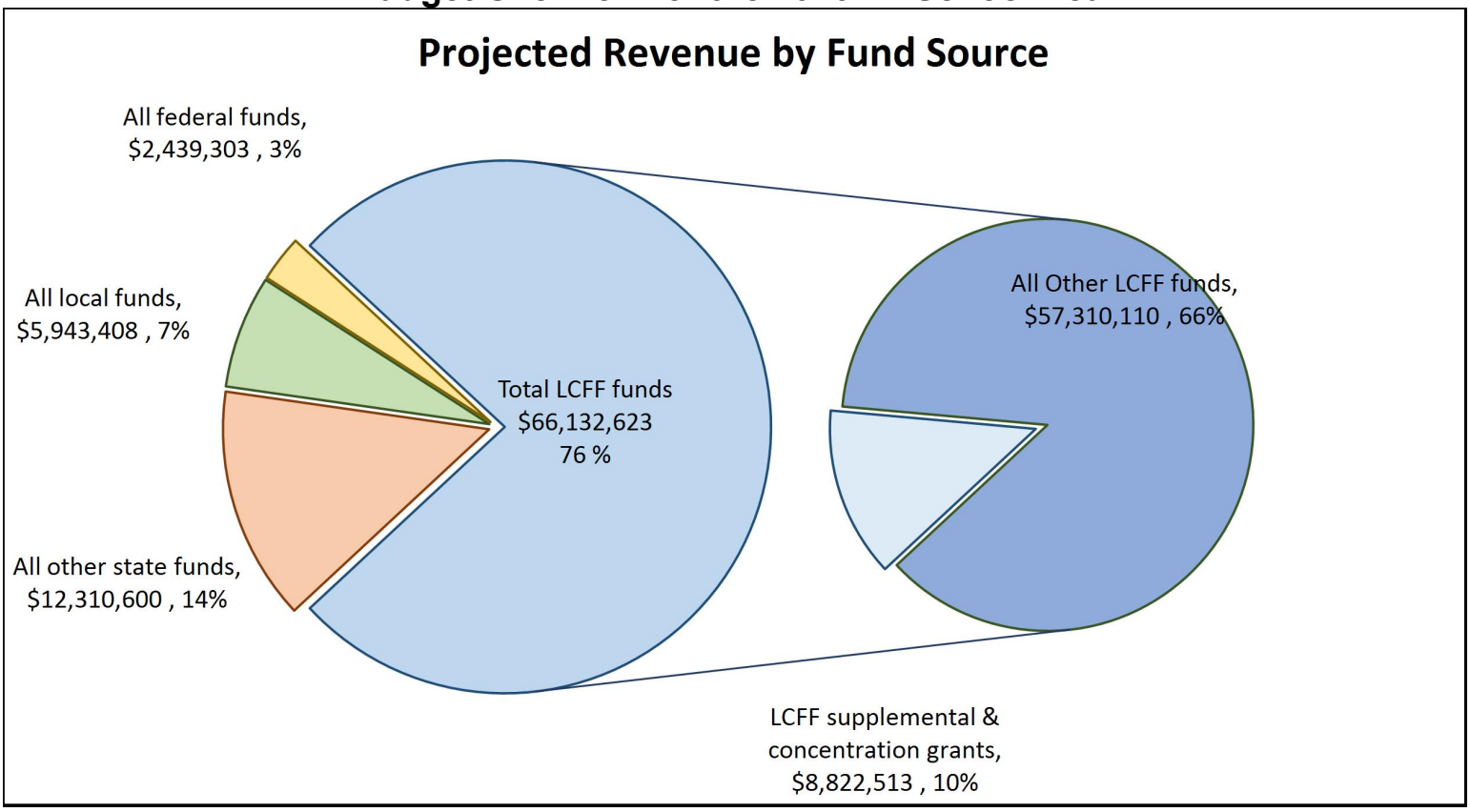
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ramona City Unified School District
CDS Code: 37683040000000
School Year: 2026-27
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 2026-27 School Year

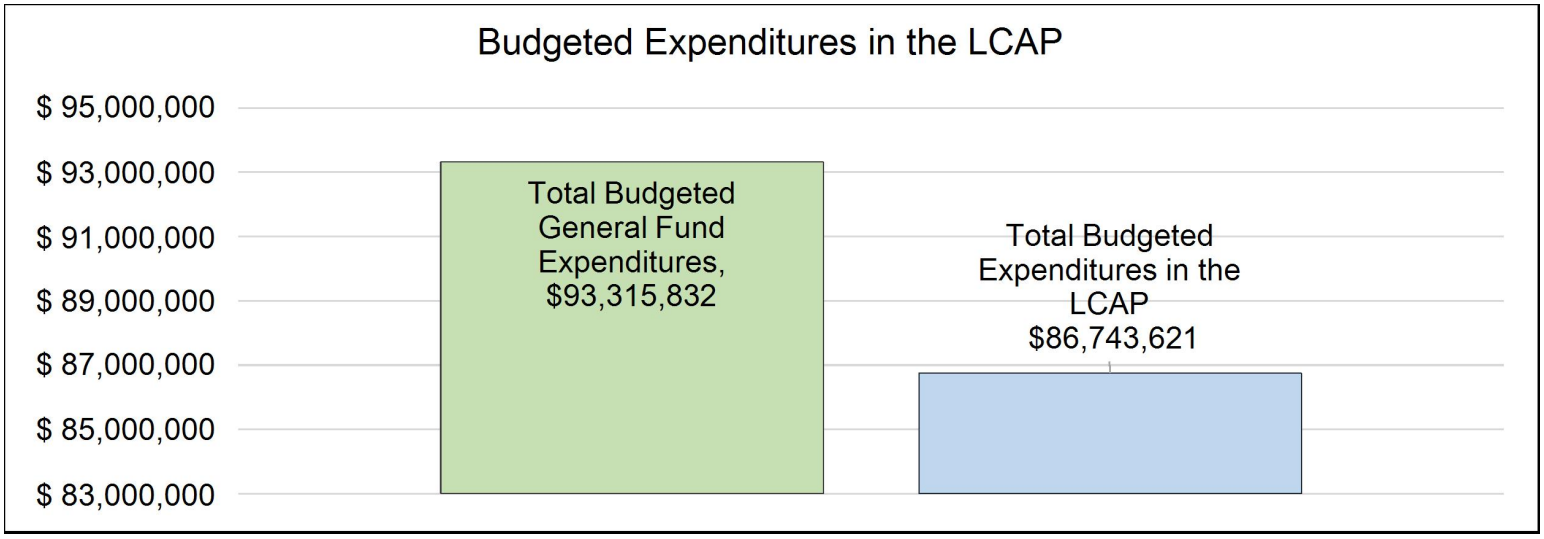


This chart shows the total general purpose revenue Ramona City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ramona City Unified School District is $86,825,934, of which $66,132,623 is Local Control Funding Formula (LCFF), $12,310,600 is other state funds, $5,943,408 is local funds, and $2,439,303 is federal funds. Of the $66,132,623 in LCFF Funds, $8,822,513 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ramona City Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ramona City Unified School District plans to spend $93,315,832 for the 2026-27 school year. Of that amount, $86,743,621 is tied to actions/services in the LCAP and $6,572,211 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

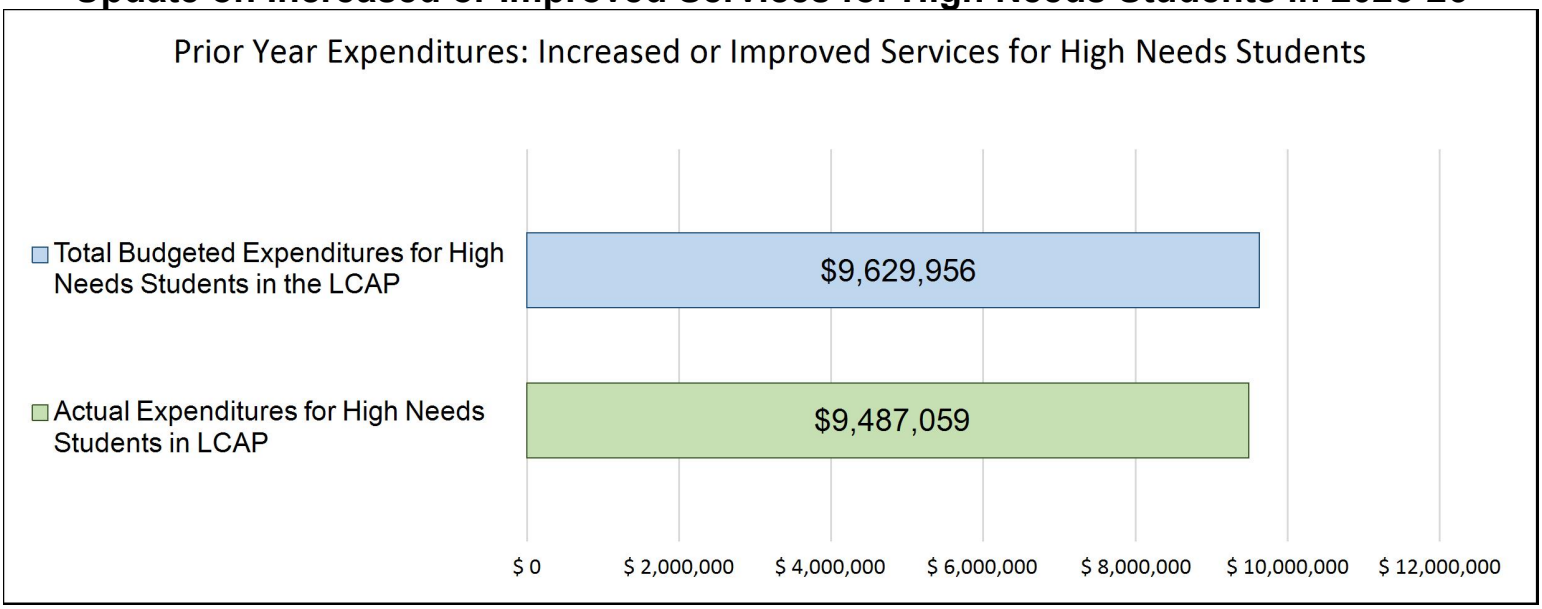
The high cost items not included in the LCAP are the COP payment, long term debt for Solar lease, STRS on Behalf, legal and professional fees, utility fees, contracted services, and liability insurance.

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

In 2026-27, Ramona City Unified School District is projecting it will receive $8,822,513 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 $9,640,554 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Ramona City Unified School District's LCAP budgeted $9,629,956 for planned actions to increase or improve services for high needs students. Ramona City Unified School District actually spent $9,487,059 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

~WHERE IS RAMONA UNIFIED SCHOOL DISTRICT LOCATED? WHAT IS ITS CORE PURPOSE?~

Ramona Unified School District (RUSD) is a TK-12 public school district located in the unincorporated community of Ramona in the center of San Diego County. The district bases student learning and support 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.

~WHAT ARE THE DEMOGRAPHICS OF RUSD?~

The community includes low-income apartment complexes, a range of single-family dwellings and exclusive homes located in secure estate style settings. The school system is a diverse community of approximately 4,949 scholars, with the largest student groups comprised of White (43.3%), Hispanic/Latino (48.6%), two or more races (6.4%) and socio-economically disadvantaged (60.9%). Additional student groups include students with disabilities (18.5%), English Learners (13.2%), foster youth (0.2%) and Homeless (3%). Ramona Unified is a district like many others facing declining enrollment. (Student enrollment and percentages reflect the 2025-2026 school year.)

Source: CA Dashboard https://www.caschooldashboard.org/reports/37683040000000/2025

Montecito High School (2024-2025 and 2025-2026) and Future Bound (2024-2025) 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.

~WHAT LEARNING OPPORTUNITIES DOES RUSD HAVE FOR ITS STUDENTS?~
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 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.

~REFLECTIONS ON RUSD'S ANNUAL PERFORMANCE~

RUSD's annual performance review reveals both successes and challenges across various measures.

Noteworthy achievements include continued 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. Additionally, students are making gains, increasing .77% with meeting or exceeding proficiency on the ELA CAASPP.

Students made modest progress in math performance facilitated by cognitively guided instruction and dedicated math TOSAs collaborating with teachers and principals. District-wide, all students increased 3.6 points on the math CAASPP. Secondary math MAP scores also indicate above-average performance in Grades 9-11. This growth indicates increased student opportunities for problem solving and math critical thinking, both focuses of the K-8 math curriculum pilot launching in June, 2026, and the Grades 9-12 math curriculum pilot launching in spring, 2027.

Since the 2022-23 school year, RUSD has improved in the area of academic engagement. Chronic absenteeism declined 11.7%, and the graduation rate increased 1.3% since the start of this LCAP cycle. This growth is facilitated by systems improvements, including attendance data tracking, the Central Registrar coaching site teams on attendance processes, and the participation of the district Parent Liaison to the District Attendance Review Team. Creative attendance competitions and campaigns have begun throughout the district to great effect, increasing overall student attendance by an average of 20%. 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 continues to increase the number of site staff trained in ProAct, leading to improved student learning environments.

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. For 2025-26, the Ramona Leadership Team (RLT) addressed academic engagement with a focus on PBIS and Trauma-Informed practices.

The Expanded Learning Opportunity Program (ELOP) program has continued to expand to meet the needs of RUSD students and has provided inter-session and school year options to include academic support, attendance recovery, and enrichment activities.

Despite these achievements, RUSD faces continued challenges, as indicated by the California School Dashboard. English Learners (EL), Long Term English Learners (LTEL), Students with Disabilities (SWD) and Homeless (HOM) exhibit low performance levels in both ELA and math. While chronic absenteeism has decreased district-wide, it remains high across various student groups (EL, HOM, LTEL, SED, SWD,

WH), and suspension rates remain concerning for several student groups, including African American (AA), Foster Youth (FY), Long Term English Learners (LTEL), Two or More Races (MR), and Students with Disabilities (SWD).

~WHAT SCHOOLS AND STUDENT GROUPS RECEIVED RED INDICATORS ON THE CALIFORNIA DASHBOARD?~

--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.
--Chronic Absenteeism (2024-2025): Overall chronic absenteeism rates decreased by 1.8%, with Dashboard indicators in Orange. While there have been modest improvements for EL, HOM, SED, SWD student groups, the LTEL student group significantly improved with an overall 10.7% decline in chronic absenteeism. Two schools increased chronic absenteeism rates in 2025-2025: MVA (5% increase, with SED and WH student groups the Red performance band and HI in the Yellow performance band) and HES (5.7% increase, with EL, HI, SED, SWD, WH in the Red performance band and HOM in the Orange performance band). Decreases in chronic absenteeism were seen at RCMS (Yellow), RES (Yellow), JDES (Yellow), MWES (Orange), BES (Yellow). However, student groups performing in the Red are SWD (RES, MWES). Processes to reduce chronic absenteeism are identified in Actions 2.1, 2.2, and 2.6.

--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.
--College and Career Readiness & Graduation Rate (2024-2025): RUSD as a district increased CCI by 4.7% (Green indicator). No student groups fall in Red or Orange indicators, with EL, LTEL, SWD, and WH student groups in the Yellow performance band. The District Grad Rate maintained in the Green; however, student groups continue to require additional interventions: SWD (Red); HI, HOM, SED (Orange). MHS declined 6.5% for CCI (Red) and 14% for Grad Rate (Red). RHS increase CCI for ALL and improved performance with SWD (Yellow). Continued efforts on priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored at all sites, and efforts are outlined in Actions 1.2, 1.3, 1.5, 1.7, and 1.9.

--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, HI, SED, SWD, WH student groups and will work to provide interventions to reduce these rates.
--Suspension Rates (2024-2025): Suspension rates declined 1.2% district-wide (Green), with increases in suspension rates for AA (0.6%, Orange) and decreases for FY (1.5%, Orange). OPMS improved in this area for ALL (declined 2.2%, Green) and will continue to strengthen practices and interventions for MR and SWD. MHS declined 4.1% with suspension rates and will continue efforts with SED (Yellow). Sites will continue to provide interventions and promote a positive school climate, as noted in Actions 2.2, 2.4, 2.5, and 2.6. HES made improvements (declined 1%) with ALL students for suspension rate; however, they will strengthen practices for HOM, SWD, and WH student groups.

--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.
--Academic Performance in ELA and Mathematics (2024-2025): District-wide ELA performance increased 12.2 points (Yellow), with targeted support resources to continue for the following student groups performing in Red: RUSD (HOM); HES (SED); RES (EL); OPMS (SWD); BES (SWD). District-wide Math performance maintained over the previous year (Orange), with targeted support resources to continue for the following student groups performing in Red: RUSD (EL, HOM, LTEL, SWD); HES (EL, SWD); RES (EL, SWD); OPMS (EL, HI, LTEL, SED, SWD); MWES (EL); BES (SWD).

--Community Engagement and Support (2022-2023, 2023-2024, 2024-2025): 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/1ki3NPNMptbNHWw4vZHA8r4m1YtY_5h8yN16DAe5qugs/edit?usp=sharing)

~LEARNING RECOVERY BLOCK GRANT~

For the 2026-27 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~

Effective January 2026, RUSD is now engaged in Differentiated Assistance (DA) to address specific areas of concern identified within the district relating to Students with Disabilities. 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. Students with Disabilities - Pupil Achievement
2. Students with Disabilities - Pupil Engagement

Due to significant improvement within our EL and LTEL populations, Ramona is no longer participating in DA to focus on those groups of students. Instead, our work is focused on Students with Disabilities.

~SUMMARY OF WORK UNDERWAY~

Technical Assistance from San Diego County Office of Education (SDCOE):

- Initiated guidance and support through Differentiated Assistance meetings and county coaches.
- Engaged in one of three phases: examining the system
- Engagement in the later two phases will include: data collection and analysis, and identifying root causes.

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 Students with Disabilities populations. The district's commitment to data-informed decision-making and student-

centered approaches underscores its dedication to continuous improvement and equitable education opportunities.

~SUMMARY OF COMPLIANCE IMPROVEMENT MONITORING (CIM) AND TECHNICAL ASSISTANCE~

Effective March 2026, RUSD was identified for participation in the 2026 Cohort for CIM support in the following level: Targeted level 2.
Ramona was identified for participation in the 2026 CIM Cohort due to not meeting target on the following indicators:
Dashboard - Graduation rates
Dashboard - Academic Performance in ELA
Dashboard - Academic Performance in Math
SPPI 6b - Preschool Separate Class Setting Percent
SPPI 14a - Post Secondary Higher Ed Percent
SPPI 14b - Post Secondary Competitively Employed Percent
SPPI 14c - Any Education or Employment Percent

~SUMMARY OF WORK UNDERWAY~

Following guidance from the CDE, the CIM Team will convene multiple times between March 2026 and October 2026 to perform the data drill down, analyze student record reviews, conduct a root cause analysis and develop the CIM plan for implementation in the following 2 school years.

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 school, Montecito High, through the LCAP Surveys (spring), LCAP meetings (spring), DAC (fall, spring), DELAC (fall, spring), SSC (fall, spring), and ELAC (fall, spring) meetings. They analyzed current data and provided recommendations on how to improve support and services. Starting in the 2025-26 school year, we collaborated with Studer Education to host focus group sessions for school personnel to guide strategic planning.
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 (spring), LCAP meetings (spring), District Advisory Committee (fall, spring), SSC (at secondary sites) (fall, spring) and Board meetings (fall, spring). They analyzed current data and provided recommendations on how to improve support and services.
Parent Advisory Committee	Our parents had opportunities through DAC (fall, spring), SSC (fall, spring), LCAP and Community Forum meetings (spring) for our district LCAP and for our Equity Multiplier school, Montecito High, to provide their input to help shape our LCAP.
English Language Parent Advisory Committee	Our parents had opportunities through ELAC (fall, spring), DELAC (fall, spring), SSC (fall, spring), LCAP and Community Forum (spring) meetings to provide their input to help shape our LCAP.
Local bargaining units	We engaged with RTA and CSEA through the LCAP Surveys (spring) and LCAP meetings (spring). They analyzed current data and provided recommendations on how to improve support and services.

Educational Partner(s)	Process for Engagement
	After all the LCAP meetings are completed, the RTA and CSEA representatives met with Cabinet members to discuss the plan.
Special Education Local Plan Area Administrator	We engaged with our SELPA administrator through our LCAP meetings (spring) 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.

~ENGAGING 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 20-February 6, 2026. Ramona gathered 2,823 survey responses composed of 69% students, 16% parents, 11% RUSD employees, and 4% 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 42% RUSD employees and 58% parents, students, and community members, including our SELPA administrator. The Educational Partner meetings took place on the following dates: March 16, April 13, April 27, and May 18.
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 - November 3, February 23, May 11
District English Learner Advisory Committee Meetings (DELAC) - October 16, February 19, April 23, & May 12
LCAP Board Meeting Updates - December 11, January 20, February 12, March 4, April 16, May 14, June 11 & June 25
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- May 14
LCAP RTA Bargaining Unit Meeting - May 22
LCAP Community Forum - May 27
Public Hearing - June 11
Board approval - June 25

~SUMMARY OF EDUCATIONAL PARTNER FEEDBACK RECEIVED~

Our Educational Partners expressed the need for:

Standardized communications (students, teachers, administrators, school personnel, 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 all students, including 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, staffing, and oversight for custodial staff (staff, community, parents)
Opportunities for anti-bullying and peer conflict resolution programs (students, teachers, administrators, school personnel, parents, community)
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)
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 continued to be prominent:
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 communication and resource for parents 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)
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% E) EL: 3.9%	2023-2024 ELA CAASPP A) ALL: 41.8% B) SWD: 12.97% C) SED: 34.12% D) HOM: 32.2% E) EL: 6.55%	2024-2025 ELA CAASPP A) ALL: 44.4% B) SWD: 16.2% C) SED: 35.8% D) HOM: 23.3% E) EL: 7.8%	The percent of students meeting standard for the ALL student group will increase by 5% over the previous year, and the EL,	ELA CAASPP A) ALL: 0.77% Increased (Not Met) B) SWD: 4.7% Increased (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)	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.	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	F) LTEL: 6.4% G) RFEP: 44.6% 2024-2025 and change from 2023-2024 ELA Dashboard Indicator H) ALL: Very Low; Increased 12.2 points; Yellow I) SWD: Very Low; Increased 5.5 points; Orange J) SED: Low; Increased 10.5 points; Yellow K) EL: Very Low, Increased 6.1 points, Orange L) HOM: Very Low; Significantly Declined 17.5 points, Red M) LTEL: Very Low: Significantly Increased 20.9 points, Orange The Dashboard does not currently report on RFEP student groups. The following schools reported the identified student groups	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: 1.24% Increased (Not Met) D) HOM: 8.9% Decreased (Met) E) EL: 3.9% Increased (Not Met) F) LTEL: 1.39% Increased (Not Met) G) RFEP: 1.94% Decreased (Not Met) ELA Dashboard Indicator H) ALL: Increased 2.3 points (Not Met) I) SWD: Decreased 2.9 points (Not Met) J) SED: Increased 1.8 points (Not Met) K) EL: Decreased 0.4 points (Not Met) L) HOM Significantly Declined 36.2 points (Not Met) M) LTEL: Increased 9.4 points (Used Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard results: BES-EL: Low; Declined 3.6 points BES-SWD: Low; Declined 7.8 points 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	were performing at the lowest level (RED) on the 2023 and the 2024 Dashboard and require additional support and monitoring. 2025 Dashboard results: BES-EL: Very Low; Declined 41.9 points; No Color (27 students) BES-SWD: Very Low; Increased 0.9 points; Red HES-EL: Very Low; Increased 4.6 points; Orange HES-HI: Low; Increased 1.7 points: Orange HES-SWD: Very Low; Increased 5.9 points; Orange HES-SED: Very Low; Declined -0.6 points; Red MWES-EL: Very Low; Increased 6.3 points; Orange MWES-SWD: Low; Increased		1 as Baseline) (Met) The Dashboard does not currently report on RFEP student groups. BES-EL: Decreased 47.1 points BES-SWD: Increased 11.4 points HES-EL: Increased 5.9 points HES-HI: Low; Decreased 3.1 points HES-SWD: Increased 2.4 points MWES-EL: Increased 20.5 points MWES-SWD: Increased 32.5 points RES- EL: Increased 8.6 points RES-HI: Increased 5.6 points RES-SWD: Increased 1.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11.5 Points; Orange 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	Significantly 23.3 points; Orange RES- EL: Very Low; Decreased 2.9 points; Red RES-SWD: Very Low; Increased Significantly 15.6 points; Orange OPMS- EL: Very Low; Increased Significantly 26.6 points; Orange OPMS- LTEL: Very Low; Increased Significantly 25.1 points; Orange OPMS- SED: Low; Increased Significantly 19.2 points; Yellow OPMS- HI: Low; Increased Significantly 17.2 points; Yellow OPMS- Two Races: Very Low; Declined Significantly 49.4 points; Red OPMS-SWD: Very low; Increased 2.5 points; Red RHS- SWD: Very Low; Increased		OPMS- EL: Decrease 3.5 points OPMS-SWD: Decrease 2.6 points RHS-SWD: Decrease 19.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Significantly 23.8 points; Orange		
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% 2024 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	2024-2025 Percent of Reclassified Students: 9.7% 2024-2025 ELPI A. 19.8% B. 37.0% C. 41.6% D. 1.7% C and D: 43.3% 2025 Summative ELPAC Scores ALL EL (585) Level 1 - 18.97% Level 2 - 29.74% Level 3 - 36.24% Level 4 - 15.04% LTEL (201 students with 6+ years in program) Level 1 - 6.97% Level 2 - 29.85% Level 3 - 39.80% Level 4 - 23.38% The following schools reported the identified student groups were performing at the lowest level (RED) on the	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).	Percent of Reclassified students Decreased by 0.3% ELPI A. 7.6% Decreased B. 7.1% Increased C. 1.7% Increased D. 1.2% Decreased C and D: 0.5% Increased (Not Met) Summative ELPAC Scores All EL: Level 1 - 6.26% Increased Level 2 - 3.10% Decreased Level 3 - 2.54% Decreased Level 4 - 0.64% Decreased LTEL: Level 1 - 0.35% Increased Level 2 - 8.39% Decreased

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%	2022-2023 Dashboard and require additional support and monitoring. Below are the 2023-2024 ELPI scores BES - Orange A. 40.6% B. 43.8% C. 15.6% D. 0% HES - Yellow A. 22% B. 33% C. 42.9% D. 2.2% MWES - Green A. 20.8% B. 28.3% C. 50.9% D. 0% 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%	2022-2023 Dashboard and require additional support and monitoring. Below are the 2024-2025 ELPI scores BES - Red A. 28.1% B. 40.6% C. 31.3% D. 0% HES - Yellow A. 21.4% B. 39.8% C. 37.8% D. 1.0% MWES - Green A. 21.3% B. 31.9% C. 46.8% D. 0% RES - Orange A. 20.8% B. 43.8% C. 34.4% D. 1.0% OPMS - Green A. 19.2% B. 26.0% C. 52.1% D. 2.7%		Level 3 - 5.24% Increased Level 4 - 2.79% Increased 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 (Not Met) A. 6.40% Increased B. 5.80% Increased C. 12.20% Decreased D. 0.00% HES (Not Met) A. 6.20% Decreased B. 13.40% Increased C. 7.00% Decreased D. 0.10% Decreased MWES (Not Met) A. -10.40% Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						B. 8.10% Increased C. 3.90% Increased D. 1.60% Decreased RES (Not Met) A. -3.60% Decreased B. 14.30% Increased C. 6.60% Decreased D. 4.10% Decreased OPMS (Met) A. 7.10% Decreased B. 3.30% Decreased C. 11.70% Increased D. 1.30% Decreased
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)	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%	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-	2024-2025 Math CAASPP A) ALL: 30.6% B) SWD: 11.9% C) SED: 21.8% D) HOM: 12.7% E) EL: 4.6% F) LTEL: 3.9% G) RFEP: 25.1% 2024-2025 and change from 2023-	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	Math CAASPP A) ALL: 0.81% Increased (Not Met) B) SWD: -10.2% Decreased (Not Met) C) SED: 0.3% Decreased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status and Change for MATH Indicator (Source: CA School Dashboard ELA Indicator)	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 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	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 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	2024 Math Dashboard Indicator H) ALL: Low; Decreased 0.7 points; Yellow I) SWD: Very Low; Decreased 6.5 points; Red J) SED: Low; Decreased 2.5 points; Orange K) EL: Very Low; Decreased 10.6 points; Red L) LTEL: Very Low; Decreased 11.3 points; Red The Dashboard does not currently report on 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: Very Low; Decreased Significantly 38.2	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 Math indicator.	D) HOM: 5.67% Decreased (Not Met) E) EL: 2.33% Increased (Not Met) F) LTEL: 1.65% Increased (Not Met) G) RFEP: 4.47% Increased (Not Met) MATH Dashboard Indicator H) ALL: Increased 3.6 points (Not Met) I) SWD: Decreased 4.6 points (Not Met) J) SED: Increased 2.0 points (Not Met) K) EL: Decreased 4.3 points (Not Met) L) LTEL: Decreased 17.7 points (Not Met) The following student groups at specific schools Met Target Growth:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	HES-EL: Very Low; Maintained -1 points; Red HES-SWD: Very Low; Decreased 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; Decreased 18.5 points; Red OPMS-EL: Very Low; Decreased 14.8 points; Red OPMS-SWD: Very low; Increased 7.6 points; Orange RHS-SWD: Very Low; Decreased 53 points; Red RHS-HI: Very Low; Increased 15.5 points; Orange	points; No Color (28 students) BES-SWD: Very Low; Decreased 15.8 points; Red HES-EL: Very Low; Increased 4.6 points; Orange HES-SWD: Very Low; Increased 5.9 points; Orange HES-SED: Very Low; Decreased 0.6 points; Red RES-SWD: Very Low; Decreased 22.2 points; Red RES-EL: Very Low; Decreased 13.5 points; Red MWES-SWD: Low; Increased 1.6 points; Orange MW-EL: Very Low; Decreased 13.5 points; Red OPMS-LTEL: Very Low; Decreased 10.8 points; Red OPMS-EL: Very Low; Decreased 7.6 points; Red OPMS-SWD: Very Low; Decreased 24.4 points; Red		BES-EL: Decreased 31.4 points (Not Met) RES-SWD: Increased 4.4 points (Not Met) MWES-SWD: Increased 18.1 points (Met) HES-EL: Increased 3.6 points (Not Met) HES-SWD: Decreased 2 points (Not Met) OPMS-LTEL: Decreased 28.3 points (Not Met) OPMS-EL: Decreased 22.4 points (Not Met) OPMS-SWD: Decreased 16.8 points (Not Met) RHS-HI: Increased 60.6 points (Met) RHS-SWD: Decreased 33.2 points (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				OPMS-SED: Low; Decreased 10.2 points; Red OPMS-HI: Low; Decreased 17.4 points; Red RHS-SWD: Very Low; Increased 19.8 points; Orange RHS-HI: Very Low; Increased 45.1 points; Yellow		
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%	2025 CAASPP ELA: % of students meeting standard Grade 11 - A) ALL: 54.83% B) SWD: 16.28% C) SED: 48.39% D) HOM: N/A (8 students) E) EL: 5.0% F) LTEL: 5.0% G) RFEP: 50.0% 2025 CAASPP Math: % of students meeting standard Grade 11 - A) ALL: 29.38% B) SWD: 4.76% C) SED: 24.08% D) HOM: N/A (8 students)	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: 6.9% Increased (Met) B) SWD: 10.56% Increased (Met) C) SED: 10.63% Increased (Met) D) N/A E) EL: 2.0% Decreased (Not Met) F) LTEL: 0.45% Increased (Not Met) G) RFEP: 4.94% Increased (Not Met) CAASPP Math: % of students meeting standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				E) EL: 2.5% F) LTEL: 0% G) RFEP: 23.56%		G) ALL: 7.48% Increased (Met) H) SWD: 1.9% Increased (Not Met) I) SED: 8.31% Increased (Met) J) EL: 2.5% Increased (Not Met) K) LTEL: 0% Increased (Not Met) L) RFEP: 10.52% Increased (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%	2024 -2025 A) All: 31.19% B) SWD: 8.99% C) SED: 22.20% D) EL: 1.48% E) HOM: 10.00% F) LTEL: 0% G) RFEP: 27.59%	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: 1.01% Increased (Not Met) B) SWD: 0.29% Increased (Not Met) C) SED: 2.88% Increased (Not Met) D) EL: 0.48% Decreased (Not Met) E) HOM: 3.04% Decreased (Not Met) F) LTEL: 0% Increased from Y1 (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						G) RFEP: 7.24% Increased from Y1 (Not Met)
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 E) HOM: 64.7% Declined 18.6%, Red The Dashboard does not currently report on LTEL or RFEP student groups.	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 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.	2024-2025 and change from 2023-2024 A) All: 91.1% High; Maintained -0.5%; Green B) SWD: 66.2% Low; Decreased 3.7%; Red C) SED: 87.4% Low; Decreased 2.9% Orange D) EL: 85.7% High; Increased 7.3%; Green E) HOM: 85.7% Low; Decreased 8.4%; Orange F) LTEL: 82.8% High; Increased 8.4%; Green 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 C will increase by more than the "all student" group as demonstrated on the California Dashboard Graduation Rate indicator.	A) ALL: 1.3% Increased (Met) B) SWD: 5.2% Increased (Met) C) SED: 1.4% Increased (Met) D) EL: 5.7% Decreased (Not Met) E) HOM: 21.0% Increased (Met) F) LTEL: 8.4% Increased from Y1 (Met) The Dashboard does not currently report on RFEP student groups.
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%	2023-2024 CCI Status and Percent Prepared A) ALL: Medium, 36%	2024-2025 CCI Status and Percent Prepared A) All: High, 48% B) SWD: Medium, 15.4%	The ALL students group will achieve a high or very high status level or they will increase or significantly	CCI Status and Percent Prepared A) ALL: 8.1% Increased (Met) B) SWD: 9.7% Increased (Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%	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 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% Decrease	C) SED: High, 39.6% D) EL: Medium, 23.5% E) HOM: High, 38.1% F) LTEL: Medium, 21.4% The Dashboard does not currently report on RFEP student groups. The following student groups at specific schools Met Target Growth: RHS-EL: No status level; 29.6%; 13.4% Increase RHS-SWD: Very Low, 20%; 10.2% Increase The following student groups at specific schools Did Not Meet Target Growth: MHS-SED: Very Low, 0%; 5.5% Decrease MHS-ALL: Very Low; 2%; 6.1% Decrease MHS SWD: N/A	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 demonstrated on the California Dashboard College/Career indicator.	C) SED: 12.5% Increased (Met) D) EL: 14.9% Increased (Met) E) HOM: 32.2% Increased (Met) F) LTEL: 16.3% Increased from Y1 (Met) Growth data is not yet available for RFEP students on the Dashboard The following student groups at specific schools Met Target Growth: RHS-EL: No status level; 21.3% Increased RHS-SWD: Very Low, 12.2% Increased The following student groups at specific schools Did Not Meet Target Growth: MHS-SED: Very Low, No Change MHS-ALL: Very Low; 6.1% Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MHS SWD: N/A
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 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)	2023 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. 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%	2024 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. 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% LTEL: 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%	2025 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. A) UC/CSU and at least one CTE Pathways Completed ALL: 55/395, 13.9% SWD: 4/65, 6.2% SED: 24/269, 10.4% EL: 1/35, 2.9% LTEL: 1/29, 3.4% RHS-SWD: 4/50, 8.0% RHS-SED: 28/203, 13.8% RHS-HOM: 1/14, 7.1%	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: 2.8% Increased (Not Met) UC/CSU - SWD: 6.2% Increased (Not Met) UC/CSU - SED: 3.0% Increased (Not Met) UC/CSU - EL: 0% Decreased (Not Met) UC/CSU - LTEL: 0% no change from Y1 (Not Met) UC/CSU - RHS-SWD: 8.0% Increased (Not Met) UC/CSU - FB-SED: No Change (Not Met) UC/CSU - MHS-SED: No Change (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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-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% LTEL: 4/39, 10.3% RHS-HOM: 1/13, 7.7% RHS-SWD: 11/51, 21.6% 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: 4/51, 7.8% LTEL: 3/39, 7.7% RHS - SWD: 2/51, 18.2%	FB-SED: 0/14, 0% MHS-SED: 0/45, 0% MHS-SWD: 0/13, 0% B) CTE Pathways Completed ALL: 126/395, 31.9% SWD: 13/50, 20.0% SED: 76/269, 28.3% EL: 6/35, 17.1% LTEL: 6/29, 20.7% RHS-HOM: 2/14 students, N/A RHS-SWD: 12/50, 24.0% RHS-SED: 70/203, 34.5% FB-SED: 14 students, N/A MHS-SWD: 13 students, N/A MHS-SED: 1/45, 7.1% C) Meeting A-G ALL: 149/395, 37.7% SWD: 8/50, 12.3% SED: 81/269, 30.1% EL: 8/35, 22.9%		UC/CSU - MHS-SWD: No Change (Not Met) B) CTE Pathways Completed CTE - ALL 21.7% Increased (Met) CTE - SWD 18.6% Increased (Not Met) CTE - SED 22.5% Increased (Met) CTE - EL 14.2% Increased (Met) CTE - LTEL 10.4% Increased from Y1 (Met) CTE - RHS-SWD 3.5% Decreased (Not Met) CTE - FB-SED data not available CTE - MHS-SWD data not available CTE - MHS-SED 7.1% Increased (Not Met) C) Meeting A-G A-G - ALL 8.8% Increased (Met) A-G - SWD 9.5% Increased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 LTEL or RFEP student groups.	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% LTEL: 0/39, 0% 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, 4% RHS - SWD: 0/51, 0%	LTEL: 6/29, 20.7% RHS-HOM: 5/14, 35.7% RHS-SWD: 18/50, 16.0% RHS-SED: 80/203, 39.4% FB-SED: 0/14, 0% MHS-SWD: 0/13, 0% MHS-SED: 0/45, 0% D) Earned Dual Credit (CCR) All: 0/394, 0.0% E) Passed 2 or more AP Exams (CCR) ALL: 132/395, 33.4% SWD: 5/50, 10.0% SED: 73/269, 27.1% EL: 4/35, 11.4% LTEL: 3/29, 10.3% RHS-SWD: 5/50, 10.0% FB-SED: 0/14, 0% MHS-SWD: 0/13, 0% MHS-SED: 0/44, 0%		A-G - SED 9.9% Increased (Not Met) A-G - EL 17.2% Increased (Met) A-G - LTEL 13.0% Increased from Y1 (Met) A-G - RHS - SWD 14.3% Increased (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: 0.0% no change (Not Met) E) Passed 2 or more AP Exams (CCR) ALL: 23.6% Increased (Not Met) SWD: 10.0% Increased (Not Met) SED: 21.7% Increased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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% MHS - SWD: 0/16, 0% The Dashboard does not currently report on LTEL or RFEP student groups.	F) Earned Seal of Biliteracy (CCR) ALL: 26/394, 6.6% SWD: 0/65, 0% SED: 23/268, 8.6% EL: 1/34, 2.9% LTEL: 1/28, 3.6% HOM: 1/21, 4.8% RHS - SWD: 0/50, 0% FB - SED: 0/14, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% G) Leadership/Military Science (CCR) ALL: 6/394, 1.5% SWD: 1/65, 1.5% SED: 4/268, 1.5% EL: 0/34, 0% LTEL: 0/28, 0% RHS - SWD: 1/50, 2% FB - SED: 0/14, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0%		EL: 11.4% Increased (Not Met) LTEL: 10.3% Increased from Y1 (Met) RHS - SWD: 10.0% Increased (Not Met) FB - SED: 0 (Not Met) MHS - SED: 0 (Not Met) MHS - SWD: 0 (Not Met) F) Earned Seal of Biliteracy (CCR) ALL: 3.5% Increased (Not Met) SWD: 0 (Not Met) SED: 7% Increased (Not Met) EL: 2.9% Increased (Not Met) LTEL: This is the new baseline RHS - SWD 0 (Not Met) FB - SED 0 (Not Met) MHS - SED 0 (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MHS - SWD 0 (Not Met) G) Leadership/Military Science (CCR) ALL: 1.5% Decreased (Not Met) SWD: 0.1% Increased (Not Met) SED: 0.1% Decreased (Not Met) EL: 0 (Not Met) LTEL: This is the new baseline RHS - SWD 2% Increased (Not 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)	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	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	A) 2024-25 AP Pass rate with a score of 3 or higher ALL: 196 students took 535 AP exams. 357 tests, 66.7% of tests passed	The percent of AP exams passed will increase by at least 5% over the previous year for ALL student groups including SED and EL	A) AP Pass Rate ALL: 23% Increased (Met) SED: 24% Increased (Met) EL: No Change (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B) PSAT10 and SAT (Source: College Board Reporting)	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: ERW: 43% (144 students) Math: 22% (73 students) Meeting both: 19% (64 students) Note: 336 student participants took the PSAT10 in October 2022 C) SAT: ERW: 85% Math: 68% Meeting both: 65% Note: 40 participants	SED: 20 students took 126 AP exams. 79% of tests passed EL: 0 EL students took AP exams. 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	SED: 88 students took 246 AP exams. 66.2% of tests passed EL: 3 EL students took 4 AP exams. 50% of tests passed B) The PSAT 10 was administered in the Fall 2024 by Ramona Hgh school on an optional basis. ERW: 91% (20 students) Math: 73% (16 students) Meeting both: 86% (19 students) Note: 22 student participants took the PSAT10 in October 2024 C) SAT: ERW: 95% Math: 67.5% Meeting both: 67.5% Note 38 participants	student populations. The percent of students meeting both the ERW and Math on the 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.	B) PSAT10: While the percent of students significantly increased, a direct comparison cannot be made because in 2024, students elected to take the PSAT10 and in 2022, it was administered to all 10th graders. (Not Met) C) ERW: 10% Increased (Met) Math: 0.5% Decreased (Not Met) Meeting Both: 2.5% Increased (Not Met)
1.10	A) Learning Walk Data Count of classroom learning walks where	A) Count of classroom learning walks where there is evidence of UDL implementation:	A) Count of classroom learning walks where there is evidence of UDL	A) Count of classroom learning walks where there is evidence of UDL	A) During classroom learning walks, 100% of classrooms will	A) 3.8% Increased over baseline (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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	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 has not yet been established. Expected during the 2025-2026 school year.	implementation: Evidence of student choice. As of 5/1/26, 225/358 class visits TK-12, 62.8% B) Learning Walks have been conducted districtwide. This year we have spent time providing for professional development around calibration of the RSTP (Teaching Standards) with the support of SDCOE in order to ensure calibration for both learning walks and evaluation. Leaders walk classrooms in cohorts to discuss the feedback that will be meaningful and actionable to the teacher. A baseline of feedback quality against the rubric has not yet been	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.	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
				completed. This work will continue in the 2026-2027 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 students assigned to teachers not fully	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 are fully	A) 2025-2026 -6.1% (18 of 296) Not fully credentialed at all schools, and 17.1% at Title I schools. 5.7% or 17 of the teachers who are not fully credentialed work with ELs. • 91.2% (270 of 296) of teachers are considered experienced (greater than 2 years teaching) at all schools, and 9.8% at Title I schools. • 94% (278 of 296) of teachers are fully	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 1.4% Title I Schools - Increased 10.1% Inexperienced Teachers - (Not Met) All Schools - Increased 3.2% Title I Schools - Decreased 0.2% Fully Credentialed - (Not Met) All Schools - Increased 10% Working in Field - (Met) All Schools - Increased 5% B) The number of students assigned to teachers not fully credentialed. SWD - Increased 3.1% (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)	credentialed • 100% (296 of 296) of teachers are working in their field of study B) The number of students assigned to teachers not fully credentialed. SWD - 223/1020; 21.9% EL - 100/555; 18% FY - 5/20; 25%; HOM - 19/137; 13.9% (4/6/26)		EL - Increased 3.2% (Not Met) FY - Increased 18.0% (Not Met) HOM - Decreased 1.5% (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	2025-2026 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 students and students with exceptional needs	A) 100% of students in grades TK-6 have access to a broad course of study, including unduplicated students and students with	A) 100% of students in grades TK-6 have access to a broad course of study, including unduplicated students and students with	As reported by the standards based report card and master schedule, 100% of students, including unduplicated students and	A) Met B) Met C) Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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.	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.	students with exceptional needs will have access to a broad course of study.	
1.14	A. Implementation of Standards & Instructional delivery B. Providing Standards Aligned Materials	23-24 Local Indicators Self Reflection Tool: Implementation includes materials and instructional support for SED, EL, HOM, FY and SWD student groups.	24-25 Local Indicators Self Reflection Tool: Implementation includes materials and instructional support for SED,	25-26 Local Indicators Self Reflection Tool: Implementation includes materials and instructional support for SED,	All areas with state adopted standards will make progress toward a level 4, full implementation or above while maintaining a	A) History/Social Science is at the Initial Level of Implementation (Not Met) B) Met C) Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	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 Visual and Performing Arts-Full Implementation and Sustainability	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-Full Implementation	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 - Initial Implementation B) Implementation of academic standards: Career Technical Education-Full Implementation and Sustainability Health Education-Full Implementation	broad course of study.	D) Met E) Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Identifying the professional learning needs of individual teachers - Full	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 History/Social Science-Beginning Development D) Engaging teachers and	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 History/Social Science- Full Implementation D) Engaging teachers and school		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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: Master Schedule that includes Designated ELD protected time. 8 of 10 schools (BES, HES, JDES, MWES, RES,	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) 25-26 school year: Master Schedule that includes Designated ELD protected time. 11 of 11 schools have a master schedule that includes protected ELD		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			OPMS, MHS, RHS) have a master schedule that includes protected ELD time for all EL students. MVA currently has no EL students.	time for all 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 (Documentation reflected by caseloads in SEIS) Class Size Ratios (Students to 1 teacher) on CBEDS Day, by Grade (Source: 23-24 Staffing Worksheet)	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 SLP Compensation: Percentage of randomly surveyed neighboring school districts (3 districts) that pay more than RUSD for SLPs: 100%	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 SLP Compensation (2024-25 SY): Percentage of randomly surveyed neighboring school districts (3 districts) that pay	RUSD Certificated Starting Salary Comparison to Countywide Mean/Median A) BA/BS +30 RUSD: $54,281 Countywide Mean: $61,749 Countywide Median: $62,145 BA/BS +60 RUSD: $55,852 Countywide Mean: $66,579 Countywide Median: $66,896 SLP Compensation (2025-26 SY): Percentage of randomly surveyed neighboring school districts (3 districts) that pay	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. Special Education Caseloads will be at or below the "legal max," California Board recommendations, and collective bargaining agreements.	A) Certificated Starting Salaries compared to Countywide Mean/Median: From 2023–24 to 2025–26, Ramona's certificated starting salary gap compared to the county has increased across all categories. For BA/BS+30, the gap grew by approximately 44% relative to the countywide mean (from $5,173 to $7,468) and 31% relative to the median (from $5,996 to $7,864). For BA/BS+60, the gap increased by about 17% relative to the mean (from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	E3 teacher evaluation process completed (Source: Human Resources and teacher bargaining group)	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: 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%	more than RUSD for SLPs: 0% • 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% Percentage of	more than RUSD for SLPs: 0% B) Year 2 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: 80% Percentage of filled Special Ed. Paraeducator positions districtwide by type (1/27/26): • Paraeducator I: 85 % (51 of 60) • Paraeducator II: 88% (36 of 41) • Paraeducator III:	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.	$9,161 to $10,727) and 11% relative to the median (from $9,985 to $11,044). Overall, this reflects a consistent trend of Ramona's starting salaries falling further behind county benchmarks, with the most significant widening occurring at the BA/BS+30 level. SLP Compensation: Percentage of randomly surveyed neighboring school districts (3 districts) that pay more than RUSD for SLPs: 0% (Met) B) Percentage of hard to fill positions: From the 2023–24 baseline to Year 2 (2025–26), the district has made steady progress in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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 (Legal max is, "average not to exceed 55 per SELPA") • SLP's (Preschool only) average caseload among 2	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	100% (15 of 15) Percentage of filled SLP positions districtwide: 50% (the other 50% is filled by agency staff instead of district staff) Percentage of filled SAI positions districtwide by type: • Mild/Moderate SAI: 90% • Moderate SAI: 100% • Extensive Support Needs SAI's: 100% • IOP SAI: 100% Percentage of filled math positions districtwide: 100% Percentage of middle school		filling several hard-to-fill positions, with the strongest gains in paraeducator and SAI staffing. EL Paraeducator positions increased from 77% to 80% (+3 percentage points; ~4% relative increase). Special Education Paraeducator staffing improved across levels, with Paraeducator I increasing from 71.4% to 85% (+13.6 points; ~19% relative increase) and Paraeducator II from 82.7% to 88% (+5.3 points; ~6% relative increase), while Paraeducator III remained stable at 100%. SLP staffing increased from 43% at baseline to 50% in Year 2 (+7 points; ~16% relative increase).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Mod/Severe SAI Elementary average caseload by level: Elementary - 9.6 Middle School - 11 High School- 10 IOP SAI average caseload by level:	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")	science positions filled districtwide: 100% C) Year 2 for Special Education Caseloads as of January 2026: • SLP's (excluding preschool) average caseload among 11.8 FTE positions: 54 (Legal max is, "average not to exceed 55 per SELPA") • SLP's (Preschool only) average caseload among 1.6 positions: 37 (*Legal max is 40)		Notably, this improvement reflects a significant recovery following a dip to 22% filled positions in the 2024–25 school year, making the current increase a meaningful rebound. However, 50% of positions continue to be filled by agency staff, indicating an ongoing recruitment challenge. SAI staffing also showed meaningful improvement. Mild/Moderate SAI increased from 83.6% to 90% (+6.4 points; ~8% relative increase), and Moderate/Severe (now Extensive Support Needs) improved from 80% to 100% (+20 points; 25% relative increase). Moderate and IOP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary - N/A Middle School - 2 High School- 8 D) Class Size Ratios on CBEDS Day, 10/4/23 by Grade Spans TK: 10:33:1 + 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: 37 (*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	• Occupational Therapists (OT) average caseload among 3 positions: 61 (California board of OT recommends no more than 60) Mild/Mod SAI average caseload by level: Elementary - 25 Middle School - 19.5 High School - 20 Moderate SAI average caseload by level Elementary - 12.5 Middle School - 6 High School - 12 Mod/Severe SAI Elementary average caseload by level:		SAI positions remained fully staffed at 100% across both years. Math and middle school science positions remained stable at 100% filled from baseline through Year 2. C) Special Education Caseloads: From the 2023–24 baseline to Year 2 (2025–26), the district has made significant progress in reducing caseloads across several key areas, particularly for SLPs and Mild/Moderate SAI teachers. SLP caseloads (excluding preschool) decreased from an average of 69.6 to 54 (–15.6 students; ~22% reduction), bringing the average into

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	Elementary - 9 Middle School - 6 High School - 16 IOP SAI average caseload by level: Elementary - N/A Middle School - 4 High School - 6 D) Class Size Ratios on CBEDS Day, 10/01/2025 by Grade Spans TK: 9:1 (including 13 paras) K-3: 23.3:1 4-6: 27.7:1 7-8: 25.2:1 9-12: 27.2:1 E) Completion of E3 teacher evaluation process: completed and implemented.		alignment with the SELPA legal maximum of 55. Preschool SLP caseloads remained stable, increasing slightly from 36.5 to 37 (+0.5; ~1% increase), and remain within the legal limit of 40. Mild/Moderate SAI caseloads decreased across all levels, with elementary dropping from 31 to 25 (–6; ~19% reduction), middle school from 21.2 to 19.5 (–1.7; ~8% reduction), and high school from 26 to 20 (–6; ~23% reduction), reflecting improved manageability at all grade spans. Moderate SAI caseloads also improved, with elementary decreasing from 13.3 to 12.5 (–0.8; ~6% reduction), middle school from

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.			10 to 6 (–4; 40% reduction), and high school from 15.5 to 12 (–3.5; ~23% reduction), with the most substantial improvement at the middle school level. For Moderate/Severe (Extensive Support Needs) SAI, elementary caseloads decreased slightly from 9.6 to 9 (–0.6; ~6% reduction) and middle school from 11 to 6 (–5; ~45% reduction), while high school increased from 10 to 16 (+6; 60% increase), indicating a need for continued monitoring at the secondary level. IOP SAI caseloads shifted, with middle school increasing from 2 to 4 (+2; 100% increase) and high school decreasing from 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to 6 (–2; 25% reduction), reflecting redistribution across sites and programs. Occupational Therapy (OT) caseload data for 2025–26 D) Class Size Ratios on CBEDS Day. From the 2023–24 baseline to Year 2 (2025–26), class size ratios show mixed trends across grade spans, with a significant improvement in TK and increases at the secondary level. TK class size decreased from 10.33:1 (plus paraeducator support) to 9:1 (–1.33 students; ~13.76% reduction), reflecting an improvement in adult-to-student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ratio, further supported by the inclusion of 13 paraeducators. K–3 class size remained stable, shifting slightly from 23.28:1 to 23.3:1 (+0.02; <1% change), indicating consistency in early elementary class sizes. Grades 4–6 increased from 26.89:1 to 27.7:1 (+0.81; ~3% increase), representing a modest rise in upper elementary class sizes. Grades 7–8 increased from 20.16:1 to 25.2:1 (+5.04; ~25% increase), indicating a notable rise in middle school class sizes. Grades 9–12 increased from 22.78:1 to 27.2:1 (+4.42; ~19% increase), reflecting a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						significant increase at the high school level. E) Completion of E3 teacher evaluation process: From the 2023–24 baseline to Year 2 (2025–26), the district is piloting the E3 teacher evaluation process. It is pending negotiations for full implementation. moving from “Not Yet Complete” to “Pending" Implementation” (Not completed).
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) -	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%	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%	MAP Reading (Winter 25 to Winter 26) Percent of students meeting Growth Target: A. Gr 1 - All: 67% EL: N/A (sample size is too small to report) SED: 72% SWD: 57%	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	MAP Reading A. Gr 1 - All: 14% Increased - (Not Met) EL: N/A7 SED: 23% Increased - (Not Met) SWD: 20% Increased - (Not Met) B. Gr 2 -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 (Source: Performance Matters Student Item Analysis Report)	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% 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%	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% 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	B. Gr 2 - All: 54% EL: 41% SED: 50% SWD: 57% C. Gr 3 - ALL:43% EL: 32% SED: 43% SWD: 49% D. Gr 4 - ALL: 46% EL: 37% SED: 46% SWD: 52% E. Gr 5 - ALL: 44% EL: 46% SED: 43% SWD: 52% F. Gr 6 - ALL: 48% EL: 54% SED: 47% SWD: 51% G. Gr 7 - All: 46% EL: 40% SED: 41% SWD: 37% H. Gr 8 - ALL: 37% EL: 16% SED: 35% SWD: 35%	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 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: 6% Increased - (Not Met) EL: 6% Increased - (Not Met) SED: 7% Increased - (Not Met) SWD: 11% Increased - (Not Met) C. Gr 3 - ALL: 9% Decreased - (Not Met) EL: 18% Decreased - (Not Met) SED: 7% Decreased - (Not Met) SWD: 4% Decreased - (Not Met) D. Gr 4 - ALL: 4% Increased - (Not Met) EL: 13% Decreased - (Not Met) SED: 4% Increased - (Not Met) SWD: 14% Increased - (Met) E. Gr 5 -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 Secondary ELA Performance Task Gr 7 – All: 60% EL: 35% SED: 55% SWD: 36% Gr 8 – All: 62% EL: 45% SED: 58% 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%	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% 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%	DIBELS Winter 2026 Composite Scores: Negligible Risk 20%, no increase Minimal Risk 25%, decreased 1% Some Risk 17%, decreased by 1% At-Risk 38%, increased 1% 2025-2026 Secondary ELA Performance Task 4/13/26 Gr 7 – All: 51% EL: 21% SED: 40% SWD: 16% Gr 8 – All: 53% EL: 16% SED: 47% SWD: 16% Gr 9 – All: 81% EL: 24% SED: 75% SWD: 52% Gr 10 All: 86% EL: 63%		ALL: 5% Decreased - (Not Met) EL: 3% Decreased - (Not Met) SED: 3% Decreased - (Not Met) SWD: 10% Increased - (Met) F. Gr 6 - ALL: 1% Decreased - (Not Met) EL: 12% Increased - (Not Met) SED: 0% Increased - (Not Met) SWD: 10% Increased - (Not Met) G. Gr 7 - Difference from Last Year's Baseline All: 3% Decreased (Not Met) EL: 21% Decreased (Not Met) SED: 8% Decreased (Not Met) SWD: 2% Decreased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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: 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% 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%	SED: 87% SWD: 56% Gr 11 All: 76% EL: 35% SED: 72% SWD: 46% Gr 12 – All: 76% EL: 38% SED: 72% SWD: 36% Spring 2025 End of Year Gr 9 – All: 75% EL: 30% SED: 71% SWD: 51% Gr 10 – All: 69% EL: 29% SED: 64% SWD: 37% Gr 11 – All: 73% EL: 20% SED: 71% SWD: 48% Gr 12 – All: 57% EL: 31% SED: 57% SWD: 22% Grades 7 and 8 no longer take the		DIBELS At-Risk Decreased by 1% (Not Met) Needs Updating after April 24, 2026 Secondary ELA Performance Task Gr. 7 All: 9% Decreased EL: 14% Decreased SED: 15% Decreased SWD: 20% Decreased Gr 8 All: 9% Decreased EL: 29% Decreased SED: 9% Decreased SWD: 34% Decreased Gr 9 All: 15% Increased EL: 15% Decreased SED: 15% Increased SWD: 18% Increased Gr 10 All: 13% Increased EL: 6% Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 5% SED: 45% SWD: 17%	End of Year Assessment and take the NWEA MAP assessment.		SED: 16% Increased SWD: 8% Decreased Gr 11 All: 0% Increased EL: 33% Decreased SED: 1% Decreased SWD: 8% Decreased Gr 12 All: 1% Increased EL: 26% Decreased SED: 3% Decreased SWD: 24% Decreased ELA End of Year Assessment Gr 9 – All: 4% Increased (Not Met) EL: 15% Increased (Met) SED: 4% Increased (Not Met) SWD: 22% Increased (Met) Gr 10 – All: 16% Increased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EL: 24% Increased (Met) SED: 22% Increased (Not Met) SWD: 24% Decreased (Not Met) Gr 11 – All: 18% Increased (Not Met) EL: 15% Increased (Not Met) SED: 26% Increased (Met) SWD: 33% Increased (Not Met) Gr 12 – All: 10% Increased (Not Met) EL: 25% Increased (Met) SED: 22% Increased (Met) SWD: 1% Increased (Not Met)
1.17	District Math Measures: MAP Math (Winter 23 to Winter 24) Percent of students meeting Growth Target	MAP MATH (Winter 23 to Winter 24) Percent of students meeting Growth Target: A. Gr 1 - ALL: 56% EL: 44%	MAP MATH (Winter 24 to Winter 25) Percent of students meeting Growth Target: A. Gr 1 -	MAP MATH (Winter 25 to Winter 26) Percent of students meeting Growth Target: A. Gr 1 -	100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting	MAP MATH A. Gr 1 - ALL: 11% Increased (Not Met) EL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Growth Summary Report) Mathematical Thinking and Problem Solving Post Test Growth in developmental Stages (Source: PM Student Item Analysis Report Rubric View)	SED: 54% SWD: 40% B. Gr 2 - ALL: 48% EL: 52% SED: 47% SWD: 37% C. Gr 3 - ALL: 50% EL: 58% SED: 51% 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-	ALL: 65% EL: 50% SED: 64% SWD: 31% B. Gr 2 - ALL: 42% EL: 40% SED: 40% SWD: 36% C. Gr 3 - ALL: 43% 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%	ALL: 67% EL: N/A SED: 73% SWD: 64% B. Gr 2 - ALL: 44% EL: 36% SED: 43% SWD: 40% C. Gr 3 - ALL: 53% EL: 31% SED: 50% SWD: 51% D. Gr 4 - ALL: 40% EL: 36% SED: 37% SWD: 45% E. GR 5 - ALL: 33% EL: 30% SED: 24% SWD: 28% F. GR 6 - ALL: 46% EL: 43% SED: 42% SWD: 38% G. GR 7 - ALL: 35% EL: 35% SED: 34% SWD: 51% H. GR 8 - ALL: 38% EL: 19%	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. 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: 19% Increased (Met) SWD: 24% Decreased (Met) B. Gr 2 - ALL: 4% Decreased (Not Met) EL: 16% Decreased (Not Met) SED: 4% Decreased (Not Met) SWD: 3% Increased (Not Met) C. Gr 3 - ALL: 3% Increased (Not Met) EL: 27% Decreased (Not Met) SED: 1% Decreased (Not Met) SWD: 4% Increased (Not Met) D. Gr 4 - ALL: 1% Increased (Not Met) EL: 22% Decreased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%	SED: 47% SWD: 43% Spring 2024: % of students at each Stage LEARNING PROGRESSION A: K-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%	SED: 38% SWD: 24% I. GR 9 - ALL:60% EL: 22% SED: 57% SWD: 46% J. GR 10 - ALL: 53% EL: 25% SED: 47% SWD: 42% K. GR 11 - ALL: 47% EL: 20% SED: 43% SWD: 27% Spring 2025: % of students at each Stage LEARNING PROGRESSION A: K-2 (Addition and Subtraction of Whole Numbers) Change is current over last year. All Students: Stage 0: 14%, decreased 2% Stage 1: 67%, increased 8% Stage 2: 10%, decreased 5%		SED: 2% Decreased (Not Met) SWD: 18% Increased (Not Met) E. Gr 5 - ALL: 10% Decreased (Not Met) EL: 18% Decreased (Not Met) SED: 15% Decreased (Not Met) SWD: 11% Increased (Not Met) F. Gr 6 - ALL: 8% Decreased (Not Met) EL: 31% Decreased (Not Met) SED: 14% Decreased (Not Met) SWD: 14% Decreased (Not Met) G. GR 7 - From 24-25 Baseline ALL: 8% Decreased (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Stage 5: 0% Stage 6: 0% LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students: 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 3: 3%, increased 3% Stage 4: 0%, no change Stage 5: 9%, increased 7% Stage 6: 0%, no change SED Students: 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 3: 3%, decreased 2% Stage 4: 1%, no change Stage 5: 5%, increased 2% Stage 6: 0%, no change EL Students: Stage 0: 31%, increased 10% Stage 1: 46%, decreased 7% Stage 2: 15%, increased 1% Stage 3: 3%, no change Stage 4: 3%, increased 3% Stage 5: 3%, decreased 6% Stage 6: 0%, no change SED Students: Stage 0: 19%, no change Stage 1: 66%, increased 7% Stage 2: 9%, decreased 4% Stage 3: 2%, decreased 2% Stage 4: 1%, increased 1%		EL: 1% Decreased (Not Met) SED: 9% Decreased (Not Met) SWD: 8% Increased (met) % of students at Stage 0 of the Learning Progressions: Learning Progression A ALL: no change (Not Met) EL: Decreased 30% (Not Met) SED: no change (Not Met) SWD: Increased 11% (Not Met) Learning Progression D ALL: Increased 1% (Not Met) EL: Decreased 30% (Met) SED: Decreased 2% (Not Met) SWD: Increased 18% (Not Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Stage 5: 2%, increased 2% Stage 6: 0%, no change LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, 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 5: 3%, decreased 6% Stage 6: 0%, no change SwD: Stage 0: 35%, increased 13% Stage 1: 54%, decreased 7% Stage 2: 6%, decreased 3% Stage 3: 0%, decreased 7% Stage 4: 0%, no change Stage 5: 2%, no change Stage 6: 0%, no change LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students: Stage 0: 23%, increased 1% Stage 1: 59%, increased 5%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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% Stage 1: 50%, decreased 8% Stage 2: 13%, decreased 1% Stage 3: 4%, increased 2%	Stage 2: 16%, decreased 3% Stage 3: 3%, no change EL Students: Stage 0: 21%, decreased 2% Stage 1: 31%, decreased 21% Stage 2: 15%, increased 6% Stage 3: 8%, increased 5% SED Students: Stage 0: 28%, decreased 1% Stage 1: 54%, no change Stage 2: 15%, increased 1% Stage 3: 3%, increased 1% SwD: Stage 0: 44%, increased 11% Stage 1: 40%, decreased 10% Stage 2: 15%, increased 2% Stage 3: 0%, decreased 4%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2025 Biliteracy Attainment Awards Gr 6 - 4 Gr 8 - 6 7 of 10 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 - Decreased by 1 (Not Met) Gr 8 - Decreased by 6 (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 educational benefit per the Educational Benefit Checklist. • A random sample of 10% of IEPs district wide will be	23-24 • 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 conducted using the Educational Benefit Checklist. This data will be collected.	24-25 • Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule). • A random sampling of IEPs (5%) district-wide has not yet	25-26 • Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule). • A random sampling of IEPs (5%) district-wide has not yet	• Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule). • A random sampling of IEPs (5%) district-wide will reflect	• Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual school calendar or within the master schedule) (Met) • A random sampling of IEPs (5%) district-wide has not yet been

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 document are their respective responsibilities to implement for a student.	• 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. Update - the total number of IEP's sampled came to 93. Of these 93 IEP’s, 68 had service records indicating 95-100% service delivery. Therefore, 73%of IEP's sampled had IEP implementation in the 95-100% interval. • Parent Involvement in IEP meetings is reported as "yes" for 98%	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 Educational Benefit reviews of IEP's at their sites. • In May 2024, a random 10%	been conducted using the Educational Benefit Checklist due to competing priorities. (not met) • In April, a random sample of 10% of IEPs district wide was conducted, which came out to 68 IEPs being reviewed. Of these 68 IEP’s, 59 had service records indicating 95-100% service delivery. Therefore	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 is reported as "yes" for 100%	conducted using the Educational Benefit Checklist due to competing priorities. (not met) • A random sample of 10% of IEPs district wide for implementation has been conducted each year. The percentage of IEP's in the 95-100% interval, has increased by 13% since the baseline year. (Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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.	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. Therefore, 77% of IEP's sampled had IEP implementation in the 95-100% interval.(Please note that if students were absent, the services were	, 86%of IEP's sampled had IEP implementation in the 95-100% interval. (Please note that if students were absent, the services were recorded as undelivered.) • Parent Involvement in IEP meetings is reported as "yes" for 99% of IEP meetings. • See metric 1.1, 1.3 and 1.5	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 know which parts of the IEP	, not yet met) • Parent Involvement in IEP meetings Increased by 1.0% up to 99.0% (Not met, progress made.) • See Metric 1.1 above: ELA CAASPP -See Metric 1.3 above: Math CAASPP • A brief annual survey relating to staff member roles in IEP's now exists, and baseline data was collected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. • A survey was developed and sent out during the last week of school for the 23-24	above to observe whether the CAASPP scores for SWD increase. • A brief annual survey was developed and sent out during the final week in April in the 25-26 SY. It was sent to all Paraeducators, General Education Teachers, Special Education Teachers and Principals. There were 126 respondents, comprise	are their respective responsibilities to implement for a student with higher frequency.	during the last week of school in 2024. The same survey will be sent out in April of 2026 reflects a trend that general education and special education staff district-wide are endorsing that they know which parts of the IEP are their respective responsibilities to implement for a student with higher frequency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 education teachers (21%). 68% of respondents rated themselves 8 of 10 or higher for their clarity on which accommodations	d of general education teachers (42.9%), special education teachers (19%), Paras (15.9%), Admin (4.8%), and Related Service Providers (17.5%). 75% of respondents rated themselves 8 of 10 or higher for their clarity on which accommodations are their responsibility to implement. 72.8% of respondents rated themselves 8 of 10 or higher for their clarity on which modifications are their responsibility to implement.		: 7% increase from baseline regarding accommodations 4.8% increase in clarity regarding modifications 4.7% increase in clarity regarding which services are their responsibility to implement. (Met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.	72.7% of respondents rated themselves 8 of 10 or higher for their clarity on which service minutes are their responsibility to implement.		
1.20	Enrollment in Band across elementary, middle and high schools	Baseline Established in May 2026 A) Enrollment in elementary school band 2023-24: 198 students 2024-25: 206 students 2025-26: 209 students B) Enrollment in Advanced Band in middle school 2023-24: 16 students 2024-25: 14 students 2025-26: 14 students	Baseline Established in May 2026	Baseline Established in May 2026 A) Enrollment in elementary school band 2023-24: 198 students 2024-25: 206 students 2025-26: 209 students	Band Enrollment at the Elementary School will maintain or increase to 250 students. Band Enrollment at the Middle school level will increase to 40 students. Band Enrollment at the High school level will increase	A) Enrollment in elementary band for the past three years has increased by 11 students B) Enrollment in Advanced Band in middle school has declined since 2023-24 by 2 students C) Enrollment in Freshmen Band in high school has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		C) Enrollment in Freshmen Band in high school 2023-24: 12 students 2024-25: 9 students 2025-26: 17 students D) Enrollment in Advanced Band in high school 2023-24: 24 students 2024-25: 23 students 2025-26: 20 students		B) Enrollment in Advanced Band in middle school 2023-24: 16 students 2024-25: 14 students 2025-26: 14 students C) Enrollment in Freshmen Band in high school 2023-24: 12 students 2024-25: 9 students 2025-26: 17 students D) Enrollment in Advanced Band in high school 2023-24: 24 students 2024-25: 23 students 2025-26: 20 students	to 50 students total for both programs combined.	increased since 2023-24 by 5 students D) Enrollment in Advanced Band in high school has declined since 2023-24 by 4 students

Goal Analysis [2025-26]

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

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

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

Successful Implementation:

Action 1.1: Staff Speech Language Pathologists (SLP) receive competitive compensation, earning more than three sample neighboring districts in the same position.(Fully Implemented)
Action 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. Districtwide professional learning and coaching have strengthened educator capacity, leading to growth on the CA School Dashboard: College and Career Indicator is green, and English Language Arts shows "Increased" for EL, LTEL, HI, WH, SED, TMR, and ALL groups. Highlights include contracting with Conscious Teaching to help improve engagement and implementation of UDL practices. As a result of our professional learning, we see evidence of UDL implementation in learning walks increase by 14.2% over last year and 5.1% over our baseline. More calibration between principals occurred during group learning walks that allowed for discussion of effective feedback and look-fors. (Fully Implemented)
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. All students in grades TK-12 have access to Visual and Performing Arts (VAPA) courses from fully credentialed VAPA teachers. (Fully Implemented)
Action 1.4: Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes: 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. All schools implemented Data Use Action Plans that involved using student performance data to determine what instructional shifts needed to be made and formative assessments were used to determine impact of these shifts. These small cycles of improvement happened at least three times throughout the school year. (Fully Implemented)
Action 1.5: The Differentiated Assistance (DA) Team has made strong progress implementing the English Learner Master Plan and no longer qualifies for DA for our EL population. Metric 1.14 shows all schools have master schedules ensuring designated ELD instruction for all English learners. Long Term English Learners are growing significantly districtwide and are benefitting from focused ELD instruction. Educators' impact is evident with implementation of professional learning opportunities (metric 1.2). (Fully Implemented)
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. (Fully Implemented)
Action 1.7: Growth is evident in metrics 1.8 and 1.9. Students' pass rates increased by 6.7% over baseline. While the number of students taking AP exams decreased from 222 to 196, these 196 students took 535 AP exams, an increase of 140 exams taken over baseline data. All schools employ additional staff beyond base allocations and offer instructional materials to support At-Risk students. We saw an increase in students meeting College and Career Readiness through CTE Pathway, A-G, and passing AP Exams. MHS added a CTE pathway (graphic design) and RHS added the Public Services (Fire) pathway. (Fully Implemented)
Action 1.9: Efforts to support LTEL students were very effective according to the CA School Dashboard. Our district exited DA for LTEL/EL students due to improved outcomes, especially for our LTEL students at the high school level (metrics 1.1 ELA, 1.2 ELPI, 1.14 Master Schedule). (Fully Implemented)

Implementation Challenges:
Action 1.1 and 1.2: 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. Our percent of teachers not fully qualified increased districtwide by 1.4% over our baseline and at Title I schools, the increase was 10.1% over baseline (metric 1.11). As a result, students in the SWD, SED, EL, and FY groups who were assigned to fully credentialed teachers decreased (metric 1.11). From 2023–24 to 2025–26,

Ramona's certificated starting salary gap compared to the county has increased across all categories. For BA/BS+30, the gap grew by approximately 44% relative to the countywide mean (from $5,173 to $7,468) and 31% relative to the median (from $5,996 to $7,864). For BA/BS+60, the gap increased by about 17% relative to the mean (from $9,161 to $10,727) and 11% relative to the median (from $9,985 to $11,044). Overall, this reflects a consistent trend of Ramona's starting salaries falling further behind county benchmarks, with the most significant widening occurring at the BA/BS+30 level which may be contributing to staffing shortages. (Partially Implemented)
Action 1.2: The learning walk form is robust, and the rating rubrics have not yet been calibrated between site leaders. There is a need to revise and simplify the instructional focus of the learning walk form to improve the impact of educator feedback. (Fully Implemented)
Action 1.5: Finding bilingual staff to support learning of English and content for our English Learner students continues to be a challenge. (Partially Implemented)
Action 1.7: High school students were offered the PSAT10 assessment on a voluntary basis rather than a districtwide program due to the level of student interest in the assessment. (Fully Implemented)

Non-implemented Actions:
Action 1.1: We have not re-established the PAR program, however, through the E3 Evaluation process, a teacher support program will be established in the coming year. (No Implementation)

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

1.3 - Math adoption moved to 26-27 so professional development and math vision could take place.
1.6 - Special education contracted services continued to increase as a result of vacancies and additional students requiring one-on-one support.
1.8 - Incorrectly allocated teachers that were moved to 1.1 and a Program Specialist position was vacant the entire year.

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. For the second year in a row, we did not meet expected growth outcomes to hire fully credentialed and appropriately assigned teachers, which meant that more of 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), 1.8 (CCR), 1.16 (local ELA measures), 1.17 (local math measures). The Educational Partner Survey qualitative results focused on the need to continue providing access to music and choir programs throughout our district.

Actions 1.2 and 1.5 Professional learning opportunities for educators, both certificated and classified, to improve outcomes for our EL and LTEL students are proving to be effective. Improved consistency with implementing our district English Learner Master Plan demonstrated significant effectiveness, as evidenced by metric 1.1 and 1.3 where the Smarter Balanced ELA and scores increased for both ELs and LTELs. More EL and LTEL students measured prepared on the CCI according to metric 1.7 and metric 1.8. The biggest indicator of effectiveness is demonstrated in metric 1.14 where 11 of 11 schools have master schedules that include Designated ELD for all EL students, increased from 1 out of 11 schools (baseline). With this increase in services, we expect to see more growth in the next round of data.

Action 1.6 Growth is evident on 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. Data regarding teacher feedback on the impact of collaboration time will be collected by May of 2026.

Action 1.7 Supplemental programs and services for unduplicated students demonstrated effectiveness as evidenced by metric 1.8 where EL, LTEL, SWD, and SED student groups showed an increase in CTE Pathway completion. We also see a 66.7% AP Test pass rate, a 7% increase over baseline according to metric 1.9. Additionally, SED and EL students comparatively saw improvements, but EL and SWD students taking AP tests is still very low. We will continue to provide supports and monitor progress for students in the coming year.

Action 1.8 Reducing class sizes demonstrated varied impact with gains in ELA but decreases in math (metrics 1.1 and 1.3). Student growth in foundational reading skills improved according to MAP assessments in primary grades (metric 1.16). Survey results from Math Framework trainings and professional learning opportunities led by math TOSAs proved the professional learning positively impacted teachers' understanding of the math framework (before the training, 17% of teachers knew the math framework concepts well or very well. After the trainings, 77% of participants felt they understood the concepts of the math framework well or very well).

Action 1.9 Our LTEL students demonstrated significant growth and benefitted from targeted integrated and designated ELD instruction. Improved engagement is associated with work through Differentiated Assistance and the Ramona Leadership Team (RLT) to provide engaging instruction with ELD supports. EL students increased on Dashboard indicators: ELA and CCI; LTEL increased ELPI and CCI and significantly increase in ELA.

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 1.2 - We will pilot new instructional math curriculum in grades K-8 in 2026-2027, and high schools will pilot in 2027-2028. To ensure selecting high quality, developmentally appropriate and rigorous instructional materials, educators will participate in professional development around the 2023 Math Framework to strengthen instruction that matches the research for how students develop as mathematically proficient thinkers. Closer monitoring for assigning EL, SED, SWD, and FY students to teachers not yet fully credentialed needs to be a priority, along with monitoring the number of fully credentialed teachers at Title I schools.

Action 1.5 - Professional development and efforts to implement our EL Master Plan was most effective at the secondary level and with our LTEL students. More focus and support will need to be placed at the elementary school level to improve student learning outcomes.

Action 1.7 - Due to the many initiatives and decreased support, we will remove paying for the PSAT 10 for students in the coming plan.

Action 1.8 - Funds will be used to maintain a 3rd, temporary, program specialist.

Metric 1.19 - This metric for quarterly staff surveys is to assess understanding of and roles within the IEP process; however, this frequency was determined to be excessive, and leadership sought to avoid over-surveying staff. As a result, the survey schedule was revised to occur annually rather than quarterly.

Metric 1.20 - This metric was added per Educational Partner request to monitor the growth of our music program across the distrct and to measure the impact of Prop 28 on our music program.

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, practices, and procedures to identify, select, place, retain, and sustain high quality staff using. 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 (staffing) as described above	$50,253,589.00	No
1.2	Staff (certificated and classified) are assigned, fully credentialed and professionally developed for the students they are supporting, including	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 Framework Training • Mathematics Curriculum Pilot	$168,691.00	No

Action #	Title	Description	Total Funds	Contributing
	SWD, EL, FY and HOM	• Literacy across all grades and content areas 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 calibrate rubric ratings 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 (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	$2,864,816.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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; investigate possible choir offerings Continue holding high school annual graduation plan conferences with all students 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)		
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	$2,341,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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)		
1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support	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) • 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) • Provide opportunities for secondary educators working with EL students to build capacity with UDL implementation and designated/integrated ELD strategies to build student oracy • Provide additional support for elementary educators working with EL students to build capacity with UDL implementation and designated/integrated ELD strategies to build student oracy Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes),	$377,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$4,407,183.00	No
1.7	Provide supplemental, programs and services for unduplicated students	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 • Pay AP, SAT 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	$878,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 maintain a temporary third Program Specialist. This position will function as a direct support to improve outcomes for students with disabilities by increasing the district's capacity to implement special education services with fidelity, strengthen staff practice through coaching and mentorship, improve behavioral and mental-health supports, and improve staff collaboration for SWD, and promote safe access to instruction in the least restrictive environment. Research supports coaching and consultation as effective methods for improving educator practice and student outcomes, including for students with disabilities, and emphasizes that fidelity of implementation is essential to achieving results. Research also supports preventive behavioral systems, de-escalation practices, and leadership capacity as contributors to improved student behavior, reduced exclusionary discipline, stronger school climate, and better access to instruction. In Ramona, this position has supported principals by relieving time spent in IEP meetings, mentored two new school psychologists to ensure appropriate disability identification, consulted on complex behavior and mental-health cases, conducted assessments to guide IEP teams in determining appropriate LRE in extreme mental-health cases, and trained 36 staff in PRO-ACT to improve safety and de-escalation. Collectively, these activities increase the district's ability to provide timely, appropriate, and effective supports to students with disabilities. Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4), 547–588. Friend, M., & Cook, L. (2017). Interactions: Collaboration skills for school professionals (8th ed.). Pearson. Center on PBIS. (2023). Positive Behavioral Interventions and Supports: Improving outcomes for students with disabilities. University of Oregon.	$249,386.00	No

Action #	Title	Description	Total Funds	Contributing
		National Center on Intensive Intervention. (n.d.). Five elements of effective intervention implementation (fidelity). American Institutes for Research. U.S. Department of Education, Institute of Education Sciences. (2025). The role of school leaders in improving student achievement (REL Pacific Fact Sheet). Action 1.8 will be monitored by metric 1.19.		
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 • 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 '21-'22 SY data was (-0.2%) Performance Level Data by student groups: Medium 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 '22-'23 SY data was (-7.9%). Performance Level Data by student groups: Medium 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.	In RUSD, 20.5% of Students were Chronically Absent. Change Rate from '23-'24 SY data was (-1.8%). Performance Level Data by student groups: Very High Performance: FY: 0% (-42.9%) Medium Performance: HI: 23.2% (-3.2%) MR: 17.2% (-4%) Low Performance: EL: 28.9% (-1.4%) HOM: 31.4% (-0.5%) LTEL: 25% (-10.7%) SED: 26.1% (-1.3%) SWD:24.6% (-1.6%) WH: 17.7% (0.0%) The Dashboard does not currently report on RFEP student groups.	Chronic Absenteeism Rate of 10% or lower.	In RUSD, 20.5% of Students were Chronically Absent, 11.7% decrease from baseline data. FY: 0% (-27.6%), • Medium to High Performance HI: 23.2% (-11.2%) • Very Low to Medium Performance MR: 17.2% (-8%) • Low to Medium Performance EL: 28.9% (-10%) • Very Low to Low Performance HOM: 31.4% (-11%) • Maintained Low Performance LTEL: 25% • No Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Year Data Available SED: 26.1% (-9.1%) • Medium to Low Performance SWD:24.6% (-12.3%) • Medium to Low Performance WH: 17.7% (0.0%) • Very Low to Low Performance
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 average is based on a sample size of only 7 SART plans.	RUSD wide there was an average of 19.8% improvement, based on a sample size of 44 SART plans with completed progress monitoring timelines. At the time of reporting, 32 SART plans were still had open progress monitoring windows.	An improvement of 60% or better when comparing the data from 6-weeks pre-intervention to 6-weeks following the implementation of a SART Plan.	In the baseline year a districtwide system for tracking the effectiveness of SART Intervention plans was established. After two years of implementation sites grew to track 76 individualized attendance intervention plans. 44 plans completed the 6-week progress monitoring window prior to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reporting date and averaged a 19.8% improvement rate.
2.3	LCAP Education Partner Student Survey Results - Student responses to culture questions	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: **Well/Very Well = 76% **Not at all/Not Well = 24% Question: How well do teachers or other adults at school listen to you	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? Well/Very Well = 84.58% Not at all/Not Well = 15.42% **SWD Specific: **Well/Very Well = 82%	2026 LCAP Student Survey Responses: Elementary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 89.08% Not at all/Not Well = 10.92% **SWD Specific: **Well/Very Well = 92% **Not at all/Not Well = 9% Question: How well do you feel like you are a part of the school? Well/Very Well = 85.54% Not at all/Not Well = 14.46% **SWD Specific: **Well/Very Well = 83%	95% of RUSD students answer Well or Very Well to LCAP Student Survey questions related to campus culture.	LCAP Student Survey Responses, Baseline to Year 2 Change Rate: Elementary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = +1.2% Not at all/Not Well = -1.2% **SWD Specific: **Well/Very Well = +9% **Not at all/Not Well = -8% Question: How well do you feel like you are a part of the school? Well/Very Well = -0.83% Not at all/Not Well = +0.83% **SWD Specific:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 = 75.18% Not at all/Not Well = 24.82% **SWD Specific: **Well/Very Well = 73%	**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: **Well/Very Well = 85% **Not at all/Not Well = 15% Secondary:	**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 = 86.23% Not at all/Not Well = 13.77% **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 = 86.43% Not at all/Not Well = 13.57% **SWD Specific: **Well/Very Well = 85% **Not at all/Not Well = 16% Secondary:		**Well/Very Well = +7% **Not at all/Not Well = -6% Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = +0.15% Not at all/Not Well = -.015% **SWD Specific: **Well/Very Well = +/-0% **Not at all/Not Well = +/-0% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = -0.88% Not at all/Not Well = +0.88% **SWD Specific: **Well/Very Well = +4% **Not at all/Not Well = -3% Secondary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**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 at school notice when you are not there? Well/Very Well = 71.6% Not at all/Not Well = 28.4% **SWD Specific:	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% Question: How well do teachers or other adults at school listen to you when you have something to say?	Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 85.64% Not at all/Not Well = 14.36% **SWD Specific: **Well/Very Well = 81% **Not at all/Not Well = 19% Question: How well do you feel like you are part of the school? Well/Very Well = 81.69% Not at all/Not Well = 18.31% **SWD Specific: **Well/Very Well = 83% **Not at all/Not Well = 17% Question: How well do teachers or other adults at school listen to you when you have something to say?		Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = +10.46% Not at all/Not Well = -10.46% **SWD Specific: **Well/Very Well = +8% **Not at all/Not Well = -8% Question: How well do you feel like you are part of the school? Well/Very Well = +7.76% Not at all/Not Well = -7.76% **SWD Specific: **Well/Very Well = +19% **Not at all/Not Well = -19% Question: How well do teachers or other adults at school listen to you when you have something to say?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**Well/Very Well = 79% **Not at all/Not Well = 21%	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%	Well/Very Well = 81.47% Not at all/Not Well = 18.53% **SWD Specific: **Well/Very Well = 85% **Not at all/Not Well = 15% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 76.54% Not at all/Not Well = 23.46% **SWD Specific: **Well/Very Well = 81% **Not at all/Not Well = 19%		Well/Very Well = +8.44% Not at all/Not Well = -8.44% **SWD Specific: **Well/Very Well = +11% **Not at all/Not Well = -11% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = +4.94% Not at all/Not Well = -4.94% **SWD Specific: **Well/Very Well = +2% **Not at all/Not Well = -2%
2.4	LCAP Education Partner Student Survey Results - Student responses to safety questions	2024 LCAP Student Survey Responses: Elementary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 85.42% Not at all/Not Well = 14.58%	2025 LCAP Student Survey Responses: Elementary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 81.84%	2026 LCAP Student Survey Responses: Elementary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 83.88%	100% of RUSD students answer Well or Very Well to LCAP Student Survey questions related to feeling safe on campus.	LCAP Student Survey Responses, Baseline to Year 2 Change Rate: 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
		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% Secondary: Question: How well does your school keep students safe from physical harm?	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% HI: 73% HOM: 78% SED: 71% SWD: 68% Secondary:	Not at all/Not Well = 16.12% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 95% LTEL: 88% HI: 86% HOM: 92% SED: 85% SWD: 89% Question: How well does your school promote the prevention of bullying? Well/Very Well = 75.32% Not at all/Not Well = 24.68% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 85% LTEL: 72% HI: 77% HOM: 72% SED: 77% SWD: 77% Secondary:		Well/Very Well = -1.54% Not at all/Not Well = +1.54% Specific Student Groups, percentage of students reporting Well/Very Well: EL: +2% LTEL: +11% HI: -1% HOM: +/-0% SED: +/-0% SWD: +3% Question: How well does your school promote the prevention of bullying? Well/Very Well = +1.07% Not at all/Not Well = -1.07% Specific Student Groups, percentage of students reporting Well/Very Well: EL: +1% LTEL: -3% HI: +1% HOM: -8% SED: +1% SWD: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% HOM: 68% SED: 67% SWD: 67%	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% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 91% LTEL: 84%	Question: How well does your school keep students safe from physical harm? Well/Very Well = 79.49% Not at all/Not Well = 20.51% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 87% LTEL: 85% HI: 82% HOM: 100% SED: 82% SWD: 74% Question: How well does your school promote the prevention of bullying? Well/Very Well = 69.74% Not at all/Not Well = 30.26% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 88% LTEL: 75%		Secondary: Question: How well does your school keep students safe from physical harm? Well/Very Well = +14.07% Not at all/Not Well = -14.07% Specific Student Groups, percentage of students reporting Well/Very Well: EL: -4% LTEL: +11% HI: +14% HOM: +21% SED: +16% SWD: +5% Question: How well does your school promote the prevention of bullying? Well/Very Well = +4.23% Not at all/Not Well = -4.23% Specific Student Groups, percentage of students reporting Well/Very Well:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HI: 72% HOM: 68% SED: 70% SWD: 66%	HI: 74% HOM: 92% SED: 75% SWD: 77%		EL: +6% LTEL: +2% HI: +8% HOM: +24% SED: +5% SWD: +10%
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.	58% of Administrators, 36% of Admin Designees, and 16% 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	There has been a 17% decrease in the number of Site Administrators currently certified since baseline data was collected; additionally a 47% decrease in the number of Campus Safety Officers maintaining current de-escalation certification. There is a 28% increase in the percentage of Admin Designees, from 28% to 36%.
2.6	Number of staff, district-wide, that are trained in de-escalation strategies [March 1st of current school year]	104 staff district-wide are currently ProAct Certified	125 staff district-wide are currently ProAct Certified.	123 staff district-wide are currently ProAct Certified.	185 staff district-wide with a ProAct or other comprable certification	Overall, the number of staff trained and currently certified through ProAct has increase by 18%.
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	233 students in grades 9-12 failed one or more courses at the end of the first	Reduce the number of course failures in Semester	38% reduction in the number of secondary students who failed one or more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			semester/trimester.	semester/trimester.	1/Trimester 1 by 80%.	courses this year 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	Source: CalPads 1.24 Dropouts by Subgroup 25-26 (Fall1) Total # of students = 0	Maintain a 0% Middle School drop-out rate.	Zero students, below baseline and continuing to maintain 0% target outcome.
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	Source: CalPads 1.24 Dropouts by Subgroup 25-26 (Fall1) Total # of students= 4 HOM: 1 EL: 1 SWD: 3 SED: 4	Maintain a drop-out rate below 1% and ensure RUSD rate continues to be below County and State percentages.	Maintaining baseline and target outcome percentage of <1%; reduction in student count from 21 to 4.
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	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%	RUSD had an overall 91.1% Graduation Rate in the '24-'25 SY. Performance Level Data by student groups: High Performance: EL: 85.7% LTEL: 82.8% WH: 94% Low Performance: SED: 87.4% HOM: 85.7% HI: 87.8% Very Low Performance: SWD: 66.2%	RUSD Graduation Rate of 95% or better with no variability within student groups.	RUSD had an overall 91.1% Graduation Rate in the '24-'25 SY, a 1.3% increase from baseline. Performance Level Data by student groups: EL: 85.7% (-5.7%) • Not rated to High Performance LTEL: 82.8% • No baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL or RFEP student groups.	Very Low Performance: N/A The Dashboard does not currently report on RFEP student groups.	The Dashboard does not currently report on RFEP student groups.		year data available WH: 94% (+1.2%) • Moderate to High Performance SED: 87.4% (+1.4%) • Maintained Low Performance HOM: 85.7% (+21%) • Very Low to Low Performance HI: 87.8% (+0.2%) • Maintained Low Performance SWD: 66.2% (-5.2%) • Low to Very Low Performance
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 in Spring 2025. The average score was	All Elementary schools completed the SST Fidelity Inventory for Spring 2026. The average score was 49 out of 68, a	100% Score on SST Fidelity Inventory for all school sites.	SST Fidelity Inventory 2025: Elementary Schools 73% (Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			50 out of 68, a percentage score of 73%. Secondary schools will complete SST Fidelity Inventory for the first time in Spring of 2026.	percentage score of 72%. Secondary schools completed the SST Fidelity Inventory for the first time in Spring of 2026. The average score was 41 out of 68, a percentage score of 60%.		2026 Elementary Schools 72% (Not Met) 2026 Secondary Schools 60% (Baseline)
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.	Suspensions between Aug. 18, 2025 and March 1, 2026 accounted for 357 days of absenteeism.	To reduce the number of absenteeism days due to suspension by 10% each year.	In SY'23-'24 Suspensions accounted for 462 days of absenteeism, in SY'25-'26 Suspension accounted for 357 days. A 23% reduction from baseline data.
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: Medium Performance: HOM: 5.7% MR: 3.7% Low Performance: AA: 5%	RUSD Suspended 4.1% of students in the '23-'24 SY. CA Dashboard Performance Level Data by student groups: Medium Performance: AA: 2.6% WH: 3.6% Low Performance: EL: 4.8%	RUSD Suspended 3% of students in the '24-'25 SY. CA Dashboard Performance Level Data by student groups: High Performance: EL: 3.2% HI: 2.8% HOM: 4.2% WH: 3.1% SED: 3.7%	Suspension rate of 3% or below and to not have any student groups falling in the "Very Low" or "Low" Performance category	RUSD Suspended 3% of students in the '24-'25 SY. An overall decrease of 1.3% from '22-'23 SY. CA Dashboard Performance Level Data by student groups: EL: 3.2% (-1.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 4.5% SED: 5.2% WH: 4.2% Very Low Performance: EL: 4.9% FY: 18.2% SWD 7.5%	FY: 11.5% HI: 4.6% LTEL: 10.1% Two Races: 4.1% SED: 5.1% SWD: 7.3% Very Low Performance: N/A	Medium Performance: LTEL: 6.2% MR: 4.2% SWD: 5.7% Low Performance: AA: 3.2% FY: 10%		• Very Low to High Performance HI: 2.8% (-1.7%) • Low to High Performance HOM: 4.2% (-1.5%) • Medium to High Performance WH: 3.1% (-1.1%) • Low to High Performance SED: 3.7% (-1.5%) • Low to High Performance LTEL: 6.2% • No baseline year data available MR: 4.2% (+0.5%) • Maintained Medium Performance SWD: 5.7% (1.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• Very Low to Medium Performance AA: 3.2% (-1.8%) • Maintained Low Performance FY: 10% (-8.2%) • Maintained Low Performance
2.14	Expulsion Rate [Previous Year]	4 Students were Expelled in the '22-'23 SY, well under 1%.	9 Students were Expelled in the '23-'24 SY, well under 1%.	0 Students were Expelled in the '24-'25 SY.	Maintain an expulsion rate below 1%.	0 Students were Expelled in the '24-'25 SY, maintaining the target outcome and a decrease from the baseline year count 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 HES - 31 JDES - 11	MHS/FB - 0 MVA - 0 OPMS - 55 BES - 0 HES - 61 JDES - 5 RCMS - 8 MWES, RES, and RHS all launched new digital forms in Winter '26, no	Year-to-year significant reductions in the number or reports recieved, at least 30% reduction from Year 1 outcome to Year 2 outcome.	In our baseline year, the only available data was the number of disciplinary actions resulting from bullying behaviors. In 2 years, we have improved practices so that all schools sites now have digital systems to collect

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MWES - Not Available for '24-'25 RCMS - Not Available for '24-'25 RES - Not Available for '24-'25	data to report for '25-'26		data on the number of reports submitted. 7 schools reported data for '25-'26.
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.	13 Incidents of Bullying documented in the '25-'26 SY as of March 1st.	Zero Incidents of Bullying	72% reduction in the number of incidents of bullying in '25-'26 outcomes compared to baseline data.
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 RUSD school site webpages have Digital Bullying Report Forms posted and available for use at anytime throughout the school year.	10 out of 10, All school sites with a visible way to report bullying present on their website	From 20% participation to 100% participation, all students and families can now access digital forms to report bullying on their own school's website.
2.18	Top 5 Behaviors resulting in Incident Management entries, with the corresponding	#1: Disrespect towards Peers (171) #2: Disrepect/defiance towards Staff (167)	#1: Physical Aggression (285)	#1: Physical Aggression (326)	Overall 30% decrease in number of incidents and a list	Total # of incidents documented in '24-'25 LCAP metric reporting timeline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	number of incidents [March 1st of current school year]	#3: Physical Aggression (143) #4: Unsafe Behavior (not directed toward or harming another person) (95) #5: Disruption of Classroom/School Activity (93)	#2: Disrespect Towards Peers (134) #3: Caused/Attempted /Threatened Physical Injury (127) #4: Disrespect/Defiance towards Staff (108) #5: Unsafe/Dangerous Behavior (96)	#2: Disrupting Classroom Activities (319) #3: Disrespect/Defiance towards Staff (283) #4: Unsafe/Dangerous Behavior (197) #5: Caused/Attempted /Threatened Physical Injury (178)	that does not include aggressive or bullying behaviors in the Top 3.	were 1053. This year there were 1629; this is a 54.7% increase. One of the Top 3 behaviors includes physical aggression. Bullying and Disrespect toward Peers are not in the top 3 of reported behaviors.
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 are are chronically absent.	Currently there are 3 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 are are chronically absent.	100% of HOM and FY that are struggling to routinely attend school have been offered or are receiving no cost transportation.	Target outcome met and all eligible students who are chronically absent have been offered no cost transportation. This year, there is a 63% reduction in the number of students who are not yet accessing this resource by Spring of the School Year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Two bus routes are currently full. One route has a waitlist of 1 family.	Maintain a ZERO waitlist, demonstrating that all students eligible and requesting transportation services are receiving it.	Demonstrating an imbalance not present in the baseline year, two current routes are full, resulting in a small waitlist with one family currently on it and potential for an increase if additional requests come in for those specific routes.
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)	RUSD Overall: 18.1 points below standard in English Language Arts and 54.2 points below standard in Math HOM: 88.8 points below standard in English Language Arts and 128.1 points below standard in Math FY: Data not displayed, too few students in this category (7 students)	For all FY and HOM students to be meeting the grade level performance standards	RUSD Overall: A 12.2 point increase in English Language Arts and maintained (less that 1 point of change +/-) in Math HOM: A 17.5 point decline in English Language Arts and a 34.9 point decline in Math. FY: Data not displayed, too few students in this category (7 students)
2.22	LCAP Education Partner Parent Survey Results (#21)	2024 LCAP Parent Survey Responses:	2025 LCAP Parent Survey Responses:	2026 LCAP Parent Survey Responses:	All RUSD families will respond "Very	LCAP Survey Response,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	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 = 63.07% Not at all/Not Well = 36.93%	Well/Well" or "Not Applicable.	Baseline to Year 2 Change Rate: 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 = +15.64% Not at all/Not Well = -15.64% "Not Applicable" is not an available survey option.
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, 2024	155 on Waitlist as of March 1st, 2025	Zero Waitlist, demonstrating that all RUSD families that have a need for before/after school care are able to access the program	56% decrease in the number of students on the waitlist from the baseline year to the current year.
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)	2025 LCAP Staff Survey Responses: Question: How well does your school foster trusting and respectful relationships	2026 LCAP Staff Survey Responses: Question: How well does your school foster trusting and respectful relationships	100% of RUSD staff answer Well or Very Well to LCAP Staff Survey question related to positive staff connectedness.	LCAP Survey Response, Baseline to Year 2 Change Rate: Question: How well does your school foster trusting and respectful relationships

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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% 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%	among staff members? Certificated Staff (163 responses) Well/Very Well = 89.57% Not at all/Not Well = 10.43% Classified Staff (99 responses) Well/Very Well = 83.83% Not at all/Not Well = 16.17% Certificated Management (9 responses) Well/Very Well = 100% Not at all/Not Well = 0% Classified Management (10 responses) Well/Very Well = 100% Not at all/Not Well = 0%		among staff members? Certificated Staff (55 fewer responses) Well/Very Well = +5.62% Not at all/Not Well = -5.62% Classified Staff (45 fewer responses) Well/Very Well = -7.14% Not at all/Not Well = +7.14% Certificated Management Well/Very Well = +/-0% Not at all/Not Well = +/-0% Classified Management Well/Very Well = +/-0% Not at all/Not Well = +/-0%
2.25	Average Daily Attendance [March 1st of current school year]	'23-'24SY Average Daily Attendance Rate All Students: 91% EL: 90%	'24-'25SY Average Daily Attendance Rate All Students: 93%	'25-'26SY Average Daily Attendance Rate All Students: 94%	Average Daily Attendance will increase each year by 1% or more	Average Daily Attendance Rate Percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 91% SWD: 90%	EL: 91% SED: 92% SWD: 91% LTEL: 90%	EL: 92% SED: 93% SWD: 92% LTEL: 91%	over the previous year.	Change from Baseline: All Students: +3% EL: +2% SED: +2% SWD: +2% LTEL: --%
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 Q2: All Students: 177 SWD: 53 SED: 153 EL: 42 LTEL: 33	'24-'25SY OPMS Course Failure Rates Q1: All Students: 206 SWD: 70 SED: 173 EL: 56 LTEL: 44 Q2: All Students: 177 SWD: 53 SED: 153 EL: 42 LTEL: 33	'25-'26SY OPMS Course Failure Rates Q1: All Students: 116 SWD: 39 SED: 96 EL: 31 LTEL: 24 Q2: All Students: 159 SWD: 51 SED: 126 EL: 34 LTEL: 26	To reduce the number of course failures by 20% each year.	'25-'26SY OPMS Course Failure Rates Q1: All Students: -90 (44%) SWD: -31 SED: -77 EL: -25 LTEL: -20 Q2: All Students: -18 (10%) SWD: -2 SED: -27 EL: -8 LTEL: -7

Goal Analysis [2025-26]

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

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

Ramona Unified continues to make progress on implementing many of our actions within our goal of students benefiting from positive and supportive learning environments.

Successful Implementation:

- Action 2.1: Attendance practices continue to improve; teams are meeting more consistently, leading to efficient problem-solving and improved tracking of interventions. The Central Registrar has increased support at site meetings, offering real-time guidance on

strategies and documentation. Creative and competitive ways of building attendance awareness are popping up all around the district. Students show an average 20% improvement in attendance. In DART meetings, the Parent Liaison ensures each referred student receives additional support, and in nearly every meeting, unmet needs are identified and families are connected to counseling, transportation, or special education referrals with ongoing follow-up. [Partially Implemented]

- Action 2.2: Schools continue to be equipped with appropriate health and safety supplies as well as health technicians at each school site. Our new certified Pro-Act Instructors were able to offer additional spaces for trainings this year and our overall number of trained staff has increased from baseline, feedback from those who participate is that the training is incredibly valuable. Instructional learning through Ramona Leadership Team aligned with both PBIS and Trauma-Informed Practices and reinforced important classroom management strategies. In a year where the explicit focus was no longer on PBIS, this ensured, the practice was still at the center of the work our sites are doing. [Partially Implemented]
- 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 the majority of the routes, transporting requesting elementary students who live more than 1 mile from their school site and secondary students who live more than 2 miles from their school site. [Fully Implemented]
- Action 2.4: During the 25-26 school year, elementary teams are all using the same SST form and structure. Calibration and refinement is on-going. Fidelity dropped slightly due to a stronger understanding of what implementation with fidelity included. Secondary school sites took the baseline fidelity inventory and began revising SST processes to mirror district expectations. The OPMS MTSS Team has developed a model practice for assigning students with a risk score and tracking progress through calculated changes to that score over time. For students with high risk scores, strategic interventions are assigned to provide support. [Fully Implemented]
- Action 2.5: Digital bullying reporting systems have been established at all school sites and posted on all school websites, increasing accessibility for students and families. Additionally, the district hired a Behavior Specialist in May 2025, who has provided direct student and classroom support, facilitated monthly office hours at elementary sites, and delivered professional development for paraeducators and transportation staff, strengthening overall capacity to address student behavior. [Mostly Implemented]
- Action 2.6: Six Elementary Counselors and 6 School Social Workers 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. [Fully Implemented]
- Action 2.7: The Expanded Learning Program Director and Manager continue to manage all Before/After School, Intersession, and Summer programs. Programming has grown beyond the traditional core before/after school program, to include additional offerings and opportunities for our RUSD students. [Partially Implemented]

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. [Partially Implemented]

- Action 2.2- Although the number of overall staff who are attending certification training for ProAct De-escalation and Restraint is growing, we are nowhere near the goal of 100% of staff in critical positions that need to maintain routine training and certification (Administrators, Admin Designees, and Campus Safety Officer). District reports from Second Step show that usage of the curriculum is inconsistent and relatively low across elementary school sites. Behavior continues to be a significant concern in the classroom. Research routinely shows that with fidelity implementation of a SEL curriculum in a classroom, incidents of behavior decrease. It is important to continue to accurately assess and address the barriers so that we can increase the delivery of SEL and engagement in community building practices in our classrooms. The number of absences due to suspensions significantly decreased in the first year (45%) following implementation, and has since increased, moving back towards baseline, now measuring 23% overall reduction from baseline. Although we are meeting our target outcome of 10% reduction each year, school sites continue to struggle to build a menu of meaningful and effective other means of correction and rely on exclusionary discipline practices. [Partially Implemented]
- Action 2.3: With the rising costs associated with Transportation, the department will need to first accept applications for the upcoming school year based on the current adopted board policy of a 2.5 mile distance from secondary school sites. [Fully Implemented]
- Action 2.4- Sites are still working with varying models and newer systems for MTSS teams; frequent changes in practice and team members make it hard to hardwire systems and measure progress. Also due to some sites having high numbers of early career staff vs. veteran staff, it is hard for some site Principals to find teacher leaders at their school sites. Building leaderships capacity will be important to support well functioning teams that do not rely on Principals to be in attendance. [Fully Implemented]
- Action 2.5- A continued challenge is expanding effective and meaningful “other means of correction” for students exhibiting frequent, persistent, but non-dangerous disruptive behaviors. These students often progress quickly through the discipline matrix and become caught in a cycle of exclusionary discipline, highlighting the need for more robust, sustainable intervention options which can be difficult to identify with limited resources available. [Mostly Implemented]
- 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. The program is exploring partnerships to expand courses and offerings with the intention of opening additional space for waitlisted participants. [Partially Implemented]

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.

2.5 - Hired a Behavior Specialist at a higher step than anticipated

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 11.7% from our baseline in the number of students who were chronically absent in the '24-'25 School Year (20.5%). Most student groups experienced a reduction; the exceptions were WH who maintained and had 0% change from baseline and LTELs who cannot be considered because they were not separated out in the baseline date. However, if we compare LTELs to their Year 1 data they have a decrease 10%. This year we moved from a sample size of 7 attendance intervention plans with complete

progress monitoring data to 44. The data on those 44 plans showed an average percentage of improvement of 20%. The Average Daily Attendance districtwide improved by 3% overall, and there was a 2% improvement rate in the following monitored subgroups, EL, and SED.
- Action 2.2: In LCAP questions related to school culture and connectedness elementary students responded very similarly to baseline data in terms of reporting positive feelings of connectedness, our SWD showed a measurable increase in positive responses in both elementary and secondary. There were significant increases in the number of secondary students who reported overall positive responses. About 50 fewer staff responded in each group (certificated and classified). Certificated staff responses showed slight increases while classified staff responses showed slight decreases in positive responses to culture and connectedness. Our data on the number of all staff trained in de-escalation practices increased by 18% from our baseline however, the percentage of site Administrators and Campus Safety Officers went down, due to previously trained staff whose certifications expired. More Admin Designees were trained and certified for the first time. To meet our goal, we will need to ensure we are both training new staff and re-certifying those who are due to expire in the next year.
- 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. Target outcome was met and all eligible students who are chronically absent have been offered no cost transportation.
- Action 2.4: 9-12 Grades saw a 38% reduction in secondary students failing one or more courses. Middle school dropout rates remain at 0%, and high school dropout rates dropped from 21 to 4 students, maintaining <1%. The overall high school graduation rate increased to 91.1% (+1.3%). Performance by student groups shows strong outcomes for WH (94%) and gains for SED (+1.4%) and HOM (+21%), while EL (85.7%) and SWD (66.2%) reflect areas for continued focus.
- Action 2.5: Student survey data reflects stable to improving perceptions of safety and bullying prevention, with stronger gains at the secondary level. Suspensions decreased to 3% (down 1.3%). Most student groups improved or maintained suspension outcomes, including EL (3.2%, -1.7%), HI (2.8%, -1.7%), SED (3.7%, -1.5%), HOM (4.2%, -1.5%), WH (3.1%, -1.1%), and AA (3.2%, -1.8%), while Foster Youth (10%, -8.2%) remain in Low Performance, Students with Disabilities (5.7%, +1.8%) increased to Medium Performance, and LTEL (6.2%) established a new baseline. Expulsions were reduced to 0, maintaining the target outcome. Bullying incidents decreased by 72% compared to baseline, alongside improved data systems for tracking reports across sites. While overall documented behavior incidents increased by 54.7% (reflecting strengthened reporting systems), bullying and peer-to-peer disrespect are no longer among the top reported behaviors. Physical aggression and classroom disruption remain the most common areas of need.
- Action 2.6: Chronic absenteeism decreased to 20.5% (down 11.7%), with notable reductions across high-need groups including SWD (-12.3%), HI (-11.2%), HOM (-11%), EL (-10%), and SED (-9.1%). Suspension rates also declined to 3% (-1.3%), with most student groups improving to higher performance levels. While overall trends are positive, outcomes for high-risk populations remain mixed. Students experiencing homelessness showed significant declines in academic performance (ELA -17.5, Math -34.9), and Students with Disabilities (5.7%, +1.8% suspensions) indicate continued need for targeted support. Foster Youth demonstrated strong improvement in attendance (0%, -27.6%), though academic data is limited due to the small number enrolled.
- 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, a nearly 16% increase. The Thrive waitlist has also positively demonstrated change; baseline data started at 355 students were on the waitlist and this year 155 students were on the waitlist as of March 1st, demonstrating that more families needs for before and afterschool care are being met. Data shows an overall 56% decrease in the number of students on the waitlist from the baseline year to the current year.
- Action 2.8: Course failure rates declined significantly in Q1 across all student groups (All Students -90; SWD -31; SED -77; EL -25; LTEL -20), with continued reductions in Q2 (All Students -18; SWD -2; SED -27; EL -8; LTEL -7), indicating sustained improvement, particularly for SED and multilingual learner groups. 44% in Q1 and 10% in Q2 in the Actions first year; substantial progress toward the target outcome of 20% each year, however, stabilization and maintenance demonstrated in next year will better support effectiveness of actions.

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 a reflection of Year 2 outcomes, educational partner input from the LCAP survey and Educational Partner committee feedback, key changes have been made to strengthen Goal 2.

- Action 2.2: The asynchronous “De-escalation Basics” and “Reframing Behavior” courses developed by the Crisis Prevention Institute have been removed, as these trainings were originally intended to be available to staff for one year. Site-level facilitators reported positive feedback regarding the “Reframing Behavior” content; however, limited staff meeting time resulted in many sites progressing through the modules more slowly than anticipated, with some sites unable to complete the full series.
- Action 2.2: The phrase “and supervision” was added to provide greater clarity regarding the application of PBIS practices across school settings in response to educational partner feedback. Qualitative data suggests campus supervisors would benefit from additional training in PBIS and positive student engagement strategies. Professional learning in these areas will be supported by the district Behavior Specialist and MTSS Department during the 2026–2027 school year.
- Action 2.6: The role of the site-based mentors has been removed. The role of supporting students with complex needs (3+ at risk categories) routinely falls on the School Social Workers, and they are the best equipped to ensure consistent check-ins are done and case management is available for students with high needs. This work is also supported by site-based counselors. To ensure teachers are intentional with student engagement, strategies such as 2x10s and student affirmations have been retrained and encouraged repeatedly this year across the district.
- Action 2.8: In an effort to proactively address significant student behaviors in general education classrooms, the district will add two Paraeducator III positions to support the implementation of individualized behavior support plans, as developed by the district’s Board Certified Behavior Analyst (BCBA) Behavior Specialist through LREGB funds, thereby increasing early intervention capacity for general education students within an MTSS framework, reducing classroom disruptions, and building staff capacity through the modeling of evidence-based behavior interventions.

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.	$807,902.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 approach to our SARB process - the District Attendance Review Team (DART). 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. 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.	$1,635,837.00	No

Action #	Title	Description	Total Funds	Contributing
		Students will benefit from the continued implementation of restorative discipline practices district-wide and an ongoing focus on Positive Behavioral Interventions and Supports (PBIS). PBIS site teams will develop and refine systems to consistently acknowledge and reinforce positive student behavior. Additionally, trauma-informed instructional and supervision strategies and the creation of calm, regulated spaces across school sites will remain an intentional area of learning and growth in practice. Students will also benefit from increased opportunities to engage in enrichment and athletic activities, promoting school connectedness, engagement, and a positive school culture. To strengthen inclusive practices for Students with Disabilities (SWD), the district will focus on building staff capacity and shifting mindsets toward meaningful inclusion in general education settings. This work will be grounded in the ongoing study of student outcome data to better understand current access, participation, and success in inclusive environments. As capacity develops, there will be increased evidence of SWDs' active and rightful participation in general education classrooms, including access to appropriate learning spaces, instructional supports, and meaningful engagement alongside peers. The Second Step Bullying Prevention Program will continue to be taught at 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.	$5,842,383.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
2.4	Through MTSS, analyze data to determine students' needs and provide explicit and strategic supports	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 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		No
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	$263,148.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	School Social Workers will serve as McKinney Vento and Foster Youth Liaisons, consistently engaging in ongoing professional learning to better support students through advocacy and resource connections. Additionally, they will develop site-based models of therapeutic support and provide case-management and routine check-ins to students with complex risk factors (SED, EL, HOM, FY, SWD, 504). They will be available to provide consultation and training to staff in support of building trauma-informed educational environments that focus on supporting the whole child. Maintain mental health services and social emotional support through our School Social Workers, Secondary Counselors, and Elementary	$3,218,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 includes restorative practices. Metrics: 2.1, 2.13, 2.21		
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	$2,761,726.00	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	$124,866.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. Learning Recovery Emergency Block Grant (LREBG) funds will also be used to expand behavioral support services through the addition of two Paraeducator III positions to assist in the implementation of individualized behavior intervention plans developed by the district’s Board Certified Behavior Analyst (BCBA) Behavior Specialist. These paraeducators will receive specialized training from the Behavior Specialist and will provide short-term, targeted classroom support to model high-fidelity		

Action #	Title	Description	Total Funds	Contributing
		implementation of behavior plans, increase student engagement, and collect initial progress monitoring data to inform timely adjustments. Research consistently demonstrates that effective implementation of behavior interventions requires both fidelity and ongoing data collection. According to the What Works Clearinghouse, evidence-based behavioral interventions—particularly those grounded in principles of applied behavior analysis (ABA)—are most effective when implemented consistently and supported through coaching and performance feedback. Additionally, the National Technical Assistance Center on Positive Behavioral Interventions and Supports emphasizes that staff training, active coaching, and in-class modeling are critical components for successful Tier 2 and Tier 3 behavioral supports, leading to improved student outcomes and reduced disruptions. Local data indicates a significant increase in behavioral incidents, with a notable rise in classroom disruptions that directly impact instructional time and student access to learning. This trend highlights a need not only for stronger intervention design, but for improved implementation capacity within classrooms. The addition of Paraeducator III positions is a strategic response to this data. This action supports learning recovery by increasing student access to instruction, reducing lost instructional time due to behavioral disruptions, and building staff capacity to sustain effective practices. Over time, this approach is expected to improve classroom climate, strengthen the continuum of intervention systems, and promote more equitable learning conditions for all students. Metric 2.26, Metric 2.18		

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-making	2026 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: A) 89.01% - How well does your student's school demonstrate trusting and respectful relationships with your family? B) 90.93% - How well does your student's school create welcoming environments for your family? C) 84.89% - How well does your student's school guide you and all families to effectively participate in advisory groups and decision-making	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 1.06% (Not Met) B) Increased 1.10% (Not Met) C) Increased 4.09% (Met) D) Increased 4.83% (Met) E) removed F) Increase 7.07% (Not Met) G) Decreased 4.0% (Not Met) H) Increased 27.58% (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?	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 student's school	opportunities? (School Site Council – SSC, English Learner Advisory Council – ELAC, PTA, LCAP Educational Partner Committee, etc.)? D) 71.70% - 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 student's school		

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?	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 to shorten the survey, and information is gleaned from C, D, and F. 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	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 to shorten the survey, and information is gleaned from C, D, and F. F) 81.60% - 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) 74.17% - How well does your student's school keep you informed of emergency protocols? H) 79.40% - How well does your student's school		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			inform and teach you about your legal rights and how to advocate for your student? I) Removed because this is a duplicate of metric 3.1, F	inform and teach you about your legal rights and 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	2025-2026 98.5% parent participation in their child's IEP process Since the Launch of the post-IEP meeting parent survey on February 21, 2025, the survey has collected 101 responses. The survey data shows: • 77% of respondents received their IEP meeting date with at least 10 days notice	100% parent/guardian participation in their child's IEP process Post IEP Survey data will result in improving results over the previous year	-Parent involvement reported in IEP meetings: -1.49% Post-IEP Meeting Survey for Caregivers: 100% improvement in that the survey now exists when it did not previously. + 101 responses + 7% - Schools are improving with their ability to ensure Caregivers are leaving IEP meetings with their concerns being heard and addressed by the IEP team (92%) +4% - more respondents reported that they feel overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			or following the link they receive in an 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	• 95% of respondents participated in their IEP meeting by attending in-person • 93% of respondents report that email is their preferred method for scheduling IEP meetings • 98% of respondents reported that they felt the same or better after the IEP meeting (compared to how they felt before the		satisfied with their experience in the IEP meeting process (96%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			that email is their 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	IEP meeting) • 100% of respondents reported that the IEP team discussed their students' strengths and struggles • 100% of respondents reported that they understand how the IEP will help their student make progress toward their goals. • 88% of respondents reported that they left the meeting with their		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and struggles • 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	questions answered. • 92% respondents reported that they left the meeting feeling that their concerns were heard and addressed by the IEP team. • 96% respondents reported that they feel overall satisfied with their experience in the IEP meeting process.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			meeting feeling 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	2025-2026 DAC Parent/Family Representation: EL Representative: No 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 2 of our 5 targeted student groups. Expected outcome was not met. Outcome Met: Focus group

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.	HOM Representative: No FY Representative: No DAC Focus Group Focus Group held May 15, 2025 DELAC Focus Group Focus Group held May 29, 2025 Themes from both DAC and DELAC Focus Groups: Translations and scheduling conflicts were the major barriers to participation.	focus group qualitative data	baseline data has been collected.
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	Employment Support: Winter 2025- Winter 2026 helped 4 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 Spring 2025 - 29 parents (40 certifications) Fall 2025 - 22 parents (27 certifications) Total Certificates Awarded: 67	Parent University Certifications will increase by 30 certificates over the previous year.	2023 = 38 Certificates 2024 = 39 Certificates 2025 = 67 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.	Parent resource "hub" was created and posted to the RUSD website in December 2025.	Parent resource hub available on RUSD website. Parent usage increases over the previous year.	Outcome 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 (17.8% of English)	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 (August 1, 2025 - May 5, 2026) Total - English messages: 867,431	School Messenger messages delivered in both English and Spanish at least 95% of the time.	Outcome not met Total - Spanish messages equal 17.8% of English Messages Baseline difference 657,247 fewer Spanish messages. Year 2 difference 712,676

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 (23.0% of English) Email- English messages: 409,500 Email- Spanish messages: 71,107(17.4% of English) Text- English messages: 309,709 Text- Spanish messages: 52,389 (16.9% of English)	Total - Spanish messages: 136,412 (17.5% of English) Phone- English messages: 69,677 Phone- Spanish messages: 17,727 (25.4% of English) Email- English messages: 386,265 Email- Spanish messages: 65,342 (16.9% of English) Text- English messages: 323,515 Text- Spanish messages: 53,343 (16.5% of English)	Total - Spanish messages: 154,775 (17.8% of English) Phone- English messages: 86,711 Phone- Spanish messages: 22,048 (25.4% of English) Email- English messages: 441,766 Email- Spanish messages: 74,144 (16.8% of English) Text- English messages: 338,954 Text- Spanish messages: 58,583 (17.3% of English)		fewer Spanish messages. Phone - Spanish messages equal 25.4% of English Messages Baseline difference 61,534 fewer Spanish messages. Year 2 difference 64,663 fewer Spanish messages. Email - Spanish messages equal 16.8% of English Messages Baseline difference 338,393 fewer Spanish messages. Year 2 difference 367,622 fewer Spanish messages. Text - Spanish messages equal 17.3% of English Messages Baseline difference 257,320 fewer Spanish

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						messages. Year 2 difference 280,371 fewer Spanish messages.

Goal Analysis [2025-26]

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

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

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 - 11 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. This is an increase over last school year by 2 schools. (Improved implementation and Mostly Implemented)
- 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) in October 2025, and school principals attended School Site Council training led by SDCOE in June 2025 to improve our capacity to train our district advisory committees in giving our district input and feedback on our policies and programs. DELAC and DAC family engagement focus groups shared common themes. All agreed that meaningful two-way communication between teachers and families is the most important, finding different ways to collaborate and communicate with families is needed since families are on different schedules, and "engagement" does not mean coming to a school event, but rather building a working relationship between the families and school to support the student. (Fully Implemented)
- Action 3.3 Provide parents/ guardians resources and workshops: We have seen a significant increase in Parent University participation. One parent's testimonial demonstrates the value of the program: "I have benefited immensely from the courses. Thanks to the 'Road to College' course, I learned how to guide my son through the college application process. By taking the 'Small Business Development' course, I learned how to create my own business, generate QR codes, and promote it on social media." The RUSD Parent Resource Hub is posted in English and Spanish at the following website: https://tinyurl.com/3whf4bzp. Resources include financial guidance and support, connecting with schools and much more. (Fully Implemented)
- Action 3.4 Increased and strategic connections with families of low income and EL families - Educational partner perception increased by 4.09% from baseline data according to our LCAP survey (Metric 3.1.C). (Fully Implemented)
- 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 above 98%. 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. The survey has continued to collect responses in the 25-26 SY from across the district and shows a positive trend; there is a 7% increase in schools' ability to ensure Caregivers are leaving IEP meetings with their concerns being heard and addressed by the IEP team (92%), and there is a 4% increase in respondents reporting that they feel overall satisfied with their experience in the IEP meeting process (96%). (Fully Implemented)

Implementation Challenges:

- Action 3.1 Improve communication through consistent sharing of information: Despite improved efforts to improve consistent communication, parents from our LCAP Educational Partner group reported a 4.0% decrease from our baseline year that we provide consistent communicate well or very well.
- Metric 3.5 required clarification, so monitoring our progress was not clear.

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 - Supplemental ELD training was not completed due to lack of staff bandwidth

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 decline to keep our families informed of emergency protocols (0.49% decrease) and fell short of our expected annual improvement of 3%. (Effect of actions decreased desired outcomes)
- Action 3.2 Engaging parents/guardians in decision-making processes: Families report our ability to guide families to participate in advisory committees increased by 4.09% according to metric 3.1 (C). The districtwide DELAC training happened in October 2025 and has made a positive impact based on survey results. (Improved effectiveness)
- 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 based on Metric 3.5, earned certificates increased from 38 in 2023 to 67 in 2025. (Somewhat effective)
- 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. Eight of our 11 school sites provide translation services and five schools provide child care improving opportunities for parents to join

advisory committees. Evidence of the effectiveness of this action comes from Metric 3.1 (LCAP Survey met outcomes for most questions), 3.5 (workshop participation shows increased participation), and 3.6 (Parent Hub creation). (Effectective)

- 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. The survey has continued to collect responses in the 25-26 SY from across the district and shows a positive trend; there is a 7% increase in schools' ability to ensure Caregivers are leaving IEP meetings with their concerns being heard and addressed by the IEP team (92%), and there is a 4% increase in respondents reporting that they feel overall satisfied with their experience in the IEP meeting process (96%). (Effective)

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

- 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 engagement 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. Actions will be implemented to maintain and promote the Parent Resource HUB at both the district and school site levels.

- Action 3.3 In an effort to build family capacity to fully engage in school activities and their child’s education including post-secondary, including free afterschool tutoring, Educational Partners recommend adding more resources to support parent involvement through volunteering and to promote/market the Parent HUB more, as many staff, family, and community partners did not know about the Parent HUB.

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 families through consistent sharing of information	Consistent communication regarding important information and events schoolwide and districtwide will be shared. • Communicate both immediate response and follow-up information when major school incidents occur	$131,050.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 such as PTA events, SSC, and ELAC 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 • Maintain and promote the RUSD Parent Resource HUB at the district and school site level • Continue to reflect on and improve communication practices regarding transportation schedules 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 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	Communicate, promote, and maintain 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	$22,360.00	No

Action #	Title	Description	Total Funds	Contributing
		Schools will hold parent education events to build parents' capacity to support learning at home 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)	$122,672.00	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 1: Basic (Conditions of Learning)

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.	Based on the 2025-2026 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 August 2025.	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:	25-26 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	The following data shows difference from Year 1 Outcome, with the addition of new data groups:

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%	How well does your school or your student's school maintain a clean campus? Elementary Students: 82.99% Secondary Students: 75.77% Elementary Parents: 89.77% Secondary Parents: 88.30% Certificated: 78.52% Certificated Management: 88.89% Classified: 82.83% Classified Management: 80.00% How well does your school or your student's school maintain the buildings, playground, and fields? Elementary Students: 84.26% Secondary Students: 75.98% Elementary Parents: 79.55%	to campus cleanliness.	How well does your school or your student's school maintain a clean campus? Elementary Students: Increase 7.99% Secondary Students: Increase 10.18% Elementary Parents: Decrease 2.06% Secondary Parents: Increase 5.44% Certificated: Decrease 3.19% Certificated Management: Increase 18.89% Classified: Increase 10.15% Classified Management: Increase 20.00% How well does your school or your student's school maintain the buildings, playground, and fields?

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%	Secondary Parents: 77.13% Certificated: 66.87% Certificated Management: 55.55% Classified: 68.69% Classified Management: 60.00%		Elementary Students: Increase 3.84% Secondary Students: Decrease 4.81% Elementary Parents: Decrease 2.16% Secondary Parents: Decrease 2.15% Certificated: Decrease .84% Certificated Management: Decrease 14.45% Classified: Increase 7.65% Classified Management: Increase 10.0%
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%	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?	25-26 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?	90% of respondent groups will answer Well or Very Well to LCAP Survey questions related to campus safety.	The following data shows difference from Year 1 Outcome, with the addition of new data groups: How well does your school or your student's school keep you informed of what to do in case of an emergency?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary Students: 76.61% Certificated Staff: 86.70% Classified Staff: 89.59% Parents: 78.67% Additional safety questions to be developed in the 24-25 school year pertaining to facility safety.	Elementary Students: 92.62% Secondary Students: 81.91% Elementary Parents: 77.04% 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%	Elementary Students: 94.69% Secondary Students: 83.88% Elementary Parents: 72.16% Secondary Parents: 76.06% Certificated: 96.32% Certificated Management: 100% Classified: 82.82% Classified Management: 80.00% How well does your school's classrooms, buildings, and fields keep you safe? Elementary Students: 88.60% Secondary Students: 86.41% How well do you feel the district's facilities ensure you or your student's safety? Elementary Parents: 79.54%		Elementary Students: Increase 2.07% Secondary Students: Increase 1.97% Elementary Parents: Decrease 4.88% Secondary Parents: Decrease 4.65% Certificated: Increase 5.66% Certificated Management: Increase 10.0% Classified: Decrease .32% Classified Management: Increase 20.0% 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?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Secondary Parents: 77.14% Certificated: 67.31% Certificated Management: 50.00% Classified: 68.02% Classified Management: 40.00%	Secondary Parents: 82.98% Certificated: 67.49% Certificated Management: 66.67% Classified: 66.66% Classified Management: 70.00%		Elementary Students: Increase 2.8% Secondary Students: Increase .63% How well do you feel the district's facilities ensure your or your student's safety? Elementary Parents: Increase .55% Secondary Parents: Increase 5.84% Certificated: Increase .18% Certificated Management: 16.67% Classified: Decrease 1.36% Classified Management: Increase 30.00%
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	To be determined	N/A	N/A Score cards not yet established.	Establish a baseline of information to improve on. Scorecards will be updated and reviewed frequently to	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 • Regular Review				inform decisions and adjust strategies as needed.	
4.5	Building Construction	No existing building in Spring, 2026	N/A	N/A Building construction not yet established.	Fully functional building constructed	N/A

Goal Analysis [2025-26]

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

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

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 August 2025 and resulted in one site with a GOOD rating (RCC) 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 25-26, including but not limited to restroom renovations and portable classroom repairs at JDES, building/siding repair for the Transportation building, serving window replacement in the RHS cafeteria and water main repair at RHS, and district wide solar panel cleaning. In addition, there have been numerous districtwide plumbing repairs both in restrooms and other areas as well as trip hazard mitigation projects. (Fully Implemented)
-Action 4.3 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, work has been completed on rooftop numbering at HES, OPMS, and RHS. (Fully Implemented)

Implementation Challenges:
-Action 4.1 Well-Maintained Facilities: Recruiting and retaining skilled maintenance personnel, establishing effective preventative maintenance practices, and meeting the extensive needs of our facilities in a timely manner have proven difficult. LCAP survey results show that students, staff, and parents would like to see greater progress in these areas. (Fully Implemented)
-Action 4.2 Clean Facilities: Recruiting and retaining 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. (Fully Implemented)
-Action 4.3 Safe Facilities: Installation of perimeter fencing at remaining sites, along with upgrades to emergency and communication systems, are still pending Grant funding opportunities are currently being pursued to support these efforts. LCAP survey results show that respondents across all groups would like to see improvements in this area. LCAP survey results indicate that survey participants in all groups want to see improvements made in this area. (Fully Implemented)

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.

4.3 - Planned fire system replacement projects have been moved to the 2026-27 fiscal year.
4.4 - Studer contract came in lower than budgeted.

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 August 2025. 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.

We are adding an action for an ELOP funded construction project of a new building and parking lo (4.5).

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	$5,105,448.00	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	$2,562,341.00	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	$579,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-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.		
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
4.5	Expanded Learning Opportunity Program (ELOP)	Expanded Learning Opportunity Program funding will be used to construct a new facility and parking lot.	$1,800,000.00	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 was previously 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 Spring 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 Spring 2024 CA School Dashboard: A. ELA (All Students) declined 10.6 points for all students to 92.3 points below standard and SED students were 93.7 points below standard.	MHS Spring 2025 CA School Dashboard: A. ELA (All students) declined 7.6 points to 89.3 points below standard and SED students increased 18.2 points to 76.9 points below standard.	By 2026-2027: For both MHS and FB, the distance from standard will be reduced for all students by 66.7 points on the Spring 2026 Dashboard (reported in 2026-27). Increase significantly on 5x5	A. All students decreased distance from standard by -7.6 points (not met) and SED increased distance from standard by 18.2 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.	B. There were not enough MHS 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.	B. There were not enough MHS students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid FB 2025 CA School Dashboard: C. There were not enough FB students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid. Future Bound did not qualify for Equity Multiplier funds in 2024 or 2025.	Grid for all students	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. Future Bound did not qualify for Equity Multiplier funds in 2024 or 2025.
5.2	Increase achievement on CAASPP MATH	MHS Spring 2023 Distance from Standard: A. All Students: -186.1 points SED: -194.1 points B. MHS ELA 5x5 grid Growth Level:	MHS Spring 2024 CA School Dashboard: A. Math (All Students) increased by 31.6 points to 154.5 points below standard. SED students increased	MHS Spring 2025 CA School Dashboard: A. Math (All Students) maintained at 186.3 points below standard (no change) and SED students increased	By 2026-2027: For both MHS and FB, the distance from standard will be reduced for all students by 66.7 points on the Spring 2026 Dashboard	A. All students had no change in the distance from standard and SED students improved by 20.9 points. 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
		All Students: Orange / Very Low / Increased Significantly There were not enough students in subgroups 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.	by 43.2 points to 150.9 points below standard. B. There were not enough MHS students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid. C. FB Spring 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.	20.9 points to 173.2 points below standard. B. There were not enough MHS students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid. FB 2025 CA School Dashboard: C. There were not enough FB students in the cohort to be given a color on the dashboard nor placement on the 5x5 grid. Future Bound did not qualify for Equity Multiplier funds in 2024 or 2025.	(reported in 2026-27) Increase significantly on 5x5 Grid for all students	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. Future Bound did not qualify for Equity Multiplier funds in 2024 or 2025.
5.3	Increase Graduation Rate	A. MHS 2023 Graduation Rate: All Students = 71.7% SED = 68.2%	A. MHS 2024 Graduation CA School Dashboard 5x5 Color = green for	A. MHS 2025 Graduation CA School Dashboard 5x5 Color = red for All Students and SED	By 2026-2027: A. and B. The graduation rate will increase to 85% or higher at both MHS and FB on	A. The MHS graduation rate for all students decreased by 5% and SED students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B. FB 2023 Graduation Rate: All Students = 47.8% SED = 33.3%	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% 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%)	All Students Grad rate = 66.7% SED grad rate = 64.4% B. FB Graduation All students graduation rate increased by 52.2% to 100% SED students graduation rate = 100% (increase of 66%). Dashboard color = blue Future Bound did not qualify for Equity Multiplier funds in 2024 or 2025.	the 2026 CA School Dashboard.	decreased by 3.8%. B. The FB graduation rate for all students increased by 52.2% and SED students increased by 66%.
5.4	Increase the number of students completing a CTE Pathway.	A. MHS Spring 2023 CA School Dashboard CTE Pathway completion: Ten (12%) students completed the CTE Construction pathway, 9 of which were SED. There were 81 total program participants.	A. MHS Spring 2024 CA School Dashboard CTE Pathway Completion: Six (7%) students completed the CTE Construction Pathway, 4 of which were SED. There were 91 total program participants.	A. MHS Spring 2025 CA School Dashboard CTE Pathway completion: 5 (6%) students completed the CTE Construction pathway, all of which were SED. There were 82 total program participants.	By 2026-2027: A. MHS: CTE completion rate on the Spring 2026 CA School Dashboard will increase to 35% or more of pathway participants for all student groups on the 2026 CA School Dashboard (reported in the 2026-27 SY)	A. The CTE pathway completion rate declined by 6% however we are on target to meet the goal as a result of the second CTE pathway that started in the fall of 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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; completers in this second pathway will be counted in 2026.	MHS offered a new CTE pathway beginning Fall 2025 for Graphic Arts; completers in this second pathway will be counted in 2026-27.		
5.5	Increase student engagement	A. MHS 2022-2023 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	A. MHS Attendance 2023-2024: 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	A. MHS Attendance 2024-2025: Data Quest's Chronic Absenteeism rates for All Student group = 66.9%. SED students = 69.5% B. MHS Suspensions 2025: Dashboard = Green All students = 4.9% SED = 6.2%, yellow There were not enough students in	By 2026-17 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%.	A. MHS Chronic Absenteeism for All students decreased by 9% and SED students chronic absenteeism decreased 5.3%. We are making some progress towards meeting the target. B. MHS Suspension rates (improved in all areas:) and is green on the Dashboard, All students suspension rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FB in the 22/23 school year. E. School Social Worker contacts baseline to be established 2024-2025 school year: Increase # of SART enrollments in PowerSchool zero in 2024/25 by 15% annually. Increase the number of attendance and SEL interventions/supports or check ins by 10% annually. F. School counselor contacts: 100% of MHS students will meet with counselor twice a year in 10th and 11th grade and 3 times a year in 12th grade, to review their graduation plan and progress. All seniors will attend at least one FAFSA informational session with Counselor.	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 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.	the WH or HI category to receive a score but both groups were counted in the Green on the 5x5 grid. C. Future Bound 2025 Data Quest's Chronic Absenteeism rates for all students =15.4% and SED students = 17.4% D. There were no suspensions at FB in 2024/25, Blue on CA School Dashboard. E. School Social Worker = 7 SART meetings (8% of students, increase of 8%) logged in 2025 and 40 (43%, increase of 30%) students were identified and supported with attendance interventions and logged in site tracking sheet.	D. Maintain the FB Suspension rate at 0%. E. Increase student access to social emotional support as measured by School Social Worker contacts F. Increase student access to counseling and post-secondary planning as measured by School counselor contacts Attendance rate will be reported in 2026-2027 on the CA School Dashboard/ Data Quest.	decreased by 8.1% SED students decreased by 6.2% We are on target to meet the three year outcome. There were not enough students in the WH or HI category to receive a score but both groups were counted in the Green on the 5x5 grid. C. FB Chronic Absenteeism - improved by 35% for all students and 39.4% for SED students. We are on target to meet this goal. D. FB Suspensions goal met; 0 suspensions to date E. SART and Counseling (SSW) meetings have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			E. School Social Worker contacts baseline : 0 SART (0%) meetings logged in 2024 in PS. 12 (12.4%) students were identified and supported with attendance interventions and logged in site tracking sheet. F. School counselor = 100% of MHS students met with counselor at least twice in grades 10 and 11, and three times a year in grade 12 to review their graduation plan. 100% of MHS seniors attended at least one FAFSA informational session.	F. Counselor = 100% of MHS students met with counselor at least twice in grades 10 and 11, and three times a year in grade 12 to review their graduation plan. 100% of MHS seniors attended at least one FAFSA informational session.		increased by 8% and students getting attendance interventions and support increased by 43% from baseline. F. We are on target to meet the goal of 100% of students meeting with counselor at least twice a year to participate in post-secondary and graduation planning.
5.6	Increase College & Career Indicator for all students	A. MHS CCI 2023: 2023 - 0% Prepared 20.8% Approaching Prepared. B. FB 2023 CCI: 4.3% Prepared	A. MHS CCI 2023-2024: 8.1% of 62 students were Prepared on the CA School Dashboard, an	A. MHS CCI 2024-2025: 2% of students were Prepared on the CA School Dashboard, an increase from	A. MHS CCI 2025-2026 (Reported in 2026-27 on the CA School Dashboard):	A. MHS all students "Prepared" increased by 2%, and remain on the 5x5 grid. All students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.7% were Approaching Prepared.	increase from the previous year. Approaching Prepared = 19.4% All students and SED students were Orange on the 5x5 grid and Dashboard. B. FB 2023-2024 = 0 students were prepared, a decline of 4% (1) from the previous year. 4.5% of students were Approaching Prepared.	baseline and Approaching Prepared = 18% (-2.8%) All students and SED students were Red on the 5x5 grid and Dashboard. B. FB 2024-2025 CCI: 12% prepared and 8% were approaching prepared. Future Bound did not qualify for Equity Multiplier funds in 2024 or 2025.	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%. B. FB CCI 2025-26 (Reported in 2026-27 on the CA School Dashboard): 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%.	"Approaching Prepared" declined by 2.8%. B. FB all students "Prepared" increased by 7.7% and "Approaching Prepared" has remained relatively the same.

Goal Analysis [2025-26]

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

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

Ramona Unified has made progress with implementing actions to meet our goal of increasing achievement on the College and Career Indicator for all students.

Successful Implementation:

Action 5.1 Academic Support for ELA and Math (Fully Implemented)
- Staff development provided in the Fall focused on literacy strategies to increase reading and writing across content areas; ongoing throughout the 25/26 SY and for subsequent year
- Use of Capti to assess student literacy, identify areas of need, measure progress and support staff with instructional strategies

Action 5.2 Increase academic and mental health support: (Fully Implemented)
- Suspension rate declined for the second year, Green on Dashboard
- School Social Worker has increased number of students receiving attendance interventions and added schoolwide systems (PBIS and MTSS) to support student wellbeing.
- Interventions and supports provided by Counselor and School Social Worker have increased in: graduation planning, post-secondary planning, home visits, parent outreach, individual and small group counseling, and college/career preparation.

Action 5.3 Increase CTE and College/Career Readiness: (Fully Implemented)
- Graphic Arts pathway has been implemented. Expect to have completers in SY26/27 which will increase CCI.
- Counselor continues to sustain the 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: (Fully Implemented)
- Staff development provided in the Fall focused on literacy strategies to increase reading and writing across content areas; Training was provided by SDCOE at no cost to MHS.
- Staff training on Reframing Behaviors

Implementation Challenges:
Action 5.1 Academic Support for ELA and Math (Partially Implemented)
- Purchased Map Accelerator; not implemented first 2 trimesters.

Action 5.4 Professional Learning and Coaching (Not Implemented):
- WASC and Model School activities in SY 25/26 dominated PL time and were spent developing long term action plans that are aligned with this plan. As a result, CCGI training was not implemented.

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 - Contracted services came in lower than budgeted.
5.3 - Professional development and contracted services came in lower than budgeted.

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

2026 / Year 2:
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) (Growing Effectiveness) - The trends in CAASPP ELA scores over the past 4-6 years shows an ongoing need for a schoolwide focus on reading and writing, which can be supported across all content areas. For Math, staff needs to implement additional interventions using MAP Accelerator to mitigate gaps in learning as students continue to score below standard. Overall, few if any students are meeting standards and no students are exceeding standards in math which dictates the need for math intervention. All students decreased distance from standard by -7.6 points (not met) and SED increased distance from standard by 18.2 points (not met) for ELA based on Metric 5.1. Metric 5.2 showed significant effectiveness for SED students, but not for the All student group.

Action 5.2 (Effective) - Suspension rates declined by 9% (Metric 5.5), showing effectiveness. Graduation rate declined to 66.7% and was Red on the 5x5 Dashboard however, 73% (8 of 11) of students who did not graduate in 2025 returned to either MHS or Ramona Adult School to complete their diploma requirements. They will be counted in the 2026 Graduation and DASS rates. We celebrate and encourage their persistence to diploma. All students had no change in the distance from standard and SED students improved by 20.9 points.

Action 5.3 (Effective): Graphic Arts pathway has been implemented. Expect to have completers in SY26/27 which will increase CCI. The CTE pathway completion rate declined by 6%; however we are on target to meet the goal as a result of the second CTE pathway that started in the fall of 2025. MHS all students "Prepared" increased by 2%, and remain on the 5x5 grid. All students "Approaching Prepared" declined by 2.8%. We are on target to meet the goal of 100% of students meeting with counselor at least twice a year to participate in post-secondary and graduation planning. Metric 5.6 shows an increase in CCI preparedness for both MHS and FB students.

Action 5.4 (Effective): Trainings in several areas resulted in improvements in Suspension rate (see metric progress in 5.1). Training this year was focused on literacy and long term planning for CCI, behavior, and SEL/MTSS.

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:
2026 / Year 2 Modifications:
5.3 and 5.4: College & Career Readiness Curriculum - Staff used the district adopted College and Career readiness curriculum (CCGI) for lessons on a very limited basis and will be purchasing some supplemental curriculum for SY 26-27 to increase support for CCR. We also had to revise our plans for FB as it did not qualify for funding this year. Ongoing focus on ELA and Math/ Academics.

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.	$15,667.00	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 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	$77,356.00	No
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.	$15,667.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$15,667.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,822,513	$501,542

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
15.928%	0.000%	$0.00	15.928%

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. **Scope:**	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
	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 address barriers to school engagement.	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
	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. **Scope:**	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
	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 and Counselors 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 continue to be allocated towards full-time intervention teachers, bilingual para educators, social workers and a behavior specialist.

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 – 1:46.67 James Dukes Elementary – 1:32.91 Mountain Valley Academy and RCMS – 1:68.32	Hanson Elementary – 1:37.11 Montecito High (Continuation) and FB – 1:30.83 Mt. Woodson Elementary – 1:31.35 Olive Peirce Middle – 1:54.54 Ramona Elementary – 1:19.28 Ramona High – 1:57.70

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Barnett Elementary – 1:16.55 James Dukes Elementary – 1:16.79 Mountain Valley Academy and RCMS – 1:19.47	Hanson Elementary – 1:17.72 Montecito High (Continuation) and FB – 1:7.66 Mt. Woodson Elementary – 1:17.33 Olive Peirce Middle – 1:15.60 Ramona Elementary – 1:14.00 Ramona High – 1:18.37

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	55,391,306	8,822,513	15.928%	0.000%	15.928%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$65,619,898.00	$13,377,621.00	$5,333,263.00	$2,412,839.00	$86,743,621.00	$70,604,857.00	$16,138,764.00

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	$50,253,589.00	$0.00	$46,305,804.00	$1,524,146.00	$1,099,435.00	$1,324,204.00	$50,253,589.00	
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	$108,691.00	$60,000.00	$47,765.00	$0.00	$0.00	$120,926.00	$168,691.00	
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	$1,195.00	$2,863,621.00	$346,805.00	$2,475,726.00	$0.00	$42,285.00	$2,864,816.00	
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	$1,876,160.00	$465,550.00	$1,807,543.00	$0.00	$0.00	$534,167.00	$2,341,710.00	
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	$377,861.00	$0.00	$377,861.00	$0.00	$0.00	$0.00	$377,861.00	
1	1.6	Interventions and support for special education students	Students with Disabilities	No			All Schools	1-3 years.	$322,484.00	$4,084,699.00	$128,697.00	$208,000.00	$4,012,389.00	$58,097.00	$4,407,183.00	
1	1.7	Provide supplemental, programs and services for unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: FB, RHS, MHS, MVA 9-12	1-3 years	$868,224.00	$10,370.00	$878,594.00	$0.00	$0.00	$0.00	$878,594.00	

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	1.8	Learning Recovery Emergency Block Grant (LREBG)	All	No			All Schools	1 Year	$249,386.00	$0.00	$0.00	$249,386.00	$0.00	$0.00	$249,386.00	
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	$807,902.00	$0.00	$765,966.00	$41,936.00	$0.00	$0.00	$807,902.00	
2	2.2	Provide supportive, inclusive, safe, and engaging school environments	All	No			All Schools	1-3 years	$1,536,063.00	$99,774.00	$1,599,438.00	$0.00	$0.00	$36,399.00	$1,635,837.00	
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	$4,199,333.00	$1,643,050.00	$2,494,642.00	$3,347,741.00	$0.00	$0.00	$5,842,383.00	
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	$263,148.00	$0.00	$263,148.00				$263,148.00	
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	$2,638,671.00	$580,030.00	$3,052,800.00	$0.00	$75,000.00	$90,901.00	$3,218,701.00	
2	2.7	Before and After School Care Program	All	No			Specific Schools: MWES, HES, RES, RCMS, BES, JDES, OPMS, MHS TK-12	1-3 years	$2,404,811.00	$356,915.00	$0.00	$2,554,459.00	$146,439.00	$60,828.00	$2,761,726.00	
2	2.8	Learning Recovery Emergency Block Grant (LREBG)	All	No			TK-8	1 Year	$124,866.00	$0.00	$0.00	$124,866.00	$0.00	$0.00	$124,866.00	
3	3.1	Improve communication with families through consistent sharing of information	All	No			All Schools	1-3 years	$0.00	$131,050.00	$131,050.00	$0.00	$0.00	$0.00	$131,050.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Engage parents/ guardians 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	$22,360.00	$0.00	$0.00	$0.00	$22,360.00	$22,360.00	
3	3.4	Increased and strategic connections with families of low income and EL families	EL and SED	No			All Schools	1-3 years	$105,940.00	$16,732.00	$0.00	$0.00	$0.00	$122,672.00	$122,672.00	
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	$1,931,836.00	$3,173,612.00	$4,278,444.00	$827,004.00	$0.00	$0.00	$5,105,448.00	
4	4.2	Basic Service: Clean Facilities	All	No			All Schools	3 Years	$2,457,341.00	$105,000.00	$2,562,341.00	$0.00	$0.00	$0.00	$2,562,341.00	
4	4.3	Basic Service: Safe Facilities	All	No			All Schools	3 Years	$0.00	$579,000.00	$579,000.00	$0.00	$0.00	$0.00	$579,000.00	
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	
4	4.5	Expanded Learning Opportunity Program (ELOP)	All	No			All Schools		$0.00	$1,800,000.00		$1,800,000.00			$1,800,000.00	
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	$15,667.00	$0.00	$15,667.00	$0.00	$0.00	$15,667.00	
5	5.2	Increase both academic and mental health support services	All	No			Specific Schools: MHS, FB	1-3 years	$77,356.00	$0.00	$0.00	$77,356.00	$0.00	$0.00	$77,356.00	
5	5.3	Increase CTE And College and Career Readiness	All	No			Specific Schools: MHS	1-3 years	$0.00	$15,667.00	$0.00	$15,667.00	$0.00	$0.00	$15,667.00	
5	5.4	Professional Learning and Coaching to improve outcomes for all students	All	No			Specific Schools: MHS	1-3 years	$0.00	$15,667.00	$0.00	$15,667.00	$0.00	$0.00	$15,667.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
55,391,306	8,822,513	15.928%	0.000%	15.928%	$9,640,554.00	0.000%	17.404 %	**Total:**	$9,640,554.00
								LEA-wide Total:	$9,262,693.00
								Limited Total:	$1,256,455.00
								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	$1,807,543.00	
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	$377,861.00	
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	$878,594.00	
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	$765,966.00	

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	$2,494,642.00	
2	2.5	New strategies to address problem behaviors and bullying	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,148.00	
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,052,800.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,407,118.00	$83,758,392.00

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	$51,234,612.00	$50,425,329.00
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	No	$455,223.00	$435,644.00
1	**1.3**	Broad Course of Study and standards-aligned materials to ensure students are prepared for College and Career	No	$3,224,311.00	$2,761,812.00
1	**1.4**	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Yes	$2,235,443.00	$2,349,172.00
1	**1.5**	Implement the EL Master Plan to ensure all EL students receive appropriate support	Yes	$396,083.00	$383,243.00
1	**1.6**	Interventions and support for special education students	No	$1,383,860.00	$4,016,797.00
1	**1.7**	Provide supplemental, programs and services for unduplicated students	Yes	$863,090.00	$940,541.00
1	**1.8**	Learning Recovery Emergency Block Grant (LREBG)	No	$1,310,431.00	$645,370.00
1	**1.9**	Implement the EL Master Plan to ensure all LTEL students receive appropriate support	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Tiered interventions to address Chronic Absenteeism	Yes	$735,237.00	$769,179.00
2	2.2	Provide supportive, inclusive, safe, and engaging school environments	No	$1,944,346.00	$1,815,930.00
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Yes	$6,558,494.00	$5,965,720.00
2	2.4	Through MTSS, analyze data to determine students' needs and provide explicit and strategic supports	No		
2	2.5	New strategies to address problem behaviors and bullying	Yes	$234,818.00	$262,607.00
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	$3,400,422.00	$3,684,827.00
2	2.7	Before and After School Care Program	No	$2,430,714.00	$2,554,251.00
2	2.8	Learning Recovery Emergency Block Grant (LREBG)	No	$31,920.00	$32,431.00
3	3.1	Improve communication with families through consistent sharing of information	No	$133,443.00	$133,443.00
3	3.2	Engage parents/ guardians 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	$21,379.00	$10,088.00
3	3.4	Increased and strategic connections with families of low income and EL families	No	$123,052.00	$117,255.00

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)
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	$3,062,071.00	$ 3,285,235.00
4	4.2	Basic Service: Clean Facilities	No	$2,956,515.00	$2,852,610.00
4	4.3	Basic Service: Safe Facilities	No	$447,500.00	$123,349.00
4	4.4	Learning Recovery Emergency Block Grant (LREBG)	No	$100,000.00	$86,341.00
5	5.1	Academic Intervention Supports for Learning for increased achievement on CAASPP ELA and Math	No	$11,391.00	$4,215.00
5	5.2	Increase both academic and mental health support services	No	$45,339.00	$45,432.00
5	5.3	Increase CTE And College and Career Readiness	No	$56,033.00	$56,169.00
5	5.4	Professional Learning and Coaching to improve outcomes for all students	No	$11,391.00	$1,402.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,444,598.00	$9,629,956.00	$9,487,059.00	$142,897.00	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	$1,668,425.00	$1,823,633.00		
1	1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support	Yes	$396,083.00	$341,001.00		
1	1.7	Provide supplemental, programs and services for unduplicated students	Yes	$863,090.00	$842,395.00		
1	1.9	Implement the EL Master Plan to ensure all LTEL students receive appropriate support	Yes	$0.00	$0.00		
2	2.1	Tiered interventions to address Chronic Absenteeism	Yes	$735,237.00	$638,215.00		
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Yes	$2,774,994.00	$2,684,513.00		
2	2.5	New strategies to address problem behaviors and bullying	Yes	$234,818.00	$236,346.00		
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	$2,957,309.00	$2,920,956.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$54,374,185 .00	$8,444,598.00	0.270%	15.801%	$9,487,059.00	0.000%	17.448%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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	☐ Barnett Elementary - English Learner Progress ☐ Hanson Elementary - Chronic Absenteeism ☐ Montecito High - Graduation Rate ☐ ☐
☐ 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: School Site SPSAs address the focus areas indicated above
	☐ 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

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

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

Goal	Metric	Action
#1	1.1, 1.3, 1.4, 1.6, 1.9, 1.15, 1.16, 1.17	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
#2	2.7, 2.8, 2.9, 2.10	2.4

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 -	☑ Montecito High School ☐ ☐ ☐
☑ 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)	
	☐ Hispanic (HI) -	
Notes:	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) -	
	☐ 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
#1	1.7, 1.8	1.2, 1.4
#5	5.1, 5.2, 5.4, 5.5, 5.6	5.1, 5.2, 5.3

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 -	☑ James Dukes Elementary: SED ☑ Hanson Elementary: All, EL, SED, SWD, HI, WH ☑ Mt. Woodson Elementary: SWD ☑ Ramona Elementary: SWD ☑ Mountain Valley Academy: 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) -	
	☐ Long Term English Learner (LTEL) -	
☐ 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) -	
	☑ 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

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 -	☑ Barnett Elem - SWD ☑ Hanson Elem - SED ☑ Olive Peirce Middle - SWD ☑ Ramona Elem - EL ☐
☐ 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) -	
	☐ Long Term English Learner (LTEL) -	
☐ 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) -	
	☐ 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 - EL, SWD ☑ Olive Peirce Middle - ☑ Barnett Elementary - SWD ☑ Mt. Woodson Elementary - EL ☐ ☐
☐ 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) -	
	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD) -	
	☐ 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 -	☑ Hanson Elem - HOM, SWD, WH ☑ Olive Peirce Middle - SWD, 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) -	
☐ Mathematics (MATH)	☐ Long Term English Learner (LTEL) -	
☑ Suspension Rate (SUSP)	☐ Foster (FOS)	
Notes:	☐ Hispanic (HI) -	
	☑ Homeless (HOM)	Notes:
	☑ Multiple Races (MR) -	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED) -	
	☑ Students with Disabilities (SWD) -	
	☑ 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 -	☑ Montecito High - ALL, SED
☐ 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) -	
	☐ 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
#5	5.1, 5.2, 5.3	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 -	☑ Barnett Elementary - ALL, EL
☐ 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) -	
	☐ 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, 1.14, 1.15, 1.18	1.5

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	297	94%/278	0	3%/9	8%/25	6%/19	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	8

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Building positive and meaningful partnerships and relationships between school staff and families is a general strength for our district based on our LCAP Survey. According to the 2026 LCAP Parent/Family Survey, 89% of all families believe we are building trusting and respectful relationships well or very well. 91% of all families believe we provide a welcoming school environment well or very well. Both metrics saw slight increases over last year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

2026 LCAP Survey data (89% of parents selected well or very well) and input from educational partners from our LCAP Committee, DAC, and DELAC all say we do a good job of building relationships between school staff and families. Additionally, we have maintained Family Listening Circles at our two largest schools, Ramona High and Olive Peirce Middle and added two elementary schools, Mt. Woodson and Barnett Elementary, to promote on-going opportunities to have face-to-face conversations regarding what families need. These listening circles occur during school site ELAC meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Engaging in 2-way communication using a language that is understandable and accessible to families is a strength as indicated by our LCAP Stakeholder Survey where 94% of parents say our district does this well or very well. Between 80-87% of our parent respondents to the LCAP Survey also stated our schools do a good or very good job at creating trusting and respectful relationships and providing welcoming environments for our families. Now that we have built trusting and welcoming relations with our families, we need to build our capacity to communicate with all families in a language that is accessible, and continue to improve our understanding of family culture and values. Once we build our capacity there, we can use that to leverage our ability to support students and families as it is needed. This process is supported through district Differentiated Assistance initiatives.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We are growing in this area since we acquired a bilingual family liaison in our district. We are growing participation in our DELAC and ELACs. Since the 20-21 school year, we are able to support a parent led DELAC Leadership team and offer classes to ALL parents based on what they wanted and needed to support their children at home. We also conducted districtwide professional development to improve schools' capacity to partner with families and support parents with student learning from home through our RLT trainer of trainer process. 82% of families thought we do this well according to our 2026 LCAP survey, an increase of 7% over the previous year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While we have made good progress, we need to sustain and grow this success in a structured way so future years experience similar and continued improvement. We can improve practice by maintaining a central, accessible place for parents/families to gather important information, resources, and contacts for each school. Input has come from our Educational Partner committee which consists of parents, students, certificated, classified, and administrative teammates from every school site. Additionally, DAC and DELAC focus groups held in the Spring of 2025 verified work schedules and translation services can be barriers to family engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on educational partner input and local and statewide accountability data, there is a need for improved communication and shared resources that will support parents/families at home for academic, social, and emotional student wellness. During the 2025-2026 school year, a parent/family resource hub was created and posted on our district website in English and Spanish. School site webpages that will provide parents/families with the information they have requested, and to provide contact information to facilitate partnering with our school staff in support of our students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

School Site Councils (SSC) consist of parents/families that mirror that of the school's make-up within our district, and this flows into our District Advisory Committee (DAC) including students. In our DAC collaborations, we hold a SSC training annually so that representatives can take this information back to SSCs. Our District LCAP Committee consists of no less than 50% Parent/Student/Community member participation that reflects the demographic make-up of our school district. This committee reviews the comprehensive needs assessments for our district, reviews our goals, actions, and services for how we spend our funding to support students, families, and staff to improve student outcomes, making final recommendations to our district governing board after input from our DAC and DELAC has been gathered. We feel our community and family engagement in decision-making is a relative strength. Data from our DAC surveys also support this conclusion.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Our focus will continue to be gathering feedback and input from all families within Ramona Unified. Whether it is through School Site Councils, School directed ELACs, or our district led DAC, DELAC, and LCAP Committee, we offer access on our district website, we actively recruit, and we call families to ask them for their engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Our full-time family liaison is very impactful, personally calling and making connections with parents of our English learner student population and our homeless student population. During our LCAP Survey time, she calls and encourages our families to participate. In our DELAC meetings, we consistently have 20-30 families represented, and she takes time to show families how to access and take our survey in a language they can understand. EL families are encouraged to be part of our DELAC leadership as well. To improve connectedness to schools and improve financial consistency for families, our family liaison has helped over 15 parents apply and navigate our employment process with a 67% successful hire rate. This work will continue, as this is a win-win for families and our school district to fill positions with our invested parent-community members. We will continue gathering DELAC and DAC input each spring for ways we can improve our efforts to engage parents and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

RUSD uses the LCAP Survey to assess school climate. In the Winter of 2026, 1959 students responded to the survey (a decrease of 333 from last year). 47% were secondary students (SS) (Grades 7-12) and 53% were elementary students (ES) (Grades 3-6). Their responses to school climate questions are as follows: (Change rate from Winter of 2025 Survey results.)
How well does your school make you feel like you belong and are cared about?
Elementary students who responded Well/Very Well = 89% (+2%) & Secondary students who responded Well/Very Well = 86% (-3%)
Elementary specific student group responses to Well/Very Well:
EL: 91% (-2%%)
LTEL: 88% (-12%)
HI: 91% (+2%)
HOM: 93% (17%)
SED: 87% (-1%)
SWD: 92% (+5%)
Secondary specific student group responses to Well/Very Well:
EL: 92% (-2%)
LTEL: 94% (+2%)
HI: 89% (+4%)
HOM: 92% (+1%)
SED: 91% (+5%)
SWD: 81% (+2%)

How well do you feel like you are a part of the school?
Elementary students who responded Well/Very Well = 86% (+1%) & Secondary students who responded Well/Very Well = 82% (-1%)
Elementary specific student group responses to Well/Very Well:
EL: 86% (-2%)
LTEL: 94% (-3%)
HI: 87% (+2%)
HOM: 92% (+31%)
SED: 86% (+2%)
SWD: 83% (+1%)
Secondary specific student group responses to Well/Very Well:
EL: 87% (-3%)
LTEL: 87% (+0%)
HI: 86% (+1%)
HOM: 79% (+/- 0%)
SED: 89% (+4%)
SWD: 83% (+11%)

How well does your school keep students safe from physical harm?
Elementary students who responded Well/Very Well = 83% (+2%) & Secondary students who responded Well/Very Well = 79% (+3%)
Elementary specific student group responses to Well/Very Well:
EL: 95% (+10%)
LTEL: 88% (+4%)
HI: 86% (+2%)
HOM: 92% (+7%)
SED: 85% (+4%)
SWD: 89% (+8%)
Secondary specific student group responses to Well/Very Well:
EL: 87% (+6%)
LTEL: 85% (+4%)
HI: 82% (+9%)
HOM: 100% (+33%)
SED: 82% (+5%)
SWD: 74% (+/-0%)

How well does your school promote the prevention of bullying?
Elementary students who responded Well/Very Well = 75% (+5%) & Secondary students who responded Well/Very Well = 69% (+1%)
Elementary specific student group responses to Well/Very Well:
EL: 85% (+7%)
LTEL: 72% (+/-0%)
HI: 77% (+4%)
HOM: 72% (-6%)
SED: 77% (+6%)
SWD: 77% (+9%)
Secondary specific student group responses to Well/Very Well:
EL: 88% (-3%)
LTEL: 75% (-9%)
HI: 74% (+2%)
HOM: 92% (+24%)
SED: 75% (+5%)
SWD: 77% (+11%)

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the Winter 2026 LCAP School Climate Survey reveals both strengths and critical areas for growth in fostering a safe, inclusive, and supportive school environment across RUSD.

Areas of Strength:

- Overall school connectedness remains high across both elementary and secondary grade spans. Elementary students reported strong rates of feeling cared about (89%) and part of the school (86%), while secondary students also reported positive perceptions in these areas at 86% and 82%, respectively.
- Significant gains were seen among several historically underserved student groups. Elementary Homeless (HOM) students demonstrated substantial increases in feeling part of the school (+31%) and feeling cared about (+17%), while Secondary Homeless students reported strong gains in bullying prevention (+24%) and safety (+33%), indicating that targeted supports and relationship-based interventions may be positively impacting school climate experiences.
- Secondary Students with Disabilities (SWD) showed continued improvement in multiple areas, including an 11% increase in feeling part of the school and an 11% increase in perceptions that schools promote bullying prevention. Elementary SWD students also demonstrated gains in feeling cared about (+5%), safety (+8%), and bullying prevention (+9%).
- Perceptions of physical safety improved across nearly all student groups and grade spans. Elementary EL students reported a 10% increase in safety perceptions, and secondary Hispanic/Latino (HI), SED, and EL students all demonstrated meaningful gains in safety-related responses.

Identified Needs:

- Although overall belonging indicators remain strong, several student groups experienced declines that warrant attention. Elementary Long-Term English Learners (LTEL) showed a notable decline in feeling cared about (-12%), and secondary EL students demonstrated small declines in both belonging and connectedness indicators.
- Bullying prevention continues to be the lowest-rated climate indicator across both grade spans, particularly among secondary students overall (69%) and elementary students overall (75%). Secondary LTEL students reported a 9% decline in perceptions that schools effectively prevent bullying, while elementary HOM students also reported a decrease (-6%) in this area.
- Secondary SWD students continue to report lower perceptions of physical safety (74%) compared to peers, despite stable year-over-year performance, indicating a continued need for targeted supports and inclusive safety practices.

Trend Insights:
This year's results reflect generally positive and steady school climate outcomes across RUSD, with many student groups showing meaningful growth compared to the prior year. Elementary students continued to report high levels of belonging and connection to school, while several secondary student groups demonstrated encouraging improvements in feelings of safety, connectedness, and perceptions of bullying prevention efforts. At the same time, ongoing concerns related to bullying prevention and declines among LTEL students highlight the need to continue strengthening universal school climate supports, expanding opportunities for student voice, and deepening culturally responsive practices so that all students feel safe, supported, included, and valued at school.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the key learnings from the Winter 2026 climate data analysis, RUSD will implement the following continuous improvement actions to strengthen school climate, behavior supports, and student connectedness:

- Expand behavioral support staffing to proactively address the increase in classroom disruptions and strengthen early intervention support for students with significant behavioral needs within general education settings.
- Increase in-class implementation support for individualized behavior plans through additional staff who will work alongside the district Behavior Specialist to model evidence-based behavior strategies and build staff capacity.
- Refine professional learning opportunities by shifting away from broad asynchronous training modules and toward more focused, site-based implementation of de-escalation, relationship-building, and behavior support practices that better align with staff needs and available collaboration time. Including targeted professional learning for campus safety officers focused on PBIS, relationship-building, and positive student engagement strategies in response to student feedback indicating that interactions with supervision staff can significantly impact students' sense of belonging and school connectedness.
- Emphasizing relationship-based engagement and intervention strategies, including 2x10 relationship-building practices and student affirmations, to strengthen students' sense of belonging, connection, and support at school.
- Strengthen MTSS systems by increasing collaboration within school teams to more consistently monitor climate, behavior, attendance, and discipline data in order to identify students needing additional support earlier. This more coordinated and proactive approach will help ensure targeted interventions, student check-ins, family outreach, and behavioral supports are implemented in a timely manner, strengthening students' sense of safety, belonging, and connection before concerns escalate.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The Master Schedule for all schools is used to track the extent to which all students have access to and are enrolled in a broad course of study for students in grades Transitional Kindergarten through sixth grade at the elementary level, students in seventh and eighth at the middle level, and grades nine through twelve at the high school level.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

For 2025-2026, 100% of students, including unduplicated students and students with exceptional needs, have access to a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing RUSD from providing access to a broad course of study for all students.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Tools used to track the extent to which all students have access to and are enrolled in a broad course of study include the master schedule, graduation requirements, and graduation rates.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including					

Coordinating Instruction	1	2	3	4	5
dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					