activities include: District-wide Young Leaders of RBUSD promote spirit weeks, ASB, school-site clubs, Start with Hello and No One Eat Alone days: There were no substantive differences in planned actions and actual implementation.

2.5- Identify and institute programs supporting the social, emotional, and physical well-being of all students or "whole child" education. Such programs include elementary physical education at all eight elementary schools; vocal music instruction in grades K-5; band instruction offered in grades 5-12; Hands On Art; student generated clubs at all secondary schools; school site recycling programs; eSports at secondary schools; and intramural sports at middle school; and designated SEL curriculum. With the ongoing support of community partner Beach Cities Health District (BCHD), elementary students participate in morning exercises, gardening and nutrition lessons. BCHD also provides purpose workshops, mindfulness lesson/activities, and supports our efforts in meeting Alliance for a Healthier Generation requirements: There were no substantive differences in planned actions and actual implementation.

2.6- Maintain school and district facilities as safe learning environments: utilize visitor management systems at all school sites; maintain safety features (cameras, gates, locks, etc.); and continued training of office staff to ensure adherence to safety protocols: There were no substantive differences in planned actions and actual implementation.

2.7- Provided staff to act as the homeless and foster youth liaison and oversee restorative justice practices to support the reduction of unduplicated students' suspension rates, increase school attendance, provide mental health resources and support, and provide tutoring services. Principals and stakeholder groups indicated the need to provide restorative justice practices. This staff worked with the schools to provide professional development on restorative justice practices, behavior plans, and identifying other means of correction. The expected outcome was the suspension rate for low-income students would decrease: There were no substantive differences in planned actions and actual implementation.

2.8- Implement Social-Emotional Learning (SEL) curriculum with all students in grades K-12: There were no substantive differences in planned actions and actual implementation.

2.9- Formed an RBUSD SEL committee that supported the social emotional experiences for all K-12 students through various programs implemented at each site. The committee was comprised of various stakeholder groups including: teachers, school counselors, school psychologists, admin and community resources: There were no substantive differences in planned actions and actual implementation.

2.10- Provide mental health services to students identified by school staff in need of additional social-emotional, well-being support through outside therapists: There were no substantive differences in planned actions and actual implementation.

As indicated above, all actions were implemented as planned for Goal 2, several of which were successfully implemented. One success includes Action 2.1, expand school-wide and District-wide protocols for improving student attendance and addressing chronic absenteeism following a multi-tiered system of support. RBUSD was able to implement check-in systems at all schools as well as an attendance monitoring system. Another success was the administration of the CA Healthy Kids Survey and the Panorama Education Surveys, Actions 2.2 and 2.3. Both surveys were administered as expected and provided valuable social emotional data to schools. RBUSD has maintained safe facilities and conducted ongoing safety response training over the course of the LCAP cycle to all staff, Action 2.6. Additionally, RBUSD was able to successfully implement an SEL committee post-COVID, Action 2.9, as well as an SEL curriculum in grades TK-8, Action 2.8. A final success was the implementation of Action 2.5, Whole Child Education. RBUSD was able to successfully staff all positions including elementary music, PE, and band.

RBUSD did not face any challenges in implementing actions in Goal 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.

There were a few material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

2.1- Expand school-wide and District-wide protocols for improving student attendance and addressing chronic absenteeism following a MultiTiered System of Support (MTSS). Reason for differences: Mid-plan, the District transitioned to a new attendance monitoring system that costs more than what was budgeted.

2.2- Continue to administer on an annual basis the California Healthy Kids Survey (CHKS), California School Safety Survey (CSSS), and the California School Parent Survey (CSPS) to garner stakeholder data regarding connectedness, safety, and professional development needs. Reason for differences: The cost associated with this action is for participation in an annual survey, and the administration fees were slightly less than expected.

2.4- Continue in-school secondary programs such as WEB and LINK Crew to promote student connectedness to school, student well-being, and student leadership opportunities. Other connectedness activities include: District-wide Young Leaders of RBUSD promote spirit weeks, ASB, school-site clubs, Start with Hello and No One Eat Alone days. Reason for difference: Several initiatives had no direct costs attached, and others were supported by fundraising efforts of student groups such as ASB and Where everybody Belongs (WEB). As a result, fewer funds were spent than expected.

2.5-Identify and institute programs supporting the social, emotional, and physical well-being of all students or "whole child" education. Such programs include elementary physical education at all eight elementary schools; vocal music instruction in grades K-5; band instruction offered in grades 5-12; Hands On Art; student generated clubs at all secondary schools; school site recycling programs; eSports at secondary schools; and intramural sports at middle school; and designated SEL curriculum. Reason for difference: The budgeted amount was based on the current salaries of teachers. However, resignations and subsequent hiring led to lower than expected salary costs.

2.10- Provide mental health services to students identified by school staff in need of additional social-emotional, well-being support through outside therapists. Reason for differences: This is a need-based action. Students and families receive additional counseling support from external therapists, and allocated monies are based on expected need for the year. Referrals and requests for additional support were not as high as expected, resulting in lower than expected costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, RBUSD implemented a range of effective actions aimed at improving student resiliency, enhancing school climate and safety, and promoting social and emotional development and well-being. These actions were instrumental in fostering a supportive and nurturing learning environment where students feel safe, engaged, and empowered to succeed.

The administration of Social and Emotional Learning (SEL) surveys (Actions 2.2, and 2.3) provided valuable insights into students' social-emotional competencies, well-being, and perceptions of school climate. By gathering data on students' social-emotional needs and experiences, RBUSD was able to identify areas for improvement and tailor interventions and supports to address specific challenges.

Whole child education actions such as elementary music, band and physical education (PE) programs (Action 2.5) played a vital role in engaging students in diverse learning experiences and promoting holistic development. These activities provided opportunities for creative expression, collaboration, and physical wellness, contributing to students' overall well-being and sense of belonging.

The formation of a Social Emotional Learning Committee (Action 2.9) was effective in assisting RBUSD in analyzing SEL data, identifying SEL needs, and an action plan which included a recommended action to implement additional SEL curriculum. As a result, a TK-8 curriculum (Action 2.8) was implemented which integrated social-emotional learning into classroom instruction, providing students with essential skills for self-awareness, self-management, social awareness, relationship building, and responsible decision-making. Survey results from Panorama Education indicate an increase in students reporting the ability to self-manage, and a reduction in challenging feels, demonstrating the effectiveness of the curriculum. By embedding SEL principles into daily lessons and activities, teachers were able to help students develop emotional intelligence, resilience, and positive interpersonal relationships.

In post-COVID years, mental health support services were prioritized to address the well-being of students and staff. Increased counseling services, crisis intervention, and access to mental health resources were provided to support students facing emotional challenges or trauma (Action 2.10). On-site counseling services were increased as a result of educational partner feedback, but outside therapists proved effective in supporting students and families with higher needs. By addressing mental health needs proactively, RBUSD was able to promote a culture of care and support, foster resilience and reduce barriers to learning.

As RBUSD prioritizes the well-being of its students and staff, a concerted focus was placed on providing supplemental services for English learners, homeless youth, foster youth, and economically disadvantaged youth. A staff member whose sole purpose is to act as a liaison and oversee restorative justice practices (Action 2.7) has yielded several benefits and resulted in positive growth toward meeting metrics goals. Implementing restorative justice practices under the guidance of the liaison promotes positive behavior management and conflict resolution skills and has led to a reduction in suspension rates and created more inclusive and supportive school climates. Additionally, the presence of a liaison provides additional support to students experiencing homelessness or foster care transitions, which can positively impact school attendance.

School attendance directly correlates with student success and academic achievement. Further, consistent attendance fosters a positive learning environment, promotes student engagement, and maximizes opportunities for learning and growth. RBUSD's focus on attendance and chronic absenteeism through a focus on MTSS and an attendance monitoring system (Action 2.1) has resulted in improved district chronic absenteeism rates and two schools exiting ASTI status for chronic absenteeism. Additionally, school programs such as WEB, LINK Crew, and RBUSD Young Leaders have proven effective in promoting school and district spirit, connectedness, and pride in community.

Lastly, a priority has always been and will continue to be student and staff safety. The formation of the Ensuring Safety Proactively committee as well as dedicated allocations and efforts to maintain structures and facilities to ensure safe learning environments (Action 2.6) has resulted in visitor management systems in all schools and regularly maintained/updated camera systems, gates and locks.

These actions collectively contributed to significant progress toward the district's goal of improving student resiliency and school climate. By prioritizing social and emotional development, whole child engagement, and safety, the district has created a nurturing and inclusive learning environment where students feel valued, supported, and empowered to thrive. Moving forward, continued investment in these initiatives will

be essential to sustain and build upon the progress made during the LCAP cycle, ensuring that all students have the opportunity to reach their full potential academically, socially, and emotionally.

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

Based on our analysis of the effectiveness of Goal 2, we have made the following changes to the planned goal, metrics, desired outcomes, or actions in the LCAP:

Goal:

Educational partner input has resulted in two minor changes to goal 2. One recommended change was the incorporation of language regarding improving student engagement. A second is the addition of “physical” in addition to “emotional safety”. Therefore, the goal was changed to the following: Improve student resiliency, student engagement, and school climate through social, emotional development, whole child engagement, and by maximizing physical and emotional safety.

Metrics:

A metric will be added to address two schools who have a “red” status on the CA Dashboard.

The School Climate Index as a metric proved ineffective in measuring progress toward goal as it was discontinued mid-plan. Consequently, it will be dropped in the new plan.

Results of the Panorama Education Social Emotional Learning survey will be eliminated as a metric. Instead, a locally designed SEL survey and aligned will be used as a second indicator of students' social emotional well-being.

Actions:

Action 2.4 (Panorama Education Survey) will be eliminated. Although it was effective in providing a second indicator of students' social emotional well-being, the district will be using a locally designed survey.

Action 2.6 will (Maintain School facilities) be eliminated as a singular action, and will instead be encompassed under a new maintenance and operations action.

Action 2.8 (Implement SEL Curriculum) will be eliminated. The costs attributed to the action were one-time curriculum costs and are not needed long-term.

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.

Goals and Actions

Goal

Goal #	Description
3	Improve inclusive practices to support equity, access, connectedness, and achievement for all learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students responding favorably to the construct of diversity and inclusion as defined as, "How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures?" in grades 3-12, as measured by the Panorama Ed Social/Emotional Screener	On the 2020-21 Panorama Ed Survey: Grades 3-12: 83% responded favorably to the prompt "How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures?"	The prompt for this metric was not included in the 2021-2022 Panorama Education Survey. The new baseline is based on the following prompt from the 2021-2022 Panorama Education Survey: "Overall, how much do you feel like you belong at your school?" Grades 3-5: 75% of students responded favorably to prompt "Overall, how much do you feel like you belong at your school?" Grades 6-12: 54% of students responded	As measured by the 2022-2023 Panorama Education Survey: Not Met: Grades 3-5: 76% of students responded favorably to prompt "Overall, how much do you feel like you belong at your school?" Met: Grades 6-12: 61% of students responded favorably to prompt "Overall, how much do you feel like you belong at your school?"	As measured by the 2023-2024 Panorama Education Survey: Not Met: Grades 3-5: 78% of students responded favorably to prompt "Overall, how much do you feel like you belong at your school?" Met: Grades 6-12: 55% of students responded favorably to prompt "Overall, how much do you feel like you belong at your school?"	Grades 3-5: 80% of students respond favorably to prompt "Overall, how much do you feel like you belong at your school?" Grades 6-12: 59% of students respond favorably to prompt "Overall, how much do you feel like you belong at your school?"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		favorably to prompt "Overall, how much do you feel like you belong at your school?"			
Percentage of students by program, responding favorably to the construct of "connectedness" as measured by the Panorama Ed Social/Emotional Screener	<p>On the 2020-21 Panorama Ed Survey:</p> <p>Students with disabilities in grades 3-5: 44% responded favorably to the construct of "connectedness"</p> <p>English Language Learners in grades 6-12: 50% responded favorably to the construct of "connectedness"</p>	<p>As measured by the 2021-2022 Panorama Education Survey:</p> <p>Students with disabilities in grades 3-5: 46% responded favorably to the construct of "connectedness"</p> <p>English Language Learners in grades 6-12: 52% responded favorably to the construct of "connectedness"</p>	<p>As measured by the 2022-2023 Panorama Education Survey:</p> <p>Students with disabilities in grades 3-5: 79% responded favorably to the construct of "connectedness"</p> <p>English Language Learners in grades 6-12: 70% responded favorably to the construct of "connectedness"</p>	<p>As measured by the 2023-2024 Panorama Education Survey:</p> <p>Students with disabilities in grades 3-5: 74% responded favorably to the construct of "connectedness"</p> <p>English Language Learners in grades 6-12: 75% responded favorably to the construct of "connectedness"</p>	<p>Students with disabilities: 54% respond favorably</p> <p>English Language Learners: 60% respond favorably</p>
Number of co-teach offerings for students with disabilities in grades 6-12	During the 2020-21 school year, 57 co-teach sections were offered for students with disabilities in grades 6-12: Adams-23 Parras-18	Met (increased by 12.2%): During the 2021-22 school year, 64 co-teach sections were offered for students with disabilities in grades 6-12:	Met: During the 2022-2023 SY, 70 co-teach sections were offered for students with disabilities in grades 6-12: Adams-19 Parras-16	Met: During the 2023-24 SY, 70 co-teach sections were offered for students with disabilities in grades 6-12: Adams-18 Parras-17	Increase the number of co-teach offerings by 10% in grades 6-12.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RUHS-16	Adams-23 Parras-19 RUHS-22	RUHS-35	RUHS-40	
Percentage in students with disabilities' instructional time in general education classrooms (80% or more)	During the 2020-21 school year, 67% of students with disabilities were instructed in general education at least 80% of the school day.	Met: During the 2021-22 school year, 74% of students with disabilities were instructed in general education at least 80% of the school day.	Met: During the 2022-2023 SY, 922/1312 or 70% of students with disabilities were instructed in general education at least 80% of the school day.	Met: During the 2023-2024 SY, 73% of students with disabilities were instructed in general education at least 80% of the school day.	Increase percentage of students with disabilities instructed in general education to 70% during the school year at least 80% of the school day.
Enrollment in high level courses (Compacted Math, Honors, AP) for designated subgroups of students (race, EL, LI, disability status)	<p>During the 2020-21 school year, enrollment rates:</p> <ul style="list-style-type: none"> 6th grade compacted math - 2% African American, 13% Hispanic, 1% English Learner 9th grade Honors English - 2.3% African American, 14.1% Hispanic, 0% 	<p>During the 2021-22 school year, enrollment rates:</p> <ul style="list-style-type: none"> 6th grade compacted math - 2% African American, 17% Hispanic, 1% English Learner 9th grade Honors English - 2.1% African American, 14.4% Hispanic, 0% 	<p>During the 2022-23 school year, enrollment rates:</p> <ul style="list-style-type: none"> 6th grade compacted math – 2.17% African American, 16% Hispanic, 0% English Learner 9th grade Honors English – 0.6% African American, 17% Hispanic, 0% 	<p>During the 2023-24 school year, enrollment rates:</p> <ul style="list-style-type: none"> 6th grade compacted math – 2.35% African American, 14.7% Hispanic, 0% English Learner 9th grade Honors English – 1.7% African American, 16.3% Hispanic, 0% 	<p>Increase enrollment in higher level courses to:</p> <ul style="list-style-type: none"> 6th grade compacted math - 4% African American, 17% Hispanic, 5% English Learner 9th grade Honors English - 4% African American, 17% Hispanic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learner</p> <ul style="list-style-type: none"> Honors Biology - 3.3% African American, 15% Hispanic, 0% English Learner AP Computer Science Principals - 5% African American, 13.6% Hispanic, 0% English Learner 	<p>English Learner</p> <ul style="list-style-type: none"> Honors Biology - 1.2% African American, 12.28% Hispanic, 0.6% English Learner AP Computer Science Principals - 2.9% African American, 14.8% Hispanic, 1.5% English Learner 	<p>English Learner</p> <ul style="list-style-type: none"> Honors Biology - 1.6% African American, 18.18% Hispanic, 0% English Learner AP Computer Science Principals - 1% African American, 16% Hispanic, 0% English Learner 	<p>English Learner</p> <ul style="list-style-type: none"> Honors Biology - 1.3% African American, 17.2% Hispanic, 0% English Learner AP Computer Science Principals - 2.2% African American, 15.7% Hispanic, 0% English Learner 	<ul style="list-style-type: none"> Honors Biology - 5% African American, 17% Hispanic, 2% English Learner AP Computer Science Principals - 7% African American, 15% Hispanic
Student suspension rates for designated subgroups of students (race, EL, LI, disability status)	<p>During the 2019-20 school year (last data for in-person instruction), suspension rates for designated groups were as follows:</p> <p>African American Students: 2.8%</p>	<p>Met: During the 2020-21 school year, suspension rates for designated groups were as follows:</p> <p>African American Students: 0% Hispanic or Latino: 0.1% English Learners: 0%</p>	<p>Not Met: During the 2022-23 school year, suspension rates for designated groups were as follows:</p> <p>African American Students: 4.8% Hispanic or Latino: 1.2%</p>	<p>Not Met: During the 2023-24 school year, suspension rates for designated groups were as follows:</p> <p>African American Students: 2.5% Hispanic or Latino: 2.4%</p>	<p>Decrease suspension rates for designated subgroups of students to the following:</p> <ul style="list-style-type: none"> African American Students: 1% Hispanic or Latino: 1% English Learners: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic or Latino: 1.4% English Learners: 0.7% Homeless Youth: 15.8% Low Income: 2.7% Students with Disabilities: 3.2	Homeless Youth: 0% Low Income: 0.3% Students with Disabilities: 0.2%	English Learners: 0.2% Homeless Youth: 4.3% Low Income: 2.1% Students with Disabilities: 2%	English Learners: 2.1% Homeless Youth: 3% Low Income 3.2% Students with Disabilities: 2.7%	<ul style="list-style-type: none"> • Homeless Youth: 1% • Low Income: 1% • Students with Disabilities: 1%
Female enrollment in computer education courses	2018-2019 enrollment in computer education courses for females was 20.5%. <ul style="list-style-type: none"> • AP Computer Science Principles - 21.9% female • AP Computer Science - 27.1% female 	Not Met: 2021-22 female enrollment in computer education classes is as follows: <ul style="list-style-type: none"> • AP Computer Science Principles - 19.6% female • AP Computer Science - 18.4% female 	Partially Met: 2022-23 female enrollment in computer education classes is as follows: <ul style="list-style-type: none"> • AP Computer Science Principles – 30.2% female • AP Computer Science – 29.7% female 	Partially Met: 2023-24 female enrollment in computer education classes is as follows: <ul style="list-style-type: none"> • AP Computer Science Principles – 40.5% female • AP Computer Science – 25% female 	Increase female enrollment in computer education classes to 25% <ul style="list-style-type: none"> • AP Computer Science Principals - 30% female • AP Computer Science - 32% female
4-year graduation rates for students with disabilities	2019-2020 4-year adjusted cohort graduation rate for students with disabilities was 77.9%.	Not Met: 2020-2021 4-year adjusted cohort graduation rate for students with disabilities was 84.1%.	Not Met: 2021-2022 4-year adjusted cohort graduation rate for students with disabilities was 78%.	Not Met: 2022-2023 4-year adjusted cohort graduation rate for students with disabilities was 79.5%.	Increase 4-year adjusted cohort graduation rate for students with disabilities to 86%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of RBUSD staff that respond "Strongly agree" to the construct of "Respect for Diversity" as measured by the California School Staff Survey (CSSS)	As measured by the 2021 CSSS, 51% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	Not Met: As measured by the 2022 CSSS, 48% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	Not Met: As measured by the 2023 CSSS, 45% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	Not Met: As measured by the 2024 CSSS, 41% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	As measured by the 2022 CSSS, increase percentage of RBUSD Staff who report "strongly agree" to the construct of "Respect for Diversity" to 65%.
Percentage of RBUSD staff that respond "Strongly agree" to the construct of "Instructional Equity" as measured by the California School Staff Survey (CSSS)	As measured by the 2021 CSSS, 42% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	Not Met: As measured by the 2022 CSSS, 40% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	Not Met: As measured by the 2023 CSSS, 41% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	Not Met: As measured by the 2024 CSSS, 33% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	As measured by the 2022 CSSS, increase percentage of RBUSD Staff who report "strongly agree" to the construct of "Instructional Equity" to 52%.
Percentage of RBUSD staff that respond "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students" as measured by the California School Staff Survey (CSSS)	As measured by the 2021 CSSS, 36% of RBUSD staff responded "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students" as measured by the California School Staff Survey (CSSS).	Not Met: As measured by the 2022 CSSS, 33% of RBUSD Staff responded "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students".	As measured by the 2023 CSSS, 28% of RBUSD Staff responded "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students".	Met: As measured by the 2024 CSSS, 80% of RBUSD Staff responded "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students".	As measured by the 2022 CSSS, increase percentage of RBUSD staff who respond "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students" as measured by the California School Staff Survey (CSSS) to 50%.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

See below a summary of planned actions and actual implementation of actions:

3.1- Increase core content area co-teach classes for secondary students in grades 6-12: There were no substantive differences in planned actions and actual implementation.

3.2- Increase coaching support to increase efficacy around co-teaching as a delivery model for IEP services and access to general education:

2 FTE to be provided to both middle and high schools to provide additional support for unduplicated students with disabilities within the co-teaching classes and professional development provided prior to the school year for all new co-teaching pairs: There were no substantive differences in planned actions and actual implementation.

3.3- Provide co-teachers quarterly co-planning days to provide dedicated time for instructional planning to support in-class delivery of services to students with disabilities in the general education setting. Provide co-teaching teams (new and veteran) 2 additional planning days prior to the start of the school year to refine practices around co-planning, co-teaching, and co-assessing: There were no substantive differences in planned actions and actual implementation.

3.4- Provide additional academic counseling for designated students (EL, LI, Homeless, & FY): There were no substantive differences in planned actions and actual implementation.

3.5- Provide a speaker to support the work of the Race and Equity committee and committee member hours for participating: There was a change in the nature of this action. To build on the work of the committee, all school and district staff received diversity training rather than bringing in a speaker.

3.6- Provide before and after school tutoring services (AirTutors.org) to unduplicated students to ensure access to core subjects as well as advanced course work: There were no substantive differences in planned actions and actual implementation, but there were no monies allocated in this goal as it was captured in Goal 1, Action 1.13 as well.

3.7- Contract counseling services to provide additional social-emotional and academic counseling for designated students (EL, LI, Homeless, & FY). Due to a challenge in securing staffing to provide the services, this action was not implemented as designed in the 2022-23 school year. However, this action was implemented as planned in the 2023-24 school year.

3.8- Develop and implement a classified employee onboarding program to support newly-hired classified staff. There were no substantive differences in planned actions and actual implementation.

3.9- Utilize intervention teachers to provide supplemental services for secondary English language learners to support language acquisition, learning academic language, and provide smaller learning environment opportunities. There were no substantive differences in planned actions and actual implementation

3.10-Provide after school academic intervention for unduplicated students. There were no substantive differences in planned actions and actual implementation.

As indicated above, the bulk of Goal 3 actions were implemented as planned. One success includes expansion of RBUSD's co-teach model, Action 3.1, and subsequent coaching and planning days for partner teachers, Actions 3.2 and 3.3. Co-teach expansion was accomplished successfully in year one of the plan, and RBUSD has been able to secure and provide high-quality coaching for teams. RBUSD encountered no issues with hiring when implementing Action 3.4, and was able to successfully increase academic counseling. RBUSD was able to successfully implement diversity training to all staff, Action 3.5. RBUSD's Human Resources department met no challenges in implementing an employee onboarding system (Action 3.8), and currently has a successful model in place. Lastly, all RBUSD schools were able to secure teachers to provide after school intervention for unduplicated students.

RBUSD faced one challenge in implementing actions in Goal 3 in year 2 of the plan cycle. Action 3.7, implement increased social-emotional and academic counseling for unduplicated students. Staffing issues posed a challenge, and this action was not implemented as planned in one year of the three-year cycle.

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

There was one material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for goal 3:

3.4- Provide additional academic counseling for designated students (EL, LI, Homeless, & FY). Reason for difference: A new staff member was hired in the 2023-2024 school year to fulfill this action. Their salary and benefits were higher than expected as well as a pay raise and bonus.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year LCAP cycle, our school district implemented a comprehensive set of effective actions aimed at improving inclusive practices to support equity, access, connectedness, and achievement for all learners. These actions have been instrumental in fostering a more inclusive and equitable learning environment where every student has the opportunity to thrive academically, socially, and emotionally.

The implementation and subsequent expansion of co-teach classes (Action 3.1) has promoted inclusivity by providing students with diverse learning needs access to general education curriculum alongside their peers. By pairing a general education teacher with a special education

teacher in the classroom, co-teach classes ensure that students receive differentiated instruction, accommodations, and support tailored to their individual needs, promoting academic achievement and fostering a sense of belonging.

Additionally, providing coaching, professional development opportunities, and planning days for co-teach teachers (Actions 3.2 and 3.3) have been effective in building their capacity to effectively collaborate and deliver instruction in inclusive settings. Through coaching sessions, feedback, and collaborative planning meetings, co-teach teachers have honed their instructional practices, differentiated instruction, and implemented evidence-based strategies to meet the diverse needs of students. Survey results indicate an increase in teacher efficacy to support students with diverse needs. Additionally, RBUSD has seen an increase in teachers interested in participating in the co-teach model as a result of the ongoing coaching and professional development they have received.

Additional action that have proved effective is providing additional academic and college counseling for unduplicated pupils (Action 3.4 and 3.7) to address barriers to access and achievement by offering personalized guidance and support such as individualized counseling sessions, workshops, and access to college readiness programs. As a result, RBUSD has seen an increase in English learners, foster, homeless, and economically disadvantaged youths' a-g rates as well as seen an increase in students self-reporting a greater sense of belonging and connectedness.

Offering tutoring and after school intervention support for unduplicated students (Actions 3.6 and 3.10) has provided additional academic assistance to those who may be facing learning challenges or academic gaps. Through one-on-one or small group tutoring sessions, unduplicated students have received targeted support, reinforcement of key concepts, and assistance with homework and assignments, empowering them to succeed academically and reducing disparities in achievement.

Intervention teachers (Action 3.9) have also played a critical role in supporting secondary English learners' language acquisition by providing targeted language support and instruction. Through small group instruction, language development activities, and scaffolded learning experiences, intervention teachers have helped English learners build language proficiency, academic vocabulary, and content knowledge. As a results, RBUSD has seen a positive increase on the CA Dashboard in English learners making progress toward proficiency.

A program newly implemented in the final year of the LCAP cycle is a classified employee onboarding program (Action 3.8). Through its formation, new employees receive the necessary training and orientation to perform their roles effectively. Further, a comprehensive onboarding program demonstrates RBUSD's investment in the success and well-being of its employees and has led to greater job satisfaction and lower staff turnover.

An action that was discontinued in the final year of the LCAP but proved effective during its formation was the Race and Equity Committee (Action 3.5). Providing resources to hire professionals to work with the committee as well as compensation for members' work outside of duty hours proved effective in supporting the work of the committee in facilitating anti-racism training for staff, challenging inequities that impact the RBUSD community, and recruiting and retaining employees who represent greater diversity in the RBUSD community.

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

Based on our analysis of the effectiveness of Goal 3, we have made the following changes to the planned goal, metrics, desired outcomes, or actions in the LCAP:

Metrics:

A metric regarding a desired increase in the number of co-teach classes being offered will be removed in the 2024-2025 plan. The district has surpassed the desired outcome and the aligned action will be removed as well in the new LCAP.

Actions:

Action 3.1 (Co-teach Class Expansion) will be eliminated. As mentioned above, the desired outcome aligned to this metric has been met and surpassed. Consequently, the action will be removed in the 2024-2025 plan.

Action 3.2 (Increase Co-teach Coaching) will be eliminated. This action was fully implemented through other departmental funds and was allocated zero monies in the 2023-2024 plan. Consequently, it will be removed in the new plan.

Action 3.5 (Race and Equity Committee) was fully implemented in the second year of this LCAP, and will be eliminated in the 2024-2025 plan.

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.

Goals and Actions

Goal

Goal #	Description
4	Promote parent, family, and community engagement, involvement, and satisfaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation - School Encouragement	As measured by the California School Parent Survey (CSPS) conducted in spring 2021, 89% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the 2021-2022 California School Parent Survey (CSPS), 86% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the 2022-2023 California School Parent Survey (CSPS), 87% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the 2023-2024 California School Parent Survey (CSPS), 90% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the CSPS increase the percentage of parents responding "strongly agree" or "agree" that their school encourages them to be an active partner to 94%.
Parent Participation - Parent/Teacher Conferences	As measured by the California School Parent Survey (CSPS) conducted in spring 2021, 39% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.	As measured by the 2021-2022 California School Parent Survey (CSPS), 79% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.	As measured by the 2022-2023 California School Parent Survey (CSPS), 84% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.	As measured by the 2023-2024 California School Parent Survey (CSPS), 96% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.	As measured by the CSPS, increase the percentage of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher to 44%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents reporting school provides quality counseling and supports for students with social or emotional needs as determined by the California School Parent Survey (CSPS)	As measured by the California School Parent Survey (CSPS) conducted in spring 2021, 73% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the 2021-2022 California School Parent Survey (CSPS), 67% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the 2022-2023 California School Parent Survey (CSPS), 69% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the 2023-2024 California School Parent Survey (CSPS), 69% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the CSPS increase the percentage of parents responding "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.
Opportunities for parent volunteerism as well as number of parent workshops and events and measuring parent volunteerism in a volunteer log	Due to school closures as a result of the COVID-19 pandemic, school volunteers were unable to be on campus; therefore, there is no baseline data established.	As measured by the 2021-2022 California School Parent Survey (CSPS), 31% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.	As measured by the 2022-2023 California School Parent Survey (CSPS), 59% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.	As measured by the 2023-2024 California School Parent Survey (CSPS), 77% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.	Establish targets for number and type of opportunities for parent volunteerism as well as number of parent workshops and events.
Parental Involvement - Decision Making	Spring 2021 California School Parent Survey data indicates 71% of RBUSD parents feel that the school actively seeks the input of parents before making important decisions.	As measured by the 2021-2022 California School Parent Survey (CSPS), 65% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of	As measured by the 2022-2023 California School Parent Survey (CSPS), 63% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of	As measured by the 2023-2024 California School Parent Survey (CSPS), 63% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of	As measured by the CSPS, increase percentage of parents reporting that the school actively seeks the input of parents before making important decisions to 76%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		parents before making important decisions.	parents before making important decisions.	parents before making important decisions.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

See below a summary of planned actions and actual implementation of actions:

4.1- Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, site parent meetings, parent/teacher conferences, school/District committees, volunteerism. This included parents of English Learners (EL), Foster Youth (FY), and Low Income (LI). There were no substantive differences in planned actions and actual implementation.

4.2- Provide parents of EL, FY, and LI students increased opportunities for school engagement, including opportunities for increased parent and family education on top of current parent/family engagement offerings. (e.g. Additional college information nights targeted towards EL families, additional 'a-g' informational nights focused on EL/FY/LI students' families). There were no substantive differences in planned actions and actual implementation.

4.3- Provide transition events for families of students matriculating to the middle and high school levels to support the academic and social/emotional transition to the middle and high levels. There were no substantive differences in planned actions and actual implementation.

4.4- Increase parent understanding of 'a-g' requirements through parent education events. There were no substantive differences in planned actions and actual implementation.

4.5- Provide summer home learning materials and books to English Language Learner students' families in order to stave off summer learning loss. There were no substantive differences in planned actions and actual implementation.

4.6- In partnership with Beach Cities Health District (BCHD) and South Bay Families Connected (SBFC), provide RBUSD families parent engagement through regular speaker series that meet the needs of the community based on data from the California School Parent Survey (CSPS). There were no substantive differences in planned actions and actual implementation.

4.7- Utilize a community liaison for EL parent outreach and to support parent education events. This action was discontinued due to difficulty in hiring staff the previous year. No funding was allocated in the 2023-24 plan.

4.8- Provide translation and interpretation services in the languages of the EL school community for communication, education, and outreach. There were no substantive differences in planned actions and actual implementation.

As indicated above, all Goal 4 actions were implemented as planned with the exception of one. One success includes the various parent education events RBUSD was able to provide over the course of the plan cycle, Action 4.1. RBUSD was also able to increase students and parents a-g understanding through a variety of means including newly-designed course planners, college information events, and parent education events, Action 4.4. A final success RBUSD would like to highlight is Action 4.5, provide summer learning opportunities for its English learners, Action 4.5

The one challenge RBUSD faced in implementing the actions in Goal 4 was in hiring. Action 4.7, hire a community liaison, was discontinued in the plan cycle due to a continued inability to hire qualified staff.

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

There were a few material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Action:

4.1- Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, site parent meetings, parent/teacher conferences, school/District committees, volunteerism. This includes parents of English Learners (EL), Foster Youth (FY), and Low Income (LI). Reason for difference: this action was implemented as planned. However, costs associated were dependent on participation, and the full budgeted amount was not needed as expected.

4.2- Provide parents of EL, FY, and LI students increased opportunities for school engagement, including opportunities for increased parent and family education on top of current parent/family engagement offerings. (e.g. Additional college information nights targeted towards EL families, additional 'a-g' informational nights focused on EL/FY/LI students' families). This action was realized as planned, and there were many opportunities provided over the course of the year. However, efforts were supported financially through partnerships with local credit unions, the educational foundation and the PTA as well school site funds. Costs were lower than expected as a result.

4.4- Increase parent understanding of 'a-g' requirements through parent education events. Reason for difference: A concerted focus was placed on increasing opportunities as a result of this action. That, combined with a higher than expected costs for secondary-wide course planners resulted in a higher than expected cost.

4.8- Provide translation and interpretation services in the languages of the EL school community for communication, education, and outreach. Reason for difference: Budgeted monies are based on expected need. This action was implemented as planned, but the associated costs were lower than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, our school district implemented a range of effective actions aimed at promoting parent, family, and community engagement, involvement, and satisfaction. These actions have been instrumental in fostering partnerships between schools, families, and the broader community, leading to increased support for student success and a stronger sense of belonging among educational partners.

Increased parent education and volunteer opportunities (Actions 4.1, 4.4, and 4.6), especially post-COVID, have proven effective in empowering RBUSD parents to actively participate in their child's education and school community. There has been an increase in parent participation in such events, and by providing workshops, speaker events on topics such as academic support, parenting skills, college and career readiness and more, parents have gained valuable knowledge and resources to support their child's learning. Additionally, volunteer opportunities have enabled parents to contribute their time, skills, and expertise to school activities and events, fostering a sense of ownership and investment in the school community. The effectiveness of these actions is demonstrated in the results of the CA Schools Parent Survey with a positive increase in parents agreeing their school encourages them to be active partners in school and volunteer opportunities exist at their school.

Further, increasing opportunities for parents of diverse student populations (Action 4.2), including English learners, foster and homeless youth, and economically disadvantaged youth, has promoted equity and inclusion in parent engagement efforts. By offering targeted outreach, resources, and support services tailored to the needs of these populations RBUSD has ensured that all parents have access to the information, assistance, and support they need to participate fully in their child's education and school community. An increase in participation in addition to parents inquiring about services available demonstrates the effectiveness of this action.

Hosting parent education events specifically focused on a-g eligibility (Action 4.4) has increased parents' knowledge and access to information that will allow them to better support their child's path to college and career readiness. By providing information on graduation requirements, college entrance requirements, and the importance of a-g coursework, parents have gained a greater understanding of the steps necessary for their child to pursue higher education. Additionally, as students matriculate, RBUSD has implemented an action to support families in the academic and social-emotional transition to the middle and higher levels (Action 4.3). An example being a counselor-led workshop titled "RUHS Freshman Student Success Meeting." Both counselor and parent feedback post-event indicate the information was well-received demonstrating its effectiveness.

Providing English learners home learning activities (Action 4.5) has proven effective in promoting continued learning over the summer months and has strengthened the connection between home and school, fostering a collaborative learning environment. By offering resources, materials, and suggestions for educational activities that parents can do with their children at home, RBUSD has encouraged family involvement in learning and reinforced the importance of learning beyond the classroom, especially during off-season times. Acceptance rates of this service indicates its effectiveness as well as fall results from participants which indicates fewer "summer dips".

RBUSD has seen an increase in parent participation in school and district events from traditionally underrepresented demographics. RBUSD believes a key factor in this is offering translation services (Action 4.8) to ensure language barriers do not hinder parent engagement and communication with the district and schools. This has promoted inclusivity, accessibility, and equity in parent engagement efforts, ensuring that all families feel valued, respected, and heard.

An action that proved ineffective was Action 4.7, utilize a community liaison to support community outreach. Due to staffing issues RBUSD was unable to implement this action, therefore rendering it ineffective.

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

Based on our analysis of the effectiveness of Goal 4, we have made the following changes to the planned goal, metrics, desired outcomes, or actions in the LCAP:

Actions:

Action 4.6 (Parent Speaker Series) will be eliminated. A series of workshops was provided through a community partnership in post-COVID years, but are no longer being consistently provided. As a result, this action will be eliminated in the 2024-2025 plan.

Action 4.7 (Parent Liaison) will be eliminated. Hiring for this position proved to be a challenge, so in the 2023-2024 year, this action was realized with the hiring of a new district coordinator. This is a model that will continue in the 2024-2025 school year; therefore, there is no need to have a separate action as it now falls under the responsibilities of the coordinator.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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
Redondo Beach Unified School District	Lisa Veal Executive Director, Educational Services	lveal@rbusd.org (310) 379-5449

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Redondo Beach Unified School District (RBUSD) was established in 1993 and serves approximately 9,600 students in Transitional Kindergarten through 12th grade. The district operates eight elementary schools (TK-5), two middle schools (6-8), one comprehensive high school, one continuation alternative high school and an adult school. The RBUSD employs approximately 1,160 people and operates with a budget of approximately \$132 million. Student enrollment is approximately 9,600 students.

RBUSD students reflect a diverse learning community with a student population of 42.1% White, 24.9% Hispanic or Latino, 12.4% Asian, 3% African American, 15.5% Two or More Races, 1.9% Filipino, 0.1% American Indian or Alaska Native and 0.1% Pacific Islander. Additionally, 16.4% are classified as Socioeconomically Disadvantaged, 12.2% are Students with Disabilities, 4.7% are English Learners, 0.1% are Foster Youth, and 0.2% are Homeless Youth.

Redondo Beach is primarily a residential community in the South Bay region of Los Angeles with a population of 71, 576. Located along the coastal edge of Los Angeles County, just twenty miles from downtown Los Angeles and seven miles south of Los Angeles International Airport, Redondo Beach has been a preferred resort destination for more than a century. As a school district, Redondo Beach Unified boasts incredibly collaborative and supportive relationships with its Parent Teacher Associations (PTA) and the Redondo Beach Education Foundation. Additionally, community partnerships such as Beach Cities Health District, the Redondo Beach City Council, and the Rotary Club are invaluable sources of support for its school community.

The district's mission and guiding principles are as follows:

'Passionate, progressive, positive. At the Redondo Beach Unified School District, we promote and celebrate our students' academic, social, emotional, and physical well-being. We take pride in fostering lifelong learning by providing the highest level of educational programs at each of our award-winning schools.

We're committed to hiring, supporting, and promoting excellence and innovation in teaching and learning, maintaining high expectations for all students and staff, and ensuring safety and security in modernized learning environments. With respect and empathy, we welcome our families and our wonderfully diverse community in partnering with us on this important journey.'

U.S. News & World Report has awarded Redondo Union High School a U.S. News Best High School Award Badge, with a California ranking of 133 out of 2,016, and a national ranking of 1,007. Further, two RBUSD schools have been recognized as National Blue Ribbon schools: Alta Vista Elementary and Tulita Elementary. Birney Elementary School and Jefferson Elementary School were recognized in 2023 as California Distinguished Schools, and Adams Middle School was designated as one of 36 "Schools to Watch". Lastly, Patricia Dreizler Continuation High School has been recognized by the California Department of Education as a Model Continuation High School. There are no schools in the Redondo Beach Unified school District that qualify for Equity Multiplier.

RBUSD has a robust extracurricular program with a plethora of opportunities for students to engage in starting as young as elementary school through high school. Programs such as visual and performing arts, athletics, robotics, esports, and more. Further, the district is currently enhancing its Career Technical Education program, along with a growing Science, Technology, Engineering and Math (STEM) options to meet the demands of 21st century careers.

The Redondo Beach community has approved a bond in recent years for facilities modernization and technology updates to ensure RBUSD is able to keep pace with the demands of 21st century learning.

Reflections: Annual Performance

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

RBUSD uses data from the CA Dashboard to identify areas of growth in the development of the LCAP. Additional sources of pertinent data and information include: local measures such as MAP Growth, Data Quest, the CA Healthy Kids Survey (CHKS), RBUSD's Student Information System, and CALPADS.

Per the CA Dashboard, 2023 CAASPP assessments results highlight several areas of growth. As indicated by the data below, there continues to be a disparity between the overall performance of RBUSD students and students from subgroups indicated below. Although we have seen positive growth for students in several of these subgroups, they continue to perform below their grade level peers as indicated by the results of the 2023 CAASPP.

English Language Arts (ELA): 52.2 points above the standard

Mathematics: 35 points above the standard

African American Students: Students identifying as African American performed below other ethnicity subgroups at 18.4 points above the standard in ELA, and 22.2 points below the standard in Math. African American students represent 3% of the student population.

Hispanic or Latino Students: Students identifying as Hispanic or Latino performed below other ethnicity subgroups at 24.3 points above the standard in ELA, and 6 points below the standard in Math. Hispanic students represent 24.9% of the student population.

English Learners (ELs): EL students performed far below their grade-level peers at 10.3 points below the standard in ELA and 16.1 points below the standard in Math. English Learners represent 4.7% of the student population.

Socioeconomically Disadvantaged: Socioeconomically Disadvantaged students performed well below their grade-level peers at 10.3 points above the standard in ELA and 19.8 points below the standard in Math. Socioeconomically Disadvantaged students represent 16.4% of the student population.

Students with Disabilities: Students with disabilities performed significantly below their grade-level at 34.7 points below the standard in ELA and 50.8 points below the standard in Math. Students with Disabilities represent 12.2% of the student population.

Chronic Absenteeism, as reported by the CA Dashboard, is another area of growth for RBUSD. Overall, students had a performance level of 'Green' on the Dashboard with 9.7% chronically absent. Further, African American students, Hispanic students, English Learners, Socioeconomically Disadvantaged students and Students with Disabilities had a performance level of 'Yellow' with 13.4% of African American students chronically absent; 13.1% of Hispanic students chronically absent; 15.3% of English Learners chronically absent; 18.5% of Socioeconomically Disadvantaged students chronically absent; and 14.5% of Students with Disabilities chronically absent. Additionally, three schools within RBUSD had student subgroups with a 'red' performance level:

- Lincoln Elementary School – Students with Disabilities were chronically absent 21.4%
- Tulita Elementary School – Students with Disabilities were chronically absent 20.3%

- Washington Elementary School – English Learners were chronically absent 20.5%

The graduation rate had a performance level of ‘Yellow’ as indicated by the CA Dashboard, with a 93.9% graduation rate, a decline of 1.9% from the previous year. Additionally, Socioeconomically Disadvantaged students’ graduation rate was lower than peers with a performance level of ‘Orange’ and a rate of 88.4%.

The Suspension Rate for all students increased from the previous year to 1.6% suspended at least one day, with a performance level of ‘Yellow’. Two student subgroups had a performance level lower than their peers of ‘Orange’: 3.2% of Socioeconomically Disadvantaged students were suspended at least one day, and 2.7% of Students with Disabilities were suspended at least one day.

The data derived from the West Ed CA Healthy Kids Survey (CHKS) identifies areas of growth for RBUSD in meeting students’ social and emotional needs. On the 2024 survey, 10% of students in grades 3-5 report they experience frequent sadness “most” or “all” of the time. At the secondary level, 21% of students in grade 7 report “yes” to chronic sad or hopeless feelings, 23% report these feelings in grade 9 and 27% in grade 11. Additionally, as students matriculate up in grade, their sense of safety and connectedness to the school declines each year, from 89% reporting a sense of safety in 5th and 84% a sense of connectedness, to 63% reporting a sense of safety in 11th and 62% a sense of connectedness. On a locally administered survey, school climate results indicate 72% of students in grades 3-5 report a sense of belonging to the school, whereas the African American subgroup was 66%, below the average.

Based on state and local data, RBUSD will monitor and address academic performance, chronic absenteeism, and school climate through its LCAP goals and actions. To this end, RBUSD and its school teams will continue to use a local measure, MAP Growth, to monitor students’ growth, provide data to identify intervention needs, and provide ongoing progress data to inform instruction and determine the effectiveness of intervention efforts. Additionally, RBUSD will support schools’ efforts to address the disparity in academic performance by allocating resources for in and out of school tutoring; provide professional development opportunities to build teacher efficacy through instructional rounds; provide targeted professional development for teachers in addressing the specific needs of English learners including designated ELD instruction and Observation Protocol for Teachers of English Learners (OPTEL) training; and strengthen core content offerings through secondary math curriculum adoption. Further RBUSD will continue to provide during the school year credit recovery opportunities as well as summer programming for students not meeting grade level standards. These efforts will support students’ academic achievement in ELA and math as well as address low graduation rates for identified subgroups.

Additional efforts in the upcoming year will include expanding counseling for students to support identified social-emotional needs; continued use of a district-level MTSS coordinator to support site-based intervention and Positive Behavior Intervention and Supports (PBIS) efforts; and wellness spaces at all secondary sites.

Although RBUSD has three schools with subgroups in the “red” for chronic absenteeism, there is a marked improvement in chronic absenteeism rates from the previous year. To address the ‘red’ areas of concern ensure a continued focus on improving attendance, RBUSD will continue to utilize an attendance management system (Action2.2) to provide early warning indicators of chronic absenteeism allowing us to intervene and provide supports to improve student attendance. It was utilized in the 2022-2023 and 2023-2024 school years with positive results in both years. Additionally, RBUSD will utilize a district-level support services employee to support schools’ efforts to reduce

suspensions and increase attendance (Action 2.6). RBUSD is confident the identified actions and a concerted focus on addressing the areas of 'red' will result in a greater increase in ADA rate in the 2024-2025 school year and an improvement in chronic absenteeism rates for targeted subgroups.

Lastly, in order to address the increase in suspension overall as well as the high suspension rates for identified subgroups, RBUSD will reinforce the utilization of PBIS at all schools; increase awareness and professional development to support the implementation of other means of corrective actions; provide additional counseling support through its community partners; utilize Tobacco Use Prevention Education (TUPE) resources; increase training for school administration in addressing discipline behaviors; and utilize juvenile diversion programs.

Reflections: Technical Assistance

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

This is not applicable to RBUSD.

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.

This is not applicable to RBUSD.

Support for Identified Schools

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

This is not applicable to RBUSD.

Monitoring and Evaluating Effectiveness

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

This is not applicable to RBUSD.

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
RBUSD LCAP Advisory Committee	<p>The Redondo Beach Unified School District strives to provide its educational partners with multiple opportunities to provide input and give feedback. In the fall of 2023, an interest survey was created allowing an opportunity to indicate interest to participate on an advisory committee. RBUSD's Local Control Accountability Plan (LCAP) Committee is comprised of individuals from all educational partner groups including RBUSD students; RBUSD parents and community members; RBUSD elementary and secondary school administrators; Redondo Beach Teachers' Association (RBTA); Redondo Beach Classified Employee Association (CSEA); Redondo Beach's American Federation of Teachers (AFT); and Redondo Beach's District English Learning Advisory Group (DELAC). Once formed, the committee established meeting dates over the course of the year: November 13, 2023, January 25, 2024, March 21, 2024, and May 9, 2024.</p> <p>The committee's work began with training the group on the Local Control Accountability Plan (LCAP); its purpose as a three-year plan that describes the goals, actions, services and expenditures to positively impact student outcomes; and their role and responsibilities as an advisory committee. Once committee members were trained, they began the work of taking a deep dive into RBUSD's data. This included reviewing the district's CA Dashboard data; analysis of performance on state and local indicators; and available social-</p>

Educational Partner(s)	Process for Engagement
	<p>emotional data. The committee was also tasked with reviewing the LCAP goals to determine if they were still aligned to RBUSD's priorities and needs, as identified by the data and stakeholder input. Their work resulted in refinement to RBUSD's current goals with a greater emphasis on college and career readiness, student engagement, and students social-emotional well-being. Lastly, the committee assisted with analyzing results of the annual LCAP Educational Partner Feedback Survey and made recommendations for actions and services based on feedback and needs as identified in the data.</p>
RBUSD bargaining units Students School site administrators Other district administration	<p>RBUSD administration has solicited feedback from meetings held with the superintendent and bargaining units and in monthly leadership and principal meetings. Additional student feedback was garnered through the superintendent's Student Advisory Council as well as participation in the annual administration of the California Healthy Kids Survey (CHKS), and district-disseminated surveys such as Panorama Education.</p>
RBUSD students Teachers Other school personnel Administrators Parents	<p>Administration of 2024 Educational Partner Feedback Survey from April 12, 2024 to May 8, 2024 to RBUSD students, employees, and parents, providing an opportunity for feedback on the educational program, current LCAP actions and services, and priorities for the development of the 2024-2025 LCAP.</p>
Special Education Advisory Committee (SEAC) District English Learner Advisory Committee (DELAC) School site ELACs	<p>RBUSD holds ongoing consultation meetings with the SELPA to garner feedback in the development of the LCAP and goals and actions with an opportunity to provide feedback on the development of the LCAP. RBUSD administers annual needs assessments through school-site ELACs to the families of its English learners to inform the development of the LCAP, and RBUSD administration met directly with the DELAC on April 18, 2024 to present the LCAP and provide an opportunity to provide input on the development of the LCAP and the services and action there within in support of RBUSD's English learners.</p>
RBUSD Community	<p>On May 31, 2024, a public hearing notification was shared with the RBUSD community, and members of the public were notified of the</p>

Educational Partner(s)	Process for Engagement
	<p>opportunity to submit written comments regarding actions and expenditures in the LCAP. This was publicized via the District's website with a link to comment. On June 6, 2024 a final draft of the RBUSD 2024-2025 was posted on the district website with public access to all stakeholders for review, comment, and/or questions via the link or directly by emailing the Superintendent's designee. Currently, there are no comments or feedback that require the Superintendent or designee to respond in writing. Further, any written responses will be sent to the advisory committee members via email, if any are received, and addressed accordingly. On June 11, 2024, the RBUSD 2024-2025 Local Control Accountability Plan was presented to the RBUSD Board of Education for a first review and opened for public comment. After final revisions and edits were made through the review process with the Los Angeles County Department of Education, on June 25, 2024, a final draft of the LCAP was presented to the RBUSD Board of Education for a final review and approval to adopt. The Local Indicators were presented at the same meeting in which the LCAP and budget were presented for adoption, June 25, 2024.</p>

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

Throughout the LCAP process, RBUSD worked collaboratively with community partners to obtain input in the development of the plan. Feedback from educational partners began with the formation of the LCAP committee. Over the course of multiple meetings, members of the committee analyzed CAASPP student achievement data; graduation and ‘a-g’ completion rates; English language learner progress and reclassification data; and California Dashboard data. They also reviewed current LCAP goals to see if they were in alignment to district priorities and needs as indicated by the disaggregation of the data and stakeholder input. Their work resulted in refinement to RBUSD’s goals for the 2024-2027 LCAP cycle as well as recommendations for additional services and programs.

In addition to multiple in-person meetings, RBUSD administered an annual LCAP survey to all educational partner groups. There were 2,365 respondents with representation across all partner groups including students, parents, classified staff, certificated staff, and school and district administration. The results were analyzed and served to provide additional input towards the development of the plan. Below are primary recommendations for improvement across educational partner groups based on meetings and survey results.

Students:

- Increased secondary course offerings
- More counselor check-ins
- Better food offerings

- Increased support for students struggling socially, emotionally, and/or behaviorally
- More balanced approach to homework
- More flexibility in testing opportunities

Parents:

- K-12 increased arts offering
- Increased secondary course offerings
- Increased counseling support
- Continued tutoring offerings
- More targeted GATE instruction
- More support for students who are struggling socially, emotionally, and/or behaviorally
- Increased college planning support for students and parents
- Increased parent volunteer/education opportunities

Staff:

- More mental health resources for students and families
- Secondary course expansion
- Increased elective offerings
- Increased elementary counseling
- Increased intervention opportunities for students
- More support for students who are struggling socially, emotionally, and/or behaviorally

The data and recommendations resulted in action items and the allocation of resources as follows:

- Provide increased counseling services for elementary-aged students to support their social emotional learning needs (Action 1.17)
- Explore and secure a Social Emotional Learning (SEL) curriculum for high school to ensure consistency in program across K-12 and to support secondary students social-emotional needs (Action 2.7)
- Continue to provide full-year access to tutoring services for low income, English learners, homeless, and foster youth students (Action 1.13)
- Provide staff professional development opportunities specific to supporting the needs of English learners (Action 1.11)
- Secondary mathematics curriculum implementation (Action 1.25)
- Increase parent education events on a-g eligibility and college preparedness to support parent awareness and ability to support their children's college going efforts (Action 4.3)
- Provide all teachers one professional development day with a focus on supporting the instructional needs for low income (LI), English Learners (EL), and foster youth (FY) students (Action 1.14)
- Continue to provide high school credit recovery programs both during summer school as well as during the school year to ensure students have an opportunity to recover credits and improve 'a-g' eligibility (Action 1.10)
- Utilize a district-level MTSS coordinator to work with all schools to establish systems of support for their low income (LI), English Learners (EL), and foster youth (FY) students (Action 1.9)

- Increase mental health services through external therapists to support students as identified as needing additional social-emotional counseling (Action 2.8)
- Provide Universal Design for Learning (UDL) professional development for teachers to promote inclusive learning environments, engagement, and reduce barriers for learning (Action 3.1)
- Expand opportunities for students to explore Career and Technical Education pathways and opportunities (Action 3.5)
- Increase parent education and engagement opportunities through monthly events designed to promote active participation in students' learning and provide families with resources and strategies to support academic success at home (Action 4.2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement to ensure college and career readiness through access to diverse course offerings, and the implementation of research-based instructional strategies and professional development as measured by state and local metrics	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)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed with a primary focus on student achievement with an intent to ensure students are prepared for post-secondary education and beyond. A key vehicle to accomplish this is through research-backed instructional practices and by providing employees quality professional development. The LCAP Advisory Committee refined this goal to incorporate a focus on providing all students access to diverse course offerings. Through this, their goal is to ensure students will be provided opportunities to explore their interests and talents, preparing them for college majors or career fields. Additionally, they believe it is important to speak directly to what educational research says improves student achievement including quality employee professional development and data-driven instruction. The actions and services in Goal 1 were identified to align with the intent of the goal as well as what experience and research demonstrates makes for student academic success. The metrics in goal 1 are measurable indicators that will allow RBUSD to closely monitor progress toward meeting the overarching goal of increasing student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Basic Services - Fully Credentialed and Appropriately Assigned Teachers	In the 2022-2023 school year, 99.82% of teachers were fully credentialed and			100% of teachers are fully credentialed and appropriately	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriately assigned as reported in CalSASS.			assigned as reported in CalSASS	
1.2	Basic Services - Materials	In the 2023-2024 school year, there was 100% compliance of all students having CCSS-aligned instructional materials as measured by the Williams Act Compliance.			100% compliance of all students having CCSS-aligned instructional materials	
1.3	Basic Services - Facilities	In the 2023-2024 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the quarterly administered Facilities Inspection Tool (FIT).			100% compliance on Williams Act with 100% of school facilities in good to exemplary status as measured by the Facilities Inspection Tool	
1.4	Pupil Achievement - English Language Arts CA School Dashboard *Results for Long-term English Learners were not represented on the 2023 Dashboard. Results will be available for this group on the 2024 Dashboard.	All Students: +53.2 DFS or "Blue" English Learners (EL): -10.3 DFS or "Orange" Long-term English Learners* (LTEL): TBD Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: +10.3 DFS or "Green"			As measured by the CA Dashboard, increase the performance of all students on the ELA indicator by 5 points above 2023 baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities (SWD): - 34.7 DFS or “Orange”</p> <p>African American: +18.4 DFS or “Green”</p> <p>Asian: +85.3 DFS or “Blue”</p> <p>Hispanic: +24.3 DFS or “Green”</p> <p>Filipino: +84 DFS or “Blue”</p> <p>Two or More Races: +65 DFS or “Blue”</p> <p>White: +57.7 DFS or “Blue”</p>				
1.5	<p>Pupil Achievement - Mathematics</p> <p>CA School Dashboard</p> <p>*Results for Long-term English Learners were not represented on the 2023 Dashboard. Results will be available for this group on the 2024 Dashboard.</p>	<p>All Students: +35 DFS or “Blue”</p> <p>English Learners (EL): - 16.2 DFS or “Orange”</p> <p>Long-term English Learners* (LTEL): TBD</p> <p>Foster Youth: NPC</p> <p>Homeless Youth: NPC</p>			As measured by the CA Dashboard, increase the performance of all students on the math indicator by 5 points above 2023 baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged Youth: -19.8 DFS or “Green”</p> <p>Students with Disabilities (SWD): -50.8 DFS or “Yellow”</p> <p>African American: -22.2 DFS or “Green”</p> <p>Asian: +87.7 DFS or “Blue”</p> <p>Hispanic: -6 DFS or “Orange”</p> <p>Filipino: +70.8 DFS or “Blue”</p> <p>Two or More Races: +51.8 DFS or “Blue”</p> <p>White: +40.4 DFS or “Blue”</p>				
1.6	<p>Pupil Achievement - Science</p> <p>CA Science Test (CAST)</p>	<p>All Students: 53.83 “Met or Exceeded” Standards</p> <p>Grade 5: 53.22 “Met or Exceeded” Standards</p> <p>Grade 8: 52.63 “Met or Exceeded” Standards</p>			75% of students will score 'meet' or 'exceeded' as measured by the California CAST science test	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: 51.41 "Met or Exceeded" Standards				
1.7	College and Career Readiness - a-g Completion Rate	<p>The percentage of students who graduated in 2023 with 'a-g' completion status as measured by the CA Dashboard a-g Completion Rate: All Students - 75.1%</p> <p>Socioeconomically Disadvantaged - 57.0%</p> <p>English Learners - 47.8%</p> <p>Foster Youth - Data Not Displayed</p> <p>Homeless Youth: Data Not Displayed</p>			<p>Increase a-g completion rates for all students as measured by the CA Dashboard: All Students - 80%</p> <p>Socioeconomically Disadvantaged - 65%</p> <p>English Learners - 55%</p>	
1.8	College and Career Readiness - CTE Pathway Completion Rate	The percentage of students graduating with CTE Pathway Completion in 2022-2023 as measured by the CA Dashboard: 0.3%			Increase the percentage of students graduating with CTE completion by 2% as measured by the CA Dashboard	
1.9	College and Career Readiness - a-g Eligible and CTE Pathway Completion Rate	The percentage of students graduating a-g eligible and with CTE Pathway Completion in			Increase the percentage of students graduating a-g	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 as measured by the CA Dashboard: 0.1%			eligible and with CTE completion by 2% as measured by the CA Dashboard	
1.10	EL Proficiency - At-risk and Long-term English Learner Progress	In the 2023-2024 school year, the percentage of English learners who were At-risk or Long-term English Learners was 15%.			Decrease by 5% the percentage of English learners who are At-risk or Long-term English Learners.	
1.11	EL Proficiency - Reclassification	In the 2022-2023 school year, the percentage of English learners reclassifying Reclassified Fluent English Proficient(RFEP) was 55.9% as measured by DataQuest.			Increase the percentage of English learners reclassifying Reclassified Fluent English Proficient(RFEP) by 5% as measured by DataQuest.	
1.12	EL Proficiency - English Learners making progress toward English Proficiency on the CA Dashboard English Learner Proficiency Indicator (ELPI)	In the 2022-2023 school year, the percentage of students who maintained or progressed at least one ELPI level as measured on the CA Dashboard: 52.6% ELs Progressed at least one ELPI Level; 5.7% ELs Maintained ELPI Level 4			Increase by 5% the percentage of ELs who maintained ELPI level 4 or progressed at least one ELPI level as measured by the CA Dashboard. Decrease the percentage of ELs who decreased at least one ELPI level as measured	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>19.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H</p> <p>22.4% ELs Decreased at least one ELPI Level</p>			by the CA Dashboard.	
1.13	Advanced Placement (AP) Passage Rate	In the 2022-2023 school year, 90% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.			Increase the rate of RUHS students receiving a score of 3, 4, or 5 on Advanced Placement (AP) exams to 93%.	
1.14	EAP 11th Grade CAASPP-ELA	<p>Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts:</p> <p>77.78% Exceeded or Met the Standard in 2022-2023 and are defined as ready for college-level coursework</p>			Increase the percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts by 3%	
1.15	EAP 11th Grade CAASPP-Mathematics	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics:			Increase the percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52.81% Exceeded the Standard in 2022-2023 and are defined as ready for college-level coursework			mathematics by 3%	
1.16	Other Pupil Outcomes - State Seal of Biliteracy	In the 2022-2023 school year, 13.6% of graduating high school students achieved the State Seal of Biliteracy as measured by DataQuest.			Increase the percentage of students achieving the State Seal of Biliteracy by 10%	
1.17	Other Pupil Outcomes - Golden State Seal Merit Diploma	In the 2022-2023 school year, 49.1% of graduating high school students earned a Golden State Seal Merit Diploma as measured by DataQuest.			Increase the percentage of students achieving the Golden State Seal Merit by 10%	
1.18	Local Indicator - MAP Growth English Language Arts (ELA)	<p>In Spring 2024, the percentage of students who met their ELA growth projections as measured by MAP Growth is as follows:</p> <p>1st Grade: 63% 2nd Grade: 59% 3rd Grade: 53% 4th Grade: 48% 5th Grade: 51% 6th Grade: 43% 7th Grade: 39% 8th Grade: 39% 9th Grade: 42%</p>			Increase the percentage of students who meet their end-of-year growth projection by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th Grade: 35%				
1.19	Local Indicator - MAP Growth Math	In Spring 2024, the percentage of students who met their mathematics growth projections as measured by MAP Growth is as follows: 1st Grade: 70% 2nd Grade: 68% 3rd Grade: 77% 4th Grade: 84% 5th Grade: 72% 6th Grade: 84% 7th Grade: 72% 8th Grade: 77% 9th Grade: 58% 10th Grade: 54%			Increase the percentage of students who meet their end-of-year growth projection by 5%	
1.20	Implementation of State Standards - Teaching staff indicating a need for more professional development in meeting student needs on the CA School Staff Survey (CSSS)	In the 2023 spring administration, the percentage of teaching staff that indicate a need for more professional development as measured by the CSSS is as follows: Elementary: 39% Middle: 37% High: 41%			Decrease the percentage of teaching staff that indicate a need for more professional development in meeting academic standards by 5% at each level: Elementary: 34% Middle: 32% High: 36%	
1.21	College and Career Indicator	On the 2023 CA Dashboard, the percentage of students			Increase the percentage of students deemed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		deemed "Prepared" as measured by the College and Career Indicator: All students - 61.8% Prepared Socioeconomically Disadvantaged - 38.5% English Learners - 37% Students with Disabilities - 12.4%			"Prepared" as measured by the College and Career Indicator. All students - 66% Prepared Socioeconomically Disadvantaged - 45% English Learners - 44% Students with Disabilities - 18%	

Goal Analysis

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teaching Staff	Provide appropriately assigned and fully credentialed teachers in all grades and subject areas. Action includes salary and benefits.	\$51,598,567.00	No
1.2	Materials and Supplies	Provide classroom equipment and supplies to support the instructional program.	\$4,367,939.00	No
1.3	School Facilities and Maintenance & Operations	Maintain school and District facilities as state of the art learning environments. Action includes materials, supplies, and employee salary and benefits.	\$11,178,586.00	No
1.4	School-based Counseling	Provide school-based counselors in all elementary and secondary schools for all students in grades TK-12.	\$2,158,954.00	No
1.5	Supplemental Academic Support for Secondary English Learners	ELD support teacher will provide supplementary academic and counseling services for high school English learner and Long-term English learner students to support language acquisition and academic achievement.	\$130,000.00	Yes
1.6	English Learner Site Specialists	Provide all schools with a dedicated EL specialist to monitor EL programs, provide additional interventions for English learner and Long-term English learner students, and support professional development of teachers in addressing the needs of ELs and LTELs.	\$210,000.00	Yes
1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Provide supplemental school-based counseling services for unduplicated pupils to support 'a-g' readiness, college planning, credit recovery, and social-emotional monitoring.	\$803,817.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Middle School Teachers on Special Assignments (TOSA)	Provide Middle School Teachers on Special Assignments (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students.	\$330,000.00	Yes
1.9	District-level MTSS Coordinator	Provide a district-level MTSS Coordinator to work with all schools to establish systems of support for their low income (LI), English Learners (EL), and foster youth (FY) students.	\$200,000.00	Yes
1.10	High School Credit Recovery	Provide high school credit recovery for low-income (LI) students, English Learners (EL), and foster youth (FY) students to recover credits, improve grades, and increase a-g eligibility.	\$163,800.00	Yes
1.11	Teacher Professional Development to Support LTEL Progress and Language Acquisition	Provide teacher professional development on strategies and best practices to support English Learners and Long-term English Learners' progress and language acquisition.	\$20,000.00	Yes
1.12	Implement District-wide Benchmark	Implement a district-wide benchmark (MAP Growth) in English language arts and math to monitor students' growth; provide data to identify intervention needs; and provide ongoing progress data to inform instruction.	\$75,000.00	No
1.13	Tutoring Support for Unduplicated Students	Partner with a tutoring company to provide access for all secondary low income (LI), English Learners (EL), and foster youth (FY) students to academic tutoring support, as needed.	\$150,000.00	Yes
1.14	Teacher Professional Development Day	Provide teachers an opportunity to participate in a PD day designed to provide them with a deeper understanding of language acquisition, implementing differentiated instruction to meet diver linguistic and academic needs of ELs	\$835,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Replenish Textbooks, Instructional Materials, and Digital Licenses	Replace unusable or damaged textbooks in all subjects, and renew, as needed, expired, district-adopted core curriculum digital licenses.	\$300,000.00	No
1.16	District-level Teacher on Special Assignment (TOSA)	Provide a district-level Teacher on Special Assignment (TOSA) to collaborate with teachers across RBUSD school sites to enhance instructional practices through site-based professional development, modeling, in-class coaching, and strategies specifically designed to support low-income students, English Learners (EL), and foster youth (FY).	\$160,000.00	Yes
1.17	Supplemental Academic and Social-Emotional Counseling	Provide supplemental school-based counseling services for elementary-level unduplicated students to address their academic, social, and emotional needs to enhance overall student well-being and academic success.	\$150,000.00	Yes
1.18	Conferences and External Professional Development Opportunities	Teachers, classified staff, and administration participate in professional development through outside conferences and workshops, to increase efficacy around research-based instructional program (core content, instructional practices, accelerating learning, research-based assessments, etc.).	\$10,000.00	No
1.19	High School Teacher on Special Assignment (TOSA)	Provide high school a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students.	\$165,000.00	Yes
1.20	Elementary Support Staff to Implement and Oversee Programming for	Provide elementary support staff to implement and oversee programs to support the academic achievement and social-emotional well-being of unduplicated students.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	English Learners (EL) low-income (LI) students, and foster youth (FY) students			
1.21	School Site Instructional Leadership Team Coaching Support	Provide a consultant to coach and support school leadership teams on data analysis and cycles of inquiry, with an emphasis on interpreting student performance data to inform instructional decisions for low-income students, English learners, and foster youth. This consultant will lead professional development sessions and collaborative workshops, equipping staff with the skills to conduct effective data-driven discussions and implement continuous improvement strategies that address the specific challenges and needs of these student groups. The goal is to enhance the capacity of school teams to use data effectively, driving targeted interventions and improving student outcomes for low-income students, English learners, and foster youth.	\$80,000.00	Yes
1.22	Secondary Schools Mathematics Curriculum Adoption	Secure secondary standards-aligned mathematics curriculum for adoption. This action includes materials, teacher professional development and implementation support.	\$1,500,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student resiliency, student engagement, and school climate through social, emotional development, whole child engagement, and by maximizing physical and emotional safety as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed with the intent to ensure a balance between an emphasis on students' academic achievement and their social-emotional well-being. Research shows a strong link between a student's emotional well-being and their academic performance. The advisory committee felt strongly that the language in this goal should intentionally speak to RBUSD's focus on prioritizing both facets of students' school experience. To this end, language that encompassed a focus on student engagement and physical and emotional safety was added to this goal. Additionally, resiliency equips students with the ability to bounce back from setbacks, handle stress, and adapt to change. In a post-COVID era, the committee felt strongly that being intentional in language and subsequent actions and metrics was imperative. Lastly, RBUSD has maintained a concerted focus in the last decade on prioritizing the whole child, and it was important to ensure Goal 2 spoke to this priority. The actions in Goal 2 are directly aligned to the goal's intent, such as elementary music and PE to promote student engagement. The metrics outlined in this goal are measurable and will ensure RBUSD is able to accurately assess progress toward meeting the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Engagement - Average Daily Attendance (ADA) Rate	For the 2023-2024 school year, RBUSD maintained the following average daily attendance (ADA) rate: All Students: 95.4%			Achieve and maintain an ADA rate of >96% for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners: 94.3%</p> <p>Homeless Youth: 88.9%</p> <p>Foster Youth: Data Not Displayed</p> <p>Students with Disabilities: 93.4%</p>				
2.2	Pupil Engagement - Chronic Absenteeism	<p>RBUSD chronic student absenteeism rate in the 2022-2023 school year as measured by the CA Dashboard was as follows:</p> <p>All students: 9.7%</p> <p>Socioeconomically Disadvantaged: 18.5%</p> <p>English Learners: 15.3%</p> <p>Foster Youth: Data Not Displayed</p> <p>Homeless Youth: Data Not Displayed</p> <p>Students with Disabilities: 14.5%</p>			Achieve and maintain a chronic student absenteeism rate <3.5% for all student groups	
2.3	Graduation Rate	2022-2023 Graduation Rate:			Achieve and maintain a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students: 93.9%</p> <p>Socioeconomically Disadvantaged: 88.4%</p> <p>English Learners: Data Not Displayed</p> <p>Foster Youth: Data Not Displayed</p> <p>Homeless Youth: Data Not Displayed</p> <p>Students with Disabilities: 79.5</p>			graduation rate >95%	
2.4	Middle School Dropout Rate	In 2022-2023, the middle school dropout rate was 0% as measured by DataQuest..			Maintain <1% dropout rate for all students	
2.5	High School Dropout Rate	In 2022-2023, the middle school dropout rate was 4.9% as measured by DataQuest..			Maintain <1% dropout rate for all students	
2.6	Suspension Rate	<p>In 2022-2023, the suspension rate were as follows as measured by DataQuest..</p> <p>All students: 1.6%</p>			Achieve and maintain a suspension rate of <1% for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American Students: 2.5% Hispanic or Latino: 2.4% English Learners: 2.1% Homeless Youth: 3% Foster Youth: 5% Socioeconomically Disadvantaged: 3.2% Students with Disabilities: 2.7%				
2.7	Expulsion Rate	In 2022-2023, the overall expulsion rate was 0% as measured by DataQuest..			Maintain an expulsion rate of <1%	
2.8	Student Perception of Safety	As measured by the 2023-2024 California Healthy Kids Survey (CHKS), students reporting a sense of safety yields the following: 89% of 5th graders feel safe at school 65% of 7th graders feel safe at school			Increase by 10% students reporting feeling safe while at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% of 9th graders feel safe at school 63% of 11 graders feel safe at school				
2.9	Student Perception of Connectedness	As measured by the 2024 California Healthy Kids Survey (CHKS), students reporting a sense of connectedness yields the following: 84% of 5th graders feel connected to their school 62% of 7th graders feel connected to their school 59% 9th graders feel connected to their school 62% 11th graders feel connected to their school			Increase by 10% students reporting feeling connected to school	
2.10	Student Perception of Caring Relationships	As measured by the 2024 California Healthy Kids Survey (CHKS), students reporting a sense of caring relationships with adults at school:			Increase by 10% students reporting a sense of caring relationships with adults at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>76% of 5th graders feel they have caring relationships with adults at school</p> <p>63% of 7th graders feel they have caring relationships with adults at school</p> <p>61% 9th graders feel they have caring relationships with adults at school</p> <p>66% 11th graders feel they have caring relationships with adults at school</p>				
2.11	Staff Perception of School Safety	As measured by the 2024 California School Staff Survey (CSSS), 37% of teachers and staff “Strongly agree” to the construct "school is a safe place for staff".			Increase by 10% staff "strongly agreeing" to the construct "school is a safe place for staff"	
2.12	Staff Perception of School Connectedness	As measured by the 2024 California School Staff Survey (CSSS), 51% of teachers and staff “Strongly agree” to the construct "caring relationships exist for students".			Increase by 5% staff "strongly agreeing" to the construct "caring relationships exist for students"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Parental Perception of Safety	As measured by the 2024 California School Parent Survey (CSPS), 40% of parents responded "strongly agree" that their school is a safe place for students.			Increase by 10% parents "strongly agreeing" to the construct "school is a safe place for my child"	

Goal Analysis

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District-wide Student Attendance and	Utilize a district-wide Student Attendance and Chronic Absenteeism System to improve student attendance and address chronic absenteeism following a Multi-Tiered System of Support (MTSS).	\$110,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Chronic Absenteeism System			
2.2	California Healthy Kids Survey Administration	Administer annually the California Healthy Kids Survey (CHKS), California School Safety Survey (CSSS), and the California School Parent Survey (CSPS) to garner student and educational partner data regarding connectedness, safety, and professional development needs.	\$3,300.00	No
2.3	Local SEL Survey Administration	Administer a local Social-Emotional survey to students in grades 3-12 to garner student data regarding emotional well-being, connectedness and belonging.	\$0.00	No
2.4	Support and Promote Student Connectedness Initiatives	Support Connectedness programs and initiatives in secondary schools to promote connectedness, school and district pride, and foster a sense of belonging. Programs include WEB and LINK Crew transition programs, Young Leaders of RBUSD, ASB, school-site clubs, Start with Hello and No One Eats Alone days.	\$1,000.00	No
2.5	Whole Child Education Programming	Institute programs supporting the social, emotional, and physical well-being of all students through "whole child" education. Such programs include elementary physical education at all eight elementary schools; vocal music instruction in grades K-5; band instruction offered in grades 5-12; Hands On Art; student generated clubs at all secondary schools; school site recycling programs; eSports at secondary schools; intramural sports at the middle schools; and robotics.	\$900,000.00	No
2.6	District-level Support Services Liaison	Provide a District-level Support Services employee to act as a liaison and oversee restorative justice practices to support the reduction of unduplicated students' suspension rates, increase school attendance, provide mental health resources and support, and provide tutoring services.	\$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Social-Emotional Learning Curriculum	Explore and secure a Social-Emotional Learning (SEL) curriculum for students in grades 9-12.	\$50,000.00	No
2.8	Mental Health Services	Provide additional mental health services through external therapists to students identified by school staff in need of additional social-emotional, well-being counseling.	\$175,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve inclusive practices to support equity, access, connectedness, and achievement for all learners as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 was newly developed in the previous LCAP cycle as the LCAP advisory committee strived to place a concerted focus on improving inclusive practices to support equity and diversity in RBUSD. Yearly trends indicate a disparity between the overall achievement of students and specific student subgroups. The committee responded to educational partner feedback that indicated improving outcomes for students with disabilities, students of color, students from low-income families, and English learners as priority areas for the district. This goal speaks directly to this priority. The actions within Goal 3 are designed to both address the disparity and to ensure there are targeted actions in place to meet the goal. Aligned metrics are measurable and have a focus on monitoring progress toward closing the gap between overall student performance and student subgroups.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students responding favorably to the construct of sense of belonging on a locally administered social-emotional screener	In the spring 2024 administration: Grades 3-5: 80% of students responded favorably to the prompt "Overall, I feel like I belong at my school." Grades 6-12: 55% of students responded			Increase the percentage of students who respond favorably to the prompt, "Overall, I feel like I belong at my school." Grades 3-5 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		favorably to prompt "Overall, I feel like I belong at my school."			Grades 6-12 75%	
3.2	Percentage of students by program, responding favorably to the construct of "connectedness" as measured by a locally administered social-emotional screener	<p>In the spring 2024 administration:</p> <p>Students with disabilities in grades 3-5: 74% responded favorably to the construct of "connectedness"</p> <p>English Language Learners in grades 6-12: 75% responded favorably to the construct of "connectedness"</p>			<p>Increase the percentage of students with disabilities in grades 3-5: 74% responded favorably to the construct of "connectedness" to 85%.</p> <p>Increase English Language Learners in grades 6-12 who respond favorably to the construct of "connectedness" to 85%.</p>	
3.3	Access to a Broad Course of Study - Enrollment in high level courses (Compacted Math, Honors, AP) for designated subgroups of students (race, EL, LI, disability status)	<p>In the 2023-24 school year, enrollment rates for targeted subgroups:</p> <p>6th grade compacted math – 2.35% African American, 14.7% Hispanic, 0% English Learner</p>			Increase the overall percentage of students in targeted subgroups enrolled in advanced middle school math, HS honors biology and AP Computer Science	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>9th grade Honors English – 1.7% African American, 16.3% Hispanic, 0% English Learner</p> <p>Honors Biology - 1.3% African American, 17.2% Hispanic, 0% English Learner</p> <p>AP Computer Science Principals - 2.2% African American, 15.7% Hispanic, 0% English Learner</p>			<p>Principals by 5-10%.</p> <p>Increase the overall percentage of students in targeted subgroups who earn honors designation in 9th grade English by 5-10%.</p>	
3.4	Percentage in students with disabilities' instructional time in general education classrooms (80% or more)	In 2023-2024, 73% of students with disabilities were instructed in general education at least 80%.			Increase percentage of students with disabilities instructed in general education to 78% during the school year at least 80% of the school day	
3.5	Student suspension rates for designated subgroups of students (race, EL, SED, disability status)	<p>In 2022-2023, suspension rates for designated groups were as follows:</p> <p>African American Students: 2.5%</p> <p>Hispanic or Latino: 2.4%</p>			Decrease suspension rates for designated subgroups of students to 1% or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners: 2.1%</p> <p>Homeless Youth: 3%</p> <p>Foster Youth: 5%</p> <p>Socioeconomically Disadvantaged: 3.2%</p> <p>Students with Disabilities: 2.7%</p>				
3.6	4-year graduation rates for students with disabilities	In 2022-2023, 4-year adjusted cohort graduation rate for students with disabilities was 79.5%.			Increase 4-year adjusted cohort graduation rate for students with disabilities to 85%	
3.7	Percentage of RBUSD staff that respond "Strongly agree" to the construct of "Respect for Diversity" as measured by the California School Staff Survey (CSSS)	2024 CSSS, 41% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."			As measured by the CSSS, increase to 65% the percentage of RBUSD Staff who report "strongly agree" to the construct of "Respect for Diversity"	
3.8	Percentage of RBUSD staff that respond "Strongly agree" to the construct of "Instructional Equity" as measured by the California School Staff Survey (CSSS)	As measured by the by the 2024 CSSS, 33% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."			Increase the percentage of RBUSD Staff who report "strongly agree" to the construct of "Instructional Equity" to 40% as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					measured by the CSSS	
3.9	Percentage of RBUSD staff that respond "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students" as measured by the California School Staff Survey (CSSS)	As measured by the 2024 CSSS, 80% of RBUSD Staff responded "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students".			Increase the percentage of RBUSD Staff who respond "strongly agree" o the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students". to 85% as measured by the CSSS	

Goal Analysis

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Universal Design for Learning Professional Development	Provide Universal Design for Learning (UDL) staff professional development to promote inclusive learning environments, engagement, and reduce barriers for learning.	\$20,000.00	No
3.2	Co-teach Co-planning Days	Provide co-teachers quarterly co-planning days to provide dedicated time for instructional planning to support in-class delivery of services to students with disabilities in the general education setting. Provide co-teaching teams (new and veteran) 2 additional planning days prior to the start of the school year to refine practices around co-planning, co-teaching, and co-assessing.	\$50,000.00	No
3.3	Special Education Programming	Special education programming to support students with Individualized Education Plans (IEPs). To include hiring appropriately credentialed and highly-qualified special education teachers and support staff, provide ongoing professional development, and instructional materials and supplies to support the special education instructional program.	\$28,459,675.00	No
3.4	Ethnic Studies Course Implementation	Support the implementation of the newly-adopted 9th grade Ethnic Studies course. This includes teacher professional development, sub costs for teacher release, and supplementary materials purchases such as novels.	\$75,000.00	No
3.5	Expand Career and Technical Education Pathways and Opportunities	Provide opportunities for secondary students to explore Southern California Regional Occupational Center Transportation (SoCal ROC) offerings.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Unduplicated Students Backpack Materials Giveaway	Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level.	\$40,000.00	Yes
3.7	Site-based Supplemental Services for Unduplicated Students	<p>Provide site-based supplemental services for English learners (EL), Foster Youth (FY), and Low Income (LI) students. Services include:</p> <ul style="list-style-type: none"> • English learner instructional aides to support in-class reading intervention • Instructional materials to support schools' "WIN" (What I Need) time • Certificated staff to provide in-school intervention support such as reading and math intervention as well as academic counseling • Non-engaged and chronic absenteeism specialists to monitor student attendance, provide PBIS-based incentives for positive attendance and engagement, and make house visits, as needed • Site-based after-school intervention opportunities • Site-based after-school homework support • Site-based enrichment opportunities • Need-specific materials such as books to support volume of reading, "Summer Slide" backpacks, and summer material novel purchases for English learners 	\$400,000.00	Yes
3.8	After-school Enrichment for Unduplicated Pupils	Provide after-school enrichment opportunities for all elementary-age low income (LI), English Learners (EL), and foster youth (FY) students. This will include STEAM-related activities such as coding, science exploration, art, and music.	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote parent, family, and community engagement, involvement, and satisfaction as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 was developed to address Priority area 3-Parental Involvement. RBUSD values and appreciates its strong parental support, and Goal 4 was developed to ensure there is a concerted focus on promoting family involvement and engagement. Additionally, parent satisfaction is important in the partnership between RBUSD and parents around their child's educational experience, so the LCAP Advisory Committee intentionally incorporated language that speaks directly to this. The actions in Goal 4 all have a similar focus of providing parent opportunities for involvement, increasing parent and community engagement in RBUSD schools, and improving parent satisfaction. Metrics used to monitor progress toward RBUSD reaching this goal are data-driven and measurable.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parental Participation-School Encouragement	As measured by the 2024 California School Parent Survey (CSPS), 90% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.			As measured by the CSPS, increase to 95% the percentage of parents responding "strongly agree" or "agree" that their school encourages them to be an active partner.	
4.2	Parental Participation-Parent/Teacher Conference Participation	As measured by the 2024 California School Parent Survey (CSPS),			As measured by the CSPS, maintain a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		96% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.			response rate of 95% or higher to parents reporting participation in a regularly scheduled parent-teacher conference with their child's teacher.	
4.3	Parental Participation-Quality Counseling and Support	As measured by the 2024 California School Parent Survey (CSPS), 69% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.			As measured by the CSPS, increase to 75% the percentage of parents responding "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	
4.4	Parental Participation-Input on Decision Making	As measured by the 2024 California School Parent Survey (CSPS), 63% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of parents before making important decisions.			As measured by the CSPS, increase to 68% the percentage of parents responding "strongly agree" or "agree" to the construct that their school actively seeks the input of parents before	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					making important decisions.	
4.5	Parental Participation-Welcome to Participate	As measured by the 2024 California School Parent Survey (CSPS), 82% of parents "Strongly Agree" or "Agree" to the prompt "Parents feel welcome to participate in this school".			As measured by the CSPS, increase to 85% the percentage of parents responding "strongly agree" or "agree" to the prompt "Parents feel welcome to participate in this school".	
4.6	Parental Participation-Volunteer Opportunities	As measured by the 2024 California School Parent Survey (CSPS), 77% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.			As measured by the CSPS, increase to 80% the percentage of parents reporting they serve as a volunteer in their child's classroom.	
4.7	Parental Participation-Targeted Subgroup Parent Participation	As measured by the 2024 California School Parent Survey (CSPS), parents responding "Yes" by subgroup to the prompt "School encourages me to be an active partner": English learner families: 50%			As measured by the CSPS, increase by 10% the percentage of parents responding "Yes" by subgroup to the prompt "School encourages me to be an active partner".	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with IEPs families: 45%				

Goal Analysis

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	Provide parents with opportunities for school engagement, including opportunities to participate in stakeholder meetings, site parent meetings, parent/teacher conferences, school/District committees, volunteerism. This includes parents of English Learners (EL), Foster Youth (FY), and Low Income (LI).	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Monthly Parent Education Events	Host monthly parent education events to promote active participation in students' learning and provide them with resources and strategies to support academic success at home. These events will cover various topics, such as literacy development, digital citizenship, and social-emotional well-being, fostering stronger school-community partnerships.	\$5,000.00	No
4.3	Increased Parent Education Opportunities for Parents of Unduplicated Pupils	Provide parents of English learners (EL), low-income (LI) students, and foster youth (FY) increased opportunities for school engagement, parent education, home to school connections, in addition to current parent/family engagement offerings. (e.g. Additional college information nights targeted towards EL families, additional 'a-g' informational nights focused on EL/FY/LI students' families, etc.).	\$20,000.00	No
4.4	Translation Services	Provide translation and interpretation services in the languages of the EL school community for communication, education, and outreach.	\$20,000.00	Yes
4.5	Summer Home Learning	Provide ELs summer home learning activities to prevent the summer slide and strengthen the home to school connection.	\$40,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$3,936,313.00	\$0

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
3.778%	0.357%	\$377,239.38	4.135%

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
1.9	<p>Action: District-level MTSS Coordinator</p> <p>Need: RBUSD’s data shows there is a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard. ELA</p>	Based on the needs assessment, this person will work with school teams to develop a comprehensive and tiered system of support that includes both academic and social-emotional supports. This will include a system of early identification of learning issues, allowing for timely interventions; tiered intervention; continuous monitoring and data collection to inform instruction and interventions; and positive behavioral supports to promote inclusivity and sense of belonging.	CA Dashboard ELPI Graduation Rate a-g Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All students: +53.2 DFS EL students: -10.3 DFS LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Educational partners' feedback and a needs assessment show that English learners' (EL) limited language proficiency can make it difficult for them to access and comprehend content and places them at risk of falling behind, foster youths' (FY) instability in their living situations can lead to a lack of consistent academic support at home, and low-income (LI) students who have limited access to resources. These students can benefit from a strong tiered system of support tailored to their individual needs.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEAwide basis to maximize the overall impact of all students having access to a comprehensive system of support that addresses both their learning needs and their social-emotional well-being.</p> <p>This is the most effective use of funds for English learners (EL), low-income (LI) students, and foster youth (FY) students because research shows that MTSS promotes educational equity by ensuring all students, regardless of their background, have access to the necessary resources and interventions. This is particularly beneficial for marginalized groups such as low-income students, English Learners, and foster youth.</p>	
1.16	<p>Action: District-level Teacher on Special Assignment (TOSA)</p> <p>Need: RBUSD's data shows there is a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and</p>	<p>Based on the needs assessment, this person will work with teachers across RBUSD school sites to develop and refine their instructional practices. The TOSA will offer site-based professional development, helping teachers stay current with best practices, new methodologies, and effective interventions. They will provide modeling opportunities in the delivery of core content as well</p>	<p>CA Dashboard ELPI Graduation Rate a-g Completion Rate</p>

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
	<p>foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard.</p> <p>ELA All students: +53.2 DFS EL students: -10.3 DFS LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Consultation with educational partners and a needs assessment reveal that these disparities arise from language barriers faced by English learners (EL), insufficient and often inaccessible resources for low-income (LI) students, and inconsistent support for foster youth (FY) due to frequent changes in their living situations. Feedback and educational research indicates students can benefit from access to high-quality, differentiated instruction. An experienced TOSA can provide consistent, ongoing support, ensuring teachers receive invaluable coaching and modeling; and provide a reliable resource to turn to for guidance and assistance. This consistency helps maintain a high standard of instruction and support for English Learners (EL), low-income (LI) students, and foster youth (FY) students.</p>	<p>in-class coaching. Lastly, the TOSA will help teachers develop specific strategies for supporting low-income students, English Learners (EL), and foster youth (FY). This targeted support can include differentiated instruction, culturally responsive teaching, and effective classroom management techniques tailored to these students' needs</p> <p>This action is being provided on an LEAwide basis to maximize the overall impact of all students having access to high-quality, differentiated instruction, resulting in improved academic outcomes.</p> <p>This is the most effective use of funds for English learners (EL), low-income (LI) students, and foster youth (FY) students because research shows that high-quality instruction is strongly associated with improved academic achievement. Effective teaching practices lead to better student performance in all content areas. Further, high-quality instruction is particularly effective in closing achievement gaps among different student groups. Low-income students (LI), English Learners (EL), and foster youth (FY) will benefit significantly from high-quality teaching, which helps bridge gaps in learning and provides equitable educational opportunities.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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
1.5	<p>Action: Supplemental Academic Support for Secondary English Learners</p> <p>Need: RBUSD's data indicates a disparity of outcomes between English learners and all students. in both ELA and Math, as measured on the CA Dashboard. ELs were -10.3 DFS in ELA while all students were +53.2 DFS. Additionally, in math they were -16.2 DFS compared to all students who were +35 DFS.</p> <p>Educational partners have been consulted and feedback based on needs assessment shows that language barriers may be impacting ELs' ability to engage in and comprehend content, and they could benefit from additional academic and counseling support.</p> <p>Scope:</p>	Based on the identified needs, an additional ELD support teacher will provide supplementary academic support and counseling to high school English learners to help them develop their language skills and improve their academic performance. This will include push-in small group support, individual tutoring as needed, academic counseling including data chats and a-g preparedness.	ELPI Reclassification Rate CA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.6	<p>Action: English Learner Site Specialists</p> <p>Need: RBUSD's data indicates a disparity of outcomes between English learners and all students in both ELA and Math, as measured on the CA Dashboard. ELs were -10.3 DFS in ELA while all students were +53.2 DFS. Additionally, in math they were -16.2 DFS compared to all students who were +35 DFS.</p> <p>Feedback from consultation with educational partners indicates that English learners' academic performance and language development may be impeded by cultural adjustments to a new school and/or language. Given this, they could benefit from an individual whose role is to provide academic support as well as a consistent and trusted person to provide academic and social-emotional support, as needed.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	In order to support English learners' academic progress and language acquisition, a trained EL site specialist at each school site will monitor the ELD program to ensure fidelity to implementation of ELD instruction, provide academic intervention as needed, and provide ongoing teacher professional development on best practices in supporting English learners.	ELPI Reclassification Rate CA Dashboard
1.7	<p>Action: Supplemental School-based Counseling Services for Unduplicated Pupils</p> <p>Need:</p>	Based on identified needs, supplementary counselors will be provided at all school sites to provide guidance on short and long-term academic planning, counseling on a-g eligibility requirements, providing information and access to school and community tutoring and intervention resources,	Graduation Rate CA Dashboard a-g Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>a-g completion rate data reveals a disparity between all students and low-income and English learners. While all students' completion rate as measured by DataQuest was 75.1%, low-income students' completion rate was 57.0%, and English learners was 47.8%.</p> <p>Educational partners have been consulted, and their feedback as well as educational research indicates low-income students and families often lack access and resources to understand and successfully prepare for a-g eligibility. Supplementary counseling services to support understanding of a-g eligibility, assist with college planning and support accessing resources such as tutoring and during the school year credit recovery would benefit low-income students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>and support low-income students' and other unduplicated pupils social and emotional needs.</p>	
1.8	<p>Action: Middle School Teachers on Special Assignments (TOSA)</p> <p>Need: RUSD's data indicates a disparity of outcomes between the academic performance of unduplicated pupils and all students in both ELA and Math, as measured on the CAASPP. 75.51% of all students in grade 6 'Met' or</p>	<p>In order to support and improve the academic performance of English Learners (EL), low-income (LI) students, and foster youth (FY) students at the middle school level, each school will have a Teacher on Special Assignment (TOSA). These teachers will provide individual and small group intervention, identify and oversee intervention programs to support targeted groups specific needs, design and facilitate parent education opportunities, and track the needs and progress of</p>	<p>CAASPP ELPI</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>'Exceeded' standards in ELA and 67.33% 'Met' or 'Exceeded' standards in math. In comparison, 54.43% low-income students 'Met' or 'Exceeded' standards in ELA and 50.49% 'Met' or 'Exceeded' standards in math. 15.38% of 6th grade ELs 'Met' or 'Exceeded' standards in ELA and 22.22% 'Met' or 'Exceeded' standards in math.</p> <p>In 7th grade, 75.58% of all students 'Met' or 'Exceeded' standards in ELA and 66.81% 'Met' or 'Exceeded' standards in math. In comparison, 59.70% low-income students 'Met' or 'Exceeded' standards in ELA and 41.17% 'Met' or 'Exceeded' standards in math. 27.78% of 7th grade ELs 'Met' or 'Exceeded' standards in ELA and 28.00% 'Met' or 'Exceeded' standards in math.</p> <p>In 8th grade, 69.68% of all students 'Met' or 'Exceeded' standards in ELA and 62.13% 'Met' or 'Exceeded' standards in math. In comparison, 48.06% low-income students 'Met' or 'Exceeded' standards in ELA and 40.00% 'Met' or 'Exceeded' standards in math. 16.67% of 8th grade ELs 'Met' or 'Exceeded' standards in ELA and 14.28% 'Met' or 'Exceeded' standards in math.</p> <p>The needs assessment indicates these disparities are due to language barriers, lack of resources for low-income students, and inconsistency of support for foster youth students.</p>	<p>low-income (LI) students, English Learners (EL), and foster youth (FY).</p>	

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)		
1.10	<p>Action: High School Credit Recovery</p> <p>Need: A-G completion rate data reveals a disparity between all students and low-income (LI) and English Learners (EL). While all students' completion rate as measured by DataQuest was 75.1%, low-income students' completion rate was 57.0%, and English learners was 47.8%. Further, all students' graduation rate was 93.9%, while low-income students (LI) graduation rate was 88.4% (there were too few ELs and foster youth in the 2023 graduating class to be statistically significant).</p> <p>Consultation with educational partners and a needs assessment reveals that these disparities stem from language barriers English learners (EL) face, insufficient and often hard to access resources for low-income (LI) students, and inconsistent support for foster youth (FY) as a result of frequency in movement in their homelife. Feedback and previous experience indicates students can benefit from varied and multiple opportunities to recover high school credits and improve academic grades, thereby increasing post secondary opportunities.</p>	<p>A high school level credit recovery program will be offered allowing English Learners (EL), low-income (LI) students, and foster youth (FY) students opportunities to recover course credits, improve academic grades, and increase their a-g eligibility. This will include a summer credit recovery program as well as a Saturday school credit recovery/grade improvement opportunity for unduplicated students.</p>	<p>a-g Completion Rates Graduation Rates College and Career Indicator</p>

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)		
1.11	Action: Teacher Professional Development to Support LTEL Progress and Language Acquisition Need: RBUSD's data shows 15% of its English learners are LTELs or at risk of becoming long-term English learners as measured by DataQuest. Further, RBUSD's data shows there is a disparity of outcomes between all students and English learners (EL) in both ELA and Math, as measured on the CA Dashboard. ELA All students: +53.2 DFS EL students: -10.3 DFS Math All students: 35 DFS EL students: -16.2 DFS English learners' (EL) limited language proficiency can make it difficult for them to access and comprehend content and places them at risk of falling behind. These students can benefit from targeted, strategic instruction to support language acquisition and best practices specific to addressing their needs. Scope:	Based on needs, teacher professional development will be provided which will include targeted strategies and resources designed to enhance instruction for long-term English learners, focusing on advanced language acquisition and academic language proficiency. Additionally, training will be provided to help teachers implement best practices and data-driven interventions tailored to the unique needs of long-term English learners.	LTEL Percentages per DataQuest CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.13	<p>Action: Tutoring Support for Unduplicated Students</p> <p>Need: RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard.</p> <p>ELA All students: +53.2 DFS EL students: -10.3 DFS LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Educational partner consultation indicates the disparity may reside in the language barriers ELs face, lack of access to resources for low-income (LI) students, and inconsistent resources and support for foster youth (FY) students, all which can have an impact on students' academic performance. Secondary English Learners (EL), low-income (LI) students, and foster youth (FY) can greatly benefit from academic tutoring. It offers personalized support tailored to their specific learning needs, helping to close educational</p>	To mitigate this, all secondary ELs, low-income (LI) students, and foster youth (FY) students will be provided outside of school access to high-quality tutoring through a contracted agency. Services will be content specific and designed to provide individualized and small group support.	CA Dashboard ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>gaps and enhance their grasp of difficult subjects. Additionally, tutoring provides consistent academic encouragement and mentorship, which fosters greater confidence and resilience in these students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.14	<p>Action: Teacher Professional Development Day</p> <p>Need: RBUSD's data indicates a disparity of outcomes between English learners (ELs) and all students. in both ELA and Math, as measured on the CA Dashboard. ELs were -10.3 DFS in ELA while all students were +53.2 DFS. Additionally, in math they were -16.2 DFS compared to all students who were +35 DFS.</p> <p>Educational partners' feedback and a needs assessment show that English learners' (EL) limited language proficiency can make it difficult for them to access and comprehend content and places them at risk of falling behind. These students can benefit from high-quality instruction from teachers trained in language acquisition and differentiating instruction to meet their needs.</p> <p>Scope:</p>	Based on the needs assessment, teachers will participate in a PD day to provide them with a deeper understanding of language acquisition, implementing differentiated instruction to meet diver linguistic and academic needs of ELs, develop skills to effectively integrate language development with content area instruction, and understanding the ELPI and how to use assessment data to inform instruction.	CA Dashboard ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.17	<p>Action: Supplemental Academic and Social-Emotional Counseling</p> <p>Need: RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, both academically and socially-emotionally, as measured on the CA Dashboard.</p> <p>Chronic Absenteeism All Students: 9.7% Chronically absent (Green) EL students: 15.3% Chronically absent (Yellow) LI students: 18.5% Chronically absent (Yellow) FY students: NPC</p> <p>ELA All students: 73.10% Met or Exceeded Standards EL students: 22.82% Met or Exceeded Standards LI students: 56.07% Met or Exceeded Standards FY students: NPC</p> <p>Math All students: 67.16% Met or Exceeded Standards EL students: 30.45% Met or Exceeded Standards</p>	<p>This person will support the academic needs of unduplicated students by providing individualized academic planning, tutoring resources, and targeted interventions to address learning gaps. Additionally, the counselor will offer social-emotional support through one-on-one counseling sessions, group workshops, and programs designed to build resilience, self-esteem, and positive peer relationships among low-income students, English learners, and foster youth.</p>	<p>Chronic Absenteeism Rates CAASPP</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>LI students: 45.76% Met or Exceeded Standards FY students: NPC</p> <p>Needs assessment from educational partners and past practices indicates English learners (EL), low-income (LI) students, and foster youth (FY) students can greatly benefit from high-quality, targeted academic and counseling support designed to meet their unique needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.19	<p>Action: High School Teacher on Special Assignment (TOSA)</p> <p>Need: Data reveals a disparity of college readiness outcomes between all students and English learners (EL) and low-income (LI) students. A-G Completion Rate The percentage of students who graduated in 2023 with 'a-g' completion status: All Students - 75.1% Socioeconomically Disadvantaged - 57.0% English Learners - 47.8% Foster Youth - Data Not Displayed Homeless Youth: Data Not Displayed</p> <p>Needs assessment and feedback from educational partners shows language barriers</p>	<p>In order to support and improve college readiness rates for English Learners (EL) low-income (LI) students, and foster youth (FY) students at the high school level, it will have a Teacher on Special Assignment (TOSA). This teacher will oversee the schools intervention efforts including in-school and after school tutoring, analyze student data to determine intervention needs, meet with students to academic counsel and goal set, design and facilitate parent education opportunities focused on a-g readiness, and track the needs and progress of low-income (LI) students, English Learners (EL), and foster youth (FY).</p>	<p>CA Dashboard A-G Completion Rates Graduation Rates College and Career Index</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ELs face as well as limited access to resources for Low-income and foster youth (FY) students attribute to the disparity. Students at the high school level could benefit from having a dedicated person providing them access to school resources, provide academic counseling, and meet with them regularly to ensure they are on track to meet graduation requirements.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.20	<p>Action: Elementary Support Staff to Implement and Oversee Programming for English Learners (EL) low-income (LI) students, and foster youth (FY) students</p> <p>Need: RUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CAASPP. ELA All students: 73.10% Met or Exceeded Standards EL students: 22.82% Met or Exceeded Standards LI students: 56.07% Met or Exceeded Standards FY students: NPC Math</p>	<p>This person will identify and implement programs such as academic tutoring, during and after school intervention, language support, and social-emotional support. They will analyze student data to determine effectiveness of services and engage in progress monitoring of programming. Additionally, this person will act as an advocate for unduplicated students ensuring their needs are prioritized in school policies and programming.</p>	<p>CAASPP ELPI Attendance Rate Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>All students: 67.16% Met or Exceeded Standards EL students: 30.45% Met or Exceeded Standards LI students: 45.76% Met or Exceeded Standards FY students: NPC</p> <p>RBUSD's goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills. English learners (EL), low-income (LI) students, and foster youth (FY) students face barriers that impact their ability to achieve this goal. To address and mitigate barriers, students can benefit from a dedicated individual assigned to implement and oversee programming to support their needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.21	<p>Action: School Site Instructional Leadership Team Coaching Support</p> <p>Need: RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard. ELA All students: +53.2 DFS</p>	<p>Provide a consultant to coach and support school leadership teams on data analysis and cycles of inquiry, providing expertise in interpreting targeted subgroup performance data to inform instructional decisions. This consultant will lead professional development sessions, collaborative workshops, and data-driven discussions specifically around meeting the needs of English learners (EL), low-income (LI) students, and foster youth (FY) students. They will engage in continuous improvement strategies including student work analysis and learning walks. The goal is to</p>	<p>CA Dashboard ELPI a-g Completion Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>EL students: -10.3 DFS LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Needs assessment from educational partners and educational research indicates English learners (EL), low-income (LI) students, and foster youth (FY) students can greatly benefit from high-quality, differentiated instruction designed to meet their unique needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>enhance the capacity of school teams to use data effectively, identify and implement school-specific programs to support unduplicated students, and improve unduplicated student outcomes.</p>	
2.6	<p>Action: District-level Support Services Liaison</p> <p>Need: Suspension data demonstrates a disparity in suspension data between all students and English learners (EL), low-income (LI) students, foster youth (FY) students, and homeless students as measured by suspension rates on the CA Dashboard.</p> <p>Suspension rates were as follows on the 2023 CA Dashboard: All students: 1.6%</p>	<p>This person will act as a homeless and foster youth liaison to oversee district-wide restorative justice practices, support the reduction of unduplicated students' suspension rates, improve school attendance, provide mental health resources and support, and provide family resources and parent education opportunities. This person will work with school teams to provide professional development on restorative justice practices, strengthen PBIS practices, and establish systems for other means of correction. The expected outcome is the suspension rate for targeted student groups will decrease</p>	<p>Suspension Rates Chronic Absenteeism Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learners: 2.1% Socioeconomically Disadvantaged: 3.2% Foster Youth: 5% Homeless Youth: 3%</p> <p>Low-income (LI), foster youth (FY) and homeless students often face external stressors including trauma which can lead to emotional and behavior challenges. Further, language barriers can lead to misunderstandings and miscommunication between English learners (EL) and teachers or among peers, resulting in misinterpretations being seen as defiance or non-compliance. Schools could benefit from a liaison to support school programs and advocate for unduplicated students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.6	<p>Action: Unduplicated Students Backpack Materials Giveaway</p> <p>Need: RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard. ELA All students: +53.2 DFS EL students: -10.3 DFS</p>	<p>In order to support and improve the academic performance of English Learners (EL), low-income (LI) students, and foster youth (FY) students, they will be provided a backpack of materials that are age-specific and designed to ensure they have necessary materials to engage with the learning tasks of their grade level. Supplies will include backpacks, notebooks, binders, lined paper, materials to annotate such as highlighters and post-its, writing materials, and calculators.</p>	<p>CA Dashboard ELPI</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Educational partner feedback indicates the disparity in outcomes are due to language barriers ELs face, lack of resources for low-income students, and inconsistency of support for foster youth students. Providing English learners (EL), low-income (LI) students, and foster youth (FY) with materials and supplies at the start of the school year ensures they have the tools needed for academic success from day one. This support can help to create a more equitable learning environment, reduce stress for students and families, and allow students to focus on their education without the barrier of inadequate resources</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.7	<p>Action: Site-based Supplemental Services for Unduplicated Students</p> <p>Need: RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and</p>	<p>Support is provided to school sites to enhance site-based services for English learners (EL), low-income (LI) students, and foster youth (FY) students. Depending on the specific needs of their students, this can include English learner instructional aides to support in-class reading intervention; certificated intervention specialists to provide academic counseling and access to in-</p>	<p>CA Dashboard ELPI Reclassification Rates a-g Completion Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard.</p> <p>ELA All students: +53.2 DFS EL students: -10.3 DFS LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills. English learners (EL), low-income (LI) students, and foster youth (FY) students face barriers that impact their ability to achieve this goal. To address and mitigate barriers, students can benefit from site-based resources, intervention, and materials resourced specifically to meet their individualized needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>school intervention support such as reading and math intervention; site-based after-school intervention and enrichment opportunities; after-school homework support; and need-specific material purchases such as books and summer reading materials. School teams know their students best, and are provided the resources to design programs to best support their students' needs. The support listed has been reviewed and approved to by the superintendent to be implemented at school sites.</p>	
3.8	<p>Action: After-school Enrichment for Unduplicated Pupils</p> <p>Need:</p>	<p>All elementary-age English learners (EL), low-income (LI) students, and foster youth (FY) students will be provided afterschool, STEAM-related enrichment opportunities to provide an enriching experience and reinforce academic content and learning.</p>	<p>ELPI Reclassification Rates CA Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA Dashboard.</p> <p>ELA All students: +53.2 DFS EL students: -10.3 DFS LI students: +10.3 DFS FY students: NPC</p> <p>Math All students: 35 DFS EL students: -16.2 DFS LI students: -19.8 FY students: NPC</p> <p>Additionally, RBUSD local data indicates English learners are underrepresented in the Gifted and Talented Education (GATE) program: 0.5% GATE-identified students. Providing English learners enrichment opportunities will give them additional opportunities to practice and develop language skills. Similarly, foster youth (FY) and low-income (LI) students often lack the resources to engage in enrichment opportunities. Providing these opportunities will allow them to participate in activities that promote integration into the community and friendship building, and engage in meaningful and joyful learning experiences.</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
4.4	<p>Action: Translation Services</p> <p>Need: There is a disparity in survey data between families of English learners (EL), as measured by the CA School Parent DSurvey (CSPS). As measured by the 2024 California School Parent Survey (CSPS), parents responding “Yes” by subgroup to the prompt “School encourages me to be an active partner”:</p> <p>All students families: 90% English learner families: 50%</p> <p>Educational partner feedback indicates language is a factor. Providing translation services will enable families of English learners (EL) to fully understand school policies, participate in their children's education, and access essential resources and information.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action will provide translation services to families of English learners (EL) to ensure effective communication between the school and home and foster a collaborative partnership for student success. This will include both written and oral translation for activities such as parent/teacher conferences, school events, and district events.	CSPS ELPI Reclassification Rates
4.5	<p>Action: Summer Home Learning</p> <p>Need: RBUSD’s data indicates a disparity of outcomes between all students and English</p>	English learners in grades K-7 will be provided a backpack of summer instructional materials prior to the close of the school year to prevent the “Summer Slide” and maintain and enhance their language skills. These materials will offer structured opportunities for continued practice,	Reclassification Rates ELPI CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CAASPP.</p> <p>ELA All students: 73.10% Met or Exceeded Standards EL students: 22.82% Met or Exceeded Standards</p> <p>Math All students: 67.16% Met or Exceeded Standards EL students: 30.45% Met or Exceeded Standards</p> <p>RBUSD's goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills. English learners (EL) students face barriers that impact their ability to achieve this goal. To address and mitigate barriers, students can benefit from summer learning opportunities to stave off the "Summer Slide" and ensured continued learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>helping students retain vocabulary and comprehension abilities gained during the school year. Additionally, it will bridge the home to school connection.</p>	

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.

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 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	\$104,198,343.00	\$3,936,313.00	3.778%	0.357%	4.135%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$104,490,638.00	\$10,000.00	\$900,000.00	\$0.00	\$105,400,638.00	\$87,848,686.00	\$17,551,952.00

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	Highly Qualified Teaching Staff	All		No				Ongoing	\$51,598,567.00	\$0.00	\$51,598,567.00				\$51,598,567.00	0
1	1.2	Materials and Supplies	All		No				Ongoing	\$0.00	\$4,367,939.00	\$4,367,939.00				\$4,367,939.00	0
1	1.3	School Facilities and Maintenance & Operations	All		No				Ongoing	\$6,923,588.00	\$4,254,998.00	\$11,178,586.00				\$11,178,586.00	0
1	1.4	School-based Counseling	All		No				Ongoing	\$2,158,954.00	\$0.00	\$2,158,954.00				\$2,158,954.00	0
1	1.5	Supplemental Academic Support for Secondary English Learners	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RUHS	Ongoing	\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	0
1	1.6	English Learner Site Specialists	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$210,000.00	\$0.00	\$210,000.00				\$210,000.00	0
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	English Foster Low Learners Youth Income		Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$803,817.00	\$0.00	\$803,817.00				\$803,817.00	0
1	1.8	Middle School Teachers on Special Assignments (TOSA)	English Foster Learners Youth		Yes	Limited to Undupli	English Learners Foster Youth	Specific Schools: Adams	Ongoing	\$330,000.00	\$0.00	\$330,000.00				\$330,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			cated Student Group(s)	Low Income	and Parras Middle Schools									
1	1.9	District-level MTSS Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	0
1	1.10	High School Credit Recovery	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RUHS	Ongoing	\$0.00	\$163,800.00	\$163,800.00				\$163,800.00	0
1	1.11	Teacher Professional Development to Support LTEL Progress and Language Acquisition	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
1	1.12	Implement District-wide Benchmark	All		No				Ongoing	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	0
1	1.13	Tutoring Support for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools-Adams, Parras, RUHS	Ongoing	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	0
1	1.14	Teacher Professional Development Day	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$835,000.00	\$0.00	\$835,000.00				\$835,000.00	0
1	1.15	Replenish Textbooks, Instructional Materials, and Digital Licenses	All		No				Ongoing	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	0
1	1.16	District-level Teacher on Special Assignment (TOSA)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$160,000.00	\$0.00	\$160,000.00				\$160,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Supplemental Academic and Social-Emotional Counseling	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	0
1	1.18	Conferences and External Professional Development Opportunities	All		No				Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	0
1	1.19	High School Teacher on Special Assignment (TOSA)	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RUHS	Ongoing	\$165,000.00	\$0.00	\$165,000.00				\$165,000.00	0
1	1.20	Elementary Support Staff to Implement and Oversee Programming for English Learners (EL) low-income (LI) students, and foster youth (FY) students	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	0
1	1.21	School Site Instructional Leadership Team Coaching Support	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One year	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	0
1	1.22	Secondary Schools Mathematics Curriculum Adoption	All		No				One Year	\$0.00	\$1,500,000.00	\$1,500,000.00				\$1,500,000.00	0
2	2.1	District-wide Student Attendance and Chronic Absenteeism System	All		No				Ongoing	\$0.00	\$110,000.00	\$110,000.00				\$110,000.00	0
2	2.2	California Healthy Kids Survey Administration	All		No				Ongoing	\$0.00	\$3,300.00	\$3,300.00				\$3,300.00	0
2	2.3	Local SEL Survey Administration	All		No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
2	2.4	Support and Promote Student Connectedness Initiatives	All		No				Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	0
2	2.5	Whole Child Education Programming	All		No				Ongoing	\$900,000.00	\$0.00			\$900,000.00		\$900,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	District-level Support Services Liaison	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$230,000.00	\$0.00	\$230,000.00				\$230,000.00	0
2	2.7	Social-Emotional Learning Curriculum	All		No				One Year Cost	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0
2	2.8	Mental Health Services	All		No				Ongoing	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	0
3	3.1	Universal Design for Learning Professional Development	All Students Disabilities	with	No				One Year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
3	3.2	Co-teach Co-planning Days	All		No				Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0
3	3.3	Special Education Programming	Students Disabilities	with	No				Ongoing	\$22,903,760.00	\$5,555,915.00	\$28,459,675.00				\$28,459,675.00	0
3	3.4	Ethnic Studies Course Implementation	All		No				One Year	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	0
3	3.5	Expand Career and Technical Education Pathways and Opportunities	All		No				Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0
3	3.6	Unduplicated Students Backpack Materials Giveaway	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	0
3	3.7	Site-based Supplemental Services for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	0
3	3.8	After-school Enrichment for Unduplicated Pupils	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
4	4.1	Parent Engagement	All	No				Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
4	4.2	Monthly Parent Education Events	All	No				Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0
4	4.3	Increased Parent Education Opportunities for Parents of Unduplicated Pupils	All	No				Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
4	4.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0
4	4.5	Summer Home Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	0

2024-25 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
\$104,198,343.00	\$3,936,313.00	3.778%	0.357%	4.135%	\$4,327,617.00	0.000%	4.153 %	Total:	\$4,327,617.00
								LEA-wide Total:	\$360,000.00
								Limited Total:	\$3,967,617.00
								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	1.5	Supplemental Academic Support for Secondary English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RUHS	\$130,000.00	0
1	1.6	English Learner Site Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$210,000.00	0
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$803,817.00	0
1	1.8	Middle School Teachers on Special Assignments (TOSA)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Adams and Parras Middle Schools	\$330,000.00	0
1	1.9	District-level MTSS Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	0
1	1.10	High School Credit Recovery	Yes	Limited to Unduplicated	English Learners Foster Youth	Specific Schools: RUHS	\$163,800.00	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 (%)
				Student Group(s)	Low Income			
1	1.11	Teacher Professional Development to Support LTEL Progress and Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	0
1	1.13	Tutoring Support for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools-Adams, Parras, RUHS	\$150,000.00	0
1	1.14	Teacher Professional Development Day	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$835,000.00	0
1	1.16	District-level Teacher on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	0
1	1.17	Supplemental Academic and Social-Emotional Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$150,000.00	0
1	1.19	High School Teacher on Special Assignment (TOSA)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RUHS	\$165,000.00	0
1	1.20	Elementary Support Staff to Implement and Oversee Programming for English Learners (EL) low-income (LI) students, and foster youth (FY) students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$150,000.00	0
1	1.21	School Site Instructional Leadership Team Coaching Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$80,000.00	0
2	2.6	District-level Support Services Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$230,000.00	0
3	3.6	Unduplicated Students Backpack Materials Giveaway	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$40,000.00	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 (%)
3	3.7	Site-based Supplemental Services for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$400,000.00	0
3	3.8	After-school Enrichment for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0
4	4.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	0
4	4.5	Summer Home Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$40,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$60,033,874.00	\$70,594,698.94

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	School Facilities	No	\$8,051,665.00	\$8,207,789.00
1	1.2	Teaching Staff	No	\$41,965,209.00	\$52,405,513.00
1	1.3	Supplies	No	\$600,000.00	\$680,672.00
1	1.4	School-based Counseling	No	\$2,900,000.00	\$3,122,231.00
1	1.5	Supplemental Counseling Services for Secondary English Language Learners	Yes	\$150,000.00	\$139,037.94
1	1.6	English Language Learner Site Specialists	Yes	\$275,000.00	\$262,174.00
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Yes	\$725,000.00	\$654,719.00
1	1.8	Middle School Teachers on Special Assignments (TOSA)	Yes	\$300,000.00	\$297,124.00
1	1.9	Intervention Teacher on Special Assignment (TOSA)	Yes	\$185,000.00	\$189,693.00
1	1.10	High School Credit Recovery	Yes	\$150,000.00	\$163,845.00

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	1.11	Unduplicated Students Backpack Materials Giveaway	Yes	\$50,000.00	\$48,143.00
1	1.12	Implement District-wide Benchmark	No	\$100,000.00	\$49,151.00
1	1.13	Tutoring Support for Unduplicated Students	Yes	\$150,000.00	\$139,250.00
1	1.14	Co-teach Classes Expansion	No	\$0.00	\$0.00
1	1.15	Teacher Professional Development Day	Yes	\$600,000.00	\$835,000.00
1	1.16	Replenish Textbooks and Instructional Materials	No	\$300,000.00	\$245,553.00
1	1.17	Elementary and Secondary Teachers on Special Assignment (TOSA)	Yes	\$325,000.00	\$323,570.00
1	1.18	Site-based Supplemental Services for Unduplicated Students	Yes	\$400,000.00	\$400,000.00
1	1.19	Conferences and Outside RBUSD Professional Development Opportunities	No	\$125,000.00	\$114,823.00
1	1.20	Summer Meals	No	\$0.00	\$0.00
1	1.21	CTE Expansion	No	\$1,000.00	\$550.00
1	1.22	CTE Teacher Professional Development	No	\$5,000.00	\$0.00
1	1.23	Co-teach Enhancement	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	After-school Enrichment	Yes	\$20,000.00	\$0.00
1	1.25	EL-Specific Teacher Professional Development	Yes	\$50,000.00	\$25,300.00
1	1.26	Tier 2 Literacy-based Intervention	No	\$20,000.00	\$19,330.00
1	1.27	High School Teacher on Special Assignment (TOSA)	Yes	\$155,000.00	\$153,412.00
2	2.1	Student Attendance and Chronic Absenteeism	No	\$15,000.00	\$110,400.00
2	2.2	California Healthy Kids Survey	No	\$5,000.00	\$3,292.00
2	2.3	Panorama Education Surveys	No	\$40,000.00	\$39,960.00
2	2.4	Promote Student Connectedness	No	\$10,000.00	\$1,500.00
2	2.5	Whole Child Education	No	\$950,000.00	\$801,383.00
2	2.6	Maintain Structures for Safe Facilities	No	\$20,000.00	\$19,462.00
2	2.7	Support Services for Unduplicated Students	Yes	\$260,000.00	\$223,135.00
2	2.8	Social-Emotional Learning Curriculum	No	\$100,000.00	\$107,109.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Social Emotional Learning (SEL) Committee	No	\$0.00	\$0.00
2	2.10	Mental Health Services	No	\$160,000.00	\$110,400.00
3	3.1	Secondary Co-teach Classes Expansion	No	\$0.00	\$0.00
3	3.2	Increase Coaching for Co-teaching Classes	No	\$0.00	\$0.00
3	3.3	Co-teach Co-planning Days	No	\$50,000.00	\$48,935.00
3	3.4	Academic Counseling for Unduplicated Students	Yes	\$100,000.00	\$140,197.00
3	3.5	Discontinued-Race and Equity Committee Speaker & Participation Hours	No	\$0.00	\$0.00
3	3.6	Tutoring Support	Yes	\$0.00	\$0.00
3	3.7	Increased Counseling Services	Yes	\$50,000.00	\$46,800.00
3	3.8	Classified Employee Onboarding Program	No	\$1,000.00	\$1,000.00
3	3.9	Supplemental services for English language learner students	Yes	\$425,000.00	\$419,052.00
3	3.10	After School Intervention	Yes	\$100,000.00	\$100,000.00
4	4.1	Parent Engagement	No	\$20,000.00	\$1,783.00

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)
4	4.2	Supplemental Services to EL, FY, LI, and Homeless Families	Yes	\$50,000.00	\$4,671.00
4	4.3	Secondary Transition Events	No	\$5,000.00	\$5,000.00
4	4.4	College Going Culture Opportunities	No	\$10,000.00	\$17,303.00
4	4.5	Home Learning	Yes	\$40,000.00	\$39,266.00
4	4.6	Parent Speaker Series	No	\$0.00	\$0.00
4	4.7	EL Parent Liaison		\$0.00	\$0.00
4	4.8	Translation Services for EL Families	Yes	\$20,000.00	\$16,282.00

2023-24 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 Actual 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)
\$3,804,134.00	\$4,580,000.00	\$4,239,670.00	\$340,330.00	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	1.5	Supplemental Counseling Services for Secondary English Language Learners	Yes	\$150,000.00	\$96,037.00	0	0
1	1.6	English Language Learner Site Specialists	Yes	\$275,000.00	\$162,174.00	0	0
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Yes	\$725,000.00	\$654,719.00	0	0
1	1.8	Middle School Teachers on Special Assignments (TOSA)	Yes	\$300,000.00	\$197,124.00	0	0
1	1.9	Intervention Teacher on Special Assignment (TOSA)	Yes	\$185,000.00	\$189,693.00	0	0
1	1.10	High School Credit Recovery	Yes	\$150,000.00	\$163,845.00	0	0
1	1.11	Unduplicated Students Backpack Materials Giveaway	Yes	\$50,000.00	\$38,143.00	0	0
1	1.13	Tutoring Support for Unduplicated Students	Yes	\$150,000.00	\$139,250.00	0	0
1	1.15	Teacher Professional Development Day	Yes	\$600,000.00	\$835,000.00	0	0
1	1.17	Elementary and Secondary Teachers on Special Assignment (TOSA)	Yes	\$325,000.00	\$313,570.00	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)
1	1.18	Site-based Supplemental Services for Unduplicated Students	Yes	\$400,000.00	\$400,000.00	0	0
1	1.24	After-school Enrichment	Yes	\$20,000.00	\$0.00	0	0
1	1.25	EL-Specific Teacher Professional Development	Yes	\$50,000.00	\$5,300.00	0	0
1	1.27	High School Teacher on Special Assignment (TOSA)	Yes	\$155,000.00	\$153,412.00	0	0
2	2.7	Support Services for Unduplicated Students	Yes	\$260,000.00	\$223,135.00	0	0
3	3.4	Academic Counseling for Unduplicated Students	Yes	\$100,000.00	\$140,197.00	0	0
3	3.6	Tutoring Support	Yes	\$0.00	\$0.00	0	0
3	3.7	Increased Counseling Services	Yes	\$50,000.00	\$46,800.00	0	0
3	3.9	Supplemental services for English language learner students	Yes	\$425,000.00	\$341,052.00		0
3	3.10	After School Intervention	Yes	\$100,000.00	\$100,000.00	0	0
4	4.2	Supplemental Services to EL, FY, LI, and Homeless Families	Yes	\$50,000.00	\$4,671.00	0	0
4	4.5	Home Learning	Yes	\$40,000.00	\$29,266.00	0	0
4	4.8	Translation Services for EL Families	Yes	\$20,000.00	\$6,282.00	0	0

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
\$105,555,244.00	\$3,804,134.00	0.770	4.374%	\$4,239,670.00	0.000%	4.017%	\$377,239.38	0.357%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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 2023