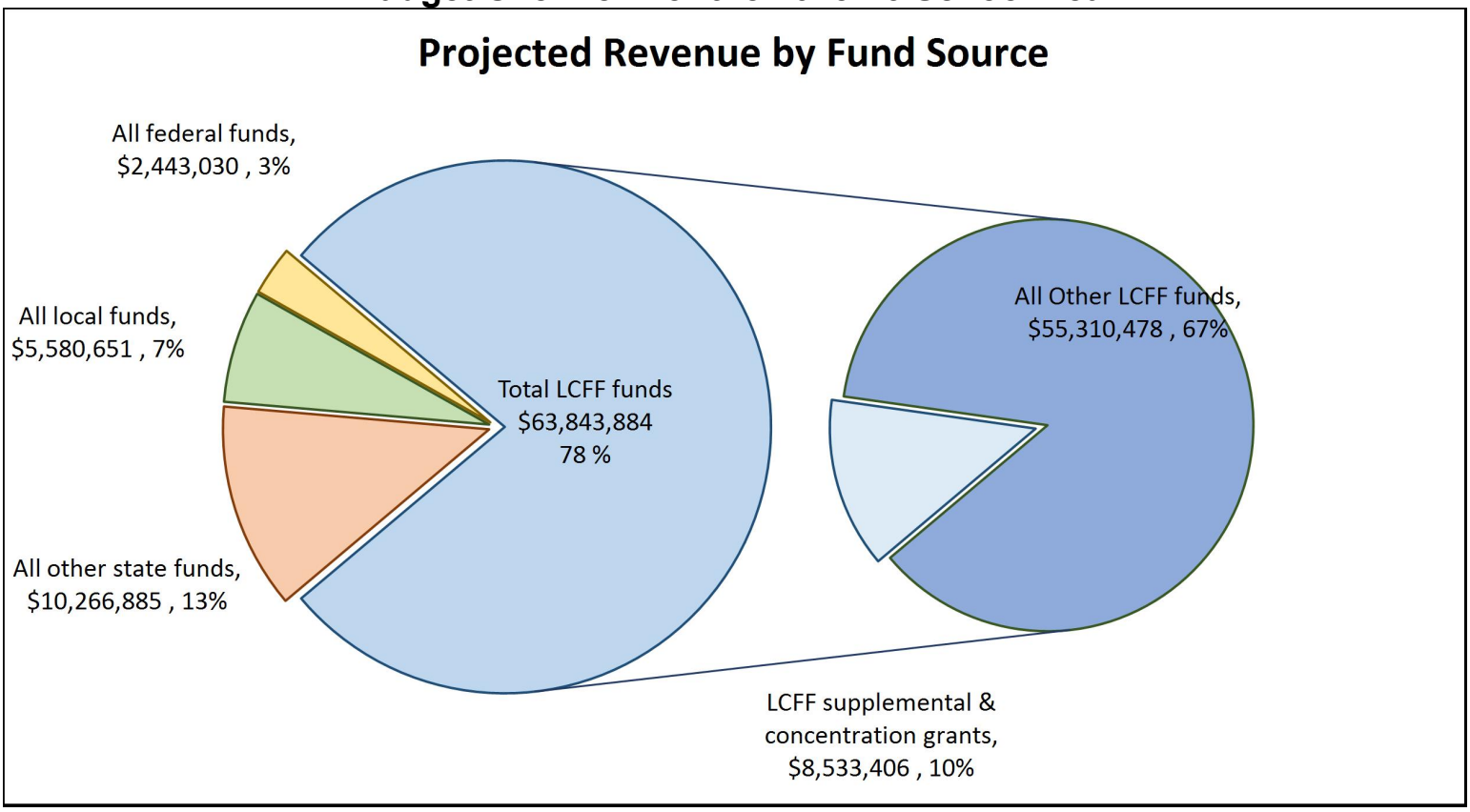
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ramona City Unified School District
CDS Code: 37683040000000
School Year: 2025-26
LEA contact information:
Brian Thurman
Superintendent
bthurman@ramonausd.net
760-787-2000

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

Budget Overview for the 2025-26 School Year



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

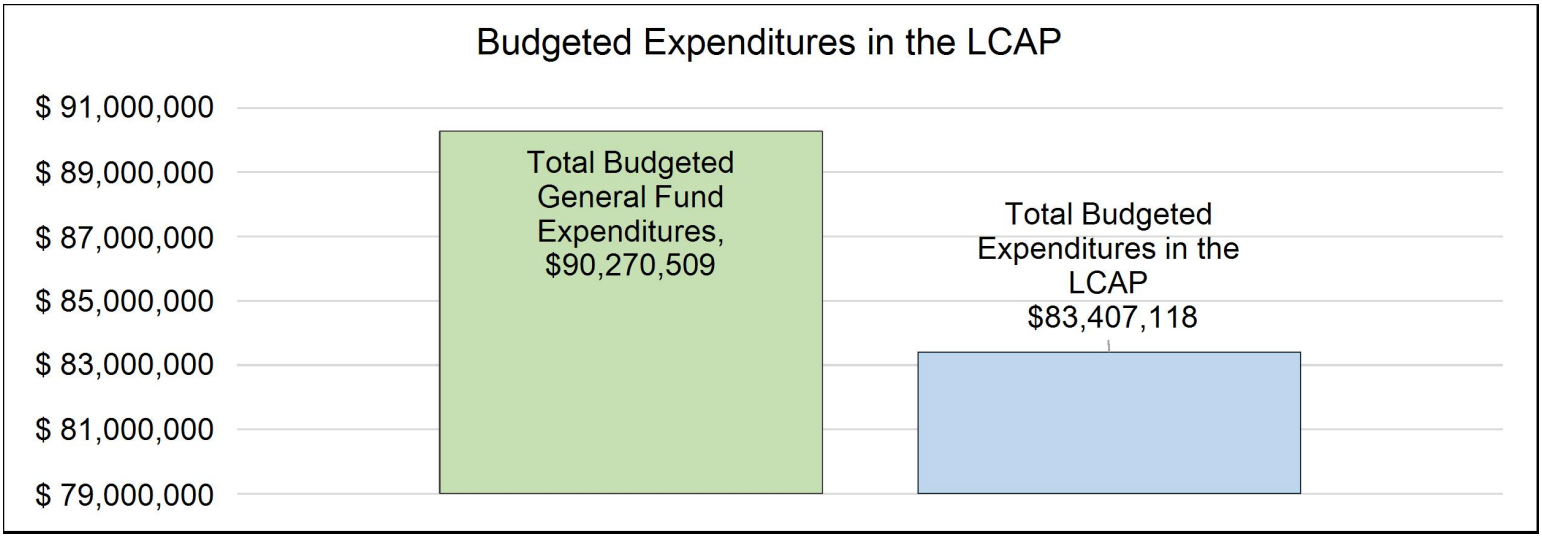
The text description for the above chart is as follows: The total revenue projected for Ramona City Unified School District is $82,134,450, of which $63,843,884 is Local Control Funding Formula (LCFF), $10,266,885 is other state funds, $5,580,651 is local funds, and $2,443,030 is federal funds. Of the $63,843,884 in LCFF Funds, $8,533,406 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Ramona City Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ramona City Unified School District plans to spend $90,270,509 for the 2025-26 school year. Of that amount, $83,407,118 is tied to actions/services in the LCAP and $6,863,391 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

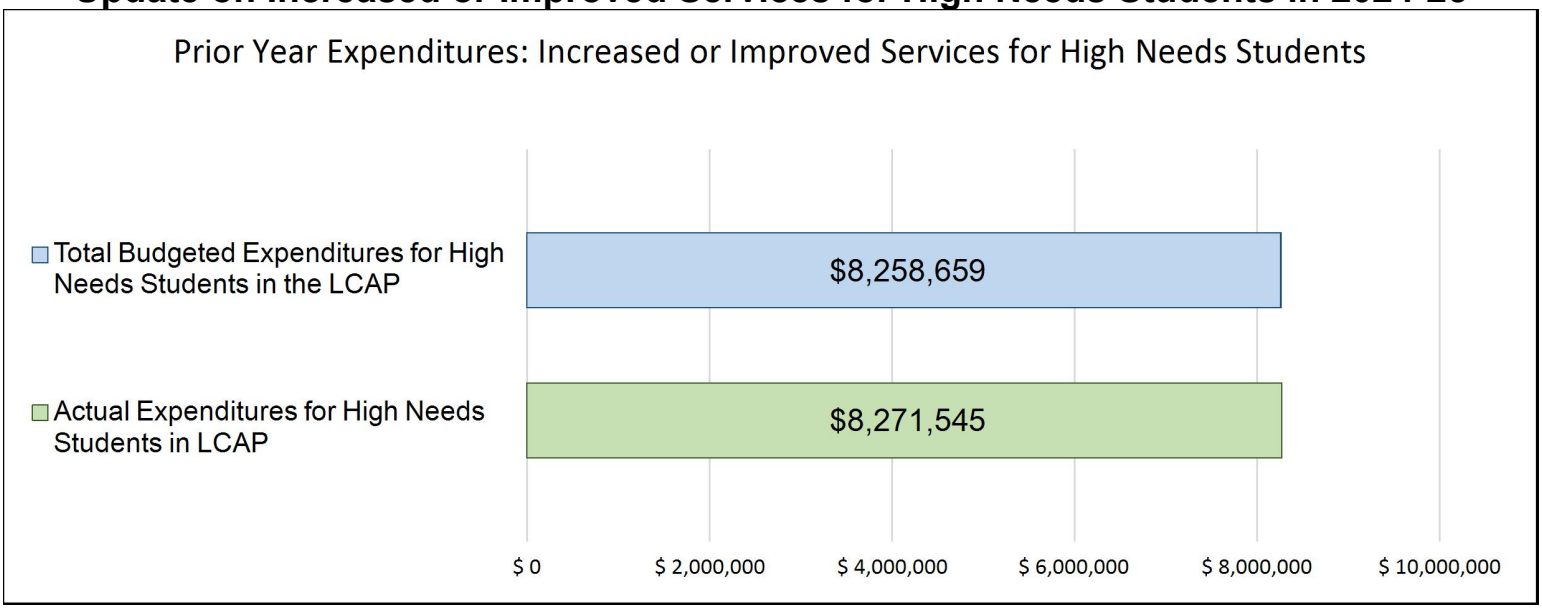
The high cost items not included in the LCAP are the COP payment, long term debt for Solar lease, STRS on Behalf, legal and professional fees, utility fees, contracted services, and liability insurance.

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

In 2025-26, Ramona City Unified School District is projecting it will receive $8,533,406 based on the enrollment of foster youth, English learner, and low-income students. Ramona City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ramona City Unified School District plans to spend $9,629,956 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Ramona City Unified School District's LCAP budgeted $8,258,659 for planned actions to increase or improve services for high needs students. Ramona City Unified School District actually spent $8,271,545 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $12,886 had the following impact on Ramona City Unified School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ramona City Unified School District	Brian Thurman Superintendent	bthurman@ramonausd.net 760-787-2000

Plan Summary [2025-26]

General Information

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

Ramona Unified School District is located in the unincorporated community of Ramona in the center of San Diego County. The community includes low-income apartment complexes, a range of single-family dwellings and exclusive homes located in secure estate style settings. The District encompasses 11 distinct schools: six elementary, four secondary and one TK-12, across nine school campuses. RUSD offers a rich learning experience for all students, including opportunities for acceleration, advanced placement, dual enrollment, and CTE pathways. Additionally, the District offers alternative and continuation programs, including home school, Montessori, independent study and traditional settings to help meet the needs of all students and families. The school system is a diverse community of approximately 5,077 scholars, with the largest student groups comprised of White (44.9%), Hispanic/Latino (47.1%), two or more races (6.3%) and socio-economically disadvantaged (61.1%). Additional student groups include students with disabilities (17.4%), English Learners (13.3%), foster youth (0.4%) and Homeless (2.6%). Ramona Unified is a district like many others facing declining enrollment. (Student enrollment and percentages reflect the 2024-2025 school year.)

Source: CA Dashboard https://www.caschooldashboard.org/reports/37683040000000/2024

For the 2024-2025 and 2025-2026 school years, Montecito High School and Future Bound qualify to receive Equity Multiplier funding. Goal #5 addresses the needs at these two schools. More information on the Equity Multiplier funding is found in the Engaging Educational Partners and Goal #5 sections.

The district has renewed its attention on the RUSD Instructional Focus (All students construct learning through relevant and rigorous tasks

that demonstrate standards based speaking, reading, writing, creating, and problem solving) and has established Collective Commitments to Accelerate Student Learning. The commitments are guiding principles that identify the research-based practices in the instructional focus and serve as the foundation for all professional learning, staff and student support, teaching, and collaboration with community partners.

The following school site and student group acronyms will be used throughout this document:

RUSD School Sites:
BES - Barnett Elementary School
HES - Hanson Elementary School
JDES - James Dukes Elementary School
MVA - Mountain Valley Academy
MWES - Mt. Woodson Elementary School
RCMS - Ramona Community Montessori School
RES - Ramona Elementary School
OPMS - Olive Peirce Middle School
MHS - Montecito High School
FB - Future Bound
RHS - Ramona High School

Student Groups:
EL - English Learners
SED - Socioeconomically disadvantaged
FY - Foster Youth
HOM - Homeless youth
SwD - Students with Disabilities
LTEL - Long-term English Learners
RFEP - Reclassified Fluent English Proficient
HI - Hispanic
WH - White
AA - African American
AS - Asian
MR - Multi racial (Two or more races)

Reflections: Annual Performance

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

Reflection on LEA’s Annual Performance:

RUSD's annual performance review reveals both successes and challenges across various indicators. Noteworthy achievements include

substantial progress with reading, especially in the primary grades. Annual growth on the MAP assessment exceeded expected growth. This achievement is due to explicit phonics instruction, consistent and targeted intervention programs, and the integration of Tier 2 interventions in General Education classroom settings. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments showcased growth, demonstrating a reduction in the percentage of students at risk of not meeting grade level expectations.

Students made significant progress in math performance facilitated by cognitively guided instruction and dedicated math TOSAs collaborating with teachers and principals. Elementary math MAP scores demonstrate consistent growth trends, with notable growth observed in Grades 1 and 6. Secondary math MAP scores also indicate above-average performance in Grades 9-11. District-wide, all students increased 4.3 points on the math CAASPP. This growth indicates increased student opportunities for problem solving and math critical thinking.

Since the 2022-23 school year, RUSD has improved in the area of academic engagement. Chronic absenteeism declined 7.9%, and the graduation rate increased 1.9% for the 2023-24 school year. This growth is facilitated by systems improvements, including attendance data tracking, the Central Registrar coaching site teams on attendance processes, and the addition of the district Parent Liaison to the District Attendance Review Team. Furthermore, 6 elementary counselors and 6 school social workers provide social-emotional support and mental health services to students. Positive Behavioral Interventions and Supports (PBIS) structures are improving school climate at secondary sites.

RUSD has made significant strides in building the capacity of its educators to strengthen academic opportunities for students, including implementing a "Trainer of Trainers" model for providing professional learning at each site and working toward stronger collaborations between General Education and Special Education teachers.

Despite these achievements, RUSD faces continued challenges, as indicated by the California School Dashboard. English Learners (EL), Long Term English Learners (LTEL), and Students with Disabilities (SWD) exhibit low performance levels in both ELA and math. While chronic absenteeism has decreased district-wide, it remains high across various student groups (FY, LTEL), and suspension rates remain concerning for several student groups, including English Learners (EL), Foster Youth (FY), Long Term English Learners (LTEL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

Lowest Performing Schools and Student Groups

--Chronic Absenteeism (2022-2023): RUSD as a district has high Chronic Absenteeism rates for all student groups, but specifically for EL, HI, and WH student groups. Specific schools with high absenteeism rates for all student group, such as BES, MWES, and RCMS, will receive targeted interventions to improve attendance and engagement strategies. Additionally, student groups with high Chronic Absenteeism rates will also receive these services and support: HES (EL & WH), JD (MR), MVA (SED), MWES (ALL, EL, HI, MR, SED, SWD, WH), RCMS (ALL, SED, SWD, WH), RES (EL, HI).
--Chronic Absenteeism (2023-2024): Overall absenteeism rates decreased by 7.9%, with notable improvements for EL, HI, and WH student groups, which moved into the "Yellow" performance band. Chronic absenteeism rates are high for FY and LTEL student groups and require additional focus, as identified in Actions 2.1, 2.2, 2.5, and 2.6. Schools with high absenteeism rates in 2023-2024 (BES, MWES, RCMS) all reduced their absenteeism and moved into the "Yellow" performance band. Student groups with high Chronic Absenteeism rates improved in this area: HES (EL & WH) - Yellow; JD (MR) - Orange; MVA (SED) - Yellow; MWES (EL & SWD) - Orange, (ALL, HI, MR, SED, WH) -

Yellow; RCMS (ALL, SED, SWD, WH) - Yellow; RES (EL) - Orange, (HI) - Yellow.

--College and Career Readiness & Graduation Rate (2022-2023): RUSD as a district has low CCI rate for EL, HOM, and SWD student groups and low Grad rate for HOM. Priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored at all school sites, especially for EL, SWD, HOM and SED students will be prioritized. Additional support will be provided to schools such as MHS (for ALL and SED student groups), FB, RHS (SWD) to boost performance in this indicator.
--College and Career Readiness & Graduation Rate (2023-2024): RUSD as a district has low CCI rate for EL and LTEL and made improvements with HOM (Yellow) and SWD (Orange) student groups. The Grad rate for HOM improved significantly to the "Green" performance band. Continued efforts on priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored at all sites, especially for EL, LTEL, HI, SED, and SWD. These efforts are outlined in Actions 1.2, 1.3, 1.5, and 1.7. MHS increased CCI by 8.1% and will continue to support all students, especially SED (Orange). Additional support will be provided to RHS to improve performance for CCI for SWD.

--Suspension Rates (2022-2023): Schools with elevated suspension rates, including RUSD (EL, FY, SWD), OPMS (ALL, EL, HI, SED, SWD, WH, SWD), MHS (ALL, HI, SED, & WH) and RHS (SWD), will implement restorative justice practices and interventions to create a positive school climate conducive to learning and behavioral improvement.
--Suspension Rates (2023-2024): Suspension rates in RUSD maintained their rates from the previous year. OPMS improved in this area for HI, SED, SWD, WH (Yellow), and EL (Orange), but will strengthen practices and interventions for LTEL and MR. MHS improved with WH (Orange) and ALL, HI, SED (Yellow). RHS also improved with SWD (Orange). Sites will continue to provide interventions and support to promote a positive school climate, as noted in Actions 2.2, 2.4, 2.5, and 2.6. HES had elevated suspension rates over the previous year for EL, HIS, SED, SWD, WH student groups and will work to provide interventions to reduce these rates.

--Academic Performance in ELA and Mathematics (2022-2023): Targeted interventions will be implemented to address the low performance levels of EL and SWD in ELA and mathematics, with a focus on improving instructional practices and providing additional support resources. The targeted supports in ELA include the following: RUSD (EL & SWD), BES (EL & SWD), HES (EL, SWD & HI), MWES (EL & SWD), OPMS (EL & SWD), RES (EL, HI, & SWD), and RHS (SWD). The targeted supports in mathematics include the following: RUSD (EL, HOM, & SWD), BES (SWD), HES (EL & SWD), MWES (EL), OPMS (SWD), RES (EL & SWD), and RHS (HI).
--Academic Performance in ELA and Mathematics (2023-2024): RUSD will continue to focus on improving practice and providing additional support resources, as identified in Actions 1.2, 1.3, 1.4, 1.5, 1.6, and 1.8. Targeted support resources for ELA include the following: RUSD (EL, HOM, LTEL, SWD); BES (EL); HES (EL, HI, SED, SWD); OPMS (EL, HI, LTEL, MR, SED, SWD); RES (SWD); and RHS (SWD). Improvements were made for MWES (EL, SWD) - Orange; RES (EL) - Orange; and RHS (HI) - Yellow. Targeted supports in mathematics, as identified in Actions 1.2, 1.3, 1.4, 1.5, 1.6, and 1.8, include the following: RUSD (LTEL, SWD), HES (EL, SWD); OPMS (EL, LTEL); and RHS (SWD). Improvements were made in math for BES (EL) - Orange; MWES (EL, SWD) - Yellow; OPMS (SWD) - Orange; RES (SWD) - Orange and (EL) - Yellow; and RHS (HI) - Orange.

--Community Engagement and Support (2022-2023 and 2023-2024): Collaborative efforts with educational partners will be strengthened to address underlying factors contributing to absenteeism, suspension rates, and academic performance disparities.

By leveraging data-driven decision-making and ongoing collaboration among educators, administrators, and educational partners, RUSD aims to address the identified needs of student groups and foster an inclusive learning environment conducive to academic success and

holistic student development.

Supporting Documentation:
To see a summary of RUSD's identified student group/school site needs aligned to indicators, please refer to the Federal Addendum.

Resource: Mid Year Local Assessments, including MAP Growth
(https://docs.google.com/presentation/d/1igXb_kmLPxiwrD8kTkRKZDtqJR2FjBv8WtUeo67-Ylo/edit?usp=sharing)

Learning Recovery Block Grant

For the 2025-26 LCAP year, Ramona Unified has unexpended LRBG funds.

LRBG funded actions may be found in Goal 1, Action 1.8; Goal 2, Action 2.8; and Goal 4, Action 4.4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Summary of Differentiated Assistance (DA) and Technical Assistance:

RUSD is currently engaged in Differentiated Assistance (DA) to address specific areas of concern identified within the district. The DA team collaborates to leverage existing initiatives and state requirements aligned with the Local Control and Accountability Plan (LCAP) to enhance services and improve outcomes for targeted focus areas and groups.

Reasons for DA Eligibility:
1. **English Learners (EL):
- Academic performance for ELA and College and Career Indicator (CCI) are very low.

2. Long Term English Learners (LTEL):
- Academic performance for ELA and Math, Chronic Absenteeism (CA), and CCI are very low.

Due to improvements, SWD and HOM student groups are not longer part of the technical assistance plan for DA.

Summary of Work Underway:

1. Technical Assistance from San Diego County Office of Education (SDCOE):
- Received guidance and support through Differentiated Assistance meetings and county coaches.
- Engaged in three phases: examining the system, data collection and analysis, and identifying root causes.

2. Focused Attention Expanded

- The Root Cause Analysis indicated a lack of consistent Integrated and Designated ELD instruction made available to all EL students.
- Continued district-wide focus on providing ALL EL students Integrated ELD in all content areas and daily Designated ELD instruction to target language development skills.
- Teachers had the want and drive to support students, and need specific skills to target the EL needs of our students. District-wide training on the ELD standards and building teachers' capacity to use Integrated and Designated ELD instruction in classes.

3. Action Steps:

- Start with a smaller sample size to refine practices, then scale outward (Hanson Elementary, Olive Peirce Middle School, Ramona High School).
- Participate in the Culturally Sustaining ELD Collaborative professional development through SDCOE and continue practices (Olive Peirce Middle and Ramona High).
- Continue to engage parents in Family Listening Circles so school sites hear what matters to parents and families to support students.
- Provide Integrated and Designated ELD professional development opportunities at the school site level using our trainer of trainer model through RLT.
- Conduct teacher feedback on their implementation, lack of implementation, success, and barriers so we can learn from and support each other to remove barriers and increase meaningful student interactions with ELD.
- Conduct student feedback on their experience as an EL student. When did they feel successful, motivated, appreciated, and when did they not?
- Conduct student shadowing of EL students to see if they are engaging regular productive or receptive practices in all learning environments.
- Insights gathered from teachers and student perspectives will inform district decisions, professional learning plans, and LCAP revisions.

By actively engaging in Differentiated Assistance and leveraging technical support from SDCOE, RUSD aims to gather data to identify the root cause for low student performance and address identified areas of concern, enhance fairness and support services, and ultimately improve outcomes for EL and LTEL student populations. The district's commitment to data-informed decision-making and student-centered approaches underscores its dedication to continuous improvement and equitable education opportunities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel and Parents	We engaged our school personnel and parents for our district LCAP and for our Equity Multiplier schools, Montecito High and Future Bound schools, through the LCAP Surveys, LCAP meetings, DAC, DELAC, SSC, and ELAC meetings. They analyzed current data and provided recommendations on how to improve support and services.
Students	We engaged our students for our district LCAP and for our Equity Multiplier schools, Montecito High and Future Bound schools, through the LCAP Surveys, LCAP meetings, District Advisory Committee, SSC (at secondary sites) and Board meetings. They analyzed current data and provided recommendations on how to improve support and services.
Parent Advisory Committee	Our parents had opportunities through DAC, SSC, LCAP and Community Forum meetings for our district LCAP and for our Equity Multiplier schools, Montecito High and Future Bound schools, to provide their input to help shape our LCAP.
English Language Parent Advisory Committee	Our parents had opportunities through ELAC, DELAC, SSC, LCAP and Community Forum meetings to provide their input to help shape our LCAP.
Local bargaining units	We engaged with RTA and CSEA through the LCAP Surveys and LCAP meetings. They analyzed current data and provided recommendations on how to improve support and services. After all the LCAP meetings are completed, the RTA and CSEA representatives met with Cabinet members to discuss the plan.

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area Administrator	We engaged with our SELPA administrator through our LCAP meetings and through our Director of Students with Disabilities. The administrator had opportunities to analyze current data and provide recommendations on how to improve support and services.

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

The LCAP Survey for all Educational Partners was posted to the District and school websites, posted on social media, emailed to all RUSD staff and students, and shared through School Messenger. The survey was open for input from January 21-February 7, 2025. Ramona gathered 3,682 survey responses composed of 62% students, 24% parents, 11% RUSD employees, and less than 1% community members. As a result of MHS and FB qualifying for Equity Multiplier funds, Goal #5 was included to get feedback from our Educational Partners.

The LCAP Educational Partners Meetings were comprised of 44% RUSD employees and 56% parents, students, and community members, including our SELPA administrator. The Educational Partner meetings took place on the following dates: March 17, April 14, April 28, and May 19.
We also gathered input from the following groups/committees:
District Advisory Council (DAC) Meetings, which is comprised of principals, teachers, and parents, with parents being the majority - October 28, February 24, & May 12
District English Learner Advisory Committee Meetings (DELAC) - October 17, February 20, April 24, & May 15
LCAP Board Meeting Updates - December 16, January 9, February 13, March 10, April 22, May 8, June 9 & June 26
Student Board Representation at LCAP Board Presentations (see above dates)
School Site Council (SSC) Meetings (approximately 1 LCAP meeting per site)
English Learner Advisory Committee (ELAC) (approximately 1 LCAP meeting per site)
District Budget Advisory/LCAP Meetings includes District Administrators (1 per month)
LCAP CSEA Bargaining Unit Meeting- Throughout LCAP Educational Partner Meetings: March 17, April 14, April 28, and May 19.
LCAP RTA Bargaining Unit Meeting - May 21
LCAP Community Forum - May 28
Public Hearing - June 9
Board approval - June 26

Summary of the feedback provided by specific educational partners
Our Educational Partners expressed the need for:
Support for staff to provide consistently engaging and rigorous learning for all students (students, teachers, administrators, parents, community)
Structured and consistent interventions and support for SwD and EL student groups (teachers, administrators, other school personnel, parents, community)
Improve processes and staffing for Special Education (teachers, staff, community, parents)

Professional development and support for teachers on how to better meet the needs of SwD and EL (teachers, other school personnel, parents, administrators)
Actively recruit, hire, and retain high quality staff (teachers, administrators, other school personnel, parents, local bargaining units, and community)
More enrichment activities and opportunities to build school culture (parents, students, community)
Fill open/hard to fill positions and retain highly qualified staff (teachers, administrators, other school personnel, parents, community, and local bargaining units)
Consistent communication from sites regarding school events and information and especially after any major school incident (parents)
Resources for parents to help them engage, including parent education events and workshops (parents, community)
Supports to address behavior concerns across all school sites (parents, teachers, students, administrators)
Increase training for staff and Campus Safety Officers in positive behavior practices to provide safe and inclusive school environment (staff, administrators, students, and parents)
Increase training for custodial staff (staff)
Increase and improve repairs on all facilities to ensure that they are clean and well-maintained (students, teachers, administrators, other school personnel, parents, local bargaining units, and community)
Increased communication and transparency from school site Administrators regarding incidents of behavior or bullying (parents)
Access to appealing and nutritious meals (students)
Increase variety with academic and career pathways (parents, community)

***Integration of educational partner feedback**

Based on this feedback, the following themes emerged:
Recruit and retain high-quality staff for all, but specifically to support SWD and EL students
Increase student engagement and decrease rates of chronic absenteeism for SED, SWD, and EL students
Improve math and ELA performance for all students
Continue to provide staff training to meet needs of EL and SWD
Provide parent resources to connect with schools and support students at home

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to teaching and learning identified by educational partners, RUSD will continue the implementation of a broad goal that includes actions to:
Goal One:
Actively recruit, hire and retain high quality staff (Action 1)
Fully credentialed staff are assigned and professionally developed for the students they are supporting, including SWD, EL, FY, and HOM (Action 2)
Provide access to broad course of study and standards-aligned materials to ensure students are prepared for College and Career (Action 3)
Implement the EL Master Plan to ensure all EL students receive appropriate support (Action 5)
Align and clarify the roles of an IEP team to improve outcomes for SWD (Action 6)
Provide supplemental programs and services for unduplicated students (Action 7)

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to school culture and connectedness identified by educational partners, RUSD will continue the implementation of a broad goal that includes actions to:
Goal Two:
Provide supportive, inclusive, safe, and engaging school environments (Action 2)
Ensure access to appealing and nutritious meals (Action 3)
Implement new strategies, including usage of Other Means of Correction, additional staff support, and transparency with bullying data, to address problem behaviors and bullying (Action 5)
Build students' competencies through SEL and behavioral supports for at-risk students (Action 6)
Increase the inclusion of high interest activities in before and after school programs (Action 7)

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to family collaboration and community engagement identified by educational partners, RUSD will continue the implementation of a broad goal that includes actions to:
Goal Three:
Improve communication with families through consistent sharing of information (Action 1)
Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support (Action 3)
Increase connections with families of SED and EL families by providing translation and childcare services during meetings and leverage parent liaison to provide support for enrollment process (Action 4)
Ensure parents/guardians of SWD are engaged in decision making process (Action 5)

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to facilities identified by educational partners, RUSD will continue the implementation of a broad goal that includes actions to:
Goal Four:
Ensure all facilities and resources are well maintained with ongoing maintenance, repairs, and improvement projects (Action 1)
Provide clean facilities by establishing common cleaning protocols, provide training, and hire/retain high quality staff (Action 2)
Ensure safe facilities through partnership with Sheriff's department, campus safety plans, perimeter security fencing, and visible exterior lettering (Action 3)

Equity Multiplier School
A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to Montecito High School (MHS) and Future Bound (FB), RUSD will continue the implementation of an Equity Multiplier focus goal that includes actions to:
Goal Five:
Provide academic intervention supports for ELA and math (Action 1)
Provide mental health support services (Action 2)
Increase CTE pathways and access to college and career (Action 3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be prepared for college, career and intelligent, responsible citizenry as they experience high quality, locally controlled, standards-based teaching and learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure all students educated in the Ramona Unified School District will have the skills that prepare them for career or college upon graduation.

The goal was developed based on the identified needs of students through data analysis of state and local assessments, surveys, and educational partner input as indicated in the metrics below (organized by state assessments and reporting, local indicators, and then local measures and local assessments).

The analysis of the California School Dashboard (Dashboard) data indicated 39.3% of RUSD students graduated ready for College or Career based on the College and Career Indicator (CCI).

The Dashboard also showed a clear need to continue supporting reading, writing, listening, and speaking skills (through English Language Arts (ELA) and English Language Development (ELD)). For example:
* The Dashboard reports RUSD students are performing at the LOW status and DECLINED 12.9 points from last school year in ELA.
* 43.63% of ALL students in grades 3-8 and 11 met or exceeded standards in ELA (CAASPP). 11.46% of SWD, 34.56% of SED, 3.9% of EL, and 20.83% of HOM students met or exceeded standards on the same assessments.
* 42.9% of ELs are making progress toward English proficiency according to the English Language Proficiency Indicator on the Dashboard.

Focus also needs to be placed on improving problem-solving, analysis, and mathematical reasoning skills (through all content areas including math, history/social science, science, world languages, visual and performing arts (VAPA), and career/technical education (CTE)). For example:
* The Dashboard reports RUSD students are performing at the LOW status and DECLINED 4.3 points from last school year in Math.
* 29.79% of ALL students in grades 3-8 and 11 met or exceeded standards in MATH (CAASPP). 10.54% of SWD, 22.10% of SED, 2.27% of EL, and 18.37% of HOM students met or exceeded standards on the same assessments.

* 30.18% of ALL students in grades 5, 8, and 11 or 12 met or exceeded standard on the California Science Test (CAST). 8.7% of SWD, 19.32% of SED, 2.32% of EL, and 13.04% of HOM students met or exceeded standards on the same assessments.

One of the actions in this goal describes that staff will participate in the Educational Benefit Review process for students with IEP's. The Educational Benefit Review Process is a comprehensive way to deeply analyze one IEP at a time in order to determine whether that IEP was reasonably calculated to result in educational benefit for the student. The purpose of this process is to assist educators in examining the characteristics of IEPs that increase student access to, participation in, and progress in general education by providing an appropriate education. The process is intended to be reflective rather than evaluative, and there is a protocol to capture the findings that occur during the process. Reviewing and discussing the findings assists staff in identifying common practices that are improving or impeding outcomes for students so that appropriate adjustments can be made.

Based on 2023-24 data, 12% of our teaching staff are considered inexperienced (two or fewer years of teaching experience), and an additional 4.4% of our teachers are not fully credentialed. Of the 14 teachers not fully credentialed, nine fall under the Special Education umbrella, and of the 11 Speech and Language Pathologist positions in our district, seven of them are unfilled. Training and support is needed, especially for the nearly 17% of teachers new to the profession.

During the LCAP development, Educational Partners identified the need for:
* More training for teachers on how to provide English Language Development (ELD) instruction
* More training and support for teachers on how to better meet the needs of SWD
* More consistent tutoring and intervention support is needed, especially in the area of mathematics
* Provide more afterschool enrichment activities and opportunities to explore the arts
* Find ways to make learning more fun, hands-on, and engaging
* Fill open staffing positions and retain highly qualified and effective staff

Our school district plans to improve literacy, EL proficiency, and problem-solving, analysis, and reasoning skills through through all content areas with actions that support and improve teaching and learning and will measure progress towards this goal using metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA (Source: California Assessment of Student Performance	2022-2023 ELA CAASPP A) ALL: 43.63% B) SWD: 11.46% C) SED: 34.56% D) HOM: 20.83%	2023-2024 ELA CAASPP A) ALL: 41.8% B) SWD: 12.97% C) SED: 34.12% D) HOM: 32.2%		The percent of students meeting standard for the ALL student group will increase by 5% over the previous	ELA CAASPP A) ALL: 1.83% decrease (Not Met) B) SWD: 1.51% increase (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Progress - CAASPP) Status and Change for ELA Indicator (Source: CA School Dashboard ELA Indicator)	E) EL: 3.9% F) LTEL: 3.21% G) RFEP: 46.54% 2022-2023 and change from 2021-2022 ELA Dashboard Indicator H) ALL: Low; Declined 12.9 points; Orange I) SWD: Very Low; Declined 14.9 points; Red J) SED: Low; Declined 12.2 points; Orange K) EL: Very Low, Declined 16.6 points, Red L) HOM: Maintained; Increased 15.7 Points, Yellow The Dashboard does not currently report on LTEL or RFEP student groups. The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. BES-EL: Low; Declined 3.6 points BES-SWD: Low; Declined 7.8 points	E) EL: 6.55% F) LTEL: 3.8% G) RFEP: 42.23% 2023-2024 and change from 2022-2023 ELA Dashboard Indicator H) ALL: Low; Declined 9.9 points; Orange I) SWD: Very Low; Declined 8.4 points; Red J) SED: Low; Declined 8.7 points; Orange K) EL: Very Low, Declined 6.5 points, Red L) HOM: Very Low; Declined 18.7 points, Red M) LTEL: Very Low: Declined 11.5 points, Red The Dashboard does not currently report on RFEP student groups. The following schools reported the identified student groups were performing at		year, and the EL, SED, HOM, and SWD student groups will increase by 10% over the previous year to meet or surpass the all student group. The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including EL, SED, HOM, and SWD will increase by more than the "all student" group as demonstrated on the California Dashboard ELA indicator.	C) SED: 0.44% decrease (Not Met) D) HOM: 11.37% increase (Met) E) EL: 2.65% increase (Not Met) F) LTEL: 0.59% increase (Not Met) G) RFEP: 4.31% decrease (Not Met) ELA Dashboard Indicator H) ALL: Declined 9.9 points (Not Met) I) SWD: Declined 8.4 (Not Met) J) SED: Declined 8.7 points (Not Met) K) EL: Declined 6.5 points (Not Met) L) HOM Declined 18.7 points (Not Met) M) Declined 11.5 points (Not Met) The Dashboard does not currently report on RFEP student groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HES-EL: Low; Declined 30.7 points HES-HI: Low; Declined 25.7 points HES-SWD: Low; Declined 17.5 points MWES-EL: Low; Declined 26.2 points MWES-SWD: Low; Maintained +1.6 points RES- EL: Low; Declined 16.0 points RES-HI: Low; Declined 14.5 points RES-SWD: Low; Declined 3.5 points OPMS- EL: Low; Declined 19.5 points OPMS-SWD: Low; Declined 24.2 points RHS-SWD: Low; Maintained -2.6 points	the lowest level (RED) on the 2023 Dashboard and require additional support and monitoring. 2024 Dashboard results: BES-EL: Very Low; Declined 5.2 Points; Red BES-SWD: Very Low; Increased 10.5 Points; Orange HES-EL: Very Low; Maintained 1.3 points; Red HES-HI: Very Low; Declined 4.8 points: Red HES-SWD: Very Low; Declined 3.5 points; Red HES-SED: Very Low; Maintained -1 Points; Red MWES-EL: Low; Increased 14.2 Points; Orange MWES-SWD: Low; Increased 9.2 Points; Orange RES- EL: Very Low; Increased 11.5 Points; Orange			The following student groups at specific schools Met Target Growth: BES-SWD: Very Low; Increased 10.5 Points; Orange MWES-EL: Low; Increased 14.2 Points; Orange MWES-SWD: Low; Increased 9.2 Points; Orange RES- EL: Very Low; Increased 11.5 Points; Orange The following student groups at specific schools Did Not Meet Target Growth: BES-EL: Very Low; Declined 5.2 Points; Red HES-EL: Very Low; Maintained 1.3 points; Red HES-HI: Very Low; Declined 4.8 points: Red HES-SWD: Very Low; Declined 3.5 points; Red

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			RES-SWD: Very Low; Declined 13.8 points; Red OPMS- EL: Very Low; Declined Significantly 30.1 Points; Red OPMS- LTEL: Very Low; Declined Significantly 28 Points; Red OPMS- SED: Very Low; Declined Significantly 33.6 Points; Red OPMS- HI: Very Low; Declined Significantly 22.2 Points; Red OPMS- Two Races: Very Low; Declined Significantly 49.4 Points; Red OPMS-SWD: Very low; Declined 5.1 Points; Red RHS- SWD: Very Low; Declined Significantly 43.6 Points; Red			HES-SED: Very Low; Maintained -1 Points; Red RES-SWD: Very Low; Declined 13.8 points; Red OPMS- EL: Very Low; Declined Significantly 30.1 Points; Red OPMS- LTEL: Very Low; Declined Significantly 28 Points; Red OPMS- SED: Very Low; Declined Significantly 33.6 Points; Red OPMS- HI: Very Low; Declined Significantly 22.2 Points; Red OPMS- Two Races: Very Low; Declined Significantly 49.4 Points; Red OPMS-SWD: Very low; Declined 5.1 Points; Red RHS- SWD: Very Low; Declined Significantly 43.6 Points; Red

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	EL Reclassification Rate (Source: DataQuest Enrollment by English Language Acquisition Status (ELAS) Report) Percent of ELs who: A. decreased one ELPI level B. maintained ELPI Levels 1, 2L, 2H, 3L, 3H C. progressed at least one ELPI level D. maintained ELPI level 4 (Source: CA School Dashboard ELPI) Summative ELPAC Scores (Source: Test Results for CA Assessments - English Language Proficiency - Summative ELPAC - Student Group is ELs)	2022-2023 Percent of Reclassified Students: 10.2% 2022-2023 ELPI A. 27.4% B. 29.9% C. 39.9% D. 2.9% C and D: 42.8% 2023 Summative ELPAC Scores ALL EL (606 students) Level 1 - 12.71% Level 2 - 32.84% Level 3 - 38.78% Level 4 - 15.68% LTEL (136 students with 6+ years in program) Level 1 - 6.62% Level 2 - 38.24% Level 3 - 34.56% Level 4 - 20.59% The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. Below are	2023-2024 Percent of Reclassified Students: 9.9% 2023-2024 ELPI A. 24.4% B. 30.4% C. 43.5% D. 1.7% C and D: 45.2% Summative ELPAC Scores ALL EL (624) Level 1 - 17.66% Level 2 - 32.91% Level 3 - 36.76% Level 4 - 12.68% LTEL (204 students with 6+ years in program) Level 1 - 7.39% Level 2 - 32.51% Level 3 - 42.36% Level 4 - 17.73% The following schools reported the identified student groups were performing at the lowest level (RED) on the 2022-2023 Dashboard and		Reclassification Rate is a required metric for the LCAP and will be reported for monitoring purposes. All EL students will increase one ELPI level or Maintain a level 4, or the percent of students increasing by an ELPI level or maintaining at level 4 will increase by 5% over the previous year (C and D combined).	Pecent of reclassified students decreased by 0.3% ELPI A. 3% decrease B. 0.5% increase C. 3.6% increase D. 1.2% decrease C and D: 2.4% increase (Not Met) Summative ELPAC Scores All EL: Level 1 - 4.95% increase Level 2 - 0.07% increase Level 3 - 2.02% decrease Level 4 - 3% decrease LTEL: Level 1 - 0.77% increase Level 2 - 5.73% decrease Level 3 - 7.8% increase Level 4 - 2.86% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the 2022-2023 ELPI scores BES - A. 21.7% B. 34.8% C. 43.5% D. 0% HES - A. 27.6% B. 26.4% C. 44.8% D. 1.1% MWES - A. 31.7% B. 23.8% C. 42.9% D. 1.6% RES - A. 24.4% B. 29.5% C. 41.0% D. 5.1% OPMS - A. 26.3% B. 29.3% C. 40.4% D. 4.0%	require additional support and monitoring. Below are the 2023-2024 ELPI scores BES - Orange A. 31.3% B. 27.7% C. 38.6% D. 2.4% HES - Yellow A. 22% B. 33% C. 42.9% D. 2.2% MWES - Green A. 20.8% B. 28.3% C. 50.9% RES - Orange A. 31.3% B. 27.7% C. 38.6% D. 2.4% OPMS - Green A. 20.3% B. 26.1% C. 53.6% D. 0%			The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. BES A. 9.6% increase B. 7.1% decrease C. 4.9% decrease D. 2.4% increase HES A. 5.6% decrease B. 6.6% increase C. 0.9 decrease D. 1.1% increase MWES A. 10.9% decrease B. 4.5% increase C. 8% increase RES A. 6.9% increase B. 1.8% decrease C. 2.4% decrease D. 2.7% decrease OPMS A. 6% decrease B. 3.2% decrease C. 13.2 increase D. 4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of students in grades 3-8 and 11 who meet or exceed standard in MATH (Source: California Assessment of Student Performance and Progress - CAASPP) Status and Change for MATH Indicator (Source: CA School Dashboard ELA Indicator)	2022-2023 Math CAASPP A) ALL: 29.79% B) SWD: 10.54% C) SED: 22.10% D) HOM: 18.37% E) EL: 2.27% F) LTEL: 2.25% G) RFEP: 20.63% 2022-2023 and change from 2021-2022 Math Dashboard Indicator H) ALL: Low; Declined 4.3 points; Orange I) SWD: Very Low; Declined 7.9 points; Red J) SED: Low; Maintained -1.8 points; Orange K) EL: Very Low, Declined 3.6 points, Red L) HOM: Very Low; Declined 8.3 Points, Red The Dashboard does not currently report on LTEL or RFEP student groups. The following schools reported the identified student groups were performing at the lowest	2023-2024 Math CAASPP A) ALL: 31.27% B) SWD: 11.24% C) SED: 23.08% D) HOM: 17.33% E) EL: 5.33% F) LTEL: 2.54% G) RFEP: 21.45% 2023-2024 and change from 2022-2023 Math Dashboard Indicator H) ALL: Low; Increased 4.3 points; Yellow I) SWD: Very Low; Maintained 1.9 points; Red J) SED: Medium; Increased 4.5 points; Yellow K) EL: Low; Increased 6.3 points; Orange L) LTEL: Very Low; Declined 6.4 points; Red The Dashboard does not currently report on RFEP student groups.		The percent of students meeting standard for the ALL student group will increase by 5% over the previous year, and the EL, SED, HOM, and SWD student groups will increase by 10% over the previous year to meet or surpass the ALL student group. The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including EL, SED, HOM, and SWD will increase by more than the ALL student group as demonstrated on the California	Math CAASPP A) ALL: 1.48% increase (Not Met) B) SWD: 0.7% increase (Not Met) C) SED: 0.98% increase (Not Met) D) HOM: 1.04% decrease (Not Met) E) EL: 3.06% increase (Not Met) F) LTEL: 0.29% increase (Not Met) G) RFEP: 0.82 increase (Not Met) MATH Dashboard Indicator H) ALL: Increased 4.3 points (Met) I) SWD: Maintained 1.9 points (Not Met) J) SED: Increased 4.5 points (Met) K) EL: Increased 6.3 points (Met) L) LTEL: Declined 6.4 points (Not Met) The following student groups at specific schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level (RED) on the Dashboard and require additional support and monitoring. BES-EL: Low; Declined 14.8 points BES-SWD: Low; Declined 17.6 points HES-EL: Low; Declined 13.6 points HES-SWD: Low; Declined 6.2 points MWES-EL: Low; Declined 26.2 points RES- EL: Low; Declined 7.9 points RES-SWD: Low; Declined 2.7 points OPMS-SWD: Low; Declined 14.7 points RHS-HI: Low; Declined 37.0 points	The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. BES-EL: Very Low; Increased 6.8 points; Orange HES-EL: Very Low; Maintained -1 points; Red HES-SWD: Very Low; Declined 7.9 points; Red RES-SWD: Very Low; Increased 26.6 points; Orange MWES-SWD: Low; Increased 16.5 points; Orange OPMS-LTEL: Very Low; Declined 18.5 points; Red OPMS-EL: Very Low; Declined 14.8 points; Red OPMS-SWD: Very low; Increased 7.6 points; Orange		Dashboard Math indicator.	Met Target Growth: BES-EL: Very Low; Increased 6.8 points; Orange RES-SWD: Very Low; Increased 26.6 points; Orange MWES-SWD: Low; Increased 16.5 points; Orange OPMS-SWD: Very Low; Increased 7.6 points; Orange RHS-HI: Very Low; Increased 15.5 points; Orange The following student groups at specific schools Did Not Meet Target Growth: HES-EL: Very Low; Maintained -1 points; Red HES-SWD: Very Low; Declined 7.9 points; Red OPMS-LTEL: Very Low; Declined 18.5 points; Red OPMS-EL: Very Low; Declined 14.8 points; Red

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			RHS-SWD: Very Low; Declined 53 points; Red RHS-HI: Very Low; Increased 15.5 points; Orange			RHS-SWD: Very Low; Declined 53 points; Red
1.4	EAP/11th Grade CAASPP (Source: Test Results for CA Assessments - ELA and Mathematics)	2023 CAASPP ELA: % of students meeting standard Grade 11 - A) ALL: 47.93% B) SWD: 5.72% C) SED: 37.76% D) EL: 7% E) LTEL: 4.55% F) RFEP: 45.06% 2023 CAASPP Math: % of students meeting standard Grade 11 - G) ALL: 21.90% H) SwD: 2.86% I) SED: 15.77% J) EL: 0% K) LTEL: 0% L) RFEP: 13.04%	2024 CAASPP ELA: % of students meeting standard Grade 11 - A) All: 54.42% B) SWD: 18.18% C) SED: 48.26% D) EL: 10% E) LTEL: 0% F) RFEP: 50% 2024 CAASPP Math: % of students meeting standard Grade 11 - G) All: 27.9% H) SWD: 4.65% I) SED:18.1% J) EL: 3.11% K) LTEL: 1.88% L) RFEP: 25.88%		The percent of students meeting or exceeding the standards on the EAP/11th grade CAASPP will increase by a minimum of 5% and students within the EL, SED, and SWD student groups will increase by 8% or more over the previous year.	CAASPP ELA % of students meeting standard Grade 11 - A) ALL: 6.49% increase (Met) B) SWD: 12.46% increase (Met) C) SED: 10.5% increase (Met) D) EL: 3% increase (Not Met) E) LTEL: 0% decrease (Not Met) F) RFEP: 4.94% increase (Not Met) CAASPP Math: % of students meeting standard G) ALL: 6% increase (Met) H) SWD: 1.79% increase (Not Met) I) SED: 2.33% increase (Not Met) J) EL: 3.11% increase (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						K) LTEL: 1.88% increase (Not Met) L) RFEP: 12.84% increase (Met)
1.5	Percent of students in grades 5, 8 and 11 or 12 who meet or exceed standard in SCIENCE (Source: California Assessment of Student Performance and Progress - CAASPP) CA School Dashboard Indicator for Science to come in the 2024 Dashboard	2022-2023 A) ALL: 30.18% B) SWD: 8.7% C) SED: 19.32% D) EL: 2.32% E) HOM: 13.04% 2024 CA Dashboard Science Indicator: Baseline to be determined upon release. The Dashboard does not currently report on LTEL or RFEP student groups.	2023-2024 A) All: 31.65% B) SWD: 8.98% C) SED: 23.21% D) EL: 5% E) HOM: 7.70% F) LTEL: 0% G)RFEP: 20.35%		The percent of students meeting or exceeding standards on the CAST will increase for all student groups by 5% over the previous year and by 8% for students within the EL, SED, and SWD student groups.	A) ALL: 1.47% increase (Not Met) B) SWD: 0.28% increase (Not Met) C) SED: 3.89% increase (Not Met) D) EL: 2.68% increase (Not Met) E) HOM: 5.34 decrease (Not Met) Growth data is not yet available on the Dashboard for RFEP or LTEL
1.6	Status and Change for Graduation Rate (Source: CA School Dashboard Grad Rate Indicator)	2022-2023 and change from 2021-2022 A) ALL: 89.8% Low; Declined 3.9%; Orange B) SWD: 71.4% Low; Declined 3.9%; Orange C) SED: 86% Low; Declined 2.7%; Orange D) EL: 91.4%, Increased 8.8%, No Performance Color Available	2023-2024 and change from 2022-2023 A) All: 91.7% High; Increased 1.9%; Green B) SWD: 69.9% Low; Declined 1.6%; Orange C) SED: 90.3% High; Increased 4.2%; Green		The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including C will increase by	A) ALL: High; 1.9% increase (Met) B) SWD: 1.6% decrease (Not Met) C) SED: High; 4.2% increase (Met) D) EL: 13% decrease (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		E) HOM: 64.7% Declined 18.6%, Red The Dashboard does not currently report on LTEL or RFEP student groups.	D) EL: 78.4% Low; Declined 13%; Orange E) HOM: 94.1% High; Increased 29.4%; Green F) LTEL: 74.4% Low; Declined 15.6%; Orange The Dashboard does not currently report on RFEP student groups.		more than the "all student" group as demonstrated on the California Dashboard Graduation Rate indicator.	E) HOM: High; 29.4 increase (Met) Growth data is not yet available on the Dashboard for RFEP or LTEL
1.7	Status for College/Career Indicator (Source: CA School Dashboard College and Career Indicator)	2022-2023 CCI Status and Percent Prepared A) ALL: Medium, 39.3% B) SWD: Very Low, 5.7% C) SED: Low, 27.1% D) EL: Very Low, 8.6% E) HOM: Very Low, 5.9% The Dashboard does not currently report on LTEL or RFEP student groups. The following schools reported the identified student groups were performing at the lowest level on the Dashboard	2023-2024 CCI Status and Percent Prepared A) ALL: Medium, 36% B) SWD: Low, 9.6% C) SED: Low, 27.6% D) EL: Very Low, 3.9% E) HOM: Medium, 18.8% F) LTEL: Very Low, 5.1% The Dashboard does not currently report on RFEP student groups.		The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including EL, SED, and SWD and for these students groups at RHS, MHS, and FB will increase by more than the district ALL student group as	CCI Status and Percent Prepared A) ALL: 3.3% decrease (Not Met) B) SWD: 3.9% increase (Met) C) SED: 0.5% increase (Met) D) EL: 4.7% decrease (Not Met) E) HOM: 12.9% increase (Met) F) LTEL: Growth data is not yet available for LTEL students on the Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and require additional support and monitoring. RHS EL: No status level , 8.3% RHS SWD: Very Low, 7.8% FB SED: No Data Available, Group is too small MHS SED: Very Low, 0% MHS SWD: Very Low, 0%	The following schools reported the identified student groups were performing at the lowest level on the Dashboard and require additional support and monitoring. MHS SED: Low, 5.5% Increase MHS SWD: 12.5% Increase (too few students to report a level) RHS-SWD: Very Low, 2% Decrease MHS-SED: Very Low, 5.5%		demonstrated on the California Dashboard College/Career indicator.	The following student groups at specific schools Met Target Growth: MHS SED: Low, 5.5% Increase MHS SWD: 12.5% Increase The following student groups at specific schools Did Not Meet Target Growth: RHS-SWD: Very Low, 2% Decrease
1.8	Dashboard Additional Reports: A) Met UC/CSU AND at least one CTE Pathway (Source: Met UC/CSU Requirements and CTE Pathway Completion Report) B) CTE Pathway Completion C) A-G Completion Meeting	CA School Dashboard CCI - Percent of students meeting prepared. Data is reported for district student groups and specific schools that reported the identified student groups performing at the lowest level on the Dashboard and require additional support and monitoring.	CA School Dashboard CCI - Percent of students meeting prepared. Data is reported for district student groups and specific schools that reported the identified student groups performing at the lowest level on the Dashboard and require		100% of students will meet Prepared criteria for the CCI or increase by 5% over the previous year for all reported areas for the ALL student group, and SWD, SED, EL, for the district, RHS, MHS, and FB will show at least a 7% increase over the previous year.	Percent of students meeting prepared. A) UC/CSU and at least one CTE Pathways Completed UC/CSU - ALL: 0.6% decrese (Not Met) UC/CSU - SWD: 1.4% increase (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	D) Dual Credit E) Passed 2 or more AP Exams F) Seal of Biliteracy G) Leadership/Military Science (Source: College/Career Levels and Measures Report & Data)	A) UC/CSU and at least one CTE Pathways Completed ALL: 50/450, 11.1% SWD: 0/70, 0% SED: 19/258, 7.4% EL: 1/35, 2.9% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% B) CTE Pathways Completed ALL: 46/450, 10.2% SWD: 1/70, 1.4% SED: 15/258, 5.8% EL: 1/35, 2.9% RHS - SWD: 1/51, 23.5% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% C) Meeting A-G ALL: 130/450, 28.9% SWD: 2/70, 2.8% SED: 52/258, 20.2% EL: 2/35, 5.7% RHS - SWD: 2/51, 3.9% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% D) Earned Dual Credit (CCR) ALL: 1/450; 0%	additional support and monitoring. A) UC/CSU and at least one CTE Pathways Completed ALL: 48/456, 10.5% SWD: 1/73, 1.4% SED: 24/309, 7.8% EL: 0/51, 0% RHS-SWD: 1/51, 2.0% RHS-SED: 23/226, 10.2% RHS-HOM: 1/13, 7.7% FB-SED: 0/18, 0% MHS-SWD: 0/16, 0% MHS-SED: 0/55, 0% B) CTE Pathways Completed ALL: 112/456, 24.6% SWD: 12/73, 16.4% SED: 64/309, 20.7% EL: 5/51, 9.8% RHS-HOM: 1/13, 7.7% RHS-SWD: 11/51, 21.6%			UC/CSU - SED: 0.4% increase (Not Met) UC/CSU - EL: 2.9% decrease (Not Met) UC/CSU - RHS-SWD: 2% increase (Not Met) UC/CSU - FB-SED: No Change (Not Met) UC/CSU - MHS-SED: No Change (Not Met) UC/CSU - MHS-SWD: No Change (Not Met) B) CTE Pathways Completed CTE - ALL 14.4% increase (Met) CTE - SWD 15% increase (Met) CTE - SED 14.9% increase (Met) CTE - EL 6.9% increase (Not Met) CTE - RHS-SWD 19.6% increase (Met) CTE - FB-SED 0% no change (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		E) Passed 2 or more AP Exams (CCR) ALL: 44/450, 9.8% SWD: 0/70, 0% SED: 14/258, 5.4% EL: 0/35, 0% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% F) Earned Seal of Biliteracy (CCR) ALL: 14/450, 3.1% SWD: 0/70, 0% SED: 6/258, 2.3% EL: 0/35, 0% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% G) Leadership/Military Science (CCR) ALL: 14/450, 3.1% SWD: 1/70, 1.4% SED: 4/258, 1.6% EL: 0/35, 0% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% The Dashboard does not currently report on	RHS-SED: 54/226, 23.9% FB-SED: 0/18, 0% MHS-SWD: 1/16, 6.3% MHS-SED: 8/55, 14.5% C) Meeting A-G All: 122/455, 26.8% SWD: 4/73, 57.1% SED: 59/308, 69.4% EL: 0/51, 0% RHS - SWD: 2/51, 18.2% FB - SED: 0/18, 0% MHS - SED: 0/55, 0% MHS - SWD: 0/16, 0% D) Earned Dual Credit (CCR) All: 1/455, 0.6% E) Passed 2 or more AP Exams (CCR) ALL: 56/455, 34.1% SWD: 1/73, 14.3% SED: 29/308, 34.1% EL: 0/51, 0%			CTE - MHS-SWD 6.3% increase (Not Met) CTE - MHS-SED 14.5% increase (Met) C) Meeting A-G A-G - ALL 2.1% decrease (Not Met) A-G - SWD 54.3% increase (Met) A-G - SED 49.2% increase (Met) A-G - EL 5.7% decrease (Not Met) A-G - RHS - SWD 14.3% increase (Met) A-G - FB - SED 0 (Not Met) A-G - MHS - SED 0 (Not Met) A-G - MHS - SWD 0 (Not Met) D) Earned Dual Credit (CCR) Dual Credit - All: 0.6% increase (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL or RFEP student groups.	RHS - SWD: 1/51, 33.3% FB - SED: 0/8, 0% MHS - SED: 0/55, 0% MHS - SWD: 0/16, 0% F) Earned Seal of Biliteracy (CCR) ALL: 18/455, 11% SWD: 0/73, 0% SED: 9/308, 10.6% EL: 2/51, 100% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/55, 0% MHS - SWD: 0/16, 0% G) Leadership/Military Science (CCR) ALL: 10/455, 6.1% SWD: 2/73, 28.6% SED: 4/308, 4.7% EL: 0/51, 0% RHS - SWD: 2/51, 66.7% FB - SED: 0/18, 0% MHS - SED: 0/55, 0%			E) Passed 2 or more AP Exams (CCR) ALL: 24.3% increase (Met) SWD: 14.3% increase (Met) SED: 28.7% increase (Met) EL: 0 (Not Met) RHS - SWD 33.3% increase (Met) FB - SED 0 (Not Met) MHS - SED 0 (Not Met) MHS - SWD 0 (Not Met) F) Earned Seal of Biliteracy (CCR) ALL: 7.9% increase (Met) SWD: 0 (Not Met) SED: 8.3% increase (Met) EL: 100% increase (Met) RHS - SWD 0 (Not Met) FB - SED 0 (Not Met) MHS - SED 0 (Not Met) MHS - SWD 0 (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MHS - SWD: 0/16, 0% The Dashboard does not currently report on LTEL or RFEP student groups.			G) Leadership/Military Science (CCR) ALL: 3% increase (Not Met) SWD: 27.2% increase (Met) SED: 3.1% increase (Not Met) EL: 0 (Not Met) RHS - SWD 66.7% increase (Met) FB - SED 0 (Not Met) MHS - SED 0 (Not Met) MHS - SWD 0 (Not Met)
1.9	A) Advanced Placement Test Pass Rate (Source: Performance Matters via College Board School Site Reports) B) PSAT10 and SAT (Source: College Board Reporting)	A) 2022-23 AP Pass rate with a score of 3 or higher ALL: 222 students took 395 AP exams. 237 tests, 60% of tests passed SED: 38 students took 62 AP exams. 55% of tests passed EL: 1 student took 1 AP exams. 0% of tests were passed B) PSAT 10:	A) 2023-24 AP Pass rate with a score of 3 or higher ALL: 61 students took 332 AP exams. 275 tests, 83% of tests passed SED: 20 students took 126 AP exams. 79% of tests passed EL: 0 EL students took AP exams.		The percent of AP exams passed will increase by at least 5% over the previous year for ALL student groups including SED and EL student populations. The percent of students meeting both the ERW and Math on the	A) ALL: 23% increase (Met) SED: 24% increase (Met) EL: No Change (Not Met) B) No data to report C) ERW: 1% decrease (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ERW: 43% (144 students) Math: 22% (73 students) Meeting both: 19% (64 students) Note: 336 student participants taken in October 2023 C) SAT: ERW: 85% Math: 68% Meeting both: 65% Note: 40 participants	B) The PSAT 10 was not administered in the 2023-2024 school year by Ramona middle or high schools, and no students opted to take it on their own. C) SAT: ERW: 84% Math: 67% Meeting both: 65% Note 49 participants		PSAT10 will increase by 10% over the previous year. The percent of students meeting both the ERW and Math will increase by 10% over the previous year.	Math: 1% decrease (Not Met) Meeting Both: No Change (Not Met)
1.10	A) Learning Walk Data Count of classroom learning walks where there is evidence of UDL implementation: Evidence of student choice. (Source: Learning Walk Form) B) Quality of feedback from learning walks based on a Rubric	A) Count of classroom learning walks where there is evidence of UDL implementation: Evidence of student choice. As of 5/1/24: 75/128 TK-12 59% B) Rubric and ratings baseline will be established in the spring of 2025	A) Count of classroom learning walks where there is evidence of UDL implementation: Evidence of student choice. As of 5/1/2025 217/436 class visits TK-12 49.8% B) Rubrics have been established and will mirror teacher evaluation rubrics, baseline of feedback quality		A) During classroom learning walks, 100% of classrooms will implement UDL strategies or increase by 15% over the previous year. B) Certificated ALT will create a rubric and rate learning walk feedback to established expectations for high quality feedback.	A) 12.4% Decrease (Not Met) B) Rubrics have been established, feedback has not yet been calibrated (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			has not yet been established. Expected during the 2025-2026 school year.			
1.11	A) Basic Conditions: Fully Credentialed and Appropriately Placed Teachers (Source: Local Indicator Self Reflection Tool) B) Enrollment of SWD, EL, FY, HOM assigned in classes where teachers are inappropriately assigned or not fully credentialed. (Source: Performance Matters Enrollment by teachers not fully credentialed)	A) 2023-2024 -4.7% (13 of 297) Not fully credentialed at all schools, and 7% at Title I schools. 3.7% or 11 of the teachers who are not fully credentialed work with ELs. • 88% (261 of 297) of teachers are considered experienced (greater than 2 years teaching) at all schools, and 10% at Title I schools. • 84% (248 of 297) of teachers are fully credentialed • 95% (283 of 297) of teachers are working in their field of study B) The number of	A) 2024-2025 -6% (16 of 276) Not fully credentialed at all schools, and 8% at Title I schools. 3.6% or 10 of the teachers who are not fully credentialed work with ELs. • 87% (251 of 276) of teachers are considered experienced (greater than 2 years teaching) at all schools, and 7% at Title I schools. • 94% (259 of 276) of teachers		A) 100% fully credentialed and appropriately assigned teachers B) Enrollment of SWD, EL, FY, and HOM in classes where teachers are not fully assigned or appropriately credentialed will decrease from the previous year by 5%.	A) Not fully credentialed - (Not Met) All Schools - Increased 1.3% Title I Schools - Increased 1% Inexperienced Teachers - (Not Met) All Schools - Decreased 1% Title I Schools - Decreased 2% Fully Credentialed - (Not Met) All Schools - Increased 10% Working in Field - (Not Met) All Schools - Increased 1% B) The number of students assigned to teachers not fully credentialed. SWD - Increased 10% (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students assigned to teachers not fully credentialed. SWD - 169/897, 18.8% EL - 92/621, 14.8% FY - 2/25, 8% HOM - 25/162, 15.4% (May 1, 2023) Note: The date this data was pulled should be May 1, 2024)	are fully credentialed • 96% (264 of 276) of teachers are working in their field of study B) The number of students assigned to teachers not fully credentialed. SWD - 229/923; 24.8% EL - 66/586; 11% FY - 1/18, 5.6%; -2.4% HOM - 19/156; 12% (4/4/25)			EL - Decreased 3.8% (Not Met) FY - Decreased 2.4% (Not Met) HOM - Decreased 3.4% (Not Met)
1.12	UCP Williams (Source: Human Resources)	2023-2024 Zero UCP Williams Complaints regarding standards aligned instructional materials	2024-2025 Zero UCP Williams Complaints regarding standards aligned instructional materials		Zero UCP Williams Complaints regarding standards aligned instructional materials	Met
1.13	Broad Course of Study: Report card and master schedule (Source: Local Indicators Self-Reflection Tool)	A) 100% of students in grades TK-6 have access to a broad course of study, including unduplicated	A) 100% of students in grades TK-6 have access to a broad course of study, including		As reported by the standards based report card and master schedule, 100% of students,	A) Met B) Met C) Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and students with exceptional needs will have access to a broad course of study. B) 100% of students in grades 7-8 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study. C) 100% of students in grades 9-12 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study.	unduplicated students and students with exceptional needs will have access to a broad course of study. B) 100% of students in grades 7-8 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study. C) 100% of students in grades 9-12 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study.		including unduplicated students and students with exceptional needs will have access to a broad course of study.	
1.14	A. Implementation of Standards & Instructional delivery	23-24 Local Indicators Self Reflection Tool:	24-25 Local Indicators Self Reflection Tool:		All areas with state adopted standards will make progress	A) History/Social Science is still at the Beginning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Providing Standards Aligned Materials C. Identifying and Providing Needed Professional Development (Source: Local Indicator Self Reflection Tool) D. Engaging teachers and school administrators in Professional Learning (Source: Local Indicator Self Reflection Tool) E. Master Schedule that includes Designated ELD protected time (Source: School site master schedule)	Implementation includes materials and instructional support for SED, EL, HOM, FY and SWD student groups. A) Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation and Sustainability ELD - Full Implementation Mathematics - Full Implementation and Sustainability NGSS- Full Implementation History/Social Science - Beginning Implementation B) Implementation of academic standards: Career Technical Education-Full Implementation and Sustainability Health Education-Initial Implementation Physical Education-Full Implementation and Sustainability	Implementation includes materials and instructional support for SED, EL, HOM, FY and SWD student groups. A) Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation and Sustainability ELD - Full Implementation Mathematics - Full Implementation and Sustainability NGSS- Full Implementation History/Social Science - Beginning Implementation B) Implementation of academic standards: Career Technical Education-Full		toward a level 4, full implementation or above while maintaining a broad course of study.	Level of Implementation (Not Met) B) Met C) Met D) Met E) Not Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Visual and Performing Arts-Full Implementation and Sustainability World Language-Full Implementation and Sustainability C) Making instructional materials available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability ELD-Full Implementation Mathematics-Full Implementation and Sustainability NGSS-Full Implementation History/Social Science-Beginning Development D) Engaging teachers and school administrators in the following areas: Identifying the professional learning needs of groups of teachers or staff as a whole- Full Implementation and Sustainability	Implementation and Sustainability Health Education-Full Implementation Physical Education-Full Implementation and Sustainability Visual and Performing Arts-Full Implementation and Sustainability World Language-Full Implementation and Sustainability C) Making instructional materials available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability ELD-Full Implementation Mathematics-Full Implementation and Sustainability NGSS-Full Implementation			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Identifying the professional learning needs of individual teachers - Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered -Full Implementation and Sustainability E) 23-24 school year: Master Schedule that includes Designated ELD protected time. 1 (BES) of 11 schools have a master schedule that includes protected ELD time for all EL students.	History/Social Science-Beginning Development D) Engaging teachers and school administrators in the following areas: Identifying the professional learning needs of groups of teachers or staff as a whole-Full Implementation and Sustainability Identifying the professional learning needs of individual teachers - Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered -Full Implementation and Sustainability E) 24-25 school year:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Master Schedule that includes Designated ELD protected time. 8 of 10 schools (BES, HES, JDES, MWES, RES, OPMS, MHS, RHS) have a master schedule that includes protected ELD time for all EL students. MVA currently has no EL students.			
1.15	Staff Recruitment, Hiring, and Retention Data Certificated Compensation Comparison (Source: websites for Poway Unified, EUSD, Valley Center) Percentage of staffed hard-to-fill positions (Documentation provided by Human Resources) Caseloads as of March 2024	RUSD Certificated Starting Salary Comparison to Countywide Mean/Median A) BA/BS +30 RUSD: $52,446 Countywide Mean: $57,619 Countywide Median: $58,442 BA/BS +60 RUSD: $54,757 Countywide Mean: $63,918 Countywide Median: $64,742	RUSD Certificated Starting Salary Comparison to Countywide Mean/Median A) BA/BS +30 RUSD: $54,281 Countywide Mean: $61,308 Countywide Median: $61,613 BA/BS +60 RUSD: $55,852 Countywide Mean: $65,965 Countywide Median: $65,805		The gap between RUSD salary and Countywide Mean will decrease each year 3 randomly selected neighboring school districts will be reviewed each year as a comparison for SLP salaries. All hard-to-fill positions will be 100% filled.	A) Salary schedule (not met). For BA/BS + 30 and BA/BS + 60, regression is demonstrated in the data, as the gap between RUSD's salary compared to the countywide mean is growing and Ramona is falling further behind. However, salary for SLP's is now slightly higher than 3 neighboring districts after changes were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Documentation reflected by caseloads in SEIS) Class Size Ratios (Students to 1 teacher) on CBEDS Day, by Grade (Source: 23-24 Staffing Worksheet) E3 teacher evaluation process completed (Source: Human Resources and teacher bargaining group)	Compensation as compared to like districts: • 3 out of 3 randomly surveyed neighboring school districts pay more than RUSD for SLP's B) Baseline percentage for hard to fill positions as of March 2024 (EL paras, Special Ed. paras, SLPs, SAI, OT, math and science teachers): Percentage of filled EL Paraeducator positions districtwide: 77% Percentage of filled Special Ed. Paraeducator positions districtwide by type: • Paraeducator I: 71.4% • Paraeducator II: 82.7% • Paraeducator III: 100% Percentage of filled SLP positions districtwide:	Compensation as compared to like districts: • After board approval at the April 22 Board Meeting, 0 out of 3 randomly surveyed neighboring school districts pay more than RUSD for SLP's. B) Year 1 Percentage for hard to fill positions as of March 2025 (EL paras, Special Ed. paras, SLPs, SAI, OT, math and science teachers): Percentage of filled EL Paraeducator positions districtwide: 92%		Special Education Caseloads will be at or below the "legal max," California Board recommendations, and collective bargaining agreements. Class sizes will remain at or below collective bargaining agreements Reference (24-25 SY) TK: 12:1 K-3: 25:1 4-6: 28:1 7-12: 30:1 E3 process will be completed.	made to the SLP salary schedule and approved at the April 2025 board meeting. B) Hard-to-fill positions (not met) The percentage of filled positions changed as follows: • EL Para educators, up from 77% to 92% filled • All types of special education paraeducator increased • SLP positions decreased from 43% filled to 22% filled • SAI positions increased or stayed the same • Districtwide Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43% (the other 57% is filled by agency staff instead of district staff) Percentage of filled SAI positions districtwide by type: • Mild/Moderate SAI: 83.6% • Moderate SAI: 100% • Moderate/Severe SAI: 80% • IOP SAI: 100% Percentage of filled math positions districtwide: 100% Percentage of middle school science positions filled districtwide: 100% C) Baseline for Special Education Caseloads as of March 2024: • SLP's (excluding preschool) average caseload among 8 positions: 69.6	Percentage of filled Special Ed. Paraeducator positions districtwide by type: • Paraeducator I: 76.6 % • Paraeducator II: 94.5% • Paraeducator III: 100% Percentage of filled SLP positions districtwide: 22% (the other 78% is filled by agency staff instead of district staff) Percentage of filled SAI positions districtwide by type: • Mild/Moderate SAI: 97% • Moderate SAI: 100% • Extensive Support Needs			positions districtwide maintained filled at 100% • Middle school science positions maintained filled at 100% C) Special Education caseloads (SLP excluding preschool - met; SLP preschool - met; OT - not met; Elementary Mild/Mod SAI - not met; Mod SAI - met; Mod/Severe Elem - met; IOP - met) D) Class sizes (met) E) E3 process - piloting in 25-26 SY (not met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Legal max is, "average not to exceed 55 per SELPA") • SLP's (Preschool only) average caseload among 2 positions: 36.5 (*Legal max is 40) • Occupational Therapists (OT) average caseload among 2 positions: 105 (California board of OT recommends no more than 60) Mild/Mod SAI average caseload by level: Elementary - 31 Middle School - 21.2 High School - 26 Moderate SAI average caseload by level Elementary - 13.3 Middle School - 10 High School - 15.5	SAI's: 80% • IOP SAI: 100% Percentage of filled math positions districtwide: 100% Percentage of middle school science positions filled districtwide: 100% C) Year 1 for Special Education Caseloads as of March 2025: • SLP's (excluding preschool) average caseload among 12 positions: 49 (Legal max is, "average not to exceed 55 per SELPA")			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mod/Severe SAI Elementary average caseload by level: Elementary - 9.6 Middle School - 11 High School- 10 IOP SAI average caseload by level: Elementary - N/A Middle School - 2 High School- 8 D) Class Size Ratios on CBEDS Day, 10/4/23 by Grade Spans TK: 17.5:1 + paraeducator K-3: 23.28:1 4-6: 26.89 7-8: 20.16 9-12: 22.78 E) Completion of E3 teacher evaluation process: Not Yet Complete	• SLP's (Preschool only) average caseload among 1.6 positions: 35.6 (*Legal max is 40) • Occupational Therapists (OT) average caseload among 3 positions: 63 (California board of OT recommends no more than 60) Mild/Mod SAI average caseload by level (max of 28): Elementary - 29 Middle School - 20			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			High School - 27 Moderate SAI average caseload by level Elementary - 11.5 Middle School - 4 High School - 11.5 Mod/Severe SAI Elementary average caseload by level: Elementary - 11 Middle School - 7 High School - 16 IOP SAI average caseload by level: Elementary - N/A Middle School - 3 High School - 7 D) Class Size Ratios on CBEDS Day, 10/3/24 by Grade Spans TK: 9:1 including 7 paraeducator K-3: 23.5:1 4-6: 26.5:1 7-8: 28.2:1 9-12: 25.7:1 E) Completion of E3 teacher			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			evaluation process: Piloting E3 in the 25-26 School Year.			
1.16	District English Language Arts Measures: MAP Reading (Winter 23 to Winter 24) Percent of students meeting Growth Target (Source: Growth Summary Report) Dynamic Indicators for Basic Early Literacy Skills (DIBELS) - Percent of students performing in each risk area (Source: Performance Matters DIBELS Scoreboard Report) Secondary (Grades 7-12) Reading - Performance Task (Source: Performance Matters Student Item Analysis Report) Secondary (Grades 7-12) Reading End of Year	MAP Reading (Winter 23 to Winter 24) Percent of students meeting Growth Target: A. Gr 1 - ALL: 53% EL: 44% SED: 49% SWD: 37% B. Gr 2 - ALL: 48% EL: 35% SED: 43% SWD: 46% C. Gr 3 - ALL: 52% EL: 50% SED: 50% SWD:53% D. Gr 4 - ALL: 42% EL: 50% SED: 42% SWD: 38% E. Gr 5 - ALL: 49% EL: 49% SED: 46% SWD: 42% F. Gr 6 - ALL: 49%	MAP Reading (Winter 24 to Winter 25) Percent of students meeting Growth Target: A. Gr 1 - ALL: 75% EL: 50% SED: 78% SWD: 54% B. Gr 2 - ALL: 51% EL: 52% SED: 48% SWD: 56% C. Gr 3 - ALL: 53% EL: 61% SED: 55% SWD:55% D. Gr 4 - ALL: 49% EL: 42% SED: 45% SWD: 41% E. Gr 5 - ALL: 46% EL: 28% SED: 43% SWD: 35%		100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting growth expectations will increase by 5% over the previous year for the ALL student group and 10% over the previous year for other student groups including EL, SED, and SWD. On the DIBELS assessment, the percent of students performing within the at-risk performance band will decrease by at least 10% from the previous year and the students in the	MAP Reading A. Gr 1 - All: 22% increase - (Met) EL: 6% increase - (Not Met) SED: 29% increase - (Met) SWD: 17% increase - (Met) B. Gr 2 - All: 3% increase - (Not Met) EL: 17% increase - (Met) SED: 5% increase - (Not Met) SWD: 10% increase - (Met) C. Gr 3 - ALL: 1% increase - (Not Met) EL: 11% increase - (Met) SED: 5% increase - (Not Met) SWD: 2% increase - (Not Met) D. Gr 4 -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Performance Matters Student Item Analysis Report)	EL: 42% SED: 47% SWD: 41% Grades 7 - Baseline to be established Winter 2025 Grade 8 - Baseline to be established Winter 2025 DIBELS Winter 2024 Composite Scores: Negligible Risk 18%, increased 2% Minimal Risk 25%, increased 9% Some Risk 16%, decreased 3% At-Risk 38%, decreased 11% 2023-2024 Secondary ELA Performance Task Gr 7 – All: 60% EL: 35% SED: 55% SWD: 36% Gr 8 – All: 62% EL: 45% SED: 58%	F. Gr 6 - ALL: 50% EL: 50% SED: 51% SWD: 52% G. Gr 7 - ALL: 49% EL: 61% SED: 49% SWD: 39% H. Gr 8 - no data DIBELS Winter 2025 Composite Scores: Negligible Risk 20%, increased 2% Minimal Risk 26%, increased 1% Some Risk 17%, increased 1% At-Risk 37%, decreased 1% 2024-2025 Secondary ELA Performance Task 4/17/25 Gr 7 – All: 58% EL: 34% SED: 53%		some risk performance band will decrease by at least 5% from the previous year. On the ELA End of Year assessment, the ALL student group will increase by 10% over the pervious year and by 15% for the EL, SED, and SWD student groups.	ALL: 7% increase - (Met) EL: 8% decrease - (Not Met) SED: 3% increase - (Not Met) SWD: 3% increase - (Not Met) E. Gr 5 - ALL: 3% decrease - (Not Met) EL: 21% decrease - (Not Met) SED: 3% decrease - (Not Met) SWD: 7% decrease - (Not Met) F. Gr 6 - ALL: 1% increase - (Not Met) EL: 8% increase - (Not Met) SED: 4% increase - (Not Met) SWD: 11% increase - (Met) DIBELS At-Risk decreased by 1% (Not Met) Secondary ELA Performance Task Gr. 7 All: 2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 50% Gr 9 – All: 66% EL: 39% SED: 60% SWD: 34% Gr 10 – All: 73% EL: 57% SED: 71% SWD: 64% Gr 11 – All: 76% EL: 68% SED: 73% SWD: 54% Gr 12 – All: 77% EL: 64% SED: 75% SWD: 60% Spring 2023 End of Year Gr 7 – All: 39% EL: 0% SED: 38% SWD: 14% Gr 8 – All: 21% EL: 3% SED: 15% SWD: 12% Gr 9 – All: 71% EL: 15%	SWD: 32% Gr 8 – All: 54% EL: 38% SED: 49% SWD: 40% Gr 9 – All: 72% EL: 40% SED: 68% SWD: 53% Gr 10 – All: 78% EL: 66% SED: 78% SWD: 67% Gr 11 – All: 78% EL: 66% SED: 77% SWD: 63% Gr 12 – All: 73% EL: 53% SED: 70% SWD: 56% Spring 2024 End of Year Gr 7 – All: 60% EL: 43% SED: 57% SWD: 48% Gr 8 – All: 48% EL: 33%			EL: 1% decrease SED: 2% decrease SWD: 4% decrease Gr 8 All: 8% decrease EL: 7% decrease SED: 9% decrease SWD: 10% decrease Gr 9 All: 6% increase EL: 1% increase SED: 8% increase SWD: 19% increase Gr 10 All: 5% increase EL: 9% increase SED: 7% increase SWD: 3% increase Gr 11 All: 2% increase EL: 2% decrease SED: 4% increase SWD: 9% increase Gr 12 All: 4% decrease EL: 11% decrease SED: 5% decrease SWD: 4% decrease ELA End of Year Assessment Gr 7 --

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 67% SWD: 29% Gr 10 – All: 53% EL: 5% SED: 42% SWD:64% Gr 11 – All: 55% EL: 5% SED: 45% SWD: 15% Gr 12 – All: 47% EL: 6% SED: 35% SWD: 21%	SED: 45% SWD: 40% Gr 9 – All: 67% EL: 17% SED: 57% SWD: 30% Gr 10 – All: 71% EL: 12% SED: 58% SWD: 39% Gr 11 – All: 67% EL: 29% SED: 55% SWD: 47% Gr 12 – All: 56% EL: 5% SED: 45% SWD: 17%			All: 21% increase (Met) EL: 43% increase (Met) SED: 19% increase (Met) SWD: 34% increase (Met) Gr 8 -- All: 27% increase (Met) EL: 30% increase (Met) SED: 30% increase (Met) SWD: 28% increase (Met) Gr 9 – All: decrease 4% (Not Met) EL: decrease 4% (Not Met) SED: increase 10% (Not Met) SWD: increase 1% (Not Met) Gr 10 – All: increase 18% (Met) EL: increase 7% (Not Met) SED: increase 16% (Met) SWD: increase 10% (Not Met) Gr 11 –

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All: increased 12% (Met) EL: increased 24% (Met) SED: increased 10% (Not Met) SWD: increased 32% (Met) Gr 12 – All: increased 9% (Not Met) EL: decreased 1% (Not Met) SED: increased 10% (Not Met) SWD: decreased 4% (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	District Math Measures: MAP Math (Winter 23 to Winter 24) Percent of students meeting Growth Target (Source: Growth Summary Report) Mathematical Thinking and Problem Solving Post Test Growth in developmental Stages (Source: PM Student Item Analysis Report Rubric View)	MAP MATH (Winter 23 to Winter 24) Percent of students meeting Growth Target: A. Gr 1 - ALL: 56% EL: 44% SED: 54% SWD: 40% B. Gr 2 - ALL: 48% EL: 52% SED: 47% SWD: 37% C. Gr 3 - ALL: 50% EL: 58% SED: 51%	MAP MATH (Winter 24 to Winter 25) Percent of students meeting Growth Target: A. Gr 1 - ALL: 65% EL: 50% SED: 64% SWD: 31% B. Gr 2 - ALL: 42% EL: 40% SED: 40% SWD: 36% C. Gr 3 - ALL: 43%		100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting growth expectations will increase by 5% over the previous year for the ALL student group and 10% over the previous year for other student groups including	MAP MATH A. Gr 1 - ALL: 9% increase - (Met) EL: 6% increase - (Not Met) SED: 10% increase - (Met) SWD: 9% decrease - (Not Met) B. Gr 2 - ALL: 6% decrease - (Not Met) EL: 12% decrease - (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 47% D. Gr 4 - ALL: 39% EL: 48% SED: 39% SWD:27% E. Gr 5 - ALL: 43% EL: 49% SED: 38% SWD: 37% F. Gr 6 - ALL: 54% EL: 74% SED: 56% SWD: 52% Grades 7 and 8 - Baseline to be established Winter 2025 Spring 2023: % of students at each Stage LEARNING PROGRESSION A: K-2 (Addition and Subtraction of Whole Numbers) All Students: Stage 0: 14% Stage 1: 73% Stage 2: 10% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0%	EL: 41% SED: 43% SWD: 39% D. Gr 4 - ALL: 49% EL: 45% SED: 50% SWD:39% E. Gr 5 - ALL: 42% EL: 34% SED: 43% SWD: 48% F. Gr 6 - ALL: 59% EL: 53% SED: 60% SWD: 56% F. Gr 7 - ALL: 43% EL: 36% SED: 43% SWD: 43% F. Gr 8 - ALL: 47% EL: 42% SED: 47% SWD: 43% Spring 2024: % of students at each Stage LEARNING PROGRESSION A: K-		EL, SED, and SWD. The percent of students at Stage 0 will decrease by 5% for the ALL student group and for EL, SED, and SWD, there will be a decrease of 10% over the previous year.	SED: 7% decrease - (Not Met) SWD: 1% decrease - (Not Met) C. Gr 3 - ALL: 7% decrease - (Not Met) EL: 17% decrease - (Not Met) SED: 8% decrease - (Not Met) SWD: 8% decrease - (Not Met) D. Gr 4 - ALL: 10% increase - (Met) EL: 3% decrease - (Not Met) SED: 11% increase - (Met) SWD: 12% increase - (Met) E. Gr 5 - ALL: 1% decrease - (Not Met) EL: 15% decrease - (Not Met) SED: 5% increase - (Not Met) SWD: 11% increase - (Met) F. Gr 6 - ALL: 5% increase - (Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Students: Stage 0: 35% Stage 1: 61% Stage 2: 2% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0% SED Students: Stage 0: 19% Stage 1: 75% Stage 2: 4% Stage 3: 0% Stage 4: 0% Stage 5: 1% Stage 6: 0% SwD: Stage 0: 24% Stage 1: 63% Stage 2: 12% Stage 3: 0% Stage 4: 0% Stage 5: 0% Stage 6: 0% LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students:	2 (Addition and Subtraction of Whole Numbers) All Students: Stage 0: 16%, increased 2% Stage 1: 59%, decreased 14% Stage 2: 15%, increased 5% Stage 3: 5%, increased 5% Stage 4: 1%, increased 1% Stage 5: 3%, increased 1% Stage 6: 0%, no change EL Students: Stage 0: 21%, decreased 14% Stage 1: 53%, decreased 8% Stage 2: 14%, increased 12% Stage 3: 3%, increased 3% Stage 4: 0%, no change Stage 5: 9%, increased 7% Stage 6: 0%, no change SED Students:			EL: 21% decrease - (Not Met) SED: 4% increase - (Not Met) SWD: 4% increase - (Not Met) % of students at Stage 0 of the Learning Progressions: Learning Progression A ALL: increased 2% (Not Met) EL: decreased 14% (Met) SED: no change SWD: decreased 2% Learning Progression D ALL: increased 1% (Not Met) EL: decreased 18% (Met) SED: decreased 1% (Not Met) SWD: increased 7% (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Stage 0: 22% Stage 1: 62% Stage 2: 12% Stage 3: 4% EL Students: Stage 0: 51% Stage 1: 45% Stage 2: 4% Stage 3: 0% SED Students: Stage 0: 30% Stage 1: 60% Stage 2: 10% Stage 3: 1% SwD: Stage 0: 26% Stage 1: 58% Stage 2: 14% Stage 3: 2%	Stage 0: 19%, no change Stage 1: 59%, decreased 16% Stage 2: 13%, increased 9% Stage 3: 4%, increased 4% Stage 4: 0%, no change Stage 5: 9%, increased 8% Stage 6: 0%, no change SwD: Stage 0: 22%, decreased 2% Stage 1: 61%, decreased 2% Stage 2: 9%, decreased 3% Stage 3: 7%, increased 7% Stage 4: 0%, no change Stage 5: 2%, increased 2% Stage 6: 0%, no change LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Measurement Division, Partitive Division) All Students: Stage 0: 23%, increased 1% Stage 1: 54%, decreased 8% Stage 2: 19%, increased 7% Stage 3: 3%, decreased 1% EL Students: Stage 0: 33%, decreased 18% Stage 1: 52%, increased 7% Stage 2: 9%, increased 5% Stage 3: 3%, increased 1% SED Students: Stage 0: 29%, decreased 1% Stage 1: 54%, decreased 6% Stage 2: 14%, increased 4% Stage 3: 2%, increased 1% SwD: Stage 0: 33%, increased 7%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Stage 1: 50%, decreased 8% Stage 2: 13%, decreased 1% Stage 3: 4%, increased 2%			
1.18	Biliteracy Attainment Awards (Source: District Awards)	2023 Biliteracy Attainment Awards Gr 6 - 5 Gr 8 - 12 16 of 17 were EL or RFEP	2024 Biliteracy Attainment Awards Gr 6 - 2 Gr 8 - 13 14 of 15 were EL or RFEP		Biliteracy Attainment Awards will increase over the previous year by at least 2 at grade 6 and 4 at grade 8, doubling the baseline by the end of the three year outcome.	Gr 6 - Declined by 3 (Not Met) Gr 8 - Increased by 1 (Not Met)
1.19	• Protected collaboration time will exist in the monthly schedule at each school (on the annual school calendar or within the master schedule). • A random sampling of IEPs (5%) district-wide reflects that the student received	• Protected collaboration time exists in the monthly schedule at 0/9 campuses (on the annual school calendar or within the master schedule). • A random sampling of IEPs (5%) district-wide has not yet been	• Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule).		• Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule).	• Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule) (Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	educational benefit per the Educational Benefit Checklist. • A random sample of 10% of IEPs district wide will be audited for IEP service implementation. • Parent Involvement in IEP meetings will be reported as “yes” for 100% of IEP meetings. • Metric 1.1(CAASPP ELA), Metric 1.3 (Math), and Metric 1.5 (Science) scores for SWD will increase • General education and special education staff will be surveyed quarterly to measure how well they know which parts of an IEP	conducted using the Educational Benefit Checklist. This data will be collected. • A random sample of 10% of IEPs district wide indicate 95-100% IEP Implementation for services delivered will be determined no later than June 30, 2024 to collect baseline data. • Parent Involvement in IEP meetings is reported as "yes" for 98% of IEP meetings. • See metric 1.1, 1.3 and 1.5 above to observe whether the CAASPP scores for SWD increase. • General education and	• A random sampling of IEPs (5%) district-wide has not yet been conducted using the Educational Benefit Checklist. (5% of IEP's = 52 IEP's.) This has been scheduled for May 2025 to be conducted by the SWDSS Department staff for a baseline year of learning how to conduct these reviews. The plan is to involve the school site staff in the 25-26 school year to conduct their own		• A random sampling of IEPs (5%) district-wide will reflect that 90% of those sampled indicate that the student received Educational Benefit per the Educational Benefit Checklist. • A random sample of 10% of IEPs district wide will indicate 95-100% IEP Implementation for services delivered. • Parent Involvement in IEP meetings	• A random sampling of IEP's district-wide has not yet occurred, but is scheduled. (Not met) • May 2024: Baseline data was collected reflecting that 7.7% out of the 10% of IEPs reviewed showed 95–100% service delivery in the records. (Not met) • Parent Involvement in IEP meetings increased by 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	document are their respective responsibilities to implement for a student.	special education staff have not yet been surveyed to measure how well they know which parts of an IEP document are their respective responsibilities to implement for a student. A brief quarterly survey will be developed and sent out to staff for this purpose to obtain the baseline.	Educational Benefit reviews of IEP's at their sites. • In May 2024, a random 10% sample of IEPs—totaling 88—was selected for an implementation review. Of these 88 IEP's, 68 had service records indicating 95-100% service delivery. This represents 7.7% out of the 10% of IEPs reviewed that showed 95–100% service delivery in		is reported as "yes" for 100% of IEP meetings. • See metric 1.1, 1.3 and 1.5 above to observe whether the CAASPP scores for SWD increase. • Annual staff reporting on a brief online survey will reflect a trend that general education and special education staff district-wide are endorsing that they	up to 99.3% (Not met, progress made.) • Copied from Metric 1.1 above: ELA CAASPP SWD: 1.51% increase (Not Met) ELA Dashboard Indicator SWD: Declined 8.4 (Not Met) The following student groups at specific schools Met Target Growth: BES-SWD: Very Low; Increased 10.5 Points; Orange MWES-SWD: Low; Increased 9.2 Points; Orange The following student groups at specific schools Did Not Meet Target Growth: HES-SWD: Very Low; Declined 3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the records. (Please note that if students were absent, the services were recorded as undelivered.) • Parent Involvement in IEP meetings is reported as "yes" for 99.3% of IEP meetings. • See metric 1.1, 1.3 and 1.5 above to observe whether the CAASPP scores for SWD increase.		know which parts of the IEP are their respective responsibilities to implement for a student with higher frequency.	points; Red RES-SWD: Very Low; Declined 13.8 points; Red OPMS-SWD: Very low; Declined 5.1 Points; Red RHS- SWD: Very Low; Declined Significantly 43.6 Points; Red -Copied from Metric 1.3 above: Math CAASPP SWD: 0.7% increase (Not Met) MATH Dashboard Indicator SWD: Maintained 1.9 points (Not Met) The following student groups at specific schools Met Target Growth: RES-SWD: Very Low; Increased 26.6 points; Orange MWES-SWD: Low; Increased 16.5 points; Orange OPMS-SWD: Very low; Increased 7.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• A survey was developed and sent out during the last week of school for the 23-24 School year. It was sent to all Paraeducators, General Education Teachers, Special Education Teachers and Principals. There were 97 respondents, 48 of which were general education teachers (49%) and 21 were special			points; Orange The following student groups at specific schools Did Not Meet Target Growth: HES-SWD: Very Low; Declined 7.9 points; Red RHS-SWD: Very Low; Declined 53 points; Red • A brief annual survey relating to staff member roles in IEP's now exists, and baseline data was collected during the last week of school in 2024. The same survey will be sent out again during the last week

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			education teachers (21%). 68% of respondents rated themselves 8 of 10 or higher for their clarity on which accommodations are their responsibility to implement. 68% of respondents rated themselves 8 of 10 or higher for their clarity on which modifications are their responsibility to implement. 65% of respondents rated themselves 8 of 10 or higher for their clarity on which service minutes are their responsibility to implement.			of school in 2025. Originally, the plan was to survey staff quarterly, but this has now been changed to annually. (Not met, progress made.)

Goal Analysis [2024-25]

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

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

The district made progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.2: Staff are fully credentialed, professionally developed, and assigned to support all students, including SWD, EL, FY, and HOM. Districtwide professional learning and coaching have strengthened educator capacity, leading to growth on the CA School Dashboard: English Language Proficiency Indicator is green, and Mathematics shows "Increased" for EL, HIS, HOM, SED, TMR, and ALL groups. Highlights include Dr. Katherine Casey Spengler's leadership training on reading strategies and stronger collaboration between general education teachers and SAIs. Progress is also evident in the Educator Effectiveness Evaluation, with most teacher evaluations completed and certificated evaluations on track.
Action 1.3: All students, TK–12, have access to a broad course of study, including Visual and Performing Arts. Digital tools like Dreambox, Kami, Canvas, and Performance Matters support standards-based instruction. High schools conduct graduation planning conferences and prioritize scheduling support for EL, HOM, and SWD students to ensure college and career readiness.
Action 1.4: Elementary schools receive research-based reading interventions from credentialed teachers. Middle and high school students at OPMS and RHS benefit from Tier 2 instructional support through ACE and ELT programs, as well as intervention classes.
Action 1.5: The Differentiated Assistance Team has made strong progress implementing the EL Master Plan. Metric 1.14 shows 8 of 10 schools with ELs have master schedules ensuring designated ELD instruction for all English learners.
Action 1.6: Interventions and support for special education students - Growth is evident in metric 1.19. Protected collaboration time for special education and general education staff now exists at all school sites when it previously existed at 0 sites. Furthermore, baseline data has been collected to measure staff knowledge of their respective roles with regard to IEP's and there has been an increase to 99.3% of parents who reported participation in their student's IEP.
Action 1.7: Growth is evident in metrics 1.8 and 1.9. RHS and MVA provide financial assistance for PSAT, SAT, and AP exams. All schools employ additional staff beyond base allocations and offer instructional materials to support At-Risk students.

Implementation Challenges:
Action 1.1: We still have positions unfilled, and finding fully credentialed, experienced staff to fill the positions continues to be a challenge despite efforts in Action 1.1 to recruit, hire and retain high quality staff.
Action 1.2: Finding time for our school site adminsitrators to come together with district leadership to refine and calibrate our feedback has been a challenge. Despite a significant increase in teachers receiving feedback this school year, calibration of that feedback across our district remains a need.
Action 1.3: Parent Engagement - Initial low attendance at parent workshops required adjusting scheduling and communication strategies throughout the year.
Action 1.5: Finding bilingual staff to support learning of English and content for our English learner students continues to be a challenge.
Action 1.7: Finding high quality, effective math intervention instructional materials that aligns and supports our district core instructional practices and materials has proven to be difficult, and we are still looking.

Non-implemented Actions:
Action 1.1: We have not reetablished the PAR program, however, through the E3 Evaluation process, a teacher support program will be established in the coming year.

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

1.2 - Several planned professional development activities did not occur due to limited staff capacity. Additionally, consulting contract costs for math were reduced as the Elementary Math TOSA assumed responsibility for leading several training cohorts. The implementation of the TK report card and related professional development was also deferred to the 2025–26 school year.
1.4 - Increased costs due to salary increase, additional time for intervention teachers, and increased costs for some digital programs.
1.5 - Due to inability to hire the bilingual para educators that were budgeted we had material differences
1.6 - There was an increase in expenditures for Special Education contracted services due to a rise in the number of students qualifying for speech-language services and Registered Behavior Technicians (RBTs). The district was unable to fill several speech and RBT positions, requiring us to contract with outside agencies to meet student needs. These contracted services came at a significantly higher cost than employing district staff.
1.7 - Additional supplementary positions were added

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 and 1.2 Recruit, Hire, and Retain High Quality Staff did not achieve the desired outcomes evidenced by metric 1.11. We did not meet any of our expected growth outcomes to hire fully credentialed and appropriately assigned teachers which meant that our EL, SWD, and SED students were placed in classes without a fully credentialed teacher as seen in metric 1.12. Modifications will be detailed in Prompt 4, influenced by educational partner feedback.

Action 1.3 and 1.4 Broad Course of Study and Providing support and monitoring student progress demonstrated emerging effectiveness as evidenced by an increase in student achievement scores on the Smarter Balanced ELA, Math, Science, and MAP Reading and Math test scores. We are seeing many increases in scores, but not to the degree we expected per our "expected outcomes" within metrics 1.1 (ELA progress), 1.2 (EL Progress), 1.3 (Math progress), 1.4 (EAP), 1.6 (Grad Rate), 1.7 (CCI), 1.8 (CCR), 1.16 (local ELA measures), 1.17 (local math measures).

Action 1.5 Implementing our district English Learner Master Plan demonstrated emerging effectiveness as evidenced by metric 1.1 and 1.3 where the Smarter Balanced ELA and scores increased for both ELs and LTELs. The biggest indicator of emerging effectiveness is demonstrated in metric 1.14 where 8 of 10 schools have master schedules that include Designated ELD for all EL students, increased from 1 out of 11 schools last school year. With this increase in services, we expect to see more growth in the next round of data.

Action 1.6 Interventions and support for special education students - efficacy will be demonstrated as additional data points can be reviewed in coming years within this LCAP cycle, in order to demonstrate a pattern of improvements.

Action 1.7 Supplemental programs and services for unduplicated students demonstrated emerging effectiveness as evidenced by metric 1.8 where EL and SED student groups showed an increase in CTE Pathway completion and earning the Seal of Biliteracy. We also see a 24%

AP Test pass rate increase in metric 1.9. However, not all groups are seeing this kind of growth. We will continue to provide supports and monitor progress for students in the coming year.

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

Action 1.3 will have the addition of LTEL. This student group performed in the "Red" and will need to be monitored.

Action 1.6: Interventions and support for special education students - Surveying staff quarterly about their role with regard to IEP's was too often, therefore this survey has changed from quarterly to annually and will be conducted during the last week of school each year.

Action 1.7 will have an addition to "Maintain and increase access to CTE courses" for students in grades 9-12. Supplemental funds will help pay for teachers to provide CTE courses. Metric 1.8 will be used to measure the impact of this addition.

Action 1.8 will be added as a Learning Recovery Block Grant action. The entire LCAP serves as our needs assessment (partner survey, state & local data review, feedback from EP committee and advisory committees - DAC and DELAC), as we took a deep dive into all of our actions and metrics we continue to need additional support to improve learning outcomes with our SWD student group, in the area of mathematics, and lowering class sizes in core and intervention content areas.

Action 1.9 will be added to specifically call out how we wil support the LTEL student group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Actively recruit, hire and retain high quality staff (certificated and classified)	Review and refine policies and procedures to identify, select, place, retain, and sustain high quality staff. Including: • Posting and hiring practices • Competitive compensation for certificated and classified personnel • Signing bonus for hard to fill positions • Competitive caseload and class size ratios • PAR will be reestablished to provide support to struggling teachers in an effort to retain and sustain high quality staff Action 1.1 will be monitored by metrics 1.11 (teacher credentialing) or 1.15	$51,234,612.00	No

Action #	Title	Description	Total Funds	Contributing
		(staffing) as described above		
1.2	Staff (certificated and classified) are assigned, fully credentialed and professionally developed for the students they are supporting, including SWD, EL, FY and HOM	Provide high-quality, individualized, and responsive professional learning and coaching opportunities designed to build the capacity needed for school improvement with increased attention to: • New Staff Pathways & Induction • Integrated & Designated ELD instruction for all ELs • Supporting SWD • Mathematics Instruction • Early Literacy During Certificated ALT meetings, district and site administrators will focus on the quality of teacher feedback on student thinking and actions during integrated and designated ELD, UDL, and differentiation instructional strategies to improve learning outcomes for language/literacy and problem-solving skills for EL, SWD, and HI students. • Certificated ALT team will develop a rubric for high quality feedback and rank the quality of feedback samples. • During learning walks at BES, HES, MWES, RES, OPMS, and RHS, administrators will interview at least one EL, SWD, or HI student during the walk-through to determine if the student understands the learning intention and has additional supports to access the learning (scaffolds, task choice, graphic organizers, integrated ELD supports, etc.). Use CSTPs to share expectations for a level of professional performance and opportunities for growth. RUSD Area of Focus: • Educator Effectiveness Evaluation Completion and Implementation Monitor enrollment of SWD, EL, FY, and HOM students assigned to teachers not yet fully credentialed or appropriately assigned. Action 1.2 will be monitored by metrics 1.10 (Teacher feedback and evaluation), 1.11 (Teacher credentialing), 1.12 (Williams compliance), 1.14	$455,223.00	No

Action #	Title	Description	Total Funds	Contributing
		(Master Schedule) as described above		
1.3	Broad Course of Study and standards-aligned materials to ensure students are prepared for College and Career	ALL students, TK-12, will have access to a broad course of study and standards-aligned instructional materials, including integrated and designated ELD for ELs to ensure students are prepared for College and Career • Maintain course of study for all state required courses as new legislation is passed, including A-G courses at high school level • Update standards-based materials on a seven year cycle, as budget allows or as standards are revised • Provide digital programs to support standards based instruction • Embed UDL in each course to ensure differentiation and tier one intervention is present and the needs of all students are being addressed • Ensure all TK-12 students have access to VAPA courses All high school students will engage in annual graduation plan conferences that guide students toward graduating ready for College or Career that encourage students to meet A-G requirements or Career Technical Pathways. The following student groups will receive priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored at all school sites : EL, HOM, SWD, LTEL. Additionally, the following schools will ensure priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored for the corresponding student groups: -MHS – ALL and SED for CCI -RHS – SWD for CCI Action 1.3 will be monitored with the following actions 1.1 (ELA progress), 1.2 (EL Progress), 1.3 (Math progress), 1.4 (EAP), 1.6 (Grad Rate), 1.7 (CCI), 1.8 (CCR)	$3,224,311.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Academic performance will be monitored and school site principals/academic counselors will prioritize placement and scheduling that supports implementation of tier two and three interventions for SWD, ELs, FY and HOM students • Elementary Intervention teachers will provide research based intervention for students in literacy and mathematics • ACE and ELT will be used to provide necessary tier one, two and three interventions in literacy and mathematics • Student support meetings (BARR, SST, 504, etc.) will take place to discuss and plan for student supports and improved outcomes • District data and assessment tools will be utilized to monitor student outcomes and progress • Provide supplemental digital programs, online tutoring to support standards based instruction and intervention The following schools will prioritize and closely monitor the corresponding student groups when providing interventions: • BES: ELs and SWD for both ELA and Math • HES: ELs and SWD for both ELA and Math, HI students for ELA • MWES: ELs for ELA and Math, SWD for ELA • RES: ELs and SWD for both ELA and Math, HI students for ELA • OPMS: ELs for ELA and SWD for ELA and Math • RHS: SWD for ELA and HI students for math TOSAs will provide additional coaching to schools in ELA and Math to support increased student outcomes. Action 1.4 will be monitored with the following actions, 1.1 (ELA progress), 1.3 (math progress), 1.5 (science progress), 1.16 (local ELA measures), and 1.17 (local math measures)	$2,235,443.00	Yes
1.5	Implement the EL Master Plan to ensure all EL	All schools will use the EL Master Plan to follow district ELD practices and support student learning. • Ensure a master schedule where all EL students, including LTELs, have designated ELD embedded in the school day. (base)	$396,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students receive appropriate support	• Provide additional EL support in the classroom by providing paraeducator staff at each site • Promote, monitor, and award students with State Seal of Biliteracy and Biliteracy Attainment Awards • Monitor RFEP students for four years and provide academic supports, as needed (base) Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes), 1.3 (Math CAASPP), 1.8 (Seal of Biliteracy), 1.14 (Master Schedule), 1.15 (EL Para Staffing), 1.18 (Biliteracy Pathway)		
1.6	Interventions and support for special education students	By participating in protected collaboration time, all members of the IEP team will have a clear understanding of their role in measuring a student's progress and implementing IEP services. • General Education and Special Education Staff will collaborate to design IEPs that are reasonably calculated for the student to receive educational benefit. • General Education and Special Education Staff will know which parts of the IEP are their respective responsibilities. • IEP teams will develop and implement IEPs reflecting measurable, grade level, and standards-aligned IEP goals. • Parent input will be considered by the IEP team. Ensure all students with disabilities are receiving intervention services and have appropriate and accessible materials to support their learning (preschool, NPS, all other programs, etc.) Action 1.6 will be monitored with metric 1.19.	$1,383,860.00	No
1.7	Provide supplemental, programs and services for	In addition to the base program, ELs, SED, FY and HOM will receive additional academic support, opportunities for equitable access to assessments, programs and education in order to be college and career ready. • Provide internet connectivity for students of need outside of school	$863,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
	unduplicated students	• Pay AP, SAT, PSAT10 exam fees for unduplicated students • Utilize Flexi-sched to design a school schedule that supports intervention time for at-risk students • Employ additional staff, above base staffing, to provide instructional support and opportunities for students to engage in career based pathways • Provide instructional materials and programs supporting interventions for at-risk students • Maintain and increase access to CTE courses Action 1.7 will be monitored by metrics 1.8 (AP), 1.8 (CTE Pathway Completers), and 1.9 (AP and SAT)		
1.8	Learning Recovery Emergency Block Grant (LREBG)	Learning Recovery Block Grant funding will be used to: Lower class sizes in specific content areas to decrease or stabilize staff-to-pupil ratios to better support pupil learning needs as supported by the research from "Student-Teacher Ratios: A Guide." The Hun School of Princeton, The Hun School of Princeton, https://www.hunschool.org/resources/student-teacher-ratios/. Accessed 2 June 2025. Continue to fund a math Teacher on Special Assignment to provide professional development and coaching to educators on the 2023 Mathematics Framework and best instructional practices as supported by the research from California Mathematics Project. California Mathematics Project Overview. University of California, Office of the President, Mar. 2021, http://cmpso.org. Continue to fund staff for additional academic services, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning, to support pupils with exceptional needs. These actions are supported by the research from University of Oregon, Center on Teaching and Learning. “Research & Publications.” DIBELS, 2025, https://dibels.uoregon.edu/research, and California Department of Education. “Smarter Balanced Tools for Teachers.” California Department	$1,310,431.00	No

Action #	Title	Description	Total Funds	Contributing
		of Education, 21 Feb. 2025, https://www.cde.ca.gov/ta/tg/sa/tools-for-teachers.asp. Action 1.8 will be monitored by metrics: 1.1 and 1.16 (ELA), 1.2 (EL), 1.3 and 1.17 (Math)		
1.9	Implement the EL Master Plan to ensure all LTEL students receive appropriate support	All schools will use the EL Master Plan to follow district ELD practices and support student learning specific to LTEL students. • Provide ELD Professional Learning through ELD PLC, with specific instructional supports for LTELs • Align the work of Differentiated Assistance to build staff capacity around UDL and ELD instruction to develop English skills for varied needs of EL students including newcomers and LTELs Funding for 1.9 comes out of Goal 1, Action 5 above. Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes), 1.3 (Math CAASPP), 1.14 (Master Schedule), 1.15 (EL Para Staffing)	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will benefit from positive and supportive learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to build on the increased supports and previously implemented initiatives that positively impacted the collective perceptions held by personnel, students, and families about school culture in the last LCAP cycle. This goal seeks to provide explicit expectations, support, and accountability for each program and position in supporting the needs of students and to improve the underlying conditions that contribute to ongoing school climate issues.

The goal was developed based on the identified needs of students through data analysis of state and local assessments, surveys, discipline data, attendance data, and educational partner input.

The CA Dashboard Data on Chronic Absenteeism indicates LOW performance scores for our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities student groups and VERY LOW performance for Homeless youth.

The CA Dashboard Data on Suspensions indicates LOW performance scores for our African American, Hispanic, Socioeconomically Disadvantaged, and White student groups and VERY LOW performance for our English Learners, Foster Youth and Students with Disabilities.

LCAP Partners analyzed the LCAP survey data and identified the following needs and focus areas:
Better support for our Homeless students, our Students with Disabilities, and our Economically disadvantaged students
Discipline and suspension rates that demonstrate a lack of students engagement
High rates of Chronic Absenteeism
Bullying, including the recommendations of transparency from site Administrators regarding incidents of bullying and of applying Restorative Practices as a response.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Chronic Absenteeism Rate and Rate of Change [Previous Year]	In RUSD, 32.2% of Students were Chronically Absent. Change Rate from '22-'23 SY data was (-0.2%) Performance Level Data by student groups: Moderate Performance: SED: 35.2% (-3%) SWD: 36.9% (-4.4%) Low Performance: FY: 27.6% (-20.2%) HOM: 42.4% (-4.2%) MR: 25.2% (-2.7%) Very Low Performance: EL 38.9% (+1.7%) HI 35.4% (-0.2%) WH 25.2% (-0.4%) The Dashboard does not currently report on LTEL or RFEP student groups.	In RUSD, 22.4% of Students were Chronically Absent. Change Rate from '23-'24 SY data was (-7.9%). Performance Level Data by student groups: Moderate Performance: SED:27.4% SWD:26.1% EL: 30.3% Low Performance: HOM: 31.9% Very Low Performance: FY: 42.9% LTEL: 35.7% The Dashboard does not currently report on RFEP student groups.		Chronic Absenteeism Rate of 10% or lower.	In RUSD, 22.4% of Students were Chronically Absent, 7.9% decrease from baseline data. Performance Level Data by student groups: Moderate Performance: SED:27.4% (-7.7%) SWD:26.1% (-10.8%) EL: 30.3% (-8.7%) Low Performance: HOM: 31.9% (-10.3%) Very Low Performance: FY: 42.9% (+15.3%) LTEL: 35.7% (+3%) The Dashboard does not currently report on RFEP student groups.
2.2	6-week Improvement Rates for SART Plan Intervention [March 1st of current school year]	New Metric. Baseline will be established in Year 1, '24-'25 SY.	RUSD wide there was an average of 80% improvement, however, this		An improvement of 60% or better when comparing the data from 6-	Baseline data was established and calculated this year based on only

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			average is based on a sample size of only 7 SART plans.		weeks pre-intervention to 6-weeks following the implementation of a SART Plan.	7 completed SART plans with progress monitoring. Current average improvement rate of 80% may be inflated due to small number of documented plans.
2.3	LCAP Education Partner Student Survey Results - Student responses to culture questions (#1, 2, 6, 7)	2024 LCAP Student Survey Responses: Elementary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 87.88% Not at all/Not Well = 12.12% **SWD Specific: **Well/Very Well = 83% **Not at all/Not Well = 17% Question: How well do you feel like you are a part of the school? Well/Very Well = 86.37% Not at all/Not Well = 13.63% **SWD Specific:	2025 LCAP Student Survey Responses: Elementary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 86.76% Not at all/Not Well = 13.24% **SWD Specific: **Well/Very Well = 86% **Not at all/Not Well = 14% Question: How well do you feel like you are a part of the school?		95% of RUSD students answer Well or Very Well to LCAP Student Survey questions related to campus culture.	Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 86.76% (-1.12%) **SWD Specific: **Well/Very Well = 86% (+3%) Question: How well do you feel like you are a part of the school? Well/Very Well = 84.58% (-1.79%) **SWD Specific: **Well/Very Well = 82% (+6%) Question: How well do teachers or other adults at school listen to you

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**Well/Very Well = 76% **Not at all/Not Well = 24% Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 86.08% Not at all/Not Well = 13.92% **SWD Specific: **Well/Very Well = 86% **Not at all/Not Well = 14% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 87.31% Not at all/Not Well = 12.69% **SWD Specific: **Well/Very Well = 81% **Not at all/Not Well = 19% Secondary: Question: How well does your school make you feel like you belong and are cared about?	Well/Very Well = 84.58% Not at all/Not Well = 15.42% **SWD Specific: **Well/Very Well = 82% **Not at all/Not Well = 18% Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 85.62% Not at all/Not Well = 14.38% **SWD Specific: **Well/Very Well = 87% **Not at all/Not Well = 13% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 86.19% Not at all/Not Well = 13.81% **SWD Specific:			when you have something to say? Well/Very Well = 85.62% (-0.42%) **SWD Specific: **Well/Very Well = 87% (+1%) Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 86.19% (-1.12%) **SWD Specific: **Well/Very Well = 85% (+4%) Secondary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 83.37% (-8.19%) **SWD Specific: **Well/Very Well = 79% (+6%) Question: How well do you feel like you are part of the school?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well/Very Well = 75.18% Not at all/Not Well = 24.82% **SWD Specific: **Well/Very Well = 73% **Not at all/Not Well = 27% Question: How well do you feel like you are part of the school? Well/Very Well = 73.93% Not at all/Not Well = 26.07% **SWD Specific: **Well/Very Well = 64% **Not at all/Not Well = 36% Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 73.03% Not at all/Not Well = 26.97% **SWD Specific: **Well/Very Well = 74% **Not at all/Not Well = 26% Question: How well do teachers or other adults	**Well/Very Well = 85% **Not at all/Not Well = 15% Secondary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 83.37% Not at all/Not Well = 16.63% **SWD Specific: **Well/Very Well = 79% **Not at all/Not Well = 31% Question: How well do you feel like you are part of the school? Well/Very Well = 83.37% Not at all/Not Well = 16.63% **SWD Specific: **Well/Very Well = 75% **Not at all/Not Well = 25%			Well/Very Well = 83.37% (+9.44%) **SWD Specific: **Well/Very Well = 75% (+6%) Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 82.86% (+9.83%) **SWD Specific: **Well/Very Well = 82% (+6%) Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 79.07% (+7.47%) **SWD Specific: **Well/Very Well = 82% (+3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at school notice when you are not there? Well/Very Well = 71.6% Not at all/Not Well = 28.4% **SWD Specific: **Well/Very Well = 79% **Not at all/Not Well = 21%	Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 82.86% Not at all/Not Well = 17.14% **SWD Specific: **Well/Very Well = 82% **Not at all/Not Well = 18% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 79.07% Not at all/Not Well = 20.93% **SWD Specific: **Well/Very Well = 82% **Not at all/Not Well = 18%			
2.4	LCAP Education Partner Student Survey Results - Student responses to safety questions (#11, 12)	2024 LCAP Student Survey Responses: Elementary:	2025 LCAP Student Survey Responses: Elementary:		100% of RUSD students answer Well or Very Well to LCAP Student Survey questions	Elementary: Question: How well does your school keep students safe from physical harm?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Question: How well does your school keep students safe from physical harm? Well/Very Well = 85.42% Not at all/Not Well = 14.58% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 93% LTEL: 77% HI: 87% HOM: 92% SED: 85% SWD: 86% Question: How well does your school promote the prevention of bullying? Well/Very Well = 74.25% Not at all/Not Well = 25.75% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 84% LTEL: 75% HI: 76% HOM: 80% SED: 76% SWD: 70%	Question: How well does your school keep students safe from physical harm? Well/Very Well = 81.84% Not at all/Not Well = 18.16% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 85% LTEL: 84% HI: 84% HOM: 85% SED: 81% SWD: 81% Question: How well does your school promote the prevention of bullying? Well/Very Well = 70.38% Not at all/Not Well = 29.61% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 77% LTEL: 72%		related to feeling safe on campus.	Well/Very Well = 81.84% (-3.58%) Specific Student Groups, percentage of students reporting Well/Very Well: EL: 85% (-8%) LTEL: 84% (+7%) HI: 84% (-3%) HOM: 85% (-7%) SED: 81% (-4%) SWD: 81% (-5%) Question: How well does your school promote the prevention of bullying? Well/Very Well = 70.38% (-3.87%) Specific Student Groups, percentage of students reporting Well/Very Well: EL: 77% (-7%) LTEL: 72% (-3%) HI: 73% (-3%) HOM: 78% (-2%) SED: 71% (-5%) SWD: 68% (-2%) Secondary: Question: How well does your

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 65.42% Not at all/Not Well = 34.58% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 91% LTEL: 74% HI: 68% HOM: 79% SED: 66% SWD: 69% Question: How well does your school promote the prevention of bullying? Well/Very Well = 65.51% Not at all/Not Well = 34.49% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 82% LTEL: 73% HI: 66%	HI: 73% HOM: 78% SED: 71% SWD: 68% Secondary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 76.57% Not at all/Not Well = 23.43% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 81% LTEL: 81% HI: 73% HOM: 67% SED: 80% SWD: 74% Question: How well does your school promote the prevention of bullying? Well/Very Well = 68.65% Not at all/Not Well = 31.35%			school keep students safe from physical harm? Well/Very Well = 76.57% (+11.15%) Specific Student Groups, percentage of students reporting Well/Very Well: EL: 81% (-10%) LTEL: 81% (+7%) HI: 73% (+5%) HOM: 67% (-12%) SED: 80% (+14%) SWD: 74% (+5%) Question: How well does your school promote the prevention of bullying? Well/Very Well = 68.65% (+3.14%) Specific Student Groups, percentage of students reporting Well/Very Well: EL: 91% (+9%) LTEL: 84% (+11%) HI: 72% (+6%) HOM: 68% (+/-0%) SED: 70% (+3%) SWD: 66% (-1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 68% SED: 67% SWD: 67%	Specific Student Groups, percentage of students reporting Well/Very Well: EL: 91% LTEL: 84% HI: 72% HOM: 68% SED: 70% SWD: 66%			
2.5	Percentage of Administrators, Administrative Designees and CSO's that are certified in de-escalation strategies [March 1st of current school year]	75% of our Adminstrators are ProAct Certified, 28% of our Admin Designees are ProAct Certified, 30% Campus Safety Officers ProAct Certified	55% of Administrators, 20% of Admin Designees, and 24% of Campus Safety Officers are Pro Act Certified.		100% of all Site Administrators, Admin Designees and Campus Safety Officers will have a ProAct or other comparable certification	55% of Administrators (decrease of 20% from baseline), 20% of Admin Designees (decrease of 8% from baseline), and 24% (decrease of 6% from baseline) of Campus Safety Officers are Pro Act Certified. Currently staff lose their certification after 2 years if they do not complete a re-certification course.
2.6	Number of staff, district-wide, that are trained in de-escalation strategies	104 staff district-wide are currently ProAct Certified	125 staff district-wide are currently ProAct Certified.		185 staff district-wide with a ProAct or other comprable certification	An increase in 19 staff members certified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[March 1st of current school year]		5 new trainers have been certified and 4 additional trainings have been added to the training calendar before the start of the '25-'26 school year.			districtwide, 20% growth.
2.7	Secondary Course (9-12) Failure Rates for Semester 1/Trimester 1 [Current Year]	375 secondary students failed one or more courses at the end of the first semester/trimester	344 students in grades 9-12 failed one or more courses at the end of the first semester/trimester. Approximately an 8% reduction.		Reduce the number of course failures in Semester 1/Trimester 1 by 80%.	344 students in grades 9-12 failed one or more courses at the end of the first semester/trimester. Approximately an 8% reduction from baseline.
2.8	Middle School Drop Out Rates	Source: CalPads 1.24 Dropouts by Subgroup 23-24 (Fall1) Total # of students = 2 HOM: 1	Source: CalPads 1.24 Dropouts by Subgroup 24-25 (Fall1) Total # of students = 0		Maintain a 0% Middle School drop-out rate.	CalPads 1.24 Dropouts by Subgroup 24-25 (Fall1) Total # of students = 0, a reduction from the baseline of 2.
2.9	High School Drop Out Rates	Source: CalPads 1.24 Dropouts by Subgroup 23-24 (Fall1) Total # of students = 21 HOM: 1 EL: 2 SWD: 8 SED: 18	Source: CalPads 1.24 Dropouts by Subgroup 24-25 (Fall1) Total # of students= 12 HOM: 1 EL: 3 SWD: 2 SED: 9		Maintain a drop-out rate below 1% and ensure RUSD rate continues to be below County and State percentages.	Total # of students = 12 (-9 from baseline) HOM: 1 (no change from baseline) EL: 3 (+1 from baseline) SWD: 2 (-6 from baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED: 9 (-9 from baseline) [12 students/1571 secondary students enrolled in Fall = 0.7%]
2.10	High School Graduation Rates [Previous Year]	RUSD had an overall 89.8% Graduation Rate in the '22-'23 SY. Performance Level Data by student groups: Moderate Performance: WH: 92.8% Low Performance: HI: 87.6% SED: 86% SWD: 71.4% Very Low Performance: HOM: 64.7% Not Rated by Performance: EL: 91.4% The Dashboard does not currently report on LTEL or RFEP student groups.	RUSD had an overall 91.7% Graduation Rate in the '23-'24 SY. Performance Level Data by student groups: Moderate Performance: SED: 90.03% HOM: 94.1% HI: 90% WH: 93.3% Low Performance: EL: 78.4% LTEL: 74.4% SWD: 69.9% Very Low Performance: N/A The Dashboard does not currently report on RFEP student groups.		RUSD Graduation Rate of 95% or better with no variability within student groups.	RUSD had an overall 91.7% Graduation Rate in the '23-'24 SY, a 1.9% increase from baseline. Performance Level Data by student groups: Moderate Performance: SED: 90.03% (+4.03%) HOM: 94.1% (+24.4%) HI: 90% (+2.4%) WH: 93.3% (+0.5%) Low Performance: EL: 78.4% (-13%) LTEL: 74.4% (1st Year of Data) SWD: 69.9% (-1.5%) Very Low Performance: N/A (Maintained no student groups in this category)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Scores on RUSD SST Fidelity Inventory [Current Year]	New Metric. Baseline will be established in Year 1, '24-'25 SY.	All Elementary schools completed the SST Fidelity Inventory for the first time this Spring. The average score was 31 out of 68, a percentage score of 46%. Secondary schools will complete SST Fidelity Inventory for the first time in Spring of 2026.		100% Score on SST Fidelity Inventory for all school sites.	Elementary baseline score of 31 out of 68, 46%, was established. This is a new metric.
2.12	Number of days of absenteeism district-wide due to suspension [March 1st of current school year]	Suspensions between Aug. 21, 2023 and March 1, 2024 accounted for 462 days of absenteeism.	Suspensions between Aug. 19, 2024 and March 1, 2025 accounted for 276 days of absenteeism.		To reduce the number of absenteeism days due to suspension by 10% each year.	Suspensions between Aug. 19, 2024 and March 1, 2025 accounted for 276 days of absenteeism. This is a reduction of 186 days, and 40% from baseline.
2.13	Suspension Rate [Previous Year]	RUSD Suspended 4.3% of students in the '22-'23 SY. An overall increase of 1.1% from '21-'22 SY. CA Dashboard Performance Level Data by student groups:	RUSD Suspended 4.1% of students in the '23-'24 SY. CA Dashboard Performance Level Data by student groups:		Suspension rate of 3% or below and to not have any student groups falling in the "Very Low" or "Low" Performance category	RUSD Suspended 4.1% of students in the '23-'24 SY. An overall decrease of 0.2% from '22-'23 SY. CA Dashboard Performance Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Moderate Performance: HOM: 5.7% MR: 3.7% Low Performance: AA: 5% HI: 4.5% SED: 5.2% WH: 4.2% Very Low Performance: EL: 4.9% FY: 18.2% SWD 7.5%	Moderate Performance: AA: 2.6% WH: 3.6% Low Performance: EL: 4.8% FY: 11.5% HI: 4.6% LTEL: 10.1% Two Races: 4.1% SED: 5.1% SWD: 7.3% Very Low Performance: N/A			Data by student groups: Moderate Performance: AA: 2.6% (-2.4%) WH: 3.6% (-0.6%) Low Performance: EL: 4.8% (-0.1%) FY: 11.5% (-6.7%) HI: 4.6% (+0.1%) LTEL: 10.1% (new) Two Races: 4.1% (new) SED: 5.1% (-0.1%) SWD: 7.3% (-0.2%) Very Low Performance: N/A
2.14	Expulsion Rate [Previous Year]	4 Students were Expelled in the '22-'23 SY, well under 1%.	8 Students were Expelled in the '23-'24 SY, well under 1%.		Maintain an expulsion rate below 1%.	8 Students were Expelled in the '23-'24 SY, well under 1%. Increase of 4 students.
2.15	Number of "Bullying Reports" recieved by school sites [March 1st of current school year]	New Metric. Baseline will be established in Year 1, '24-'25 SY.	RHS - Not Available for '24-'25 MHS/FB - 1 MVA - Not Available for '24-'25 OPMS - 44 BES - Not Available for '24-'25		Year-to-year significant reductions in the number or reports recieved, at least 30% reduction from Year 1 outcome to Year 2 outcome.	4 school sites provided data on all bullying reports that were received by the school site. Some school sites began tallying later in the year and will have baseline data reported in Year 2.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HES - 31 JDES - 11 MWES - Not Available for '24-'25 RCMS - Not Available for '24-'25 RES - Not Available for '24-'25			
2.16	Disciplinary Incidents for Bullying [March 1st of current school year]	46 Incidents of Bullying documented in the '23-'24 SY as of March 1st.	6 Incidents of Bullying documented in the '24-'25 SY as of March 1st.		Zero Incidents of Bullying	6 Incidents of Bullying documented in the '24-'25 SY as of March 1st. Reduction of 40 incidents, 87%.
2.17	Audit of school site's websites to determine if a "Report Bullying" Form is present on their front page [Current Year]	2 of the 10 RUSD school site webpages had easy-to-find ways to report bullying through the website. RHS - Not Present MHS/FB - Not Present MVA - Not Present OPMS - Not Present BES - Not Present HES - Not Present JDES - Present MWES - Not Present RCMS - Present RES - Not Present	5 of the 10 RUSD school site webpages had easy-to-find ways to report bullying through the website. RHS - Present MHS/FB - Present MVA - Present OPMS - Present BES - Present HES - Present JDES - Present MWES - Present RCMS - Present RES - Present		10 out of 10, All school sites with a visible way to report bullying present on their website	3 additional school sites have added information for how to report bullying to the school website.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Top 5 Behaviors resulting in Incident Management entries, with the corresponding number of incidents [March 1st of current school year]	#1: Disrespect towards Peers (171) #2: Disrepect/defiance towards Staff (167) #3: Physical Aggression (143) #4: Unsafe Behavior (not directed toward or harming another person) (95) #5: Disruption of Classroom/School Activity (93)	#1: Physical Aggression (285) #2: Disrespect Towards Peers (134) #3: Caused/Attempted /Threatened Physical Injury (127) #4: Disrespect/Defiance towards Staff (108) #5: Unsafe/Dangerous Behavior (96)		Overall 30% decrease in number of incidents and a list that does not include aggressive or bullying behaviors in the Top 3.	#1: Physical Aggression (+142) #2: Disrespect Towards Peers (-37) #3: Caused/Attempted / Threatened Physical Injury (+42) #4: Disrespect/Defiance towards Staff (59) #5: Unsafe/Dangerous Behavior (+1)
2.19	Percentage of Homeless and Foster Youth who are chronically absent who are receiving/or have been offered transportation services at no cost	New Metric. Baseline will be established in Year 1, '24-'25 SY.	Currently there are 8 students who are homeless and chronically absent who are eligible for transportation. All of their families have been contacted by the RUSD parent liaison and offered no cost transportation services to support improved attendance. There are no Foster Youth who		100% of HOM and FY that are struggling to routinely attend school have been offered or are receiving no cost transportation.	New metric established, 100% of HOM and FY that are chronically absent and live in an area eligible for transportation services have been offered no cost transportation through the RUSD transportation office.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are are chronically absent.			
2.20	Number of students on a waitlist for Transportation Services	Zero students are awaiting availability for transportation services.	Zero students are awaiting availability for transportation		Maintain a ZERO waitlist, demonstrating that all students eligible and requesting transportation services are receiving it.	Maintained: Zero students are awaiting availability for transportation
2.21	English Language Arts and Math Performance Standards of Foster and Homeless Youth	RUSD Overall: 20.4 points below standard in English Language Arts and 57.8 points below standard in Math HOM: 52.6 points below standard in English Language Arts and 104.4 points below standard in Math FY: Data not displayed, less than 11 students	RUSD Overall: 30.3 points below standard in English Language Arts and 53.5 points below standard in Math HOM: 71.3 points below standard in English Language Arts and 93.2 points below standard in Math FY: Data not displayed, too few students in this category (9 students)		For all FY and HOM students to be meeting the grade level performance standards	RUSD Overall: 30.3 points below standard in English Language Arts (9.9 point decrease) and 53.5 points below standard in Math (4.3 point increase) HOM: 71.3 points below standard in English Language Arts (18.7 point decrease) and 93.2 points below standard in Math (11.2 point increase) FY: Data not displayed, too few students in this category (9 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.22	LCAP Education Partner Parent Survey Results (#21)	2024 LCAP Parent Survey Responses: Question: How well informed are you regarding the afterschool program provided at your child(ren)'s school, including how to register for the program? Well/Very Well = 47.43% Not at all/Not Well = 23.96% Not Applicable = 28.61%	2025 LCAP Parent Survey Responses: Question: How well informed are you regarding the afterschool program provided at your child(ren)'s school, including how to register for the program? Well/Very Well = 65.37% Not at all/Not Well = 34.63% Not Applicable = Unavailable on Survey		All RUSD families will respond "Very Well/Well" or "Not Applicable.	Question: How well informed are you regarding the afterschool program provided at your child(ren)'s school, including how to register for the program? Well/Very Well = 65.37% (+17.94%) Not at all/Not Well = 34.63% (+10.67%) Not Applicable = Unavailable on Survey Additional Question added this to assess need of RUSD families: How well does the need for before and/or after school services for your children apply to you and your household? Well/Very Well = 61.09% Not at all/Not Well = 34.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.23	Number of students on Waitlist for Before/After School Care [March 1st of current school year]	Current: 355 on Waitlist	137 on Waitlist as of March 1st		Zero Waitlist, demonstrating that all RUSD families that have a need for before/after school care are able to access the program	There has been a decrease of 218 students on the waitlist for Thrive, from 355 to 137, demonstrating that more families needs for before/after school care are met.
2.24	LCAP Education Partner Staff Survey Results - Responses to connectedness question	2024 LCAP Staff Survey Responses: Question: How well does your school foster trusting and respectful relationships among staff members? Certificated Staff (218 responses) Well/Very Well = 83.95% Not at all/Not Well = 16.05% Classified Staff (144 responses) Well/Very Well = 90.97% Not at all/Not Well = 9.03% Administrative Leadership (15 responses) Well/Very Well = 100% Not at all/Not Well = 0%	2025 LCAP Staff Survey Responses: Question: How well does your school foster trusting and respectful relationships among staff members? Certificated Staff (257 responses) Well/Very Well = 90.66% Not at all/Not Well = 9.34% Classified Staff (172 responses) Well/Very Well = 81.4% Not at all/Not Well = 18.6%		100% of RUSD staff answer Well or Very Well to LCAP Staff Survey question related to positive staff connectedness.	Question: How well does your school foster trusting and respectful relationships among staff members? Certificated Staff (+39 responses) Well/Very Well = 90.66% (+6.71%) Classified Staff (+28 responses) Well/Very Well = 81.4% (-9.57%) Certificated Management (10 responses) Well/Very Well = 90% (-10% from all Admin Leadership)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Certificated Management (10 responses) Well/Very Well = 90% Not at all/Not Well = 0% Classified Management (10 responses) Well/Very Well = 70% Not at all/Not Well = 30%			Classified Management (10 responses) Well/Very Well = 70% (-30% from All Admin Leadership)
2.25	Average Daily Attendance [March 1st of current school year]	'23-'24SY Average Daily Attendance Rate All Students: 91% EL: 90% SED: 91% SWD: 90%	'24-'25SY Average Daily Attendance Rate All Students: 93% EL: 91% SED: 92% SWD: 91% LTEL: 90%		Average Daily Attendance will increase each year by 1% or more over the previous year.	'24-'25SY Average Daily Attendance Rate All Students: 93% (+2%) EL: 91% (+1%) SED: 92% (+1%) SWD: 91% (+1%) LTEL: 90% (new subgroup)
2.26	OPMS Course Failure Rates (Q1 and Q2).	'24-'25SY OPMS Course Failure Rates Q1: All Students: 206 SWD: 70 SED: 173 EL: 56 LTEL: 44	'24-'25SY OPMS Course Failure Rates Q1: All Students: 206 SWD: 70 SED: 173 EL: 56 LTEL: 44		To reduce the number of course failures by 20% each year.	This is a new metric, added to the 2025-2026 LCAP to measure added action 2.8.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q2: All Students: 177 SWD: 53 SED: 153 EL: 42 LTEL: 33	Q2: All Students: 177 SWD: 53 SED: 153 EL: 42 LTEL: 33			

Goal Analysis [2024-25]

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

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

Ramona Unified has made some progress with implementing actions within our goal of students benefiting from positive and supportive learning environments.

Successful Implementation:

- Action 2.1: All school sites successfully organized teams and meeting schedules, though there is variability between sites in the frequency of meetings and the number of active and engaged members. Data monitoring was greatly supported by district generated attendance data tracking sheets. RUSD's Central Registrar increased her support of site practices by coaching individual site attendance teams at least quarterly and the Parent Liaison became a permanent member of the District Attendance Review Team (DART) that meets with students who are severely chronically absent and creatively works to overcome barriers and re-engage them at their school site. Attendance discussions were added as a regular agenda item in all IEP team meetings, so that the student and family can review overall attendance and the IEP team can discuss and problem-solve any barriers to attendance.
- Action 2.2: Schools continue to be equipped with appropriate health and safety supplies as well as health technicians at each school site. Five new staff were certified this year as Pro-Act Instructors, significantly increasing the district's capacity to train classified and certificated staff in de-escalation strategies. Our secondary school sites have made great strides in re-organizing their PBIS teams, building routines of looking at behavior data and responding to it, planning for positive reinforcement and incentives to affirm students who engage in positive behaviors, and improving the culture at their school site. RHS adopted the motto of "R-Town": Respect, Responsibility, and Resilience. OPMS's PBIS Team has participated in a professional learning community at the SD County Office of Education to learn more about data practices and restorative approaches to discipline. Professional learning with our own Ramona Leadership Team (RLT) this year included instruction and training on instructional strategies to support student's with disabilities within the General Education classroom and effective collaboration between Special Education staff and general education teachers -- this information was also trained at the school site level.
- Action 2.3: RUSD Nutrition Services department continues to offer free meals to all students and the Transportation department continues to maintain adequate school transportation for all students that live more than 2 miles from their school site.

- Action 2.4: Elementary Intervention teachers and SST Coordinators collaboratively worked to develop universal procedures for Student Study Teams. All Elementary sites have implemented these procedures and are working towards fidelity. Targeted classroom interventions are a critical component of SST plans, and many school sites have integrated professional learning into staff meetings about quality targeted interventions for academics and behavior. At OPMS and RHS, MTSS teams meet routinely to analyze student data, collaborate with other teachers, and make plan targeted interventions for students.
- Action 2.5: All site Administrators participated in professional learning at the beginning of the year to review updated policy regarding student discipline and student rights. Further, site Administrators have engaged in collaborative conversations to calibrate discipline responses district-wide and discuss the application of a corrective response matrix that combines consequences and support strategies to improve student behavior outcomes. A job description for a Behavior Specialist was created and approved by the district and CSEA, the job was listed and responded to by qualified candidates and will likely be staffed before the end of the school year. The added expectation of supporting students with frequent discipline (6+ suspension days) by holding SST or IEP meetings to adjust or increase supports has led to better collaboration with inter-disciplinary teams and more timely support of struggling students.
- Action 2.6: Six Elementary Counselors and 6 School Social Workers (1.25 FTE Elem, 4.25 FTE Secondary) offer social emotional support and mental health services to students across the district. Additional therapeutic services are contracted through Vista Hill a community-based agency who offers limited services at school sites. School Social Workers have also been trained to serve as site-level McKinney Vento Liaisons and provide critical supports to our homeless and foster youth and the guardians and families.
- Action 2.7: The Extended Learning Program Manager and Supervisor continue to manage the Thrive Before/After School, Intersession, and Summer programs that provide care, support, and enrichment to students. ASES and ASSETS programs also continue to provide after school opportunities and enrichment at Ramona Elementary, Montecito High School, and Olive Peirce Middle School.

Implementation Challenges:

- Action 2.1- For many sites whose attendance teams were new, there is a need this year to focus on building their system and routine of reviewing attendance data. The growth target is to next build capacity around their response to cases of chronic absenteeism. Only a few school sites were able to document targeted interventions planned in Student Attendance Review Team (SART) meetings and track progress/outcomes. The work of attendance intervention continues to primarily be done by the site's attendance technician, school counselor and/or school social worker - it is important to share data and plan time for teachers to engage in school to home communication for students who are chronically absenteeism.
- Action 2.2- This action includes many topics for professional learning. In order to break up the learning in to manageable and meaningful pieces, the topics of trauma-informed practices and restorative practices have only begun to be introduced.
- Action 2.4- Many elementary sites struggled to develop MTSS teams at their school sites due to many newly required actions in this LCAP. Analyzing student data and data-based decision making are incredibly important and there will be more focus on supporting sites in building these teams and practices at the elementary school sites.
- Action 2.5- Variations remain in the application of disciplinary action at school sites and the usage of the corrective action matrix. Although it is becoming more calibrated, it is important to continue having collaborative conversations amongst site Administrators regarding effective disciplinary strategies. Options for Other Means of Correction are limited by available staff and available resources. Most school sites report that they are still working to grow their bullying prevention programming and adopt more formalized reporting and data practices to better track bullying reports. Our current student information system only processes

bullying data reports on allegations that were investigated and found to be incidents of bullying, so school sites must adopt alternative methods of tracking the number of reports made.

- Actions 2.6- This implementation steps to onboard mentors was adjusted this year based on site feedback and responses. Mentorship training and pairing with students has not yet been implemented due to the many new structures for site leadership and teams that were being created at the sites this year. It is important to give those practices time to become routine before adding additional roles. This element of Action 2.6 will be grown in the remaining two years of the LCAP cycle.
- Action 2.7- At the elementary level, staffing challenges continue to restrict Thrive's ability to increase capacity for students at the school sites and further reduce the waitlist.

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

2.2 - Inability to hire Campus Safety Officers resulted in material differences
2.5 - Due to staff bandwidth in the human resources department the recruiting process delayed

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

- Action 2.1: RUSD had an overall decrease of 7.9% from our baseline in the number of students who were chronically absent in the '23-'24 School Year (22.4%). Most student groups experienced a reduction; the exceptions were LTELs with an increase of 3% and Foster Youth with and increase of 15.3%. There was a very small sample size of the effectiveness of our SART plans (7 total), but data did show an overall improvement of 80% in the attendance rate of students who had documented planned targeted interventions to support improvement in attendance. The Average Daily Attendance districtwide improved by 2% overall, and there was a 1% improvement rate in the following monitored subgroups, EL, SED, and SWD.
- Action 2.2: In LCAP questions related to school culture and connectedness there was a slight decrease in the number of elementary students who reported positive feelings of connectedness and significant increases in the number of secondary students who reported overall positive responses. Certificated staff responses showed improvement while classified staff and classified management responses showed significant decreases in positive responses to culture and connectedness. Our data on the number of all staff trained in de-escalation practices increased by 20% however, the percentage of site Administrators, Admin Designees, and Campus Safety Officers all went down, due to previously trained staff whose certifications expired.
- Action 2.3: The Transportation office and the MTSS Office collaborated together to ensure that every student living in a bus service area who is identified as HOM or FY and chronically absent was offered free transportation. The Transportation office currently has no students a waitlist for transportation.
- Action 2.4: There was an 8% reduction in course failure rates in grades 9-12 in the first semester/trimester this year. There were zero reported dropouts in the Fall for middle school and 12 in high school (-9 from baseline). Last year, RUSD had a 1.9% increase in their graduation rate (91.7%). The graduation rate for our HOM student increased by 24%, however, for our EL students, it

decreased by 13%. Overall the data is moving in the right direction, but we need to urgently respond to the data that shows that our ELs (78.4%), LTELS (74.4%), and SWDs (69.9%) are graduating a much lower rate than our overall student population.

- Action 2.5: According to student responses to question regarding safety on the LCAP survey, there was a slight decrease in the number of elementary students who feel that their school does a good job at keeping them safe from physical harm, 81.84% (-3.58%). 70% felt that their school does a good job at promoting bullying prevention, a 3.87% decrease from last year. In contrast, secondary schools saw significant growth (11%) this year when 77% of students answered that they feel their school site does keep students safe from harm. Last year, suspension accounted for 462 days of absenteeism, this year, they have accounted for 276 days, a reduction of 186 days and 40%. At this time 5 out of 10 school websites include directions on how to report bullying. Three school sites reported data to contribute to establishing a baseline for the number of reports received in a year (not confirmed incidents).
- Action 2.6: For our high risk populations chronic absenteeism continues to be a significant concern, however, we saw a significant decrease (10.3%) in chronic absenteeism of HOM students. Two years ago, FY fell in the Very Low Performance category with a suspension rate of 18.2% - last year this metric decreased by nearly 7% and dropped to 11.5%. There was too low a number of FY last year for academic achievement data to be disaggregated, but for our HOM student we saw significant drops (-19 points) in ELA proficiency scores but significant growth (+11 points) in Math proficiency scores.
- Action 2.7: Our LCAP Ed Partner Survey reflected a significant increase in the number of families that felt they were well-informed of before and afterschool care options for their children, from 47% last year to 65% this year, an increase of nearly 18%. The Thrive waitlist has also positively demonstrated change; last year 355 students were on the waitlist and this year 137 students are on the waitlist, demonstrating that more families needs for before and afterschool care is being met.

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

Based on reflection on Year 1 outcomes, partner input from the LCAP survey and Educational Partner committee feedback, key changes have been made to strengthen Goal 2. Two positions have been added to Action 2.6 and 2.8 to sustain the current level of staff support at our secondary sites and improve the implementation of tiered supports, trauma-informed practices, and academic progress monitoring:

- In Action 2.2, All RUSD staff will have the opportunity to attend professional learning and be trained in managing difficult student behaviors and de-escalation. The asynchronous course "De-escalation Basics" created by the Crisis Prevention Institute will be offered to all staff and each school site will facilitate the "Reframing Behavior" course, also created by the Crisis Prevention Institute.
- In Action 2.6, Teachers on Special Assignment will be placed at OPMS and RHS to strengthen the use of trauma-informed behavior responses, implement consistent progressive discipline practices across sites, and expand the use of restorative approaches to behavior support.
- In Action 2.8, Learning Recovery Block Grant (LREBG) funds will support a Program Facilitator at OPMS who will help implement the MTSS/BARR program. The facilitator will focus on student data monitoring, coordination of interventions, and cross-disciplinary collaboration to ensure timely support for academic and social-emotional needs.
- Metric 2.26 has been added in support of Action 2.8. Course failure rates at OPMS will be monitored to measure progress and effectiveness of the OPMS MTSS Program Facilitator.

Additionally, RUSD is committing to increased training and collaboration for elementary counselors, specifically to support school-wide

bullying prevention initiatives. Additional licenses for the Second Step Bullying Prevention Program will be purchases as a resource for elementary schools to increase awareness and strategically respond to reports of bullying. This resource replaces the prior named Safe and Peaceful Schools resource in Action 2.4 This change responds directly to feedback from school counselors and student and family concerns about school climate and safety, including recent declines in students reporting that they feel “safe from physical harm.”

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered interventions to address Chronic Absenteeism	All school sites will create School Attendance Teams that meet at minimum twice a month. The team’s priority will be to focus on monitoring attendance outcomes for students and to respond to cases of chronic absenteeism with targeted interventions. Schedules of each team’s meetings and student tracking documents will be shared with the Director of MTSS and the District’s Central Registrar by Sept. 1st of each school year. Sites will develop and invest in routine practices for rewarding and incentivizing students for high attendance rates and improvement with relevant rewards. The District’s SARB Hearing Panel will adopt a Restorative Practices approach to our DART/SARB process. BES, HE, JDE, MVA, MWE, RCMS, RE Attendance Teams will receive the support of the district’s Central Registrar who specialized in attendance support, attending at least one team meeting every quarter to support the analysis of data and the identification of appropriate next steps and interventions. Outcome data will be documented on a shared tracking document. Our RUSD Parent Liaison will monitor the attendance data for our English Learners (EL), Multi-Racial (MR) and Hispanic (HI) students and make connections with families, providing an extra layer of monitoring and intervention support.	$735,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Principals will prioritize resources for site-level attendance interventions (i.e. personalized phone calls from attendance techs, teacher communication through phone calls and notes home, home visits, SART meetings) to the following student groups: EL, HI, MR, SED, SWD, WH , and report outcome data on district-wide tracking document. An attendance review will be added to the agenda of every IEP Annual Review meeting for all Students with Disabilities (SWD) so that the attendance related concerns and impact of attendance can be discussed. Metrics 2.1, 2.2, 2.25		
2.2	Provide supportive, inclusive, safe, and engaging school environments	Ensure all schools are safe and equipped with appropriate health and safety supplies and have appropriately trained staff -Administrators, Admin Designees and Campus Safety Officers are trained in de-escalation practices and increase the number of trained certificated and classified staff district-wide. Students will benefit from the adoption and implementation of Restorative Practices district-wide and ongoing practices of Positive Behavioral Supports and trauma-informed practices at our school sites. PBIS site teams will invest in routine practices for rewarding and incentivizing students for positive behavior. Students will benefit from engaging in enrichment and athletic activities to improve school connectedness and culture. All RUSD staff will have the opportunity to attend professional learning and be trained in managing difficult student behaviors and de-escalation. The asynchronous course "De-escalation Basics" created by the Crisis Prevention Institute will be offered to all staff and each school site will facilitate the "Reframing Behavior" course, also created by the Crisis Prevention Institute. In order to provide all students with a genuinely inclusive school experience, the current "inclusion" mindset for SWD in general education	$1,944,346.00	No

Action #	Title	Description	Total Funds	Contributing
		classrooms will be developed and further explored. As a result of this development, there will be evidence of each SWD's rightful presence in the general education classroom such as a desk (or appropriate learning space) for each SWD. The Second Step Bullying Prevention Program will be purchased for all elementary school sites; it will be used as part of SEL instruction, bullying awareness and prevention initiatives, and a response tool for reports of bullying at elementary school-sites. Metrics 2.3, 2.5, 2.6, 2.24		
2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services to ensure students come to school and are ready to learn. Continue to ensure access to nutritious meals through the administration of the state and federal nutrition program. Elicit and apply feedback from students to increase the appeal of menu items. Continue to ensure students have access to safe, adequate school transportation (except at schools of choice or students who live within 2 miles of their school site). Provide Foster and Homeless Youth free transportation services to ensure minimal interruptions in school attendance and access to school supports. Metrics: 2.19, 2.20	$6,558,494.00	Yes
2.4	Through MTSS, analyze data to determine students' needs and provide	At a minimum frequency of every quarter, site-based MTSS teams, comprised of both certificated and classified instructional staff, will participate in data talks which analyze student academic achievement, discipline, and need for supportive services. Based on the data, students		No

Action #	Title	Description	Total Funds	Contributing
	explicit and strategic supports	will be identified for targeted interventions. Calendars and Agendas for the MTSS data talk meetings will be shared in the MTSS Shared Drive. To systematically identify barriers to student learning and identify opportunities to enhance learning, RUSD will adopt a universal process for Student Study Teams (SST) to follow that utilizes evidence-based Interventions and builds learning partnerships with parents. In SY '24-25, the area of focus will be at elementary school sites. In SY '25-26, the area of focus will be secondary sites. Metrics: 2.7, 2.8, 2.9, 2.10, 2.11		
2.5	New strategies to address problem behaviors and bullying	Expand the options/offerings of other means of correction at our school sites in order to reduce the occurrence of exclusionary discipline. Suspension rates and the usage of Other Means of Correction will be analyzed on a quarterly basis at OPMS, MHS, and RHS. Students receiving more than 6 days of suspension will be referred for a SST meeting and ongoing interventions will be put in place to support the student's behavior and other identified areas of need. At all school sites, students that are EL, HI, HOM, SED with 6 days of suspension will be referred for a SST meeting. Additionally, SWD will be referred to their IEP teams for an IEP meeting and review of existing supports. RUSD will develop a matrix that is used as a guide districtwide which identifies discipline and intervention strategies to respond to specific Ed Code violations that are in compliance with student rights as defined by CA Ed Code. Hire a Behavior Specialist to consult with classroom teachers and write behavior support plans for students who are identified as needing targeted behavioral interventions as part of the SST process. In consideration of our educational partners' perception that bullying is a significant concern on our campuses we will be transparent with our	$234,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
		bullying data, by providing data regarding incidents of bullying bi-annually to be shared with school-site SSCs, DAC and DELACs. To comply with current legislative requirements, make available a way to report bullying on all school and RUSD websites and include parent resources for how to support their students when dealing with peer conflict. Metrics: 2.4, 2.11, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18		
2.6	Social, Emotional, and Behavioral Support for at-risk students	To intentionally build student's personal competencies to pursue goals, persist with tasks, self-monitor, and direct their own learning, mentors (certificated and classified site-staff) will be assigned to every student in RUSD that has three or more risk factors (SED, EL, HOM, FY, SWD, 504). Mentors will be trained on cultural competency (including trauma-informed strategies), student engagement, and motivational strategies. School Social Workers will serve as McKinney Vento and Foster Youth Liaisons, engage in ongoing professional learning to better support students through advocacy and resource connections. Additionally, they will develop site-based models of support and case-management. Maintain mental health services and social emotional support through our School Social Workers, Secondary Counselors, and Elementary Counselors. Continue to contract with community-based agencies to provide counseling and additional support for students. Additionally, Teachers on Special Assignment will support at OPMS and RHS by implementing trauma-informed behavior responses, positive behavioral interventions, and a progressive discipline model that include restorative practices. Metrics: 2.1, 2.13, 2.21	$3,400,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Before and After School Care Program	Continue to provide extended learning opportunities for students before and after school, including intersession and summer programming. Maintain the Extended Learning Program Manager and Supervisor to oversee all before and after school programs. Increase the inclusion of high interest learning activities through sports and SEL activities. Include positive behavioral interventions and support strategies to address difficult behaviors and reinforce behaviors expectations throughout their entire day on their campus. Provide ASES and ASSETS at Ramona Elementary, Montecito High School and Olive Peirce Middle School to provide opportunities for students to have a safe place after school to receive academic support and enrichment opportunities. Metric: 2.22	$2,430,714.00	No
2.8	Learning Recovery Emergency Block Grant (LREBG)	Learning Recovery Emergency Block Grant (LREBG) funds will be used to provide additional academic services for pupils, including diagnostic, progress monitoring, and benchmark assessments of pupil learning. Specifically, these funds will support the placement of a Program Facilitator for the MTSS/BARR (Building Assets, Reducing Risks) program at OPMS for one section of the school day. The facilitator will support the implementation of tiered interventions and progress monitoring systems, work with staff to identify students in need of additional academic and social-emotional support, and assist in developing coordinated intervention plans. According to the Center on Multi-Tiered System of Supports at the American Institutes for Research, effective MTSS implementation requires “systems-level leadership and infrastructure to support data-based problem solving” (AIR, 2021). An MTSS Facilitator ensures that student data—including attendance, behavior, academic performance, and social-emotional indicators—is routinely reviewed in a structured and equitable manner. This allows school teams to identify students in need of targeted	$31,920.00	No

Action #	Title	Description	Total Funds	Contributing
		or intensive supports (Tiers 2 and 3) in a timely and efficient way. Additionally, ongoing progress monitoring is a cornerstone of effective MTSS implementation. Research from the National Center on Intensive Intervention indicates that regular monitoring of student response to intervention is essential to improving learning outcomes and refining instructional strategies (NCII, 2022). The RUSD LCAP Partner Survey, along with input from our Educational Partner Committee (including LCAP PAC, DAC, SSC, and site leadership teams), identified a continued need for targeted academic intervention, improved monitoring of student progress, and more consistent implementation of the MTSS framework. A review of Year 1 outcomes showed gaps in academic progress for students not receiving early and consistent interventions. The addition of a Program Facilitator is a direct response to feedback calling for more staff dedicated to coordination of support systems, as well as the need for stronger alignment between academic and social-emotional support structures. This action supports learning recovery by ensuring students are quickly identified for needed interventions and progress is regularly monitored, with adjustments made based on data. Metric 2.26		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will benefit from school environments where meaningful family collaboration and community engagement are encouraged.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

RUSD believes parents/families are our partners in educating our students as evidenced RUSD Core Belief number 3, "PARENTS AS PARTNERS – COMMUNITY COLLABORATION
We value the families in our community and believe that student success is our primary product. The education of our children is a community responsibility, requiring families, businesses, and service organizations to provide support and to participate actively in our schools." Family engagement is an essential strategy for building pathways to college and career readiness for all students. This goal was developed to ensure genuine and meaningful partnerships with our families and increased family engagement in the successful development of Ramona students.

The RUSD LCAP Survey data indicates a need for families to feel more connected and a part of the decision making process at their children's school. In particular, families of students need to benefit from increased opportunities to engage in their child's education in a welcoming environment. Educators and parents/guardians/families need to partner together to make the best decisions for students and our schools.
* 66.87% of parents/families feel they have the opportunity to share ideas and give input on policies and programs. While this is up 12% from the 2023 survey, it is still only two-thirds of our families feeling this way.
* 51.82% of parents/families feel they are informed of their legal rights and are taught how to advocate for their students. This is up 7.56% from the 2023 survey, it is still only about half of our families feeling this way.
* 73.53% of parents/families feel they are provided the resources to support learning at home. This is down 2.26% from the 2023 survey. While nearly three-quarters of our families feel they are given the resources, we want to ensure this decline does not continue and all families can support learning at home in partnership with educators.

Additionally, parent comments and Educational Partners indicated a need to be informed of student issues, and the need to follow up with affected students after an incident may have occurred.

Actions in this plan will reflect the following, all in an effort to build meaningful partnerships and improve parent/guardian engagement:
* Providing parent/family engagement and education opportunities
* Providing resources to families to support students and learning in school and at home

* Improved communication with families

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Parent Survey	2024 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: A) 87.95% - How well does your student's school demonstrate trusting and respectful relationships with your family and with all families? B) 89.83% - How well does your student's school create welcoming environments for your family and all families in the community? C) 80.8% - How well does your student's school guide you and all families to effectively participate in advisory groups and decision-making opportunities (Site Council, EL Advisory Committee,	2025 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: A) 88.26% - How well does your student's school demonstrate trusting and respectful relationships with your family? B) 89.81% - How well does your student's school create welcoming environments for your family? C) 77.91% - How well does your student's school guide you and all families to effectively participate in advisory groups and decision-		100% of respondents will select well or very well or there will be an increase of 3% over the previous year.	• 3 of 9 survey questions met expected growth outcome • 6 of 9 did not meet expected growth outcome A) Increased 0.31% (Not Met) B) Decreased 0.02% (Not Met) C) Decrease 2.89% (Not Met) D) Decreased 2.53% (Not Met) E) removed F) Increase 6.57% (Met) G) Increased 0.71% (Not Met) H) Increased 22.84% (Met) I) removed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PTA, LCAP Stakeholder Committee, etc.)? D) 66.87% - How well does your student's school provide you and all families in the school community with opportunities to share ideas and give input on programs and policies? E) 72.89% - How well does your student's school provide ways for families, teachers, and principals to work together to create family involvement activities for school sites? F) 74.53% - How well does your student's school provide your family with information and resources to support your child's learning and development at home? G) 78.17% - How well does your student's school keep you informed of emergency protocols?	making opportunities? (School Site Council – SSC, English Learner Advisory Council – ELAC, PTA, LCAP Educational Partner Committee, etc.)? D) 64.34% - How well does your student's school provide you with opportunities to share ideas and give input on programs and policies related to English Learners, Foster Youth, Homeless, Socio-economically Disadvantaged students, such as the LCAP, School Plan for Student Achievement, Parent Engagement Policy, and Transportation Plan? E) n/a - How well does your			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		H) 51.82% - How well does your student's school inform and teach you about your legal rights and how to advocate for your student? I) 74.53% - How well does your student's school provide your family with information and resources to support your child's learning and development at home?	student's school provide ways for families, teachers, and principals to work together to create family involvement activities for school sites? The question was removed from the survey F) 81.1% - How well does your student's school provide your family with information and resources to support your child's learning and development at home? G) 78.88% - How well does your student's school keep you informed of emergency protocols? H) 74.66% - How well does your student's school inform and teach you about your legal rights and			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			how to advocate for your student? I) Removed because this is a duplicate of metric 3.1, F			
3.2	Parent Involvement in a student's IEP Parent participation in Post IEP Survey	2023-2024 school year: 99.9988% parent participation in their child's IEP process Post IEP Survey data to be established in the 2024-2025 school year	2024-2025 School Year: 99.9988% parent participation in their child's IEP process In the 24-25 SY, the Caregiver's Post IEP Meeting Survey was developed by obtaining input from the following educational partner groups: Certificated Staff, Administrators, SWDSS Leadership Team, RTA, and Legal Counsel. Parents can access the survey in English or Spanish by using a QR code or following the link they receive in an		100% parent/guardian participation in their child's IEP process Post IEP Survey data will result in improving results over the previous year	• No difference from baseline, data reflects the high degree of parent participation in IEP's has been maintained. • There is a positive difference from baseline because the Caregiver's Post IEP Meeting Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			email. The survey was launched on February 21, 2025. Twelve responses have been collected to date (March 5, 2025). The survey data shows: • 9 of 12 (75%) respondents received their IEP meeting date with at least 10 days notice • 12 of 12 (100%) respondents participated in their IEP meeting by attending in-person • 11 of 12 (92%) respondents report that email is their			did not exist before this year. Now it exists, the Post IEP survey is being implemented at each school site, and is collecting baseline data. However, there is no difference from baseline in the data because the 24-25 SY is the baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			preferred method for scheduling IEP meetings • 11 of 12 (92%) respondents reported that they felt the same or better after the IEP meeting (compared to how they felt before the IEP meeting) • 12 of 12 (100%) respondents reported that the IEP team discussed their students strengths and struggles			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 12 of 12 (100%) respondents reported that they understand how the IEP will help their student make progress toward their goals. • 10 of 12 (83%) respondents reported that they left the meeting with their questions answered. • 10 of 12 (83%) respondents reported that they left the meeting feeling			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			that their concerns were heard and addressed by the IEP team. • 11 of 12 (92%) respondents reported that they feel overall satisfied with their experience in the IEP meeting process.			
3.3	Diverse Parent/Guardian Advisory Groups District Advisory Parent/Family Representation (Source: Performance Matters Demographic Data) DAC and DELAC Focus Groups	2023-2024 DAC Parent/Family Representation: EL Representative: Yes SWD Representative: Yes SED Representative: Yes HOM Representative: No FY Representative: No DAC Focus Group	2024-2025 DAC Parent/Family Representation: EL Representative: Yes SWD Representative: Yes SED Representative: Yes		All district and school site advisory groups, including DAC, has parent representation that reflects the student group populations of the school/district Baseline to be established for	The District Advisory Committee has representation from three of our 5 targeted student groups. Expected outcome was not met. Focus group baseline data has not yet been collected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: RUSD DAC, DELAC Focus Group Responses)	Qualitative data to improve family engagement Baseline to be established in 24-25 school year DELAC Focus Group Qualitative data to improve family engagement Baseline to be established in 24-25 school year	HOM Representative: No FY Representative: No DAC Focus Group Qualitative data to improve family engagement Baseline not yet established, and focus group will occur in May 2025. DELAC Focus Group Qualitative data to improve family engagement Baseline not yet established, and focus group will occur in May 2025.		focus group qualitative data	
3.4	Bilingual Parent Liaison	Employment Support: Winter 2023- Winter 2024 helped 12 parents apply for RUSD employment	Employment Support: Winter 2024- Winter 2025 helped 5 additional parents apply for RUSD employment		The bilingual parent liaison will continue to support parents applying for RUSD employment each year and RUSD will track the impact. Target outcome is a consistent support	Consistent support is in place to help parents with employment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					in place for bilingual parents.	
3.5	Participation in Parent Education workshops (Source: FSU Parent University Certifications)	Parent University Certifications Spring 2023 - 12 parents (12 certificates) Fall 2023 - 15 parents (36 certificates) Total Certificates Awarded: 38	Parent University Certifications Spring 2024 - 10 parents (11 certifications) Fall 2024 - 14 parents (38 certifications) Total Certificates Awarded: 39		Parent University Certifications will increase by 30 certificates over the previous year.	2023-2024 = 38 Certificates 2024-2025 = 39 Certificates Outcome not met
3.6	Parent Resource Hub (Source: Google Website Analytics)	Monitor parent access to the "hub" using Google Websites Analytics Baseline to be established after	Parent resource "hub" has not yet been developed, and will launch in the 2025-2026 school year. Information is being gathered from educational partners in the 2024-2025 school year.		Create Hub in the 24-25 school year Increase parent usage over the previous year.	Outcome not met
3.7	School Messenger messages delivered in both English and Spanish (Source: Number of messages sent in English and Spanish)	School Messenger messages delivered in both English and Spanish (August 1, 2023 - May 5, 2024) Total - English messages: 799,150 Total - Spanish messages: 141,903	School Messenger messages delivered in both English and Spanish (August 1, 2024 - May 5, 2025) Total - English messages: 779,457		School Messenger messages delivered in both English and Spanish at least 95% of the time.	Outcome not met Total - Spanish messages equal 17.5% of English Messages Phone - Spanish messages equal 25.4% of English Messages

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Phone- English messages:79,941 Phone- Spanish messages: 18,407 Email- English messages: 409,500 Email- Spanish messages: 71,107 Text- English messages: 309,709 Text- Spanish messages: 52,389	Total - Spanish messages: 136,412 Phone- English messages: 69,677 Phone- Spanish messages: 17,727 Email- English messages: 386,265 Email- Spanish messages: 65,342 Text- English messages: 323,515 Text- Spanish messages: 53,343			Email - Spanish messages equal 5.9% of English Messages Text - Spanish messages equal 16.5% of English Messages

Goal Analysis [2024-25]

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

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

Ramona Unified has made some progress with implementing actions to meet our goal of developing partnerships with parents and families to benefit student outcomes.

Successful Implementation:

- Action 3.1 Improving Communication - 7 of 11 schools verify consistent communication with both immediate and follow-up information in response to major school incidents that occur; the website is being maintained and kept up to date; classroom teachers are communicating with parents regarding students not meeting behavior or academic expectations in class, and communication is consistently being share with families in both English and Spanish.
- Action 3.2 Engage parents/guardians in decision-making processes: English Language Development Leadership teams at every school in our district attended an English Learner Advisory Committee training led by the San Diego County Office of Education (SDCOE), and school principals will also attend a School Site Council training led by SDCOE in June to improve our capacity to train our district advisory committees in giving our district input and feedback on our policies and programs.

- Action 3.4 Increased and strategic connections with families of low income and EL families - School sites are providing translation services and child care so that parent advisory committees include participation from families of low income and EL families.
- Action 3.5 Increased and strategic connections with families of students with disabilities: Parent participation in IEP meetings has been maintained at a very high participation rate of 99.9%. The Caregiver's Post-IEP Meeting Survey was developed by SWDSS leadership with input from the following educational partner groups: Certificated Staff (including parents of students with IEP's), Administrators, RTA, and Legal Counsel and has successfully launched on February 21, 2025. It is available in both English and Spanish and while there are more responses on the English version, respondents are using both surveys.

Implementation Challenges:

- Action 3.1 Improve communication through consistent sharing of information: According to Educational Partner comments from our 2025 LCAP survey, 16 of 474 participants shared concerns of insufficient information being shared after an evacuation, school incident, or to notify families of important events like assessments or after school programs.
- Metric 3.5 required clarification, so monitoring our progress was not clear.
- Action 3.2 Engage parents/ guardians in decision-making processes: DAC and DELAC focus groups have not yet happened. Staff has been reduced and responsibilities cuts have not mirrored the percent of staffing shortages.

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

3.3 - The position took longer than expected to post and fill due to limited capacity within the Human Resources department, coupled with the time required to gain approval through the appropriate union group. As a result, the position was not filled until late May, and the full-year salary expenditure was not realized as originally planned.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

- Action 3.1 Improve communication through consistent sharing of information: According to Metric 3.1 (G), we saw a slight improvement to keep our families informed of emergency protocols (0.71% increase), but it fell short of our expected annual improvement of 3%. We see growth, but not at the rate we expected.
- Action 3.2 Engaging parents/guardians in decision-making processes: Families report our ability to guide families to participate in advisory committees decreased by 2.89% according to metric 3.1 (C). The districtwide ELAC training happened in February, so it will take some time for this training to reach the school site level and for the impact will reach our parents/guardians.
- Action 3.3 Provide parents/ guardians resources and workshops: We have provided parent workshops to all of our families within our district to develop language skills, computer literacy, financial literacy, social and emotional wellness strategies, and small business development. For those participating, this is an effective strategy with many participants taking multiple courses. However, the number of participants is lower than anticipated. The district parent resource hub is not complete, and development is in the initial phases.
- Action 3.4 - Increased and strategic connections with families of low income and EL families: Our District Advisory Committee consists of a diverse group of parents including Students with Disabilities, English Learners, and Socioeconomically disadvantaged,

but we do not have parent representation from our Homeless population or guardian representation for our Foster Youth. Educational partner perception decreased by 2.89% according to our LCAP survey (Metric 3.1.C).

- Action 3.5 Increased and strategic connections with families of students with disabilities: The metrics selected to measure progress on this action demonstrate that 1) the high rate of parent participation in IEP meetings has been maintained, which is important for legal compliance and to improve student outcomes and 2) additional baseline data is needed in order to draw inferences from the Caregiver's Post-IEP Survey. This information will be valuable to inform district practices for communicating with parents about scheduling IEP meetings and inform practices for communicating with parents during the IEP meeting.

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.

- Action 3.1 Improve communication with families through consistent sharing of information - Educational partners shared the need for continued improvement on this action specifically regarding: communication after an evacuation, school incident, or to notify families of important events like assessments, after school activities, and parent engagment meetings (SSC, PTA, and ELAC). It is recommended that schools continue to use newsletters for updates, website posts, school messenger emails, texts and calls, and personal phone calls to communicate to families.

- Action 3.3 Provide parents/ guardians resources and workshops - Educational partners provided topics they would like to see on our Parent Resource Hub to include: Academic Support, Technology and Digital Tools, Parent Learning Opportunities, Parent Learning Opportunities, Events, District Prococols (parent rights, student rights, safety protocols, etc.). The Parent Resource Hub will be up and available to all families during the 2025-2026 school year.

- Metric 3.5 required clarification, so monitoring our progress was not clear. Moving forward, the langauge will change from "Parent University Certifications will increase by 15 parents over the previous semester" to "Parent University Certifications will increase by 30 certificates over the previous year" so we are measuring the number of certifications earned in a year rather than parent participants.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve communication with	Consistent communication regarding important information and events schoolwide and districtwide will be shared.	$133,443.00	No

Action #	Title	Description	Total Funds	Contributing
	families through consistent sharing of information	• Communicate both immediate response and follow-up information when major school incidents occur • Sites will maintain up-to-date information on their webpage with links to CANVAS messages and/or newsletters with information regarding school events and advisory committee meetings will be shared no less than once monthly • Classroom teachers communicate to parents when students are not meeting behavior or academic standards • Consistently send parent/family communications out in both English and Spanish Action 3.1 will be monitored using metric 3.1 (LCAP Survey) and 3.7 (school messages in English/Spanish)		
3.2	Engage parents/ guardians engagement in decision-making processes	Provide training for parents/families who fill School Site Council and English Learner Advisory Committee leadership roles Educate, recruit and empower educational partners to participate in advisory committees and decision-making teams Action 3.2 will be monitored through metrics 3.1 (LCAP survey) and 3.3 (advisory committee input)	$0.00	No
3.3	Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support	Develop a resource hub for parent/family access to get help and support from school and community resources to build their capacity to fully engage in school activities and their child's education including post-secondary, including free afterschool tutoring Provide parents/guardians with workshops that help parents improve their skills and enhance their employment marketability to end generational poverty Schools will hold parent education events to build parents' capacity to support learning at home	$21,379.00	No

Action #	Title	Description	Total Funds	Contributing
		Action 3.3 will be monitored with metrics 3.1 (LCAP Survey), 3.5 (workshop participation), and 3.6 (Parent Hub use)		
3.4	Increased and strategic connections with families of low income and EL families	RUSD parent liaison, teachers, and support staff will build meaningful partnerships with families. • Provide translation services and childcare for parent meetings • Ensure school and district advisory committees have representation from parents of EL and SED families so their experience and perspective is reflected in decision-making • Sites identify a staff parent liaison to help the parent access needed support throughout the school day • Parent liaison will provide intensive supports for individuals and families through enrollment processes Action 3.4 will be monitored with metrics 3.1 (LCAP Survey), 3.5 (workshop participation), and 3.6 (Parent Hub use)	$123,052.00	No
3.5	Increased and strategic connections with families of students with disabilities	Ensure parents/guardians of students with disabilities continue to have a voice in decisions made. • Continue to provide options for parent participation in IEP meetings. • Ensure parents/guardians of students with disabilities participate in School Site Councils, District Advisory, and LCAP Educational Partner committees • Provide parents with an additional way to provide feedback (post-IEP meeting survey) about their involvement and experience in the IEP process Action 3.5 will be monitored by: Metric 3.3: (Parent demographic representation in advisory committees), Metric 3.2 (Parent Participation Rates for IEPs), and Metric 3.2 (Parent participation in post-IEP meeting feedback survey)	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be educated in school facilities that are safe, clean, well-maintained, and supportive of healthy learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the RUSD LCAP Survey and Educational Partner groups, there is a need to increase school site cleanliness and improve facilities overall. Additionally, there is concern with school site safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FACILITY INSPECTION TOOL (FIT) Report	Based on the 2023-2024 FIT report, -0 of 9 school buildings received a Good ranking -8 of 9 received a Fair ranking -1 of 9 received a Poor ranking (OPMS)	Based on the 2024-2025 FIT reports, -1 of 9 school buildings received a Good ranking -8 of 9 received a Fair ranking -0 of 9 received a Poor ranking Inspections took place in July 2024.		All schools shall receive a Good or Excellent ranking on the FIT report.	1 school site's rating increased from Fair to Good 1 school site's rating increased from Poor to Fair 7 school site ratings remained Fair
4.2	LCAP Survey	23-24 LCAP Survey Percent of respondents selected WELL or VERY WELL:	24-25 LCAP Survey Results Percent of respondents selected WELL or VERY WELL:		90% of respondent groups will answer Well or Very Well to LCAP Survey questions related	How well does your school or your student's school maintain a clean campus?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		How well does your school or your student's school maintain a clean campus? Elementary Students: 75.0% Secondary Students: 65.59% Certificated Staff: 85.33% Classified Staff: 87.50% Parents: 94.04% How well does your school or your student's school maintain the building, playgrounds, fields, etc.? Elementary Students: 81.91% Secondary Students: 70.52% Certificated Staff: 68.81% Classified Staff: 68.75% Parents: 87.84%	How well does your school or your student's school maintain a clean campus? Elementary Students: 76.82% Secondary Students: 75.53% Elementary Parents: 91.83% Secondary Parents: 82.86% Certificated: 81.71% Certificated Management: 70.00% Classified: 72.68% Classified Management: 60.00% How well does your school or your student's school maintain the buildings, playground, and fields? Elementary Students: 80.42% Secondary Students: 80.79% Elementary Parents: 81.71%		to campus cleanliness.	Elementary Students: Increase 1.82% Secondary Students: Increase 9.94% Elementary Parents: Decrease 2.21% Secondary Parents: Decrease 11.18% Certificated: Decrease 3.62% Certificated Management: Decrease 15.33% Classified: Decrease 14.82% Classified Management: Decrease 27.50% How well does your school or your student's school maintain the buildings, playground, and fields? Elementary Students: Decrease 1.49% Secondary Students: Increase 10.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Secondary Parents: 79.28% Certificated: 67.71% Certificated Management: 70.00% Classified: 61.04% Classified Management: 50.00%			Elementary Parents: Decrease 6.13% Secondary Parents: Decrease 8.56% Certificated: Decrease 1.10% Certificated Management: Increase 1.19% Classified: Increase 7.71% Classified Management: Decrease 18.75%
4.3	LCAP Survey	23-24 LCAP Survey Percent of respondents selected WELL or VERY WELL: How well does your school or your student's school keep you informed of what to do in case of an emergency? Elementary Students: 91.95% Secondary Students: 76.61% Certificated Staff: 86.70% Classified Staff: 89.59% Parents: 78.67%	24-25 LCAP Survey Results Percent of respondents selected WELL or VERY WELL: How well does your school or your student's school keep you informed of what to do in case of an emergency? Elementary Students: 92.62% Secondary Students: 81.91% Elementary Parents: 77.04%		90% of respondent groups will answer Well or Very Well to LCAP Survey questions related to campus safety.	How well does your school or your student's school keep you informed of what to do in case of an emergency? Elementary Students: Increase 0.67% Secondary Students: Increase 5.30% Elementary Parents: Decrease 1.63% Secondary Parents: Increase 2.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Additional safety questions to be developed in the 24-25 school year pertaining to facility safety.	Secondary Parents: 80.71% Certificated: 90.66% Certificated Management: 90.00% Classified: 83.14% Classified Management: 60.00% How well does your school's classrooms, buildings, and fields keep you safe? Elementary Students: 85.80% Secondary Students: 85.78% How well do you feel the district's facilities ensure your or your student's safety? Elementary Parents: 78.99% Secondary Parents: 77.14% Certificated: 67.31% Certificated Management: 50.00%			Certificated: Increase 3.96% Certificated Management: Increase 3.3% Classified: Decrease 6.45% Classified Management: Decrease 29.59% The following questions are new and the baseline for measuring Year 2 and Year 3 outcomes: How well does your school's classrooms, buildings, and fields keep you safe? Elementary Students: 85.80% Secondary Students: 85.78% How well do you feel the district's facilities ensure your or your student's safety? Elementary Parents: 78.99% Secondary Parents: 77.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Classified: 68.02% Classified Management: 40.00%			Certificated: 67.31% Certificated Management: 50.00% Classified: 68.02% Classified Management: 40.00%
4.4	Studer Score Cards These score cards are strategic tools that are used to track and align key performance metrics districtwide. The help monitor progress towards goals, guide data-informed decisions, and ensure accountability on all levels. Key features of Studer Education Scorecards include: • Alignment with District Goals • Clear, Measurable Metrics • Defined Targets and Timelines • Ownership and Accountability	To be determined	N/A		Establish a baseline of information to improve on. Scorecards will be updated and reviewed frequently to inform decisions and adjust strategies as needed.	N/A

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

Goal Analysis [2024-25]

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

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

Ramona Unified has made progress with implementing actions of educating students in facilities that are safe, clean, well-maintained, and supportive of healthy learning environments.
Successful Implementation:
-Action 4.1 Well-Maintained Facilities: Facility inspections were performed in July 2024 and resulted in one site with a GOOD rating (Hanson) and the other 8 sites with a FAIR rating. Ongoing efforts are being made to improve ratings at the sites with FAIR ratings. Several facility improvement projects have taken place during 24-25, including but not limited to resurfacing and restriping the track and basketball courts at OPMS, restrooms and portable classroom improvements at RE, addressing draining issues near the Welding building at RHS, and districtwide plumbing repairs both in restrooms and other areas. Preliminary steps have been taken to address roofs that need to be replaced.
-Action 4.3 Basic Service: Safe Facilities: School sites are conducting regular trainings involving staff and students to prepare for emergency situations. The District is coordinating two school site evacuation drills in partnership with local fire and law enforcement agencies. School sites have conducted the annual update of their Comprehensive Site Safety Plan (CSSP). Additionally, some preliminary work has been done to label roofs at one school site.
Implementation Challenges:
-Action 4.1 Well-Maintained Facilities: Hiring and retaining proficient maintenance staff, implementing preventative maintenance measures, and addressing the vast facility needs in a timely manner has been challenging. LCAP survey results indicate students, staff, and parents want to see more done in these areas.
-Action 4.2 Clean Facilities: Hiring and maintaining skilled custodial team members, and implementing consistent cleaning protocols across all sites has been a challenge. LCAP survey results indicate that parents and staff do not feel the facilities are adequately cleaned.
-Action 4.3 Safe Facilities: Installation of perimeter fencing at remaining sites and enhancement of emergency and communication systems remain outstanding at this time. Funding opportunities through grants are being explored for these items. LCAP survey results indicate that survey participants in all groups want to see improvements made in this area.

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.

For FY 2024-25, material differences exist between budgeted expenditures and estimated actual expenditures for all actions in Goal 4. Due to delays in progress on several large facility projects, RUSD does not anticipate completing enough work by June 30th to align expenditures with the original budget. This has resulted in lower-than-expected spending in the current year. RUSD anticipates making substantial progress on these projects in FY 2025-26, which will likely lead to higher expenditures in the next fiscal year.
-Action 4.1- Budgeted Expenditures: $2,909,169 Estimated Actual Expenditures: $2,717,254 Difference: $191,915
-Action 4.2- Budgeted Expenditures: $2,812,892 Estimated Actual Expenditures: $2,675,610 Difference: $137,282
-Action 4.3- Budgeted Expenditures: $185,000 Estimated Actual Expenditures: $208,384 Difference: $-23,384 Explanation: Purchased additional cell service signal boosters for two sites that were not originally planned

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

Based on analysis of metrics and outcomes, the implementation of actions thus far has shown a lack of effectiveness in achieving Goal 4, as demonstrated by both FIT Report outcomes and LCAP survey results.
-Action 4.1 Well-Maintained Facilities: One site of nine is rated as GOOD based on the FIT Reports conducted July 2024. Survey results also reflect that respondent groups feel more should be done to address the maintenance of facilities.
-Action 4.2 Clean Facilities: Survey results indicate that less than 90% of respondent groups feel school facilities are clean.
-Action 4.3 Safe Facilities: Survey results show that less than 90% of respondent groups feel all sites are safe.

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

Based on our analysis, the planned adjustments for the 2024-27 LCAP cycle are as follows:
-Action 4.4: Learning Recovery Emergency Block Grant (LREBG). Funds will be used to partner with Studer Education to improve district and school culture by implementing a data-informed strategic plan. Strengthen leadership capacity with system-wide alignment that directly supports student success.
-Metric 4.4: Studer Report Cards are strategic tools that will measure the efficacy of aligning key performance metrics and assist with monitoring of progress towards goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Basic Service: Well Maintained Facilities	Continue to ensure all facilities and resources are well maintained -Hire and maintain a proficient maintenance team -Implement preventive maintenance measures -Address roof repairs promptly -Enhance bathroom facilities -Conduct field repairs as needed -Undertake building improvement projects	$3,062,071.00	No
4.2	Basic Service: Clean Facilities	Ensure all school facilities are clean -Hire and maintain a skilled custodial team -Implement consistent cleaning protocols across all sites -Ongoing training for all custodial staff members -Ensure adequate cleaning supplies and materials for all sites and staff	$2,956,515.00	No
4.3	Basic Service: Safe Facilities	Ensure all sites are safe -Ensure staff participation in annual safety trainings and conferences -Maintain collaboration with the Sheriff's department and Fire department on school security -Keep campus safety plans current and effectively communicate them to students, parents, and staff -Install perimeter security fencing at all locations -Enhance our emergency communication capabilities, including upgrading radios and PA systems.	$447,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Learning Recovery Emergency Block Grant (LREBG)	Learning Recovery Block Grant funding will be used to: Partner with Studer Education to improve district and school culture by implementing a data-informed strategic plan. Strengthen leadership capacity with system-wide alignment that directly supports student success. Studer Education's Evidence-Based Leadership Framework and Nine Principals Framework are informed by proprietary research that is focused on education: Organizational Change Process in High-Performing Organizations (2004), Straight A Leadership Assessment (2013), Maximize Performance (2015), and Hardwiring Excellence in Education (2023). Action 4.4 will be monitored by metric: 4.4	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, students at Montecito High School and Future Bound Independent Study will increase achievement on the College & Career Readiness Indicator for all students including the socioeconomically disadvantaged student group.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that all students educated in the Ramona Unified School District will graduate ready for career or college upon graduation. The goal was developed as the result of LCAP Equity Multiplier criteria, student performance on the CA School Dashboard and on the identified needs of students through data analysis of state and local assessments, surveys, and educational partner input.

The analysis of the California School Dashboard (Dashboard) data indicated 0% of Montecito students and 4.3% of Future Bound students graduated ready for College or Career based on the College and Career Indicator (CCI) in 2023.
MHS is currently in ATSI for suspension rates for the All students, White and Hispanic student groups.

The Dashboard also showed a clear need to continue supporting:
* ELA and ELD - reading, writing, listening, and speaking skills (MHS = 26.98% met or exceeded standards in 2023) (Future Bound - Student groups were too small to report on Dashboard)
* Math (MHS = 4.76% met or exceeded standard in 2023) (FB - Student groups were too small to report on Dashboard)
* Graduation Rate (MHS = 71.7%, declined from previous year) (FB = 47.8%, declined from previous year)
* School Climate as measured by suspension rate (MHS = Red/ very low for all student groups and ATSI for All students, White, Hispanic and socioeconomically disadvantaged student groups)

Using the data collected from the Prop 28 Arts survey in 2023, staff have identified the most interest in adding courses focused on the visual arts and graphic production, which would incorporate photography, painting, screen printing and fashion design, and video / film production. MHS staff will collaborate on the development of this two course sequence in the Graphic Production and Design pathway for implementation in the 2025-2026 school year.

The 2024 RUSD LCAP educational partners survey indicates high levels of school connectedness and safety for both MHS and FB. 97.83% of MHS students and 100% of FB students answered "well" and "very well" when asked how well their school makes them feel like they belong and are cared about. The same number of respondents, (97.83% MHS and 100% FB) report that they have an adult at school who listens to them. There were no findings for FB in CSI/DA or ATSI for the current school year.

During the LCAP development, educational partners identified the need for:
* Increasing academic performance in ELA and Mathematics
* More training and support for staff how to better meet students' social-emotional needs and engagement in school (to increase attendance, persistence to graduation, decrease suspension rates)
* More consistent instruction, tutoring and intervention support is needed, especially in the area of mathematics and science
* Find ways to make learning more fun, hands-on, and engaging
* Increase access to CTE pathways
* Improve attendance and student engagement at school consistently
* Mental health support - As indicated by students, staff and other educational partners, and in the MHS WASC 2023 mid-cycle report, there is a need for a multi-tiered systems of support including PBIS, to be developed and implemented. This aligns with the larger RUSD plan for MTSS and PBIS.

RUSD plans to improve literacy, problem-solving, analysis, and reasoning skills through all content areas, access to CTE, increase support for social emotional needs, reduce suspensions, and increase attendance and engagements with actions that support and improve teaching and learning and will measure progress towards this goal using metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase achievement on CAASPP ELA	MHS 2023 Distance from Standard: A. All Students: -81.7 points SED: -95.1 points B. MHS ELA 5x5 grid Growth Level: All Students: Orange / Very Low / Increased Significantly There were not enough students in subgroups	MHS 2024 CA School Dashboard: A. ELA declined 10.6 points for all students to 92.3 points below standard and SED students were 93.7 points below standard. B. There were not enough MHS		By 2027: For both MHS and FB, the distance from standard will be reduced for all students by 66.7 points. Increase significantly on 5x5 Grid for all students	A. All students increased distance from standard by 10.6 points (not met) and SED decreased distance from standard by 1.4 points (not met) B. N/A - There were not enough MHS students in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for representation on the grid. C. FB Distance from Standard: The number of FB students was not a large enough group for scores to be reported on the CA School Dashboard for all students and subgroups.	students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid. FB 2024 CA School Dashboard: C. All students = 199.8 points below standard. There were not enough FB students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid.			the cohort to be given a color on the dashboard nor placement on the 5x5 grid. C. N/A - There were not enough FB students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid.
5.2	Increase achievement on CAASPP MATH	MHS 2023 Distance from Standard: A. All Students: -186.1 points SED: -194.1 points B. MHS ELA 5x5 grid Growth Level: All Students: Orange / Very Low / Increased Significantly There were not enough students in subgroups for representation on the grid.	MHS 2024 CA School Dashboard: A. Math increased for all students by 31.6 points to 154.5 points below standard. SED students increased by 43.2 points to 150.9 points below standard. B. There were not enough MHS students in the		By 2027: For both MHS and FB, the distance from standard will be reduced for all students by 66.7 points. Increase significantly on 5x5 Grid for all students	A. All students decreased distance from standard by 31.6 points and SED students by 43.2 points. We are on target to meet three year outcome. B. N/A - There were not enough MHS students in the cohort to be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		C. FB Distance from Standard The number of FB students was not a large enough group for scores to be reported on the CA School Dashboard for all students and subgroups.	cohort to be given a color on the dashboard nor placement on the 5x5 grid. C. FB 2024 CA School Dashboard: All students = 253.7 points below standard. There were not enough FB students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid.			given a color on the dashboard nor placement on the 5x5 grid. C. N/A - There were not enough FB students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid.
5.3	Increase Graduation Rate	A. MHS 2023 Graduation Rate: All Students = 71.7% SED = 68.2% B. FB 2023 Graduation Rate: All Students = 47.8% SED = 33.3%	A. MHS 2024 Graduation CA School Dashboard 5x5 Color = green for all students and SED All students Grad rate = 80.6%, an increase of 8.9% from previous year. SED grad rate = 80%, an increase of 11.8%		By 2027: A. and B. The graduation rate will increase to 85% or higher at both MHS and FB.	A. The MHS graduation rate for all students increased by 8.9% and SED students increased by 11.8%. We are on target to meet three year outcome. B. The FB graduation rate for all students increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from previous year. B. FB Graduation All students graduation rate increased by 24.9% to 72.7% SED students graduation rate = 72.2% (increase of 38.9%)			24.9% and SED students increased by 38.9%. We are on target to meet three year outcome.
5.4	Increase the number of students completing a CTE Pathway.	A. MHS 2023 CTE Pathway completion: Ten (12%) students completed the CTE Construction pathway, 9 of which were SED. There were 81 total program participants.	A. MHS 2024 CTE Pathway Completion: Six (7%) students completed the CTE Construction Pathway, 4 of which were SED. There were 91 total program participants. MHS received board approval to pilot a new CTE pathway beginning spring 2025 for Graphic Arts. This goal is dependent upon a new, two year CTE pathway that is being piloted in 2025;		By 2027: A. MHS: CTE completion rate will increase to 35% or more of pathway participants for all student groups.	A. The CTE pathway completion rate declined by 5% (Not Met) however we are on target to meet the goal as a result of the second CTE course pilot starting spring 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			completers in this second pathway will be counted in 2026.			
5.5	Increase student engagement	A. MHS 2023 Attendance: Data Quest Chronic Absenteeism rate All students = 75.2%. SED = 75.0% B. MHS Suspensions 2023: All 13% (Red) WH = 15.7% (Red) HI = 12.5% (Red) SED = 12.4% (Red) C. Future Bound Chronic Absenteeism rate All Students = 50% SED = 56.8% D. There were no students suspended at FB in the 22/23 school year. E. School Social Worker contacts baseline to be established 2024-2025 school year (each trimester or semester)	A. MHS Attendance 2024: Data Quest's Chronic Absenteeism rates for All Student group = 67.9%, a decrease of 7.3% SED students = 69.8% Chronically absent, a decrease of 5.2% B. MHS 2024 Suspensions: Dashboard = Yellow (improved) All students = 9% which marks a decline in the number of suspensions by 4.2%. WH = 11.4%, a decline in the number of suspensions by 4.3%. HI = 9.5%, a decline in the number of		By 2027: MHS: A. Reduce the number of chronically absent MHS students for all student groups by at least 25% B. Reduce the suspension rate at MHS to 5% or less annually. C. Reduce the number of Chronically absent students at FB by at least 25%. D. Maintain the FB Suspension rate at 0%. E. Increase student access to social emotional support as measured by School Social Worker contacts	A. MHS Chronic Absenteeism for All students decreased by 7.3% and SED students chronic absenteeism decreased 5.2%. We are making some progress towards meeting the target. B. MHS Suspension rates (improved in all areas:) All students suspension rate decreased by 4.2% WH students decreased by 3% HI students decreased by 3% SED students decreased by 5.4% We are on target to meet the three year outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		F. School counselor contacts baseline to be established 2024-2025 school year (each MHS trimester or FB semester)	suspensions by 3%. SED = 7%, a decline in the number of suspensions by 5.4% C. Future Bound 2024 Current attendance data: Data Quest's Chronic Absenteeism rates for all students = 27.5%, a decline of 22.5%. SED students chronic absenteeism rate = 34.6%, a decline of 22.2% D. There were no suspensions at FB in 2023/24, BLUE on CA School Dashboard. E. School Social Worker contacts baseline to be established 2024-2025 school year (each trimester or semester)		F. Increase student access to counseling and post-secondary planning as measured by School counselor contacts	C. FB Chronic Absenteeism - improved by 22.5% for all students and 22.2% for SED students. We are on target to meet this goal. D. FB Suspensions goal met; 0 suspensions to date (Met) E. Baseline to be established 2024-25 SY F. Baseline to be established 2024-25 SY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			F. School counselor contacts baseline to be established 2024-2025 school year (each MHS trimester or FB semester)			
5.6	Increase College & Career Indicator for all students	A. MHS CCI: 2023 - 0% Prepared 20.8% Approaching Prepared. B. FB CCI: 4.3% Prepared 8.7% were Approaching Prepared.	A. MHS 2024: 8.1% of 62 students were "Prepared" on the CA School Dashboard, an increase from the previous year. "Approaching Prepared" = 19.4% All students and SED students were Orange on the 5x5 grid and Dashboard. B. FB = 0 students were prepared, a decline of 4% (1) from the previous year. 4.5% of students were Approaching Prepared.		A. MHS: Percent of students who are Prepared will increase to 25% or more for all student groups and the percent of students Approaching Prepared will increase by 25% by 2027 B. FB: Percent of students who are Prepared will increase to 25% or more for all student groups and the percent of students Approaching Prepared will increase by 25% by 2027.	A. MHS all students "Prepared" increased by 8.1%, and moved from red to orange on the 5x5 grid. All students "Approaching Prepared" declined by 1.4%. We are on target to meet three year outcome. B. FB all students "Prepared" declined by 4% and "Approaching Prepared" declined by 4%. (Not Met)

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

Goal Analysis [2024-25]

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

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

Action 5.1 Additional Academic Supports:

- Digital and Print Interventions for ELA and Math: Purchased MAP Accelerator for Math intervention. Currently being implemented in Int Math 1 and Int Math 2 classes. Training provided to staff on use of Map Accelerator. Staff continue to explore options for ELA interventions.
- 5.1 Professional Learning and Release Time: Successfully provided full day of training supported by SDCOE fall 2024 including Trauma Informed Practices Training with 100% certificated staff participation. Release time has been focused on curriculum development for new CTE pathway (Graphic Arts) at MHS and to support HSS textbook implementation at FB.

Action 5.2 Increase academic and mental health support: Hired counselor and school social worker (SSW) 100% at MHS and FB (both were previously 50%). Suspension rate decreased from 2023-2024 and is trending as of March 1, 2025 to again decrease in the number of suspensions for the 24/25 SY. Graduation rate increased from 2023 to 2024. Interventions and supports provided by Counselor and SSW have increased in: graduation planning, post-secondary planning, home visits, parent outreach, individual and small group counseling, attendance interventions, and college/career preparation.

Action 5.3 Increase CTE and College/Career Readiness: Hired 80% teacher for Graphic Arts and electives to increase access to CTE courses and graduation requirements. Provided release time for planning for 2 teachers developing CTE pathway: Graphic Arts and purchased materials and supplies to pilot course. Course submitted and approved by board for pilot beginning Spring/Trimester 3 2025. Counselor has increased quantity and quality of student and parent contacts for post-secondary readiness activities (eg: FAFSA, Cash for College events, college enrollment, etc).

Action 5.4 Professional Learning and Coaching: Contracted with SDCOE to provide coaching and support for principal in provision of professional learning, happening monthly. Founded PBIS and MTSS committees beginning Fall 2024 to collaborate on schoolwide systems and reported work to site staff. October 2024 all certificated staff participated in workshop to investigate and plan collaboratively systems to support social-emotional learning while increasing rigor, graduation rate, and college/career readiness and decreasing suspension rates. This area is developing as we continue to collaborate on areas of need. Staff received Trauma Informed Practices Training in October 2024.

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.

5.1 - The school site overestimated the cost of interventions and the associated professional learning. As a result, actual expenditures were lower than anticipated. This reflects a case of overbudgeting for items that were successfully completed at a lower cost.
5.4 - The school site underestimated the cost of coaching and support for the principal in the intended areas.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 5, as demonstrated by the indicators/metrics identified. For several of the actions and metrics, we are still beginning implementation.

Action 5.1 Academic supports: CAASPP Math scores increase from 2023 to 2024 however this was prior to implementing Map Accelerator. MAP testing data for Math shows some growth from fall to spring however due to the small number of students taking the test, it is difficult to attribute gains to MAP Accelerator at this time however it suggests a positive trajectory. Staff continue to seek options for ELA interventions. CAASPP ELA declined slightly from 2023 to 2024.

Action 5.2 Increase academic and mental health support: Metrics show emerging effectiveness through increased parent and student engagement in areas such as: attendance, post-secondary planning, graduation, social emotional supports, academic and mental health interventions and services.

Action 5.3 Increase CTE and College/Career Readiness: Graduation rate increased and suspension rate decreased from 2023 to 2024. The implementation of the new CTE course will lead to an increase in CCR outcomes including CTE completion.

Action 5.4 Professional Learning and Coaching: This action shows emerging effectiveness through increased student engagement metrics (suspension, graduation, course completion, grades, test scores), though academic impact data is still developing. Current implementation indicators suggest positive trajectory. MHS staff will leverage the work in this action in the development of the 2026 WASC Self Study cycle. 100% of certificated staff and one classified staff trained in Trauma Informed Practices.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Modifications:

5.3 Increase options for CTE Pathways at MHS: Additional 0.8 FTE (+0.2 funded through Prop 28 Art Education) teacher for engaging, relevant career focused courses and to aid in the planning and implementation of new CTE pathway at MHS" will be removed for the 2025-

2026 school year because the Equity Multiplier funding was reduced. Funds were spent for a field trip community college and in future years additional funds will be allocated to college and career field trips.

5.3 and 5.4: College & Career Readiness Curriculum - Staff will use the district adopted College and Career readiness curriculum (CCGI) for lessons.

5.4 Did not conduct specific root cause analysis rather, a similar type of exercise was conducted to investigate and plan collaboratively a systems that incorporate increase academic outcomes and support with 100% certificated staff participating. This continues to be an area of focus for MHS staff in the development of the 2026 WASC Self Study cycle and is tied to the work being done in Actions 5.1, 5.2 and 5.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Academic Intervention Supports for Learning for increased achievement on CAASPP ELA and Math	Provide additional academic supports for MHS and FB students: Research & purchase digital and print interventions (ELA and Math) Provide professional learning and release time for staff development and collaboration. Action 5.1 will be measured by the following metrics: Metric 5.1 will measure ELA growth and achievement Metric 5.2 will measure Math growth and achievement Metric 5.5 will monitor the effectiveness of the professional learning that was provided and implemented, as measured by outcomes listed above.	$11,391.00	No
5.2	Increase both academic and mental health support services	Provide increase to academic and mental health staff: Increase Counselor position at MHS and FB from 49% to 100% to improve student outcomes including graduation, college and career readiness, engagement, and social emotional support Increase School Social Worker position at MHS and FB from 50% to 100% Provide added parent engagement, training and supports	$45,339.00	No

Action #	Title	Description	Total Funds	Contributing
		The action will improve student outcomes including graduation, college and career readiness, engagement, and social emotional support by meeting with students, tracking and monitoring student progress, and providing interventions or support. Provide added parent engagement, training and supports Action 5.2 will be measured by the following metrics: Metric 5.3 will measure student graduation rate Metric 5.5 will monitor impact of interventions and supports		
5.3	Increase CTE And College and Career Readiness	Planning and implementation of new CTE pathway at MHS: -Research & purchase digital and print materials, and supplemental materials, provide professional learning and release time for staff development and collaboration. College & Career readiness activities including materials and supplies needed for student/parent presentations specific to graduation, post-secondary planning and college/career focused field trips and presentations to support increased engagement and increased post-secondary readiness outcomes. Will use CCGI curriculum, adopted by district for College and Career activities. This action will improve student outcomes including college and career readiness, graduation and engagement. Action 5.3 will be measured by the following metrics: Metric 5.4 will measure the number of students enrolled in CTE courses and completing CTE pathways. Metric 5.5 will monitor the impact of guidance counselor support for student post-secondary preparations. Metric 5.6 will measure CCI growth and achievement.	$56,033.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Professional Learning and Coaching to improve outcomes for all students	This action will improve student outcomes: academic achievement, college and career readiness, graduation and engagement. Research & provide professional learning and release time for staff development and collaboration: 1. PBIS and/or MTSS Training for all staff (determined by root cause analysis) 2. Training for staff on CCGI (schoolwide College & Career Readiness curriculum) 3. Coaching for staff in aforementioned areas 4. Trauma Informed Practices Training Action 5.4 will be measured by the following metrics: Metric 5.3 will measure student graduation rate. Metric 5.5 will monitor the impact of guidance counselor support for student post-secondary preparations. Metric 5.6 will measure CCI growth and achievement.	$11,391.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,533,406.00	$471,012

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
15.863%	0.270%	$145,456.25	16.133%

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
1.4	**Action:** Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes **Need:** Identified Need: When disaggregating the 2023 CAASPP English Language Arts (ELA) performance of SED students (61% of our student population) and comparing it to our ELs (13% of our	Educators will provide targeted interventions in all classrooms and supplemental intervention support during the school day, so students will have the academic help they need to improve learning outcomes. Students performing below grade level standards are not closing the achievement gap without targeted interventions and scaffolded instructional strategies to access content and develop skills.	1.1, 1.3, 1.5, 1.16, 1.17

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
	student population), we found significant discrepancies. ALL students met/exceeded standards at a rate of 44%. SED students met/exceeded standards at a rate of 35% and EL students met/exceeded standards at a rate of 4%. Of our EL students, 95% are also SED. Similar results were noticed when disaggregating the 2023 CAASPP Math performance for SED students. ALL students met/exceeded standard at a rate of 30%. SED students met or exceeded standard at a rate of 22% and of our EL students who are also SED, only 2% met/exceeded standards. Educational partners indicated the need for more interventions, extended learning opportunities, and tutoring support available for these students to improve literacy and math performance for SED and EL students. **Scope:** LEA-wide	Classroom teachers will differentiate to meet the needs of EL and SED students by pulling small flexible groups to target instruction. Supplemental intervention teachers will service students not meeting standards. Educators will receive training and coaching in the areas of math, literacy and ELD. Digital and supplemental instructional materials will be provided so that teachers have the materials needed to provide tiered support to SED and EL students. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. We expect these actions will significantly improve literacy and math comprehension and student outcomes for SED and EL students participating in intervention support. These actions will be provided LEA wide because all students performing below grade level can benefit from opportunities to improve their reading and math skills. Additional support for EL students is demonstrated in action 1.5.	
1.7	**Action:** Provide supplemental, programs and services for unduplicated students **Need:** Providing students access to graduate career ready by maintaining CTE course options and teachers.	Providing access to CTE courses and teachers to build students' skill sets in the CTE pathway helps provide unduplicated pupils more options for employment once graduated. This action is being implemented on a district-wide basis because we are a small district, and we only have one comprehensive high school, one continuation high school, and two independent study high schools.	Metric 1.8 will be used to measure students' engagement and graduating career ready.

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		
2.1	**Action:** Tiered interventions to address Chronic Absenteeism **Need:** The chronic absenteeism rates of our HOM (42.4%) and our EL (38.9%) subgroups are significantly higher than our overall rate of 32.2%. Because the barriers to attendance tend to be unique to individuals and their families we need to increase our monitoring of individual attendance rates and implement meaningful interventions that address the barriers to individual student's attendance. **Scope:** LEA-wide	Attendance technicians and attendance intervention teams will prioritize the described actions and interventions for our HOM, EL, and SED student groups. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	2.1, 2.2, 2.25
2.3	**Action:** Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services **Need:** RUSD population of SED students increased significantly in '22-'23SY and has been on an upward trend for the last three years. '22-'23SY 59.4% '21-'22SY 41.8% '20-'21SY 39.3% It is critical that our SED students have access to nutritious meals and transportation to	Serving cost-free meals to all students is absolutely necessary for our SED students and can benefit all. An added benefit of offering cost-free meals to all instead of just SED students is that it removes any concerns of social acceptance based on one's economic status. Transportation is extremely important in removing barriers to consistent attendance. Our SED, FY, HOM are offered free transportation. Based on circumstances, EL students may qualify for no-cost or low-cost services as well. Transportation is offered LEA-wide to reduce the stigma of utilizing school-based transportation and to generate	2.19, 2.20

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
	address barriers to school engagement. Transportation concerns are routinely identified as a need through the work of attendance intervention. 35.2% of our SED students are chronically absent as well as 27.6% or our FY, and 38.9% of EL students. **Scope:** LEA-wide	additional funds for transportation services within the district.	
2.5	**Action:** New strategies to address problem behaviors and bullying **Need:** Educational partner feedback indicated we need more impactful interventions and methods to address bullying concerns at the school sites as well as more transparent practices to share data related to bullying concerns to our Educational Partners. EL (4.9%), SED (5.2%) and FY (18.2%) subgroups both fall in the “Very Low Performance” category on the school dashboard. Suspension rates for these student groups occur at a higher level than our overall population (4.3%). We need to ensure discipline strategies are meaningful and work to correct student behavior and teach lagging skills that impact behavior.	These actions will create an opportunity to address the suspension rates for EL, SED, and FY and our approach discipline with more of an equitable and restorative mindset. These actions are being provided on an LEA-wide basis to build capacity of all staff, reframe how we teach behavior expectations, calibrate on our response to behavior, and change the overall perception of bullying in the LEA.	2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18

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		
2.6	**Action:** Social, Emotional, and Behavioral Support for at-risk students **Need:** Our EL, HOM, and SED students have higher rates of Chronic Absenteeism and higher rates of suspension than our overall student group. Additionally, HOM and SED students have lower graduation rates than our overall. Increased support that is capable of assessing and responding to the needs from a whole child perspective are needed. Chronic Absenteeism: Overall (32.2%), EL (38.9%), HOM (42.4%) SED (35.02%) Suspension: Overall (4.3%), EL (4.9%), HOM (5.7%) SED (5.2%) Graduation Rates: Overall (89.8%), HOM (64.7%), SED (86%) **Scope:** LEA-wide	Having School Social Workers, Counselors, and mentors at our school-sites makes available staff with the professional skills and focus to support and advocate for our EL, HOM, FY, and SED students. These positions are provided on an LEA-wide basis to maximize their impact and ensure interventions are implemented across all tiers. This strategy allows us to support the individual students as well as address underlying causes of culture and awareness and to alleviate any stigma applied to seeking out supportive services at school.	2.1, 2.13, 2.21

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	**Action:** Implement the EL Master Plan to ensure all EL students receive appropriate support **Need:** EL students are widely not meeting standards **Scope:** Limited to Unduplicated Student Group(s)	Providing additional classroom support with ELD paraeducators and and ensuring systems and structures to implement the district EL Master Plan will improve student outcomes.	Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes), 1.3 (Math CAASPP), 1.8 (Seal of Biliteracy), 1.15 (EL Para Staffing), 1.18 (Biliteracy Pathway)
1.7	**Action:** Provide supplemental, programs and services for unduplicated students **Need:** Unduplicated students need access to college and career pathways **Scope:** Limited to Unduplicated Student Group(s)	Removes cost barriers so students can take necessary college readiness exams and provides opportunities for them to learn about how they can become college and career ready	Action 1.7 will be monitored by metrics 1.8 (AP) and 1.9 (AP and SAT) as described above
1.9	**Action:** Implement the EL Master Plan to ensure all LTEL students receive appropriate support **Need:** LTEL students are widely not meeting standards **Scope:**	Providing additional classroom support with ELD paraeducators and and ensuring systems and structures to implement the district EL Master Plan will improve LTEL student outcomes.	Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes), 1.3 (Math CAASPP), 1.15 (EL Para Staffing)

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)		

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

N/A

Additional Concentration Grant Funding

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

The additional concentration add-on funding will be allocated towards hiring full-time intervention teachers, a BARR Support Intervention Teacher and a MTSS Director (Goal 1, Action 4).

These intervention teachers will play a crucial role in supporting literacy and mathematics through research-based intervention. Additionally, all positions will support a multi-tiered system of support (MTSS) for students, addressing various aspects such as attendance, academics, behavior, and school connectedness. By employing evidence-based interventions tailored to the needs of individual students, these teachers and Administrator will work to improve student outcomes and promote overall success. Through the implementation of MTSS, students will receive targeted support at different levels based on their specific needs, ensuring that interventions are both timely and effective. This approach will not only address academic challenges but also foster a supportive and inclusive school environment that promotes student engagement and overall well-being.

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	Barnett Elementary – 1:41.38 James Dukes Elementary – 1:24.93 Mountain Valley Academy and RCMS – 1:58.41	Hanson Elementary – 1:39.89 Montecito High (Continuation) and FB – 1:30.87 Mt. Woodson Elementary – 1:35.84 Olive Peirce Middle – 1:43.45 Ramona Elementary – 1:16.70 Ramona High – 1:48.83
Staff-to-student ratio of certificated staff providing direct services to students	Barnett Elementary – 1:15.77 James Dukes Elementary – 1:15.21 Mountain Valley Academy and RCMS – 1:18.55	Hanson Elementary – 1:16.09 Montecito High (Continuation) and FB – 1:8.21 Mt. Woodson Elementary – 1:17.45 Olive Peirce Middle – 1:13.33 Ramona Elementary – 1:12.76 Ramona High – 1:16.96

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	53,793,929	8,533,406.00	15.863%	0.270%	16.133%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$64,480,058.00	$12,170,754.00	$4,295,582.00	$2,460,724.00	$83,407,118.00	$73,359,128.00	$10,047,990.00

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	Actively recruit, hire and retain high quality staff (certificated and classified)	All	No			All Schools	Ongoing	$51,234,612.00	$0.00	$44,821,215.00	$1,557,348.00	$3,598,582.00	$1,257,467.00	$51,234,612.00	
1	1.2	Staff (certificated and classified) are assigned, fully credentialed and professionally developed for the students they are supporting, including SWD, EL, FY and HOM	All	No			All Schools	1-3 years	$241,229.00	$213,994.00	$70,297.00	$256,500.00	$0.00	$128,426.00	$455,223.00	
1	1.3	Broad Course of Study and standards-aligned materials to ensure students are prepared for College and Career	All	No			All Schools	1-3 Years	$68,555.00	$3,155,756.00	$428,567.00	$2,746,408.00	$0.00	$49,336.00	$3,224,311.00	
1	1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, HES, RES, OPMS, RHS	1-3 years	$1,859,607.00	$375,836.00	$1,668,425.00	$0.00	$0.00	$567,018.00	$2,235,443.00	
1	1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1-3 years	$396,083.00	$0.00	$396,083.00	$0.00	$0.00	$0.00	$396,083.00	
1	1.6	Interventions and support for special education students	Students with Disabilities	No			All Schools	1-3 years.	$160,541.00	$1,223,319.00	$1,060,222.00	$4,288.00	$257,000.00	$62,350.00	$1,383,860.00	
1	1.7	Provide supplemental, programs and services for unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated	English Learners Foster Youth Low Income	Specific Schools: FB, RHS, MHS, MVA	1-3 years	$849,520.00	$13,570.00	$863,090.00	$0.00	$0.00	$0.00	$863,090.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)		9-12									
1	1.8	Learning Recovery Emergency Block Grant (LREBG)	All	No			All Schools	1 Year	$1,310,431.00	$0.00	$0.00	$1,310,431.00	$0.00	$0.00	$1,310,431.00	
1	1.9	Implement the EL Master Plan to ensure all LTEL students receive appropriate support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1-2 Years	$0.00	$0.00	$0.00				$0.00	
2	2.1	Tiered interventions to address Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1-3 years	$723,657.00	$11,580.00	$735,237.00	$0.00	$0.00	$0.00	$735,237.00	
2	2.2	Provide supportive, inclusive, safe, and engaging school environments	All	No			All Schools	1-3 years	$1,790,047.00	$154,299.00	$1,870,272.00	$38,000.00	$0.00	$36,074.00	$1,944,346.00	
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,245,036.00	$2,313,458.00	$2,774,994.00	$3,745,000.00	$0.00	$38,500.00	$6,558,494.00	
2	2.4	Through MTSS, analyze data to determine students' needs and provide explicit and strategic supports	All	No			All Schools	1-3 Years								
2	2.5	New strategies to address problem behaviors and bullying	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1-3 Years	$234,818.00	$0.00	$234,818.00				$234,818.00	
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1-3 years	$2,957,309.00	$443,113.00	$2,957,309.00	$278,030.00	$75,000.00	$90,083.00	$3,400,422.00	
2	2.7	Before and After School Care Program	All	No			Specific Schools: MWES, HES, RES, RCMS, BES, JDES, OPMS, MHS	1-3 years	$2,082,132.00	$348,582.00	$0.00	$1,978,675.00	$365,000.00	$87,039.00	$2,430,714.00	

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
							TK-12									
2	**2.8**	Learning Recovery Emergency Block Grant (LREBG)	All	No			Specific Schools: OPMS 7, 8	1 Year	$31,920.00	$0.00	$0.00	$31,920.00	$0.00	$0.00	$31,920.00	
3	**3.1**	Improve communication with families through consistent sharing of information	All	No			All Schools	1-3 years	$0.00	$133,443.00	$133,443.00	$0.00	$0.00	$0.00	$133,443.00	
3	**3.2**	Engage parents/ guardians engagement in decision-making processes	All	No			All Schools	1-3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.3**	Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support	All	No			All Schools	1-3 years	$0.00	$21,379.00	$0.00	$0.00	$0.00	$21,379.00	$21,379.00	
3	**3.4**	Increased and strategic connections with families of low income and EL families	EL and SED	No			All Schools	1-3 years	$104,045.00	$19,007.00	$0.00	$0.00	$0.00	$123,052.00	$123,052.00	
3	**3.5**	Increased and strategic connections with families of students with disabilities	Students with Disabilities	No			All Schools	1-3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.1**	Basic Service: Well Maintained Facilities	All	No			All Schools	3 Years	$2,116,699.00	$945,372.00	$3,062,071.00	$0.00	$0.00	$0.00	$3,062,071.00	
4	**4.2**	Basic Service: Clean Facilities	All	No			All Schools	3 Years	$2,851,515.00	$105,000.00	$2,956,515.00	$0.00	$0.00	$0.00	$2,956,515.00	
4	**4.3**	Basic Service: Safe Facilities	All	No			All Schools	3 Years	$0.00	$447,500.00	$447,500.00	$0.00	$0.00	$0.00	$447,500.00	
4	**4.4**	Learning Recovery Emergency Block Grant (LREBG)	All	No			All Schools	3 years + beginning in 2025-26	$0.00	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00	
5	**5.1**	Academic Intervention Supports for Learning for increased achievement on CAASPP ELA and Math	All	No			Specific Schools: MHS, FB	1 - 3 years	$0.00	$11,391.00	$0.00	$11,391.00	$0.00	$0.00	$11,391.00	
5	**5.2**	Increase both academic and mental health support services	All	No			Specific Schools: MHS, FB	1-3 years	$45,339.00	$0.00	$0.00	$45,339.00	$0.00	$0.00	$45,339.00	

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
5	**5.3**	Increase CTE And College and Career Readiness	All	No			Specific Schools: MHS	1-3 years	$56,033.00	$0.00	$0.00	$56,033.00	$0.00	$0.00	$56,033.00	
5	**5.4**	Professional Learning and Coaching to improve outcomes for all students	All	No			Specific Schools: MHS, FB	1-3 years	$0.00	$11,391.00	$0.00	$11,391.00	$0.00	$0.00	$11,391.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
53,793,929	8,533,406.00	15.863%	0.270%	16.133%	$9,629,956.00	0.000%	17.902 %	**Total:**	$9,629,956.00
								LEA-wide Total:	$9,233,873.00
								Limited Total:	$1,259,173.00
								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	1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, HES, RES, OPMS, RHS	$1,668,425.00	
1	1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$396,083.00	
1	1.7	Provide supplemental, programs and services for unduplicated students	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: FB, RHS, MHS, MVA 9-12	$863,090.00	
1	1.9	Implement the EL Master Plan to ensure all LTEL students receive appropriate support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	2.1	Tiered interventions to address Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$735,237.00	

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 (%)
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,774,994.00	
2	2.5	New strategies to address problem behaviors and bullying	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$234,818.00	
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,957,309.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$79,836,434.00	$79,623,964.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Actively recruit, hire and retain high quality staff (certificated and classified)	No	$51,625,358.00	$50,602,534
1	**1.2**	Staff (certificated and classified) are assigned, fully credentialed and professionally developed for the students they are supporting, including SWD, EL, FY and HOM	No	$662,913.00	$434,444
1	**1.3**	Broad Course of Study and standards-aligned materials to ensure students are prepared for College and Career	No	$2,593,830.00	$2,489,273.00
1	**1.4**	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Yes	$2,408,913.00	$2,682,811
1	**1.5**	Implement the EL Master Plan to ensure all EL students receive appropriate support.	Yes	$482,459.00	$375,382.00
1	**1.6**	Interventions and support for special education students	No	$1,299,335.00	$2,969,157.00
1	**1.7**	Provide supplemental, programs and services for unduplicated students	Yes	$904,232.00	$1,336,694
2	**2.1**	Tiered interventions to address Chronic Absenteeism	Yes	$775,057.00	$703,933.00
2	**2.2**	Provide supportive, inclusive, safe, and engaging school environments	No	$2,120,783.00	$1,853,087.00

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	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Yes	$6,160,881.00	$5,710,783.00
2	2.4	Through MTSS, analyze data to determine students' needs and provide explicit and strategic supports	No	$0.00	$0.00
2	2.5	New strategies to address problem behaviors and bullying	Yes	$248,654.00	$94,393.00
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	$1,644,839.00	$1,689,559.00
2	2.7	Before and After School Care Program	No	$2,586,921.00	$2,671,909.00
3	3.1	Improve communication with families through consistent sharing of information	No	$125,506.00	$126,760.00
3	3.2	Engage parents/ guardians engagement in decision-making processes	No	$0.00	$0.00
3	3.3	Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support	No	$21,952.00	$11,900.00
3	3.4	Increased and strategic connections with families of low income and EL families	No	$69,635.00	$67,867.00
3	3.5	Increased and strategic connections with families of students with disabilities	No	$0.00	$0.00
4	4.1	Basic Service: Well Maintained Facilities	No	$2,909,169.00	$2,717,254.00
4	4.2	Basic Service: Clean Facilities	No	$2,812,892.00	$2,675,610.00

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	**4.3**	Basic Service: Safe Facilities	No	$185,000.00	$208,384.00
5	**5.1**	Academic Intervention Supports for Learning for increased achievement on CAASPP ELA and Math	No	$7,342.00	$2,376.00
5	**5.2**	Increase both academic and mental health support services	No	$90,792.00	$92,310.00
5	**5.3**	Increase CTE And College and Career Readiness	No	$92,629.00	$99,208.00
5	**5.4**	Professional Learning and Coaching to improve outcomes for all students	No	$7,342.00	$8,336.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,298,139	$8,258,659.00	$8,271,545.00	($12,886.00)	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	1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Yes	$1,761,930	$1,983,575		
1	1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support.	Yes	$482,459	$328,529		
1	1.7	Provide supplemental, programs and services for unduplicated students	Yes	$872,731	$1,250,988		
2	2.1	Tiered interventions to address Chronic Absenteeism	Yes	$775,057	$616,131		
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Yes	$2,710,808	$2,636,819		
2	2.5	New strategies to address problem behaviors and bullying	Yes	$248,654	$94,393		
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	$1,407,020	$1,361,110		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$53,783,824	$8,298,139	0.221%	15.650%	$8,271,545.00	0.000%	15.379%	$145,456.25	0.270%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Ramona Unified School District
Acronyms

ACT	American College Test
AP	Advanced Placement
API	Academic Performance Index
CAASPP	California Assessment of Student Performance and Progress
CCPT	College Career Pathways Trust
CAST	California Science Test
CCSS	Common Core State Standards
CPM	College Preparatory Mathematics
CTE	Career & Technical Education
CTEIG	Career Technical Education Inventive Grant
DA	Differentiated Assistance
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
DIBEL	Dynamic Indicators of Basic Early Literacy Skills (Assessment)
EAAE	Estimated Annual Actual Expenditure
EAP	Early Assessment Program
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELAC	English Learner Advisory Committee (Site)
ELLC	English Language Learner Committee (District Committee for EL Teachers)
ELPAC	English Language Proficiency Assessment for California
ELPI	English Language Progress Indicator
EXPLORE	Preliminary ACT test that is generally administered in 8th grade
FIT	Facilities Inspection Tool
HQT	Highly Qualified Teacher
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long Term English Learner
MAP	Measures of Academic Progress
MDTP	Mathematics Diagnostic Testing Project
MPP	Minimum Perportionality Percentage
MTSS	Multi-Tiered System of Supports
NGSS	Next Generation Science Standards

Ramona Unified School District
Acronyms

NWEA	Northwest Evaluation Association
PD	Professional Development
PERT	Psychological Emergency Response Team
PLAN	Preliminary ACT test that is generally administered in 10th grade
PLC	Professional Learning Community
PSAT	Preliminary Scholastic Aptitude Test
PTA	Parent Teacher Association
RFEP	Reclassified Fluent English Proficient
RtI	Response to Intervention
RRM	Routine Restricted Maintenance
RUSD	Ramona Unified School District
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium
SDCOE	San Diego County Office of Education
SEL	Social Emotional Learning
SES	Supplemental Education Services
SPED	Special Education
SPSA	Single Plan for Student Achievement
STEAM	Sciene, Technology, Engineering, Art, and Math
SwD	Students with Disabilities
UC/CSU	University of CA/CA State University
UCP	Uniform Complaint Procedure
Unduplicated Count	Each pupil is counted only once even if the pupil meets more than one eligibility requirement for a Supplemental or Concentration Grant
WASC	Western Association of Schools & Colleges

LOCAL INDICATORS ALIGNMENT TO LCAP

Local Indicators:
(College and Career Readiness, Chronic Absenteeism, English Language Arts, English Learner Progress Indicator, Graduation Rate, Math, Suspension Rate)

Student Groups:
(ALL, English Learner, Foster, Hispanic, Homeless, Multiple Races, Socioeconomically Disadvantaged, Students with Disabilities, White)

Criteria 1: All schools with lowest dashboard performance on one or more indicators

Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☑ Chronic Absenteeism (CHRO)	☑ ALL	☑ Hanson Elementary: SUS ☑ Olive Peirce Middle: CHRO, ELA ☐ ☐ ☐
☐ College and Career Indicator (CCI)	☐ African American (AA)	
☑ English Language Arts (ELA)	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☐ Graduation Rate (GRAD)	☑ English Learner (EL)	
☐ Mathematics (MATH)	☑ Long Term English Learner (LTEL)	
Notes: CHRO is not a secondary school indicator	☐ Foster (FOS)	
	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD)	
	☑ Hispanic (HI)	
	☑ White (WH)	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#2	2.1	2.1
#5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4

Criteria 2: Any student group performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☑ Chronic Absenteeism (CHRO)- LTEL, FY	☐ ALL	☐ ☐ ☐ ☐ ☐
☑ College and Career Indicator (CCI)- EL, LTEL	☐ African American (AA)	
☑ English Language Arts (ELA)- EL, LTEL, HOM, SWD	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☐ Graduation Rate (GRAD)- HOM	☑ English Learner (EL)- CCI, ELA	
☑ Mathematics (MATH)- LTEL, SWD	☑ Long Term English Learner (LTEL)- CCI, ELA, CHRO, MATH	
☐ Suspension Rate (SUSP)- EL, FOS, SWD	☑ Foster (FOS)- CHRO	
Notes:	☐ Hispanic (HI)- CHRO	
	☑ Homeless (HOM)- ELA	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD)- ELA, MATH	
	☐ White (WH)- CHRO	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.15, 1.16, 1.17	1.3, 1.4, 1.5, 1.6, 1.7
#2	2.1, 2.10, 2.13	2.1, 2.4, 2.5

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL - OP	☐ Ramona High: SWD
☑ College and Career Indicator (CCI)	☐ African American (AA)	☐
☐ English Language Arts (ELA)	☐ American Indian (AI)	☐
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☐
☐ Graduation Rate (GRAD)	☐ English Learner (EL) - OP	
	☐ Long Term English Learner (LTEL) - OP	
☐ Mathematics (MATH)	☐ Foster (FOS)	
☐ Suspension Rate (SUSP)	☐ Hispanic (HI) -	
Notes:	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED) -	
	☑ Students with Disabilities (SWD) - RHS	
	☐ White (WH) - OP	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.7, 1.8,	1.2, 1.4,
#5	5.1, 5.2, 5.3, 5.4, 5.5	5.1, 5.2, 5.3, 5.4

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☑ Chronic Absenteeism (CHRO)	☑ ALL - OP	☐ Olive Peirce Middle: ALL, EL, LTEL, SED, WH
☐ College and Career Indicator (CCI)	☐ African American (AA) -	☐
☐ English Language Arts (ELA)	☐ American Indian (AI) -	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS) -	
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - OP	
	☑ Long Term English Learner (LTEL) - OP	
☐ Mathematics (MATH)	☐ Foster (FOS) -	
☐ Suspension Rate (SUSP)	☐ Hispanic (HI) -	
Notes:	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR) -	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) - OP	
	☐ Students with Disabilities (SWD) -	
	☑ White (WH) - OP	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#2	2.1	2.1

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☑ ALL - OP	☐ Barnett Elem - EL ☐ Hanson Elem - EL, SED, SWD, HI ☐ Olive Peirce Middle - ALL, EL, LTEL, SED, SWD, HI, MR ☐ Ramona Elem - SWD ☐ Ramona High - SWD
☐ College and Career Indicator (CCI)	☐ African American (AA)	
☑ English Language Arts (ELA)	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - BE, HE, OP	
	☑ Long Term English Learner (LTEL) - OP	
☐ Mathematics (MATH)	☐ Foster (FOS)	
☐ Suspension Rate (SUSP)	☑ Hispanic (HI) - HE, OP	
Notes:	☐ Homeless (HOM)	Notes:
	☑ Multiple Races (MR) - OP	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) - HE, OP	
	☑ Students with Disabilities (SWD) - HE, OP, RE, RHS	
	☐ White (WH)	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.1, 1.2, 1.3	1.4

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL	☑ Hanson Elementary - EL, SWD ☑ Ramona Elementary - SWD ☑ Olive Peirce Middle - EL, LTEL ☑ Ramona High - SWD ☐ ☐ ☐
☐ College and Career Indicator (CCI)	☐ African American (AA)	
☐ English Language Arts (ELA)	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - RE, OP	
☑ Mathematics (MATH)	☑ Long Term English Learner (LTEL) - OP	
☐ Suspension Rate (SUSP)	☐ Foster (FOS)	
Notes:	☑ Hispanic (HI) - RHS	
	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD) - RE, RHS	
	☐ White (WH)	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.1, 1.2, 1.3	1.4
#2	2.1	2.1

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☑ ALL - HE	☐ Hanson Elem - ALL, EL, SED, SWD, HI, WH ☐ Mt. Woodson Elem - SED, HI ☐ Olive Peirce Middle - LTEL, MR
☐ College and Career Indicator (CCI)	☐ African American (AA)	
☐ English Language Arts (ELA)	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - HE	
☐ Mathematics (MATH)	☑ Long Term English Learner (LTEL) - OP	
☑ Suspension Rate (SUSP)	☐ Foster (FOS)	
Notes:	☑ Hispanic (HI) - HE, MW	
	☐ Homeless (HOM)	Notes:
	☑ Multiple Races (MR) - OP	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) - HE, MW	
	☑ Students with Disabilities (SWD) - HE	
	☑ White (WH) - HE	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#2	2.13	2.5
#5	5.5	5.2, 5.4

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

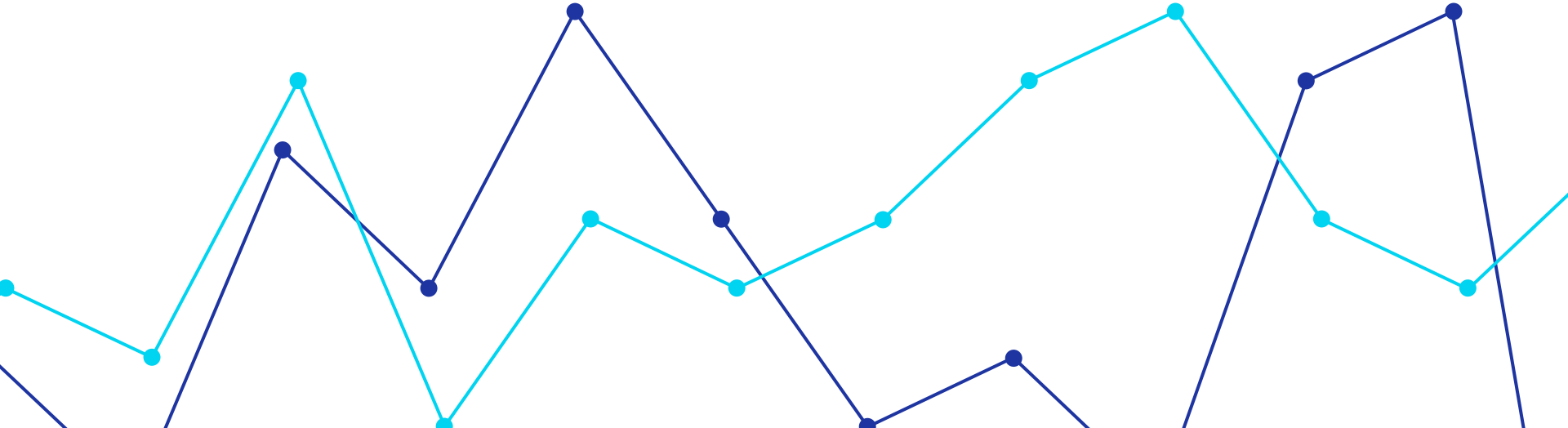
Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL -	☐ Ramona High - SWD
☐ College and Career Indicator (CCI)	☐ African American (AA)	
☐ English Language Arts (ELA)	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☑ Graduation Rate (GRAD)	☐ English Learner (EL) -	
☐ Mathematics (MATH)	☐ Long Term English Learner (LTEL) -	
☐ Suspension Rate (SUSP)	☐ Foster (FOS)	
Notes:	☐ Hispanic (HI) - HE, MW	
	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR) -	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED) -	
	☑ Students with Disabilities (SWD) - RHS	
	☐ White (WH) -	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.6	1.3, 1.7
#2	2.10	2.6

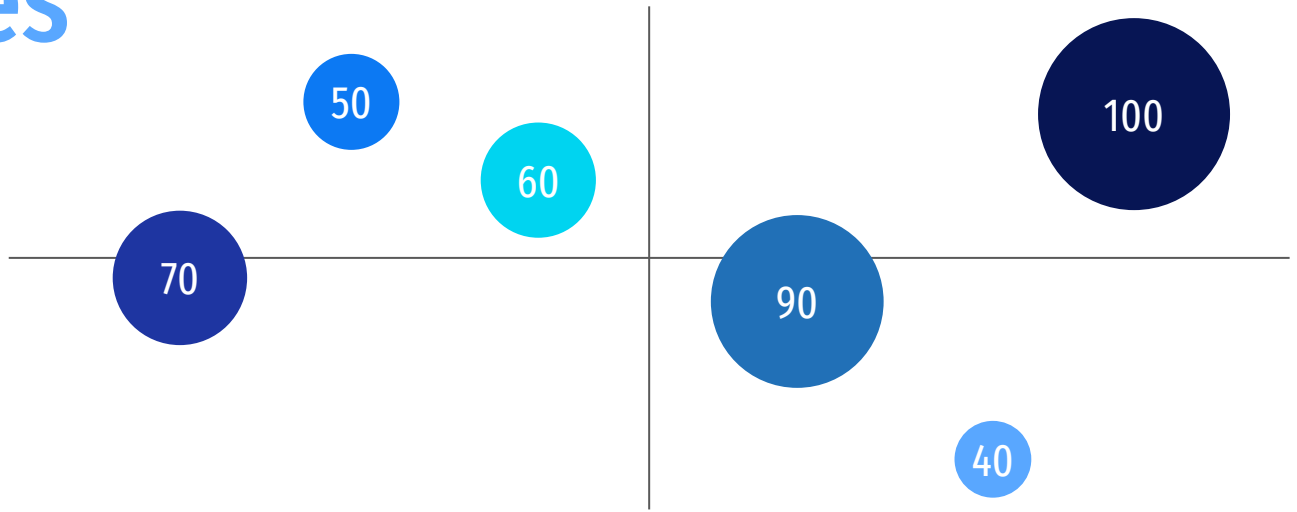
Ramona Unified

A look at student performance and progress.
March 10, 2025



English Language Arts

Measures

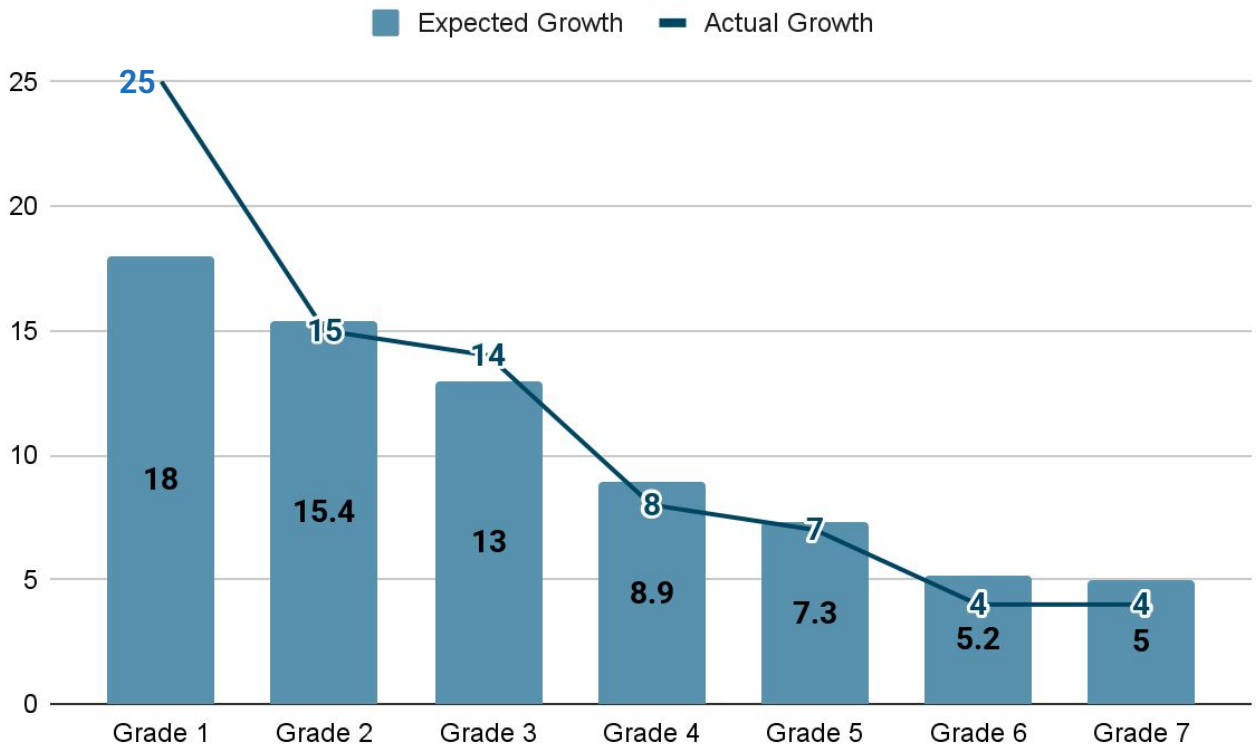


Reading Growth Targets

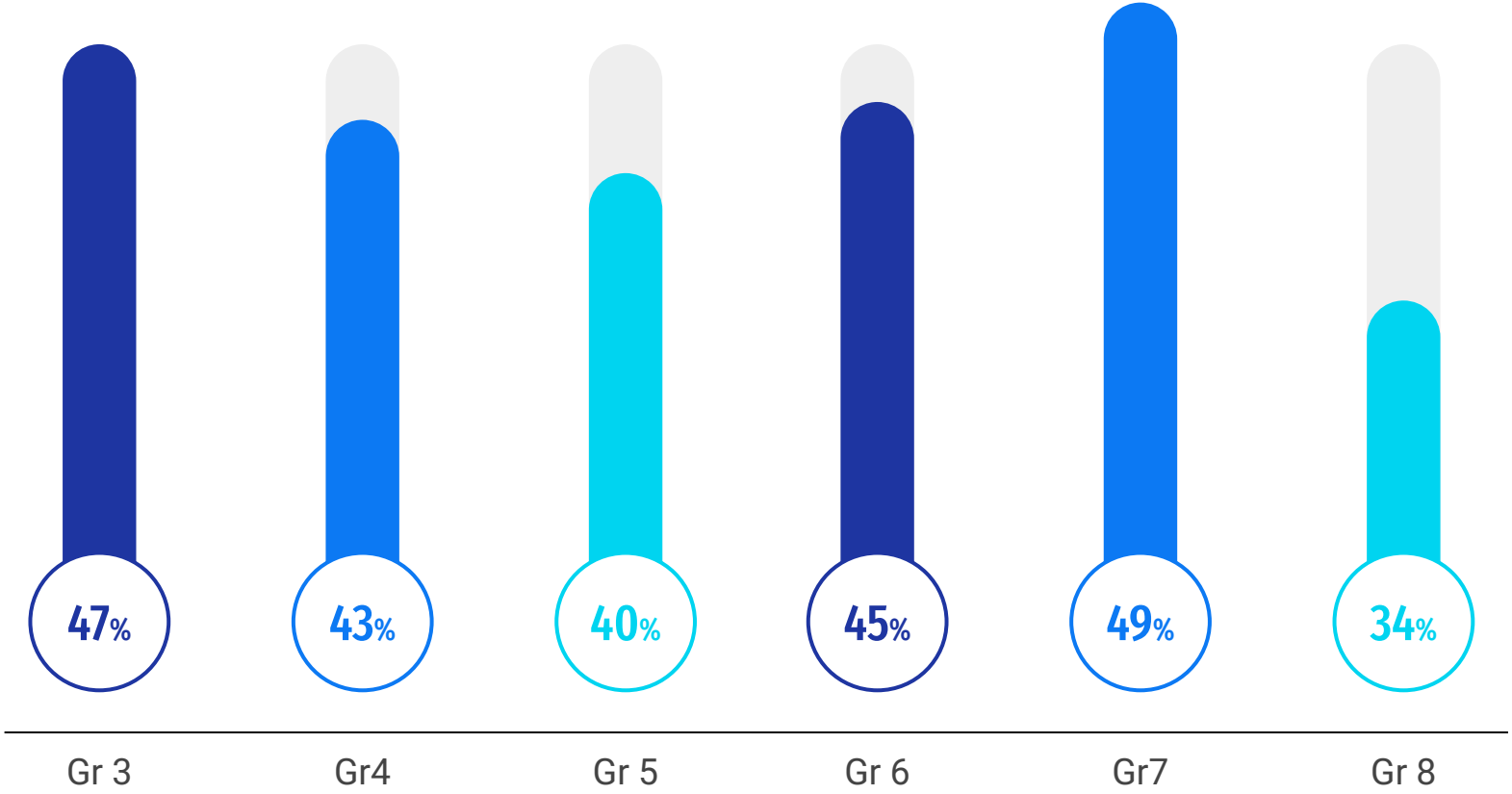
Winter–to–Winter: % of students meeting growth targets by cohort.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 1	52	63	32	38	53	53	**75**
Grade 2	**54**	39	35	41	51	48	51
Grade 3	54	46	49	54	**60**	52	53
Grade 4	49	53	52	47	**57**	42	48
Grade 5	44	46	**49**	37	38	**50**	46
Grade 6	57	54	**60**	43	52	49	50
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	49
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a

READING
(Winter 2024 to Winter 2025)



% of Students Projected to Meet Standard for ELA (Winter 2025 MAP Testing Scores)



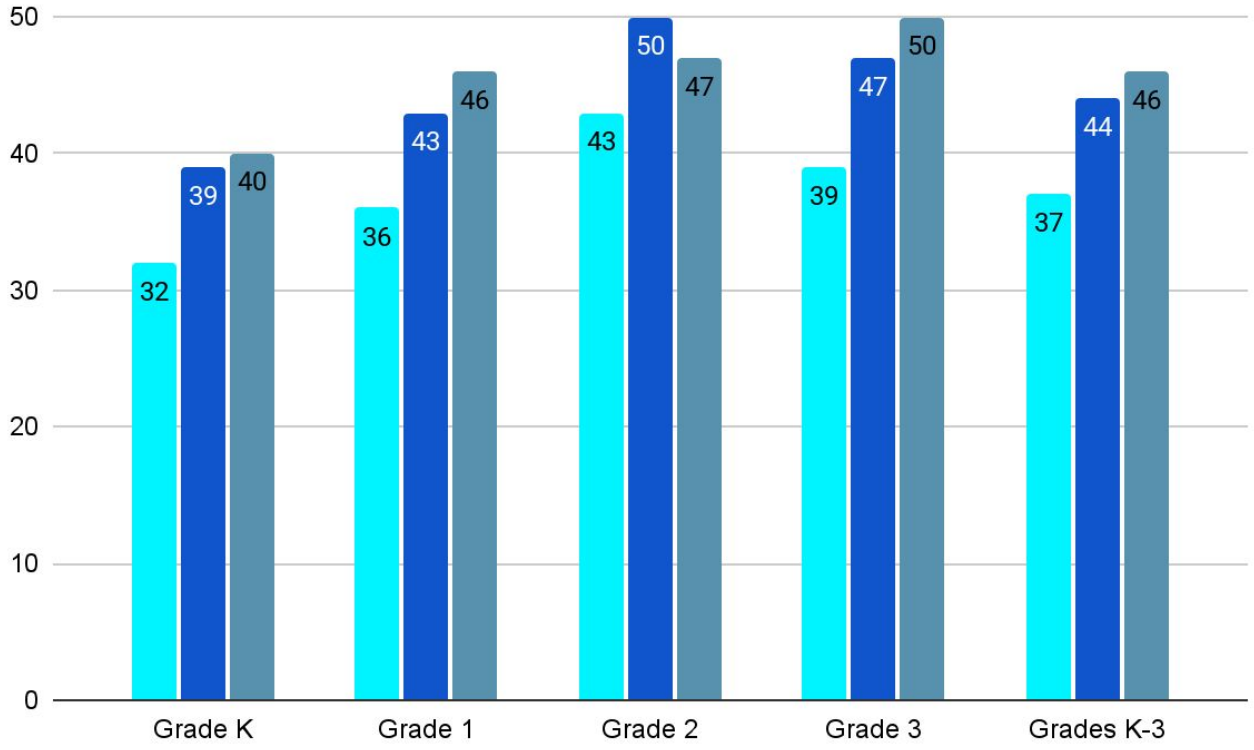
Dynamic Indicators of Basic Early Literacy Skills
DIBELS

Winter 2023

Winter 2024

Winter 2025

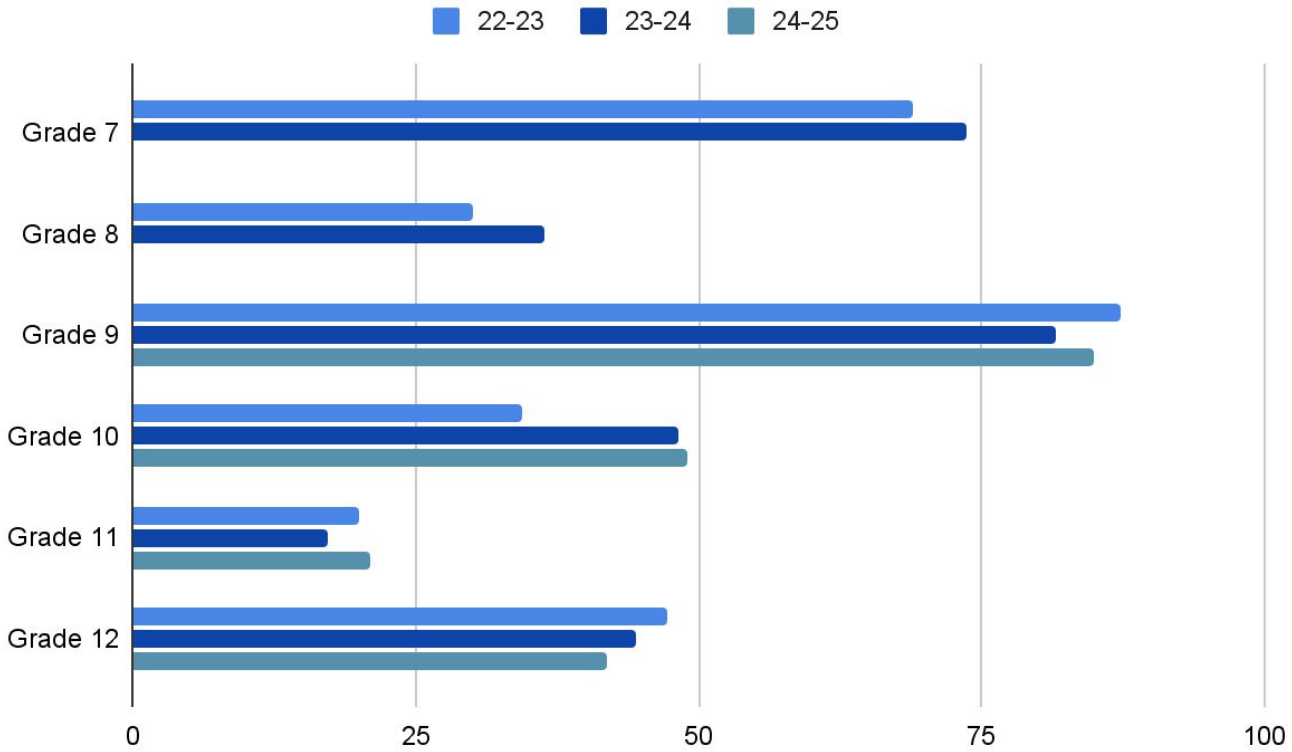
Percent of students at minimal or negligible risk of not meeting grade level reading expectations.



ELA Formative Assessment 1 - Reading Literary Texts

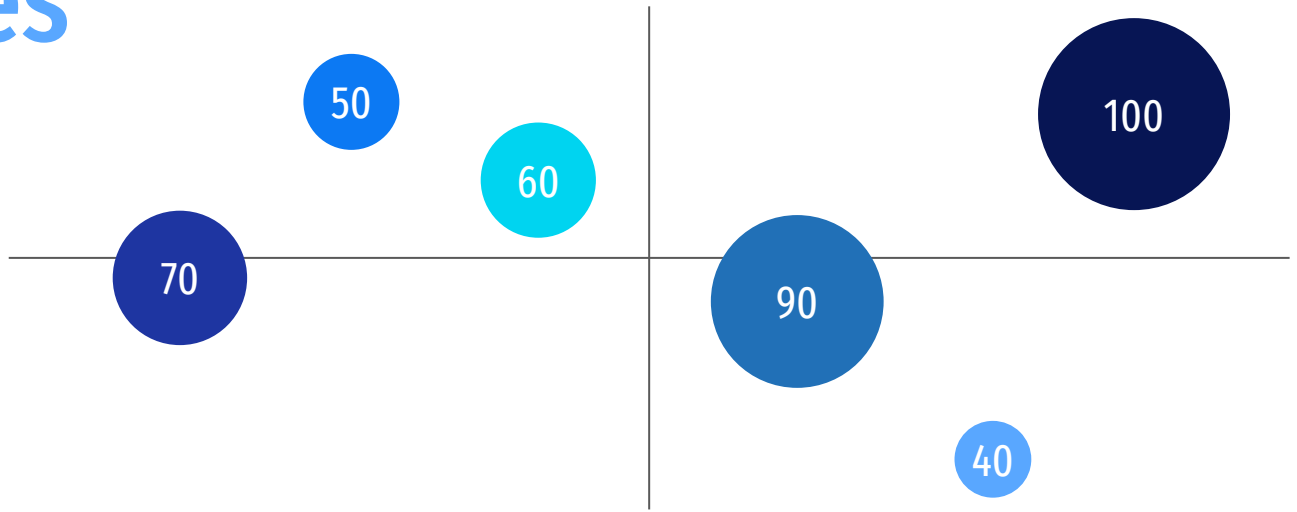
Percent of students meeting or exceeding standard

- Exceeds Standard 80-100%
- Meets Standard 60-79%
- Nearly Meets Standard 40-59%
- Does Not Meet Standard 39% and below



Mathematics

Measures



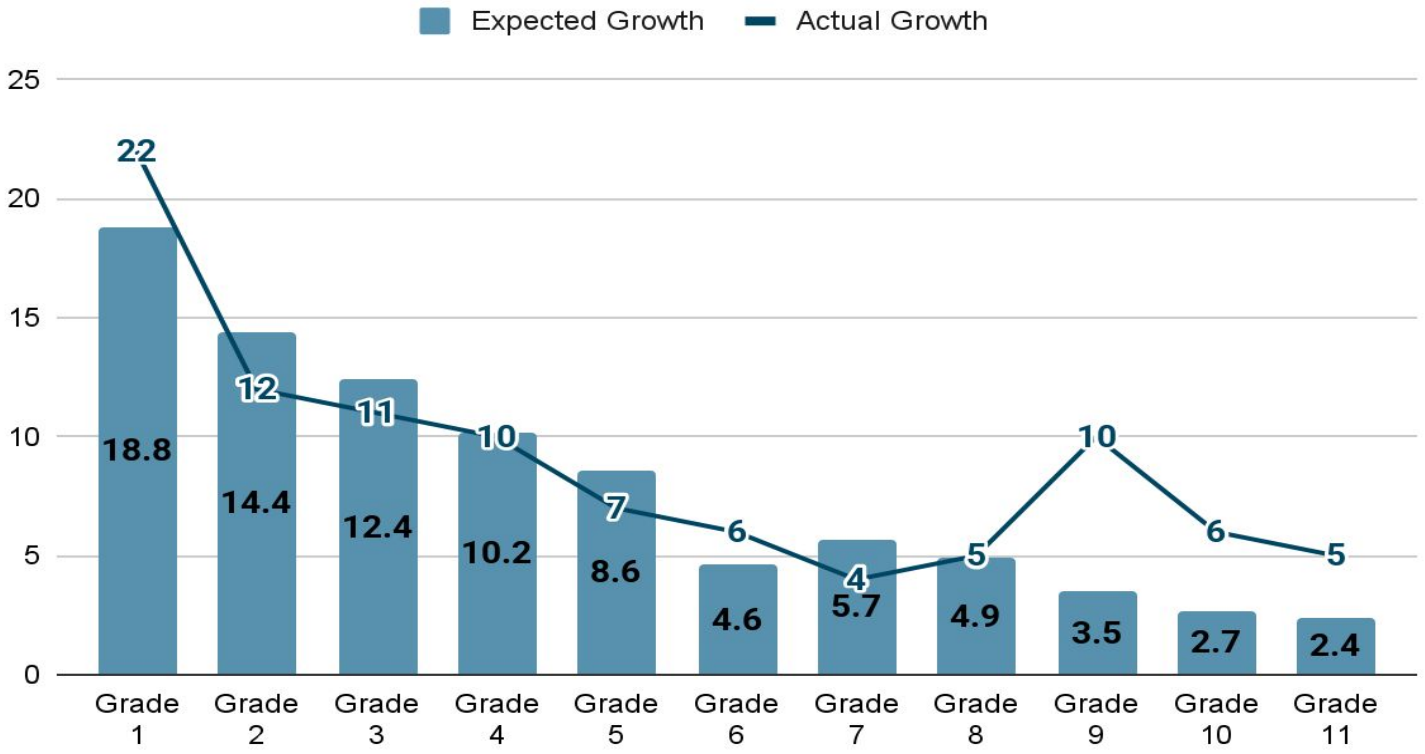
Mathematics Growth Targets

Winter-to-Winter: % of students meeting growth targets by cohort.

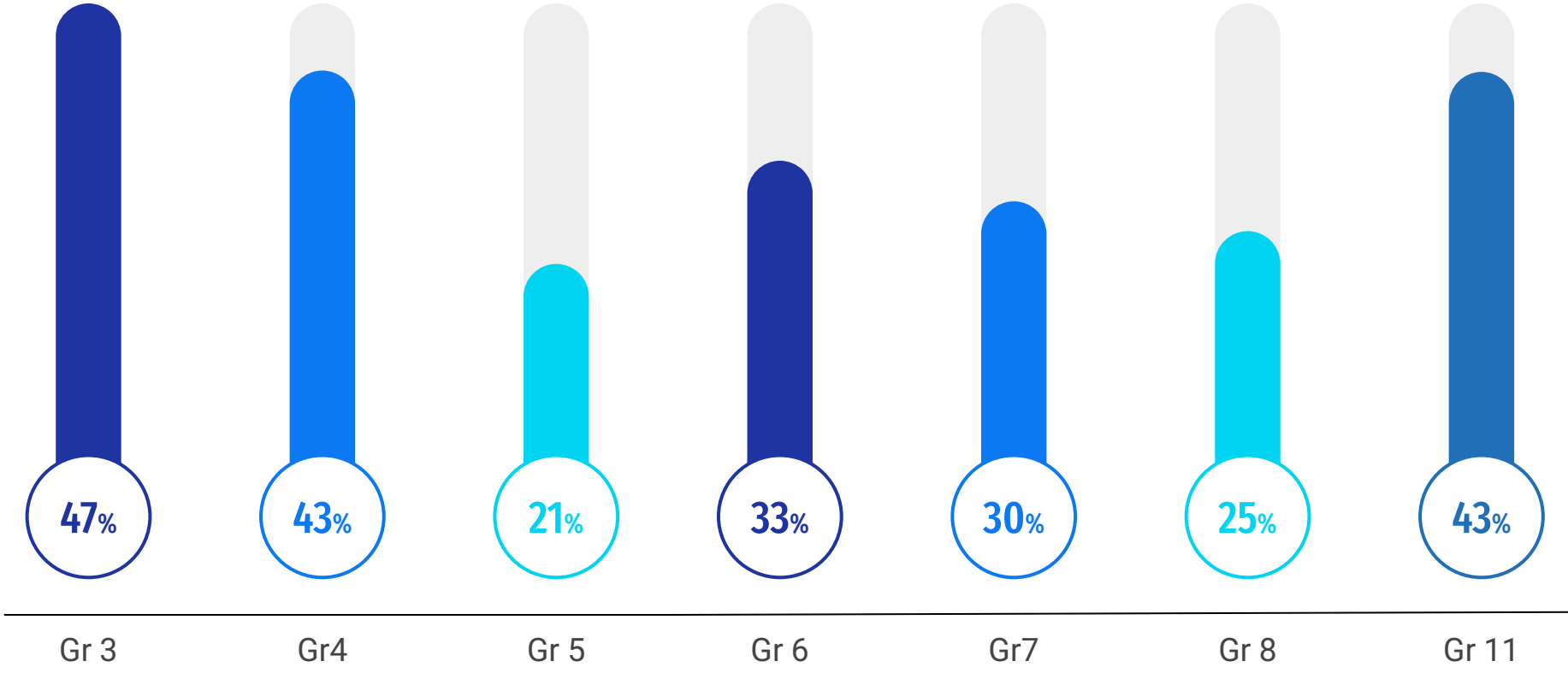
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 1	**61**	**73**	51	39	52	56	65
Grade 2	37	29	20	34	41	**48**	42
Grade 3	54	54	43	55	**63**	**50**	42
Grade 4	47	49	34	46	**53**	39	49
Grade 5	51	50	36	43	54	43	42
Grade 6	n/a	n/a	n/a	n/a	n/a	54	59
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	43
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	47
Grade 9	n/a	n/a	n/a	n/a	n/a	n/a	**81**
Grade 10	n/a	n/a	n/a	n/a	n/a	n/a	**67**
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	**68**

MATHEMATICS

(Winter 2024 to Winter 2025)



% of Students Projected to Meet Standard for Math (Winter 2025 MAP Testing Scores)



What WORKS?

Our Collective Commitment to Accelerate Student Learning

All students construct learning through relevant and rigorous tasks that demonstrate standards based speaking, reading, writing, creating, and problem solving.



Purposeful Skill-Based Learning

Lessons and tasks are designed collaboratively, aligned to rigorous grade level standards, and engage students through relevant learning experiences.

Student Thinking is Visible

Evidence of student thinking is seen through purposeful student talk, collaboration, engagement, writing, and problem solving.

Expectation of Outcomes

LISC define our expectations and the "why" is clearly communicated and understood. Staff, students and parents monitor progress and respond to the data.

Differentiation

Multiple entry points throughout the learning occurs through inclusive intervention and collaborative UDL, with a focus on English Learners and Students with Disabilities.

Know Your Impact

We model empathy, foster relationships with students, families and staff, invest in social and emotional growth, and ensure all students feel a sense of safety and belonging using positive behavior strategies and inclusive tiered interventions.

What WORKS?
High Quality First Best Instruction



Coaching

Co-planning, model lessons, co-teaching, feedback



Collaboration

Increased focus on common data points, co-planning b/t Sped and Gen Ed teachers for IEPs and daily instruction



Research Proven

Providing daily explicit phonics instruction and opportunities to problem-solve



Tiered Instruction

Plan for lessons that teach to the rigor of the standards, differentiate and provide ELD to ensure access



Robin Arend
Student and Learning Support Services