# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rowland Unified School District
CDS Code: 19-73452-6022222
School Year: 2024-25
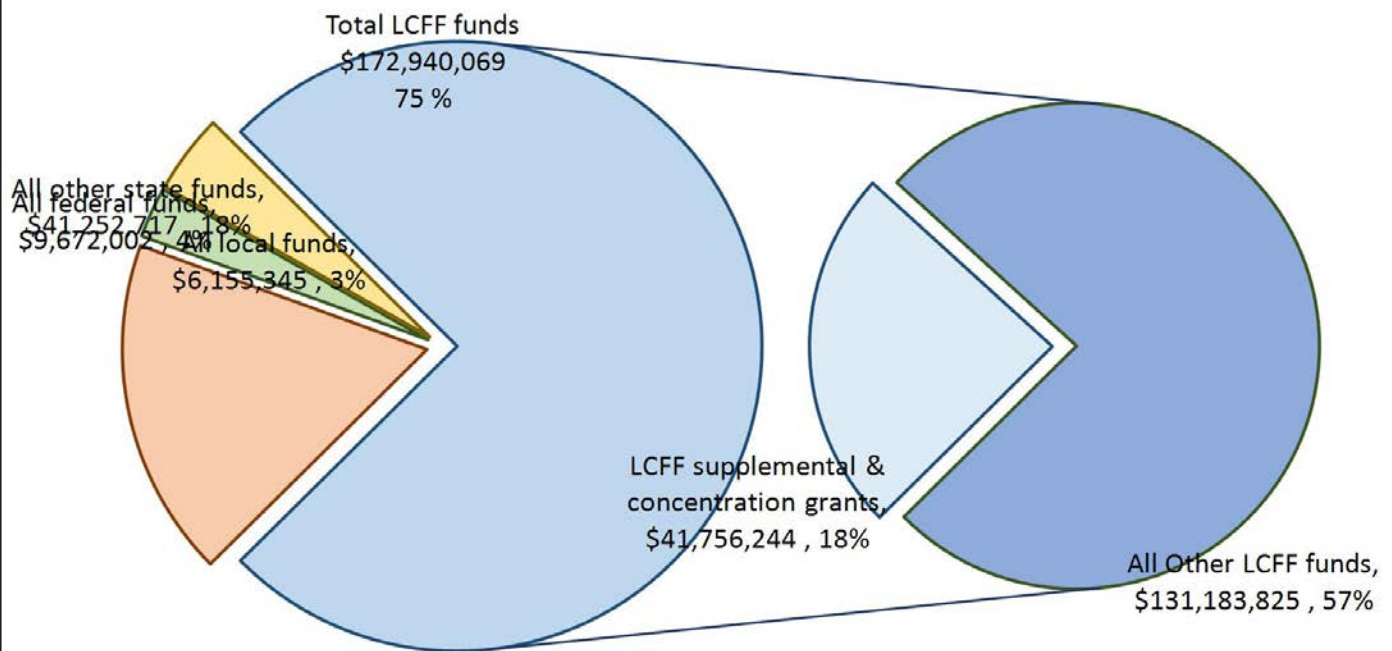LEA contact information:
Julie Mitchell
Superintendent

626-854-8347

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

## Budget Overview for the 2024-25 School Year



### Projected Revenue by Fund Source

Total LCFF funds
$172,940,069
75 %

All other state funds,
$41,252,717 , 18%

All federal funds,
$9,672,002 , 4%

All local funds,
$6,155,345 , 3%

LCFF supplemental & concentration grants,
$41,756,244 , 18%

All Other LCFF funds,
$131,183,825 , 57%

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

The text description for the above chart is as follows: The total revenue projected for Rowland Unified School District is $230,020,133, of which $172,940,069 is Local Control Funding Formula (LCFF), $41,252,717 is other state funds, $6,155,345 is local funds, and $9,672,002 is federal funds.  Of the $172,940,069 in LCFF Funds, $41,756,244 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.

## Budgeted Expenditures in the LCAP
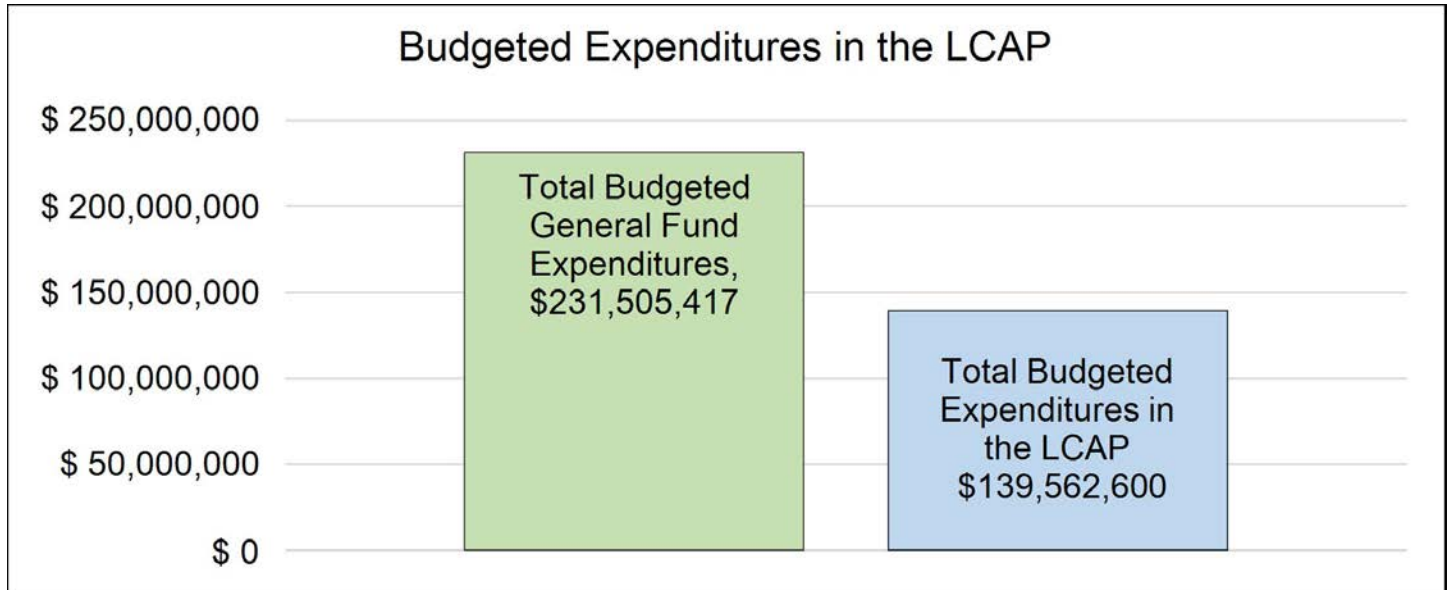


This chart provides a quick summary of how much Rowland Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rowland Unified School District plans to spend $231,505,417 for the 2024-25 school year. Of that amount, $139,562,600 is tied to actions/services in the LCAP and $91,942,817 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
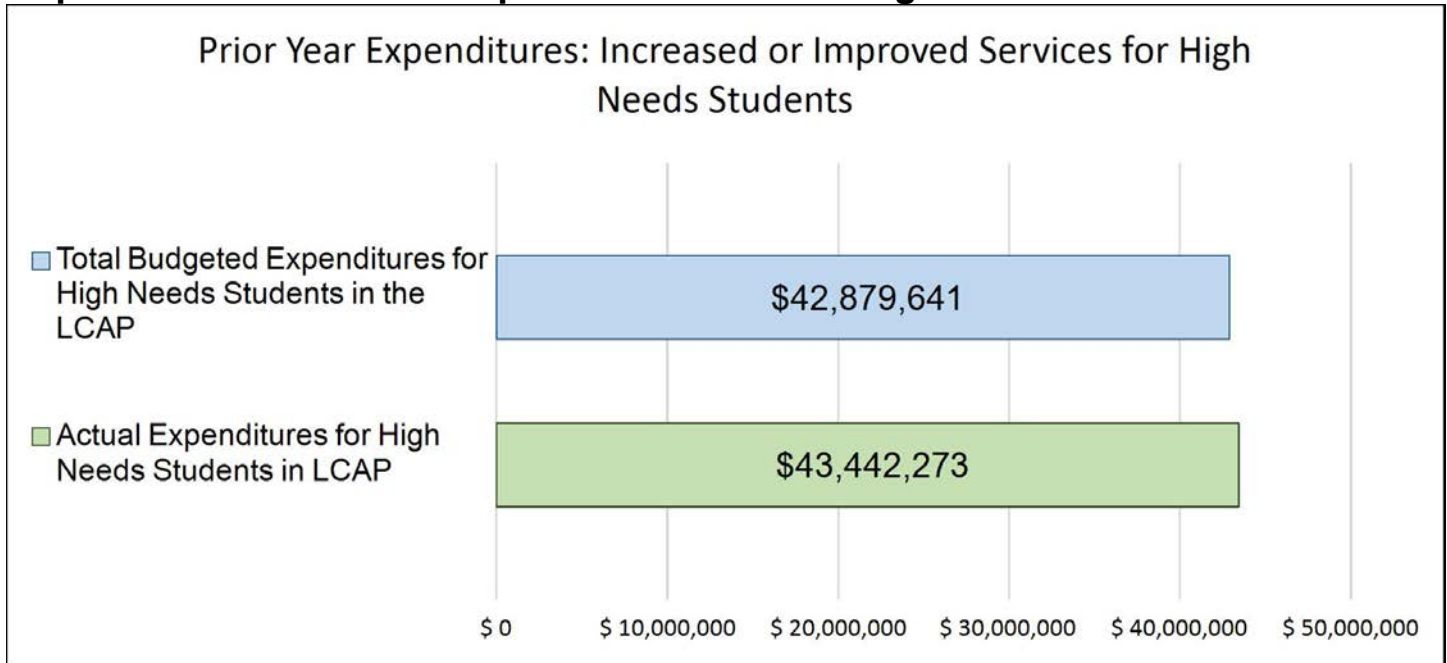
Expenditures not included in the LCAP are the district's regular operating expenditures, such as, full-time salaries and benefits of Certificated and Classified staff, materials and supplies, services and other operating costs.

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

In 2024-25, Rowland Unified School District is projecting it will receive $41,756,244 based on the enrollment of foster youth, English learner, and low-income students. Rowland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rowland Unified School District plans to spend $41,756,244 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP $42,879,641

☐ Actual Expenditures for High Needs Students in LCAP $43,442,273

$ 0     $ 10,000,000     $ 20,000,000     $ 30,000,000     $ 40,000,000     $ 50,000,000

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

The text description of the above chart is as follows: In 2023-24, Rowland Unified School District's LCAP budgeted $42,879,641 for planned actions to increase or improve services for high needs students. Rowland Unified School District actually spent $43,442,273 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| **[Insert LEA Name here]** | **[Insert Contact Name and Title here]** | **[Insert Email and Phone here]** |
| Rowland Unified School District | Julie Mitchell<br>Superintendent | jmitchell@rowlandschools.org<br>626-854-8347 |

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| 1 | Academic Achievement for All Students:<br>Provide a comprehensive, well-rounded and rigorous educational experiences for all students, which is supported by engaging teaching strategies and sustained by high-quality professional development for staff, leading all schools and subgroups to meet or exceed growth targets. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Language Arts Equity Report (Grades 3-11), California Dashboard (State Indicator) | 2019 Outcomes:<br><br>Grades 3-8 and 11 Overall - GREEN 51.1% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - YELLOW 39.2% meeting/exceeding standard<br><br>Foster Youth- RED 18.0% meeting/exceeding standard<br><br>English Learners - YELLOW | 2022 Outcomes on Smarter Balanced Assessment will be updated summer 2022*:<br><br>Grades 3-8 and 11 Overall - Low June 2022 47.06% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - Low June 2022 35.24% meeting/exceeding standard<br><br>Foster Youth - Low June 2022 20.64% | 2023 Outcomes on Smarter Balanced Assessment will be updated summer 2023 upon state scoring:<br><br>Grades 3-8 and 11 Overall - ORANGE June 2023 48.23% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - ORANGE June 2023 43.24% meeting/exceeding standard<br><br>Foster Youth- RED | 2024 Outcomes on Smarter Balanced Assessment will be updated summer 2024 upon state scoring:<br><br>Grades 3-8 and 11 Overall - TBD June 2024 % meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - TBD June 2024 % meeting/exceeding standard<br><br>Foster Youth- TBD June 2024 % meeting/exceeding standard | Outcomes Grades 3-8 Overall - GREEN 54.1% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - GREEN 42.2% meeting/exceeding standard<br><br>Foster Youth- YELLOW 20.0% meeting/exceeding standard<br><br>English Learners - GREEN |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 12.8% meeting/exceeding standard | meeting/exceeding standard<br><br>English Learners - Low June 2022 12.47% meeting/exceeding standard<br><br>STAR Reading: 63.9% of students in grades 2-6 scored at or above typical growth (35th percentile) between Fall 2021 and Winter 2022 on the Star Reading Assessment.<br><br>38.9% of students in grades 3-6 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2022 scores on the Star Reading Assessment<br><br>Smarter Balanced Interim Assessments: 22% students grades 3-8 and 11 scored "above" standard on ELA Smarter Balanced Interim | TBD June 2023 % meeting/exceeding standard<br><br>English Learners - ORANGE June 2023 13.29% meeting/exceeding standard<br><br>STAR Reading: 63.3% of students in grades 2-6 scored at or above typical growth (35th percentile) between Fall 2022 and Winter 2023 on the Star Reading Assessment.<br><br>37.3% of students in grades 3-6 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2023 scores on the Star Reading Assessment<br><br>Smarter Balanced Interim Assessments: 23.5% students grades 3-8 and 11 scored "above" standard on ELA | English Learners - TBD June 2024 % meeting/exceeding standard<br><br>STAR Reading: 61.5% of students in grades 2-6 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Reading Assessment.<br><br>38.7% of students in grades 3-6 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2024 scores on the Star Reading Assessment<br><br>Interim Assessments: * Some grade levels used locally identified assessments instead of SBAC Interim Assessments this school year<br>16% students grades 3-8 and 11 scored at or above standard on | 14.8% meeting/exceeding standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Assessment in fall 2021, and 39% in winter 2022.<br><br>*Due to requirements under Assembly Bill 130 (AB 130), the California Department of Education (CDE) can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, performance levels will not be reported using colors. Instead, the 2022 Dashboard will report performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state measures* based on the 2021–22 school year data. | Smarter Balanced Interim Assessment in fall 2022, and 36.3% in winter 2023. | ELA Assessments in fall 2023, and 17% in winter 2024 | |
| Mathematics Equity Report (Grades 3-11), | 2019 Outcomes: | 2022 Outcomes on Smarter Balanced Assessment*: | 2023 Outcomes on Smarter Balanced Assessment: | 2024 Outcomes on Smarter Balanced Assessment: | Grades 3-8 Overall - GREEN |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Dashboard (State Indicator) | Grades 3-8 and 11 Overall - YELLOW 39.7% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - YELLOW 27.5% meeting/exceeding standard<br><br>Foster Youth - RED 16.0% meeting/exceeding standard<br><br>English Learners - YELLOW 12.6% meeting/exceeding standard | Grades 3-8 and 11 Overall - Low June 2022 33.38% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - Low June 2022 21.23% meeting/exceeding standard<br><br>Foster Youth- Very Low June 2022 10.3% meeting/exceeding standard<br><br>English Learners - Low June 2022 9.71% meeting/exceeding standard<br><br>STAR Math: 60.1% of students in grades 1-6 scored at or above typical growth (35th percentile) between Fall 2021 and Winter 2022 on the Star Math Assessment. | Grades 3-8 and 11 Overall - ORANGE June 2023 34.47% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - ORANGE June 2023 29.78% meeting/exceeding standard<br><br>Foster Youth- RED June 2023 11.12% meeting/exceeding standard<br><br>English Learners - ORANGE June 2023 15.99% meeting/exceeding standard<br><br>STAR Math: 56.3% of students in grades 1-6 scored at or above typical growth (35th percentile) between Fall 2022 and Winter 2023 on the Star Math Assessment. | Grades 3-8 and 11 Overall - TBD June 2024 % meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - TBD June 2024 % meeting/exceeding standard<br><br>Foster Youth- TBD June 2024 % meeting/exceeding standard<br><br>English Learners - TBD June 2024 % meeting/exceeding standard<br><br>STAR Math: 60.1% of students in grades 1-6 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Math Assessment.<br><br>33.9% of students in grades 3-6 estimated to score at or above | 42.7% meeting/exceeding standard<br><br>Socio-Economically Disadvantaged - GREEN 30.5% meeting/exceeding standard<br><br>Foster Youth - YELLOW 18.0% meeting/exceeding standard<br><br>English Learners - GREEN 14.6% meeting/exceeding standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | 29.8% of students in grades 3-6 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on Winter 2022 scores on the Star Math Assessment<br><br>Smarter Balanced Interim Assessments: 20% students grades 3-8 and 11 scored "above" standard on Mathematics Smarter Balanced Interim Assessment in fall 2021, and 24% in winter 2022.<br><br>*Due to requirements under Assembly Bill 130 (AB 130), the California Department of Education (CDE) can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, performance levels | 31.6% of students in grades 3-6 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on Winter 2023 scores on the Star Math Assessment<br><br>Smarter Balanced Interim Assessments: 21.7% students grades 3-8 and 11 scored "above" standard on Mathematics Smarter Balanced Interim Assessment in fall 2022, and 23.3% in winter 2023. | level 3 on the Smarter Balanced Math assessment based on Winter 2024 scores on the Star Math Assessment<br><br>Interim Assessments: * Some grade levels used locally identified assessments instead of SBAC Interim Assessments this school year. 23.6% students grades 3-8 and 11 scored at or above standard on Mathematics Assessments in fall 2023, and 24.9% in winter 2024. | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | will not be reported using colors. Instead, the 2022 Dashboard will report performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state measures* based on the 2021–22 school year data. | | | |
| Implementation of Academic Standards, California Dashboard (Local Indicator) | 2019 Outcome: Standard Met on the CDE Implementation of State Standards Rubric | 2022 Outcome: Standard Met on the CDE Implementation of State Standards Rubric<br><br>Districtwide professional learning opportunities in RUSD:<br>• Social Emotional Learning (20 hours, summer 2021)<br>• Instructional Focus Area (2 release | 2023 Outcome: Standard Met on the CDE Implementation of State Standards Rubric | 2024 Outcome: Standard Met on the CDE Implementation of State Standards Rubric | Standard Met on the CDE Implementation of State Standards Rubric |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | days, fall 2021)<br>• Instructional Coaching provided at each site daily<br>• MTSS for site leadership (monthly, 2021-2022) | | | |
| Basics - Instructional Materials (Teachers in Goal 6 and Facilities in Goal 4), California Dashboard Local Indicator | 2019 Outcome:<br><br>Standard Met on Meeting Williams Settlement Requirements | 2022 Outcome:<br><br>Standard Met on Meeting Williams Settlement Requirements | 2023 Outcome:<br><br>Standard Met on Meeting Williams Settlement Requirements | 2024 Outcome:<br><br>Standard Met on Meeting Williams Settlement Requirements | Standard Met on Meeting Williams Settlement Requirements |
| English Learner Progress Equity Report, California Dashboard (State Indicator) | 2019 Outcome:<br><br>English learners: YELLOW 51.8% of English learners making progress towards English language proficiency | 2022 Outcome:<br><br>English learners: MEDIUM* 51.8% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)<br><br>*Due to requirements under Assembly Bill 130 (AB 130), the | 2023 Outcome:<br><br>English learners: YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4) | 2024 Outcome:<br><br>English learners: TBD of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4) | English learners: GREEN 57.8% of English learners making progress towards English language proficiency |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | California Department of Education (CDE) can only display the most current year of data (also known as Status) on the 2022 Dashboard. Therefore, compared to prior Dashboards, performance levels will not be reported using colors. Instead, the 2022 Dashboard will report performance levels using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state measures* based on the 2021–22 school year data. | | | |
| Reclassified Fluent English Proficient (RFEP) Rate | 2020-2021 Outcome:<br><br>Reclassification rate: 3.7% of English Learners | 2021-2022 Outcome:<br><br>Reclassification rate: 12.1% of English Learners reclassified in 2021-2022 (District SIS). | 2022-2023 Outcome:<br><br>Reclassification rate: 12.5% of English Learners reclassified August 2022 - April 2023 (District SIS), with additional students anticipated | 2023-2024 Outcome:<br><br>Reclassification rate: 13.7% of English Learners reclassified August 2023 - April 2024 (District SIS), with additional students anticipated | Reclassification rate: 12.7% of English Learners |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | through the end of the current school year. | through the end of the current school year. | |
| English Learner Proficiency | 2021 Outcomes:<br><br>47.6% of English learners meeting level 3 or 4 on ELPAC | 2022 Outcomes:<br><br>51.2% of English learners meeting level 3 or 4 on ELPAC | 2023 Outcomes:<br><br>51.66% of English learners meeting level 3 or 4 on ELPAC | 2024 Outcomes:<br><br>TBD of English learners meeting level 3 or 4 on ELPAC | 70% of English learners making progress |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:
Implementation of new CTE courses (9-12); new curriculum for social studies (K-6), foreign languages (7-12), and health (9); districtwide implementation of ELA and math standards and common assessments for a guaranteed and viable curriculum (K-9th, K-Algebra 1); continued professional development for MTSS for Tier 1 instruction through Professional Learning Communities; ongoing opportunities for students during intersession and summer school. All actions were implemented.

Challenges:
Disruption implementing instruction with sustained chronic absenteeism (18.8% in April 2024) and increased mental health and behavioral challenges persisting.

Substantive differences between planned and actual implementation of actions:
Goal 1, Action 1- Additional funds are needed to support supplemental curriculum upgrades and tracking system
Goal 1, Action 2 - Additional funds needed to address salary increase
Goal 1, Action 3- Increased tutoring, intervention, and subs to help support Tier 2 and Tier 3
Goal 1, Action 4 - Additional funds are needed to address increased tutoring hours and the cost of substitute support
Goal 1, Action 5- Provided more staff to reduce class size in addition to salary increase
Goal 1, Action 6 - Additional funds needed for the increased cost of technology and digital platforms
Goal 1, Action 9 - Additional funds needed to address salary increase

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

Substantive differences between planned and actual implementation of actions:

Goal 1, Action 1 - Curriculum and Materials:
- Budgeted for curriculum and materials: $157,997.00
- Actual expenditure: $502,127.00
- Explanation: Increase cost of tracking system and upgraded supplemental materials TK-2

Goal 1, Action 2 - Professional Development:
- Budgeted for professional development: $3,704,79.00
- Actual expenditure: $4,074,366.00
- Explanation: Salary increase

Goal 1, Action 3 - Multi-Tiered Systems of Support:
- Budgeted for Multi-Tiered systems of support: $2,430,997.00
- Actual expenditure:$3,969,917.00
- Explanation: Increased tutoring hours, intervention, and increased cost of substitute. Additional purchase of resources and supplies

Goal 1, Action 4 - Extended Learning Opportunities:
- Budgeted for extended learning: $2,223,473.00
- Actual expenditure:$3,295,679.00
- Explanation: Salary increase (Per Diem). Increased cost of contracts, supplies, and materials

Goal 1, Action 5 - Supporting Core Instruction:
- Budgeted for supporting core instruction: $4,718,224.00
- Actual expenditure:$4,868,247.00
- Explanation: Salary increase and reduced class size

Goal 1, Action 6 - Data and Assessment Support:
- Budgeted for data and assessment: $250,00.00
- Actual expenditure:$312,366.00
- Explanation: Increased cost of technology and digital platforms

Goal 1, Action 9 - Staffing
- Budgeted for professional development: $1,733,016.00
- Actual expenditure: $1,822,178.00
- Explanation: Salary increase for classified and certificated

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

All actions were implemented. The actions addressing academic achievement are focused on improving key metrics in mathematics and literacy:

- In STAR Early Literacy, 57.4% of students in grades K-2 are at or above typical growth on Star Early Literacy (Winter 2024). This demonstrates an increase of 2.3 points from 55.1% last year (Winter 2023).
- In STAR Reading, 40.8% of students in grades 3-6 are estimated to score a 3 or 4 on the Smarter Balanced Math Assessment (Winter 2024). This demonstrates an increase of 2.3 points from 38.5% last year (Winter 2023). In addition, grades 7-9 administered for the first time this year with a baseline of 45% estimated to score 3 or 4 on SBAC (Winter 2024).
- In STAR Math, 38.1% of students in grades 3-6 are estimated to score a 3 or 4 on the Smarter Balanced Math Assessment (Winter 2024). This demonstrates an increase of 6.1 points from 32.0% last year (Winter 2023). In addition, grades 7-9 administered for the first time this year with a baseline of 31.4% estimated to score 3 or 4 on SBAC (Winter 2024).
- 13.7% of English learners are currently reclassified during the 2023-2024 school year, an increase compared to 12.5% last year.

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

Actions for 2024-2025 resulting from reflections on prior practice:

- Maintain rigorous extended learning opportunities for all students PK-12 (Goals 1 and 4)
- Maintain staffing to support acceleration of learning in literacy and mathematics (Goal 4)
- Maintain tutoring for all students, with emphasis on in-person format (Goal 4)

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

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| **2A** | College and Career Readiness/21st Century Skills:<br>Increase the percentage of graduates who complete A-G and enroll in AP/IB, honors courses;  Expand and enhance Career Technical Education and STEM courses and activities throughout the District. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| College and Career Readiness Report, California Dashboard (State Indicator) | College and Career Indicator (CCI) dashboard "prepared":<br><br>2019 Outcomes:<br>Overall - YELLOW (45% CCI prepared)<br><br>Socioeconomically Disadvantaged - ORANGE (41% CCI prepared)<br><br>Foster Youth - Sample too small to report on the dashboard<br><br>English Learners - ORANGE (16% CCI prepared) | College and Career Indicator (CCI) dashboard "prepared":<br><br>2020 Outcomes:<br>Overall - 46.8% "prepared"<br><br>Socioeconomically Disadvantaged - 42.6% "prepared"<br><br>Foster Youth - 27.8% "prepared"<br><br>English Learners - 22.5% "prepared"<br><br>2021 outcomes did not provide an overall "prepared" percentage due to lack of data during pandemic. | Not reported in 2022 | College and Career Indicator (CCI) dashboard "prepared":<br><br>2022 Outcomes:<br>Overall - 42.8% "prepared"<br><br>Socioeconomically Disadvantaged - 39.4% "prepared"<br><br>Foster Youth - Sample too small to report on the dashboard<br><br>English Learners - 16.3% "prepared" | Overall - GREEN (48% CCI prepared)<br><br>Socioeconomically Disadvantaged - ORANGE (44% CCI prepared)<br><br>English Learners - ORANGE (19% CCI prepared) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Prepared for College (EAP) | Percentage of grade 11 students college ready on Early Assessment Program (4 on SBAC)<br>• ELA Overall: 30.25% (18-19)<br>• Math Overall: 17.85% (18-19) | Percentage of grade 11 students college ready on Early Assessment Program (4 on SBAC)<br>• ELA Overall: 30.44% (20-21)<br>• Math Overall: 19.54% (20-21)<br><br>(Due to the remote learning challenges, participation in 20-21 SBAC for grade 11 was 71.5%, far below the typical 99% in RUSD, despite enormous effort at the school to administer the test remotely) | Percentage of grade 11 students college ready on Early Assessment Program (4 on SBAC)<br>• ELA Overall: 28.66% (21-22)<br>• Math Overall: 15.06% (21-22) | Percentage of grade 11 students college ready on Early Assessment Program (4 on SBAC)<br>• ELA Overall: 28.18% (22-23)<br>• Math Overall: 14.88% (22-23) | Percentage of grade 11 students college ready on Early Assessment Program (4 on SBAC)<br>• ELA Overall: 35%<br>• Math Overall: 25% |
| Course Access: Course Enrollment in Advanced Placement Courses Grades 10-12 | Percentage of students enrolled in one or more AP courses: 27.9% (2020-2021) | Percentage of students enrolled in one or more AP courses: 24.9% (2021-2022) | Percentage of students enrolled in one or more AP courses: 30.4% (2022-2023) | Percentage of students enrolled in one or more AP courses: 32.3% (2023-2024) | Percentage of students enrolled in one or more AP courses: 30% or higher |
| Course Access: Course Enrollment in International Baccalaureate Courses Grades 10-12 | Percentage of students enrolled in one or more IB courses: 2.1% (2020-2021) | Percentage of students enrolled in one or more IB courses: 1.8% (2021-2022) | Percentage of students enrolled in one or more IB courses: 3.0% (2022-2023) | Percentage of students enrolled in one or more IB courses: 3.7% (2023-2024) | Percentage of students enrolled in one or more IB courses: 5% or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| A-G Rate | Percentage of grade 12 students completing UC/CSU required courses: 45.2% completed UC/CSU required courses (19-20) | Percentage of grade 12 students completing UC/CSU required courses: 46.5% completed UC/CSU required courses (20-21) | Percentage of grade 12 students completing UC/CSU required courses: 44.5% completed UC/CSU required courses (21-22) | Percentage of grade 12 students completing UC/CSU required courses: 37.2% completed UC/CSU required courses (22-23) | Percentage of grade 12 students completing UC/CSU required courses: 50% completed UC/CSU required courses |
| Score of 3 or higher on AP exam | 79.02% (663 of 839 students) students in grades 9-12 scored 3 or higher on AP exam (Spring 2020) | 60.8% (455 of 748 students) students in grades 9-12 scored 3 or higher on AP exam (Spring 2021) | 64.68% (522 of 807 students) students in grades 9-12 scored 3 or higher on AP exam (Spring 2022) | 64.59% (549 of 850 students) students in grades 9-12 scored 3 or higher on AP exam (Spring 2023) | 82% or higher students in grades 9-12 scored 3 or higher on AP exam |
| CTE Pathway Completion Rate | Percentage of students completing a CTE pathway: 12.9% (Out of 1058 total students in the 2020 cohort, 137 completed a CTE pathway: 73 from the CCI Prepared, and 64 from the CCI Approaching Prepared) | Percentage of students completing a CTE pathway: 13.8% (2021) | Percentage of students completing a CTE pathway: 10.1% (2022) | Percentage of students completing a CTE pathway: 27.6% (2023) | Percentage of students completing a CTE pathway: 16.0% |
| Graduation Rate Indicator, California Dashboard | 2019 Outcomes on Dashboard: Overall: YELLOW (88.5%)<br><br>Socioeconomically Disadvantaged: YELLOW (87.6%)<br><br>Foster Youth: Sample too small to report on | 2021 Outcomes on Dashboard: Overall: 89.6%<br><br>Socioeconomically Disadvantaged: 89.0%<br><br>Foster Youth: 90.9% (10 of 11) | 2022 Outcomes on Dashboard: Overall: HIGH 93.3%%<br><br>Socioeconomically Disadvantaged: HIGH 93.1%<br><br>Foster Youth: 91.7% (11 of 12) | 2023 Outcomes on Dashboard: Overall: ORANGE 89.2%<br><br>Socioeconomically Disadvantaged: ORANGE 88.8%<br><br>Foster Youth: 100% (6 of 6) | Overall: YELLOW (91.5%)<br><br>Socioeconomically Disadvantaged: YELLOW (90.6%)<br><br>English learners: RED (72.9%) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | the California Dashboard<br><br>English learners: RED (69.9%) | English learners: 73.4% | English learners: MEDIUM 80.4% | English learners: ORANGE 75.6% | |
| Middle School Dropout Rate | Overall: 5 total in 2019-2020 | Overall: 3 total in 2020-2021 | Overall: 4 total in 2021-2022 | Overall: 10 total in 2022-2023 | Overall: 0 total |
| High School Dropout Rate | 2020 Outcomes:<br>Overall: 6.2%<br><br>Socioeconomically Disadvantaged: 6.4%<br><br>Foster Youth: 11.5%<br><br>English learners: 14.9% | 2021 Outcomes:<br>Overall: 5.1%<br><br>Socioeconomically Disadvantaged: 5.7%<br><br>Foster Youth: 0% (0 of 11)<br><br>English learners: 14.9% | 2022 Outcomes:<br>Overall: 3.9%<br><br>Socioeconomically Disadvantaged: 4.0%<br><br>Foster Youth: 8.3% (1 of 12)<br><br>English learners: 12.2% | 2023 Outcomes:<br>Overall: 8.4%<br><br>Socioeconomically Disadvantaged: 9.0%<br><br>Foster Youth: 0% (0 of 6)<br><br>English learners: 19.2% | Overall: 4.0%<br><br>Socioeconomically Disadvantaged: 4.0%<br><br>Foster Youth: 8.0%<br><br>English learners: 10.0% |
| Course of study | 100% of Rowland Unified School District's students had full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i) | 100% of Rowland Unified School District's students had full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i) | 100% of Rowland Unified School District's students had full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i). | 100% of Rowland Unified School District's students had full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i). | 100% of Rowland Unified School District's students have full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i) |
| Completed A-G requirements AND at least one CTE Pathway | N/A | 2021 Outcomes:<br>Overall: 7.9%<br><br>Socioeconomically Disadvantaged: 7.1% | 2022 Outcomes:<br>Overall: 5.6%<br><br>Socioeconomically Disadvantaged: 4.6% | 2023 Outcomes:<br>Overall: 12.3%<br><br>Socioeconomically Disadvantaged: 11.2% | Overall: 10.0%<br><br>Socioeconomically Disadvantaged: 9.0%<br><br>Foster Youth: 2.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Foster Youth: 0% (0 of 11)

English learners: 1.9% | Foster Youth: 0% (0 of 12)

English learners: 2.7% | Foster Youth: 0% (0 of 6)

English learners: 3.8% | English learners: 4.0% |

# Goal Analysis

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

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

Successes:
Continued provision of college awareness and application support through field trips, application workshops, counseling/guidance, FAFSA/CADAA awareness and application submission support; focused college application support for multilingual learners, homeless, SWDs, and foster youth through College Connect; increased support for training on incorporating technology including the Promethean board TK-12, implementation of second cohort of RUSD teachers participating in the ISTE Certified Educator program, development and approval of expanded Career Technical Pathways to include Cybersecurity (Nogales), Gaming Design (Rowland), and career exploration lab (Santana) for fall 2023. All actions were implemented.

Challenges:
Expanding after-school support events in competition with extra-curricular and SEL supports

Substantive differences between planned and actual implementation of actions:
Goal 2A, Action 6 - College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness: Expanded after-school college and career support events at times in conflict with other after-school even

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.

Material differences in planned and actual implementation of actions:

Goal 2A, Action 6 - College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness:
- Budgeted: $1,688,446

- Actual expenditure: $1,377,014
- Explanation: Although majority of actions carried out with with action, expanded after-school college and career support events at times in conflict with other after-school events

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

All actions were implemented. The actions addressing college and career readiness in this goal are increasing the percentage of RUSD students who are prepared for postsecondary life. Some key indicators include:

Graduation Rate Overall: 89.2% (2023) compared to 88.5 (2019)
Graduation Rate EL: 75.6% (2023) compared to 69.9% (2019)
Graduation SPED: 92.6% (2023) compared to 66.3% (2019)
Graduation Hispanic: 86.6% (2023) compared to 86.3% (2019)
Graduation Asian: 94.8% (2023) compared to 93.6% (2019)
Completed A-G Overall: 37.1% (2023) compared to 44.8% (2019)
Completed A-G EL: 13.3% (2023) compared to 19.5% (2019)
Completed A-G SPED: 16.2% (2023) compared to 3.2% (2019)
Completed A-G Hispanic: 32.0% (2023) compared to 33.6% (2019)
Completed A-G Asian: 78.2% (2023) compared to 65.0% (2019)
Completed CTE Pathway Overall: 25.4% (2023) compared to 25.3% (2019)
Completed CTE Pathway EL: 13.3% (2023) compared to 17.9% (2019)
Completed CTE Pathway SPED: 27.6% (2023) compared to 25.7% (2019)
Completed CTE Pathway Hispanic: 25.4% (2023) compared to 26.3% (2019)
Completed CTE Pathway Asian: 25.4% (2023) compared to 21.3% (2019)

Survey items for students in grades 7-12:
"I can see a counselor when I need help." 86.9% of students agree/strongly agree
"I have a clear understanding of the graduation and A-G requirements." 80.7% of students agree/strongly agree
"I plan to attend college after high school." 91.7% of students agree/strongly agree
"I am being prepared to be successful in college." 838.6% of students agree/strongly agree (only students who answered "Yes" to "I plan to attend college after high school were presented with this survey item)
"I am being prepared to be successful in a career after graduation." 71.8% of students agree/strongly agree (only students who answered "No" to "I plan to attend college after high school were presented with this survey item)

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

Actions for 2024-2025 resulting from reflections on prior practice:

- Maintain college and career field trips for all elementary and secondary schools with focus on including parents to raise awareness of college going culture. (Goal 5)
- Maintain resources for students and families to develop their college applications including workshops on financial aid and the college system. (Goal 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.**

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| **2B** | Goal 2B: College and Career Readiness/21st Century Skills with a focus on students with disabilities. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| College and Career Indicator (CCI) dashboard "prepared" for students with disabilities. | College and Career Indicator (CCI) dashboard "prepared":<br><br>2019 Outcomes: Overall - 45% Students with disabilities - 2%<br><br>Number of students with disabilities meeting CCI criteria:<br>• Total students with disabilities: 101<br>• Meeting AP criteria: 0<br>• Meeting IB criteria: 0<br>• Completed CTE pathway: 1<br>• Completed A-G: 2 | College and Career Indicator (CCI) dashboard:<br><br>2021 Outcomes: No rate of "prepared" identified due to lack of data from the pandemic.<br><br>Number of students with disabilities meeting CCI criteria:<br>• Total students with disabilities: 102<br>• Meeting AP criteria: 1<br>• Meeting IB criteria: 1<br>• Completed CTE pathway: 5 | College and Career Indicator (CCI) dashboard:<br><br>2022 Outcomes: No rate of "prepared" identified due to lack of data from the pandemic.<br><br>Number of students with disabilities meeting CCI criteria:<br>• Total students with disabilities: 132<br>• Meeting AP criteria: 2<br>• Meeting IB criteria: 0<br>• Completed CTE pathway: 12 | College and Career Indicator (CCI) dashboard:<br><br>2023 Outcomes: Overall - 42.8% Students with disabilities - 6.7%<br><br>Number of students with disabilities meeting CCI criteria:<br>• Total students with disabilities: 134<br>• Meeting AP criteria: 1<br>• Meeting IB criteria: 0<br>• Completed CTE pathway: 3<br>• Completed A-G: 7 | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • College credit: 0<br>• Seal of Biliteracy: 0<br>• Smarter Balanced: 0<br><br>2020 Outcomes:<br>Overall - 46.8%<br>Students with disabilities - 5.7%<br><br>Number of students with disabilities meeting CCI criteria:<br>• Total students with disabilities: 123<br>• Meeting AP criteria: 0<br>• Meeting IB criteria: 0<br>• Completed CTE pathway: 1<br>• Completed A-G: 6<br>• College credit: 4<br>• Seal of Biliteracy: 1<br>• Smarter Balanced: 1 | • Completed A-G: 6<br>• One semester college: 2<br>• College credit: 3<br>• Workplace learning: 0 | • Completed A-G: 18<br>• One semester college: 10<br>• College credit: 16<br>• Workplace learning: 0 | • One semester college: 0<br>• College credit: 2<br>• Workplace learning: 0 | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Workplace learning: 0 | | | | |
| Graduation Rate Indicator, California Dashboard | 2019 Graduation Rate on Dashboard: Overall: 88.5% Students with Disabilities: 66.3%<br><br>2020 Graduation Rate on Dashboard: Overall: 89.4% Students with Disabilities: 85.0% | 2021 Graduation Rate on Dashboard: Overall: 89.6% Students with Disabilities: 80.4% | 2022 Graduation Rate on Dashboard: Overall: 93.3% Students with Disabilities: 87.1% | 2023 Graduation Rate on Dashboard: Overall: 89.7% Students with Disabilities: 92.6% | |
| RUSD Student Voice Survey | 2019 survey results (Overall n=5725; Students with disabilities n=460); percentage of students who agree/strongly agree.<br><br>I am being prepared to be successful in a career after graduation. Overall: 78% Students with disabilities:<br><br>I am being prepared to be successful in college. | 2022 survey results (Overall n=4398; Students with disabilities n=395); percentage of students who agree/strongly agree.<br><br>I am being prepared to be successful in a career after graduation. Overall: 77% Students with disabilities: 79%<br><br>I am being prepared to be successful in college. | 2023 survey results (Overall n=2437; Students with disabilities n=196); percentage of students who agree/strongly agree.<br><br>I am being prepared to be successful in a career after graduation. Overall: 73% Students with disabilities: 65%<br><br>I am being prepared to be successful in college. | 2024 survey results (Overall n=3232; Students with disabilities n=285); percentage of students who agree/strongly agree.<br><br>I am being prepared to be successful in a career after graduation. Overall: 72% Students with disabilities: 81%<br><br>I am being prepared to be successful in college. | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Overall: 89%<br>Students with disabilities:<br><br>I have a clear understanding of the graduation and A-G requirements.<br>Overall: 78%<br>Students with disabilities:<br><br>I can see a counselor when I need help.<br>Overall: 87%<br>Students with disabilities: | Overall: 88%<br>Students with disabilities: 89%<br><br>I have a clear understanding of the graduation and A-G requirements.<br>Overall: 80%<br>Students with disabilities: 74%<br><br>I can see a counselor when I need help.<br>Overall: 90%<br>Students with disabilities: 89% | Overall: 84%<br>Students with disabilities: 87%<br><br>I have a clear understanding of the graduation and A-G requirements.<br>Overall: 75%<br>Students with disabilities: 75%<br><br>I can see a counselor when I need help.<br>Overall: 88%<br>Students with disabilities: 80% | Overall: 89%<br>Students with disabilities: 85%<br><br>I have a clear understanding of the graduation and A-G requirements.<br>Overall: 81%<br>Students with disabilities: 81%<br><br>I can see a counselor when I need help.<br>Overall: 87%<br>Students with disabilities: 87% | |

## Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Successes:
Expanded following actions: Family Connect, college and career field trips, training on Universal Design for Learning, focus PBIS work on chronic absenteeism, College Connect Program to include students with disabilities, and providing workplace learning experiences. All actions were implemented.

Challenges:
The limitations on workplace learning experiences during the 2022-2023 school year were resolved through additional amendments to the Education Code, allowing students to return to workplace learning with additional safeguards in place. The district faced challenges the previous year due to the limitations on workplace learning experiences, but these were successfully addressed through the Education Code amendments. The successful implementation of the planned actions contributed to the increased graduation rate for students with disabilities (92.6% in 2023) and the positive survey results regarding students' perceptions of college and career readiness.

Substantive differences between planned and actual implementation of actions:
All actions carried out.

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.

Material differences in planned and actual implementation of actions:

No material differences between Budgeted Expenditures and Estimated Actual Expenditures. All actions implemented within the allocated budget.

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

All actions were implemented.  Key outcomes for this goal include:

92.6% graduation rate (2023) for students with disabilities
"I feel prepared for college" among students with disabilities was 85.4% agree/strongly agree (spring 2023)
"I am being prepared to be successful in a career after high school" among students with disabilities was 71.8% agree/strongly agree (spring 2023)

Outcomes due to the expansion of Family Connect, college and career field trips, training on Universal Design for Learning, and the College Connect Program, in combination with expanding use of Positive Behavior Interventions and Supports and the positive survey results regarding students' perceptions of college and career readiness. The workplace learning experiences were initially ineffective due to the limitations imposed by the Education Code during the 2022-2023 school year. Once these limitations were resolved through amendments, the workplace learning experiences became more effective, with 28 students who graduated in 2022-2023 meeting the workplace learning requirement and 103 students completing the classwork requirement during the 2023-2024 school year. Completing both of these requirements will result in a status of "prepared" for students earning a Certificate of Completion or completing the Alternate Pathway and earning a Diploma. The adoption of standards, courses and curriculum for the alternate pathway to a diploma during the 2022-2023 school year and the implementation of this pathway during the 2023-2024 school year are expected to be effective in increasing the number of students with significant cognitive disabilities meeting the CCI indicator as "prepared" or "approaching prepared" in the coming years.

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

Actions for 2024-2025 resulting from reflections on prior practice:

- Focus college and career readiness for students with disabilities by ensuring clear guidance and support for completing a dual enrollment college credit class, completing all required courses (including the capstone) of a CTE pathway, completing the CSU or UC A-G requirements with grades of C- or higher, and earning a score of "3" or "met" on the CAASPP in ELA or Math. (Goal 5)
- Maintain actions related to workplace learning experiences and the alternative pathway to a diploma, as these actions have shown promising results in the 2023-2024 school year. (Goal 5)
- Explore additional ways to support students with disabilities in meeting the CCI indicator, such as providing targeted interventions and support for students who are struggling academically or at risk of not meeting the college and career readiness criteria. (Goal 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.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Communicate and Collaborate:<br>The Rowland Unified School District is committed to a culture of collaboration and open, transparent communication to assure accurate, timely information, which will engage, inform and educate all stakeholders. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Student Engagement:<br><br>RUSD Student Voice Survey<br><br>RUSD Senior Exit Survey | Participation in annual RUSD Student Voice Survey (2020-2021): 2,725 5th-12th students out of a total of 7,938 students enrolled in grades 5-12 (34.3% response rate)<br><br>Participation in annual RUSD Student Voice Focus Groups (2020-2021): Three total focus groups sessions including 55 students from grades 5-6, and 17 students from grade 7-12<br><br>Participation in annual RUSD Senior Exit Survey (2020-2021): | Participation in annual RUSD Student Voice Survey (2022-2022): 4,398 5th-12th students out of a total of 7,630 students enrolled in grades 5-12 (59.8% response rate)<br><br>Participation in annual RUSD Student Voice Focus Groups (2021-2022): Nineteen total focus groups sessions including 285 students from grades 5-12 with representation from English learners, students with disabilities, foster youth, and low income students. | Participation in annual RUSD Student Voice Survey (2022-2023): 2,437 5th-12th students out of a total of 7,285 students enrolled in grades 5-12 (33.5% response rate)<br><br>Participation in annual RUSD Student Voice Focus Groups (2022-2023): Twenty total focus groups sessions including 176 students from grades 5-12 with representation from English learners, students with disabilities, foster youth, and low income students. | Participation in annual RUSD Student Voice Survey (2023-2024): 3232 4th-12th students out of a total of 8075 students enrolled in grades 4-12 (40% response rate)<br><br>Participation in annual RUSD Student Voice Focus Groups (2023-2024): 28 total focus group sessions including 229 students from grades 4-12 with representation from English learners, students with disabilities, foster youth, and low income students. | Participation in annual RUSD Student Voice Survey (2020-2021): 50% participation rate<br><br>Participation in annual RUSD Student Voice Focus Groups (2020-2021): At minimum 150 grade 5-6 students, and 100 grade 7-12 students<br><br>Participation in annual RUSD Senior Exit Survey (2020-2021): 75% participation rate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | To be administered May 31-June 3 | | | | |
| Employee Engagement: RUSD Employee Engagement Survey | Participation in RUSD Employee Engagement Survey - 35.9% (800 of 2,226) certificated/classified staff:<br><br>Systems that foster open communication are in place at my work location (2020-2021): 87.0% agree/strongly agree<br><br>I can provide input when decisions are being made in my school or department (2020-2021): 83.6% agree/strongly agree<br><br>Overall, communication is effective throughout the district (2020-2021): 70.9% agree/strongly agree | Participation in RUSD Employee Engagement Survey - 45.8% (933 of 2,038) certificated/classified staff:<br><br>Systems that foster open communication are in place at my work location (2021-2022): 83.8% agree/strongly agree<br><br>I can provide input when decisions are being made in my school or department (2021-2022): 80.5% agree/strongly agree<br><br>Overall, communication is effective throughout the district (2021-2022): 77.1% agree/strongly agree | Participation in RUSD Employee Engagement Survey - 32.1% (631 of 1963) certificated/classified staff:<br><br>Systems that foster open communication are in place at my work location (2022-2023): 83.7% agree/strongly agree<br><br>I can provide input when decisions are being made in my school or department (2022-2023): 80.0% agree/strongly agree<br><br>Overall, communication is effective throughout the district (2022-2023): 77.9% agree/strongly agree | Participation in RUSD Employee Engagement Survey - 33.3% (859 of 2577) certificated/classified staff:<br><br>Systems that foster open communication are in place at my work location (2023-2024): 85.4% agree/strongly agree<br><br>I can provide input when decisions are being made in my school or department (2023-2024): 82.3% agree/strongly agree<br><br>Overall, communication is effective throughout the district (2023-2024): 79.9% | Participation in annual RUSD Employee Engagement Survey (2020-2021): 50% certificated and classified staff<br><br>Systems that foster open communication are in place at my work location (2020-2021): 87% agree/strongly agree<br><br>I can provide input when decisions are being made in my school or department (2020-2021): 87% agree/strongly agree<br><br>Overall, communication is effective throughout the district (2020-2021): 74% agree/strongly agree |
| Parent Engagement: RUSD LCAP Parent Survey | 2019 Parent Engagement Local Indicator, California Dashboard - Met | 2022 Parent Engagement Local Indicator, California Dashboard - Met | 2023 Parent Engagement Local Indicator, California Dashboard - Met | 2024 Parent Engagement Local Indicator, California Dashboard - Met | Parent engagement local indicator - Met |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Parent Engagement Local Indicator, California Dashboard | Participation in annual RUSD LCAP Parent Survey (2020-2021): 2,792 parents/guardians:

The data below represents outcomes of survey respondents:

I have opportunities to give and share my thoughts and opinions with the District. (2020-2021): 90.0% agree/strongly agree

The school effectively communicates my child's academic progress (2020-2021): 95.1% agree/strongly agree

I receive communication regarding school, District, and community events (e.g. Parent Square, Website, Email, Phone Calls, Social Media, etc.).(2020- | Participation in annual RUSD LCAP Parent Survey (2021-2022): 1,195 parents/guardians:

The data below represents outcomes of survey respondents:

I have opportunities to give and share my thoughts and opinions with the District. (2021-2022): 89.3% agree/strongly agree

The school effectively communicates my child's academic progress (2021-2022): 94.8% agree/strongly agree

I receive communication regarding school, District, and community events (e.g. Parent Square, Website, Email, Phone Calls, Social Media, etc.).(2021- | Participation in annual RUSD LCAP Parent Survey (2022-2023): 351 parents/guardians:

The data below represents outcomes of survey respondents:

I have opportunities to give and share my thoughts and opinions with the District. (2022-2023): 89.4% agree/strongly agree

The school effectively communicates my child's academic progress (2022-2023): 95.9% agree/strongly agree

I receive communication regarding school, District, and community events (e.g. Parent Square, Website, Email, Phone Calls, Social Media, etc.).(2022- | Participation in annual RUSD LCAP Parent Survey (2023-2024): 376 parents/guardians:

The data below represents outcomes of survey respondents:

I have opportunities to give and share my thoughts and opinions with the District. (2023-2024): 90.5% agree/strongly agree

The school effectively communicates my child's academic progress (2023-2024): 93.9% agree/strongly agree

I receive communication regarding school, District, and community events (e.g. Parent Square, Website, Email, Phone Calls, Social Media, etc.).(2023- | Participation in annual RUSD LCAP Parent Survey (2020-2021): 5,000 or more parents/guardians

I have opportunities to give and share my thoughts and opinions with the District. (2020-2021): Maintain 90% or higher agree/strongly agree

The school effectively communicates my child's academic progress (2020-2021): Maintain 90% or higher agree/strongly agree

I receive communication regarding school, District, and community events (e.g. Parent Square, Website, Email, Phone Calls, Social Media, etc.).(2020-2021): Maintain 90% or higher agree/strongly agree |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 2021): 98.0% agree/strongly agree | 2022): 98.5% agree/strongly agree | 2023): 97.5% agree/strongly agree | 2024): 98% agree/strongly agree | |

## *Goal Analysis*

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

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

Successes:
Continued high levels of satisfaction and pride among families regarding the RUSD community as measured by annual survey, high levels of connectivity on online platforms with families and students, continued provision of hybrid meetings to support parent engagement through Zoom, live and written translation provided in home language. All actions were implemented.

Challenges:
Meeting increased translation needs for growing in person meetings.

No substantive differences in planned and actual implementation of actions

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.

No material differences in planned and actual implementation of actions.

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

All actions were implemented. Communication across the district between families and staff is strong. Participation in the annual surveys for students, parents, and staff provided feedback on educational engagement:

- 79.9% of staff agreeing (2024), "Overall, communication is effective throughout the district." (compared to 70.8% in 2021)
- 85.3% of staff agreeing (2024), "There are systems for open communication." (compared to 86.9% in 2021)
- 82.2% of staff agreeing (2024), "I can provide input on decision making at my school or department." (compared to 83.6% in 2021)

- Parents continue to report high engagement and communication with district and staff, with 97.9% agree/strongly agree that, "I receive communication regarding school, District, and community events (e.g. Parent Square, Website, Email, Phone Calls, Social Media, etc.)," and 93.8% agree/strongly agree that, "The school effectively communicates my child's academic progress." (Spring 2024 survey)
- 98% of families are connected to the school and district through Parent Square, receiving messages in their preferred language. (Spring 2024 survey)
- The district provides multiple ways for families to stay connected: Facebook, Twitter, Instagram, RUSD News.

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

Actions for 2024-2025 resulting from reflections on prior practice:
- Maintain parent training on social emotional strategies, time management/study skills, social media positive and negative impacts, curriculum/ instruction/technology and communication strategies with school staff through RUSD Family Connect. (Goal 2)
- Maintain communication for families on the opportunities available for extended learning opportunities, including tutoring services. (Goal 2)

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

## Goals and Actions

### Goal

| Goal # | Description |
|--------|-------------|
| **4** | Fiscal Responsibility and Facilities:<br>Responsibly manage and allocate financial resources to maximize students' educational experiences while closely monitoring the budget and enrollment, making timely adjustments to staffing, services, programs and budgets to maintain District solvency. Develop options, plans and agreements to provide adequate, safe and clean facilities on both a short- and long-term basis that appropriately and effectively houses the programmatic needs of our students. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Basics - Facilities (Local Indicator California Dashboard) | 100% facilities in "good repair" on Williams/FIT Report | 100% facilities in "good repair" on Williams/FIT Report | 100% facilities in "good repair" on Williams/FIT Report | 100% facilities in "good repair" on Williams/FIT Report | 100% facilities in "good repair" on Williams/FIT Report |
| RUSD Student Voice Survey | Participation in RUSD Student Voice Survey (2019) - 69% (5,379 of 7,795) students in grades 5-12:<br><br>"My school is clean." 68.8% agree/strongly agree | Participation in RUSD Student Voice Survey (2022) - 60% (4398 of 7630) students in grades 5-12:<br><br>"My school is clean." 67.4% agree/strongly agree | Participation in RUSD Student Voice Survey (2023) - 33.5% (2437 of 7285) students in grades 5-12:<br><br>"My school is clean." 69.6% agree/strongly agree | Participation in RUSD Student Voice Survey (2024) - 40% (3232 of 8075) students in grades 4-12:<br><br>"My school is clean." 72.3% agree/strongly agree | "My school is clean." 80% agree/strongly agree |
| Student access to anytime/anywhere learning | Student/device ratio: 1:1 distribution of devices to students | Student/device ratio: 1:1 distribution of devices to students | Student/device ratio: 1:1 distribution of devices to students | Student/device ratio: 1:1 distribution of devices to students | Student/device ratio: Maintain 1:1 distribution of devices to students |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | (TK-2 iPads, 3-12 Chromebooks)<br><br>Wifi hotspot: Provided to all students who need it (3,335 total for 2020-2021) | (TK-2 iPads, 3-12 Chromebooks)<br><br>Wifi hotspot: Provided to all students who need it (3,077 total for 2021-2022) | (TK-2 iPads, 3-12 Chromebooks)<br><br>Wifi hotspot: Provided to all students who need it (308 total for 2022-2023) | (TK-2 iPads, 3-12 Chromebooks)<br><br>Wifi hotspot: Provided to all students who need it (121 total for 2023-2024) | Wifi hotspot: Maintain provision of wifi to all students who need it I feel respected by other students. 90% agree/strongly agree or higher |
| Employee Engagement Survey | Participation in RUSD Employee Engagement Survey (2020-2021) - 35.1% (781 of 2,226) certificated/classified staff:<br><br>"I have the necessary equipment/material to be successful." 86.3% agree/strongly agree<br><br>"The students have access to technology they need to support/enhance their learning." 92.5% agree/strongly agree | Participation in RUSD Employee Engagement Survey (2021-2022) - 45.8% (933 of 2,038) certificated/classified staff:<br><br>"I have the necessary equipment/material to be successful." 87.1% agree/strongly agree<br><br>"The students have access to technology they need to support/enhance their learning." 93.8% agree/strongly agree | Participation in RUSD Employee Engagement Survey (2022-2023) - 32.1% (631of 1963) certificated/classified staff:<br><br>"I have the necessary equipment/material to be successful." 87.4% agree/strongly agree<br><br>"The students have access to technology they need to support/enhance their learning." 92.7% agree/strongly agree | Participation in RUSD Employee Engagement Survey (2023-2024) - 33.3% (859 of 2577) certificated/classified staff:<br><br>"I have the necessary equipment/material to be successful." 87.9% agree/strongly agree<br><br>"The students have access to technology they need to support/enhance their learning." 95.8% agree/strongly agree | "I have the necessary equipment/material to be successful." 95% agree/strongly agree<br><br>"The students have access to technology they need to support/enhance their learning." Maintain a rate of 95% or higher agree/strongly agree |
| Parent Voice Survey | Participation in annual RUSD LCAP Parent Survey (2020-2021): 2,792 parents/guardians: | Participation in annual RUSD LCAP Parent Survey (2021-2022): 1,195 parents/guardians: | Participation in annual RUSD LCAP Parent Survey (2022-2023): 351 parents/guardians: | Participation in annual RUSD LCAP Parent Survey (2023-2024): 376 parents/guardians: | Participation in annual RUSD LCAP Parent Survey (2020-2021): 5,000 or more parents/guardians |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | "My child has been provided the necessary equipment/materials to be successful." 95.1% agree/strongly agree | "My child has been provided the necessary equipment/materials to be successful." 95.3% agree/strongly agree | "My child has been provided the necessary equipment/materials to be successful." 93.6% agree/strongly agree | "My child has been provided the necessary equipment/materials to be successful." 94.4% agree/strongly agree | "My child has been provided the necessary equipment/materials to be successful." Maintain 90% or higher agree/strongly agree |

## Goal Analysis

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

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

Successes:
Continued maintenance of sites, continued provision of 1:1 devices TK-12, provision of wifi to families in need, students/parents/staff report high level of agreement that they have necessary materials/equipment to be successful. All actions were implemented.

Challenges:
All students who needed a hotspot received one, but as in years past technical difficulties with families managing the device at home at times.

Substantive differences between planned and actual implementation of actions:
Goal 4.1 - Increased expenditures due to the salary increase & off-schedule as well as increased costs of maintenance supplies and services.
Goal 4.2 - Decreased expenditures associated with less hotspots.
Goal 4.3 - Decreased expenditures associated with savings in the purchase of technology 1-1 devices.

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

Material differences in planned and actual implementation of actions:

Goal 4.1 - Facility Maintenance
- Budgeted: $4,723,112
- Actual expenditure: $5,161,023
- Explanation: Increased expenditures due to the salary increase & off-schedule as well as increased costs of maintenance supplies and services.

Goal 4.2 - Infrastructure to support teaching and learning
- Budgeted: $600,680
- Actual expenditure: $144,413
- Explanation: Decreased expenditures associated with less hotspots.

Goal 4.3 - 21st Century Classroom
- Budgeted: $2,904,221
- Actual expenditure: $2,297,239
- Explanation: Decreased expenditures associated with savings in the purchase of technology 1-1 devices.

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

All actions were implemented. The district provides the learning environment needed for student success, with the following outcomes demonstrating the success of actions
in this goal:

- 100% of students in K-12 received an iPad (K-2) or Chromebook (3-12) to support 21st century learning.
- 150 wifi hotspots were checked out to students who needed internet access at home.
- 94.2% of parents agreed/strongly agreed that, "My child has been provided the necessary equipment/materials to be successful" on the spring 2024 parent survey (n=354).
- 92.4% of staff agreed/strongly agreed that, "The students have access to technology they need to support/enhance their learning" on the spring 2024 staff survey (n=738).

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

Actions for 2024-2025 resulting from reflections on prior practice:

- Continue actions included in this goal to support high-quality learning environments.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **5** | Student and Staff Safety and Wellness:<br>School and District plans, educational programs and operational procedures will promote the health, academic and personal support and safety of our students and staff. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Suspension Rate Equity Report, California Dashboard | Overall: GREEN (1.8% suspension rate)<br><br>Socioeconomically Disadvantaged: GREEN (2.2%)<br><br>Foster Youth: YELLOW (4.6%)<br><br>English learners: GREEN (1.7%) | 2021-2022 Percentage of students suspended at least once as of May, 2022 in RUSD Student Information System:<br><br>Overall: 1.8% suspension rate<br><br>Socioeconomically disadvantaged:<br><br>Foster Youth: 9% (10 or 111 students in foster care)<br><br>English learners: 1.8% (58 of 3148 English learners) | 2022-2023 Percentage of students suspended at least once as of May, 2023 in RUSD Student Information System:<br><br>Overall: 1.9% suspension rate<br><br>Socioeconomically disadvantaged:<br><br>Foster Youth: 7.8% (9 of 115 students in foster care)<br><br>English learners: 1.9% (57 of 2992 English learners) | 2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System:<br><br>Overall: 2.1% suspension rate<br><br>Socioeconomically disadvantaged:<br><br>Foster Youth: 9.4% (9 of 96 students in foster care)<br><br>English learners: 3% (90 of 3029 English learners) | Overall: Maintain below 2%<br><br>Socioeconomically Disadvantaged: 2% or below<br><br>Foster Youth: 2% or below<br><br>English learners: Maintain below 2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Chronic Absenteeism Equity Report, California Dashboard | 2019 Outcomes:<br><br>Overall: ORANGE (7.4%)<br><br>Socioeconomically Disadvantaged: ORANGE (8.5%)<br><br>Foster Youth: ORANGE (12.5%)<br><br>English learners: ORANGE (6.4%) | 2021-2022 Percentage of students chronically absent as of May, 2022 in RUSD Student Information System:<br><br>Overall: 23.7%<br><br>Socioeconomically Disadvantaged:<br><br>Foster Youth: 36% (41 of 111 students in foster care)<br><br>English learners: 24% (759 of 3148 English learners) | 2022-2023 Percentage of students chronically absent as of May, 2023 in RUSD Student Information System:<br><br>Overall: 23.6%<br><br>Socioeconomically Disadvantaged:<br><br>Foster Youth: 35.7% (41 of 115 students in foster care)<br><br>English learners: 20.6% (619 of 2992 English learners) | 2023-2024 Percentage of students chronically absent as of May, 2024 in RUSD Student Information System:<br><br>Overall: 19%<br><br>Socioeconomically Disadvantaged:<br><br>Foster Youth: 25% (24 of 96 students in foster care)<br><br>English learners: 15.6% (472 of 3029 English learners) | Overall: 6% or below<br><br>Socioeconomically Disadvantaged: 6% or below<br><br>Foster Youth: 6% or below<br><br>English learners: 6% or below |
| Local Climate Survey - STUDENTS | Students Survey 2019 Outcomes (68% participation, n=5,361):<br><br>I feel safe at school. 81% agree/strongly agree<br><br>Students are accepting of students from different backgrounds and cultures.. 82% agree/strongly agree | Students Survey 2022 Outcomes (60% participation, n=4,398):<br><br>I feel safe at school. 86% agree/strongly agree<br><br>Students are accepting of students from different backgrounds and cultures.. 85% agree/strongly agree | Students Survey 2023 Outcomes (33.5% participation, n=2,437):<br><br>I feel safe at school. 80% agree/strongly agree<br><br>Students are accepting of students from different backgrounds and cultures.. 80% agree/strongly agree | Students Survey 2024 Outcomes (40% participation, n=3232):<br><br>I feel safe at school. 80% agree/strongly agree<br><br>Students are accepting of students from different backgrounds and cultures.. 78% agree/strongly agree | Students Survey 2019 Outcomes (n=5,361):<br><br>I feel safe at school. 90% agree/strongly agree or higher<br><br>Students are accepting of students from different backgrounds and cultures.. 90% agree/strongly agree or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | I have a good relationship with at least one teacher. 89% agree/strongly agree

Teachers at my school make me feel like they really care about me. 77% agree/disagree

I feel respected by the administrators. 80% agree/strongly agree

I feel respected by the teachers. 90% agree/strongly agree

I feel respected by other students. 73% agree/strongly agree | I have a good relationship with at least one teacher. 92% agree/strongly agree

Teachers at my school make me feel like they really care about me. 78% agree/disagree

I feel respected by the administrators. 81% agree/strongly agree

I feel respected by the teachers. 90% agree/strongly agree

I feel respected by other students. 76% agree/strongly agree | I have a good relationship with at least one teacher. 92% agree/strongly agree

Teachers at my school make me feel like they really care about me. 79% agree/disagree

I feel respected by the administrators. 79% agree/strongly agree

I feel respected by the teachers. 90% agree/strongly agree

I feel respected by other students. 72% agree/strongly agree | I have a good relationship with at least one teacher. 91% agree/strongly agree

Teachers at my school make me feel like they really care about me. 84% agree/disagree

I feel respected by the administrators. 83% agree/strongly agree

I feel respected by the teachers. 88% agree/strongly agree

I feel respected by other students. 72% agree/strongly agree | I have a good relationship with at least one teacher. 90% agree/strongly agree or higher

Teachers at my school make me feel like they really care about me. 90% agree/strongly agree or higher

I feel respected by the administrators. 90% agree/strongly agree or higher

I feel respected by the teachers. 90% agree/strongly agree or higher

I feel respected by other students. 90% agree/strongly agree or higher |
| Local Climate Survey - STAFF | Staff Survey 2019 Outcomes (n=846):

I am safe at work. 89.0% agree/strongly agree | Staff Survey 2021 (n=781) and 2022 (n=933) Outcomes:

How would you rate your school's / department's need for support/tools/training | Staff Survey 2023 (n=631) Outcomes:

How would you rate your school's / department's need for support/tools/training in trauma-informed | Staff Survey 2023 (n=859) Outcomes:

How would you rate your school's / department's need for support/tools/training in trauma-informed | Staff Survey 2019 Outcomes (n=846):

I am safe at work. 90% agree/strongly agree or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | I enjoy coming to work. 94.4% agree/strongly agree<br><br>I work in an atmosphere where there is mutual respect among staff. 83.1% agree/strongly agree<br><br>I have opportunities to meaningfully collaborate with my colleagues. 88.6% agree/strongly agree<br><br>My colleagues are responsive to my concerns. 92.3% agree/strongly agree<br><br>There is a cooperative effort among teachers to help students succeed. 95.7% agree/strongly agree | in trauma-informed and social emotional learning practices?<br><br>• We are very strong in this area: 22% (2021), 26% (2022)<br><br>• This is firmly in place, but we could use some additionalsupport/tools/training: 44% (2021), 46% (2022)<br><br>• We need support/tools/training to improve this area at our school: 35% (2021), 28% (2022)<br><br>How would you rate your school's / department's need for support/tools/training in diversity and equity to support student | and social emotional learning practices?<br><br>• We are very strong in this area: 24% (2023)<br><br>• This is firmly in place, but we could use some additional support/tools/training: 46% (2023)<br><br>• We need support/tools/training to improve this area at our school: 30% (2023)<br><br>How would you rate your school's / department's need for support/tools/training in diversity and equity to support student success? | and social emotional learning practices?<br><br>• We are very strong in this area: 28% (2024)<br><br>• This is firmly in place, but we could use some additional support/tools/training: 45% (2024)<br><br>• We need support/tools/training to improve this area at our school: 28% (2024)<br><br>How would you rate your school's / department's need for support/tools/training in diversity and equity to support student success? | I enjoy coming to work. 90% agree/strongly agree or higher<br><br>I work in an atmosphere where there is mutual respect among staff. 90% agree/strongly agree or higher<br><br>I have opportunities to meaningfully collaborate with my colleagues. 90% agree/strongly agree or higher<br><br>My colleagues are responsive to my concerns. 90% agree/strongly agree or higher<br><br>There is a cooperative effort among teachers to help students succeed. 90% agree/strongly agree or higher |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | success?<br><br>• We are very strong in this area: 36% (2021), 44% (2022)<br><br>• This is firmly in place, but we could use some additionalsupport/tools/training: 43% (2021), 37% (2022)<br><br>• We need support/tools/training to improve this area at our school: 20% (2021), 19% (2022) | • We are very strong in this area: 35% (2023)<br><br>• This is firmly in place, but we could use some additional support/tools/training: 44% (2023)<br><br>• We need support/tools/training to improve this area at our school: 21% (2023) | • We are very strong in this area: 35% (2024)<br><br>• This is firmly in place, but we could use some additional support/tools/training: 45% (2024)<br><br>• We need support/tools/training to improve this area at our school: 20% (2024) | |
| Local Climate Survey - PARENTS | Parents Survey 2021 Outcomes (n=2,792, 24% accessed in language other than English):<br><br>I have a trusting and respectful relationship | Parents Survey 2022 Outcomes (n=1,195, 26% accessed in language other than English):<br><br>I have a trusting and respectful relationship | Parents Survey 2023 Outcomes (n=351, 42% accessed in language other than English):<br><br>I have a trusting and respectful relationship | Parents Survey 2024 Outcomes (n=376, 28% accessed in language other than English):<br><br>I have a trusting and respectful relationship | Parents Survey 2021 Outcomes (n=2,792, 24% accessed in language other than English):<br><br>I have a trusting and respectful relationship |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | with school staff (teachers, administrators, office staff, etc.) 94.8% agree/strongly agree

The employees at my child's school treats my child with respect. 96.3% agree/strongly agree

My child's school promotes and celebrates diversity. 95.5% agree/strongly agree

I am able to communicate with staff (e.g. teachers, administrators, office staff, etc.) at my child's school when needed. 95.8% agree/strongly agree

I receive communication from the school or District in a language that I understand. 98.8% agree/strongly agree

I understand how to advocate for my | with school staff (teachers, administrators, office staff, etc.) 93.7% agree/strongly agree

The employees at my child's school treats my child with respect. 94.9% agree/strongly agree

My child's school promotes and celebrates diversity. 96.0% agree/strongly agree

I am able to communicate with staff (e.g. teachers, administrators, office staff, etc.) at my child's school when needed. 96.1% agree/strongly agree

I receive communication from the school or District in a language that I understand. 98.5% agree/strongly agree

I understand how to advocate for my | with school staff (teachers, administrators, office staff, etc.) 91.9% agree/strongly agree

The employees at my child's school treats my child with respect. 92.4% agree/strongly agree

My child's school promotes and celebrates diversity. 92.4% agree/strongly agree

I am able to communicate with staff (e.g. teachers, administrators, office staff, etc.) at my child's school when needed. 94.4% agree/strongly agree

I receive communication from the school or District in a language that I understand. 98.8% agree/strongly agree

I understand how to advocate for my | with school staff (teachers, administrators, office staff, etc.) 92.3% agree/strongly agree

The employees at my child's school treats my child with respect. 95.6% agree/strongly agree

My child's school promotes and celebrates diversity. 94.1% agree/strongly agree

I am able to communicate with staff (e.g. teachers, administrators, office staff, etc.) at my child's school when needed. 95.0% agree/strongly agree

I receive communication from the school or District in a language that I understand. 99.6% agree/strongly agree

I understand how to advocate for my | with school staff (teachers, administrators, office staff, etc.) Maintain 95% agree/strongly agree or higher

The employees at my child's school treats my child with respect. Maintain 95% agree/strongly agree or higher

My child's school promotes and celebrates diversity. Maintain 95% agree/strongly agree or higher

I am able to communicate with staff (e.g. teachers, administrators, office staff, etc.) at my child's school when needed. Maintain 95% agree/strongly agree or higher

I receive communication from the school or District in a language that I understand. Maintain |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | child's needs in school? 93.5% agree/strongly agree | child's needs in school? 93.3% agree/strongly agree | child's needs in school? 91.5% agree/strongly agree | child's needs in school? 91.8% agree/strongly agree | 95% agree/strongly agree or higher<br><br>I understand how to advocate for my child's needs in school? Maintain 95% agree/strongly agree or higher |
| Expulsion Rate | 2020-2021 Overall: 0% (0 total students) | 2021-2022 Overall: 0.0008% (13 total students) | 2022-2023 Overall: 0.0003% (4 total students) | 2023-2024 Overall: .00008% (1 student) | Overall: 0% |
| Average Daily Attendance Rate | 2020-2021 Overall: 97.0% | 2021-2022 Overall: 93.6% (RUSD Student Information System, May 2022) | 2022-2023 Overall: 93.5% (RUSD Student Information System, May 2023) | 2022-2023 Overall: 94.5% (RUSD Student Information System, May 2024) | Overall: 97.0% |

# Goal Analysis

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

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

Successes:
Continued collaboration and professional development staff to support student behavior and mental health including social workers, behavior support TOSAs, behavior support
assistants, and counselors; addition of wellness centers at high schools, addition of turn-around rooms at each school; continued low suspension rate due to strong PBIS program and alternative to suspension opportunities; lowered levels of chronic absenteeism district-wide. All actions were implemented.

Challenges:
Although progress on lowering chronic absenteeism districtwide, similar to trends seen across the state and nation, we continue to demonstrate higher chronic absenteeism than years prior to the pandemic.

Substantive differences between planned and actual implementation of actions:

Goal 5, Action 1 - Additional support for tier 1 behaviors, and professional development on safer and more inclusive learning environments, social-emotional skills development, and multi-tiered systems of support.
Goal 5, Action 4 - Additional funds for staff to conduct crisis intervention on timecard outside of regular working hours.

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.

Material differences in planned and actual implementation of actions:
Goal 5, Action 1- Needed additional support for tier 1 behaviors and PBIS due to the loss of a PBIS TOSA (Allocated $75,252. and spent $144,233) and provided more professional development on restorative practices than planned (Allocated $400,710. and spent $1,231,014.)
Goal 5, Action 4- Needed additional funds for staff to conduct crisis intervention on timecard (Allocated $296,155. and spent $411,134.)

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

All actions were implemented.  Key outcomes for this goal:
Students Survey 2024 Outcomes (39.2% participation, n=3196):
"I feel safe at school." 80% agree/strongly agree
"Students are accepting of students from different backgrounds and cultures." 81% agree/strongly agree
"I have a good relationship with at least one teacher." 87% agree/strongly agree
"Teachers at my school make me feel like they really care about me." 84% agree/disagree
"I feel respected by the administrators." 85% agree/strongly agree
"I feel respected by the teachers." 90% agree/strongly agree

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

Actions for 2024-2025 resulting from reflections on prior practice:
- Maintain staffing to provide behavior / mental health teams supporting sites (e.g. Social Workers, Psychologists, Behavior Support TOSAs, Behavior Support Assistants, Counselors, Coordinator of Counseling Support). (Goal 2)
- Maintain funding for PBIS Tier 1 program which includes the CPI Training, Reframing Behaviors (Goal 1 and 2)
- Maintain funding for overtime for threat assessments (Goal 2)

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

## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| **6** | Leadership: An exemplary school district has strong leadership at all levels of the organization that is committed to providing a world-class educational experience for all students and is dedicated to improving student achievement, as well as promoting collaboration and creativity among students, staff, parents and the community. |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Basics - Teachers (Materials in Goal 1 and Facilities in Goal 4) Equity Report California Dashboard | 99.99% of teachers fully credentialed and appropriately assigned based on Williams Report (2 teachers out of 712 misassigned in 2020-2021) | 100% of teachers fully credentialed and appropriately assigned based on Williams Report | 100% of teachers fully credentialed and appropriately assigned based on Williams Report | 100% of teachers fully credentialed and appropriately assigned based on Williams Report | 100% of teachers fully credentialed and appropriately assigned based on Williams Report |
| Climate Survey Local Indicator California Dashboard | 35.1% (781 of 2,226) staff participated in the administration of the RUSD Employee Engagement Survey in spring 2021 | 45.8% (933 of 2,038) staff participated in the administration of the RUSD Employee Engagement Survey in spring 2022 | 32.1% (631 of 1963) staff participated in the administration of the RUSD Employee Engagement Survey in spring 2023 | 33.3% (859 of 2577) staff participated in the administration of the RUSD Employee Engagement Survey in spring 2024 | 50% or higher staff participated in the administration of the RUSD Employee Engagement Survey |

# Goal Analysis

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

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

Successes:

- Training from California Teachers Association Human Rights Cadre throughout year as opportunity for all certificated and classified staff.
- Training for site leadership through UCLA Equity Leadership Training with each site identifying equity problems of practice to analyze.
- Students participated in input sessions through surveys, focus groups, and collaborative data analysis with site leaders and through LCAP Council representatives.

All actions were implemented.

Challenges:
No substantive differences in planned and actual implementation of actions.

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.

No material differences in planned and actual implementation of actions.

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

All actions were implemented. The actions in this goal focus on developing high-quality staff across the district.
- 100% of teachers in the classroom are highly qualified.
- 859 staff out of 2577 participated in annual employee engagement survey.
- Equity team convened in spring 2024 to reflect on progress of equity, diversity and inclusion training this year and identify common training for all staff next year, including expanded learning pathways for certificated and classified staff.
- 100% of teachers in the classroom are highly qualified.

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

Actions for 2024-2025 resulting from reflections on prior practice:
- Expand focus and training around diversity, equity and inclusion with common training for all staff and opportunities through the 24-25 school year for personal learning pathways. (Goal 2)
- Maintain expanded student voice process in the decision-making process, including surveys, focus groups, and student participation in leadership groups to impact decision-making. (Goal 2)

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

## 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
| --- | --- | --- |
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| **Totals** | $137,331,848.00 | $138,306,013.00 |

| 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) |
| --- | --- | --- | --- | --- | --- |
| <span style="color:red">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.</span> <br><br> <span style="color:red">This table was automatically populated from the 2A02A2B LCAP. Existing content should not be changed, but additional actions/funding can be added.</span> | | | | | |
| 1 | 1.1 | Curriculum and Materials | No | $826,997.00 | $1,144,263 |
| 1 | 1.2 | Professional Development | Yes | $17,504,443.00 | $17,117,569 |
| 1 | 1.3 | Multi-tiered Systems of Support | Yes | $2,930,110.00 | $4,053,929 |
| 1 | 1.4 | Extended Learning Opportunities | Yes | $3,847,932.00 | $4,136,495 |
| 1 | 1.5 | Supporting Core Instruction | Yes | $5,030,793.00 | $5,144,720 |
| 1 | 1.6 | Data and Assessment Support | No | $537,073.00 | $496,379 |
| 1 | 1.7 | Site-based actions | Yes | $5,153,414.00 | $4,869,325 |
| 1 | 1.8 | Enrichment and Beyond the Core Instruction | No | $853,231.00 | $586,963 |
| 1 | 1.9 | Staffing | No | $61,618,448.00 | $61,009,539 |

| 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 | 1.10 | English Language Acquisition Programs | No | $0.00 | |
| 1 | 1.12 | English Language Acquisition Professional Development | Yes | $0.00 | |
| 2A | 2A.1 | 21st Century Teaching and Learning | Yes | $1,182,288.00 | $1,173,682 |
| 2A | 2A.2 | College and Career Curriculum | No | $278,009.00 | $281,639 |
| 2A | 2A.3 | College and Career Programs | Yes | $227,106.00 | $147,523 |
| 2A | 2A.4 | College and Career Support | No | $58,046.00 | $18,101 |
| 2A | 2A.6 | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | Yes | $1,532,535.00 | $1,526,441 |
| 2A | 2A.7 | College and Career Readiness for English learners | Yes | $117,671.00 | $54,671 |
| 2B | 2B.1 | College and Career Readiness for Students with Disabilities | No | $350,000.00 | $118,982 |
| 3 | 3.1 | Parent Education | Yes | $92,782.00 | $66,902 |
| 3 | 3.2 | Translation for Families | Yes | $555,490.00 | $618,539 |
| 3 | 3.3 | Parent Communication | No | $441,250.00 | $433,799 |

| 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 | 3.4 | Community Outreach | No | $205,608.00 | $214,803 |
| 3 | 3.5 | Staff Collaboration | No | $52,175.00 | $52,175 |
| 4 | 4.1 | Facility Maintenance | No | $4,723,112.00 | $5,161,023 |
| 4 | 4.2 | Infrastructure to Support Teaching and Learning | No | $600,680.00 | $144,413 |
| 4 | 4.3 | 21st Century Classroom | Yes | $2,904,221.00 | $2,297,329 |
| 5 | 5.1 | Professional Development and Resources to support Behavior Support and Social Emotional Learning Programs | Yes | $794,842.00 | $1,653,313 |
| 5 | 5.2 | Safety Support | Yes | $1,882,284.00 | $1,870,221 |
| 5 | 5.3 | School Climate Support | Yes | $1,847,410.00 | $1,927,129 |
| 5 | 5.4 | Health Services | Yes | $4,337,021.00 | $4,642,819 |
| 6 | 6.1 | Staff Professional Development with a focus on Diversity, Equity and Inclusion | No | $120,588.00 | $92,025 |
| 6 | 6.2 | High Quality Staff | No | $16,529,289.00 | $17,166,590 |
| 6 | 6.3 | Leadership Professional Development | No | $102,000.00 | $41,435 |

| 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) |
|---|---|---|---|---|---|
| 6 | 6.4 | Collaboration with District and Community Stakeholders | No | $85,000.00 | $33,277 |
| 6 | 6.5 | Celebrating Success | No | $10,000.00 | $10,000 |

## 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated 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) |
|---|---|---|---|---|---|---|
| | | | | | | |
| $43,192,268 | $42,879,641.00 | $43,442,273.00 | ($562,632.00) | 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) |
|---|---|---|---|---|---|---|---|
| <span style="color:red">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.</span><br><br><span style="color:red">This table was automatically populated from the 2A02A2A LCAP. Existing content should not be changed, but additional actions/funding can be added.</span> | | | | | | | |
| 1 | 1.2 | Professional Development | Yes | $16,783,300.00 | $16,238,991 | 0% | 0% |
| 1 | 1.3 | Multi-tiered Systems of Support | Yes | $563,045.00 | $882,079 | 0% | 0% |
| 1 | 1.4 | Extended Learning Opportunities | Yes | $1,830,554.00 | $2,549,434 | 0% | 0% |
| 1 | 1.5 | Supporting Core Instruction | Yes | $5,030,793.00 | $5,144,720 | 0% | 0% |
| 1 | 1.7 | Site-based actions | Yes | $5,153,414.00 | $4,869,325 | 0% | 0% |
| 1 | 1.12 | English Language Acquisition Professional Development | Yes | $0.00 | $0 | 0% | 0% |
| 2A | 2A.1 | 21st Century Teaching and Learning | Yes | $1,112,448.00 | $1,119,026 | 0% | 0% |
| 2A | 2A.3 | College and Career Programs | Yes | $159,060.00 | $107,772 | 0% | 0% |
| 2A | 2A.6 | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | Yes | $1,432,535.00 | $1,506,441 | 0% | 0% |
| 2A | 2A.7 | College and Career Readiness for English learners | Yes | $17,671.00 | $12,671 | 0% | 0% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 3 | 3.1 | Parent Education | Yes | $4,982.00 | $2,482 | 0% | 0% |
| 3 | 3.2 | Translation for Families | Yes | $495,490.00 | $515,233 | 0% | 0% |
| 4 | 4.3 | 21st Century Classroom | Yes | $2,484,221.00 | $2,296,329 | 0% | 0% |
| 5 | 5.1 | Professional Development and Resources to support Behavior Support and Social Emotional Learning Programs | Yes | $294,132.00 | $421,299 | 0% | 0% |
| 5 | 5.2 | Safety Support | Yes | $1,882,284.00 | $1,870,221 | 0% | 0% |
| 5 | 5.3 | School Climate Support | Yes | $1,551,255.00 | $1,515,995 | 0% | 0% |
| 5 | 5.4 | Health Services | Yes | $4,084,457.00 | $4,390,255 | 0% | 0% |

## 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 16. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 17. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 18. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| <span style="color:red">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.</span> | | | | | | | | |
| $132,187,502 | $43,192,268 | 00.17% | 32.845% | $43,442,273.00 | 0.000% | 32.864% | $0.00 | 0.000% |

# *Instructions*

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

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

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

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

**Metric:**

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

**Baseline:**

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

**Year 1 Outcome:**

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

**Year 2 Outcome:**

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

**Year 3 Outcome:**

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

**Desired Outcome for 2023–24:**

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

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

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

## Goal Analysis

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Rowland Unified School District | Julie Mitchell<br>Superintendent | jmitchell@rowlandschools.org<br>626-854-8347 |

# Plan Summary [2024-25]

## General Information

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

ROWLAND UNIFIED SCHOOL DISTRICT
The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. Recognized as a "National League of Innovative Schools District," we have a collective promise that "Each student is valued, supported, engaged, and empowered for the future of their choice." We offer families quality schools with a variety of academic programs and enrichment opportunities in a caring culture that enables students to become global thinkers and leaders. Serving approximately 11,904 students in 20 schools, the district is located in the San Gabriel Valley within the communities of Rowland Heights, La Puente, West Covina, City of Industry, and Walnut. Rowland USD has various grade level configurations (K-6, K-8, 7-8, 9-12) in order to accommodate the needs of the community, including a robust Adult and Community Education Program and a TK-6 Virtual Learning Academy.

Demographics
The Rowland USD serves a diverse TK-12 student population. Currently, 65.9% of the Rowland USD's almost 11,904 students are Hispanic, 21.6% are Asian, 6.2% are Filipino, 2.0% are White, 1.5% are African American, with the rest being Pacific Islander, two or more races, and Other. Approximately 78.9% are socio-economically disadvantaged, 25.4% are English Learner, 12.2% receive special education services. Rowland USD offers a comprehensive academic program at the elementary and secondary level preparing students for college and career, culminating with the prestigious International Baccalaureate program at the high schools, a variety of Career Technical Pathways, as well as many Dual Enrollment and Advanced Placement course offerings.

Award Winning Schools
Our schools have won numerous state and national awards for academic achievement – most recently receiving recognition as 2022: California Model Continuation High School: Santana High School; 2022 Schools to Watch National Model Middle School Redesignation for Alvarado Intermediate; 2021 California Distinguished School - John A. Rowland High School; 2019 California Distinguished School - Killian Elementary; 2017 California Gold Ribbon Schools - John A. Rowland High School and Alvarado Intermediate; and 2018 California Gold Ribbon Schools: Jellick Elementary, Hollingworth Elementary, Shelyn Elementary, Stanley G. Oswalt Academy, Telesis Academy of Science

& Math, Ybarra Academy of Arts & Technology, and Villacorta Elementary. In addition the California Department of Education recognized 17 RUSD schools with the Pivotal Practice Award. recognizing a pivotal practice that was utilized during the 2020-2021 school year when schools were required to offer distance learning due to the Covid-19 pandemic. The categories were Student Engagement, Distribution of Technology, Nutrition Services, Social Emotional Well-Being of Students, and Innovative Learning For All.

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

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

# Reflections: Annual Performance

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

AREAS OF GREATEST SUCCESS:

- Growth in Early Literacy: As a result of focused support for foundational reading skills, 57.4% of students in grades K-2 are at or above the 35th percentile on the Star Early Literacy - Student Growth Percentile. This is an increase of 5.9 points over the last two years. During the 2021-2022 school year, at the heart of the pandemic, 51.5% of students met this benchmark, followed by 55.2% last year. The increase is partly due to the implementation of SIPPS, a foundational reading skills intervention program at all 14 of our elementary sites, along with tier one instruction using programs such as Heggerty and University of Florida Literacy Institute.

- Increased Student Engagement: Chronic absenteeism peaked in RUSD at 24% (May 2022) during the 2021-2022 school year. Following a focused study on the root cause with educational partners, including students, principals and parents, the district implemented strategies to increase attendance and student engagement. As a result, our chronic absenteeism rate has improved by 6.3 points this year to 17.4% (May 2024).

- Increased Math Performance in Elementary: 40.9% of students in grades 1-6 demonstrated meet/exceed on the local assessment STAR Math (Winter 2024), an increase of 8.1 points compared to last year at 32.8% (Winter 2023). The results are due to daily instruction in math, a renewed focus on priority standards across the district, and a focus on mathematics during our expanded learning opportunities in winter, spring and summer for students needing additional academic support.

- Districtwide Communication: The percentage of RUSD staff who agree, "Overall, communication in the district is effective," has increased 9.1 points on the annual Employee Engagement survey over the last four years. Results for the 2024 administration is 79.9% compared to 77.9% (2023), 77.1% (2022) and 70.8% (2021).

- Serving Students and Families: 96.2% of families in RUSD agree, "I am proud to tell others my child is a student in RUSD." 92.2% agree,"I have a trusting and respectful relationship with school staff," and 88.1% of students agreeing, "I feel respected by teachers." The district communicates and collaborates with educational partners in the decision-making process and provides a safe environment for the diverse student population. 98.6% of families report receiving communication from the district in a language they understand, and 90.2% feel they "have opportunities to give and share my thoughts and opinions with the school site." (Survey results from Spring 2024 on RUSD Student, Staff, Parent Voice Surveys)

- 24/7 Academic Support: All students can access academic tutoring through multiple avenues: on-site in-person tutoring after school, virtual tutoring with RUSD high school students and local college students, and a partnership with Paper Company providing 24/7 virtual access to help with homework through text, email, or video conferencing. Over 1067 Elementary and 2,541 secondary students have received assistance in Science, Social Studies, English, Algebra, Geometry and Calculus.

- Family Connect: The goal of Family Connect is to equip parents and family members with the resources, training and support to allow them to share their experiences and have their knowledge viewed as assets to the greater community. Throughout the year the "working" lead group of Family Connect would meet to plan, learn and practice the strategies which would allow them to become the presenters at the Family Connect Conferences. This year three Family Connect Conferences were held during the months of December, April and June. Family Connect is on track to reach more than 400 families with these learning sessions. The April session saw for the first time, a parent who led one session entirely on his own. The attendees all shared only positive feedback and expressed a desire that more of these opportunities should be provided and continue in the coming years. The lead working group members stated that they have found hope in this community and that they have found a voice and no longer feel timid in sharing their experiences.

- Whole Child Support: Robust support to address the social emotional well being of students, including counselors, social workers, BEST TOSAs, Behavior Support Assistants, Psychologists, community liaisons, and wrap-around support services coordinated through the RUSD Family Resource Center. Continuous collaboration between Student Services and Special Education to ensure

students have all of the resources they need. The suspension rate for students overall is 2.2% (May 2024), maintaining the historically low rate of suspension pre-pandemic, reflecting the robust behavior support services provided to students. 79.4% of students agree "I feel safe at school," and 90.9% of students report, "I have a good relationship with at least one teacher," a key indicator of success at school. Over the last three years, the district has developed and implemented a tiered system of support for the behavior and mental health needs of all students, hiring a Coordinator of Counseling Services to oversee the implementation. Roles and responsibilities were communicated to all RUSD staff during a "roadshow" fall 2023 to ensure all staff know who to contact when students need support beyond their scope of ability to address.

- Innovative Learning for All: All students and staff have access to high-quality technology to engage in 21st century teaching and learning, including take-home devices and access to wifi hotspots as needed to ensure 24/7 access to learning for all students. The district maintains the shift to 1:1 allocation of iPads (K-2) and Chromebooks (3-12) and provided 150 wifi hotspots for students during the 2023-2024 school year.

- Music for All: Understanding that music education supports academic success and is a creative outlet for many students, every student starting in first grade receives music education taught by a credentialed music teacher once per week throughout elementary school. Additional weekly lessons are also provided after school at no cost to the family . As students enter middle and high school, they are able to continue their music interests in individualized classes for choir, band, guitar, orchestra, or jazz band. Students have multiple opportunities to perform for the community by showcasing their talent and their learning (example: field trips and music festival throughout the year).

- College Connect: This program addresses access to a four year university to our students at promise, to provide every support needed through the college exploration, application, scholarship and acceptance process. This student population requires specialized and individualized assistance to bring their dreams into reality. The first year it was established, all 24 participants were offered admission into one of their top choice schools. The following year 73 students were accepted. The program continues to grow and students have been awarded prestigious scholarships such as the Gates Millennium, Horatio Alger, Coca Cola and Edison STEM scholarships.

- Career Pathways: We continue to provide a rich CTE pathway program at our comprehensive high schools, including: Arts, Media & Entertainment, Business & Finance, Building & Construction, Engineering & Architecture, Education & Child Development, Health Science & Medical Technology, Hospitality, Information & Communication Technologies including Cyber Security, Marketing, Public Services, and Transportation. All CTE courses are UC/CSU approved. Students complete a CTE course sequence in their respective industry sector and pathway. At the Middle School level, the Paxton/Patterson College and Career Labs are utilized at Alvarado and Giano, and will launch at remaining 7-8 schools (Ybarra, Telesis, and Oswalt) in Fall 2024. The 18 modules in these labs, which average a few weeks per module, prepare students for Career Pathways at the feeder high schools.

- College Readiness: RUSD has continued its partnership with Mt. SAC to offer Dual Enrollment Courses for our high school students. The criteria in course selection was that it be of high interest to students, be transferable to a four year university, and fulfill a general education college course requirement. RUSD also has an agreement with three universities for guaranteed acceptance for

all seniors who meet admissions requirements: Azusa Pacific University, University of La Verne, and Canyon University. The percentage of students with disabilities who graduated increased from 66.3% (2019) to 92.6% (2023).

AREAS OF GREATEST NEED:

2023 Dashboard Data:

- Chronic Absenteeism: Foster Youth and White Students districtwide, Hispanic and Students with Disabilities at Alvarado Intermediate School, Students with Disabilities at Blandford Elementary, Overall / English learners / Students with Disabilities / Hispanic and Socioeconomically Disadvantaged at Giano Intermediate, Homeless at Killian Elementary, All students / ELL / Hispanic / Homeless / SED at Rorimer Elementary, Homeless at Telesis Academy, Hispanic / Homeless at Ybarra Academy, All students / Hispanic / Homeless / SED / Students with disabilities at Yorbita; MR at Oswalt Academy.

- Suspension: Pacific Islander districtwide, Students with disabilities at Alvarado Intermediate, Students with disabilities at Giano Intermediate, English learners / Hispanic / SED at Santana High School.

- Graduation Rate - Hispanic students at Santana High School

- College and Career: Students with disabilities districtwide, Students with disabilities at Rowland High School, Students with disabilities at Nogales High School, All students / Hispanic / SED at Santana High School.

- English language arts: Foster and Students with disabilities districtwide, English learners / Hispanic / Students with disabilities at Alvarado Intermediate, Students with disabilities at Giano Intermediate, Students with disabilities at Hollingworth, Students with disabilities at Jellick, Students with disabilities at Killian Elementary, Students with disabilities and English learners at Nogales High School, Students with disabilities and English learners at Northam Elementary, All students / English learners / Hispanic / Homeless / SED at Rowland Elementary, All students / Hispanic / SED at Santana High School, Students with disabilities at Shelyn Elementary, All students / Students with disabilities / English learners / Hispanic / Homeless / SED at Villacorta Elementary, Students with disabilities at Ybarra Academy, All students / English learners / Hispanic / SED at Yorbita Elementary

- Mathematics: Foster and Students with disabilities districtwide, Students with disabilities and Hispanic at Alvarado Intermediate, Students with disabilities at Jellick Elementary, All students / Students with disabilities / English learners / SED at Nogales High School, Students with disabilities and English learners at Northam Elementary, All students / English learners / Hispanic / Homeless / SED at Rowland Elementary, All students / Hispanic / SED at Santana High School, Students with disabilities at Shelyn Elementary, English learners / Homeless at Villacorta, Students with disabilities at Ybarra Academy, All students / Students with disabilities / English learners / Hispanic / Homeless / SED at Yorbita Elementary

Chronic Absenteeism Local Data Update:
- Local Data: Overall 17.7% in May 2024 (Black/African American 26.9%; Hispanic/Latinx 23.0%; Asian 3.9%; Foster Youth 26.0%; English learner 14.4%; Homeless 20.1%; Students with disabilities 26.1%), Decrease of 6.4% overall compared to May 2023.

- Although we show improvement of 6.4 points year over year, the rate of students who missed 10% or more of total days enrolled (chronically absent) continues to remain high, reflecting the state and nationwide trend. Our analysis of the data shows the most frequent absence codes used are "I" - illness, "U" - unexcused, and "X" - verified medical. During a root cause analysis with site leadership, the following causes explain key reasons for student absenteeism this year: (1) illness, (2) mental health needs, (3) resumption of travel, (4) access to virtual learning. The impact on Latinx/Hispanic and Black/African American students is disproportionately higher than the overall average, and significantly higher than Asian students. Foster Youth also had a much higher rate than non-Foster Youth. The district and schools continue to support positive student attendance through the reengagement plan with systematic strategies implemented at three levels of need, including initial phone calls, one on one meetings with parents, home visits, and ongoing communication both electronic and letters. Support is personalized to each family and student to assist our continued focus on positive communication between school and home. Schools use creative ways to promote positive attendance through incentives and celebrations. School Attendance Review Teams (SART) at each site meets as needed to discuss attendance issues for targeted student. The teams consist of a parent, administrator, teacher, school psychologist, nurse or other adults that supports the student. Families needing further support are referred to a district-wide School Attendance Review Board (SARB).

Suspension Local Data Update:
- Overall 2.2% in May 2024, a continued low overall suspension rate compared to 1.9% in May 2023. (Hispanic/Latinx 2.8%; Black/African American 2.7%; Asian 0.7%; Foster Youth 9.4%; English learner 3.0%; Homeless 3.5%; Students with disabilities 2.6%)
- While the overall rate is low, the disaggregated data from this year shows Hispanic/Latinx and Black/African American students are about 4x as likely to be suspended as their Asian student peers. Foster Youth are also disproportionately more likely to be suspended when compared to students not in foster care, with 9.4% of foster youth being suspended at least once during the 2023-2024 school year compared to 2.0% of students not in foster care. Addressing suspension, the district-wide Positive Behavior and Intervention Support is a systematic behavior support program to provide consistent expectations across the school. These expectations are shared and practiced with all students at the beginning of each year. The Rowland Unified School district maintains a strong focus on social emotional learning to ensure that all students have the support they need to be successful. Each site is assigned a Behavioral and Educational Strategies Team (BEST) Coach and Behavior Support Assistant (BSA).

Students with disabilities:

Special Education Local Data Update:
- The most recent data from Fall 2023 showed a risk ratio of 3.46 for Hispanic students under the Specific Learning Disability eligibility. The College and Career Indicator for Students with Disabilities (SWDs) is in the very low range at 6.7%. Academic achievement in ELA is 100.4 points below the standard, and Math achievement is 126.6 points below the standard.
- During the 2023-2024 school year, the district continued addressing the disproportionate representation of Hispanic/Latinx students in special education under the Specific Learning Disability eligibility. Targeted coaching for school teams relating to the pre-referral process, assessment, and eligibility has been implemented and is ongoing. All site administrators and instructional coaches engaged in Universal Design for Learning (UDL) training, preparing for districtwide exploration with teachers in 2024-2025. The district remains committed to inclusivity and equity and affirming the rightful presence of SWDs in the general education environment. Professional development for special education and general education staff to enhance evidence-based instructional

practices in the least restrictive environment will continue to be a priority. By integrating academic support within the general education setting and providing targeted professional learning, the district aims to create a more inclusive and supportive learning environment, improving academic outcomes and college and career prospects for all students, particularly those with disabilities. The Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) intervention program was extended to additional schools, with all but four elementary and K-8 schools providing access to this targeted intervention. Elementary schools have also introduced the Orton-Gillingham approach for foundational skills in primary grades for SWDs. In Mathematics, the district has adopted a multi-tiered system of support (MTSS) and piloted a research-based CRA (Concrete-Representational-Abstract) instruction model and curriculum focused on supporting students with math difficulties. The district implemented strategic initiatives to address continuing needs in college and career indicators for SWDs. High school students engaged in comprehensive college and career exploration activities, including paid work experiences. The Golden Bell award-winning College Connect program and Career Vocational Assistants (CVAs) supported SWDs through academic counseling, college campus visits, resume writing workshops, job application assistance, and FAFSA support. Over 80% of the class of 2023 completed coursework aimed at enhancing college and career readiness, and over 20% participated in paid workplace learning experiences. Providing access to college-credit courses is the next focus area for improving outcomes for SWDs.

English learners Local Data Update:
- Graduation Rate: 75.6% (2023) compared to 89.2% overall
- College and Career Readiness: 6.4% completed AP requirement, 13.3% completed CTE pathway, 13.3% completed A-G requirements, 6.9% completed college courses
- RUSD has focused on several initiatives for English Learners to improve academic achievement. Elementary teachers piloted three programs for At-risk English Learners and Long Term English Learners (LTEL) along with receiving specialized training. Our District Instructional Coach provides training in Integrated and Designated English Language Development, Long Term English Learner strategies, and lesson design district-wide. In addition, to modeling coaching teachers in the classroom and meeting with teachers to design lessons. One of our initiatives Achievement Made Possible (AMP) K-12 teachers work together to research best practices for English Learners and explore how digital tools can enhance how they support the 4Cs in their classroom. Long Term English Learners use iLIT a blended learning curriculum is used in some elementary classrooms to prevent Long Term English Learners. The number of Newcomer students has increased at the secondary level and we have focused on increasing emotional support services from counselors. A counselor at the secondary level has provided additional contacts for students and links our families to outside resources. Some additional supports include hiring additional tutors, providing differentiated training.The district has provided several extended opportunities before, after-school, and summer school. AVID Excel is provided at Alvarado and Giano Intermediate Schools to prepare students for college.

Foster youth Local Data Update:
- Suspension rate: 9.4% (May 2024) compared to 2.0% of students not in foster care.
- The district employs a Director of Community Outreach who oversees foster youth and homeless services at the Family Resource Center. Community liaisons attend to case management needs of foster youth at particular school sites. Case management meetings review student needs, keep staff updated on the current list of foster students, and monitor escalating behavior, attendance issues, and academic deficits. Students are placed in three tiers to focus case management on students most in need, students at risk, and students who are not displaying warning signs of high risk. These designations have check-ins to monitor

outcomes. For students displaying the highest need, a partnership with DCFS provides on-site support designed to improve student outcomes. Students are provided various enrichment opportunities. Families are provided additional support to benefit the student. Foster students receive supplies needed to support learning, including devices and hotspots. Resources are provided to counselors, assistant principals, and registrars at all district high schools. Services are coordinated, whenever feasible, to keep foster students in their school of origin when there is a change in placement. Best Interest Determination meetings are held as soon as possible to support the Foster Youth's desire to remain in their school of origin should they choose to do so. A District Social Worker supports the ongoing needs of foster students. Foster Youth who desire to attend a four year college/university are provided individualized support, knowledge and resources in order to make it a reality.

# Reflections: Technical Assistance

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

Actions developed and implemented for Differentiated Assistance, addressing the needs of students with disabilities in the areas of English language arts, Mathematics, and College and Career Readiness are:

College & Career Indicator and CTE Pathway:
- College Connect - support for college applications and financial aid
- College Workshops - targeted for families of students with disabilities

Inclusive Academic Instruction:
- Tier 1 Evidence- based practice including UDL professional development
- Tier 2 Intervention Cycles - focus on early literacy intervention using the SIPPS program

SEL and Mental Health
- Screener / Curriculum - pilot team during the 2023-2024 school year reviewing Wayfinder and Rennaissance
- Student voice and sense of belonging - Expanded structure of student input including student focus groups, collaborative data analysis, and surveys

The district meets with the Differentiated Assistance support from the Los Angeles County Office of Education, and attended the fall 2023 conference on continuous improvement to support the identification of key strategies to address outcomes aligned to our differentiated assistance criteria.

# 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.

Santana Continuation School (CSI Low Performing)
Yorbita Elementary (CSI Low Performing)

## *Support for Identified Schools*

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

Every Student Succeeds Act (ESSA) Comprehensive Support Improvement (CSI) status planning, and support included conducting a comprehensive needs assessment, engaging educational partners in planning, selecting/implementing evidence-based interventions, and identifying resource inequities. Rowland Unified has incorporated the CSI planning requirements into the online School Plan for Student Achievement (SPSA) to address student needs and improve outcomes. A districtwide SPSA training was provided to support schools in meeting required Comprehensive support Improvement plan components and ongoing guidance and support to schools. In addition, the District's CSI-related questions/template was approved by California Department of Education (CDE) staff in March 2024.

The SPSA template includes questions to address the requirement that CSI schools complete a comprehensive needs assessment. Schools meticulously analyzed various data, including the state indicators on the California School Dashboard. This ensured a robust alignment of the plan to the data on the California School Dashboard,
During the SPSA process, schools review resource inequities and provided a description of the actionable inequities identified, the inequities that will be prioritized at the school site, and the strategies to address the inequities. Evidence-Based Interventions were used to improve outcomes for all students.

School Site Leadership Teams from schools identified for (CSI) at Santana and Yorbita met with support from Educational Services, and engaged in a continuous improvement process addressing their focus area - Santana High School, Literacy and Mathematics at Northam Elementary, Literacy.

Santana High School:
- GOAL: Santana High School students will improve their literacy and mathematical skills
- CURRENT OUTCOMES: ELA declined by 67.3 and Math decreased by 48.8 points (2023); SHS was awarded California Model Continuation High School for their success.
- 2023-2024 SUPPORT: Site Leadership Teams met with Educational Services staff several times in the 2023-24 school year.
- KEY ACTIONS: attendance task force (Rumberger, et al, 2017), credit recovery programs including an interventionist working with students during the day through pull out using a referral process to support them in meeting course expectations that lead them to passing courses and earning credits toward graduation, individual learning plans including additional time in summer for counselors

to work with and connect with students and families (Rumberger, et al, 2017), parent/community outreach, articulation with comprehensive high schools (Rumberger, et al, 2017), support social emotional learning to impact success and participation in school, provide instructional support through small group instruction and provide an impact teacher, who works in providing ELA and ELD support to support literacy and students' ability to access core instruction (Slavin 2006), professional development and instructional coaching to support teachers' pedagogical practices to enhance engagement and success for students in class, including the California ContinuationEducation Association (CCEA) Conference, as well as others (Kraft, Blazar, and Hogan, 2018).

Yorbita Elementary School:
- GOAL: Students at Yorbita Elementary School will be engaged readers with a variety of genres.
- CURRENT OUTCOMES: Smarter Balanced Summative Assessments declined 9.5 In ELA and 3.4 in Mathematics
- 2023-2024 SUPPORT: Site Leadership Teams met with Educational Services in spring 2024.
- KEY ACTIONS for the 2024-2025 Academic Year: support student goal setting (Hamilton, et al, 2009), provide incentives/awards, establish schoolwide academic tier 2 and 3 intervention, provide professional development through learning labs/lesson study (Kraft,Blazar, and Hogan, 2018), provide facilitated staff collaboration, engage in monthly data talks (Hamilton, et al, 2009), implement common formative assessments to monitor progress (Hamilton, et al, 2009), provide decodable texts for K-3 classrooms (Foorman et al., 2016), provide instructional support through small group instruction (Clearninghouse, 2009), professional development and instructional coaching (Kraft, Blazar, and Hogan, 2018). This cycle of continuous improvement has been successful in supporting student success. During the upcoming 2023-2024 school year, we will expand this process to include site leaders from all twenty schools, including the 12 sites newly identified for ATSI for chronic absenteeism. The intention is to build capacity at all schools to effectively use the tools of continuous improvement (e.g. root cause analysis,
theories of action, progress monitoring) regardless of CSI and ATSI status.

References documenting evidence-based practices:
Blazar, and Hogan, (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence.Clearinghouse, W. W. (2009). Assisting students struggling with reading: Response to intervention (RtI) and multi-tier intervention in the primary grades. Washington, DC: The Institute of Education Sciences (IES).

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., & Wissel, S. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Educator's Practice Guide. NCEE 2016-4008. What Works Clearinghouse.

Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., & Wayman, J. C. (2009). Using Student Achievement Data toSupport Instructional Decision Making. IES Practice Guide. NCEE 2009-4067. National Center for Education Evaluation and Regional Assistance.

Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., & Tuttle, C. (2017). Preventing dropout in secondary schools.National Center for Educational Evaluation and Regional Assistance, 1-97.

## *Monitoring and Evaluating Effectiveness*

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

The school site teams will receive ongoing support from Educational Services during the 2024-2025 school year. District staff will meet with the leadership teams quarterly to: (1) review progress monitoring data on multiple measures aligned with the actions, (2) reflect on progress and identify any immediate modifications needed, and (3) provide resources and support to ensure successful implementation. The Yorbita Elementary and Santana High School teams will meet with Educational Services on the following dates: August TBD, October TBD, JanuaryTBD, April TBD. The following measures will be included in the ongoing evaluation of the Yorbita Elementary plan to increase literacy: Percentage of students at/above grade level on STAR Reading, percentage of students at/above proficiency on SBAC ELA, percentage of students making progress on common formative assessments, percentage of students making progress on individual learning goals.

The following measures will be included in the ongoing evaluation of the Santana High School plan to literacy and math skills: Percentage of stupercentage of students credit deficient, participation rates in credit recovery completion rates of individual learning plans. Yorbita Low Performing- funds will support students in ELA and Math standards. A root cause analysis determined that students needed intensive in-school ELA /Math support. Funds will be used to provide staff literacy development, CGI Math, lab days, and additional staff to support Tier II instruction. The student's schedule will include flex time for students during the school day. PLCs will meet to discuss student outcomes and re-teaching practices. Santana Low Performing- A root cause analysis determined that funds will support students with mentoring, organizational skills, and individualized support to meet rigorous standards. Staff will receive professional development in teaching and learning, explicitly emphasizing At Promise Students. Retired teachers will provide academic support during flex time. Impact teachers will help students in core classes using evidence-based practices. All actions are evidence-based in the SPSA and aligned with the district's LCAP goals.

# Engaging Educational Partners

| Educational Partner(s) | Process for Engagement |
|---|---|
| Students in Grades 4-12 | Districtwide survey (February 5-16, 2024): Survey administered to all students in grades 4-12, with a 2024 participation rate of 40.8% (3,232 students out of 7,918 total students in grades 4-12). This provides +/- 2% margin of error at 99% confidence. Items were developed over a three year period in 2015-2018 following districtwide focus groups, drawn from some existing items (e.g. Measures for Effective Teaching) and locally developed to align with district goals. The survey was distributed through email with a unique survey link for each student, allowing the district to disaggregate results by demographics, grade level, and school site.<br><br>Collaborative data analysis (February 21, 2024): Site Principals identified four student leaders to attend a monthly Principal meeting on February 21, 2024 from 1pm-3pm at Nogales High School. Each site team of students reviewed the student survey data with their Principal and identified key findings in the following areas: What should we continue at our school? What should we start at our school? What should we stop doing / what is a barrier to success at our school? Then site teams collaboratively wrote follow-up questions for Principals to use back at the sites during additional focus groups. All 20 school sites in the room, with students and Principals from each site, used the platform " Thought Exchange" to vote on the best questions that students wanted to ask their peers back at their sites. These questions were then provided to Principals to conduct follow-up focus groups. |

Site-based focus groups (February 22 - April 17, 2024): Stratified random sample of students selected by the central office and provided to sites to conduct focus groups, with proportional representation of English learners, Foster Youth, students receiving Special Education services, gender, and race/ethnicity. Sites then added 2 students to the group from their student leadership teams. Questions included the items written by students at the February 21, 2024 initial review of survey data with Principals. Additional questions were added that aligned to the goals and actions of our current LCAP. Results were summarized by site leadership and shared at a monthly Principal meeting on April 17, 2024 with key actions identified for next year. Common themes across sites were identified and inform the 2024-2025 LCAP.

Targeted focus groups for English learners in primary language (February 22 - April 17, 2024): District staff conducted focus groups in Spanish and Mandarin with English learners randomly sampled from grades 7-12 across the district. Questions included the items identified by the students on February 17 and were summarized by district staff who conducted the focus groups.

Targeted focus groups for students receiving Special Education services (February 22 - April 17, 2024): District staff conducted focus groups with students receiving Special Education services in grades 7-12 from across the district. Questions included the items identified by the students on February 17 and were summarized by district staff who conducted the focus groups. Results were shared at a monthly Principal meeting on April 17, 2024 with key actions identified for next year.

Leadership role in RUSD LCAP Council (May 8 and 21, 2024) : Students from leadership councils at the three high schools (Rowland High School, Nogales High School, and Santana High School) and students from leadership teams in grades 7 and 8 joined representatives from parents, teachers, administrators, and district staff, to review the final summary of input from educational partners and collaboratively prioritize focus for the 2024-2025. There are 15 members total on the LCAP, with 7 of those positions held by

| | students. This is a significant increase compared to prior years when only 2 student representatives participated on the council. Meetings were held on May 8 and 21, 2024 from 6-8pm. Live translation was provided as needed. |
|---|---|
| Parent Advisory Council: Superintendent's Parent Council | Review progress on current goals, collect feedback, and review summary of parent input for 2024-2025 LCAP(February 28 and May 15 at the board room from 9am-10am). In-person translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. |
| District English Learner Advisory Council | Review progress on current goals, collect feedback, and review summary of parent input for 2024-2025 LCAP (February 29 and May 2 at the board room from 9am-10am). In-person translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. |
| Parents, Guardians, Community Members | Parent / Guardian / Community Survey (February 5-16, 2024): 479 total participants in the survey, with 376 identifying as parent/guardian. 271 parents completed the survey in English, 55 in Spanish, and 48 in Mandarin.<br><br>Collect feedback on current progress and input for 2024-2025 LCAP (March 11 at Rowland High School from 6-8pm, March 18 at Nogales High School from 6-8pm, and March 19 on ZOOM from 6-8pm). Live translators provided along with translated copies of all documents used in the input meeting. Small group input sessions facilitated by district administrators with input from each participant entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. |

| Association of Rowland Educators and Certificated Employees | Employee Engagement Survey (February 5-16, 2024): 820 total participants in the Employee Engagement survey with 491 identifying as Teacher/Nurse/Counselor. This survey was administered to all teachers.<br><br>Collect feedback on current progress and input for 2024-2025 LCAP (April 26 from 4-6pm in the board room). Input from the ARE team was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. |
| --- | --- |
| California School Employees Association and Classified Employees | Employee Engagement Survey (February 5-16, 2024): 820 total participants in the Employee Engagement survey with 282 identifying as Classified Staff.<br><br>Collect feedback on current progress and input for 2024-2025 LCAP (April 22 from 4-6pm in the board room). Input from the CSEA team was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. |
| Association of Rowland Administrators and District Leadership Team and Certificated / Classified Management | Employee Engagement Survey (February 5-16, 2024): 820 total participants in the Employee Engagement survey with 47 identifying as Administrator/Management. This survey was administered to all site and district management positions, including Principals, Assistant Principals, Directors, Coordinators, and classified Management.<br><br>Collect feedback on current progress and input for 2024-2025 LCAP (March 20 from 3-5 pm at Nogales High School). Input from ARA / DLT was entered into a shared Google Sheet. Once all district input sessions were facilitated and entered into the master spreadsheet, the feedback was categorized into themes common across all groups. |
| RUSD LCAP Council | RUSD LCAP Council (May 8 and 21, 2024): Representatives from each educational partner group convened to prioritize recommendations to the board for the 2024-2025 LCAP. The first meeting focused on grounding the team in the student voice feedback data, along with a summary of the key themes from the educational |

| | partner groups. The second meeting focused on collaboratively identifying areas to prioritize for the 2024-2025 school year. The group consisted of 15 students, parents and staff, with the majority of participants being students (7 total). |
| --- | --- |
| Santana High School and Rowland Virtual Learning Academy | The leadership from both Santana High School and Rowland Virtual Academy participated in the educational partner feedback meeting on March 20 from 3-5pm at Nogales High School. Throughout the 2023-2024 school year the Educational Services team met with leadership. All teachers at Santana High School and Rowland Virtual Learning Academy were included in the annual employee engagement survey, and all students in grades 4-12 at these sites were included in the 2024 Student Voice Survey. |

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

Key recommendations based on input from educational partners for 2024-2025 include:

Goal 1: Strong Start
- Provide professional development for staff on evidence-based practices including Science of Reading and Classroom Behavior Support to support early learners' achievement in literacy, early numeracy and social-emotional learning.
- Maintain rigorous enrichment opportunities for students TK-3.
- Maintain academic intervention structures and resources to meet needs of early learning needs.

Goal 2: Inclusivity, Safety and Support for All
- Maintain staffing to provide behavior / mental health teams supporting sites (e.g. Social Workers, Psychologists, Behavior Support TOSAs, Behavior Support Assistants, Counselors, Coordinator of Counseling Support).
- Provide training around diversity, equity and inclusion for all staff, with options for additional personalized pathways of learning.
- Maintain professional development for RUSD staff on multi-tiered systems of support.

Goal 3: Student Agency, Advocacy & Empowerment
- Maintain parent training on social-emotional strategies, academic support strategies, and behavior management strategies.
- Maintain structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly board reports and student advisory council of students grades 5-12.

Goal 4: Equitable Access to Academic Success
- Maintain tutoring for all students with focus on in-person tutoring at their school site, continuing communication with families on availability of services and how to access.
- Maintain staffing to accelerate learning in mathematics and literacy, including instructional coaches and intervention teachers in the core areas of literacy and mathematics.

Goal 5: Future Ready
- Maintain college and career readiness for all students, including specialized populations (e.g. English learners, foster youth, students with disabilities) including application support, field trips, AVID, targeted tutoring.
- Maintain 1:1 device access for students with option for students to access hotspot for 24/7 wifi.
- Maintain expanded learning options focused on preparing students for college and career.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 3rd Grade Smarter Balanced Summative Assessment English Language Arts (ELA)<br><br>Distance from Standard (DFS)<br><br>Includes results from both Smarter Balanced | 2023 Outcomes Grade 3 English Language Arts Distance from Standard (DFS)<br><br>Overall DFS -20<br><br>Socio-Economically Disadvantaged: DFS -32 | | | Overall DFS -5<br><br>Socio-Economically Disadvantaged: DFS -11<br><br>English Learners: DFS -40<br><br>Students with Disabilities: | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ELA Summative Assessment and CA Alternate Assessment (CAA) in Grade 3 | English Learners: DFS - 70<br><br>Students with Disabilities:<br>DFS -92 | | | DFS -62 | |
| 1.2 | STAR Literacy Assessments<br><br>Percent of students who scored at or above typical growth (35th percentile) from Fall to Winter on the Star Early Literacy (K-1) or Star Reading (2-3) Assessments<br><br>Percent of students in grades K-3 at each Literacy Classification level on the Star Early Literacy (K-1) or Star Reading (2-3) Assessment | 2024<br>56% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading<br><br>Literacy Classfication (K)<br>60% Emergent Readers<br>27% Transtional Readers<br>13% Probable Readers<br><br>Literacy Classfication (1st)<br>23% Emergent Readers<br>40% Transtional Readers<br>37% Probable Readers<br><br>Literacy Classfication (2nd)<br>21% Emergent Readers<br>13% Transtional Readers<br>67% Probable Readers<br><br>Literacy Classfication (3rd) | | | 70% of students in K-3 scored at or above typical growth (35th percentile)<br><br>Literacy Classification level on the Star Early Literacy (K-1) or Star Reading (2-3) Assessment<br><br>Literacy Classfication (K)<br>40% Transtional Readers<br>20% Probable Readers<br><br>Literacy Classfication (1st)<br>30% Transtional Readers<br>60% Probable Readers<br><br>Literacy Classfication (2nd)<br>20% Transtional Readers | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 13% Emergent Readers<br>10% Transtional Readers<br>77% Probable Readers | | | 80% Probable Readers<br><br>Literacy Classfication (3rd)<br>10% Transtional Readers<br>90% Probable Readers | |
| 1.3 | CA School Dashboard Mathematics Academic Indicator<br><br>Distance from Standard (DFS)<br><br>Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grade 3 | 2023 Outcomes<br>Grade 3 Mathematics Distance from Standard (DFS)<br><br>Overall DFS -14<br><br>Socio-Economically Disadvantaged: DFS -26<br><br>English Learners: DFS -47<br><br>Students with Disabilities:<br>DFS -88 | | | Overall DFS +1<br><br>Socio-Economically Disadvantaged: DFS -5<br><br>English Learners: DFS -26<br><br>Students with Disabilities: DFS -67 | |
| 1.4 | STAR Math Assessment<br><br>Percent of students in grades 1-3 who scored at or above typical growth (35th percentile) from Fall to Winter on the Star Math Assessment | 2024<br>55% of students in grades 1-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Math<br><br>68% of students in grades 1-3 scored at or above benchmark on | | | 70% of students in 1-3 scored at or above typical growth (35th percentile)<br><br>75% of students in grades 1-3 score at or above benchmark on the | |

| | Percent of students in grades 1-3 at or above benchmark on the Star Math Assessment | the Star Math Assessment | | | Star Math Assessment | |
|---|---|---|---|---|---|---|
| 1.5 | Attendance Rates

Attendance rates for students in grades TK-3 | 2024
Average daily attendance for TK-3: 93.6% | | | Average daily attendance for TK-3: 97% | |
| 1.6 | Chronic Absenteeism Rate

Percent of students in grades TK-3 who are Chronically Absent | 2024
TK-3 Chronic Absenteeism Rate: 21.4% | | | Overall 8% or below | |

# Goal Analysis

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Curriculum and Materials | Provide curriculum and materials to support teaching and learning TK-3:<br>• Provide standards-aligned materials in TK-3<br>• Provide supplemental materials for intervention and enrichment<br>• Provide site-based library materials | $85,000.00 | No |
| 1.2 | Responsive and Aligned Professional Development | Provide early learning professional development for all certificated and classified staff to close the achievement gap for English Language Learners, foster youth, and low-income students in TK-3:<br>• Provide training for teachers on evidence-based instructional practices, including the Science of Reading and Classroom Behavior Support (e.g. trauma informed, classroom culture, reframing behaviors), to support early learners' achievement in literacy, numeracy, and SEL.<br>• Provide district staff, program specialists and instructional coaches that support academic achievement, interventions, and fidelity of implementation in the classroom | $1,413,717.00 | Yes |
| 1.3 | Aligned, Evidence-Based Instructional Systems | Support a multi-tiered systems of support approach to meet the early learning needs of English Language Learners, foster youth, and low-income students in TK-3:<br>• Culturally responsive, standards-aligned, viable curriculum using the Universal Design for Learning (UDL) Framework for early literacy, numeracy, and SEL<br>• Provide annual benchmarks in the area of literacy, math, and SEL | $25,084.00 | Yes |

| | | • Provide site-based allocations for school to implement strategies that fit the needs and context of their site, including additional staff to support intervention | | |
|---|---|---|---|---|
| **1.4** | Extended Learning Opportunities | Provide extended learning opportunities for unduplicated students in TK-3:<br>• Provide learning opportunities TK-3 during summer/winter/spring intersession<br>• Provide extended day learning opportunities for students in TK-3 | $249,040.00 | Yes |
| **1.5** | Equitable & Inclusive Classrooms | Provide support to assist students in attainment of TK-3 grade-level standards:<br>• Provide district staff and professional development in classroom culture, restorative justice and trauma-informed practices that engage students and create inclusive communities in the classroom and school<br>• Reduce class sized beyond the required minimum in grades TK-3<br>• Provide district staff and professional development in English language development | $4,194,970.00 | Yes |
| **1.6** | Comprehensive and Inclusive Support for Students with Disabilities<br><br>(To address requirements for Differentiated Assistance) | Provide targeted support and resources for students with disabilities in TK-3 to improve academic achievement and prepare them for long-term success:<br>• Provide specialized supplemental materials for intervention and enrichment that address the unique learning needs of students with disabilities<br>• Offer professional development for all certificated and classified staff on evidence-based instructional practices, including systematic, structured reading, classroom behavior support, and strategies for differentiating instruction and providing accommodations for students with disabilities | $235,700.00 | No |

| | | | | | |
|---|---|---|---|---|---|
| | | <ul><li>Allocate special education staff, such as education specialists and paraprofessionals, to provide targeted interventions and support in the classroom</li><li>Utilize data-driven decision-making to identify and monitor the progress of students with disabilities and provide targeted interventions based on individual needs</li><li>Provide extended learning opportunities, such as summer/winter/spring intersession programs and after-school tutoring, that are specifically designed to address the learning gaps and build foundational skills for students with disabilities</li><li>Ensure service providers have the knowledge and expertise by providing professional development focusing on creating Individualized Education Programs (IEPs) aligned with grade-level standards that include appropriate goals, accommodations, modifications, and supports to enable students with disabilities to access the curriculum and make progress</li><li>Engage families of students with disabilities in the educational process through regular communication, training, and support to help them understand their child's learning needs and how to advocate for their success</li></ul> | | | |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Student Perception of School Safety and Connectedness:<br><br>RUSD Student Voice Survey | 2024 RUSD Student Voice Survey:<br>(40% participation, n=3232)<br><br>Percent of students who agree/strongly agree:<br><br>"I feel respected by other students." 72% | | | Student Voice Survey<br>50% participation<br><br>Percent of students who agree/strongly agree:<br><br>"I feel respected by other students." 80% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | "I feel respected by teachers" 88%<br><br>"I feel safe at school." 80%<br><br>"I am aware of resources available to me on campus for academic support." 87%<br><br>"Students are accepting of students from different backgrounds and cultures." 77%<br><br>"I am aware of resources available to me on campus for mental health support." 86%<br><br>"My school is clean." 72% | | | "I feel respected by teachers" 90%<br><br>"I feel safe at school." 85%<br><br>"I am aware of resources available to me on campus for academic support." 90%<br><br>"Students are accepting of students from different backgrounds and cultures." 90%<br><br>"I am aware of resources available to me on campus for mental health support." 90%<br><br>"My school is clean." 80% | |
| 2.2 | Employee Perception of School Safety and Connectedness:<br><br>RUSD Employee Engagement Survey | 2024 RUSD Employee Engagement Survey: (33.3% participation, n=859)<br><br>Percent of who agree/strongly agree: | | | RUSD Employee Engagement Survey: 50% participation<br><br>Percent of who agree/strongly agree: | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | "Systems that foster open communication are in place at my work location"   85.4%<br><br>"I can provide input when decisions are being made in my school or department" 82.3%<br><br>"Overall, communication is effective throughout the district"  79.9% | | | "Systems that foster open communication are in place at my work location" 90%<br><br>"I can provide input when decisions are being made in my school or department" 90%<br><br>"Overall, communication is effective throughout the district"  90% | |
| 2.3 | Average Daily Attendance Rates | 2023-2024 Average Daily Attendance rate 94.5% | | | Average Daily Attendance rate 97% | |
| 2.4 | Chronic Absenteeism Rate | 2023-2024 Percentage of students chronically absent as of May, 2024 in RUSD Student Information System:<br><br>Overall: 19%<br><br>Foster Youth: 25% (24 of 96 students in foster care)<br><br>English learners: 15.6% (472 of 3029 English learners) | | | Overall: 6% or below<br><br>Foster Youth: 10% or below<br><br>English learners: 6% or below | |

| 2.5 | Suspension Rate | 2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System:<br><br>Overall: 2.1% suspension rate<br><br>Foster Youth: 9.4% (9 of 96 students in foster care)<br><br>English learners: 3% (90 of 3029 English learners) | | | Overall: 2% or below<br><br>Foster Youth: 2% or below<br><br>English learners: 2% or below | |
| --- | --- | --- | --- | --- | --- | --- |
| 2.6 | Expulsion Rate | 2023-2024 Expulsion Rate as of May 2024 0.00008% (1 student) | | | Expulsion Rate 0% | |
| 2.7 | Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT) | 2023-2024 Williams/FIT Report 100% facilities in "good repair" | | | 100% facilities in "good repair" on Williams/FIT Report | |

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Culturally Competent Staff | Cultural Competency<br>• Provide ongoing professional development for all staff to support development of cultural competency, to ensure high expectations for all students, and to strengthen student-teacher relationships.<br><br>Comprehensive Training<br>• Provide comprehensive training to all school personnel on topics that support academic, social emotional and behavioral learning and foster an understanding of the impact of implicit bias. | $422,722.00 | Yes |
| 2.2 | Behavior and Mental Health Professional Development | Provide ongoing professional development while monitoring student needs as related to behaviors, attendance and social emotional learning. Key actions include:<br>• Provide training and resources for staff on Positive Behavior and Support (PBIS)<br>• Provide social emotional learning (SEL) tools and resources | $361,837.00 | Yes |

| | | • Provide ongoing training for site Positive Behavior and Support (PBIS) teams through district lead and a districtwide Community of Practice<br>• Provide data system to monitor PBIS site data at each site<br>• Expand peer support programs including courses, peer mentoring programs, peer tutoring programs, and other strategies to build student to student connection and engagement | | |
|---|---|---|---|---|
| **2.3** | Systems to Support Student Attendance | Districtwide for all Students<br>• Empathy interviews: site staff uses empathy interviews to build systems to collect data and feedback to build systems that create safe and trusting learning environments<br>• Attendance incentive programs: School leaders build an environment and maintain processes that support and encourage families and community participation in school and student learning<br>• Site and district leadership meetings: regular collection of attendance data and monitor progress to ensure inclusive and equitable success and attendance<br>• Professional development: ongoing collaborative meetings for training on attendance procedures with site classified staff<br>• Tiered attendance plan: implementation of districtwide three-tiered attendance approach by district and site leadership and support staff<br>Foster Youth<br>• Ed Rights student conferencing: district staff provide resources and shared accountability measures for foster youth through group student meetings, 1:1 meetings, and home visits to ensure equitable success<br>Resource allocation: ensure systems for needs-based allocation of resources (e.g. transportation) necessary for foster youth success | $27,332.00 | |
| **2.4** | Safety Support | Provide classified staff and ongoing training regarding health and safety including safe working and learning environments, implementation of safety plans, and equipment necessary to strengthen response. School | $1,969,445.00 | Yes |

| | | safety staff and noon aides provide additional support for social-emotional wellbeing on campus for low-income students, English learners and foster youth. Research indicates that students who feel connected to at least one supportive adult demonstrate higher success on a range of educational outcomes. Recent studies even indicate student connectedness has lasting benefits on their health and well-being (Adolescent Connectedness and Adult Health Outcomes by Steiner et.al, 2019). Students from poverty and those living in foster care often experience inconsistent support from adults outside of school. The additional staffing provided through this action ensures our unduplicated students have additional contacts throughout the day to develop strong connections to adults at school. | | |
|---|---|---|---|---|
| **2.5** | School Climate Support | Provide assistance for school climate to support students, including staffing and resources for the Family Resource Center, social emotional counseling support at all schools, maintaining five (5) social workers, and ongoing collaboration with outside agencies to provide mental, social and emotional support services. | $4,063,185.00 | Yes |
| **2.6** | Health Services | Provide appropriate health and mental health services to students. Nurses and health assistants address students' health needs in school, assist with vaccination referrals, and promote wellness thereby eliminating barriers related to health. In order to support the needs of low-income students, English learners, and foster students, the Rowland Unified School District funds a Health Assistant at each site. Health Assistants ensure all students, especially our English language learners, low-income students, and foster/homeless youth feel safe and healthy at school. They provide first aide, consultations and communicate with families. Nurses are available at every school site to provide support to students with diabetic needs, vaccinations, referrals, consultations and much more. The East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care. They specifically reach out to English language learners, low-income students and foster/homeless youth. A strong partnership with East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care when health needs surpass that will health assistants and nurses can provide. Additional health service (bilingual) provided above the core to meet the needs of foster students, homeless students, low income | $2,208,691.00 | Yes |

| | | students, and English learners. The Family Resource Center employs Community Liaisons and Social Workers to work directly with low-income, foster, and homeless students. Community liaisons facilitate connections to various agencies including but not limited to counseling/mental health referrals. Liaisons share resources with parents and support them in making the best choice they feel will meet the needs of their child. Liaisons conduct home visits, establish partnerships with motels/homeless shelters to help identify and support homeless students in RUSD. Social workers assist all sites with mental health needs and conduct small group counseling as needed for identified students, particularly McKinney and Foster populations. The social workers will also supervise interns and provide training to FRC personnel as needed. | | |
|---|---|---|---|---|
| **2.7** | High Quality Staff | Recruit, hire, retain and promote the highest quality staff for all positions in the District. | $16,397,775.00 | No |
| **2.8** | Leadership Professional Development | Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts, including RUSD leadership institutes and academies for certificated and classified staff, and outside professional development opportunities. | $47,000.00 | No |
| **2.9** | Facilities and Technology Infrastructure Maintenance | Utilize the Routine Restricted Maintenance Account to ensure facilities are in good repair, including an upgrade to outdoor learning and play spaces to address the needs of all students. Maintain technology infrastructure to support 21st Century Teaching and Learning, including broadband access at school, and wifi hotspots for all students who need access at home. | $5,765,594.00 | No |
| **2.10** | Inclusive Support for Students with Disabilities<br><br>(To address requirements for | Provide targeted support and resources for students with disabilities to improve academic achievement and prepare them for long-term success:<br>• Offer comprehensive training to all school personnel on topics related to special education, such as understanding Individualized Education Programs (IEPs), implementing accommodations and modifications, and fostering an inclusive school culture | | No |

| | Differentiated Assistance) | • Provide targeted support and resources for students with disabilities to promote positive behavior, attendance, and social-emotional learning<br>• Provide ongoing training and support for special education staff and paraprofessionals on evidence-based practices, data collection, and progress monitoring to ensure the effectiveness of interventions and supports for students with disabilities<br>• Offer professional development and growth opportunities for district leaders and special education administrators to enhance their knowledge and skills in supporting inclusive education and improving outcomes for students with disabilities | | |
|---|---|---|---|---|

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 3.1 | RUSD Student Voice Survey | 2024 RUSD Student Voice Survey: (40% participation, n=3232)<br><br>"I participate in an activity, sport, or club at school." 67.5% agree/strongly agree | | | RUSD Student Voice Survey 50% participation<br><br>"I participate in an activity, sport, or club at school." 80% agree/strongly agree | |

| 3.2 | RUSD Parent Survey | 2024 Parent Survey (n=376, 28% accessed in language other than English):<br><br>Percent who agree/strongly agree:<br><br>"I have opportunities to give and share my thoughts and opinions with the District." 90.5%<br><br>"I receive communication from the school or District in a language that I understand." 99.6%<br><br>"I have a trusting and respectful relationship with school staff (teachers, administrators, office staff)." 92.2% | | | 2024 Parent Survey Participation: 3000<br><br>Percent who agree/strongly agree:<br><br>"I have opportunities to give and share my thoughts and opinions with the District." 95%<br><br>"I receive communication from the school or District in a language that I understand." 100%<br><br>"I have a trusting and respectful relationship with school staff (teachers, administrators, office staff)." 95% | |

# Goal Analysis

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Student Voice | Provide structures for student voice and choice through site-based and districtwide two-way communication with focus groups, surveys, monthly student board reports, and a student voice advisory council comprised of students in grade 5-12 to understand what students need throughout the year. | $60,000.00 | No |
| 3.2 | Staff and Community Voice | Provide opportunities for collaboration between the school district and all educational partners. | $30,000.00 | No |
| 3.3 | Parent Education | RUSD will provide parent education to support student learning and achievement, including topics addressing core instruction areas of mathematics and literacy, technology, social emotional strategies. The training will RUSD Family Connect, in partnership with Parent/Guardian leaders across the district, and training developed and provided by Special Projects is designed to meet the needs of parents of English learner parents. | $61,459.00 | Yes |

| 3.4 | Translation Services | Communicate in appropriate languages with families, including the provision of translators in Spanish, Chinese and Korean, and translation of additional languages through contracted services. | $571,039.00 | Yes |
|---|---|---|---|---|
| 3.5 | Family Communication | Provide information to parents and community through Parent Square, the District and school site websites, the RUSD mobile application, RUSD E-news, print and Social Media. | $459,626.00 | No |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | CA School Dashboard English Language Arts (ELA) Academic Indicator<br><br>Distance from Standard (DFS)<br><br>Includes results from both Smarter Balanced ELA Summative Assessment and | 2023 Outcomes<br>Overall - ORANGE DFS -9<br><br>Socio-Economically Disadvantaged - ORANGE DFS -23<br><br>Foster Youth- RED DFS -113 | | | Overall - GREEN DFS +6<br><br>Socio-Economically Disadvantaged - GREEN DFS -2<br><br>Foster Youth- ORANGE DFS -83 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | CA Alternate Assessment (CAA) in Grades 3-8 and 11 | English Learners - ORANGE DFS -49<br><br>Students with Disabilities - RED DFS -100 | | | English Learners - YELLOW DFS -28<br><br>Students with Disabilities YELLOW DFS -70 | |
| 4.2 | STAR Reading<br><br>Percent of students in grades 2-11 who score at or above typical growth (35th percentile)<br><br>Percent of students in grades 3-11 estimated to score at or above leel 3 on the Smarter Balanced ELA Assessment | STAR Reading (not administered to 10-11th grade this year)<br><br>60% of students in grades 2-9 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Reading Assessment.<br><br>40% of students in grades 3-9 estimated to score at or above level 3 on the Smarter Balanced ELA assessment based on Winter 2024 scores on the Star Reading Assessment | | | 70% of students in grades 2-11 scoring at or above typical growth (35th percentile)<br><br>50% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment | |
| 4.3 | CA School Dashboard Mathematics Academic Indicator<br><br>Distance from Standard (DFS) | 2023 Outcomes Overall - ORANGE DFS -46<br><br>Socio-Economically Disadvantaged - ORANGE DFS -60 | | | Overall - GREEN DFS -25<br><br>Socio-Economically Disadvantaged - YELLOW DFS -30 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11 | Foster Youth- RED DFS -115<br><br>English Learners - ORANGE DFS -66<br><br>Students with Disabilities - RED DFS -127 | | | Foster Youth- YELLOW DFS -85<br><br>English Learners - YELLOW DFS -36<br><br>Students with Disabilities YELLOW DFS -97 | |
| 4.4 | STAR MATH<br><br>Percent of students in grades 1-11 who score at or above typical growth (35th percentile)<br><br>Percent of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced Math Assessment | STAR Math:<br>(not administered to 10-11th grade this year)<br><br>58% of students in grades 1-9 scored at or above typical growth (35th percentile) between Fall 2023 and Winter 2024 on the Star Math Assessment.<br><br>32% of students in grades 3-9 estimated to score at or above level 3 on the Smarter Balanced Math assessment based on Winter 2024 scores on the Star Math Assessment | | | 70% of students in grades 1-11 scoring at or above typical growth (35th percentile)<br><br>40% of students in grades 3-11 estimated to score at or above level 3 on the Smarter Balanced ELA assessment | |
| 4.5 | CA Science Test<br><br>Percent of students meeting or exceeding standard | 2023 Outcomes<br>Overall -<br>30% meeting/exceeding standard | | | Overall<br>39% meeting/exceeding standard | |

| | | | | | |
|---|---|---|---|---|---|
| | Includes results from both CA Science Test and CA Alternate Science Test in Grades 5, 8 and High School | Socio-Economically Disadvantaged - 23% meeting/exceeding standard<br><br>English Learners 3% meeting/exceeding standard<br><br>Students with Disabilities - 8% meeting/exceeding standard | | | Socio-Economically Disadvantaged - 32% meeting/exceeding standard<br><br>English Learners 18% meeting/exceeding standard<br><br>Students with Disabilities 23% meeting/exceeding standard |
| 4.6 | CA School Dashboard English Learner Progress Equity Report<br><br>Percentage of English Learners who progressed at least one English Language Progress indicator level or maintained the highest performance level (4) | 2023 Outcome<br><br>YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4) | | | GREEN 60% of English learners making progress towards English language proficiency |
| 4.7 | Reclassified Fluent English Proficient (RFEP) Rate | 2023-2024 Reclassified Fluent English Proficient Rate: 13.7% of English Learners reclassified August 2023 - April 2024 (District SIS) | | | 15% of English Learners reclassified |

| | | | | | |
|---|---|---|---|---|---|
| 4.8 | Long-term English Learners<br><br>Percent of English Learners who are long-term English Learners | 2023<br>8.7% of English Learners are long-term English Learners | | | 6% of English Learners are long-term English Learners | |
| 4.9 | CA Dashboard Implementation of Academic Standards (Local Indicator) | 2024<br>Standard Met on the CDE Implementation of State Standards Rubric | | | Standard Met on the CDE Implementation of State Standards Rubric | |
| 4.10 | Access to Standards–Aligned Instructional Materials<br><br>Williams Report | 2024<br>Standard Met on Meeting Williams Settlement Requirements | | | Standard Met on Meeting Williams Settlement Requirements | |
| 4.11 | Fully Credentialed and Appropriately Assigned Teachers<br><br>Williams Report | 2024<br>100% of teachers fully credentialed and appropriately assigned based on Williams Report | | | 100% of teachers fully credentialed and appropriately assigned based on Williams Report | |

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Curriculum and Materials | Provide curriculum and materials to support teaching and learning 4-12:<br>• Provide standards-aligned materials in all subject areas, including ELA, Math, Science, Social Studies, World Language, VAPA, Electives<br>• Engage in adoption cycle of 7-12 world languages and 9-12 health<br>• Provide supplemental materials for intervention and enrichment<br>• Provide site-based library materials and library tracking system | $346,443.00 | No |
| **4.2** | Responsive and Aligned Professional Development | Provide a comprehensive professional development plan for all certificated and classified staff to close the achievement gap for English Language Learners, foster youth, and low-income students:<br>• Provide training for teachers on evidence-based instructional practices, including districtwide training and opportunities for staff choice aligned to their content/responsibilities<br>• Provide district staff, program specialists and instructional coaches that support academic achievement, interventions, and fidelity of implementation in the classroom<br>• Provide ongoing site-based structured professional learning time to reinforce training, reflect on student outcomes, and plan | $15,745,221.00 | Yes |

| 4.3 | Aligned, Evidence-Based Instructional Systems | Expand a multi-tiered systems of support approach to meet the needs of unduplicated students:<br>• Provide professional development on the development and implementation of tier 1, 2, and 3 instruction, supports and intervention at all sites<br>• Provide site collaboration opportunities in the development, implementation, and ongoing progress monitoring of site plans<br>• Provide site-based block grants for school to implement strategies that fit the needs and context of their site<br>• Provide additional staff to support intervention<br>• Provide intervention structures/resources for credit recovery and grade span transitions<br>• Provide 24/7 access to tutoring, including both in-person and virtual opportunities<br>• Support the needs of the Alternative Learning Program | $1,007,991.00 | Yes |
|---|---|---|---|---|
| 4.4 | Extended Learning Opportunities | Provide extended learning opportunities for unduplicated students grades 4-12:<br>• Provide access to credit recovery opportunities<br>• Provide learning opportunities 4-12 during summer/winter/spring intersession<br>• Provide extended day learning opportunities, including 24/7 access to tutoring both in-person and virtual opportunities | $2,787,791.00 | Yes |
| 4.5 | Supporting Core Instruction | Provide support to assist students in attainment of grade-level standards: | $350,175.00 | Yes |

instruction that will close the achievement gap through late start, music planning, and early release
• Provide teacher collaboration and articulation across campuses to support student learning

| | | • Provide additional services targeting the needs of English Language Learners for placement, planning, transition from elementary to middle and middle to high<br>• Provide district staff and professional development in ELD and SDAIE | | |
|---|---|---|---|---|
| **4.6** | Data-informed Progress Monitoring and Culture of Continuous Improvement | Support maintenance and use of data systems:<br>• Providing student information system to house student demographic and outcome data<br>• Provide assessment systems to appropriately identify student needs and monitor effectiveness of interventions<br>• Provide survey platform to collect ongoing input from educational partners<br>• Provide ongoing training and support for implementing continuous improvement cycles<br>• Provide support on using multiple measures to improve student achievement | $654,209.00 | No |
| **4.7** | Site-based Actions | Support site-based actions to close the achievement gap for English learners, low-income students, and foster youth. Actions are included in their Single Plan for Student Achievement and aligned with LCAP goals. Site actions fall into the following categories:<br>• Provide Instructional coaches that bring evidence-based practices into classrooms and assist teachers in differentiating instruction for targeted students<br>• Provide additional professional development on the effective integration of technology into instruction<br>• Provide specialized programs that assist students in college preparedness<br>• Provide specialized programs that assist students with mental health<br>• Provide specialized programs to close the achievement gap | $4,939,026.00 | Yes |

| 4.8 | Enrichment and Beyond the Core Instruction | Provide resources and programs enrichment and beyond the core programs:<br>• Provide resources for academic competitions<br>• Provide resources for athletics<br>• Provide resources for International Baccalaureate programs<br>• Provide resources and staffing for music education<br>• Provide learning opportunities for GATE students | $719,753.00 | No |
|---|---|---|---|---|
| 4.9 | Staffing | Provide appropriate staffing to support student learning, including certificated and classified staff. | $68,441,696.00 | No |
| 4.10 | English Language Acquisition Programs | Provide English Language Development: Designated English Language Development (ELD) is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are actively engaged in collaborative discussions in which they build awareness of language and develop skills and abilities to use language. During Designated ELD , there is a strong emphasis on academic oral language development. Students receive differentiated curriculum that are aligned to the English Language Development Standards The final step in providing effective EL instruction is differentiating instruction by proficiency level to meet students' needs, which follows appropriate scheduling and flexible grouping of ELs for instructional purposes. | | No |
| 4.11 | English Language Acquisition Professional Development | Professional development for English language development, both Integrated English Language Development (ELD) and Designated ELD, is critical for teachers' effective implementation of research based strategies for instructing English Learners in these settings. Professional development for English Learners utilizes research based approaches guided by the Common Core Standards and English Language Development Standards Professional development and coaching | | No |

| 4.12 | Inclusive Comprehensive Support for Academic Success of Students with Disabilities<br><br>(To address requirements for Differentiated Assistance) | Provide comprehensive targeted support to improve academic outcomes for students with disabilities:<br>• Provide ongoing professional development for all staff on evidence-based instructional practices, differentiation strategies, and accommodations to support the academic success of students with disabilities in all subject areas<br>• Allocate special education staff, such as education specialists and paraprofessionals, to provide targeted interventions and support in the classroom across all grade levels<br>• Offer extended learning opportunities tailored to the needs of students with disabilities, including specialized summer/winter/spring intersession programs, after-school tutoring, and virtual learning resources<br>• Collaborate with the Alternative Learning Program to develop inclusive and accessible learning pathways for students with disabilities who may benefit from non-traditional educational settings<br>• Utilize data systems and assessment tools to regularly monitor the progress of students with disabilities, inform instructional decisions, and evaluate the effectiveness of interventions and support services<br>• Engage in ongoing collaboration and professional development with special education staff to ensure the successful implementation of inclusive practices and differentiated instruction across all grade levels | | No |

opportunities for teachers with focused conversations around best practices for language progression. Through collaborative practices such as coaching, lesson study, teachers observe and practice research based strategies. The training is presented in four distinct parts to allow teachers to attend the training, take time to apply strategies, analyze and monitor their students, and reflect on their practice as teachers.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | CA Dashboard Graduation Rate Indicator | 2023 Outcomes on Dashboard: Overall: ORANGE 89.2% <br><br> Socioeconomically Disadvantaged: ORANGE 88.8% <br><br> Foster Youth:  100% (6 of 6) | | | Overall: GREEN 93% <br><br> Socioeconomically Disadvantaged: GREEN 93% <br><br> English learners: GREEN 84% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | English learners: ORANGE 75.6% | | | Students with disabilities GREEN 85% | |
| 5.2 | A-G Completion<br><br>Percentage of grade 12 students completing UC/CSU required courses | Percentage of grade 12 students completing UC/CSU required courses: 37.2% (22-23) | | | 50% of grade 12 students complete UC/CSU required courses | |
| 5.3 | CTE Pathway Completion<br><br>Percentage of students completing a CTE pathway | Percentage of students completing a CTE pathway: 27.6% (2023) | | | 30% of students complete a CTE pathway | |
| 5.4 | A-G requirements AND at least one CTE Pathway Completion<br><br>Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway | Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway (2023)<br><br>Overall: 12.3%<br><br>Socioeconomically Disadvantaged: 11.2%<br><br>Foster Youth: 0% (0 of 6)<br><br>English learners: 3.8% | | | Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway<br><br>Overall: 15%<br><br>Socioeconomically Disadvantaged: 15%<br><br>Foster Youth: 10% | |

| | | | | | English learners: 10% | |
|---|---|---|---|---|---|---|
| 5.5 | Early Assessment Program (EAP) - Percentage of Students Prepared for College<br><br>% Standard Exceeded (Ready) or Met (Conditionally Ready) on 11th Grade Smarter Balanced ELA & Math Assessments | Percentage of grade 11 students college ready on Early Assessment Program (2023)<br><br>ELA: 60.0% Ready or Conditionally Ready<br><br>Math: 28.8% Ready or Conditionally Ready | | | ELA:<br>70% Ready or Conditionally Ready<br><br>Math:<br>50% Ready or Conditionally Ready | |
| 5.6 | Access to a Broad Course of Study<br><br>Percentage of students enrolled in AP, IB and CTE courses | Percentage of students enrolled in one or more AP courses: 32.3% (2023-2024)<br><br>Percentage of students enrolled in one or more IB courses: 3.7% (2023-2024)<br><br>Percentage of students enrolled in one or more CTE courses: 59.8% (2023-2024) | | | Percentage of students enrolled in one or more:<br><br>AP courses: 40% or higher<br><br>IB courses: 5% or higher<br><br>CTE courses: 60% or higher | |
| 5.7 | AP Exam Pass Rate<br><br>Percentage of pupils who have passed an advanced placement | AP Exam Pass Rate<br><br>64.59% (549 of 850 students) students in grades 9-12 scored 3 or | | | 75% or higher of students score 3 or higher on an AP exam | |

| | | | | | |
|---|---|---|---|---|---|
| | examination with a score of 3 or higher. | higher on an AP exam (Spring 2023) | | | |
| 5.8 | Middle School Dropout Rate | 2022-2023<br>Overall: 10 total | | | 0 total |
| 5.9 | High School Dropout Rate | 2022-2023<br>Overall: 8.4%<br><br>Socioeconomically Disadvantaged: 9.0%<br><br>Foster Youth: 0% (0 of 6)<br><br>English learners: 19.2% | | | Overall: 3.0% or below<br><br>Socioeconomically Disadvantaged: 3.0% or below<br><br>Foster Youth: 5.0% or below<br><br>English learners: 8.0% or below |

# Goal Analysis

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Future Ready Learning | Support future ready learning for students K-12,instruction, assessment:<br>• Create and implement systems to ensure that each student in elementary, middle and high school engage in the development of their Future Ready plan to foster students' growth and learning aligned to students' needs and interests.<br>• Provide districtwide staff to provide professional development on integrating technology into teaching and learning<br>• Provide districtwide online applications to support teaching and learning | $3,339,447.00 | Yes |
| **5.2** | College and Career Curriculum | Support college and career curriculum:<br>• Provide materials and supplies for the RUSD Career Pathways (CTE)<br>• Provide materials and supplies for STEM courses | $188,051.00 | No |
| **5.3** | College and Career Programs | Support college and career programs:<br>• Create an articulated, grade-level appropriate, 4-12th college and career exploration program to expose and prepare students for various opportunities and future pathways<br>• Provide college and career field trips at all elementary and secondary schools<br>• Provide Career Interest Platform for 7-12 students to establish post secondary goals based on interest profile, career interest, and college searches | $420,364.00 | Yes |

| | | | | |
|---|---|---|---|---|
| | | • Provide College and Career Centers at all intermediate and high schools<br>• Provide AVID program at Hollingworth, Oswalt, Alvarado, Giano, Nogales High School, and Rowland High School<br>• Provide community partnerships for local and regional internships and work experiences | | |
| **5.4** | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | Provide the resources, training and programs needed to support increased college and career readiness for students in foster care, low-income students, and students experiencing homelessness.<br><br>Actions include:<br>• Provide "College Connect" program to navigate the college application process, including 1:1 support in completing the FAFSA.<br>• Provide college information and awareness workshops designed and delivered for students in foster care, low- income, and students experiencing homelessness, with individual support for students as a follow-up to the college awareness program.<br>• Provide additional counseling support needed to identify a post secondary college/career plan, enroll in appropriate college and/or career prep courses, receive interventions as needed, and monitor progress until graduation.<br>• Maintain procedures and data infrastructure that identify foster youth/homeless/juvenile court students, place them in appropriate educational programs, and monitor the educational outcomes of foster youth, including efficiently awarding partial credits upon school transfers - included in current funded job duties. | $1,500,136.00 | Yes |
| **5.5** | College and Career Readiness for English learners | Provide the resources, training and programs needed to support increased college and career readiness for English learners. Actions include:<br><br>• Provide targeted tutoring for English learners, including personnel trained in the needs of English learners including an online | $57,035.00 | Yes |

| | | platform to support development of skills/concepts needed to succeed in language arts and mathematics.<br>• Provide the AVID Excel program at Alvarado Intermediate and Giano Intermediate to build college success skills for English learners<br>• Provide college information and awareness workshops designed and delivered for English learners, with individual support for students as a follow-up to the college awareness program and sessions and support provided in the preferred language of English learner families. | | |
|---|---|---|---|---|
| **5.6** | Inclusive Pathways to College and Career Readiness for Students with Disabilities<br><br>(To address requirements for Differentiated Assistance) | Provide targeted support and inclusive opportunities for college and career readiness:<br>• Provide professional development for staff on Universal Design for Learning (UDL) principles and strategies to create inclusive classrooms that meet the diverse needs of all learners, including students with disabilities<br>• Allocate additional counseling support for students with disabilities to identify post-secondary college/career plans, ensure enrollment in appropriate college and/or career prep courses, and monitor progress until graduation<br>• Ensure students with disabilities have equitable access to college and career curriculum, including STEM courses and Career Technical Education (CTE) pathways, by providing necessary accommodations, modifications, and support<br>• Develop and implement inclusive college and career exploration programs, field trips, and workshops that are tailored to the needs of students with disabilities<br>• Provide targeted support for students with disabilities in the College Connect program, including assistance with financial aid applications, college research, essay writing, and application requirements, considering their individual needs and accommodations<br>• Partner with postsecondary institutions, employers, and community organizations to develop inclusive transition programs, internships, and work experiences for students with disabilities, promoting their success in college and career | $75,000.00 | No |

| | | | | |
|---|---|---|---|---|
| | | <ul><li>Offer specialized workplace learning opportunities for students with disabilities, such as community-based experiences, service learning, and workplace mentoring, to develop job skills and support their transition to post-secondary employment</li><li>Provide professional development for staff on strategies to support the successful inclusion of students with disabilities in A-G courses, dual enrollment programs, and CTE pathways, ensuring they receive the necessary accommodations and support to meet course requirements</li><li>Collaborate with families of students with disabilities through the Family Connect program to engage them in the education process, provide information and resources, and support their child's college and career readiness</li><li>Utilize data systems to monitor the progress and outcomes of students with disabilities in college and career readiness indicators, such as A-G completion, CTE pathway completion, and SBAC performance, to inform targeted interventions and support</li></ul> | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **6** | Equity Multiplier Goal | Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Santana High School and the Rowland Virtual Learning Academy were both identified as schools in RUSD to receive equity multiplier funding.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 6.1 | CA School Dashboard English Language Arts (ELA) Academic Indicator<br><br>Distance from Standard (DFS)<br><br>Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment | Santana High School 2023 Outcomes RED DFS -152<br><br>Rowland Virtual Learning Academy DFS -20 | | | Santana High School ORANGE DFS -107<br><br>Rowland Virtual Learning Academy DFS -5 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | (CAA) in Grades 3-8 and 11 | | | | | |
| 6.2 | CA School Dashboard Mathematics Academic Indicator<br><br>Distance from Standard (DFS)<br><br>Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-8 and 11 | Santana High School 2023 Outcomes Overall - RED  DFS - 239<br><br>Rowland Virtual Learning Academy DFS -52 | | | SSantana High School ORANGE DFS - 194<br><br>Rowland Virtual Learning Academy DFS -37 | |
| 6.3 | CA Dashboard Graduation Rate Indicator | Santana High School 2023 Outcomes on Dashboard: Overall: ORANGE 68.1%<br><br>Rowland Virtual Learning Academy N/A | | | Santana High School YELLOW 74%<br><br>Rowland Virtual Learning Academy N/A | |
| 6.4 | Suspension | 2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System:<br><br>Santana High School Overall: 10.1% | | | Santana High School 6% or below<br><br>Rowland Virtual Learning Academy | |

| | | Rowland Virtual Learning Academy Overall: 0% | | | | |
|---|---|---|---|---|---|---|

# Goal Analysis

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 6.1 | Santana High School Equity Multiplier Action | Key actions for Santana High School include:<br><br>• implementing an attendance task force<br>• providing credit recovery programs including an interventionist working with students during the day through pull out using a referral process to support them in meeting course expectations | $229,469.00 | |

| | | that lead them to passing courses and earning credits toward graduation<br>• developing and monitoring individual learning plans including additional time in summer for counselors to work with and connect with students and families<br>• conducting parent/community outreach<br>• ensuring articulation with comprehensive high schools<br>• providing social emotional learning to impact success and participation in school<br>• provide instructional support through small group instruction<br>• provide an impact teacher, who works in providing ELA and ELD support to support literacy and students' ability to access core instruction<br>• professional development and instructional coaching to support teachers' pedagogical practices to enhance engagement and success for students in class | | |
|---|---|---|---|---|
| **6.2** | Rowland Virtual Learning Academy Equity Multiplier Action | Key actions for Rowland Virtual Learning Academy include:<br><br>• developing and monitoring individual learning plans, including additional time in summer for counselors/teachers to work with and connect with students and families<br>• conducting parent/community outreach<br>• providing social-emotional learning to impact success and participation in school<br>• provide instructional support through on-site/ virtual small group instruction<br>• professional development and instructional coaching to support teachers and admin on pedagogical practices to enhance engagement and success for students in class<br>• support in person activities for families and students to develop relationships to bridge home and school<br>• supporting hands-on, real-world applications through evidence-based practices | $111,577.00 | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 7 | | |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

# Measuring and Reporting Results

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

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 8 | | |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

# Measuring and Reporting Results

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

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 9 | | |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

# Measuring and Reporting Results

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

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 10 | | |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

| |
|---|

# Measuring and Reporting Results

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

# Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$41,756,244 | $4,886,130 |

**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 |
|---|---|---|---|
| | | | |
| 32.649% | 0.000% | $$0.00 | 32.649% |

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

# Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |
| 1.2 | **Action:**<br>Responsive and Aligned Professional Development<br><br>**Need:** | This action is principally directed towards closing the achievement gap for English Language Learners, foster youth, and low-income students. We identified an achievement gap for unduplicated students on the Smarter Balanced assessments in | STAR Assessments, Smarter Balanced Assessments in ELA and Math, Student survey, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 2024 Outcomes<br>56% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading<br><br>2023 Outcomes<br>Grade 3 Mathematics Distance from Standard (DFS)<br>Overall DFS -14<br><br>2023 Outcomes<br>Grade 3 English Language Arts Distance from Standard (DFS)<br>Overall DFS -20<br><br><br>**Scope:**<br>  LEA-wide | English language arts and mathematics, grades 3-8 and 11. To close this achievement gap, we implement a comprehensive professional development program that includes (1) training for teachers on evidence-based instructional practices provided by the following programs widely respected in the field as aligned with research-based practices: Readers and Writers Workshop including systematic instruction on phonics, phonemic awareness, fluency, vocabulary development, and comprehension; Cognitively Guided Instruction; Project Based Learning; Universal Design for Learning, and Professional Learning Communities (2) program specialists and instructional coaches that support fidelity of implementation in the classroom, (3) collaboration time to reinforce training, reflect on student outcomes, and plan instruction that will close the achievement gap. Research and learning outcomes consistently have shown that English learners, low-income, and foster/homeless youth, underperform in language arts and mathematics. The practices described here provide language rich environments including the use and development of academic language, which benefits English language learners, low-income students, and foster/homeless youth. The identified programs make learning tangible and visible, allowing for students to explore through hands-on activities and apply the learning in order to solidify and strengthen the connections for retention of learning. Training in Understanding by Design and Professional Learning Communities equip teachers with the skills to develop more effective planning and assessment strategies to ensure that the learning needs of specialized populations are | Parent survey, Staff survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | explicitly addressed. Teachers connect lessons to students' lives making learning relevant and engaging. Teachers confer with their students and address individual needs in a 1:1 and/or small group format allowing for individualized feedback. Teachers model language through think alouds and provide students with opportunities to practice language through rehearsals and share-outs. Students make sense of their understanding around mathematical concepts by using a variety of visual modes as well as providing opportunities for language support through questioning and restating (discourse rich environment). This plan is also in alignment with a recent review of research (Kraft, Blazar, and Hogan, 2018) that found teacher training paired with instructional coaching has a strong positive effect on student outcomes. | |
| 1.3 | **Action:** Aligned, Evidence-Based Instructional Systems <br><br> **Need:** 2024 Outcomes 56% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading <br><br> 2023 Outcomes ELA Overall - ORANGE DFS -9 Socio-Economically Disadvantaged - ORANGE DFS -23 Foster Youth- RED  DFS -113 English Learners - ORANGE DFS -49 Students with Disabilities - RED DFS -100 | MTSS is an evidence-based approach that addresses the unique needs of unduplicated students. Research shows low-income, foster, and English learners perform lower on standardized academic measures. These groups also encounter greater social emotional challenges that are addressed through a systematic behavioral support system. Through the development and implementation of a districtwide Tier 1, Tier 2 and Tier 3 supports and intervention across all sites, unduplicated students receive targeted support for their individual needs. Since unduplicated students participate in all aspects of the school receiving MTSS, this action is provided for all students. | STAR Assessments, Smarter Balanced Assessments in ELA and Math, Student survey, Parent survey, Staff survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 2023 Outcomes<br>MATH Overall - ORANGE  DFS -46<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -60<br>Foster Youth- RED DFS -115<br>English Learners - ORANGE DFS -66<br>Students with Disabilities -<br>RED DFS -127<br><br><br>**Scope:**<br>  LEA-wide | | |
| **1.4** | **Action:**<br>Extended Learning Opportunities<br><br>**Need:**<br>Educational partner input on the value and need for expanded learning opportunities through surveys and focus groups.<br><br><br><br>**Scope:**<br>  LEA-wide | Socio-economically disadvantaged, EL, homeless, and foster youth are faced with unique challenges on the path to academic success. Children from low-income families have a listening vocabulary only one-third the size of their more affluent peers (Afterschool Alliance, 2011), with less access to print-rich environments at home, often impeding the development of early literacy skills. Extended learning opportunities outside of regular school hours and summer provide additional opportunities to accelerate literacy for these students. In addition, for English learners who are working to meet grade level standards while at the same time a new language, extended learning opportunities provide time for developing academic language and establishing relationships in a social setting. Unduplicated students are consistently at greater risk of falling behind graduation requirements. These students need access to credit recovery opportunities that allow them to stay on track with | STAR Assessments, Smarter Balanced Assessments in ELA and Math, Student survey, Parent survey, Staff survey |

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| | | their peers. Summer school provides ample credit recovery opportunities for students at the high school level. By offering extended learning opportunities such as a Saturday Exploration Academy and extended summer classes, students overcome the academic loss often found to be associated with students of high poverty. Students participating in extended learning opportunities spend more time building relationships, developing connections, and meeting their emotional needs which are foundational to being successful academically. Additional time in quality academic learning experiences also helps low income, ELL, and foster youth maintain the consistent mindset of learning necessary to make progress socially and academically. | |
| **1.5** | **Action:**<br>Equitable & Inclusive Classrooms<br><br>**Need:**<br>2024 Outcomes<br>56% of students in K-3 scored at or above typical growth (35th percentile) from Fall to Winter on Star Early Literacy or Star Reading<br><br>2023 Outcomes<br>Grade 3 Mathematics Distance from Standard (DFS)<br>Overall DFS -14<br><br>2023 Outcomes<br>Grade 3 English Language Arts Distance from Standard (DFS)<br>Overall DFS -20 | This action is principally directed towards low-income students, English learners, and foster students by specifically addressing their increased need for individualized academic support. By reducing class size in K-3, we provide the opportunity for more targeted small group instruction, a strategy proven to support the academic success of unduplicated students. It also aligns with student feedback from the 2024 student survey and focus groups, which showed that 73.4% of students feel their teacher notices when they have trouble learning something; they appreciate existing individualized support and want more opportunities for it in the future. Many unduplicated students do not have access to additional academic supports at home. Providing more focused small group time in K-3 helps provide equal opportunity for these students to clarify understanding of key concepts and skills. A rigorous meta-analysis done by the Campbell | STAR Assessments, Smarter Balanced Assessments in ELA and Math |

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| | **Scope:** LEA-wide | Collaboration looked at 10 research studies on class-size reduction. The analysis found a "very small" effect on student reading achievement overall. The effect on math achievement "was not statistically significant, thus it is uncertain if there may be a negative effect," the researchers wrote. But when small class sizes are targeted to low-income students and students of color, class-size reduction makes a measurable difference. The Campbell Collaboration specifically pointed to research done on Wisconsin's Student Achievement Guarantee in Education, or SAGE, program as evidence. Class size also shapes the quality of writing instruction for students, and is a college predictor. Specifically, teachers in smaller classes can diagnose and track student learning and differentiate instruction in response to student needs that directly supports low-income students, English learners, and foster youth. | |
| 2.1 | **Action:** Culturally Competent Staff<br><br>**Need:** 2024 RUSD Student Voice Survey: (40% participation, n=3232)<br><br>Percent of students who agree/strongly agree:<br><br>"I feel safe at school." 80.0%<br><br>"Students are accepting of students from different backgrounds and cultures." 77.2% | RUSD's promise to students is, "Each student is valued, supported, engaged, and empowered for the future of their choice." Core values adopted in June 2023 include "equity, inclusion, integrity, student-centered, community, and excellence." In an effort to embody this promise to our students, the district is committed to deep reflection and focused action to ensure each student experiences an equitable, inclusive educational system. Culturally competency training equips teachers and staff with the skills and knowledge to better understand and appreciate the diverse cultural backgrounds of RUSD students, enabling them to build stronger relationships with students and their families. Understanding cultural nuances and addressing the unique needs of each student fosters our core value of inclusivity. Research | Behavior, Attendance, Course access, Student survey, Parent survey, Staff survey |

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| | "I feel respected by other students." 72%<br><br>"I feel respected by teachers" 88%<br><br><br>**Scope:**<br>  LEA-wide | consistently shows that culturally responsive teaching practices can improve academic performance, engagement, and attendance among BIPOC students. By recognizing and valuing students' cultural backgrounds, teachers can create more relevant and effective learning experiences, boosting student achievement. Our initial focus on implicit biases will equip RUSD staff on understanding how unconscious attitudes or stereotypes can influence our behavior and decision-making processes. These biases can affect expectations, interactions, and disciplinary practices, often to the detriment of students from marginalized groups. By providing training on implicit bias, we can raise awareness about unconscious influences and identify strategies to mitigate their impact. This leads to a more equitable learning environment. | |
| **2.2** | **Action:**<br>Behavior and Mental Health Professional Development<br><br>**Need:**<br>2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System:<br><br>Overall: 2.1% suspension rate<br><br>Foster Youth: 9.4% (9 of 96 students in foster care)<br><br>English learners: 3% (90 of 3029 English learners) | Socio-economically disadvantaged, EL, homeless, and foster youth often face challenges that keep them from achieving their full potential in school. Barriers include abuse, neglect, mental health difficulties, homelessness, hunger, lack of transportation, limited health care, and chronic absenteeism. PBIS provides consistent behavior expectations in a tiered system of support. While PBIS strategies are beneficial to all students, dramatic improvements are seen among socioeconomically impacted, English learners, and foster students when PBIS is implemented with fidelity. They benefit from tiers of support that target improving outcomes in ways that are prescribed to address problem behaviors in a focused way. Students benefit from routines, consistency, clear expectations, positive feedback, and clearly articulated consequences for inappropriate behavior. | Behavior, Attendance, Course access, Student survey data, Parent survey, Staff survey |

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| | **Scope:**<br>  LEA-wide | | |
| 2.4 | **Action:**<br>Safety Support<br><br>**Need:**<br>2024 RUSD Student Voice Survey:<br>(40% participation, n=3232)<br><br>Percent of students who agree/strongly agree:<br><br>"I feel safe at school." 80%<br><br><br>**Scope:**<br>  LEA-wide | School safety staff and noon aides provide additional support for social-emotional wellbeing on campus for low-income students, English learners and foster youth. Research indicates that students who feel connected to at least one supportive adult demonstrate higher success on a range of educational outcomes. Recent studies even indicate student connectedness has lasting benefits on their health and well-being (Adolescent Connectedness and Adult Health Outcomes by Steiner et.al, 2019). Students from poverty and those living in foster care often experience inconsistent support from adults outside of school. The additional staffing provided through this action ensures our unduplicated students have additional contacts throughout the day to develop strong connections to adults at school. This staffing meets these needs demonstrated in the literature and in our local data collection process. | Behavior, Attendance, Course access, Student survey, Parent survey, Staff survey |
| 2.5 | **Action:**<br>School Climate Support<br><br>**Need:**<br>2024 RUSD Student Voice Survey:<br>(40% participation, n=3232)<br><br>Percent of students who agree/strongly agree:<br><br>"I feel respected by other students." 72%<br><br>"I feel respected by teachers" 88% | The Family Resource Center (FRC) provides a hub for services related to eliminating barriers for low-income, foster, homeless and English learners. Community liaisons provide case management of families in the form of home visits, referrals to outside agencies, providing for basic needs, events, academic support in homework clubs, and referrals to mental health agencies. A McKinney-Vento grant focused on educating homeless children and youth provides additional support for students experiencing homelessness. A Medi-Cal specialist supports families in accessing quality health care. Elementary counselors provide counseling to students in | Student survey, Parent survey, Staff survey |

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| | **Scope:**<br>　LEA-wide | partnership with intervention paraprofessionals who provide group and individual activities that target improving social skills, preventing bullying, decision-making, and other social-emotional learning opportunities. District social workers provides group and individual counseling, training, support for community liaisons in the area of case management, and assistance in crisis situations. FRC services are available to all RUSD families who demonstrate need with the vast majority of those services targeting socio-economically disadvantaged, EL, homeless, and foster children and youth. | |
| 2.6 | **Action:**<br>Health Services<br><br>**Need:**<br>2023-2024 Percentage of students chronically absent as of May, 2024 in RUSD Student Information System:<br><br>Overall: 19%<br><br>Foster Youth: 25% (24 of 96 students in foster care)<br><br>English learners: 15.6% (472 of 3029 English learners)<br><br>**Scope:**<br>　LEA-wide | Research shows low-income students face greater health and mental health challenges compared to their peers who are not low-income. Low-income students do not have the same access to health care that families with higher income have. Families of English learners have language barriers that prevent them from accessing health services, and Foster Youth experience increased levels of mental health challenges due to high rates of mobility across schools and districts. RUSD provides support to students in the area of health and mental health to address these needs. Nurses and health assistants address students' health needs in school, assist with vaccination referrals, and promote wellness thereby eliminating barriers related to health. In order to support all students, the Rowland Unified School District funds a Health Assistant at each site. Health Assistants ensure all students, especially our English language learners, low-income students, and foster/homeless youth feel safe and healthy at school. They provide first aide, consultations and communicate with families. Nurses are available at every school site to | Attendance, Student survey , Parent survey, Staff survey |

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| | | provide support to students with diabetic needs, vaccinations, referrals, consultations and much more. The East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care. They specifically reach out to English language learners, low-income students and foster/homeless youth. A strong partnership with East Valley Community Health Care provides neighborhood community clinics providing medical, dental, and optometry care when health needs surpass that will health assistants and nurses can provide. Additional health service (bilingual) provided above the core to meet the needs of foster students, homeless students, low income students, and English learners. The Family Resource Center employs Community Liaisons and Social Workers to work directly with low-income, foster, and homeless students. Community liaisons facilitate connections to various agencies including but not limited to counseling/mental health referrals. Liaisons share resources with parents and support them in making the best choice they feel will meet the needs of their child. Liaisons conduct home visits, establish partnerships with motels/homeless shelters to help identify and support homeless students in RUSD. Social workers assist all sites with mental health needs and conduct small group counseling as needed for identified students, particularly McKinney and Foster populations. The social workers will also supervise interns and provide training to FRC personnel as needed. | |
| **3.3** | **Action:**<br>Parent Education | Families of unduplicated students benefit from these actions as they provide access to resources | Parent surveys |

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| | **Need:**<br>2024 Educational Partner input focus groups which highlighted the appreciation for existing parent education opportunities and the interest in maintaining these opportunities going forward.<br><br>**Scope:**<br>  LEA-wide | and support not typically accessible to foster students, English learners, and low-income students. Historically, low income families and families with English language learners face barriers in access to educational resources and opportunities as a result of both language and cultural barriers. Family Connect is a districtwide family workshop held quarterly with topics selected and facilitated by family members in the RUSD community. Outside providers are also brought in to provide training and support for families around topics like college access, mental and behavior health support strategies, literacy and mathematics strategies and other topics to build capacity for families to partner with schools in support of student success. | |
| 3.4 | **Action:**<br>Translation Services<br><br>**Need:**<br>2024 Parent Survey (n=376, 28% accessed in language other than English):<br><br>Percent who agree/strongly agree:<br><br>"I receive communication from the school or District in a language that I understand."<br>99.6%<br><br>**Scope:**<br>  LEA-wide | Families of unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Historically, low income families and families with English language learners face barriers in access to educational resources and opportunities as a result of both language and cultural barriers. Communication in families' home language supports family engagement in the educational process. Translation services allow for direct and accessible communication for families, but it also provides opportunities for families to learn and interact with school and district staff in order to support their EL at home. Since unduplicated families participate in all aspects of the school that receives these communication and training services, these actions are provided for all students. | Parent surveys |

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| **4.2** | **Action:**<br>Responsive and Aligned Professional Development<br><br>**Need:**<br>2023 Outcomes<br>ELA Overall - ORANGE DFS -9<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -23<br>Foster Youth- RED  DFS -113<br>English Learners - ORANGE DFS -49<br>Students with Disabilities -<br>RED DFS -100<br><br>2023 Outcomes<br>MATH Overall - ORANGE  DFS -46<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -60<br>Foster Youth- RED DFS -115<br>English Learners - ORANGE DFS -66<br>Students with Disabilities -<br>RED DFS -127<br><br>2023 Outcomes<br>SCIENCE Overall -<br>30% meeting/exceeding standard<br>Socio-Economically Disadvantaged -<br>23% meeting/exceeding standard<br>English Learners<br>3% meeting/exceeding standard<br>Students with Disabilities -<br>8% meeting/exceeding standard<br><br>2024 Staff Survey | This action is principally directed towards closing the achievement gap for English Language Learners, foster youth, and low-income students. We identified an achievement gap for unduplicated students on the Smarter Balanced assessments in English language arts and mathematics, grades 3-8 and 11. To close this achievement gap, we implement a comprehensive professional development program that includes (1) training for teachers on evidence-based instructional practices provided by the following programs widely respected in the field as aligned with research-based practices: Readers and Writers Workshop including systematic instruction on phonics, phonemic awareness, fluency, vocabulary development, and comprehension; Cognitively Guided Instruction; Project Based Learning; Universal Design for Learning, and Professional Learning Communities (2) program specialists and instructional coaches that support fidelity of implementation in the classroom, (3) collaboration time to reinforce training, reflect on student outcomes, and plan instruction that will close the achievement gap. Research and learning outcomes consistently have shown that English learners, low-income,<br>and foster/homeless youth, underperform in language arts and mathematics. The practices described here provide language rich environments including the use and development of academic language, which benefits English language learners, low-income students, and foster/homeless youth. The identified programs make learning tangible and visible, allowing for students to explore through hands-on activities and apply the learning in order to solidify and strengthen the connections for retention of | STAR Assessments, Smarter Balanced Assessments, Student survey, Staff survey |

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| | "The professional development provided in/through the district helps me be more effective in my work." 78.9% agree/strongly agree<br><br>**Scope:**<br>  LEA-wide | learning. Training in Understanding by Design and Professional Learning Communities equip teachers with the skills to develop more effective planning and assessment strategies to ensure that the learning needs of specialized populations are explicitly addressed. Teachers connect lessons to students' lives making learning relevant and engaging. Teachers confer with their students and address individual needs in a 1:1 and/or small group format allowing for individualized feedback. Teachers model language through think alouds and provide students with opportunities to practice language through rehearsals and share-outs. Students make sense of their understanding around mathematical concepts by using a variety of visual modes as well as providing opportunities for language support through questioning and restating (discourse rich environment). This plan is also in alignment with a recent review of research (Kraft, Blazar, and Hogan, 2018) that found teacher training paired with instructional coaching has a strong positive effect on student outcomes. | |
| 4.3 | **Action:**<br>Aligned, Evidence-Based Instructional Systems<br><br><br>**Need:**<br>2023 Outcomes<br>ELA Overall - ORANGE DFS -9<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -23<br>Foster Youth- RED  DFS -113<br>English Learners - ORANGE DFS -49 | MTSS is an evidence-based approach that addresses the unique needs of unduplicated students. Research shows low-income, foster, and English learners perform lower on standardized academic measures. These groups also encounter greater social emotional challenges that are addressed through a systematic behavioral support system. Through the development and implementation of a districtwide Tier 1, Tier 2 and Tier 3 supports and intervention across all sites, unduplicated students receive targeted support for their individual needs. Since unduplicated students participate in all aspects of the school receiving MTSS, this action is provided for all students. | STAR Assessments, Smarter Balanced Assessments, Student survey, Staff survey |

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| | Students with Disabilities - RED DFS -100<br><br>2023 Outcomes<br>MATH Overall - ORANGE  DFS -46<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -60<br>Foster Youth- RED DFS -115<br>English Learners - ORANGE DFS -66<br>Students with Disabilities - RED DFS -127<br><br>2023 Outcomes<br>SCIENCE Overall -<br>30% meeting/exceeding standard<br>Socio-Economically Disadvantaged -<br>23% meeting/exceeding standard<br>English Learners<br>3% meeting/exceeding standard<br>Students with Disabilities -<br>8% meeting/exceeding standard<br><br>2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System:<br>Overall: 2.1% suspension rate<br>Foster Youth: 9.4% (9 of 96 students in foster care)<br>English learners: 3% (90 of 3029 English learners)<br><br>**Scope:**<br>  LEA-wide | | |

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| **4.4** | **Action:**<br>Extended Learning Opportunities<br><br>**Need:**<br>Educational partner input on the value and need for expanded learning opportunities through surveys and focus groups.<br><br>**Scope:**<br>  LEA-wide | Socio-economically disadvantaged, EL, homeless, and foster youth are faced with unique challenges on the path to academic success. Children from low-income families have a listening vocabulary only one-third the size of their more affluent peers (Afterschool Alliance, 2011), with less access to print-rich environments at home, often impeding the development of early literacy skills. Extended learning opportunities outside of regular school hours and summer provide additional opportunities to accelerate literacy for these students. In addition, for English learners who are working to meet grade level standards while at the same time a new language, extended learning opportunities provide time for developing academic language and establishing relationships in a social setting. Unduplicated students are consistently at greater risk of falling behind graduation requirements. These students need access to credit recovery opportunities that allow them to stay on track with their peers. Summer school provides ample credit recovery opportunities for students at the high school level. By offering extended learning opportunities such as a Saturday Exploration Academy and extended summer classes, students overcome the academic loss often found to be associated with students of high poverty. Students participating in extended learning opportunities spend more time building relationships, developing connections, and meeting their emotional needs which are foundational to being successful academically. Additional time in quality academic learning experiences also helps low income, ELL, and foster youth maintain the consistent mindset of learning necessary to make progress socially and academically. | STAR Assessments, Smarter Balanced Assessments, Student survey, Parent survey, Staff survey |

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| 4.5 | **Action:**<br>Supporting Core Instruction<br><br>**Need:**<br>2023 Outcome - English learner progress<br><br>YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)<br><br>**Scope:**<br>  LEA-wide | To meet the needs of unduplicated students with a focus on English learners provide additional services targeting the needs of English Language Learners for placement, planning, transition from elementary to middle and middle to high. | |
| 4.7 | **Action:**<br>Site-based Actions<br><br>**Need:**<br>2023 Outcomes<br>ELA Overall - ORANGE DFS -9<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -23<br>Foster Youth- RED  DFS -113<br>English Learners - ORANGE DFS -49<br>Students with Disabilities -<br>RED DFS -100<br><br>2023 Outcomes<br>MATH Overall - ORANGE  DFS -46<br>Socio-Economically Disadvantaged - ORANGE<br>DFS -60<br>Foster Youth- RED DFS -115<br>English Learners - ORANGE DFS -66 | School sites based actions are included in their Single Plan for Student Achievement and are directly linked to the LCAP actions. These actions are principally directed to English Learners, Socioeconomically Disadvantaged students and Foster students. A site needs assessment provided data to schools with specific information on how to serve the most neediest students. Actions included in site-based expenditures are: (1) Instructional coaches that bring evidence-based practices into classrooms and assist teachers in understanding how to differentiate instruction for targeted students, addressing the needs of unduplicated students for languagerich interaction; (2) Additional technology to ensure students without access have digital tools for learning and professional development on the effective integration of technology into instruction. While technology and digital learning will not solely close the achievement gap, research shows when implemented properly produces gains in student | STAR Assessments, Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness, Student survey, Staff survey |

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| | Students with Disabilities - RED DFS -127<br><br>2023 Outcomes<br>SCIENCE Overall -<br>30% meeting/exceeding standard<br>Socio-Economically Disadvantaged -<br>23% meeting/exceeding standard<br>English Learners<br>3% meeting/exceeding standard<br>Students with Disabilities -<br>8% meeting/exceeding standard<br><br>2023-2024 Percentage of students suspended at least once as of May, 2024 in RUSD Student Information System:<br>Overall: 2.1% suspension rate<br>Foster Youth: 9.4% (9 of 96 students in foster care)<br>English learners: 3% (90 of 3029 English learners)<br><br>**Scope:**<br>  LEA-wide | achievement and boosts engagement, particularly among students most at risk (Using Technology to Support At-Risk Students' Learning, Darling-Hammond et al, 2014); (3) Reducing class size and providing specialized programs that assist students in college preparedness, mental health, and closing the achievement gap. A rigorous metaanalysis done by the Campbell Collaboration looked at 10 research studies on class-size reduction. The analysis found a "very small" effect on student reading achievement overall. The effect on math achievement "was not statistically significant, thus it is uncertain if there may be a negative effect," the researchers wrote. But when small class sizes are targeted to low-income students and students of color, class-size reduction makes a measurable difference. The Campbell Collaboration specifically pointed to research done on Wisconsin's Student Achievement Guarantee in Education, or SAGE, program as evidence. Class size also shapes the quality of writing instruction for students, and is a college predictor. Specifically, teachers in smaller classes can diagnose and track student learning and differentiate instruction in response to student needs that directly supports low-income students, English learners, and foster youth. | |
| 4.10 | **Action:**<br>English Language Acquisition Programs<br><br>**Need:**<br>2023 Outcome - English learner progress YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4) | Designated English Language Development (ELD) is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into, and from, content instruction to develop the critical English language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are actively engaged in collaborative discussions in which they build awareness of language and develop skills and | ELPAC, STAR Assessments, Smarter Balanced Assessments |

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| | 2023-2024<br>Reclassified Fluent English Proficient Rate: 13.7% of English Learners reclassified August 2023 - April 2024 (District SIS)<br><br>2023<br>8.7% of English Learners are long-term English Learners<br><br>**Scope:** | abilities to use language. During Designated ELD , there is a strong emphasis on academic oral language development. Students receive differentiated curriculum that are aligned to the English Language Development Standards The final step in providing effective EL instruction is differentiating instruction by proficiency level to meet students' needs, which follows appropriate scheduling and flexible grouping of ELs for instructional purposes. | |
| **4.11** | **Action:**<br>English Language Acquisition Professional Development<br><br>**Need:**<br>2023 Outcome - English learner progress YELLOW 52.6% of English learners progressed at least one English Language Progress Indicator level or maintained the highest performance level (4)<br><br>2023-2024<br>Reclassified Fluent English Proficient Rate: 13.7% of English Learners reclassified August 2023 - April 2024 (District SIS)<br><br>2023<br>8.7% of English Learners are long-term English Learners<br><br>**Scope:** | Professional development for English language development, both Integrated English Language Development (ELD) and Designated ELD, is critical for teachers' effective implementation of research-based strategies for instructing English Learners in these settings. Professional development for English Learners utilizes research based approaches guided by the California state standards and English Language Development Standards Professional development and coaching opportunities for teachers with focused conversations around best practices for language progression. The training uses collaborative practices such as coaching, lesson study, teachers observe and practice research based strategies. Teachers attend training, apply strategies, analyze and monitor their students, and reflect on their practice together. This training addresses: (1) learning English as a second language while concurrently learning grade level content; (2) range of language proficiency levels across English learners; (3) range of access to English language-rich environments to support English language development. These actions will | ELPAC, STAR Assessments, Smarter Balanced Assessments |

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| | | increase the outcomes of English learners on state content and language standards as evidenced by the English Language Proficiency Assessment of California and the Smarter Balanced Assessments. | |
| 5.1 | **Action:**<br>Future Ready Learning<br><br>**Need:**<br><br><br>**Scope:**<br>  LEA-wide | Unduplicated students benefit from these actions as they provide access to technology and learning environments not typically accessible to foster students, English learners, and low-income students. In our RUSD Student Technology Access, Use and Connectivity Survey in 2019, 6% of all students (n=7,258) reported no access to 24/7 learning through home devices and wifi. This percentage increases among English Learners (14%), foster youth (14%), and low-income (8%), highlighting the unique need among these students group to not only provide access to technology and wifi, but also provide instruction that is supported through effective use of technology in all classrooms. As a result of this baseline data, and the transition to virtual learning in 2020, RUSD shifted to a 1:1 model of device access TK-12. Professional development for teachers includes a focus on using technology to differentiate and address the needs of unduplicated students. | Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness, Student survey |
| 5.3 | **Action:**<br>College and Career Programs<br><br><br><br>**Need:**<br>2023 Outcomes on Dashboard:<br>GRADUATION RATE Overall: ORANGE<br>89.2% | Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Research consistently shows that low-income students face barriers to college and career access, often lacking guidance and support to prepare for college and career, applying to colleges and career tech ed schools, applying for financial aid, | Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness, Student survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Socioeconomically Disadvantaged: ORANGE 88.8%<br>Foster Youth: 100% (6 of 6)<br>English learners: ORANGE 75.6%<br><br>Percentage of grade 12 students completing UC/CSU required courses: 37.2% (22-23)<br><br>Percentage of students completing a CTE pathway: 27.6% (2023)<br><br>Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway<br>(2023)<br>Overall: 12.3%<br>Socioeconomically Disadvantaged: 11.2%<br>Foster Youth: 0% (0 of 6)<br>English learners: 3.8%<br><br>Percentage of grade 11 students college ready on Early Assessment Program (2023)<br>ELA: 60.0% Ready or Conditionally Ready<br>Math: 28.8% Ready or Conditionally Ready<br><br>2022-2023<br>DROPOUT RATE Overall: 8.4%<br>Socioeconomically Disadvantaged: 9.0%<br>Foster Youth: 0% (0 of 6)<br>English learners: 19.2%<br><br>**Scope:**<br>  LEA-wide | enrolling and persisting in their studies, and ultimately graduating. Because of this, large gaps remain in educational achievement for students from low-income families. Increasing college and career opportunities for low income students includes intentional strategies embedded in the learning experience and access to tools and resources that support the development of skills necessary to set goals, research, and plan. Counselors work with students to develop profiles and work through lessons to develop skills and begin career exploration that can facilitate course planning and both college and career access. AVID is a successful program whose mission is to close the opportunity gap for students who would normally not have access to college, including low income, first generation, foster, and English learner students. The program focuses on preparing students for college, careers, and life with the academic and soft skills needed to succeed. AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. These tools help teachers implement and refine instructional practices to support key academic and social supports that students need. Research and practice has shown AVID to be highly effective for our targeted population. First-generation, low income AVID students who go on to college are four times more likely to graduate than their national peers. Nationally, 86% of AVID students are from underrepresented groups and 75% are from low income families. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **5.4** | **Action:**<br>College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness<br><br><br>**Need:**<br>2023 Outcomes on Dashboard:<br>GRADUATION RATE Overall: ORANGE 89.2%<br>Socioeconomically Disadvantaged: ORANGE 88.8%<br>Foster Youth:  100% (6 of 6)<br>English learners: ORANGE 75.6%<br><br>Percentage of grade 12 students completing UC/CSU required courses: 37.2%  (22-23)<br><br>Percentage of students completing a CTE pathway: 27.6% (2023)<br><br>Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway<br>(2023)<br>Overall: 12.3%<br>Socioeconomically Disadvantaged: 11.2%<br>Foster Youth: 0% (0 of 6)<br>English learners: 3.8%<br><br>Percentage of grade 11 students college ready on Early Assessment Program (2023)<br>ELA:  60.0% Ready or Conditionally Ready<br>Math: 28.8% Ready or Conditionally Ready<br><br>2022-2023 | Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to foster students, English learners, and low-income students. Research consistently shows that low-income students face barriers to college and career access, often lacking guidance and support to prepare for college and career, applying to colleges and career tech ed schools, applying for financial aid, enrolling and persisting in their studies, and ultimately graduating. Because of this, large gaps remain in educational achievement for students from low-income families. Increasing college and career opportunities for low income students includes intentional strategies embedded in the learning experience and access to tools and resources that support the development of skills necessary to set goals, research, and plan. College Connect is targeted for foster youth and McKinney Vento students, along with other first generation students. Counselors are allocated to provide ongoing support and monitoring of four year plans and college preparation. | Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness, Student survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | DROPOUT RATE Overall: 8.4%<br>Socioeconomically Disadvantaged: 9.0%<br>Foster Youth: 0% (0 of 6)<br>English learners: 19.2%<br><br><br><br>**Scope:**<br>  LEA-wide | | |
| 5.5 | **Action:**<br>College and Career Readiness for English learners<br><br><br><br>**Need:**<br>2023 Outcomes on Dashboard:<br>GRADUATION RATE Overall: ORANGE 89.2%<br>Socioeconomically Disadvantaged: ORANGE 88.8%<br>Foster Youth:  100% (6 of 6)<br>English learners: ORANGE 75.6%<br><br>Percentage of grade 12 students completing UC/CSU required courses: 37.2%  (22-23)<br><br>Percentage of students completing a CTE pathway: 27.6% (2023)<br><br>Percentage of grade 12 students completing both UC/CSU required courses and a CTE pathway<br>(2023)<br>Overall: 12.3%<br>Socioeconomically Disadvantaged: 11.2% | Unduplicated students benefit from these actions as they provide access to resources and support not typically accessible to  English learners. Because of this, large gaps remain in educational achievement for students for English learners. RUSD has expanded AVID at the two intermediate schools to include AVID Excel for English Learners. AVID Excel is intended to accelerate language acquisition, develop literacy, and place AVID Excel students on the path to high school AVID and college prep coursework. Targeted tutoring is also provided to support English learners. | Smarter Balanced Assessments, Graduation Rate, College and Career Preparedness, Student survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Foster Youth: 0% (0 of 6)<br>English learners: 3.8%<br><br>Percentage of grade 11 students college ready on Early Assessment Program (2023)<br>ELA:  60.0% Ready or Conditionally Ready<br>Math: 28.8% Ready or Conditionally Ready<br><br>2022-2023<br>DROPOUT RATE Overall: 8.4%<br>Socioeconomically Disadvantaged: 9.0%<br>Foster Youth: 0% (0 of 6)<br>English learners: 19.2%<br><br><br>**Scope:**<br>  LEA-wide | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

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

| |
|---|
| |

## Additional Concentration Grant Funding

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

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

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

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

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

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

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

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

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

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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | 1:23 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 1:17.6 |

# 2024-25 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| | [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | $127,892,448 | $41,756,244 | 32.649% | 0.000% | 32.649% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | $128,861,945.00 | $3,832,802.00 | $5,652,481.00 | $1,215,372.00 | $139,562,600.00 | $130,003,673.00 | $9,558,927.00 |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Curriculum and Materials | All Students | with Disabilities | No | | | | | $0.00 | $85,000.00 | | $85,000.00 | | | $85,000.00 | |
| 1 | 1.2 | Responsive and Aligned Professional Development | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $1,413,717.00 | $0.00 | $1,401,175.00 | $12,542.00 | | | $1,413,717.00 | |
| 1 | 1.3 | Aligned, Evidence-Based Instructional Systems | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $25,084.00 | $0.00 | | $25,084.00 | | | $25,084.00 | |
| 1 | 1.4 | Extended Learning Opportunities | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $249,040.00 | $0.00 | | $249,040.00 | | | $249,040.00 | |
| 1 | 1.5 | Equitable & Inclusive Classrooms | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $4,194,970.00 | $0.00 | $4,182,428.00 | $12,542.00 | | | $4,194,970.00 | |
| 1 | 1.6 | Comprehensive and Inclusive Support for Students with Disabilities (To address requirements for Differentiated Assistance) | Students Disabilities | with | No | | | All Schools | | $156,500.00 | $79,200.00 | | $166,500.00 | | $69,200.00 | $235,700.00 | |
| 2 | 2.1 | Culturally Competent Staff | English Foster | Learners Youth | Yes | LEA-wide | English Learners Foster Youth | | | $422,722.00 | $0.00 | | $422,722.00 | | | $422,722.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| 2 | 2.2 | Behavior and Mental Health Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $95,337.00 | $266,500.00 | $301,837.00 | | $60,000.00 | | $361,837.00 | |
| 2 | 2.3 | Systems to Support Student Attendance | | | | | | | $0.00 | $27,332.00 | $27,332.00 | | | | $27,332.00 | |
| 2 | 2.4 | Safety Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $1,969,445.00 | $0.00 | $1,969,445.00 | | | | $1,969,445.00 | |
| 2 | 2.5 | School Climate Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $4,044,085.00 | $19,100.00 | $4,044,085.00 | | $19,100.00 | | $4,063,185.00 | |
| 2 | 2.6 | Health Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $2,208,691.00 | $0.00 | $2,208,691.00 | | | | $2,208,691.00 | |
| 2 | 2.7 | High Quality Staff | All | No | | | | | $16,387,352.00 | $10,423.00 | $16,397,775.00 | | | | $16,397,775.00 | |
| 2 | 2.8 | Leadership Professional Development | All | No | | | | | $0.00 | $47,000.00 | $47,000.00 | | | | $47,000.00 | |
| 2 | 2.9 | Facilities and Technology Infrastructure Maintenance | All | No | | | | | $3,384,166.00 | $2,381,428.00 | $328,345.00 | | $5,437,249.00 | | $5,765,594.00 | |
| 2 | 2.10 | Inclusive Support for Students with Disabilities (To address requirements for Differentiated Assistance) | Students with Disabilities | No | | | | | | | | | | | | |
| 3 | 3.1 | Student Voice | All | No | | | | | $0.00 | $60,000.00 | $60,000.00 | | | | $60,000.00 | |
| 3 | 3.2 | Staff and Community Voice | All | No | | | | | $0.00 | $30,000.00 | $30,000.00 | | | | $30,000.00 | |
| 3 | 3.3 | Parent Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $14,153.00 | $47,306.00 | $8,999.00 | | | $52,460.00 | $61,459.00 | |

| 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 | 3.4 | Translation Services | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $411,039.00 | $160,000.00 | $571,039.00 | | | | $571,039.00 | |
| 3 | 3.5 | Family Communication | All | | No | | | | | $212,126.00 | $247,500.00 | $459,626.00 | | | | $459,626.00 | |
| 4 | 4.1 | Curriculum and Materials | All | | No | | | | | $0.00 | $346,443.00 | | $346,443.00 | | | $346,443.00 | |
| 4 | 4.2 | Responsive and Aligned Professional Development | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $15,297,742.00 | $447,479.00 | $14,892,015.00 | $36,902.00 | | $816,304.00 | $15,745,221.00 | |
| 4 | 4.3 | Aligned, Evidence-Based Instructional Systems | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $822,991.00 | $185,000.00 | $609,922.00 | $331,137.00 | $66,932.00 | | $1,007,991.00 | |
| 4 | 4.4 | Extended Learning Opportunities | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $2,323,762.00 | $464,029.00 | $1,370,147.00 | $1,417,644.00 | | | $2,787,791.00 | |
| 4 | 4.5 | Supporting Core Instruction | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $201,377.00 | $148,798.00 | $322,633.00 | $27,542.00 | | | $350,175.00 | |
| 4 | 4.6 | Data-informed Progress Monitoring and Culture of Continuous Improvement | All Students Disabilities | with | No | | | | | $17,559.00 | $636,650.00 | $641,667.00 | | | $12,542.00 | $654,209.00 | |
| 4 | 4.7 | Site-based Actions | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $3,870,102.00 | $1,068,924.00 | $4,939,026.00 | | | | $4,939,026.00 | |
| 4 | 4.8 | Enrichment and Beyond the Core Instruction | All Students Disabilities | with | No | | | | | $95,525.00 | $624,228.00 | $631,835.00 | $87,918.00 | | | $719,753.00 | |
| 4 | 4.9 | Staffing | All Students Disabilities | with | No | | | | | $68,441,696.00 | $0.00 | $68,441,696.00 | | | | $68,441,696.00 | |
| 4 | 4.10 | English Language Acquisition Programs | All | | No | | | | | | | | | | | | |
| 4 | 4.11 | English Language Acquisition Professional Development | All | | No | | | | | | | | | | | | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 4.12 | Inclusive Comprehensive Support for Academic Success of Students with Disabilities (To address requirements for Differentiated Assistance) | Students with Disabilities | No | | | | | | | | | | | | |
| 5 | 5.1 | Future Ready Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $1,570,505.00 | $1,768,942.00 | $3,284,905.00 | $12,542.00 | | $42,000.00 | $3,339,447.00 | |
| 5 | 5.2 | College and Career Curriculum | All Students with Disabilities | No | | | | | $68,051.00 | $120,000.00 | $40,425.00 | $72,626.00 | | $75,000.00 | $188,051.00 | |
| 5 | 5.3 | College and Career Programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $269,719.00 | $150,645.00 | $160,997.00 | $48,572.00 | | $210,795.00 | $420,364.00 | |
| 5 | 5.4 | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $1,480,136.00 | $20,000.00 | $1,473,865.00 | $20,000.00 | | $6,271.00 | $1,500,136.00 | |
| 5 | 5.5 | College and Career Readiness for English learners | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $15,035.00 | $42,000.00 | $15,035.00 | $42,000.00 | | | $57,035.00 | |
| 5 | 5.6 | Inclusive Pathways to College and Career Readiness for Students with Disabilities (To address requirements for Differentiated Assistance) | Students with Disabilities | No | | | | | $0.00 | $75,000.00 | | $75,000.00 | | | $75,000.00 | |
| 6 | 6.1 | Santana High School Equity Multiplier Action | | | | | | | $229,469.00 | $0.00 | | $229,469.00 | | | $229,469.00 | |
| 6 | 6.2 | Rowland Virtual Learning Academy Equity Multiplier Action | | | | | | | $111,577.00 | $0.00 | | $111,577.00 | | | $111,577.00 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | | [AUTO-CALCULATED] |
| $127,892,448 | $41,756,244 | 32.649% | 0.000% | 32.649% | $41,756,244.00 | 0.000% | 32.649 % | **Total:** | $41,756,244.00 |
| | | | | | | | | **LEA-wide Total:** | $41,756,244.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **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 (%) |
|---|---|---|---|---|---|---|---|---|
| This table is automatically generated and calculated from this LCAP. | | | | | | | | |
| 1 | 1.2 | Responsive and Aligned Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,401,175.00 | |
| 1 | 1.3 | Aligned, Evidence-Based Instructional Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | | | |
| 1 | 1.4 | Extended Learning Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 1.5 | Equitable & Inclusive Classrooms | Yes | LEA-wide | English Learners Foster Youth Low Income | | $4,182,428.00 | |
| 1 | 1.6 | Comprehensive and Inclusive Support for Students with Disabilities | | | | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|---------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| | | (To address requirements for Differentiated Assistance) | | | | | | |
| 2 | 2.1 | Culturally Competent Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | | | |
| 2 | 2.2 | Behavior and Mental Health Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | | $301,837.00 | |
| 2 | 2.4 | Safety Support | Yes | LEA-wide | English Learners Foster Youth Low Income | | $1,969,445.00 | |
| 2 | 2.5 | School Climate Support | Yes | LEA-wide | English Learners Foster Youth Low Income | | $4,044,085.00 | |
| 2 | 2.6 | Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | | $2,208,691.00 | |
| 3 | 3.3 | Parent Education | Yes | LEA-wide | English Learners Foster Youth Low Income | | $8,999.00 | |
| 3 | 3.4 | Translation Services | Yes | LEA-wide | English Learners Foster Youth Low Income | | $571,039.00 | |
| 4 | 4.2 | Responsive and Aligned Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | | $14,892,015.00 | |
| 4 | 4.3 | Aligned, Evidence-Based Instructional Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | | $609,922.00 | |
| 4 | 4.4 | Extended Learning Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | | $1,370,147.00 | |
| 4 | 4.5 | Supporting Core Instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | | $322,633.00 | |
| 4 | 4.7 | Site-based Actions | Yes | LEA-wide | English Learners Foster Youth | | $4,939,026.00 | |

| 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 (%) |
|------|----------|--------------|---------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|----------------------------------------------|
| | | | | | Low Income | | | |
| 5 | 5.1 | Future Ready Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | | $3,284,905.00 | |
| 5 | 5.3 | College and Career Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | | $160,997.00 | |
| 5 | 5.4 | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | Yes | LEA-wide | English Learners Foster Youth Low Income | | $1,473,865.00 | |
| 5 | 5.5 | College and Career Readiness for English learners | Yes | LEA-wide | English Learners Foster Youth Low Income | | $15,035.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | $137,331,848.00 | $138,306,013.00 |

| 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) |
|---|---|---|---|---|---|
| This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added. | | | | | |
| 1 | 1.1 | Curriculum and Materials | No | $826,997.00 | $1,144,263 |
| 1 | 1.2 | Professional Development | Yes | $17,504,443.00 | $17,117,569 |
| 1 | 1.3 | Multi-tiered Systems of Support | Yes | $2,930,110.00 | $4,053,929 |
| 1 | 1.4 | Extended Learning Opportunities | Yes | $3,847,932.00 | $4,136,495 |
| 1 | 1.5 | Supporting Core Instruction | Yes | $5,030,793.00 | $5,144,720 |
| 1 | 1.6 | Data and Assessment Support | No | $537,073.00 | $496,379 |
| 1 | 1.7 | Site-based actions | Yes | $5,153,414.00 | $4,869,325 |
| 1 | 1.8 | Enrichment and Beyond the Core Instruction | No | $853,231.00 | $586,963 |
| 1 | 1.9 | Staffing | No | $61,618,448.00 | $61,009,539 |

| 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 | 1.10 | English Language Acquisition Programs | No | $0.00 | |
| 1 | 1.12 | English Language Acquisition Professional Development | Yes | $0.00 | |
| 2A | 2A.1 | 21st Century Teaching and Learning | Yes | $1,182,288.00 | $1,173,682 |
| 2A | 2A.2 | College and Career Curriculum | No | $278,009.00 | $281,639 |
| 2A | 2A.3 | College and Career Programs | Yes | $227,106.00 | $147,523 |
| 2A | 2A.4 | College and Career Support | No | $58,046.00 | $18,101 |
| 2A | 2A.6 | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | Yes | $1,532,535.00 | $1,526,441 |
| 2A | 2A.7 | College and Career Readiness for English learners | Yes | $117,671.00 | $54,671 |
| 2B | 2B.1 | College and Career Readiness for Students with Disabilities | No | $350,000.00 | $118,982 |
| 3 | 3.1 | Parent Education | Yes | $92,782.00 | $66,902 |
| 3 | 3.2 | Translation for Families | Yes | $555,490.00 | $618,539 |
| 3 | 3.3 | Parent Communication | No | $441,250.00 | $433,799 |

| 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 | 3.4 | Community Outreach | No | $205,608.00 | $214,803 |
| 3 | 3.5 | Staff Collaboration | No | $52,175.00 | $52,175 |
| 4 | 4.1 | Facility Maintenance | No | $4,723,112.00 | $5,161,023 |
| 4 | 4.2 | Infrastructure to Support Teaching and Learning | No | $600,680.00 | $144,413 |
| 4 | 4.3 | 21st Century Classroom | Yes | $2,904,221.00 | $2,297,329 |
| 5 | 5.1 | Professional Development and Resources to support Behavior Support and Social Emotional Learning Programs | Yes | $794,842.00 | $1,653,313 |
| 5 | 5.2 | Safety Support | Yes | $1,882,284.00 | $1,870,221 |
| 5 | 5.3 | School Climate Support | Yes | $1,847,410.00 | $1,927,129 |
| 5 | 5.4 | Health Services | Yes | $4,337,021.00 | $4,642,819 |
| 6 | 6.1 | Staff Professional Development with a focus on Diversity, Equity and Inclusion | No | $120,588.00 | $92,025 |
| 6 | 6.2 | High Quality Staff | No | $16,529,289.00 | $17,166,590 |
| 6 | 6.3 | Leadership Professional Development | No | $102,000.00 | $41,435 |
| 6 | 6.4 | Collaboration with District and Community Stakeholders | No | $85,000.00 | $33,277 |

| 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) |
|---|---|---|---|---|---|
| 6 | 6.5 | Celebrating Success | No | $10,000.00 | $10,000 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $43,192,268 | $42,879,641.00 | $43,442,273.00 | ($562,632.00) | 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) |
|---|---|---|---|---|---|---|---|
| <td colspan="8">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.<br><br>This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.</td> |
| 1 | 1.2 | Professional Development | Yes | $16,783,300.00 | $16,238,991 | 0% | 0% |
| 1 | 1.3 | Multi-tiered Systems of Support | Yes | $563,045.00 | $882,079 | 0% | 0% |
| 1 | 1.4 | Extended Learning Opportunities | Yes | $1,830,554.00 | $2,549,434 | 0% | 0% |
| 1 | 1.5 | Supporting Core Instruction | Yes | $5,030,793.00 | $5,144,720 | 0% | 0% |
| 1 | 1.7 | Site-based actions | Yes | $5,153,414.00 | $4,869,325 | 0% | 0% |
| 1 | 1.12 | English Language Acquisition Professional Development | Yes | $0.00 | $0 | 0% | 0% |
| 2A | 2A.1 | 21st Century Teaching and Learning | Yes | $1,112,448.00 | $1,119,026 | 0% | 0% |
| 2A | 2A.3 | College and Career Programs | Yes | $159,060.00 | $107,772 | 0% | 0% |
| 2A | 2A.6 | College and Career Readiness for Foster Youth, Low-Income Students, and Students Experiencing Homelessness | Yes | $1,432,535.00 | $1,506,441 | 0% | 0% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 2A | 2A.7 | College and Career Readiness for English learners | Yes | $17,671.00 | $12,671 | 0% | 0% |
| 3 | 3.1 | Parent Education | Yes | $4,982.00 | $2,482 | 0% | 0% |
| 3 | 3.2 | Translation for Families | Yes | $495,490.00 | $515,233 | 0% | 0% |
| 4 | 4.3 | 21st Century Classroom | Yes | $2,484,221.00 | $2,296,329 | 0% | 0% |
| 5 | 5.1 | Professional Development and Resources to support Behavior Support and Social Emotional Learning Programs | Yes | $294,132.00 | $421,299 | 0% | 0% |
| 5 | 5.2 | Safety Support | Yes | $1,882,284.00 | $1,870,221 | 0% | 0% |
| 5 | 5.3 | School Climate Support | Yes | $1,551,255.00 | $1,515,995 | 0% | 0% |
| 5 | 5.4 | Health Services | Yes | $4,084,457.00 | $4,390,255 | 0% | 0% |

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

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $132,187,502 | $43,192,268 | 00.17% | 32.845% | $43,442,273.00 | 0.000% | 32.864% | $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](mailto: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:

    o  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]).

    o  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.

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

### Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

# Instructions

**Respond to the prompts as follows:**

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

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

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

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

**Complete the table as follows:**

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

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

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

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

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

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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

**Broad Goal**
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

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

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

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

    o 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:

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

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

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

    - o 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.

    - o 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.

    - o 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.

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

    o  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.

    o  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.

    o  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.

    o  **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o  Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

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

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

**Statutory Requirements**
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

# Required Descriptions:

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

## Identified Need(s)

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  o 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.

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

  o 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).

- o **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.

  - o **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.

  - o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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)**

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

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