RUSD RIVERSIDE UNIFIED SCHOOL DISTRICT

2026–27 LCAP

Local Control & Accountability Plan

APODTED 6.25.26



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RUSD RIVERSIDE UNIFIED LCAP AND COMMUNITY ENGAGEMENT

LCAP 2026-2027
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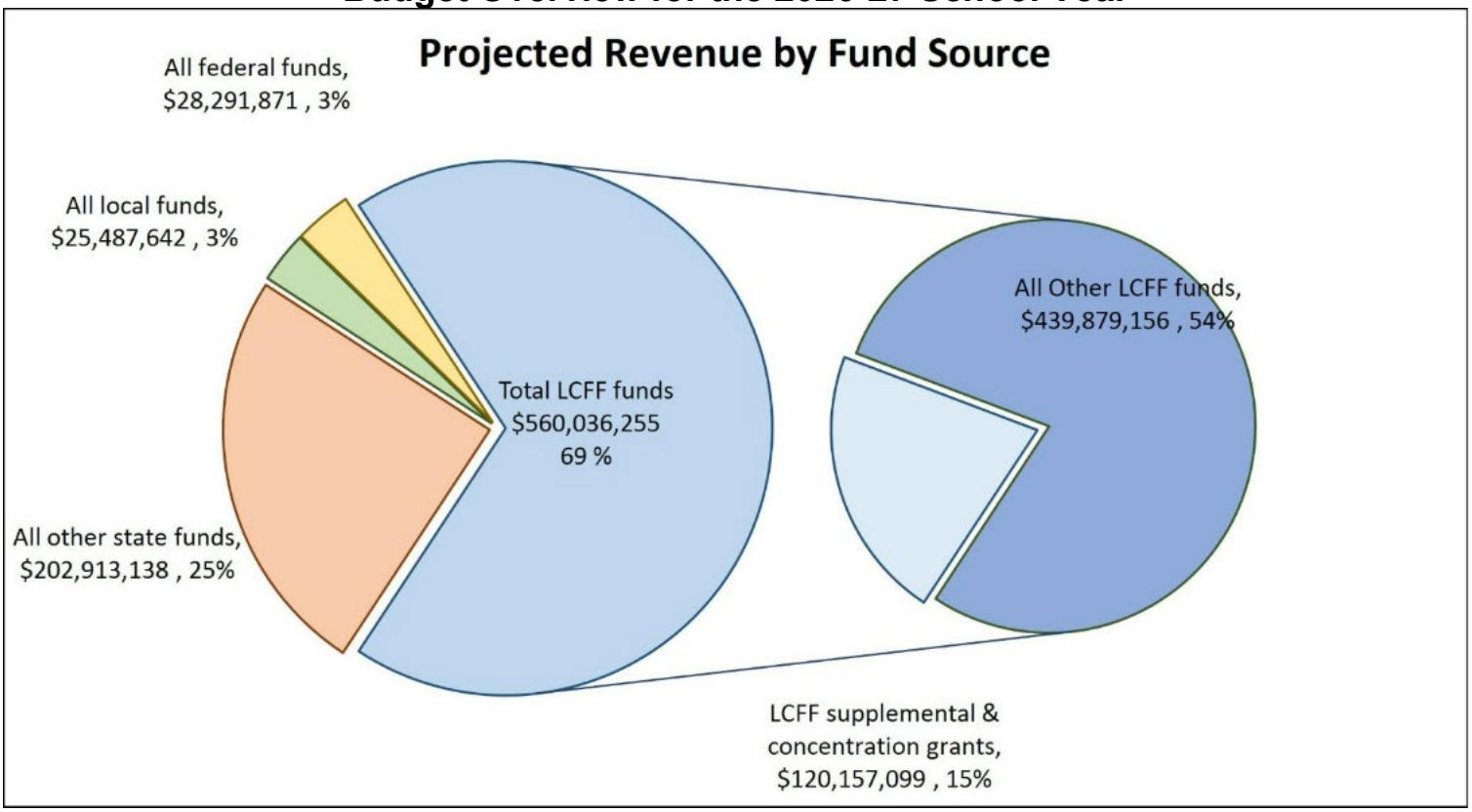
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Unified
CDS Code: 33-67215-000000
School Year: 2026-27
LEA contact information:
Sonia Llamas, Ed.D.
Superintendent
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

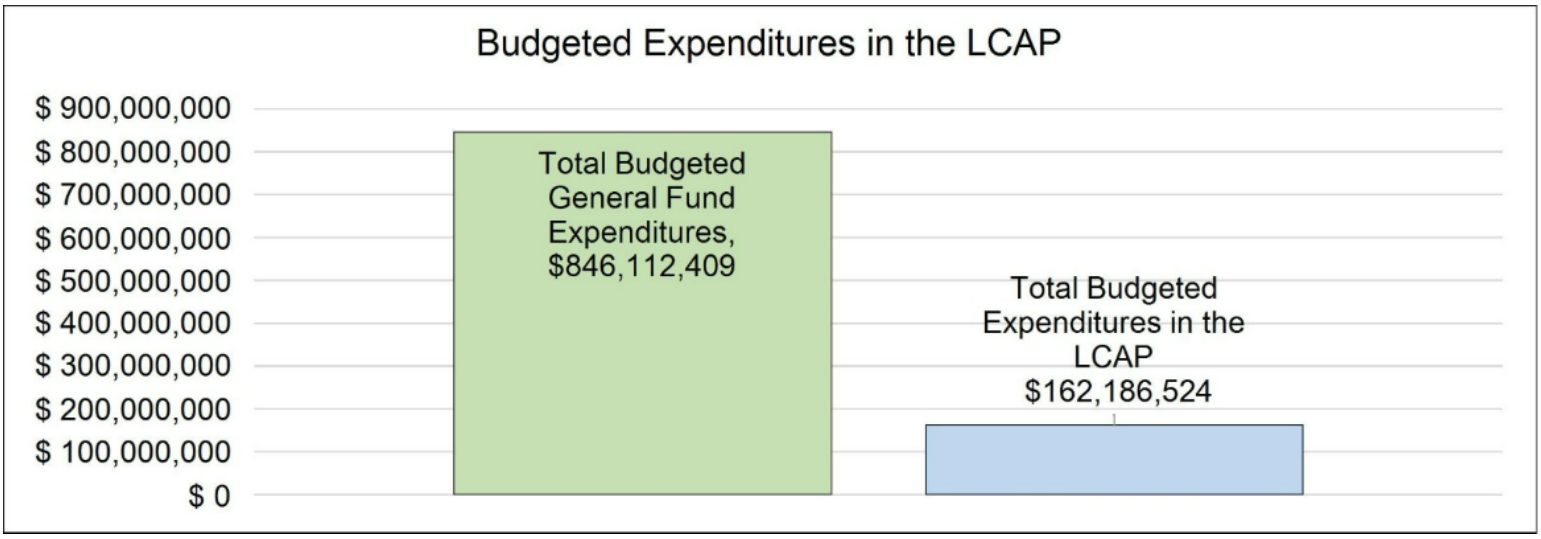


This chart shows the total general purpose revenue Riverside Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Unified is $816,728,906, of which $560,036,255 is Local Control Funding Formula (LCFF), $202,913,138 is other state funds, $25,487,642 is local funds, and $28,291,871 is federal funds. Of the $560,036,255 in LCFF Funds, $120,157,099 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Riverside Unified plans to spend $846,112,409 for the 2026-27 school year. Of that amount, $162,186,524 is tied to actions/services in the LCAP and $683,925,885 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

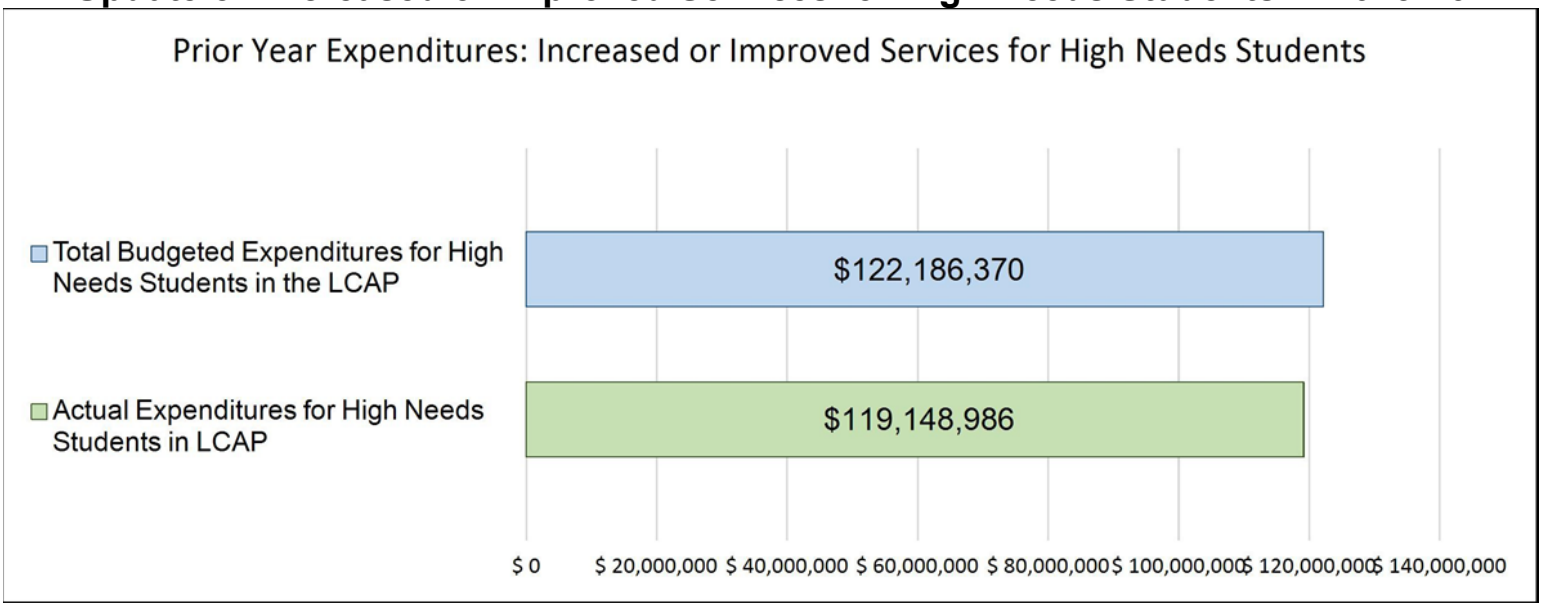
The RUSD Local Control and Accountability Plan (LCAP) does not encompass all expenditures. Specifically, costs for employee positions not directly tied to the LCAP are covered by our base program or other specialized funds. Furthermore, the LCAP excludes general overhead, transportation, utilities, maintenance and operations, other operational costs, and certain restricted State and Federal funding sources that are not directly aligned with LCAP goals, actions, and services.

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

In 2026-27, Riverside Unified is projecting it will receive $120,157,099 based on the enrollment of foster youth, English learner, and low-income students. Riverside Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Unified plans to spend $122,635,881 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Riverside Unified's LCAP budgeted $122,186,370 for planned actions to increase or improve services for high needs students. Riverside Unified actually spent $119,148,986 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,037,384 had the following impact on Riverside Unified’s ability to increase or improve services for high needs students:

Despite the difference in allocated funding, all planned actions were fully implemented, with no impact on services. This was achieved by utilizing alternative funding sources, including the expenditure of remaining funds from grants set to expire this year. Carryover obligation has been included in the expenditures for the coming LCAP year.

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
Riverside Unified	Sonia Llama, Ed.D. Superintendent	sllamas@riversideunified.org (951) 788-7135

Plan Summary [2026-27]

General Information

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

RUSD currently serves over 38,033 students, ranging from preschool through twelfth grade, and also includes adult students enrolled in the Riverside Adult School. The District comprises 51 schools: 30 Elementary Schools, 7 middle schools, 5 comprehensive high schools, and 8 alternative/specialty schools. These alternative schools include a Science, Technology, Engineering, and Math (STEM) Academy for grades 5-12, and a large preschool program with State-sponsored, Head Start, and Special Education options for students with disabilities.

RUSD views the LCAP as its equity plan, principally directed at unduplicated students. The LCAP supports the District's mission, vision, and values.

RUSD's MOTTO: Be Extraordinary

RUSD's MISSION: Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students.

RUSD VALUES:

- *Community:* We work diligently to build bridges between our schools and community in order to create rich learning experiences and opportunities for all. Strategic connections with our partners are core to the success of our District.

- *Engagement:* RUSD is committed to creating an engaging learning environment that promotes curriculum, programs, physical spaces, and the development of relationships that enable students to feel welcome, connected and inspired.
- *Equity:* We are committed to implementing inclusive practices and policies that honor the rich diversity of our District and the greater region. With a focus on positive outcomes for all, we will work diligently to ensure all students have their needs met, strengths fostered, and graduate prepared for success.
- *Excellence:* We value lifelong learning, personal integrity, achievement and accomplishment. We seek to inspire and empower students to reach their highest potential.
- *Innovation:* RUSD is future-oriented in the design of its schools and educational programs. Personalization, creativity, and technology are central to the District's approach to preparing students for an increasingly fast-paced world.
- *Well-Being:* We cultivate graduates who succeed academically, are physically and mentally healthy, and are active and engaged citizens. The District strives to create safe and multidimensional educational environments that support students' development as they become well-rounded individuals.

RUSD EQUITY DEFINITION: Equity is accomplished when access is based on need, and every student is provided with what they individually require to learn and succeed to fulfill their academic and social advancement.

RUSD's EQUITY TENETS

- Eliminate disparities and inequitable practices
- Implement inclusive practices and policies
- Honor individuality with a focus on high outcomes for all
- Guarantee respectful treatment where all individuals feel valued

All goals and actions are established through the lens of principally impacting the achievement of our unduplicated students (English Learners, Low-Income, and Foster Youth). Each year the plan is reviewed and revised to ensure it remains a "living document" that accurately reflects the changing needs of students, aligns with current data, and maintains compliance with California's Local Control Funding Formula (LCFF) requirements

The District is nationally and statewide recognized for its outstanding academic, Career Technical Education (CTE), and Visual and Performing Arts (VAPA) programs. Eleven schools offer Dual Language Immersion programs (6 elementary, 3 middle, and 3 high school). Excellence is evidenced by:

- Seventeen schools designated as AVID sites
- Thirty schools earning the California Distinguished School Award
- Five schools recognized as Blue Ribbon schools by the US Department of Education
- Two schools named Core Knowledge Schools of Distinction
- One Middle School to Watch distinction
- Eighteen schools receiving California Positive Behavior Intervention Systems (PBIS) Awards
- Ten Golden Bell awards earned by various District programs since 2000

Student Demographics and Diversity

According to the 2025 CA Dashboard, the student population in Riverside continues to become more diverse. The ethnic distribution is as

follows: 67.5% Hispanic, 17.9% White, 5.9% African American, 3.6% Asian, 2% Two or More Races, 1.2% Filipino, 0.3% Pacific Islander, and 0.03% American Indian.

Key student groups include:

- Approximately 72.3% Low-Income
- 16.5% identified as English Learners
- 0.4% Foster Youth
- 2.8% Homeless students

While 88.8% of English Learners speak Spanish, RUSD represents over 46 different languages, including Pashto, Arabic, Persian, Mandarin Chinese, and Vietnamese. Over the past five years, the District has seen an increase in newly enrolled students who have been in a U.S. school for three or fewer years. In the 2025-26 school year, RUSD had relatively large student enrollments from countries including: Mexico, Guatemala, Afghanistan, India, and Vietnam, presenting an excellent opportunity for sites to provide quality education, sometimes to students with no prior schooling experience.

Conversely, RUSD has also faced challenges, including declining enrollment due to families moving out and low birth rates, which has necessitated changes in master schedules and staffing across schools. Furthermore, the District continues to address credit recovery, classroom behavior, and student wellness, a testament to the dedication of District employees, administrators, educational partners, families, and students.

Alternative Education and Equity Focus

For Year 3 of the LCAP, four of RUSD's alternative education settings have been designated for Equity Multiplier funds, designed to provide additional support for the most vulnerable students: Abraham Lincoln Continuation, Raincross High Continuation School, Opportunity Program, and Summit View Independent Study. These schools qualify for the funds because their student populations are 70% or greater Low-Income and experience high rates of student enrollment changes within a school year. A single Director oversees all four schools, engaging with educational partners to address the unique needs of each program.

<u>Alternative Education Program Details:</u>

Abraham Lincoln Continuation (2025 Model Continuation School): This program provides direct instruction to students in grades 10-12 (age 16+) who are credit deficient. The mission is to meet the distinctive academic and social-emotional needs of its diverse population in a safe, nurturing environment, fostering life-long learning and post-high school opportunities. It operates on a quarter system with a six-period day and is the only school in the District offering the CTE automotive pathway. Enrollment is approximately 90 students.

- Demographics: 81.3% Hispanic, 6.4% White, 3.5% African American, 1.2% Two or More Races, 1.2% Asian.
- Student Groups: 67.3% Low-Income, 25.1% English Learners, 0.6% Foster Youth, 9.4% Homeless, 7% Students with Disabilities.

The Educational Options Center houses the following schools:

Raincross High Continuation School: Located at the Educational Options Center, Raincross High utilizes a Learning Management System (Edgenuity) for instruction with students in grades 10-12 (age 16+) who are credit deficient. It operates on a semester system with an am/pm schedule. Enrollment is approximately 113 students.

- Demographics: 73% Hispanic, 13.9% White, 4.4% African American, 2% Two or More Races, 1.6% Asian, 0.4% American Indian.

- Student Groups: 59.9% Low-Income, 19.4% English Learners, 0.8% Foster Youth, 8.3% Homeless, 17.5% Students with Disabilities.

Opportunity Program: This program serves middle and high school students who have struggled in a traditional school setting or are on a suspended expulsion from their comprehensive high school, offering a flexible, standards-based alternative. Enrollment is approximately 18 students. Students frequently enroll due to difficulties with social-emotional and mental health issues, credit deficiency, or behavioral situations. Interview data suggests many students leave comprehensive campuses due to anxiety, depression, bullying, social issues, family dynamics, abuse, trauma, teen pregnancy, anger, and grappling with sexual identity/orientation.

- Demographics: 68.8% Hispanic, 8.3% White, 12.5% African American, 2.1% Filipino.
- Student Groups: 70.8% Low-Income, 20.8% English Learners, 8.3% Homeless, 29.2% Students with Disabilities.

Summit View Independent Study Program: Also located at the Educational Options Center, this program offers homeschool learning flexibility for students in grades TK-12. Enrollment is approximately 99 students.

- Demographics: 52.3% Hispanic, 34.9% White, 5.8% African American, 2.3% American Indian, 4.7% Two or More Races.
- Student Groups: 45.3% Low-Income, 3.5% English Learners, 8.3% Homeless, 5.8% Students with Disabilities.

Reflections: Annual Performance

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

Riverside Unified School District (RUSD) has demonstrated significant success across key areas, supported by a review of state and local indicators, the 2025 California School Dashboard, progress toward previous LCAP goals, local self-assessments, input from educational partners, and local data.

Our achievements demonstrate a strong commitment to student success. In 2025, we proudly maintained a high graduation rate of 95.6%. Furthermore, the 2025-26 school year saw numerous student distinctions, highlighting their mastery and engagement. These distinctions include the Seal of Biliteracy awarded to 402 students who achieved high proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Civic Engagement is projected to be awarded to 498 students for demonstrating excellence in civics education, community participation, and a strong understanding of the U.S. and California constitutions. Additionally, 891 students earned the Golden State Seal Merit Diploma, a California honor awarded to public high school graduates who demonstrated mastery in at least six subject areas, including English Language Arts, math, science, U.S. history, and two additional subjects.

RUSD has also strengthened support for student learning, college and career readiness, and family engagement through foundational programs like Dual Language Immersion (DLI), Career Technical Education (CTE), and College and Career Access Pathways (CCAP). The District continues to see positive outcomes, including an increase in graduates, fewer student absences, and a continued decline in suspension rates, alongside excellent strides in AVID programs, before/after-school tutoring, and efforts to build a sense of belonging through co-curricular and extra-curricular activities.

Furthermore, expanded summer school offers have provided more services for English Learners, additional credit recovery, and more A-G

classes, allowing students greater flexibility for CTE, Arts, and STEM coursework during the regular school year.

Looking ahead, RUSD plans to sustain and build upon these successes in the 2026-27 LCAP by maintaining and/or increasing programs such as dual enrollment, CTE, Arts, English Language Development, credit recovery, and middle school college/career planning. These interventions are funded through sources like the Expanded Opportunities Learning (ELO) Grant, the A-G Completion Grant, and Prop 28, among other state and federal sources, while the District deepens its partnership with families through the Family Resource Center, active parent advisory groups, and expanded communication tools.

College and Career Readiness

Career Technical Education (CTE)

RUSD's Career Technical Education (CTE) program supports students from Kindergarten through 12th grade with a wide range of career exploration and pathway opportunities. Elementary and middle school students benefit from access to the Pathful platform, designed to help students and adult learners discover career paths, engage in virtual job shadowing, and build necessary skills through assessments, videos, and live mentoring. Middle school has 13 CTE pathways while high school has 46 pathways in 26 unique programs across 13 industry sectors. Students can take a CTE pathway offered at a school that is not their school of residence. This intra-school CTE program increases access to CTE across the District.

The department continues to design and expand its CTE offerings. This year, we added several programs, including: Technical Theater & Live Event Production (Arlington and Ramona); Applied Computer Sciences, Dance & Movement Applications, and Professional Photography (Martin Luther King); Networking & Cybersecurity (Riverside Poly High Schools). The Technical Theater and Dance programs involved reworking existing non-CTE programs into CTE-specific pathways. The Applied Computer Sciences and Networking & Cybersecurity programs represent new growth supported by Golden State Pathway Program (GSPP) funding. A new CTE welding program is in the planning and approval stage with its inaugural class anticipated beginning in Fall 2026.

We continue to collaborate with Riverside County Office of Education (RCOE), Riverside City College (RCC), and local community partners to ensure our programs remain current. This collaboration ensures our curriculum, equipment, and work-based learning opportunities are continually updated for our students.

To improve student learning, our professional development this year has concentrated on addressing the needs of our priority groups: English Learners, Foster Youth, Low-Income students, and Students with Disabilities. This targeted approach reinforces our commitment to providing all students with equitable access to our programs and the opportunity to achieve success.
The CTE program enrollment demographics mirror those of the District, which has been a priority this year. Additionally, the focus on increasing opportunities in CTE has helped to improve outcomes on the 2025 CA Dashboard College and Career Indicator as shown in the data below:

- All Students: 52.6% Prepared, (+3.4% from previous year)
- Low-Income; 46.4% Prepared, (+3.1% from previous year)
- English Learners: 21.6% Prepared, (+8.8% from previous year)
- Foster Youth: 17.9% Prepared, (-3% from previous year)
- Homeless: 31.3% Prepared, (+2.8% from previous year)
- Students with Disabilities: 11.6% Prepared, (+1.9% from previous year)

2025 CA Dashboard

- CTE Pathway completers grew from 12.5% to 18% over last year (+5.5%)
- CTE English Learner pathway completers grew from 7.3% to 11.4% over last year (+4.1%)
- CTE Students with Disabilities pathway completers grew from 10.7% to 17.9% over last year (+7.2%
- CTE Low-Income pathway completers grew from 11.7% to 18.1% over last year (+0.4%)
- A-G plus CTE pathway completion grew from 7.8% to 10.4% over last year (+2.6%)

Dual Enrollment Program

The RUSD Dual Enrollment Program is making substantial strides in helping high school students earn college credit and prepare for the future. The program is offered both virtually and in-person across all five comprehensive high schools and Riverside Virtual School. This year saw an expansion of the program, with two new sections introduced at alternative education schools for the first time.

Transferable pathway courses are also available through the College-Career Access Pathway (CCAP) partnership with Riverside City College (RCC). These courses are delivered virtually and in-person across all five comprehensive high schools and Riverside Virtual School. Because many classes are online, students from the Educational Options Center (EOC), STEM High School, and Abraham Lincoln Continuation High School are also able to enroll. In addition, the nursing pathway continues at Ramona and Arlington High Schools, and expanded in the second semester to include Martin Luther King Jr High School, with courses held both at the high school campus and at RCC.

Data from Fall 2025 demonstrates significant growth, with 837 grades earned in dual enrollment courses—a 77.3% increase compared to the 472 grades earned in Fall 2023. Notably, 83% of these were passing grades (C or better), which confirms students are achieving academic success in these college-level courses. Based on preliminary enrollment figures, Spring 2026 is projected to yield over 1000 earned grades, surpassing the previous year's total. Furthermore, the plan to expand Summer School 2026 course offerings to two sections per comprehensive high school and two sections at STEM High School is expected to continue boosting dual enrollment course completion this year and next.

Dual Language Immersion/Seal of Biliteracy

RUSD proudly offers a robust Dual Language Immersion (DLI) program, designed to support students in achieving bilingualism and biliteracy. This prepares them for the State Seal of Biliteracy and ultimately enhances their college and career prospects. The DLI program spans 12 schools: 6 elementary, 3 middle, and 3 high schools. Furthermore, we provide focused professional development for secondary teachers, specifically those leading AP Spanish courses, to maximize student success in advanced Spanish study.

Our overarching strategic goal is to implement research-based practices that effectively address the diverse learning needs of our students. We are deliberately prioritizing equitable outcomes for all student groups—including English Learners, Foster Youth, Low-Income students, and Students with Disabilities—to ensure every student has a clear pathway to attain the Seal of Biliteracy.

The effectiveness of our Seal of Biliteracy Pathway is assessed by tracking performance in key secondary Spanish classes. These results confirm the program's success in developing students' Spanish proficiency across listening, speaking, reading, and writing, along with deepening their cultural understanding of the Spanish-speaking world.

We have identified that success in the AP Spanish course is an essential predictor for achieving the State Seal of Biliteracy. As a result, our focus has shifted to building teacher capacity throughout our World Language departments. Through Vertical and Grade-level collaboration sessions, conducted after school, we are empowering K-12 teachers to design rigorous and profound lessons that accelerate academic achievement.

The specific courses we monitor to measure program success include Pre-AP Spanish (7th grade), AP Spanish (8th grade), and AP Spanish (10th grade). AP Spanish is one component of the state's multi-pathway criteria for the Seal.

Our DLI students have shown encouraging success. 84% of all high school DLI students earned a passing grade (A, B, or C) in AP Spanish Literature. Middle school DLI results were particularly strong, with 86% passing. Students from low-income households (87%) and English Learners (91%) also achieved success in their AP Spanish classes across all grade levels.

However, we recognize areas for growth. Students with Disabilities earned passing grades at a lower rate (66%). No Foster Youth or homeless students were enrolled in the DLI program this year.

We are encouraged by our students' achievements and the positive influence of teacher training. Simultaneously, we recognize the critical need to increase support for English Learners and ensure all student groups have access to this valuable program.

Student Engagement

Chronic Absenteeism

RUSD has made strong progress in reducing chronic absenteeism, with encouraging trends across most student groups. The overall chronic absenteeism rate fell from 18% (2025 CA Dashboard) to rates reported as of April 2026 from Aeries data, indicating that Districtwide strategies are taking effect. The District's goal was to reduce the overall chronic absenteeism rate from 18% to 16% by May 2026, with an even more ambitious 3% decrease targeted for the "very high" status groups: American Indian, Foster Youth, and Homeless Youth.
Based on Aeries attendance data as of April, 2026, the District is currently on track to exceed this objective. The overall chronic absenteeism rate for students in grades TK-8 is 12.22% and 12.80% for grades 9-12, significantly lower than the 16% target.

Furthermore, substantial improvements have been seen in the targeted student groups, with rates dropping from their 2025 CA Dashboard results to RUSD’s internal data from Aeries (as of April, 2026) as follows:

- American Indian students have dropped from CA Dashboard 32.9% to (Aeries) TK-8 = 14.61%; 9-12 = 23.63%
- Foster Youth students have mixed results from CA Dashboard 27.6% to (Aeries) TK-8 = 19.76%; 9-12 = 32.43%
- Homeless Youth students have dropped from CA Dashboard 29.4% to (Aeries) TK-8 = 23.09%; 9-12 =24.45 %
- English Learner (EL) students have dropped from CA Dashboard 19.1% to (Aeries) TK-8 = 12.18%; 9-12 = 15.72%
- Low-Income students have dropped from CA Dashboard 22.8% to (Aeries) TK-8 = 12.62%; 9-12 = 13.60%

These reductions reflect the success of site attendance teams, schoolwide attendance plans, and targeted supports, including Student Attendance Review Teams (SART) conferences and Student Attendance Review Board (SARB) referrals. Notably, the majority of schools are making steady gains toward updating their attendance improvement plans and meeting the District’s 80% SART completion target.

Suspension Rates

The District demonstrated positive trends in student suspension rates and behavioral outcomes, as reflected in the 2025 CA Dashboard and other metrics. The overall suspension rate for All Students saw a minor decrease of 0.1%, settling at 4%. Notably, several student groups showed improvement: Students with Disabilities dropped by 0.7% to 5.9%, African American students decreased by 0.3% to 7%, Low-Income students fell by 0.2% to 4.5%, and Hispanic students saw a 0.2% decrease to 3.9%. However, some groups experienced slight increases, with the largest rise seen in students of 2 or more races (up 0.6% to 4.5%), followed by Foster Youth (up 0.4% to 11.9%), White students (up 0.3% to 3.6%), English Learners (up 0.2% to 4.1%), and Homeless students (up 0.1% to 5.4%). Foster Youth recorded the highest suspension rate at 11.9%, followed by African American students at 7%, while White students had the lowest rate at 3.6%.

Beyond suspension data, eighteen schools earned the California Positive Behavior Interventions and Supports (PBIS) Award in 2025 (1 Platinum, 4 Gold, 12 Silver, and 1 Bronze), indicating positive behavioral strides. Furthermore, the 2025-26 FastBridge mySAEBRS social-emotional screener showed improvement among high school students (grades 9-12), with the percentage scoring “Low Risk” for social, emotional, and behavioral problems increasing from 76.3% (Fall) to 78.4% (Winter). These successes are attributed to Districtwide initiatives focused on Positive Behavior Supports (PBS), restorative practices, social-emotional learning, and a Multi-Tiered System of Supports (MTSS), along with anti-bullying training, digital citizenship instruction, and Pro-Act training for Campus Supervisors, all contributing to a safer and more positive school climate.

Graduation Rates

RUSD continues to excel in improving graduation rates, with the 2025 CA Dashboard showing an overall rate of 95.6%, which represents a 1.1% increase from the previous year. RUSD significantly surpasses state averages across multiple student groups. The District's diverse student population achieved remarkable rates: Low-Income Students at 95.1% (compared to the state average of 86.2%), Long-Term English Learners (LTELs) at 93% (state average: 84%), Foster Youth at 92.9% (state average: 68.5%), and Homeless Students at 91.9% (state average: 77.1%). Furthermore, English Learners graduated at a rate of 88.3% (state average: 79.7%), and Students with Disabilities achieved a rate of 85.3% (state average: 77.1%). These commendable results reflect RUSD’s successful utilization of professional learning to bolster college and career readiness, coupled with targeted support programs and interventions such as AVID, Heritage, Legacy, and Puente, all designed to meet the distinct needs of its students. Sustained success and further progress will depend on a continued commitment to data-driven strategies and inclusive educational practices.

Community Engagement

RUSD Family Resource Center (FRC) plays a crucial role in building strong partnerships with families through a variety of support services, workshops, and events designed to foster student success. From July 2025 to March 31, 2026 the FRC has had 1,605 contacts with families (parents/caregivers) to support student learning and wellness. From July 2025 to March 31, 2026, 292 parent/caregiver workshop sessions were conducted where 3,699 parent and caregiver participants attended across all the workshops. In October 2025, the FRC collaborated with the College and Career Readiness team to coordinate the Pathways to College and Career Family Engagement Summit where 1,086 parents, caregivers, and students registered for this event. Lastly, 2,897 parents, caregivers, staff, and community partners participated in 40 Golden Bell award winning "Cafecito Amigos de RUSD Facebook Live" sessions that were held from July 2025 to March 2026.

The FRC is committed to continuous improvement, administering voluntary, anonymous surveys (offered electronically and in hard copy) to gather stakeholder feedback. Family engagement initiatives are proving highly effective, demonstrated by consistently high satisfaction levels: 100% of FRC Feedback Survey respondents (N=248) reported that staff were friendly and helpful, and 97% agreed the FRC provided them

with information and support. For the 24 FRC workshops surveyed, 99% of 614 respondents found the information relevant and valuable, with 99% rating presenters as effective. The October 25, 2025 Summit also received high marks from 355 respondents, with 96% reporting that it offered useful ideas.

Compared to the previous year, the 2025-26 LCAP Survey Results show a notable increase in the FRC's effectiveness and utilization, with Parent/Guardian satisfaction with received services (N=895) increasing by 5% to 73%, and Employee awareness (N=910) that the FRC provides comprehensive services increasing by 4% to 85%. Student awareness also improved by 2%, with 32% of students in grades 7-12 (N=4,936) reporting their parents or guardians have used the FRC. Despite these overwhelmingly positive results and strategies implemented to simplify the process, a persistent challenge remains the low response rate on the FRC's surveys.

Communication
USD Communications strategically boosted engagement across digital, traditional media, and community platforms, significantly increasing access and reach. ParentSquare effectively contacted 98.8% of families with a stable 56.87% open rate (2025-26). Social media maintained visibility with 295,099 engagements, 7,837,883 impressions, and 1,837 net audience growth. The team increased capacity, managing 35 campaigns and covering over 170 events monthly, and strengthened site communication through issue/event support. Expanded outreach via digital ads, streaming, radio, billboards, and community placements broadened access. Ongoing media and storytelling support transparency.

Implementation aligns with plans, succeeding in engagement and reach. The 2025-26 LCAP Survey shows improved perceptions of District communications across all educational partners (students, parents/guardians, employees), indicating better trust, engagement, and transparency. The largest improvements in perceptions were seen among students in transparency (+13%), among parents in engagement (+33%), and among staff in trust (+14%). The 2025-26 Culture and Climate Survey shows 83% favorability, though parents cite busy schedules as the primary barrier to greater school involvement.

Culture and Climate Survey
The 2025–26 RUSD Culture and Climate Survey results indicate an overall positive progression from the previous year, showing improvements across nearly all metrics for students, staff, and families. Key positive trends include significant gains in adult perception, with teacher/staff perception of school safety increasing by 5% and family engagement rising by 4%. Students also demonstrated year-over-year gains in school safety, relationships, and sense of belonging, each increasing by 2%. Overall participation in the Spring 2026 survey collected feedback from 17,792 students (grades 5–12), 2,787 families, and 2,505 staff members.

However, the data highlights areas for focused support. A primary concern is the 3% decline in student perceptions between the Fall 2025 and Spring 2026 surveys, particularly in school climate and engagement, suggesting difficulty in sustaining positive momentum throughout the school year. Furthermore, student engagement remains the lowest-performing area overall, despite a slight 1% year-over-year increase. While adult perceptions show improved conditions, the data clearly indicates the urgent need for continued, focused support to enhance the student experience, specifically regarding engagement and overall climate. This year also saw a significant enhancement in data collection by expanding the student survey to include both Fall and Spring administrations, providing earlier insights and strategies and support students in safety, climate, and belonging.

Learning Recovery Emergency Block Grant (LREBG)

The RUSD utilizes its 2024-27 Local Control Accountability Plan (LCAP) as a strategic framework to allocate various funding streams. These funds are specifically directed toward increasing and enhancing support for unduplicated students through targeted actions and services. From the 2025-26 academic year through 2028, RUSD will exclusively apply Learning Recovery Emergency Block Grant (LREBG) funds to implement these LCAP actions and services.

This past year, RUSD, guided by performance data and input from educational partners, concentrated focused efforts on key areas of student need. These areas included: improving student performance in mathematics, elevating outcomes for English Learners and students with disabilities, mitigating chronic absenteeism, and ensuring all students are on track for high school graduation.

All implemented initiatives are evidence-based, have proven effective in improving student outcomes, and comply with California's Learning Recovery Emergency Block Grant (LREBG) funding requirements. These collective efforts highlight RUSD's strong commitment to addressing student needs and continuously working to close achievement gaps.

Mathematics

To address persistent achievement gaps in Mathematics for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Low-Income students, as highlighted in the 2025 CA Dashboard data, the district is implementing several key actions. These include expanding access to instructional coaching via Elementary Math TOSAs providing site-based coaching focused on effective first instruction and curriculum implementation. At the secondary level, the district is implementing smaller, structured math classes and offers additional tutoring. Supplemental tools are integrated, such as NextGen for K-8 assignments and data, and Desmos for graphing/geometry/3D calculation, with the rollout of Amplify Desmos in middle schools. Professional learning is provided on standards-based planning, counting collections (early numeracy), and Building Thinking Classrooms. The district has also piloted co-teaching at two high schools and is using Prisms at a middle school. Prisms VR is an immersive virtual reality learning platform used for math and science. In math, students use headsets to visualize and solve problems in real-world scenarios rather than just working on paper. These efforts are resulting in positive shifts in student learning experiences, including increased engagement, discourse, and use of visual models. Furthermore, this year 55% of elementary students regularly use the NextGen platform, showing a 12% overall increase in essential standards progress, and Bridges Intervention is being implemented in Special Education classrooms. However, a need was identified to broaden the professional learning for Amplify Desmos, which was initially limited to structured math teachers, to include all middle school staff utilizing the resource.

English Learner Supports

To improve integrated and designated English Language Development (ELD) instruction, we expanded the number of English Learner Teachers on Special Assignment (EL TOSAs) in 2025-26 to ensure one was available at each elementary site. These specialized educators provide targeted instructional coaching to classroom teachers, which is resulting in better support for students across all language proficiency levels and is contributing to an increase in our reclassification rates.

At-Risk Student Support

Recognizing the need for expanded support for students at risk of underperformance, we are implementing several key interventions. Underperformance, whether due to poverty, bullying, health, or family issues, can contribute to students being at risk of failing courses, missing academic standards, or dropping out. To promote student success and post-secondary readiness, we focus on early identification and targeted support. Our initiatives include Expanded Summer School Programs and Additional Credit Recovery Sections at alternative education sites, offering more opportunities for students to recover credits, as well as Aligned College and Career Readiness Guidance to better prepare

students for their future steps. Additionally, we developed an Ethnic Studies Curriculum to create relevant and engaging coursework that connects with at-risk students' experiences and actively supports graduation.

Chronic Absenteeism
Chronic absenteeism is a persistent issue, notably among Foster Youth, students experiencing homelessness, and students with disabilities. In response, we are implementing several strategies. Our Attendance Teachers on Special Assignment (TOSAs) have facilitated the establishment of school-based attendance teams focusing on family engagement and creating individualized support plans. This effort is further strengthened by expanding access to high-interest programs, such as Career Technical Education, which are proven to both increase engagement and reduce student absences.

Data-Based Decision Making
The District maintains robust, integrated back-end data systems, including Renaissance DnA (formerly Illuminate) and Aeries, which are essential tools for measuring and monitoring student progress and providing site-level information. These systems offer real-time insights, enabling educators to make evidence-based decisions and quickly adjust support based on performance data. Software engineers ensure the effective and efficient operation of all systems integrated with Aeries, and the effectiveness is measured through analytics on work order and project completion.

Furthermore, to comprehensively address student support and well-being, the District is implementing universal screeners across all sites for Social-Emotional Learning (SEL), Reading, and Math. The key metric for this initiative is the utilization rate of these screeners, as their application is directly intended to lead to the timely provision of necessary services for students with identified needs.

1.3b – Instructional Coaching to Support Strategies in Mathematics
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander | Hispanic

How Student Needs Will Be Addressed: Elementary Mathematics Teachers on Special Assignment will provide site-based instructional coaching focused on effective first instruction and in-class intervention. This coaching, which is standards-aligned and driven by District and formative assessment results, will emphasize key areas: engaging students with multiple mathematical representations, utilizing rich mathematical tasks, developing deep conceptual understanding, and building purposeful fact fluency.

Allowable Use: Per Education Code 32526(c)(2): (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Metrics to Measure Effectiveness: CA Dashboard Mathematics Indicator, Local Metrics: # of Coaching Touchpoints, LCAP Surveys

1.3c – Supplemental Mathematics Resources for Elementary & Secondary Students
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander

How Student Needs Will Be Addressed: Provide supplemental mathematics resources and applications at school and home to increase conceptual understanding and mastery of grade level standards, resources include targeted interventions, ongoing assessment, and progress monitoring.

Allowable Use: (ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. (i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Metrics to Measure Effectiveness: CA Dashboard Mathematics Indicator, Local Metrics: Pre / Post Assessments, Classroom Walkthrough Data

1.3d – Math Intervention for Secondary Students
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; Elementary students needing supplemental math support: English Learners | Low-Income | Students With Disabilities

How Student Needs Will Be Addressed: Provide opportunities for students who have been chronically unsuccessful in Math, identified using assessments and grades, to be enrolled in a structured grade level standards and content aligned math course with lower class sizes.

Allowable Use: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

Metrics to Measure Effectiveness: CA Dashboard Mathematics Indicator, Local Metrics: Interim Assessments, % of Students Passing with C or Better

1.5b – Ethnic Studies Curriculum Development
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Provide curriculum development TOSAs to develop, enhance and expand current core subject offerings that lead to students staying On Track for graduation. Implement the comprehensive Ethnic Studies plan that includes increased diverse course offerings that include the experiences, teach the history, and highlight the contributions of people of color with prioritized support for English Learners, Foster Youth, Hispanic, African American/Black, Asian Pacific Islander, and American Indian students.

Allowable Use: (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.
(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

Metrics to Measure Effectiveness: Professional Learning Evaluation, End of Semester Student Survey Results

1.6a – Professional Learning to Support Instructional Technology Integration
Identified Student Needs: Mathematics: Homeless | English Learners | Long-Term English Learners | Students with Disabilities, Science: Long-Term English Learners | English Learners | Foster Youth | Homeless

How Student Needs Will Be Addressed: Continue to provide District-level Innovation Learner Engagement (ILE) Teacher on Special Assignment (TOSA) to support schools with digital media literacy and citizenship, artificial intelligence (AI) responsible use, and continuing to provide Golden Bell winning computational design thinking opportunities such as Ignite Her Mind Symposium, Coding Clubs, and Family Innovation Nights.

Allowable Use: Per Education Code 32526(c)(3): Integrating pupil supports to address other barriers to learning, such as... providing access to instruction on using devices and learning platforms... and providing access to basic or advanced coursework.

Metrics to Measure Effectiveness: CA Dashboard Academic Indicators, Local Metrics: Professional Learning Evaluations, ILE Impact Survey

1.7a – Professional Learning to Support ELD Standards
Identified Student Needs: English Language Arts: Long-Term English Learners, Mathematics: English Learners | Long-Term English Learners, Science: English Learners | Long-Term English Learners

How Student Needs Will Be Addressed: Continue to provide District-level coaching support for all elementary school sites provided by Multilingual Teacher on Special Assignment with the focus of supporting schools with implementing Integrated and Designated English Language Development, analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English Learner students at various levels.

Allowable Use: (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Metrics to Measure Effectiveness: CA Dashboard ELPI Indicator, Local Metrics: Interim Assessments, Classroom Walkthrough Data, LCAP Surveys

1.7b – Instructional Coaching to Support English Learners
Identified Student Needs: English Language Arts: Long-Term English Learners, Mathematics: English Learners | Long-Term English Learners, Science: English Learners | Long-Term English Learners

How Student Needs Will Be Addressed: Continue to provide site-based instructional coaching at all elementary school sites provided by ELD Teachers on Special Assignment with the focus of supporting teachers with implementing Integrated and Designated English Language Development, analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English Learner students at various levels.

Allowable Use: (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Metrics to Measure Effectiveness: Summative ELPAC

1.7c – Instructional Pathways for English learners
Identified Student Needs: English Language Arts: Long-Term English Learners, Mathematics: English Learners | Long-Term English Learners, Science: English Learners | Long-Term English Learners

How Student Needs Will Be Addressed: To accelerate English language acquisition and narrow outcome gaps, the District is increasing ELD staffing for the 2026-27 school year. These additional positions will reduce ELD class sizes for more targeted and scaffolded instruction, ensuring access to a broad course of study, Furthermore, expanded "zero" and "seventh" period options at high schools will allow Multilingual learners to complete required ELD credits without sacrificing elective or enrichment opportunities.

Allowable Use: Per (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Metrics to Measure Effectiveness: CA Dashboard ELPI Indicator, Local Metric: Interim Assessments

2.1c – College Career Guidance Alignment
Identified Student Needs: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities

How Student Needs Will Be Addressed: Provide collaboration time with site leaders, teacher leaders, and counselors focused on aligning and monitoring schoolwide practices to ensure student progress on key metrics for College and Career Readiness by student group with a priority on English Learners, Foster Youth, Low-income, and Students with Disabilities.

Allowable Use: (v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.

Metrics to Measure Effectiveness: CA Dashboard CCI Indicator, On Track for Graduation Metrics, Affiliation Data, Positive Attendance

2.2a – Credit Recovery
Identified Student Needs:
Graduation Rate: Asian; Chronic Absenteeism: Foster Youth | Homeless | Low-Income | Students with Disabilities | African American | Pacific Islander | White | Multiple Races

How Student Needs Will Be Addressed: Additional FTEs will be provided for attendance recovery extended days across 4 high schools as additional opportunities to support students with credit deficiencies, prioritizing services for English Learners, Foster Youth, Low-income, and Students with Disabilities; student need will be identified through grades, course credits, attendance, and academic plan.

Allowable Use: Per Education Code EC Section 32526(c)(1)(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Metrics to Measure Effectiveness: Enrollment for Second Semester Credit Recovery, % On Track for Graduation, LCAP Surveys, LCAP Focus Groups

2.2c – Expanded Summer Programs for High School Students
Identified Student Needs:
Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander;
English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Expand learning time for high school students to narrow learning gaps in course content standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-income, and Students with Disabilities; student need will be identified through grades, course credits, and academic plan.

Allowable Use: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Metrics to Measure Effectiveness: % On Track for Graduation, # of Additional Graduates, LCAP Surveys, LCAP Focus Groups

2.4a – Advancement Via Individual Determination (AVID)
Identified Student Needs:
Graduation Rate: Asian, Chronic Absenteeism: Foster Youth | American Indian | Homeless | Low-Income | Students with Disabilities | African American | Pacific Islander | White | Multiple Races | Filipino

How Student Needs Will Be Addressed: Provide staffing and tutoring support for attendance recovery extended day through the STEM Works programs to support chronically absent in narrowing learning gaps, prioritizing services for English Learners, Foster Youth, Low-income, and Students with Disabilities; student need will be identified through attendance and course credits.

Allowable Use: Per Education Code 32526(c)(2)(A) accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as: (A) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Metrics to Measure Effectiveness: % of Graduation and A-G Rate of AVID Seniors, % D/F Rate, LCAP Surveys, LCAP Focus Groups

4.1h – Data-Based Decision Making
Identified Student Needs:
Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander;
English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American;
Chronic Absenteeism: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American | White | 2 or more

How Student Needs Will Be Addressed: Facilitate data-based system and student-level decisions to increase outcomes and narrow gaps between student groups by administering State and local assessments; maintaining the accuracy and quality of student demographic and assessment information in District data management systems with a priority on English Learners, Foster Youth, Low-income, and Students with Disabilities.

Allowable Use: (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism.

Metrics to Measure Effectiveness: Local Metrics: Universal Screener Completion Rate (reading, math, SEL), # of Work Orders Completed within 30 Days, Software Engineer Project Completion, Completed Projects, LCAP Surveys

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Addressing Student Outcome Gaps: Performance by Group, School, and Indicator

The ongoing pursuit of closing outcome gaps for all RUSD students is a core principle guiding the monitoring, evaluation, and improvement of services outlined in the 2024-27 LCAP goals, actions, services, and budgets. To inform the systemic identification of these gaps, the LCAP team analyzed year-over-year data, including the 2025 California School Dashboard (CA Dashboard) data, local indicators, and Aeries reports. This annual LCAP report ensures RUSD remains accountable for measuring progress toward established goals, assessing the effectiveness of current actions, and making necessary plan adjustments.

The three tables following this section illustrate a review of the 2025 CA Dashboard data, highlighting the students, schools, and State indicators that received the lowest performance level (Red). Red indicators will trigger additional progress monitoring by the RUSD's Executive and Curriculum and Instruction teams. Furthermore, specific actions continue to be implemented to improve outcomes for students requiring Differentiated Assistance and to support the needs of Foster Youth.

Since the 2023 CA Dashboard established the baseline data for the current 2024-27 LCAP cycle, all student groups initially at the Red performance level will be continually monitored throughout the entire three-year cycle. Moving forward, continuous data analysis is also essential to determine the effectiveness of interventions or instructional strategies for individual students, allowing for timely adjustments to support their progress. The first table below provides a District-level summary of student groups and State indicators that received the lowest performance level of Red on the (a) 2023 CA Dashboard (Baseline), (b) 2024 CA Dashboard (Year 1), and (c) 2025 CA Dashboard (Year 2).

At the District level, several student groups demonstrated improved performance levels. English Learners improved in College/Career (moving from Red to Yellow and maintained), ELA (moving from Red to Orange and maintained), and Mathematics (moving from Red to Orange). Foster Youth improved in Math (moving from Red to Orange to Yellow). Additionally, Students with Disabilities improved in College/Career (moving from Red to Orange and maintained), and ELA and Math (both moving from Red to Orange).

In contrast, a decline in performance was observed in two student groups: Foster Youth saw a regression in suspension rates (shifting from Red to Orange, then back to Red), and Homeless Youth showed a drop in mathematics proficiency (moving from Yellow to Red). The Goals and Actions section contains further details regarding specific goals, planned actions, and measurement metrics.

RED Performance Levels from 2023 to 2025 CA Dashboard District-Level Student Groups and State Indicators																
District Student Groups	Academic: English Language Arts			Academic: Math			Chronic Absenteeism			Suspension Rate			College & Career Indicator			LCAP Actions
	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	
English Learner	Red	Orange	Orange	Red	Red	Orange							Red	Yellow	Yellow	1.2(a-c), 1.3(a-b), 1.7(a-f), 2.1(a-d)
Foster Youth				Red	Orange	Yellow			Red	Red	Orange	Red			Orange	1.3(a-d), 3.2(c-e), 3.2h
Homeless Youth						Red										1.3(a-d), 3.2b
Students with Disabilities	Red	Red	Orange	Orange	Red	Orange							Red	Orange	Orange	1.1c, 1.2(a-c), 2.1(a-d)
American Indian				Red	Red	Yellow		Red					N/A	N/A	N/A	1.3(a-b), 1.3d, 3.2(d,g)

													Fewer than 11 students	Fewer than 11 students	Fewer than 12 students	
Pacific Islander												Red	N/A Fewer than 10 students	N/A Fewer than 10 students	N/A Fewer than 9 students	3.2(d,g)

This second table below reveals the elementary and middle school-level student groups and State indicators who received the lowest performance level of Red on the (a) 2023 CA Dashboard (Baseline), (b) 2024 CA Dashboard (Year 1), and/or (c) 2025 CA Dashboard (Year 2). 47% of these schools saw an increase in student groups receiving a performance level of Red from Baseline to Year 2, 39% of these schools saw a decrease in student groups receiving a performance level of Red, and 14% of these schools maintained the same number of student groups receiving a performance level of Red. A more detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section. The following abbreviations were used for student groups: English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM).

RED Performance Levels from 2023 to 2025 CA Dashboard
Elementary / Middle School-Level Student Groups and State Indicators

English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM)

District Student Groups	Academic: English Language Arts			Academic: Math			ELPI			Chronic Absenteeism			Suspension Rate			LCAP Actions
	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	
Adams Elementary	EL, SWD			SWD					ALL, EL		SWD	ALL, HOM, LI, WH				1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Alcott Elementary	SWD, EL	SWD, EL	SWD	SWD, EL	SWD, EL	SWD		EL		SWD, EL, HIS		LI, SWD, HIS, WH	ALL, AA, LI	AA	HOM, SWD, AA	1.1c 1.2(a-c), 1.3(a-b), 1.7(a-f), 3.1a, 3.2(a-d,h) 3.3c
Benjamin Franklin Elementary	SWD			SWD							SWD					1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)

Bryant Elementary										WH, EL		HOM			HOM	3.1a, 3.2(a-b)
Castle View Elementary	EL	SWD, EL			SWD	SWD	EL				SWD		LI, AA			1.2(a-b), 1.7(c,e,f), 3.2(b-d,h), 3.3c
Emerson Elementary	EL		SWD		SWD			EL		WH		ALL, HOM, SWD, HIS	AA	WH	SWD	1.2(a-b), 1.3(a-b), 1.7(c,e,f), 3.1a, 3.2(a-b), 3.3c
Fremont Elementary	EL, SWD			SWD				EL		HOM, SWD		HOM, LI, SWD, HIS				1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.1a, 3.2(a-b), 3.3c
Harrison Elementary	EL	SWD			SWD			EL		AA	HIS, EL	ALL, EL,HOM, LI, SWD, AA, HIS			SWD, AA	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Hawthorne Elementary	SWD	SWD			SWD			EL			EL					1.1c, 1.2(a-b), 1.7(a-f)
Highgrove Elementary	EL, SWD		SWD	EL		EL, SWD		EL			WH					1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Highland Elementary (renamed Harada Elementary in 2025-26)	EL, SWD, AA, HIS	ALL, AA, HIS, LI, SWD, EL		EL	AA, SWD, EL	ALL, EL, LI, SWD, AA, HIS				EL, AA		SWD, WH	WH	AS	AA, HIS, WH	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Jackson Elementary	EL, SWD	SWD	SWD		SWD, EL	SWD			ALL, EL	AA	HOM		HOM	SWD		1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Jefferson Elementary	EL		SWD		SWD, EL	HOM, SWD		EL			AA, HOM		SWD, AA	WH		1.1c, 1.2(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
John F. Kennedy Elementary	SWD	SWD										SWD			LI, AA, WH	1.1c, 1.2(a-b), 1.7(a-f),
Lake Mathews Elementary								EL						ALL, HIS, LI, SWD, EL		1.1c, 1.7(a-f), 3.2(b-d,h) 3.3c

Liberty Elementary	SWD		EL	SWD	SWD, EL						EL	HOM, AA	SWD		ALL, EL, HOM, LI, SWD, AA, HIS	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Longfellow Elementary	EL, SWD		HOM, SWD	SWD		HOM, SWD			ALL, EL	HOM		ALL, HOM, LI, SWD, HIS			HOM	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Madison Elementary	SWD	EL		SWD	SWD		EL			WH		ALL, AA, HIS	AA	ALL, AA, HIS, LI, SWD, EL	HOM	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Mark Twain Elementary							EL									1.7(A-F)
Monroe Elementary	EL, SWD			SWD		SWD	EL		SWD	SWD	SWD	WH				1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Mountain View Elementary	EL, SWD	SWD		EL, SWD	SWD	SWD										1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f),
Pachappa Elementary		SWD								EL, 2orM		LI, SWD, HIS				3.2(a-b), 3.3c
Patricia Beatty Elementary		SWD			SWD							LI, AA, HIS	SWD	SWD	SWD, AA	3.2(b-d,h), 3.3c
Tomas Rivera Elementary							EL		ALL, EL	EL	EL	LI				3.2(a-b), 3.3c
Victoria Elementary							EL					HOM, SWD	SWD	SWD	HOM	1.7(a-f), 3.2(b-d,h), 3.3c
Washington Elementary	EL, SWD	EL	LI, SWD			SWD						HOM, SWD			SWD, WH	1.1c, 1.2(a-b), 1.7(a-f)
William Howard Taft Elementary	EL, SWD		EL	SWD			EL					ALL, EL, HOM, LI, HIS	ALL, LI, HIS	AA	HOM	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h),

																3.3c
Woodcrest Elementary		SWD, EL	SWD		SWD	SWD						HIS		SWD		1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Amelia Earhart Middle	SWD	SWD				EL, LT, SWD		EL		SWD		LI				1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Central Middle	EL, SWD	EL, LT		EL	LI, EL, LT	HOM, AA		EL, LT		LI, AA, HIS	WH	ALL, EL, LT, HOM, LI, SWD, AA, HIS, WH	SWD, AA	AA, SWD	HOM	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Chemawa Middle	EL, SWD	EL, SWD, LT			ALL, HIS, LI, EL	LT, AA				HOM, HIS	AA	AA	HOM			1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Frank Augustus Miller Middle		SWD	LT		SWD	LT, SWD				EL, AA		SWD	EL	AA		3.2(a-b), 3.3c
Matthew Gage Middle	EL, SWD	EL, LT		EL, LI,SWD, AA, HIS,	AA, LT	LT, HOM, AA					AA	EL, LT, SWD, AA	EL, LI, SWD, AA, HIS	AA		1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Sierra Middle	EL, HOM, SWD	SWD, EL, LT	HOM	EL, HOM, LI, SWD	SWD	LT, HOM, SWD				ALL, EL, HOM ,LI, SWD, HIS	AA	SWD	ALL, EL, HOM, LI, SWD, AA, HIS, WH		LT, SWD, AA	"1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c"
University Heights Middle	EL, SWD	SWD		ALL, EL, SWD, LI, AA, HIS	SWD	LT, AA	EL			HOM, WH	ALL, HIS, WH, LI, SWD, EL, LT	ALL, EL, LT, HOM, LI, SWD, HIS, WH	EL, HOM, SWD	ALL, AA, HIS, WH, LI, SWD		1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c

Riverside Virtual		SWD			AA, SWD	SWD					ALL, AA, HIS, LI, SWD					1.1c, 1.2(a-b), 3.2(a-b), 3.3c

This third table below reveals the high school-level student groups and State indicators who received the lowest performance level of Red or Very Low on the (a) 2023 CA Dashboard (Baseline), (b) 2024 CA Dashboard (Year 1), and/or (c) 2025 CA Dashboard (Year 2). 11% of these schools saw an increase in student groups receiving a performance level of Red or Very Low from Baseline to Year 2, 67% of these schools saw a decrease in student groups receiving a performance level of Red or Very Low, and 22% of these schools maintained the same number of student groups receiving a performance level of Red or Very Low. A more detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section. The following abbreviations were used for student groups: English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM).

RED Performance Levels from 2023 to 2024 CA Dashboard
High School-Level Student Groups and State Indicators

English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM)

District Student Groups	Academic: English Language Arts			Academic: Math			ELPI			Suspension Rate			Graduation Rate			College/Career Indicator			LCAP Actions
	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	
Abraham Lincoln Continuation							EL		ALL, EL				ALL, LI			ALL, EL, LI, HIS	ALL, HIS, LI, EL, LT		2.2(a-c), 2.3(a-d), 5.1(a-c,e-f)
Arlington High	EL	SWD	LT, SWD	EL, SWD	HIS, SWD, EL, LT	LT, LI, HIS		EL, LT	ALL, EL	EL, LI, SWD, AA, 2orM	AA					EL, SWD		SWD	1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Martin Luther King Jr. High	SWD	SWD		SWD	SWD	SWD		LT		SWD		SWD							1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b)
John W. North High	EL, SWD		LT, SWD	EL, AA, HIS	ALL, AA, HIS,	EL, LT, AA		EL, LT				SWD, 2orM				EL, SWD	SWD, LT		1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f),

					LI, SWD													2.4b, 3.2(a-b), 3.3c
Opportunity Program											ALL, HIS, LI							3.2(a-b), 3.3c
Polytechnic High	EL, SWD	SWD	EL, LT	EL	SWD, LT	EL, LT		EL, LT		EL	EL, SWD, HOM, LT					EL, SWD		1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Raincross High Continuation											WH, SWD		ALL, LI, HOM, HIS	HOM		ALL, LI, SWD, HOM, EL, HIS, WH	ALL, HIS, WH, LI, EL, HOM, LT	2.2(a-c), 2.3(a-d), 2.4b, 5.1(a-b,e)
Ramona High	EL			EL, HIS	ALL, LI, HIS, EL		EL, HIS, LI, EL	EL, LT		AA	AA, HOM, LT					SWD		1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Summit View			ALL		ALL	ALL												1.2(a-b), 5.1(c-d)

Reflections: Technical Assistance

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

Eligibility

RUSD is in Year 1 of eligibility for Differentiated Assistance based on outcomes for the following student groups:

- Foster Youth in Chronic Absenteeism and Suspensions

Foster Youth in Chronic Absenteeism

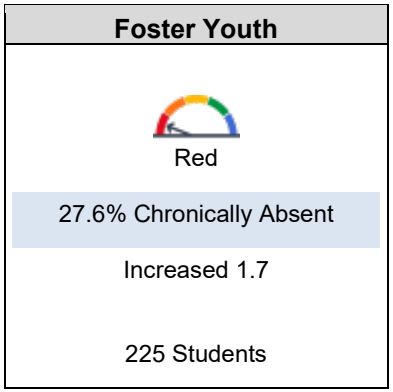
- An analysis of the 2024 CA Dashboard reveals that Foster Youth were in the Yellow performance level for chronic absenteeism with 25.9% chronically absent (3.5% decline from the previous year).
- However, the 2025 CA Dashboard reveals that Foster Youth are in the Red performance level for chronic absenteeism with 27.6% chronically absent (1.7% increase from the previous year).

Foster Youth in Suspensions

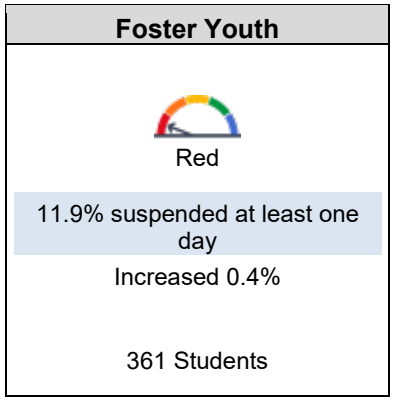
- An analysis of the 2024 CA Dashboard reveals that Foster Youth were in the Orange performance level for suspensions with 11.5% suspended at least one day (1.2% decline from the previous year).

- However, the 2025 CA Dashboard reveals that Foster Youth are in the Red performance level for suspensions with 11.9% suspended at least one day (0.4% increase from previous year).

Chronic Absenteeism (2025)



Suspension Rate (2025)



Work Underway

In partnership with the Riverside County Office of Education (RCOE), RUSD engaged in several improvement efforts to investigate and address areas of identified need including conducting an in depth analysis of available data to determine the root causes of Foster Youth chronic absenteeism and suspension rates on February 5, 2026 with RUSD and RCOE team members. This encompassed reviewing CA Dashboard results and Aeries Student Information System (Aeries) reports.

RUSD Team

- Dr. Sonia Llamas, Superintendent
- Dr. Daniel Sosa, Assistant Superintendent, TK-12 Instruction
- Kiertsen Reno-Frausto, Director, Elementary Education
- Raul Ayala, Director, Pupil Services
- Christopher Sewell, Coordinator, Pupil Services
- Gerardo Arenas, Coordinator, Pupil Services
- Victor Cisneros, Coordinator, TK-12 Multilingual Students
- Robert Diaz, Coordinator, Special Education

RCOE Team

- Amanda Corridan, Chief Academic Officer
- Dr. Melissa Bazanos-Hutton, Executive Director, Assessment, Accountability, and Continuous Improvement (AACI)
- Dr. Nick Chitwood, Administrator, AACI
- Victor Portillo, Administrator, IS
- Edwin Arvizo, Counselor, Foster Youth Services Coordinating Program
- Dr. Eunice Miranda, School Social Worker, Student Support Services

Riverside Unified School District (RUSD) has been actively developing systems to support Foster Youth with chronic absenteeism and suspensions. Recent successes include the addition of a dedicated case manager (SAP counselor) to facilitate student connections to

community resources and the establishment of a Foster Youth Support Network in partnership with Riverside City College. Furthermore, the District has improved its monitoring capabilities through Aeries alerts, which notify staff when a Foster Youth reaches three days of absence or receives a behavioral referral. Cross-departmental collaboration has also been strengthened to better serve students who are dually identified as Foster Youth and eligible for Special Education.

Despite these strides, the District faces significant challenges, primarily regarding the volume of services needed versus limited staffing, as a single case manager currently serves the entire District. While RUSD has emphasized Other Means of Correction (OMC) and progressive discipline, site administrators continue to struggle with intense behavioral violations (specifically A1/A2 violations) that impact school safety. There is also a recognized need to improve the "triage" process during intake to ensure services are immediately available upon enrollment and to better integrate wrap-around services with the Department of Public Social Services (DPSS).

Moving forward, the District proposes to implement several targeted strategies to address these gaps:

- Foster Youth Shadowing and Empathy Interviews: RUSD plans to mirror its successful English Learner shadowing process for Foster Youth to better understand their daily experiences and root causes of disengagement.
- Enhanced Enrollment Protocols: The District will provide specialized training for front-office staff (Secretaries and Registrars) to ensure seamless support and immediate resource allocation when a Foster Youth enrolls.
- Expanded Agency Collaboration: In partnership with the RCOE Foster Youth Services Coordinating Program (FYSCP), the District will coordinate meetings with DPSS to integrate wrap-around services more effectively during the school day.
- Site-Level Protocol Reviews: RCOE staff will partner with RUSD to review existing support protocols at school sites with high Foster Youth populations, involving both site-level and MTSS counselors.
- Academic and Empowerment Support: The District will utilize RCOE technical assistance for Foster Youth transcript analysis and continue participation in the Foster Youth Empowerment Program and Metro Region Meetings to align LCAP goals with student needs.

RCOE will support RUSD with implementation in 2026-27 and provide additional technical assistance if adequate progress is not achieved.

Goals and Actions intended to address identified student needs.

Suspension

Goal 3.1 Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.	
● 3.2c Positive Behavior Supports and Disciplinary Practices	Foster Youth
● 3.2h Foster Youth Case Management	Foster Youth

Chronic Absenteeism

Goal 3.1 Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.	
- 3.2b Attendance Case Management	Foster Youth
- 3.2h Foster Youth Case Management	Foster Youth

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	**LCAP Family Survey** The LCAP Family Survey was administered from November 3-30, 2025. A total of 896 participants responded to the family survey producing 655 thoughts and 8,552 ratings. This survey was aligned to LCAP goals, actions, and services. The ThoughtExchange survey tool was used following widespread praise from educational partners over the past two years. Direct questions were asked utilizing Likert scale responses. An additional open-ended question asked, “What do you value most about your child’s school or what can we do better to prepare your child for the future?” Respondents could provide narrative/qualitative responses called “Thoughts”. The program shared these Thoughts for other respondents to review and rate. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of open-ended responses, the following areas were the most prevalent strengths identified by parents: Parents frequently cited high-quality instruction and the "caring and dedicated" nature of teachers as a primary value *(LCAP Action 4.1b)*. Parents noted that staff go "above and beyond" to meet student needs and create an environment where children feel "loved and cared for". There is significant praise for the "sense of community building" and school-wide celebrations *(LCAP Action 3.1a)*. Parents highly value "open communication" and the use of ParentSquare to keep them informed about weekly schedules and school events *(LCAP Action 3.1c)*. Parents expressed satisfaction

Educational Partner(s)	Process for Engagement
	with their children making "quick progress" in reading and math *(LCAP Action 1.1a)*. After-school opportunities, particularly the HEARTS program and specialized clubs like Band or JROTC, were praised for increasing student engagement and social skills *(LCAP Action 3.3c).* Through a quantitative analysis of Likert scale responses, the following areas are highlights which reflect both (a) high favorability ratings and (b) the areas with the largest growth in favorability compared to last year: • Perceived support for English Learners: 85% (49% increase from last year) • Perceived support for Foster Youth: 72% (14% increase from last year) • High-quality instruction in history-social science: 90% (12% increase from last year) • High-quality instruction in English language development (ELD): 89% (11% increase from last year) • High-quality college and career guidance: 72% (14% increase from last year) • Their child learned goal setting by participating in AVID: 82% (12% increase from last year) • RUSD provides communications that enhance engagement: 84% (33% increase from last year) • Summer camp provided an opportunity for my child to catch up / get ahead in their learning: 74% (12% increase from last year) <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of open-ended responses, the following were the most prevalent areas of growth identified by parents: While communication tools are valued, many parents requested "clearer communication" regarding student progress, rule changes, and upcoming events. Concerns were raised about "slow grading," inconsistent updates on Google Classroom, and a lack of responsiveness from some administrators *(LCAP Action 3.1c).* Parents identified a strong need for more supervision in bathrooms (to prevent vaping/smoking) and better safety during drop-

Educational Partner(s)	Process for Engagement
	off/pick-up. There are also requests for better facility maintenance, such as "paved tracks" instead of hole-filled fields and more "shaded playing grounds" *(LCAP Action 4.1a)*. A major theme was the need for more classroom aides, particularly in Kindergarten and for students with Special Education (IEP) needs or autism (ASD) *(LCAP Action 1.1c)*. Multiple parents noted that overcrowded classrooms (up to 34 students) make it difficult for children to concentrate. There is also specific frustration regarding "combo classes," which some parents feel inhibit learning and are "discouraging" for students" *(LCAP Goal 4.1)*. Concerns were raised regarding a "rise of bullying," specifically during recess, and a perceived lack of consequences for disruptive students *(LCAP Action 3.2c).* **Culture and Climate Survey (Families)** This year Riverside Unified School District (RUSD) administered the required Culture and Climate Survey from Panorama Education between February 23 and March 18, 2026. The surveys were given to parents, students, teachers, and staff with questions focused on the following domains: School Safety, School Climate, Barriers to Engagement, and Family Engagement. Responses from 2,814 families in the recent survey indicate a general, though moderate, increase in favorability ratings compared to 2025 results across all key areas. Higher favorability ratings signify more positive responses. The key areas and their current favorability ratings are: • *Barriers to Engagement/Belonging:* (83%), which measures how much of a problem various issues are for becoming involved with their child's current school, showing a 1% increase from 82%; • *School Safety:* (76%), representing how safe children feel at school overall, with favorable responses increasing by 2% from 74%; • *School Climate:* (66%), which measures the extent to which children are thought to enjoy going to their school, seeing a 3% increase from 63%; and

Educational Partner(s)	Process for Engagement
	• *Family Engagement:* (22%), which measures the extent to which families get involved with and interact with their child's school, showing the largest increase, rising 4% from 18%. **LCAP Parent Advisory** RUSD's (LCAP) Parent Advisory Committee (PAC) is composed of 36 parents and representatives advocating for the District's Unduplicated students. Cumulative attendance included 39 in-person and 52 virtual participants. To increase participation this year, each meeting consisted of a virtual meeting opportunity in the morning and an in-person meeting opportunity in the evening with dinner and childcare provided. Spanish interpretation services were available for both meetings. The meetings were publicized to our LCAP Parent Advisory members through ParentSquare. Parent/community observers were present at some meetings. Meetings were structured workshop style around topics and issues relevant to the LCAP. Members had the ability to ask questions throughout five LCAP PAC meetings. We captured all questions and comments in our PAC Meeting Notes, which were subsequently analyzed using Notebook LM to identify the most prevalent themes. During the 2025-26 school year, the LCAP Parent Advisory met in October, December, January, February, and May. LCAP Parent Advisory members identified the following strengths: Parents expressed strong appreciation for the Schools +2 initiative, Saturday academies, and zero period tutoring, specifically noting that zero period helps reduce the stigma for athletes seeking academic help *(LCAP Actions 1.1e and 3.3c)*. Parents described the DLI program as "so beneficial" for both Spanish and English-speaking families, viewing the bilingual pathway as a core District asset *(LCAP Action 2.3e)*. In questions regarding state testing, parents recognized the value of having Spanish-language versions of math assessments and the availability of IEP/504 accommodations to support diverse learners *(LCAP Action 1.1c)*. Multiple parent questions focused on navigating the Aeries Parent Portal and the Starting Smarter platform to track student progress and prepare for assessments, indicating they value these digital tools *(LCAP Actions 4.1d and 4.1h).* Parents highlighted the high value of site-specific programs like the Ramona

Educational Partner(s)	Process for Engagement
	Book Club and the Family Resource Center (FRC) as vital for connection *(LCAP Action 3.1a).* In contrast, LCAP Parent Advisory members identified the following areas of growth: A primary frustration shared among some parents was the short notice provided for school closures or professional development days, which creates significant childcare challenges for families *(LCAP Action 3.1c)*. Parents raised significant concerns regarding the transition for DLI students who learn math in Spanish in elementary school but must transition to English-only instruction and terminology in middle school *(LCAP Actions 1.3a, 1.3b, and 2.3e)*. Parents specifically requested stronger measures to prevent bullying for students with unique needs, such as those with Autism *(LCAP Action 3.2c).* There is a parent-identified need for better advertising of the DLI program to Spanish-speaking families and improved messaging for Districtwide surveys to ensure higher turnout from diverse groups *(LCAP Action 2.3e)*. Parents recommended creating a peer tutoring program specifically with students gifted in math, suggesting that high-achieving students could provide a cost-effective suppo*rt layer for their peers (LCAP Action 1.1b).* **District African American Parent Advisory Council (DAAPAC)** The LCAP Director presented at the October 21, 2025 DAAPAC meeting, providing an overview of the LCAP and how it serves students, and the importance and impact of community feedback. Attendees responded to a ThoughtExchange prompt: “What are we doing well, and what can we do better to prepare your child/ren for the future?” After the meeting, DAAPAC members generated an additional list of LCAP questions. Therefore, the LCAP Director returned to the March 17, 2026 DAAPAC meeting to provide clarification regarding the questions inspired by the October meeting and to elicit more feedback. Attendees participated in a table top discussion where they got to select 3 high dollar LCAP actions to provide input using targeted prompts. Across both the October and March meetings, there were approximately 24 attendees present. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of note-taking guides, the

Educational Partner(s)	Process for Engagement
	following areas were the most prevalent strengths identified by DAAPAC members:(a) Graduation rates for African American students are already high and continue to show an upward trend *(LCAP Actions 2.2a and 2.4b)*; (b) The Heritage Program is specifically recognized as "Effective" due to its role in increasing A-G completion and graduation rates for African American students *(LCAP Action 2.2a)*; (c) Parents expressed that they feel "involved and informed" through the "great presentations" provided at DAAPAC meetings *(LCAP Actions 3.1a and 3.1c)*; (d) Parents specifically highlighted that "RUSD has excellent CTE offerings," which provide students with valuable pathway options *(LCAP Action 2.3a);* and (e) Internal data shows an increase in college and career preparedness among African American students *(LCAP Actions 2.1a and 2.1c).* Areas of Growth Through a Notebook LM qualitative analysis of note-taking guides, the following were the most prevalent areas of growth identified by DAAPAC members: (a) Parents emphasized a critical need to ensure campuses strictly adhere to "No Place for Hate" and "zero bullying policies" to protect "young minds from these hate filled actions" *(LCAP Actions 3.3a and 4.1a)*; (b) Despite some internal decreases, the suspension rate for African American students remains high (7.4% in 2024), necessitating a continued focus on positive reinforcement *(LCAP Actions 3.2c and 3.2d)*; (c) Performance data shows that African American students are still performing "below standard" in English Language Arts and Mathematics *(LCAP Actions 1.2c and 1.3d)*; (d) Parents noted that many students have been "struggling with school since COVID" and expressed that more in-person tutoring is "so valuable" and "very important" *(LCAP Actions 2.4a and 1.1e)*; and (e) The District identified a gap in representation, noting that African American representation among new hires remained at only 6% in 2024-25 *(LCAP Action 4.1b)*. **District English Learner Advisory Committee (DELAC)** RUSD DELAC members invited the LCAP Director to present at the following DELAC meetings: November 19, 2025 and March 18, 2026. An interpreter supported the meeting which was conducted in Spanish and interpreted into English. An overview of the LCAP was provided

Educational Partner(s)	Process for Engagement
	with highlighted actions/services for English Language Development and English Learners. During the November meeting, attendees responded to a ThoughtExchange prompt: “What are we doing well, and what can we do better to prepare your child/ren for the future?” During the March meeting, attendees participated in a table top discussion where they got to select 3 high dollar LCAP actions to provide input using targeted prompts. Across both the November and March meetings, there were approximately 56 attendees present. The DELAC President is also a member of the LCAP Parent Advisory Committee. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of note-taking guides, the following areas were the most prevalent strengths identified by DELAC members: (a) Parents highly valued the "constant training" and resources provided to teachers, noting that it is essential for the educators who are directly teaching students in the classrooms *(LCAP Actions 1.1a and 4.1c)*; *(b)* Parents expressed appreciation for being kept informed and having their opinions considered, stating that "working together" and communication are vital. They also noted improved "visualization" and information sharing across the District *(LCAP Actions 3.1a and 3.1c); (c)* The DLI program was described as "marvelous" for helping students become bilingual and develop cultural awareness. Parents expressed a desire to see these bilingual programs promoted even further *(LCAP Action 2.3e)*; *(d)* Feedback indicated that at certain sites, like Fremont, after-school academic programs are successfully helping students with their studies. "After-school tutoring" was explicitly listed by parents as a practice that is currently working *(LCAP Actions 1.7f and 1.1b)*; *and (e)* Parents acknowledged the value of the "Schools +2" initiative, calling it "awesome" for keeping students connected to school *(LCAP Action 3.3c)*. <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of note-taking guides, the following were the most prevalent areas of growth identified by DELAC members: (a) A significant concern was raised regarding the effectiveness of current tutoring. Parents reported that some tutors

Educational Partner(s)	Process for Engagement
	"just sit to look at their cell phone" and do not actively explain or help students with their homework *(LCAP Actions 1.7f and 2.4a); (b)* Parents reported concerns about "much bullying" and felt that when students or parents report issues, they are sometimes ignored. There were also specific mentions of "unsafe" bathrooms and a lack of supervision *(LCAP Actions 3.2c, 3.3a, 4.1a); (c)* There is a perceived "lack of information" regarding Career Technical Education (CTE) for high school students. Additionally, parents noted that a "6 periods limit" restricts the number of electives students can take, suggesting a "block schedule" for more equitable access *(LCAP Action 2.3a); (d)* Parents suggested that the District should show students how to apply "science, technology, and mathematics" within the school environment to mirror how those skills are used daily in the workforce *(LCAP Actions 1.4d and 1.6d), and (e)* Parents identified a need for programs specifically for "non-Spanish speaking ELD students". They also suggested providing "double period ELD/ELA for Newcomers" and tools like Rosetta Stone for students who have been in the country for more than a year *(LCAP Actions 1.7a and 1.7c).* **Somos Dual Language Immersion (DLI)** The LCAP Director presented during the March 18, 2026 Somos DLI parent group meeting. This parent leadership group formed to advocate and provide support for the Dual Language Immersion programs throughout RUSD. There were 27 members present.The presentation covered an overview of the LCAP (Year 2), the District's mission and equity tenets, and the 2024–27 LCAP priorities. The presentation elicited feedback from parents regarding the Seal of Biliteracy Pathway *(LCAP Action 2.3e)* which promotes multilingualism and multiliteracy skills by: (a) Providing a Dual Language Immersion program at elementary, middle and high school levels; (b) Monitoring student academic and language progress; and (c) Preparation for the Seal of Biliteracy with a priority on English Learners, Low-income students Foster Youth and Students with Disabilities. Through a Notebook LM summary of note-taking guides, the following topics were identified by Somos DLI members: Expanding program accessibility to all schools and by offering entry as early as

Educational Partner(s)	Process for Engagement
	Transitional Kindergarten (TK), allowing students to enroll at any grade level, and providing busing to remove transportation barriers. Participants emphasized the need for a bilingual staff, equitable library resources (50% Spanish, 50% English), and specific Spanish-language tutoring to assist with homework and reading. Additionally, the group advocated for increased outreach to Spanish-speaking families and the development of advanced "GATE" options and more subject-matter classes in Spanish for secondary students. A Somos DLI executive board member is a member of the LCAP Parent Advisory Committee. **Special Education Community Advisory Committee (CAC)** The District's commitment to supporting students with disabilities is a continuing focus of the Local Control and Accountability Plan (LCAP). At the April 2026 Special Education Community Advisory Committee (CAC) meeting, the LCAP Director presented on the 2025-26 (Year 2) LCAP. The presentation covered the District's mission and equity tenets, provided an overview of the LCAP's actions and services for students with disabilities, and incorporated qualitative feedback gathered to date. There were 18 members present during the April meeting. The SELPA Director has played an active role in the development and ongoing adjustments of the LCAP for 2025–26. This involvement is key to ensuring LCAP actions and services remain accessible for all students with disabilities. A core objective supported by the LCAP is the Districtwide effort to increase inclusion. <u>Areas of Strength</u> Feedback gathered from parents highlights several strengths within the District's educational support services, particularly for students with special needs. Parents value the successful implementation of technology tools, which enables effective communication for nonverbal students. Furthermore, the commitment and care shown by the supportive staff, especially program specialists, are highly appreciated for consistently providing updates and proactive check-ins. The dedicated efforts of site leadership, including elementary site

Educational Partner(s)	Process for Engagement
	supervisors and SAP counselors, also contribute significantly to the positive experience shared by educational partners. Areas of Growth A significant unmet need highlighted by parents is the insufficient number of Student Assistance Program (SAP) counselors, leading to lengthy waitlists for students who require specialized counseling that is difficult to access outside the school setting. Parents also emphasized the need for the District to recognize the post-high school trajectory for most moderate/severe students, which often involves day programs rather than immediate job placement. One parent proposed renaming "Project TEAM" to "Project TEAM College" to better communicate a transition to a "life skills college" model after graduation, particularly if the program is no longer participating in typical high school events. Additional suggestions for improvement included increasing opportunities for future classroom exposure at sites and providing one-on-one support when feasible action: A primary concern is the loss of general education peer interaction after high school, which is crucial for the success of students currently thriving on it. Funding and Resources: Questions centered on the allocation of LCAP funding, including whether it can provide physical therapy for children with special needs and a hope that the funding will specifically cover essential resources like gloves for diaper changing at school sites, particularly at Arlington. Programmatic Integration and Support: There was confusion regarding the District's apparent opposition to partnering with the Special Olympics, despite it being viewed as a "good move" that offers funding and meets schools where they are. A suggestion was made that every middle school should become a Unified Champion School next year due to the inclusion of PE. Future Outlook: One respondent expressed appreciation for being listened to and stated that they look forward to the next year, noting a "great 2025-26 school year."

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	Community Input Sessions Nine Community Input Sessions were held during January and February 2026. Eight of those sessions were conducted in-person at each middle school, including STEM. The final session was offered virtually. Brief overviews of the LCAP were presented at each meeting followed by a “choose your own adventure” where attendees broke into small groups across three rotations where they got to choose 3 of 12 high dollar LCAP actions with targeted prompts to give input. Small group discussions were facilitated by RUSD Principals, Directors, and Managers. Responses were transcribed and categorized from the notetaking guides using Notebook LM. The total cumulative attendance across all nine community input sessions was 158 parents/guardians, students, and community members (in-person n = 116, virtual n = 22). <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of open-ended responses, the following areas were identified as the most prevalent strengths in RUSD: *Effectiveness of Positive Behavior Supports (PBS - LCAP Action 3.2c)* Families frequently praised the "ticket systems," student stores, and reward programs (like "PRIDE lessons" and "Trimester awards") for motivating students and improving campus climate. *Enrichment and Extracurricular Variety (LCAP Action 3.3c)* Educational partners highly value the variety of clubs, sports, and performing arts (band, choir, dance) available, noting they help students gain confidence and feel connected to school. *Impact of Dual Language Immersion (DLI - LCAP Action 2.3e)* Parents of DLI students reported high levels of satisfaction, noting the program increases cultural awareness, provides academic rigor, and helps students feel successful and fluent in Spanish. *Targeted Academic Supports and AVID (LCAP Actions 2.4a and 1.1b)* The AVID program, small group study sessions, and specific interventions like "Read 180" were cited as effective for keeping

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	students engaged and helping them understand core subjects. *Campus Safety Measures and Supervision (LCAP Action 4.1a)* Many families expressed that campuses feel safe and welcoming due to the presence of Campus Supervisors, security cameras, and proactive administration. <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of open-ended responses, the following areas of growth were identified as the most prevalent in RUSD: *Communication and Information Access (College/CTE/A-G - LCAP Actions 2.1d and 2.3a)* This was the most significant area of concern. Families reported a lack of clear, timely information regarding CTE pathways, FAFSA deadlines, and A-G requirements, often finding existing information hard to locate or too late to be actionable. *Facility Maintenance and Restroom Cleanliness/Privacy (LCAP Action 4.1a)* Educational Partners frequently cited dirty restrooms and a lack of privacy in stalls (gaps in doors) as major issues. There were also requests for more shade structures and better supervision in locker rooms to prevent bullying. *Counselor Availability and Staffing Ratios (LCAP Actions 2.1b and 3.2f)* Families expressed that high student-to-counselor ratios make it difficult to get appointments. There is a strong desire for more Student Assistance Program (SAP) and MTSS counselors to be available full-time at every site. *Technology Reliability and Filter Consistency (LCAP Action 4.1d)* Partners noted that older Chromebooks are slow and that internet filters are sometimes inconsistent—either blocking necessary research sites while allowing inappropriate content like YouTube gaming. *Summer Program Logistics and Inclusivity (LCAP Action 1.1e and*

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	2.2c) Barriers included a lack of transportation to summer sites and insufficient staffing for students with special needs (e.g., Autism), leading to some students being unable to participate. Families also requested more enrichment/GATE-focused summer options rather than just remediation and credit recovery.
Students	**LCAP Student Survey** An LCAP Student Survey was administered through the ThoughtExchange survey platform from November 3-30, 2025. A total of 4,936 participants in grades 7-12 responded to the student survey. This survey was aligned to LCAP goals, actions, and services within the scope of students' knowledge and experience. Direct questions were asked utilizing Likert scale responses. Additional open-ended questions asked, "What do you value most about your school and What can your school do better to prepare you for the future?" Unlike the family survey, respondents couldn't view and comment on their peer's responses. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of open-ended responses, the following areas were the most prevalent strengths identified by students: *Peer Relationships and Social Connectivity (LCAP Actions 3.3a and 3.3c)* By far the most common response, students highly value their "friends," the ability to "socialize," and "meeting new people." While "friendship" is a personal outcome, these actions fund the inclusive campus culture and extracurricular environments that facilitate these bonds. *Supportive and Caring Staff (LCAP Actions 4.1b and 4.1c)* Students value "kind," "helpful," and "understanding" teachers who "actually care" about their success and well-being. These actions focus on attracting and developing "highly qualified" and "highly effective" employees to serve all students.

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	Athletics and Sports Programs (LCAP Action 3.3c) Significant value is placed on sports like soccer, football, basketball, baseball, and wrestling, as well as the equipment and coaching provided. This action specifically funds co-curricular and extracurricular activities, including middle school sports and various levels of high school athletic competition. *Academic Value and Learning Opportunities (LCAP Goal 1.1)* Many students explicitly value their "education," "getting a good education," and "learning new things" as their top priority. The primary goal of the LCAP is to demonstrate growth toward all students meeting academic grade-level standards. *Fine Arts and Performing Arts (VAPA - LCAP Action 3.3b)* High value is placed on the VAPA programs, specifically marching band, theater, choir, and arts programs. This action provides "robust, high-quality arts education" for students from Preschool through 12th grade. Through a quantitative analysis of Likert scale responses, the following areas are highlights which reflect both (a) high favorability ratings and (b) the areas with the largest growth in favorability compared to last year: • Students receive numerous opportunities to recover course credits 77% (19% increase from last year) • The AVID program has taught critical thinking (70%), collaboration (70%), and goal setting (72%) • RUSD provides communications that are transparent 69% (13% increase from last year) • Awareness of family engagement opportunities at my school 69% (+21% increase from last year) <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of open-ended responses, the following were the most prevalent areas of growth identified by students: *Life Skills and "Real World" Preparation (LCAP Actions 2.1a and*

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	2.3e) A massive number of students requested being taught how to pay taxes, how to get a job, manage money, and pay bills. While the LCAP focuses on academic readiness, these actions aim to help students plan for postsecondary options and expand employability skills. *School Food Quality and Variety (LCAP Action 4.1a)* Frequent requests for "better food," "more options," "hotter meals," and specific food items like "juice" or "orange chicken." While not a core academic action, this feedback aligns with this action through the broader goal of providing "engaging" learning environments. *Restroom Cleanliness and Maintenance (LCAP Action 4.1a)* There was a high volume of complaints regarding broken mirrors, clogged toilets, no soap, and a general need to clean the bathrooms better. This action explicitly commits the District to maintaining "safe and clean facilities, including restrooms." *Instructional Effectiveness and Engagement (LCAP Actions 1.1b and 1.1d)* Students asked for teachers to "explain stuff better," "teach at a slower pace," and make lessons "more interesting" or "more hands-on." These actions provide coaching and planning time to deliver effective first instruction and address learner variability. *Campus Safety and Substance Use Prevention (LCAP Actions 3.2c and 4.1a)* Students requested to stop (a) the vaping that occurs in the bathrooms, (b) fights on campus, and (c) hire more supervisors to ensure a safer campus. These actions utilize Campus Supervisors and restorative practices to minimize problem behaviors and ensure school safety. Through a quantitative analysis of Likert scale responses, the following areas are highlights which reflect both (a) low favorability ratings and (b) the areas with the largest decline in favorability compared to last year:

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	• My school's restrooms are kept adequately clean: 39% (-16% decrease from last year) • My school's restrooms are kept adequately available: 55% (6% decrease from last year) • I am on the way to becoming fluent in Spanish because of the DLI program: 52% (-6% decrease from last year) **Student Focus Groups** The 2025-26 LCAP student focus groups were conducted from October through December 2025. For many years, our LCAP focus groups have only been conducted with high school students. This year we introduced focus groups for all levels: elementary (3 schools), middle (all schools), and high (all schools). To increase student voice at the secondary level, we also visited two classes: one civics class and either one ELD or AVID class. We had the following student counts participate in our focus groups: elementary (87), middle (396), and high (344) with a grand total of 827 participants. The following areas were identified as areas of strength across all of our student focus groups: *Career Technical Education (CTE) Pathways (LCAP Action 2.3a)* Elementary students value Career Day and Pathful Junior. Middle and high schoolers see CTE as essential for future preparation, practical skills, and professional certifications. *Supportive Staff (LCAP Action 3.2c)* Students across all levels praised Campus Supervisors for being friendly, approachable, and building personal connections. Counselors are valued for providing a safe space for academic and personal concerns. *Advancement Via Individual Determination (AVID - LCAP Action 2.4a)* Elementary students at Harrison (an AVID Elementary school) noted AVID helped them develop independence. Middle school students across all seven sites highly regard it for teaching organizational skills like binder checks and note-taking strategies. Note, this question was not asked at the high school level.

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	Experiential Learning (6th Grade Science Camp - LCAP Action 1.4b) Universally acclaimed as a highlight of the school experience, fostering curiosity through hands-on activities like dissections and astronomy. *Arts and Creative Activities (LCAP Action 3.3b)* Middle and high school students emphasized that band, choir, and theater are vital for emotional well-being, providing a "creative outlet" and a break from traditional academic rigor. The following areas were identified as areas of growth across all of our student focus groups: *Restroom Cleanliness, Supplies, and Maintenance (LCAP Action 4.1a)* Middle and high school students indicated this was a "critical area" of frustration across all secondary schools due to poor cleanliness, lack of soap/paper towels, broken locks, and too many locked facilities. *Wi-Fi and Content Filters (LCAP Action 4.1d)* Middle and high school students reported pervasive issues with slow Wi-Fi and an "overly strict" content filter that blocks necessary research sites and teacher-provided links. *Physical Campus Safety and Maintenance (LCAP Action 4.1a)* Middle and high school students requested taller fencing to prevent unauthorized access and improvements to outdoor fields to fix tripping hazards. *Summer School & Credit Recovery Rigor (LCAP Actions 2.2a and 2.2c)* Middle and high school students expressed a need for higher rigor in core summer classes and voiced strong negative feedback regarding the "dull" and "restrictive" nature of the Edgenuity platform. *Program Awareness and Communication (LCAP Action 3.1c)* High school students noted a lack of awareness regarding existing

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	CTE pathways and arts events, requesting better advertising and promotion of available opportunities. **Culture and Climate Survey (Students)** RUSD administered the Culture and Climate Survey from February 23 and March 18, 2026. 17,874 students in grades 5-12 responded. They rated the following as favorable: School Safety (62%) - How often do you worry about violence at your school?, Teacher-Student Relationships (55%) - , School Climate (46%) - At your school, how much does the behavior of other students help or hurt your learning?, Sense of Belonging (42%) - Overall, how much do you feel like you belong at your school? Rated less favorable, Engagement (26%) - How attentive and invested are students in class? • 2026 School Safety: Favorable responses increased from 60% to 62% (+2%) • 2025 Teacher-Student Relationships: Favorable responses increased from 53% to 55% (+2%) • 2026 School Climate: Favorable responses increased from 45% to 46% (+1%) • 2026 Belonging: Favorable responses increased from 40% to 42% (+2%) • 2025 Engagement: Favorable responses decreased from 25% to 26% (+1%) **Superintendent's Student Advisory/Student Board Members** Student representatives from each RUSD high school serve on the Superintendent's Student Advisory, meeting with Superintendent Dr. Llamas and District leadership. Since 2016–17, select students have also served as Student Board Members, advocating for all students while participating in the Advisory. The Superintendent's Student Advisory also reflects the input from the Student Board Members. Here is the student leader's' input organized by Strengths and Areas of Improvement and Suggestions, aligned with the specific actions outlined in the 2025-26 Local Control and Accountability Plan (LCAP): Strengths

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	• Supportive School Staff *(Action 2.4a: Advancement Via Individual Determination (AVID)):* Teachers, staff, AVID coordinators, and ASB directors were thanked for creating supportive environments and providing motivation during high-stress periods like finals week and state CAASPP testing. • Student Engagement, Athletics, & Extracurriculars *(Action 3.3c: Schools +2):* Student representatives highlighted a high level of involvement in programs like the Poly High Girls Flag Football Team, Arlington's girls' water polo and boys' soccer, the Blue Star Regiment marching band, and Mecha. • CTE Pathways Success *(Action 2.3a: Career Technical Education (CTE) Pathway):* Students are achieving at high levels in specialized programs, such as the Arlington CTE biomedical students who advanced to the HOSA national competition. • Community Bonding & Belonging *(Action 3.3a: Equity, Culture & Climate):* Events such as "Club Photo Day," Read Across America, and family math nights were praised for fostering strong bonds and ensuring students feel seen, valued, and connected. • Positive Communication *(Action 3.1c: Communications):* The District's proactive communication tools, specifically ParentSquare and the "Cafecito" platform, were identified as strong assets for keeping parents engaged. • Upgraded District Facilities *(Action 4.1a: Safe Facilities):* Students expressed great excitement and improved morale regarding the opening of the new gym and the upcoming science building at John W. North High School. <u>Areas of Improvement and Suggestions</u> • Monitoring AI and Technology *(Action 1.6c: Digital Citizenship Curriculum & Action 4.1d:* Classroom Technology and Support and Digital Safety): It was suggested that the District develop a clear plan to teach students how to use AI responsibly, and a need was identified to carefully monitor the "Amira" AI reading tool so students are not given false feedback due to system errors.

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	• High School Math Instruction *(Action 1.3c: Supplemental Mathematics Resources for Elementary & Secondary Students):* A need was identified for interactive tools beyond Desmos to ensure high school students are truly conceptualizing math rather than just using software as a calculator. • Navigating Sensitive Curriculum *(Action 1.5b: Ethnic Studies Curriculum Development):* With the new curriculum, staff should receive specialized training to effectively manage classrooms when students become highly vocal about their personal opinions, ensuring a respectful environment is maintained. • Community Input in Planning *(Action 4.1a: Safe Facilities & Action 3.1c: Communications):* The District should prioritize extensive and transparent community input before finalizing school boundary changes or deciding on STEM campus options". • Advocacy for Leadership & Program Expansion *(Action 3.3c: Schools +2 & Action 3.3d:* Partnership Programs for Students): The District should create more opportunities for students to showcase unique talents. Additionally, younger students (8th and 9th graders) should be encouraged to build leadership skills through opportunities like the Inland Empire Future Leaders summer camp.
Teachers	**LCAP Employee Survey** The LCAP Employee Survey was administered from November 3 - 30, 2025. 584 of the 910 participants who responded to the employee survey identified as Certificated. They produced 602 thoughts and 13,721 ratings. The responses highlight several areas for improvement within RUSD, emphasizing the need for increased support for special needs students, smaller class sizes, and more intervention teachers. There is a call for better behavior management and consistent discipline policies, particularly regarding cell phone use. Respondents value the dedication of staff and the mental health support provided but stress the need for more school counselors and equitable resource

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	distribution. Concerns about teacher workload, inadequate facilities, and the need for more career/technical programs are also prevalent. Overall, there is a strong desire for improved communication, support, and accountability across the District. **Culture and Climate Survey (Teachers)** RUSD administered the Culture and Climate Survey from February 23 and March 18, 2026, with 1,422 teachers responding. The following favorable ratings were reported: Self Reflection (76%), which maintained its previous year's score and reflects faculty perceptions on their strengths and areas for growth related to social-emotional learning; School Safety (69%), an increase from 67% (+2%), reflecting faculty perceptions of physical safety for students; Belonging (60%), a slight decrease from 61% (-1%), which measures how much faculty members feel they are valued members of the school community; and School Climate (58%), which maintained its previous score and reflects perceptions of the overall social and learning environment of the school. The 2025-26 Culture and Climate Survey, also included one open-ended question—"If you could change anything about working at your school, what would you change?"—which yielded 1,003 responses. A qualitative analysis of these responses, using Notebook LM, identified three primary areas of concern: student accountability, administrative and staff culture, and resource requirements. Key themes from the analysis highlight a critical need for consistent student discipline (Student Accountability); improved communication, professional trust, and healthier staff morale (Administrative and Staff Culture); and resource enhancements (Resource Requirements), including the elimination of combination classes, reduction of class sizes, increased direct student and instructional support, and modernization of facilities. Further details on these findings are provided below. <u>Student Accountability and Discipline (LCAP Actions 3.2a, 3.2c, 3.2d, 3.2e)</u> The teacher summary indicates a widespread need for consistent and predictable discipline with meaningful consequences for defiant, disrespectful, and aggressive behaviors, as many teachers feel the

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	current PBS systems fail to hold students and parents accountable. This feedback directly relates to LCAP actions that task site-level teams with refining behavioral expectations and ensuring consistent responses to problem behaviors *(Action 3.2c)* and using restorative practices as an alternative to suspensions *(Action 3.2d)*. It also highlights the need for intensive behavioral interventions *(Action 3.2e)* and professional learning to support staff with behavior and social-emotional learning *(Action 3.2a).* <u>Administrative Support, Trust, and Communication (LCAP Actions 3.1c and 4.1c)</u> Staff expressed a need for greater transparency, proactive planning, and respectful communication from leadership, alongside concerns about micromanagement and a feeling of not being trusted as professionals. This connects to the District's goals to maintain trust through proactive and transparent communication *(Action 3.1c)* and to provide coaching for site administrators to build and sustain positive campus climates *(Action 4.1c).* <u>Staff Culture and Morale (LCAP Actions 3.1d and 3.3a)</u> A significant theme in the survey responses was the presence of a negative or toxic work environment marked by passive-aggressive behavior, gossip, and a lack of unity, which drives a strong desire for team-building and a more supportive culture. This directly informs the mandate that District leadership analyze Culture & Climate survey results to develop plans for staff belonging and well-being *(Action 3.1d)* and the broader goal to build inclusive school communities that promote a sense of belonging *(Action 3.3a).* <u>Class Size and Staffing (LCAP Actions 1.3d and 4.1b)</u> Teachers strongly advocated for the elimination of combination (combo) classes, smaller class sizes (especially in TK-2), relief from duties like recess supervision, and more planning time. The request for more prep time directly aligns with adding a half-hour of planning time within the contracted day (Action 1.1d). While there is no explicit Districtwide action to eliminate elementary combos or reduce primary class sizes, these staffing challenges impact the retention goals of recruiting and keeping high-quality employees *(Action 4.1b)*, and

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	lowering class sizes is specifically mentioned for secondary students chronically unsuccessful in math (Action 1.3d). <u>Student and Instructional Support (LCAP Actions 1.1b, 1.1c, 1.2c, 1.3b, 1.7b, 2.1b, 3.2f)</u> Teachers reported a critical need for more support staff, including full-time counselors, RSP teachers, Speech Pathologists, and Campus Supervisors, alongside requests for better Special Education placements and training. Furthermore, staff heavily criticized the current use of Teachers-on-Special-Assignment (TOSAs), expressing a strong desire to transition these roles back into the classroom or into direct, small-group intervention. The requests for mental health and Special Education support align with providing comprehensive counseling *(Action 2.1b),* additional social-emotional supports *(Action 3.2f)*, and instructional coaching to support inclusive practices for Students with Disabilities (Action 1.1c). The widespread critique of TOSAs challenges the current implementation of MTSS, Math, and ELD coaching *(Action 1.1b, Action 1.3b, Action 1.7b)*, indicating staff would rather see these resources shifted to direct student interventions like secondary reading intervention *(Action 1.2c).* <u>Facilities and Resources (Action 4.1a and 4.1d)</u> Staff identified major gaps in physical facilities, requesting modernized buildings, new gym/multipurpose rooms, better playgrounds, updated classroom furniture and technology, reliable copy machines, and more adult restrooms. These physical and technological requests directly align with the LCAP goals to maintain safe, clean facilities and restrooms *(Action 4.1a)* and to provide reliable digital infrastructure and classroom technology for staff and students *(Action 4.1d).*
Principals / Site Leadership	**Principals' Meetings (TK-12)** This year the LCAP Director was invited to present at the September 2025 TK-12 Principals' Meeting. During the meeting, the LCAP Director provided an overview of the LCAP, LCFF funding, the 2024-27 LCAP priorities, and upcoming key LCAP events.

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	Elementary Principal Working Group This year the LCAP Director was invited to present at two Elementary Principal Working Group meetings on December 11, 2025 and March 19, 2026. During the December meeting, the LCAP Director provided a brief overview of the LCAP and then had Principals select 2-3 LCAP actions most relevant for them and instructed them to give feedback on a note-taking guide regarding implementation, effectiveness, school-specific needs, and resources. During the March meeting, the LCAP Director reviewed and discussed strategic budgeting. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of note-taking guides, the following areas were the most prevalent strengths identified by elementary Principals: *Impact of Positive Behavior Support Staffing (LCAP Action 3.2c):* Assistant Principals (APs) and Campus Supervisors are highly valued for their role in reducing chronic absenteeism and suspension rates. Principals noted these roles are working well at many sites to reinforce safety and school connectedness. *Instructional Coaching Relationships (LCAP Actions 1.1b, 1.7b):* Principals consistently reported that MTSS Liaisons and ELD Teachers on Special Assignment (TOSAs) are "helpful" to instructional goals and have built "great relationships" with site staff. *School Connectedness through Sports (LCAP Action 3.3c):* Co-curricular activities like middle school sports programs are seen as a major benefit for building student skills, interest, and confidence as they transition to secondary school. *Effectiveness of Core Translation Services (LCAP Action 3.1b):* Translation and interpretation services were identified as effective for Spanish-speaking families and those requiring American Sign Language (ASL). *Positive Trends in Student Achievement (LCAP Action 1.1a):*

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	Some groups specifically highlighted that student achievement is "increasing overall," citing the success of MTSS instructional priority days. <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of note-taking guides, the following were the most prevalent areas of growth identified by elementary Principals: *Frequency of On-Site Specialist Support (LCAP Actions 1.1b, 1.1c, 1.7b, 3.2f):* A recurring theme is that 50% or 2-day-a-week assignments for MTSS Liaisons, ELD TOSAs, SAP Counselors, and Inclusive Practice Specialists are "ineffective". Principals requested full-time site assignments to ensure these specialists can make a "substantial impact". *Equity Over Equality in Resource Allocation (LCAP Actions 3.2c, 4.1g, 1.1b):* Principals argue that resources are currently distributed "equally" (the same for every site) rather than "equitably" based on data, enrollment size, poverty levels, and unique site programs. *Professional Learning Delivery Model (LCAP Actions 1.1a, 4.1e):* The "piecemeal" delivery of professional development (PD)—where teachers are pulled out of classrooms too frequently—is seen as disruptive to instructional continuity. There is a strong request for PD to occur on dedicated non-student days or outside the instructional calendar. *Academic Rigor and Data for Summer Programs (LCAP Action 1.1e):* Principals expressed a desire for summer programs to focus more heavily on academic needs, specifically early literacy and the "Science of Reading". They also noted they have "never seen" pre- or post-data regarding student skill acquisition from these programs. *Inclusive Translation for All Languages (LCAP Action 3.1b):* While Spanish is well-supported, there are significant barriers for languages such as Mandarin and Kanjobal. Additionally, sites are

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	currently required to pay for non-Spanish translation services, which creates a resource strain. **Middle and High School Principal Working Groups** This year the LCAP Director was invited to present at the Middle and High School Principal Working Groups. During the April 2, 2026 meeting, the LCAP Director reviewed and discussed strategic budgeting. **1:1 Meetings** The LCAP Director met on an “as needed” basis with Principals to review progress on spending to-date. Barriers to spending and clarifications to align funding with student needs were discussed. The LCAP Director clarified with Principals that they should be incorporating their respective School Site Councils as an active part of the process. Common expenditures for LCAP/LCFF site allocations include Teachers On Special Assignment (TOSA), extended-day time for teachers, Instructional Assistants (Bilingual), Translators, Community Assistants (Bilingual), incentives/awards for meeting behavior or attendance expectations, enhanced/supplemental curriculum, materials and supplies, and field trips. Monthly updates were sent to Principals regarding their spending patterns to ensure that all LCAP/LCFF were fully utilized to meet student needs. Purchase order requisitions were reviewed to ensure appropriate use for the funding source and, where appropriate, alignment of expenditure with SPSA goals/strategies.
Administrators	**Superintendent’s Council** Superintendent’s Council is a leadership group composed of RUSD department and division leads that meets six times per year. This regularly scheduled meeting structure provided an avenue for the LCAP Director to review the following topics with LCAP Action Leads: goal setting, identifying local metrics, how relevant data elements would be collected, and the timelines for providing results. Progress monitoring meetings occurred regularly to review (a) progress towards meeting goals, (b) challenges/successes, and (c) budgets. Action leads worked with their teams to provide their mid-year and end-of-

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	year goal analysis narratives and accompanying data. Review of action effectiveness and allocations occurred. **LCAP Budget Team** The LCAP Director, in conjunction with the Business Services Team (composed of the Director, Budget Manager, respective Budget Technician), and the school Secretary and Principal, convened on an annual basis. These meetings were conducted to ensure the sustained coordination of efforts and systems necessary for the District to meet its fiduciary responsibilities in alignment with the District's 2025-26 goals. Discussions during these sessions encompassed the progress monitoring of expenditures, the development of budget projections, the implementation of necessary adjustments.
Other School Personnel	**LCAP Employee Survey** The LCAP Employee Survey was administered from November 3 - 30, 2025. 235 of the 910 participants identified as non-certificated staff (Classified and Confidential). They produced 149 thoughts and 4,581 ratings. The qualitative analysis of the open-ended survey responses identified the following areas for improvement within RUSD. There is a call for rotating principals every five years to maintain effective messaging and boost staff morale. Concerns about student behavior and safety are prevalent, with suggestions for stricter discipline and consequences for aggressive actions. The current behavior support system is criticized for rewarding negative behavior. Additionally, there is a need for secure school entrances and upgrades for overlooked schools. Finally, the importance of having a dedicated SAP counselor at each school to ensure consistency and support for students and staff is emphasized. **Culture and Climate Survey (School-Based Classified Staff - Excluding Teachers)** RUSD administered the Culture and Climate Survey from February 23 and March 18, 2026, receiving responses from 812 staff members

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	across RUSD school sites. Staff reported favorable overall ratings in all three categories, showing positive increases: • School Safety:(Perceptions of safety and security) increased to 78% (+2 percentage points) • Belonging: (Staff feeling valued) increased to 65% (+2 percentage points) • School Climate: (Perceptions of the overall social and learning climate) increased to 64% (+2 percentage points). The analysis of 480 responses to the open-ended survey question, "If you could change anything about your school or your department, what would you change?," revealed significant insights from classified staff. Analysis using Notebook LM revealed two major themes: a strong sense of gratitude for immediate colleagues and students, which was offset by significant discontent regarding school climate, safety, and available resources. The critical needs identified were: <u>Student Accountability and Discipline (LCAP Actions 3.2a, 3.2c, 3.2d, 3.2e)</u> Classified staff, including Campus Supervisors and Instructional Aides, reported that students frequently face no real consequences for defiance, disrespect, vaping, or physical aggression. Many noted that PBS and current disciplinary systems are not deterring severe behaviors, leading to unsafe environments where staff and innocent students are hurt. This aligns with LCAP goals to refine behavior expectations and ensure consistent responses to problem behaviors *(Action 3.2c)*, implement intensive interventions for intense behavioral needs *(Action 3.2e)*, use restorative practices to reduce referrals *(Action 3.2d)*, and provide staff with professional learning on behavior and trauma-informed practices *(Action 3.2a)*. <u>Administrative Support, Staff Culture, and Communication (LCAP Actions 3.1c, 3.1d, 3.3a, 4.1c)</u> A frequent concern among classified staff is feeling undervalued, micromanaged, and unsupported by site administration. Many respondents reported toxic work environments, gossip, favoritism, and a lack of clear communication. Classified staff expressed a strong desire to be treated as equals to certificated staff and requested better team-building opportunities. This aligns with District mandates

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	to analyze Culture & Climate survey results to develop plans for staff well-being *(Action 3.1d)*, provide coaching for administrators to sustain a positive campus climate *(Action 4.1c)*, foster transparent communication *(Action 3.1c)*, and build inclusive communities that promote a sense of belonging *(Action 3.3a)*. <u>Special Education Support and Training (LCAP Actions 1.1c, 3.2e, 4.1b, 4.1c)</u> Instructional aides and Special Education staff strongly advocated for more support, citing frequent instances of physical aggression (being bitten, slapped, or punched) from students with severe needs. Staff requested more specialized training on handling elopers and severe behaviors, more hours for Instructional Aide 1s (expanding from 5 to 8 hours to cover the whole student day), and better collaboration between general education and Special Education departments. This feedback aligns with LCAP actions focused on retaining high-quality employees *(Action 4.1b)*, providing classified staff with high-quality coaching and professional learning *(Action 4.1c)*, implementing accommodations for Students with Disabilities *(Action 1.1c)*, and offering intensive behavior supports *(Action 3.2e)*. <u>Campus Safety, Facilities, and Resources (LCAP Action 4.1a)</u> Classified staff identified numerous facility and safety issues, strongly advocating for more secure front office entrances where visitors must be buzzed in rather than walking freely onto campus. Staff also reported leaking roofs, outdated restrooms, a lack of air conditioning in kitchens, and terrible parking conditions. Furthermore, they called for modernized buildings, better playground equipment, and more campus security. These concerns directly align with the LCAP goal to maintain a safe, engaging, and equitable learning environment by providing safe and clean facilities, explicitly including restrooms *(Action 4.1a).* <u>Workload, Staffing, and Class Sizes (LCAP Actions 2.1b, 3.2f, 4.1b)</u> Staff reported that custodial and front office teams are frequently understaffed, leading to burnout and employees being forced to cover duties outside of their job descriptions when substitutes are unavailable. There were also calls for more counselors and SAPs to

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	deal with student mental health, and a reduction in combination classes (particularly in DLI programs), which staff feel negatively impacts student learning. This aligns with LCAP actions to attract and retain highly effective employees *(Action 4.1b)*, provide comprehensive school counseling *(Action 2.1b)*, and offer additional social-emotional interventions for students *(Action 3.2f)*. **Culture and Climate Survey (Non-School Based Staff)** RUSD Culture and Climate Survey was administered from February through March 2025, with 271 Department staff participating. Staff responses indicated generally favorable overall ratings across all measured categories. Notable results included: ● School Safety: (Perceptions about safety and security) slightly decreased to 87% (-1%) ● Belonging: (Staff feeling valued) maintained at 70% ● School Climate: (Perceptions of the overall social and learning climate) increased to 67% (+7%) In the 2025-26 Culture and Climate Department Feedback, employees from various District-level departments—including Nutrition Services, Maintenance and Operations, Health Services, and Special Education—provided candid reflections on their work environments. While some staff expressed high satisfaction and praised their supportive teams, the majority of open-ended responses highlighted deep systemic frustrations. The most prominent themes reveal an urgent need for improvements in: <u>Management, Trust, and Staff Culture (LCAP Actions 3.1c, 3.1d, 3.3a, 4.1c):</u> Staff reported toxic, micromanaged environments marked by favoritism, poor communication, and a lack of respect and trust from leadership. Employees requested management overhauls, better team-building, and leaders who listen, aligning with LCAP goals for staff well-being and positive campus climate. <u>Compensation, Workload, and Staffing Levels (LCAP Action 4.1b):</u> Departmental staff widely reported being understaffed, overworked, and underpaid compared to neighboring Districts. Skilled trades

Educational Partner(s)	Process for Engagement
	workers noted they are the lowest-paid trades despite their value, and Health Services staff requested more school nurses and a Nurse Coordinator. These issues impact the District's goal to attract and retain highly qualified staff. Facilities, Workspace, and Equipment *(LCAP Action 4.1a):* Critical deficiencies were reported, including severe parking shortages (Nutrition Services), lack of air conditioning causing "brutal" summers, old or inadequate equipment (e.g., cheap pot holders), and a need for private office space. This feedback relates to the commitment to providing safe and clean facilities. Professional Development and Training *(LCAP Actions 4.1c, 4.1e)*: Staff desired more robust training, requesting dedicated learning hours, vendor-specific training (e.g., EMS), and more PD specifically for Educational Assistants. This supports LCAP actions to provide high-quality professional learning and coaching for classified staff. **Site Secretary Training** The LCAP Director presented during three of the monthly Site Secretary Meetings (August, October, and February) to ensure purchase order requisitions contain expenditures that align with each school's SPSA and the LCAP. The LCAP Director and Coordinator of State and Federal Programs co-presented during the August meeting whereas the subsequent meeting presentations involved solely the LCAP Director. Topics included allowability, appropriate justifications, and leveraging LCAP actions to meet the needs of Unduplicated pupils (Foster You, Low-Income, English Learners).
Local Bargaining Units	**California School Employees Association (CSEA)** At the January 21, 2026 general membership meeting, the LCAP Director presented an overview of the LCAP and its purpose, which includes a focus on unduplicated students, the budget overview for parents, and the 2024-27 LCAP priorities. The President is also a member of the LCAP Parent Advisory Committee. Input was elicited by instructing staff to work with partners to select 1-2 LCAP goals and actions that they are passionate or knowledgeable about and record

Educational Partner(s)	Process for Engagement
	feedback regarding: (a) effectiveness of the action, (b) implementation feedback, (c) school-specific needs, and (d) resource alignment. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of note-taking guides, the following areas were the most prevalent strengths identified by CSEA members: (a) CSEA members noted that one-on-one student assistance is highly effective in helping at-risk students earn credits and increasing their chances of graduating *(LCAP Action 5.1b).* (b) Staff highlighted that wellness opportunities are readily available and that the Employee Benefits assistants provide "great support" to the workforce *(LCAP Action 4.1b)*. (c) There is a strong sentiment that the community communicates more effectively with Bilingual Instructional Assistants than with teachers, making them a vital bridge for family engagement *(LCAP Action 3.1b)*. (d) In general terms, some classified staff acknowledged that current professional development opportunities are "good" *(LCAP Action 4.1e)*. (e) While access is a concern, the technology currently in place is described as "good working technology" *(LCAP Action 4.1d).* <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of note-taking guides, the following were the most prevalent areas of growth identified by CSEA members: (a) A significant concern is that many sites only have 4 hours of translation available when they require 8 hours. Additionally, there is a lack of personnel to interpret for IEPs and a need for specialized training and reclassification for District translators *(LCAP Action 3.1b)*. (b) Classified staff often feel excluded from professional development. Specific training needs identified include First Aid/CPR for Noon Duty Supervisors, and specialized training for IAs and substitutes on handling high-needs behaviors and Special Education support *(LCAP Actions 3.2a, 4.1b, and 4.1c)*. (c) Technology Access for All Classified Staff *(Action 4.1d)*: There is a request for all classified employees to have access to technology, specifically one-to-one devices, to perform their duties effectively *(LCAP Action 4.1d)*. (d) Staff expressed a concern regarding limited security at sites where students may leave campus or engage in fights. There is also a request for more clarity on the specific meaning of making facilities

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	"safer" *(LCAP Action 4.1a)*. (e) Sites require a better understanding of how to apply SPSA funding to LCAP goals. Furthermore, there was a report that some RSP classrooms lack the core curriculum necessary for instruction *(LCAP Actions 4.1f and 4.1g).* **Riverside City Teachers Association (RCTA)** At the February 24, 2026 RCTA meeting, the LCAP Director presented an overview of the LCAP and its purpose, which includes a focus on unduplicated students, the budget overview for parents, and the 2024-27 LCAP priorities. Input was elicited by instructing staff to work with partners to select 1-2 LCAP goals and actions that they are passionate or knowledgeable about and record feedback regarding: (a) effectiveness of the action, (b) implementation feedback, (c) school-specific needs, and (d) resource alignment. Staff in attendance asked to be able to take copies of the note-taking sheets back to their school sites and ask their colleagues to provide input as well. <u>Areas of Strength</u> Through a Notebook LM qualitative analysis of note-taking guides, the following areas were the most prevalent strengths identified by RCTA members: (a) Teachers noted that the enrichment portion of the summer program is a "huge benefit" to families and students, specifically highlighting engaging field trips and activities *(LCAP Action 1.1e)*, (b) The ILE Digital Learning Team is praised for working "tirelessly" to provide high-quality professional development and for creating "exceptional" programs like Coding Clubs and Family Innovation Nights *(LCAP Action 1.6a)*, and (c) The AVID program is reported as "working very well" in specific grade levels, and STEM-focused programs like "Ignite Her Mind" are recognized as exceptional *(LCAP Actions 2.4a, 1.6d).* <u>Areas of Growth</u> Through a Notebook LM qualitative analysis of note-taking guides, the following were the most prevalent areas of growth identified by RCTA members: <u>*Professional Learning Delivery and Follow-up (LCAP Action 1.1a):*</u>

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	There is significant criticism regarding "one-and-done" PD sessions that lack immediate relevance, follow-up coaching, or monitoring. Teachers also noted that Principals must be trained prior to teachers to effectively support implementation. *Instructional Coaching Consistency and Accountability (LCAP Actions 1.1b, 1.7b):* The effectiveness of MTSS Liaisons and ELD TOSAs is described as "inconsistent site-to-site". A major concern is that there is no requirement for teachers to utilize these coaches, leading to "inequitable implementation". *Need for Dedicated Science Support (LCAP Action 1.4):* RCTA expressed an "urgent" need for dedicated Elementary Science TOSAs. They noted that reducing the science team to just two people risks the successful implementation of the recently adopted $7 million science curriculum. *Math Coaching and Instructional Strategy (LCAP Action 1.3b):* Feedback suggests that Math TOSAs are not consistently well-trained or grounded in research-based math instruction. Additionally, teachers feel that providing "too many strategies" is confusing students rather than helping them. *Academic Rigor of Summer School (LCAP Action 1.1e):* While the enrichment portion is valued, the academic curriculum is described as "really lacking in substance" and having turned into "daycare for working parents". There is a call to return to a science-based or investigative curriculum.
Special Education Local Plan Area Administrator (SELPA)	RUSD has its own Special Education Local Plan Area Administrator. She has been an active member of the Superintendent’s Council, providing input and feedback at all points in the progress monitoring, review, and proposed adjustment process. The SELPA administrator facilitates the Special Education Community Advisory Committee (CAC). Each RUSD parent group was invited to select a representative to serve on our LCAP Parent Advisory, including the

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	CAC. Please refer to the Special Education Advisory Committee in the Parents section above for more details.
Governing Board and Community Members	**Governing Board & Community Members** The LCAP Mid-Year Report was presented to the RUSD Governing Board during a regularly scheduled meeting on February 12, 2026. This meeting was live streamed for public access, and the presentation was made available online alongside the meeting agenda. The draft of the 2026–2027 LCAP will be posted on the District website on June 1, 2026 with an opportunity for community feedback provided through an electronic submission form. The community will be notified of this posting through our Parent Square and District Social Media outlets. A Public Hearing on the LCAP will be held during the regularly scheduled Board of Education meeting on June 4, 2026. Additionally, the Local Indicators will be presented at the June 25, 2026, Board meeting, during which the 2026–2027 LCAP will be formally adopted.
Board Meeting Public Comments	**Board Meeting Public Comments** Using Notebook LM, we were able to conduct a qualitative analysis of RUSD Board Meeting YouTube transcripts to include the public comments made verbally during the meeting and the corresponding context of those comments, as well as any public comments submitted digitally in advance of the meetings between July 2025 and March 2026. The objective of this analysis is to measure the level of alignment between the District's strategic spending priorities and the community's articulated concerns. The following themes were identified as (a) the most prevalent and (b) relevant for LCAP. <u>LCAP Action 4.1a: Safe Facilities</u> Public comments focused heavily on the Long Range Facilities Plan, with community members requesting more transparency regarding school optimization, boundary realignments, and the acquisition of new properties. Numerous parents and students expressed frustration over locked or unsanitary restrooms, calling for immediate

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	improvements to campus maintenance and student access. Additionally, speakers raised concerns about the use of Measure O bond funds, questioning whether existing schools were being sufficiently modernized compared to new construction projects. LCAP Action 1.1c: Instructional Coaching to Support Inclusive Practices Public comments centered on the quality of Special Education services, with parents reporting instances of discrimination and "abysmal" communication standards. Community advocates highlighted issues with IEP meeting standards, noting that high case loads and staff shortages often led to missed therapy minutes for students with disabilities. Parents specifically urged the Board to provide better behavioral supports and accommodations for students in general education settings to ensure their safety and academic progress. LCAP Action 3.3a: Equity, Culture & Climate Public comments generated significant debate regarding transgender student athletes, with arguments divided between the need for athletic inclusion and concerns over fairness and safety in women's sports. Many speakers addressed Title IX compliance, accusing the District of failing to protect student privacy or of being influenced by divisive political ideologies. Some parents also advocated for greater respect for religious beliefs, requesting clearer pathways for families to opt their children out of curriculum they found objectionable. LCAP Action 1.5b: Ethnic Studies Curriculum Development A large number of educators and community members voiced strong support for the graduation requirement, stating that the curriculum fosters justice, inclusivity, and a better understanding of diverse histories. However, other commenters opposed the mandate, arguing that it pushes a political agenda and forces students to take an elective at the expense of higher-level math or science courses. Some parents also criticized the neutrality of specific instructional materials, claiming that certain digital articles were biased against religious groups.

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	LCAP Action 4.1b: High-Quality Employees Public comments focused on the critical need to reduce teacher class sizes and improve the ratio of students to credentialed staff. Representatives from labor associations and the community urged the District to prioritize hiring more nurses and speech-language pathologists, citing unsustainable workloads that jeopardize student health and legal compliance. Furthermore, staff members and union representatives highlighted the importance of competitive health and welfare benefits as a vital component of employee retention and morale.
Partners at Equity Multiplier Schools	**Partners at Schools Eligible for Equity Multiplier Funds** One Director is the administrator over all four high schools eligible to receive Equity Multiplier funds: Abraham Lincoln Continuation High School, Opportunity Program, Raincross High Continuation School, and Summit View. Educational Partners meet regularly through each school's English Learner Advisory Committee (ELAC), School Site Council (SSC), and staff meetings to review their CA Dashboard data as well as to provide feedback and input on the needs of each program. Discussions focus on three primary questions: • What is the ultimate goal of the school? • What do we want students to come away with from school? • How can we help our students with the highest needs? • How can we leverage our community partnerships to help students with their social/emotional needs? This led to identifying specific needs for each school, articulating student outcome goals, and considering the resources required to achieve the goals. The development of the focus goal and metrics encompasses the input of educational partners, needs assessments, and desired outcomes. Across all the schools, the following overall themes were identified from this feedback. Educational partners expressed interest in wanting to increase graduation rates, see improvements in math and ELA test scores, and decreased suspension rates. The feedback from parents was overall positive with suggestions to partner with local community colleges to request to have students to serve as tutors or

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	to explore the possibility of having alternative education students take college classes on a community college campus. In addition, feedback included leveraging our community partnerships to provide students with social/emotional support. Lastly, parents also suggested partnering with community health professionals to conduct workshops or one-on-one meetings with students regarding behavior management. <u>Areas of Focus:</u> • Abraham Lincoln Continuation High School: English Language Arts, Mathematics, College and Career Readiness, Suspension Rates, and English Learner Progress • Raincross High Continuation School: Graduation Rate, Suspensions, College and Career Readiness, English Language Arts, Mathematics • Opportunity Program: Suspension Rates • Summit View Independent Study: College and Career Readiness, English Language Arts, Mathematics <u>LCAP Actions:</u> • 1.2c: Reading Intervention for Secondary Students (Lincoln, Raincross, Summit View) • 1.3d Math Intervention for Secondary Students (Lincoln, Raincross, Summit View) • 2.2a Credit Recovery (Lincoln and Raincross) • 2.2b Dropout Prevention (Lincoln and Raincross) • 2.2c Expanded Summer Programs for High School Students (Lincoln and Raincross) • 2.3a: Career Technical Education Pathway (Lincoln, Raincross, Summit View) • 2.3b: Dual Enrollment Course Offerings (Lincoln, Raincross, Summit View) • 3.2a: Professional Learning to Support Behavior and Social-Emotional Learning (Lincoln, Opportunity, Raincross) • 3.2c: Positive Behavior Supports and Disciplinary Practices (Lincoln, Opportunity, Raincross) • 3.2d: Restorative Practices (Lincoln, Opportunity, Raincross)

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	• 3.3c: Schools +2 (Lincoln, Opportunity, Raincross) **Abraham Lincoln Continuation (ALC):** • By June 2027, ALC will increase College Career Indicator by 2% for all students • Although this one year goal was met during 2025-26, by June 2027, ALC will increase English Language Arts by an additional 25 points • By June 2027, ALC will increase Math by 18 points • By June 2027, ALC will decrease Suspension Rates by 2% • By June 2027, ALC will increase the English Learner Progress Indicator 2% • By June 2027, ALC will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* • 2025 English Learner Progress Indicator (Red): English Learners (Red), Long-Term English Learners (LTEL - no performance color) • 2025 College and Career Indicator (Orange): English Learners, Hispanic, Low-Income • 2025 Suspension Rate (Orange): English Learners, LTEL, Low-Income, and Hispanic • 2025 English Language Arts (no performance color) • 2025 Mathematics (no performance color) **Opportunity Program:** • Although this one year goal was met during 2025-26, by June 2027, the Opportunity Program will decrease the suspension rate even further by 2% • By June 2027, the Opportunity Program will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* • 2025 Suspension Rate (Green): Students with Disabilities (no performance color)

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	Raincross High Continuation (RHC): ● Although this one year goal was met during 2025-26, by June 2027, RHC will increase the College/Career Indicator even further by 2% ● This one year goal was met during 2025-26, therefore by June 2027, RHC will maintain its Graduation Rate ● By June 2027, RHC will increase English Language Arts by 25 points ● By June 2027, RHC will increase Math by 18 points ● By June 2027, RHC will decrease the suspension rate by 2% ● By June 2027, RHC will increase percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* ● 2025 College and Career Indicator (Orange): Hispanic, Low-Income ● 2025 Graduation Rate (Blue): Students with Disabilities (Green), English Learners and Homeless (no performance color) ● 2025 Suspension Rate (Orange): English Learners, Hispanic, LTEL, Low-Income ● 2025 English Language Arts (no performance color) ● 2025 Mathematics (no performance color) **Summit View:** ● Although this one year goal was met during 2025-26, by June 2027, Summit View will increase the College/Career Indicator even further by 2% ● By June 2027, Summit View will increase English Language Arts by 25 points ● By June 2027, Summit View will increase Math by 18 points ● By June 2027, Summit View will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:*

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	● 2025 College and Career Indicator (no performance level): Low-Income (no performance level) ● 2025 English Language Arts (Red): Low-Income and Hispanic (no performance color) 2025 Mathematics (Red): Low-Income and Hispanic (no performance color) <u>Equity Multiplier Actions:</u> ● 5.1a: Implement Tier II Strategic interventions (ie: additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive intervention (ie: one-to-one support, mentoring) at Abraham Lincoln Continuation (Red) to specifically address English Learner progress and increase growth on annual ELPI. ● 5.1b: Implement a “Graduation Incentive” program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Raincross High Continuation (Blue). ● 5.1c: Provide support for Dual Enrollment opportunities including transportation and supplies for students; career awareness activities, tutoring, mentoring to increase college and career readiness, and provide close monitoring of credits and grades for students at Abraham Lincoln Continuation (Orange), Raincross Continuation (Orange), and Summit View (no performance color). ● 5.1d: Provide high-quality effective first instruction by credentialed teachers; provide intensive academic intervention/ structured math and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring specifically for students at Abraham Lincoln Continuation (no performance color), Raincross High Continuation (no performance color), and Summit View (Red). ● 5.1e: Reduce suspensions by increasing parent outreach, restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive

Educational Partner(s)	Process for Engagement
	behavior expectations at Abraham Lincoln Continuation (Orange), Raincross High Continuation (Orange), and Opportunity (Green). • 5.1f: Provide Intensive academic intervention and tutoring for students not demonstrating progress in English Language Arts, including one-to-one, small group, and individual progress monitoring at Abraham Lincoln Continuation (no performance color), Raincross High Continuation (no performance color), and Summit View (Red).

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

The RUSD year-long Educational Partner Engagement process is highly inclusive and consists of two main objectives:

1. Inform our collaborative/educational partners of progress toward meeting the current LCAP goals and,
2. Gather feedback from our educational partners regarding any proposed adjustments to current LCAP actions to better align with RUSD's Unduplicated needs in the upcoming 2026-27 school year.

As part of the LCAP development process last year, needs assessments were conducted for all student groups with emphasis on Foster Youth, Low-Income, and English Learner students. This year, the LCAP team conducted an updated analysis using 2025 CA Dashboard data, local indicators, and Aeries reports to continue to inform the identification of student outcome gaps throughout the system (detailed tables can be found in the Reflections section).

Data analysis provides information on how students are performing. Discussing these outcome gaps with our educational partners and seeking their input provides context for why students may be experiencing the performance gaps thereby providing critical insight into guiding priorities to address them. In RUSD, we use the cycle of inquiry (Pedaste et. al, 2015) as our method to ensure continuous improvement. The cycle of inquiry helps educators engage in productive data review sessions. Guiding questions are provided to staff which are intended to spur rich, honest, collaborative, and creative thinking about ways to improve outcomes for our students by diving deeper into our strategies, supports, and/or interventions. The guiding questions are grouped into four phases: analyze, plan, act, and reflect. The cycle of inquiry brings systemization, consistency, and actions to the analysis of RUSD data. The analysis goes beyond identifying the proportion of students who did or did not master a standard, to the "Why" behind those numbers and what can be done to remove the barriers to learning, thereby increasing student access, resulting in a higher level of mastery. Instructional implications ("What's Next" or "Now What") are also included in the discussion.

Engagement Strategies

The District utilized a diverse range of engagement strategies to reach all statutorily required groups, including:

- Surveys: The District administered the LCAP Surveys (for students, parents, and staff) via ThoughtExchange in November 2025, as well as the Culture and Climate Survey (for students, parents, and staff) via Panorama late February to mid March 2026.

- Advisory Committees: Five meetings were held with the LCAP Parent Advisory Committee (PAC). In addition, the LCAP Director was invited to present and gather input at the following additional parent advisory committees: District African American Parent Advisory Council (DAAPAC), District English Learner Advisory Committee (DELAC), Somos DLI, and Special Education Community Advisory Committee (CAC).
- Student Outreach: High-volume engagement occurred through student focus groups and the Superintendent's Student Advisory.
- Staff: Staff input was elicited through Principal's Meetings, Elementary Principal Working Group, Middle and High School Principal Working Groups, 1:1 meetings, site Secretary training, Superintendent Council meetings, LCAP Budget Team meetings, and presentations to Local Bargaining Units (CSEA and RCTA).
- Community Input: Feedback was elicited through nine Community Input Sessions across the District middle schools, analysis of Board Meeting public comments, and Governing Board comments.
- Equity Multiplier Focus: Targeted meetings were conducted with educational partners at schools eligible for Equity Multiplier funds.

Key Findings
Clear connections can be made from the District's educational partner feedback to the goals and actions in the plan. Key findings for each major partner (students, families, employees) are listed below:

- Students: Students prioritize social connectivity and peer relationships, as well as participation in athletics and the arts. Their primary frustrations center on environmental factors, specifically poor restroom cleanliness, inconsistent Wi-Fi reliability, and a desire for "real-world" life skills curriculum (e.g., taxes and financial literacy).
- Families: Generally, parents express a high value for instructional quality, the "caring nature" of teachers, and school-wide community celebrations. However, they identified critical needs for clearer communication regarding student progress, increased supervision to prevent bullying and vaping, and better facility maintenance, particularly in restrooms.
- Staff: Staff members value their colleagues and mental health supports but report significant concerns regarding student accountability and discipline. Teachers specifically advocated for the reduction of class sizes, the elimination of combination classes, and a shift from coaching roles (TOSAs) toward more direct student intervention. Classified staff highlighted feeling undervalued and requested more specialized training for handling high-needs behaviors.

Common Themes Across Educational Partner Groups
Three major themes emerged consistently across students, families, and staff:

- Facility Standards (Restrooms): All groups identified restroom cleanliness, supplies, and privacy as a critical area for improvement.
- Campus Safety and Behavior: There is a shared concern regarding student discipline and supervision. Families and staff requested more consistent consequences for disruptive behavior, while students focused on the need to prevent vaping and fights.
- *Supportive Relationships:* All partners highly value the dedication of school-site staff. Students and parents cited "caring teachers" as a primary strength, while staff noted the importance of their immediate teams.

In consideration of all feedback, data analysis, and in consultation with LCAP Action Leads and Business Services, the following actions were significantly influenced by the RUSD's educational partner feedback, moving forward for 2026-27:

Actions Influenced by Educational Partner Feedback
Goal 1.1: Academics
1.1b Instructional Coaching to Support MTSS

1.1c Instructional Coaching to Support Inclusive Practices

Goal 2.1: College & Career Readiness
2.3a Career Technical Education Pathway
2.3e Seal of Biliteracy
2.4a Advanced Via Individual Determination

Goal 3.1: School Connectedness and Belonging
3.1c Communications
3.2c Positive Behavior Supports & Disciplinary Practices
3.3a Equity, Culture & Climate
3.3c Schools +2

Goal 4.1 Supports for Learning Environment
4.1a Safe Facilities
4.1b High-Quality Employees
4.1c Professional Growth Systems
4.1d Classroom Technology and Support and Digital Safety

Goal 5.1 Equity Multiplier Schools
5.1a - English Learner Growth
5.1b - Increase Graduation Rates
5.1c - College/Career Preparation
5.1d - Mathematics
5.1e - Suspension Interventions
5.1f - English Language Arts

Our four Equity Multiplier schools (Abraham Lincoln Continuation High School, Opportunity Program, Raincross High Continuation, and Summit View) regularly consulted with educational partners at their respective schools through each school's English Learner Advisory Committee (ELAC), School Site Council (SSC), and staff meetings to garner ongoing input about the effectiveness of services provided at their schools.

Across all the schools, the following overall themes were identified from this feedback. Educational partners expressed interest in wanting to increase graduation rates, see improvements in math and ELA test scores, and decreased suspension rates. The feedback from parents was overall positive with suggestions to partner with local community colleges to request to have students to serve as tutors or to explore the possibility of having alternative education students take college classes on a community college campus. In addition, feedback included leveraging our community partnerships to provide students with social/emotional support. Lastly, parents also suggested partnering with community health professionals to conduct workshops or one-on-one meetings with students regarding behavior management.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1.1	Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Established for the 2024-2027 LCAP cycle, this goal addresses specific needs highlighted by data analysis and feedback from educational partners. The information provided below details the initial 2023 data used to establish the need and the 2025 data that supports the ongoing requirement for this goal.

CA Dashboard Analysis
The analysis of 2023 California School Dashboard (CA Dashboard) data indicated a clear need to continue supporting growth toward all students meeting academic grade level standards and narrowing the outcome gaps between student groups. Our analysis focused on the Distance from Standard (DFS) rather than simple pass rates, as the DFS provides a more precise measurement of annual progress by indicating how far, on average, student scores deviate from the "Standard Met" benchmark on Smarter Balanced Summative Assessments. DFS is also used to determine the color-coded performance levels (Red/very low to Blue/very high) on the Dashboard. Differentiated Assistance is triggered when the same student group meets the criteria for “not met” in two or more LCFF state priority areas on the CA Dashboard. It is designed to close opportunity gaps and address significant disparities in performance among student groups.

Mathematics
The CA Dashboard 2023 performance status for all students and socioeconomically disadvantaged students was Low (Orange), with the American Indian, English Learner, Foster Youth, Homeless, and Students with Disabilities groups categorized as Very Low (Red). Consequently, both English Learners and Foster Youth were identified for Differentiated Assistance.

Differentiated Assistance for these groups—Foster Youth and English learners—continued into 2024, with the addition of Students with Disabilities. Although the achievement gap has narrowed for five out of six identified subgroups between 2023 and 2025, a critical focus on mathematics still remains.

Student Group	2023 Distance from Standard (DFS)	Gap from All Students - 2023	2025 Distance from Standard (DFS)	Gap from All Students - 2025	Gap Change 2023 to 2025
All students	-58.0	--	-51.1	--	--
American Indian	-79.2	-21.2	-92.5	-41.4	Declined
English Learners	-104.7	-46.7	-96.5	-44.9	Improved
Foster Youth	-109.1	-51.1	-95.0	-43.9	Improved
Homeless	-112.8	-54.8	-99.7	-48.6	Improved
Socioeconomically Disadvantaged	-77.1	-19.1	-69.5	-18.4	Improved
Students with Disabilities	-134.8	-76.8	-126.5	-75.4	Improved

English Language Arts (ELA)
The 2023 CA Dashboard showed all students with a Low status (Orange) in English Language Arts, while English Learners, Foster Youth, and Students with Disabilities were categorized as Very Low (Red). Subsequently, Students with Disabilities and English Learners were identified for Differentiated Assistance. This assistance continued into 2024 for Foster Youth and English Learners, with Students with Disabilities being added to the support program that year. Although the achievement gap for all these subgroups narrowed between 2023 and 2025, a dedicated focus on English Language Arts is still necessary to continue to see gains.

Student Group	2023 Distance from Standard (DFS)	Gap from All Students - 2023	2025 Distance from Standard (DFS)	Gap from All Students - 2025	Gap Change 2023 to 2025
All students	-13.5	--	-9.8	--	--
English Learners	-71.3	-57.8	-63.9	-54.1	Improved
Foster Youth	-58.7	-45.2	-46.3	-36.5	Improved
Homeless	-66.8	-53.3	-58.7	-48.9	Improved
Socioeconomically Disadvantaged	-31.2	-17.7	-25.8	-16.0	Improved
Students with Disabilities	-97.8	-84.3	-90.6	-80.8	Improved

Science
In 2023, 29.63% of all students in grades 5, 8, and 11 met or exceeded standards in Science on the Smarter Balanced assessments. However, only 18.6% of African American students, 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth, and 7.3% of Students with Disabilities met or exceeded standards.
In 2025, 29.63% of all students in grades 5, 8, and 11 met or exceeded standards in Science on the Smarter Balanced assessments. However, 24.37% of African American students, 23.01% of Low-Income students, 1.96% of EL students, 18.92% of Foster Youth, and 8.27% of Students with Disabilities met or exceeded standards.

Science Points (SPs) on the 2025 California School Dashboard measured student performance in science on a 0–100 scale based on the California Science Test (CAST) or Alternate Assessment (CAA). They provide an average score to indicate how well students meet grade-level standards, with 0 being the lowest and 100 the highest, allowing for easy comparison across different grade levels. RUSD's results were as follows:

- All students = 51.7 science points
- English Learners = 39.7
- Low Income/SES = 48.2
- Foster Youth = 41.2
- Students with Disabilities = 48.2
- African American = 48.9

This indicates that the subgroup with the greatest achievement gaps are English Learners and Foster Youth.

<u>Local Interim Assessment Analysis</u>
This need is also reflected in local interim progress monitoring assessment data. More specifically, the analysis revealed a need for:

- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English Learners and students with disabilities.
- Support for struggling learners in the area of academics and flexibility in teaching methods rather than a one-size-fits-all approach.
- An expanded school year through summer programs to maintain and accelerate learning.
- Explicit instruction and support for students to become proficient in Reading.
- A focus on Math, particularly on building Math fact fluency.
- A focus on experiential Science instruction.
- Ethnic Studies and Civics coursework across grade levels.
- Technology resources to support core curricula.

<u>Educational Partner Input</u>
This goal was developed in response to the needs identified through data analysis and input from educational partners to increase academic growth across the District. To address these needs, it has been determined that our LCAP will include provide:

- Professional learning to develop teacher and leadership capacity in grade level content standards, content frameworks, and research based practices.
- Instructional coaching, specifically for effective first instruction in all academic areas, increasing Math content knowledge, and inclusive practices to support Students with Disabilities.

- Expanded instructional planning to analyze student data to inform instructional responses and address learner variability.
- Expanded summer programs and preschool opportunities.
- Early literacy and building Math fact fluency in elementary schools and Reading and Math intervention in middle and high schools.
- Supplemental Math resources.
- Experiential learning opportunities in Science.
- Expanded STEM opportunities outside of the school day and in the summer.
- Ethnic Studies and Civics curriculum.
- Learning supports for the integration of instructional technology.
- Digital citizenship curriculum supports.
- Computer Science opportunities.

The District plans to improve growth toward grade level standards and narrow outcome gaps between student groups (with a focus on English Learners, Foster Youth, and Low-Income students) through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change based on the reflection tool instrument
2	Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers	Increased 20% based on the reflection tool instrument
3	CA Dashboard ELA Indicator: Distance from Standard All Students	Dashboard Status (Fall 2023, CA Dashboard): 16.8 points below standard - Low Status	Dashboard Status (Fall 2024, CA Dashboard): 16.2 points below	Dashboard Status (Fall 2025, CA Dashboard): 9.8 points below	Dashboard Status (Fall 2026, CA Dashboard): 4.9 points below	Increased by 7.0 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard - Low Status	standard - Low Status	standard - Medium Status	
		Dashboard Change (Fall 2023, CA Dashboard): Decreased -3.1 DFS	Dashboard Change (Fall 2024, CA Dashboard):Maintained +0.6 DFS from the prior year.	Dashboard Change (Fall 2025, CA Dashboard): Increased by +6.4 DFS from prior year.	Dashboard Change (Fall 2026, CA Dashboard): Increase 4 DFS from Prior Year	
		Dashboard Performance: Orange	Dashboard Performance: Orange	Dashboard Performance: Yellow	Dashboard Performance: Green	
4	CA Dashboard ELA Indicator: Distance from Standard American Indian	Dashboard Status (Fall 2023, CA Dashboard): 38.9 points below standard - Low Status	Dashboard Status (Fall 2024, CA Dashboard): 43.1 points below standard - Low Status	Dashboard Status (Fall 2025, CA Dashboard): 44.2 points below standard - Low Status	Dashboard Status (Fall 2026, CA Dashboard): 20.8 points below standard - Low Status	Declined by 5.3 points DFS
		Dashboard Change (Fall 2023, CA Dashboard): Decreased -16.5 DFS	Dashboard Change (Fall 2024, CA Dashboard): Decreased -4.2 DFS from Prior Year	Dashboard Change (Fall 2025, CA Dashboard): Decreased -1.1 DFS from Prior Year	Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year	
		Dashboard Performance: Orange	Dashboard Performance: Orange	Dashboard Performance: Orange	Dashboard Performance: Yellow	
5	CA Dashboard ELA Indicator:	Dashboard Status (Fall 2023, CA Dashboard):	Dashboard Status (Fall 2024, CA	Dashboard Status (Fall 2025, CA	Dashboard Status (Fall 2026, CA	Improved by 5.5 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard African American	29.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.7 DFS Dashboard Performance: Orange	Dashboard): 25.3 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +4.2 DFS from Prior Year Dashboard Performance: Yellow	Dashboard): 24.0points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +1.3 DFS from Prior Year Dashboard Performance: Orange	Dashboard):11.5 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Yellow	
6	CA Dashboard ELA Indicator: Distance from Standard Asian	Dashboard Status (Fall 2023, CA Dashboard): 66.3 points above standard - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained 0.0 DFS Dashboard Performance: Blue	Dashboard Status (Fall 2024, CA Dashboard): 62.8 points below standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased -3.6 DFS from Prior Year Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 63.1 points above standard - Very High Status Dashboard Change (Fall 2025, CA Dashboard): Increased +0.3 DSF from Prior Year Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): >= 66.3 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	Improved by 3.2 points DFS
7	CA Dashboard ELA Indicator:	Dashboard Status (Fall 2023, CA Dashboard):	Dashboard Status (Fall 2024, CA	Dashboard Status (Fall 2025, CA	Dashboard Status (Fall 2026, CA	Declined by 4.4 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard Filipino	57.3 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased 4.7 DFS Dashboard Performance: Green	Dashboard): 52.3 points above standard - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased 5.0 DFS from Prior Year Dashboard Performance: Green	Dashboard): 61.7 points above standard - Very High Status Dashboard Change (Fall 2025, CA Dashboard): Increased +9.4 DSF from Prior Year Dashboard Performance: Blue	Dashboard): >= 60.3 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	
8	CA Dashboard ELA Indicator: Distance from Standard Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 32.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -2.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 31.4 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.9 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 23.3 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +8.1 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 14.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Improved by 9.0 points DFS
9	CA Dashboard ELA Indicator: Distance from Standard	Dashboard Status (Fall 2023, CA Dashboard):	Dashboard Status (Fall 2024, CA Dashboard): 43.7	Dashboard Status (Fall 2025, CA Dashboard): 23.9	Dashboard Status (Fall 2026, CA Dashboard): 5	Declined by 0.6 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pacific Islander	23.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -6.8 DFS Dashboard Performance: Orange	points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Decreased -20.4 DFS from Prior Year Dashboard Performance: Orange	points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +19.8 DFS from Prior Year Dashboard Performance: Yellow	points below standard - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6.1 DFS from Prior Year Dashboard Performance: Green	
10	CA Dashboard ELA Indicator: Distance from Standard White	Dashboard Status (Fall 2023, CA Dashboard): 22.9 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -2.3 DFS Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 22.9 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.1 DFS from Prior Year Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 27.3 points above standard - High Status Dashboard Change (Fall 2025, CA Dashboard): Increased +4.4 DFS from Prior Year Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 34.9 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased +4 DFS from Prior Year Dashboard Performance: Green	Improved by 4.4 points DFS
11	CA Dashboard ELA Indicator:	Dashboard Status (Fall 2023, CA Dashboard):	Dashboard Status (Fall 2024, CA	Dashboard Status (Fall 2025, CA	Dashboard Status (Fall 2026, CA	Improved by 3.1 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard Multiple Races/Two or More	32.6 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.6 DFS Dashboard Performance: Green	Dashboard): 29.8 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -2.8 DFS from Prior Year Dashboard Performance: Green	Dashboard): 35.7 points above standard - High Status Dashboard Change (Fall 2025, CA Dashboard): Increased +5.8 DFS from Prior Year Dashboard Performance: Green	Dashboard): 45 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased +4.2 DFS from Prior Year Dashboard Performance: Blue	
12	CA Dashboard ELA Indicator: Distance from Standard English Learners	Dashboard Status (Fall 2023, CA Dashboard): 82.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -11 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 77.8 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +4.5 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 63.9 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +13.9 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 67.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Yellow	Improved by 18.4 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	CA Dashboard ELA Indicator: Distance from Standard Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 33.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -2.5 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 32.5 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.2 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 25.8 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased 6.8 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 18.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +5 DFS from Prior Year Dashboard Performance: Yellow	Improved by 8.0 points DFS
14	CA Dashboard ELA Indicator: Distance from Standard Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 67.0 points below standard Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.2 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 57.7 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +9.3 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 58.7 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Decreased -1.0 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 49 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Yellow	Improved by 8.3 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	CA Dashboard ELA Indicator: Distance from Standard Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 67.9 points below standard Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -6.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 66.1 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.8 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 46.3 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased 19.8 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 49.9 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Yellow	Improved by 21.6 points DFS
16	CA Dashboard ELA Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 102.9 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -4.2 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 100 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.9 DFS from Prior Year Dashboard Performance: Red	Dashboard Status (Fall 2025, CA Dashboard): 90.6 points below standard - Very Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +9.4 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 69.9 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +11 DFS from Prior Year	Improved by 12.3 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard Performance: Yellow	
17	CA Dashboard Math Indicator: Distance from Standard All Students	Dashboard Status (Fall 2023, CA Dashboard): 57.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 55.6 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.8 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 51.1 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +4.5 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 45.5 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +4 DFS from Prior Year Dashboard Performance: Yellow	Improved by 6.4 points DFS
18	CA Dashboard Math Indicator: Distance from Standard African American	Dashboard Status (Fall 2023, CA Dashboard): 84.1 DFS points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS	Dashboard Status (Fall 2024, CA Dashboard): 78.8 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +5.3 DFS from Prior Year	Dashboard Status (Fall 2025, CA Dashboard): 75.4 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +3.4 DFS from Prior Year	Dashboard Status (Fall 2026, CA Dashboard): 66.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year	Improved by 8.7 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange	Dashboard Performance: Yellow	Dashboard Performance: Yellow	Dashboard Performance: Yellow	
19	CA Dashboard Math Indicator: Distance from Standard American Indian	Dashboard Status (Fall 2023, CA Dashboard): 99.8 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased Significantly -16.4 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 103.0 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Decreased -3.2 DFS from Prior Year Dashboard Performance: Red	Dashboard Status (Fall 2025, CA Dashboard): 92.5 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +10.5 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 75.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +8 DFS from Prior Year Dashboard Performance: Yellow	Improved by 7.3 points DFS
20	CA Dashboard Math Indicator: Distance from Standard Asian	Dashboard Status (Fall 2023, CA Dashboard): 48.9 points above standard - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Increased +7.5 DFS	Dashboard Status (Fall 2024, CA Dashboard): 40.9 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased -8.0 DFS from Prior Year	Dashboard Status (Fall 2025, CA Dashboard): 44.8 points above standard - Very High Status Dashboard Change (Fall 2025, CA Dashboard): Increased +3.9 DSF from Prior Year	Dashboard Status (Fall 2026, CA Dashboard): >= 48.9 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or	Declined by 4.1 points above DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Blue	Dashboard Performance: Green	Dashboard Performance: Blue	Increased from Prior Year Dashboard Performance: Blue	
21	CA Dashboard Math Indicator: Distance from Standard Filipino	Dashboard Status (Fall 2023, CA Dashboard): 19.7 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -4.3 DFS Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 19.5 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -0.1 DFS from Prior Year Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 25.5 points above standard - High Status Dashboard Change (Fall 2025, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 35 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Increased +5.1 DFS from Prior Year Dashboard Performance: Blue	Improved by 5.8 points DFS
22	CA Dashboard Math Indicator: Distance from Standard Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 74.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.9 DFS	Dashboard Status (Fall 2024, CA Dashboard): 72.7 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.2	Dashboard Status (Fall 2025, CA Dashboard): 67.8 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +4.9	Dashboard Status (Fall 2026, CA Dashboard): 56.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard):	Improved by 7.0 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange	DFS from Prior Year Dashboard Performance: Orange	DFS from Prior Year Dashboard Performance: Yellow	Increased +6 DFS from Prior Year Dashboard Performance: Yellow	
23	CA Dashboard Math Indicator: Distance from Standard Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 42.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +11.8 DFS Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 63.4 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -20.6 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 51.1 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +4.5 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 24.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Green	Declined by 8.3 points DFS
24	CA Dashboard Math Indicator: Distance from Standard White	Dashboard Status (Fall 2023, CA Dashboard): 12.4 points below standard - Low Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 9.0 points below standard - Medium Status Dashboard Change (Fall 2024, CA Dashboard):	Dashboard Status (Fall 2025, CA Dashboard): 4.7 points below standard - Medium Status Dashboard Change (Fall 2025, CA Dashboard):	Dashboard Status (Fall 2026, CA Dashboard): 0.2 points above standard - High Status Dashboard Change (Fall 2026, CA	Improved by 7.7 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Maintained +2.7 DFS Dashboard Performance: Yellow	Maintained +3.4 DFS from Prior Year Dashboard Performance: Green	Increased +5.3 DFS from Prior Year Dashboard Performance: Green	Dashboard): Increased +4.2 DFS from Prior Year Dashboard Performance: Green	
25	CA Dashboard Math Indicator: Distance from Standard Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 3.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +2.5 DFS Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 11.6 points below standard - Medium Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -8.1 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 4.4 points below standard - Medium Status Dashboard Change (Fall 2025, CA Dashboard): Increased +7.3 DFS from Prior Year Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 7 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased +3.5 DFS from Prior Year Dashboard Performance: Green	Declined by 0.9 points DFS
26	CA Dashboard Math Indicator: Distance from Standard English Learners	Dashboard Status (Fall 2023, CA Dashboard): 108.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 104.6 points below standard - Low Status Dashboard Change (Fall 2024,	Dashboard Status (Fall 2025, CA Dashboard): 96.5 points below standard - Very Low Status Dashboard Change (Fall 2025,	Dashboard Status (Fall 2026, CA Dashboard): 84.3 points below standard - Low Status Dashboard Change (Fall	Improved by 11.8 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Decreased -3.6 DFS Dashboard Performance: Red	CA Dashboard): Increased +3.7 DFS from Prior Year Dashboard Performance: Orange	CA Dashboard): Increased +8.1 DFS from Prior Year Dashboard Performance: Orange	2026, CA Dashboard): Increased +8 DFS from Prior Year Dashboard Performance: Yellow	
27	CA Dashboard Math Indicator: Distance from Standard Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 76.1 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.2 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 74.1 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.0 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 69.5 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +4.6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 58.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +6 DFS from Prior Year Dashboard Performance: Yellow	Improved by 6.6 points DFS
28	CA Dashboard Math Indicator: Distance from Standard Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 108.8 points below standard - Low Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 93.5 points below standard - Low Status Dashboard Change (Fall 2024,	Dashboard Status (Fall 2025, CA Dashboard): 99.7 points below standard - Very Low Status Dashboard Change (Fall 2025,	Dashboard Status (Fall 2026, CA Dashboard): 84.8 points below standard - Low Status Dashboard Change (Fall	Improved by 9.1 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased +4 DFS Dashboard Performance: Orange	CA Dashboard): Maintained +15.3 DFS from Prior Year Dashboard Performance: Yellow	CA Dashboard): Decreased -6.1 DFS from Prior Year Dashboard Performance: Red	2026, CA Dashboard): Increased +8 DFS from Prior Year Dashboard Performance: Yellow	
29	CA Dashboard Math Indicator: Distance from Standard Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 108.6 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.0 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 102.9 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +5.7 DFS from Prior Year Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 95.0 points below standard - Low Status Dashboard Change (Fall 2025, CA Dashboard): Increased +7.9 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 84.6 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased +8 DFS from Prior Year Dashboard Performance: Yellow	Improved by 13.6 points DFS
30	CA Dashboard Math Indicator: Distance from Standard Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 131.9 points below standard - Low Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 130 points below standard - Low Status Dashboard Change (Fall 2024,	Dashboard Status (Fall 2025, CA Dashboard): 126.5 points below standard - Very Low Status Dashboard Change (Fall 2025,	Dashboard Status (Fall 2026, CA Dashboard): 99.9 points below standard - Low Status Dashboard Change (Fall	Improved by 5.4 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased +3.7 DFS Dashboard Performance: Orange	CA Dashboard): Maintained +2.0 DFS from Prior Year Dashboard Performance: Red	CA Dashboard): Increased +3.5 DFS from Prior Year Dashboard Performance: Orange	2026, CA Dashboard): Increased +11 DFS from Prior Year Dashboard Performance: Yellow	
31	EAP - ELA (CAASPP/SBAC) All Students Source: Aeries	Students designated as “Ready to enroll in a GE ELA College Level Course” (CAASPP, 2023): 17.9% *(Does not Include students at level 3 with a C- or better in Math)*	Students designated as “Ready” (CAASPP, 2024): 33.9% *(Includes students at level 3 with a C- or better in ELA)* Increased by 16.0%	Students designated as “Ready” (CAASPP, 2025): 33.2% Decreased by 0.7%	Students designated as "Ready" (CAASPP, 2026): 26.9% Increase by 3%	Increased by 15.3%
32	EAP - Math (CAASPP/SBAC) All Students Source: Aeries	Students designated as “Ready to enroll in a GE Math College Level Course” (CAASPP, 2023):13.3% *(Does not Include students at level 3 with a C- or better in Math)*	Students designated as “Ready” (CAASPP, 2024): 21.6% *(Includes students at level 3 with a C- or better in Math)* Increased 7.7%	Students designated as “Ready” (CAASPP, 2025): 23.9% Increased by 2.3%	Students designated as “Ready” (CAASPP, 2026): 22.3% Increase by 3%	Increased by 10.6%

Goal Analysis [2025-26]

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

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

1.1a Professional Learning to Support Grade Level Standards

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Instructional Priority Professional Learning Days (four days) were held across all elementary and secondary sites, utilizing teacher cohorts. The professional development focused on three areas: Standards-Aligned Planning (ELA, History/Social Science, Math, Science essential standards), Integrating Writing, and Supporting Multilingual Learners via designated ELD. This consistent methodology fostered coherence and collaboration, directly supporting the goal of raising student achievement. To support this cross content professional learning model, some funding was shifted to 1.2a, 1.3a, 1.4a, and 1.5a.

The challenge of full Districtwide teacher participation was addressed by the cohort model, ensuring relevant and interconnected content delivery. This focus on Intentional Instructional Design will continue for the next two years to train all educators.

1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)

Implementation, Substantive Changes, Challenges, & Successes: Implemented As Planned

MTSS Liaisons continue to strengthen instructional practices through their partnerships with site administrators and educators across the District. Liaisons have engaged in classroom observations, coaching/planning opportunities, co teaching/modeling, as well as the development and facilitation of various staff and grade level/department meetings.

Instructional Coaching metrics indicate that site administrators and educators are increasingly taking advantage of opportunities to reflect on practice and collaborate on the instructional priorities (standards-based planning with essential standards and learning targets, writing across content areas, the use of collaborative conversation structures, sentence frames, and graphic organizers).

1.1c Instructional Coaching to Support Inclusive Practices

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Elementary Inclusive Practices Specialists deliver site-based instructional coaching to ensure students with IEPs access grade-level standards via effective accommodation implementation. This coaching includes modeling evidence-based academic and behavioral practices (20.7% of on-site time), collaborative sessions (20.9%), and instructional observations followed by feedback (13.7%).

1.1d Expanded Instructional Planning

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Grade level and course content leads facilitate teacher collaboration focused on the cycle of inquiry (analyze, act, reflect) to boost student achievement.(e.g. What do you want all students to know and be able to do?), act (e.g. How will we know they have learned it?) and or reflect on practices (e.g. How will we respond?) that maximize student achievement. Collaboration examples include using data, enhancing content/pedagogy, and sharing strategies. Teams adjusted agendas to include this District focus and data analysis by demographic groups (English Learners, Students with Disabilities, Low-Income, Foster Youth). Additionally, each school has a quarterly data analysis team.

1.1e Expanded Summer Programs for Elementary and Middle School Students
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Elementary programs at 11 sites served roughly 2,500 students from all 30 schools, offering reading, math, and a new supplemental writing program based on CAASPP and District assessment data.

Middle school programs, held at every site, served about 800 students. To boost retention, several sites piloted choice-based options like Arts and Project Lead the Way (PLTW) Robotics alongside traditional support, with an alternative morning academic block for participants. Districtwide incentives, including field trips based on attendance, were also offered.

A persistent challenge for both elementary and middle school programs is maintaining consistent student attendance from the first day to maximize summer learning.

1.1f Preschool Academic Foundations
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Early Childhood professional learning focused on new learning foundations and effective play-based instruction for preschool and transitional kindergarten teachers. Preschool meetings continued to emphasize collaborative instructional planning using the cycle of inquiry, aligning with the new learning foundations. After the Fall Desired Results Developmental Profile (DRDP) administration, teams used the cycle of inquiry to analyze results, informing necessary instructional adjustments to improve spring student outcomes.

1.2a Professional Learning to support Grade-Level ELA Standards
Implementation, Substantive Changes, Challenges, & Successes: Implemented as planned
Professional learning opportunities were designed and delivered to strengthen teacher efficacy through collaboration and alignment with District instructional priorities. Key professional learning included Instructional Priority Days focused on standards-based planning, utilizing essential standards in English Language Arts (ELA), and promoting writing across all content areas. Targeted leadership support was provided to Multi-Tiered System of Supports (MTSS) Liaisons, elementary grade-level leaders, and secondary department chairs/course leads to foster collaborative strength. Elementary ELA-specific training involved Keys to Content Writing sessions, WonderWorks training for Special Education teachers, and site-based sessions tailored to administrator requests and District instructional priorities. Secondary ELA-specific training focused on expanding Expository Reading and Writing Curriculum (ERWC) courses, norming and scoring student writing, and additional after-school sessions addressing District instructional priorities.

1.2b Early Literacy Development
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
To support the implementation of the new Reading Difficulty Risk Screener and ensure effective instruction, a comprehensive professional learning initiative was implemented. This initiative included mandatory professional learning for every Kindergarten, First, and Second-grade teacher, as well as all elementary Principals, focusing on the screener's implementation, data analysis, and best practices for utilizing the embedded tutoring program. Furthermore, Elementary Multi-Tiered System of Supports (MTSS) Liaisons received training to build capacity, enabling them to support teachers in delivering effective, explicit, structured, multi-sensory reading instruction. Liaisons then provided direct, on-site professional learning, which encompassed collaboration, data analysis, and instructional coaching specifically targeting the new screener and in-class intervention strategies. Additionally, every classroom implementing the new screener received new headphones to ensure high-quality data collection.

1.2c Reading Intervention for Secondary Students

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Professional learning for Secondary Structured ELA teachers focused on analyzing standard rigor to identify essential shifts and scaffolds for student achievement. This training successfully enhanced teacher capacity to deliver foundational instruction and target specific literacy needs, ensuring stronger alignment with the English Language Arts Essential Standards. A key indicator of success has been the increased use of reading and writing routines, scaffolds, and District language commitments—such as collaborative conversation structures, sentence frames, and graphic organizers—to effectively engage students with rigorous standards.

1.3a Professional Learning to Support Grade-Level Mathematics Standards

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Professional learning initiatives were implemented to strengthen teacher efficacy in mathematics through focused collaboration. These initiatives included Instructional Priority Days centered on standards-based planning, utilizing essential standards in Mathematics and integrating writing across all content areas. Targeted Mathematics Professional Learning was provided at both elementary and secondary levels. Elementary sessions focused on "counting collections" to enhance early numeracy for grade-level leaders, while secondary training involved department chairs and course leads, including their participation in the Riverside County Office of Education's "Building Thinking Classrooms" program. Furthermore, professional learning supported two specific pilot programs: co-teaching strategies at two high school sites and the implementation of Prisms at one middle school site. Prisms VR is an immersive virtual reality learning platform used for math and science. In math, students use headsets to visualize and solve problems in real-world scenarios rather than just working on paper.

1.3b Instructional Coaching to Support Strategies in Mathematics

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Fifteen Teachers on Special Assignment (TOSAs) continue to deliver site-based instructional coaching, providing consistent support across all elementary schools (50% FTE at each site). This coaching is directly informed by assessment and walkthrough data, and addresses specific topics requested by teachers and site administrators.

A key success of this initiative is the use of TOSA support to effectively implement updated curriculum. TOSAs receive ongoing professional learning and coaching from the curriculum publisher. This, in turn, equips them to support teachers with curriculum studies and lesson facilitation, thereby strengthening effective first instruction school-wide. As a result, positive changes have been observed in students' learning experiences, including increased engagement, improved discourse, and greater use of visual models.

1.3c Supplemental Mathematics Resources for Elementary & Secondary Students

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Site-based professional development for elementary teachers focused on leveraging the NextGen math assessment platform for continuous formative data collection aligned with essential standards and learning targets. Currently, 55% of elementary students are utilizing the platform on a regular basis. This usage has resulted in measurable progress, with pre- and post-assessments showing an overall 12% increase in student performance on essential standards. Additionally, the Bridges Intervention program has been implemented within Special Education classrooms. Bridges Intervention is a comprehensive, research-based K–5 math program designed for students needing extra support. It provides targeted, small-group instruction focused on numeracy, computation, and conceptual understanding.

Middle schools began the widespread deployment of the Amplify Desmos resource in Secondary math. This supplemental tool provides teachers crucial instructional resources, enabling them to deliver immediate, personalized feedback, offering valuable insights into student comprehension. While the platform itself is widely available, professional learning was initially restricted to teachers in structured math courses. There is an identified necessity to broaden this training to all middle school teachers to ensure every staff member using the resource can effectively utilize the platform's advanced features.

1.3d Math Intervention for Secondary Students

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The Structured Math Intervention course is now implemented at all comprehensive sites for students identified as "chronically unsuccessful" based on grades and assessments, targeting the highest-need population, including priority groups.

Specialized professional learning was provided to Structured Math teachers to build a dedicated, trained staff capable of delivering high-quality intervention. This training included four days for Year 1 teachers and two days for Year 2 teachers, focusing on highly effective intervention strategies, including: essential grade-level standards, lesson design, scaffolded support, small group instruction, and utilizing the Desmos platform.

The primary challenge is high staff turnover, which results in less experienced instructors. To mitigate this, the District has established ongoing training and orientation structures for new teachers.

1.4a Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Professional learning initiatives were implemented to enhance instructional practices across core subjects. These included Instructional Priority Days focused on standards-based planning, utilizing essential standards in Science, and integrating writing across all content areas. Targeted Mathematics Support also provided to elementary grade-level leaders, secondary department chairs, and course leads to strengthen teacher efficacy through collaborative mathematics instruction. In Science, assessment and curriculum were improved. A pilot program with high school course leads and a middle school's science teachers utilized Inner Orbit for phenomenon-based formative and interim assessments, addressing the need for grade-level rigor by integrating the three dimensions of the standards. Additionally, the Instructional Services Science Team guided the curriculum adoption for new science electives: Marine Biology and Forensics.

1.4b Elementary Science Experiential Learning

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Priority Days advanced experiential learning by focusing standards-based planning on essential science and cross-curricular writing standards, helping teachers integrate hands-on NGSS and cross-curricular learning. Additionally, elementary EL TOSAs received professional development in Designated and Integrated ELD to better support multilingual learners' access to and participation in science content and experiential learning. Finally, all sixth-grade students received experiential learning, with 26 schools attending science camp and 4 schools participating in field trips.

1.4c Secondary Science Experiential Learning

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Secondary science professional learning and instruction have emphasized three key areas: intentional instructional design using essential standards; increasing opportunities for sense-making and use of the science and engineering practices; and focusing on the crosscutting concepts. A major highlight of this effort is the professional learning provided to secondary science content teachers, which centered on increasing experiential learning through a summer institute in partnership with CBU and UCR. This focused approach is designed to ensure students develop flexible, powerful thinking skills, which prepares them more effectively for college, career, and complex problem-solving.

1.4d Expanded STEM Learning

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Afterschool programs significantly expanded STEM learning opportunities through a coordinated "Month of STEM" initiative implemented at all sites. This expansion was supported by professional learning, dedicated preparation time, and readily available, site-ready lesson plans. As a result, every afterschool location offered consistent STEM instruction.

STEM was also a primary focus during both summer and spring "Exploration Days." The spring term's Exploration Days, for instance, offered hands-on, interdisciplinary STEM experiences centered on animals and their habitats. While summer programs integrated STEM learning around the central theme of the ocean, broadening student exposure to science, technology, engineering, and mathematics.

1.5a Professional Learning to support Grade-Level Standards & Course Content in History-Social Science

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Professional development initiatives this year included Instructional Priority Days centered on standards-based planning, utilizing essential standards in History-Social Science, and focusing on writing across content areas. Additional after-school professional learning was provided on Document-Based Question (DBQ) assessments.

To measure student achievement against standards, District assessments were reintroduced in secondary grades, using question formats similar to those found on the SBAC. Teacher participation in these assessments has seen a slight increase, rising from Quarter 1 to Quarter 3, with overall participation now at 84.6%.

A challenge faced early in the year by Course Leads during assessment development was the limited availability of pre-existing SBAC-style questions for History-Social Science. However, this improved throughout the year as teachers became more proficient in using resources to create their own standards-aligned questions.

1.5b Ethnic Studies Curriculum Development

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Professional learning opportunities focused on social studies instruction were provided to teachers across various grade levels and subject areas. For elementary education, fourth-grade teachers received professional development on how to integrate Native American perspectives into the curriculum on the history of the Gold Rush. Secondary Ethnic Studies teachers from all high schools participated in the instructional materials adoption process, selecting curriculum for implementation during the 2026–2027 academic year. Additionally, a group of 10 teachers and one Teacher On Special Assignment (TOSA) attended the CA Council for the Social Studies conference in March. Their participation included the Ethnic Studies forum, where they learned about ethnic studies implementation strategies utilized by other school Districts.

1.5c Civics

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Professional learning opportunities in civic engagement were provided to Riverside Unified School District (RUSD) staff during the third quarter. Twenty-four teachers participated in Civic Engagement Workshops, which facilitated the exchange of implementation ideas among participating teachers and with civic partners. Eleven staff members (10 teachers and one TOSA) attended the CA Council for the Social Studies conference in March, learning various methods for integrating civic learning into classroom practices and developing plans to share this knowledge at their school sites. Additionally, one TOSA and one Instructional Support Specialist attended the Civic Learning Week National Forum, gaining insights into national civic learning programs and best practices for implementation, with plans to apply key concepts within RUSD. A major focus of the third quarter was also the planning and preparation for the Civic Showcase held on April 27, 2026.

1.6a Professional Learning to Support Instructional Technology Integration

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The implementation of this action was highly successful and robust. As of March 30, administrative and Kick-up data show 148 professional learning opportunities delivered, engaging 1,107 unique attendees for a total of 7,792 hours, with an additional 21 opportunities planned through the end of the school year.

Immediate feedback via KickUp indicated a dramatic 50% increase in participants' self-reported knowledge (from 20% to 70%). In addition, the ILE Impact Survey revealed a 94% application rate of these newly acquired skills, which educators reported directly enhanced student rigor and critical thinking.

A minor, strategic change from the original plan was the expansion of professional development to create a more inclusive model. This expansion included a "Classified Learning Series" and an increased emphasis on AI for staff growth. This resulted in 17.1% participation from CSEA staff (per KickUp data) in high-demand PD for AI and Canva tools.

1.6b Learning Support for Instructional Technology

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Implementation of this goal followed a multilayered strategy, emphasizing specialized professional development and the cultivation of teacher leadership. Established key groups and programs continued, including the Elementary and Secondary Tech and Innovation Leaders (TILs), the multi-year iPad Program, and the Coding Collaborative focused on integrating computational thinking. Concurrently, new, targeted initiatives were launched, such as the Middle School LEGO Spike Cohort for cross-curricular computer science.

In partnership with Instruction Services, the Artificial Intelligence (AI) Educator Working Groups (Grades 5-8 and 9-12) commenced in October and will run through May. We continue to provide new foundational training to this year's Tech and Innovation Leaders to reinforce the core principles and expectations of their role. Overall, the program successfully engaged a significant number of teachers across all cohorts, offering differentiated PD ranging from full-day pull-outs to "small-bite" sessions for experienced educators.

1.6c Digital Citizenship Curriculum

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The District successfully executed the action to integrate the Common Sense Media Digital Citizenship curriculum, achieving 100% completion in all schools by the reporting date. This objective was fully met, with no significant deviations from the original curriculum scope

or selection. A major success of this initial phase was the consistent, Districtwide implementation and completion of the core instructional activity, which establishes a strong basis for a larger cultural change.

1.6d Computer Science and Computational Thinking Opportunities

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The overall implementation focuses on expanding Computational and Design Thinking (CS/CT) access through student clubs and enriching family engagement.

Ignite Her Mind:

The Ignite Her Mind program continues to be a transformative force in closing the gender gap within science, technology, engineering, and mathematics. This year's STEM symposium saw a significant expansion, bringing together 238 eighth-graders and 21 twelfth-grade ambassadors to explore the world of innovation. To ensure this inspiration translates into long-term success, Ignite Her Mind launched its first cycle of ninth-grade follow-up field trips this year. These excursions allowed students to bridge the gap between the classroom and the real world through diverse, hands-on experiences. Students from Ramona, Martin Luther King, and Arlington High Schools explored biology at The Living Desert Zoo, while John W. North High School students engaged in vital local conservation work through the Acorns to Oaks program hosted by the Rivers and Lands Conservancy of Riverside County. Riverside Poly High School students toured the world-renowned Garner Holt Productions, gaining a behind-the-scenes look at the high-tech artistry of animatronics. With 94.5% of participants eager to recommend the program to their friends, Ignite Her Mind isn't just an event—it's a growing movement that is empowering the next generation of Riverside's female leaders to shape the future.

Coding Clubs:

Coding Clubs are a significant success, enrolling 1,300 students across 43 clubs with a 72.6% of unduplicated students (representing an increase in last year's student enrollment by 30.5% and 3 additional clubs). The Coding Clubs action established a robust Districtwide system with 43 clubs across all grade levels, providing advisors with 10 hours of paid planning, micro:bit kits, and a $100 supply budget. Each club utilized a flexible "Choose Your Own Adventure" curriculum—incorporating tools like Code.org, Sphero robots, and Girls Who Code—to complete at least 10 sessions while ensuring students gained exposure to high-demand careers including various branches of engineering, software and game development, cybersecurity, and specialized roles like data architect or multimedia journalist. To ensure equitable access for those who had never coded, advisors used high-effort manual recruitment like personal invites during recess and collaboration with ELD and MTSS staff to bridge the initial interest gap. Professional development sessions like "Intro to Block Coding" were essential in building advisor confidence to facilitate these technical environments and foster student rapport.

Family Innovation Nights:

The District successfully hosted five Family Innovation Nights this year, attracting over 1,000 families in total. Recruitment for these events, facilitated through ParentSquare, consistently resulted in full capacity. The District-Hosted Family Innovation Nights were STEAM-focused (Science, Technology, Engineering, Art, and Math), with each event featuring a different letter as its theme. Families participated in rotation stations offering hands-on experiences with coding, robotics, and unplugged activities. Funds were used for materials and supplies. Three of the five planned District events have already taken place.

In addition to the District events, 14 school sites hosted their own Family Nights, engaging over 1,600 families. These Site-Based Family Nights were supported by the District with LCAP funding for materials and supplies and assistance from an ILE TOSA. The site events were typically STEM-themed, aligning with individual school goals and modified with ILE support.

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.

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions within Goal 1 demonstrated material differences that met or exceeded this threshold:

1.1a – Professional Learning to Support Grade-Level Standards
Budgeted: $1,258,703| Actual: $958,324 (-23.86%)
The difference is due to the redistribution of funds to content specific professional learning (1.2a, 1.3a, 1.4a, and 1.5a).

1.1e – Expanded Summer Programs for Elementary and Middle School Students
Budgeted: $4,000,000 | Actual: $6,219,187 (+55.48%)
Higher-than-anticipated enrollment led to this difference, necessitating an increase in staff, materials, and resources.

1.3c – Supplemental Mathematics Resources for Elementary and Secondary Students
Budgeted: $292,264 | Actual: $654,010 (+124%)
Adjustments to increase Next Gen and Desmos contracts.

1.4b – Elementary Science Experiential Learning
Budgeted: $1,305,564 | Actual: $1,120,275 (-14.19%)
The material difference is due to lower-than-planned resource expenditures.

1.4c – Secondary Science Experiential Learning
Budgeted: $117,187 | Actual: $69,660 (-40.56%)
Underspending reflects fewer material purchases than expected.

1.6b – Learning Support for Instructional Technology
Budgeted: $153,269 | Actual: $170,223 (+11.06%)
The variance is due to salary adjustments for support positions.

1.6c – Digital Citizenship Curriculum
Budgeted: $178,852 | Actual: $198,957 (+11.24%)
The variance is due to salary adjustments for support positions.

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

1.1a Professional Learning to Support Grade Level Standards
Data Justification/Effectiveness of Action: Effective
Classroom Walkthroughs
The District developed and implemented a classroom walkthrough data collection process with all TK-12 Principals last school year. This process continued in 2025-26 with three rounds, totaling 2,477 walk-throughs, an increase from 1,770. The data confirms this action boosts standards-based instruction:

- Alignment of classroom instruction lessons to grade level standards in core content areas increased from 91.5% last year to 92.2%.
- Classrooms observed with the lesson objective or essential standard posted rose to 72%, up from 65% last year.

Professional Learning Survey
Additional professional learning session data collected indicates 96% of participants left with a plan to implement what they learned, 92% left with a plan to implement within 2-6 weeks of the session, and 93% described their knowledge as strong after attending the professional learning session.

LCAP Surveys
LCAP Survey data (2025-26) shows consistent perception of high-quality teaching across RUSD. High agreement levels were reported by 80% of families (n=895), 79% of staff (n=910), and 73% of 7-12 grade students (n=4,936).

LCAP Student Focus Groups
Elementary School
Key themes in mathematics instruction were identified, emphasizing several student preferences: a strong desire for sequential, step-by-step guidance; the effective use of visual aids to simplify complex concepts; the value of collaborative learning; and the importance of inclusion connecting mathematics to real-world applications. Students at all campuses demonstrated an understanding of grade-level standards as a guide for their learning. They also highly valued clear and proactive teacher communication regarding their progress toward standards mastery, seeing it as crucial for academic advancement.

CA Dashboard
We saw growth in multiple student groups across English Language Arts, Mathematics, and Science Academic Indicators. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)
Data Justification/Effectiveness of Action: Effective
MTSS liaisons had significant impact this year by expanding teacher engagement with classroom observations with feedback, modeling lessons, and planning for instructional response. The total number of touchpoints was 6,442, while on average, each coach logged 239 touch points. While opportunities for direct coaching/modeling of lessons are increasing, department leadership and site administration continue to collaborate to strengthen teacher engagement with classroom observations coupled with coaching feedback.

Culture and Climate Survey Outcomes
Teachers and Staff

Staff feedback from the RUSD Climate and Culture Survey (conducted from February 23 to March 13, 2026) revealed a significant recurring concern regarding the deployment of Teachers on Special Assignment (TOSAs) and MTSS Liaisons. Numerous teachers suggested that these coaches would be more effective if reassigned to classrooms to reduce class sizes or utilized for direct, pull-out interventions for struggling students, rather than focusing solely on teacher coaching.
On the other hand, employees who reported positive interactions categorized their coaches as "invaluable." The primary recommendation from this group was to transition coaches and MTSS counselors to 100% full-time contracts at individual school sites. They expressed that such a change would ensure a more consistent impact by eliminating the need for staff to divide their time between multiple campuses.

CA Dashboard
We saw growth in multiple student groups across English Language Arts, Mathematics, and Science Academic Indicators. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.1c Instructional Coaching to Support Inclusive Practices
Data Justification/Effectiveness of Action: Effective
Inclusive practices specialists supported general and Special Education teachers to strengthen access to standards-aligned instruction with appropriate accommodations for students with IEPs and 504s. As a result, elementary students with disabilities showed improved proficiency on District Interim Assessments: English Language Arts increased by 3% and Math increased by 5% between the first and second assessments.

The Fall to Spring administration of the new K-2 Reading Screener indicates student success, particularly due to the strengthening of early grades' inclusive practices. This screener was administered to all students, including those in self-contained special day classes who require extensive support.

- Above: Increased by 2%
- On-Track: Increased by 7%
- Developing: Increased by 2%
- Catch Up: Reduced by 9%

Culture and Climate Survey Outcomes
Teachers and Staff
In staff feedback gathered from the RUSD Climate and Culture Survey (February 23 – March 13, 2026), staff members across both general and special education departments voiced a need for more support regarding inclusion and neurodivergent learners. Teachers requested more instructional aides, lower SPED caseloads, and better training for general education teachers who have students with severe behaviors or IEPs mainstreamed into their classrooms.

1.1d Expanded Instructional Planning
Data Justification/Effectiveness of Action: Effective
Last school year, a District process for collecting data from classroom walkthroughs was developed and implemented with all TK-12 Principals. This process continued through the 2025-26 school year with three rounds of data collection.

A total of 2,477 classroom walkthroughs were conducted this year, marking an increase from 1,770 last school year. The data collected confirms the effectiveness of this action in boosting standards-based instruction:

- Alignment of classroom instruction lessons to grade level standards in core content areas increased from 91.5% last year to 92.2%.
- Classrooms observed with the lesson objective or essential standard posted rose to 72%, up from 65% last year.

CA Dashboard
We saw growth in multiple student groups across English Language Arts, Mathematics, and Science Academic Indicators. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.1e Expanded Summer Programs for Elementary and Middle School Students
Data Justification/Effectiveness of Action: Effective
Elementary and middle school students who participated in the summer programs successfully maintained or improved their skills in English Language Arts (ELA) and Math, effectively reducing summer learning loss. Specifically, 88% of elementary school participants maintained or demonstrated growth in ELA post-assessments, and 93% did so in Math. For middle school participants, 82% maintained or improved in ELA, and 89% did so in Math. These strong outcomes are a direct reflection of the targeted supports and instruction aligned with grade-level standards delivered during the summer session.

LCAP Surveys
The 2025-26 LCAP Survey showed high stakeholder agreement on summer school effectiveness for student learning. Specifically, 74% of families (n=895), 75% of students (grades 7-12, n=4,936), and 73% of staff (n=910) agreed or strongly agreed.

LCAP Student Focus Groups
Middle School
Students value summer school for credit recovery, advancement, or review, but want improvements. Field trips are the most popular aspect. Students suggested core classes need greater quality, rigor, and engagement, citing some lessons as too easy or unhelpful. Logistical concerns included transportation issues and strict attendance policies tied to field trip eligibility.

Elementary School
Elementary students preferred hands-on, experiential learning over traditional instruction, particularly unique outdoor education like zoo or ranch trips. This indicates a desire for more and better-quality field trips.

1.1f Preschool Academic Foundations
Data Justification/Effectiveness of Action: Effective
To assess the progress of students across developmental skills, data from the Desired Results Developmental Profile (DRDP) was analyzed using the cycle of inquiry. The analysis tracked the percentage of students who scored in the Building Middle (BM) range or higher on the developmental continuum between the fall and spring administrations. The key measure outcomes for both Head Start and California State Preschool Program (CSPP) Early Childhood Programs are summarized below.

Approaches to Learning/Self-Regulation (ALT-REG 5 Self-Control of Feelings and Behaviors)

- Head Start: Increased by 51%

- CSPP: Increased by 41%

Language and Literacy Development (LLD 9 Letter and Word Knowledge)
- Head Start: Increased by 48%
- CSPP: Increased by 52%

Cognition, Including Math and Science (COG 3 Number Sense of Quantity)
- Head Start: Increased by 43%
- CSPP: Increased by 37%

1.2a Professional Learning to support Grade-Level ELA Standards
Data Justification/Effectiveness of Action: Effective
Elementary ELA Interim Results
Elementary proficiency on District Interim Assessments overall increased 8% from Interim #1 to Interim #2 as students successfully transitioned across varied grade-level standards, as a result of professional learning focused on standards-based planning and evidence-based writing. There is a continued need to provide additional supports for Foster Youth.

Analysis of student group data shows changes between interim assessments 1 and 2:
- Multilingual Learners: increased by 4%
- Foster Youth: decreased by 15%
- Students with Disabilities: increased by 3%
- Low-Income: increased by 7%

Secondary ELA Interim Results
Secondary proficiency on District Interim Assessments overall slightly decreased 2% from Interim Assessment #1 to Interim #2. With professional learning focused on Essential Standards and the use of collaborative conversation structures, sentence frames, and graphic organizers, effectiveness is reflected in the incremental growth of student groups. Continued targeted professional learning and resources are necessary to increase effectiveness and impact on student outcomes.

Analysis of student group data shows changes between interim assessments 1 and 2:
- Multilingual Learners: increased by 2%
- Foster Youth: increased by 2%
- Students with Disabilities: increased by 1%
- Low-Income: decreased by 4%

Classroom Walkthroughs
Throughout the 2025-26 school year, three rounds of classroom walkthrough data collection were completed as part of the Districtwide process established with all TK-12 Principals last year. The analysis of instructional practices reveals dual results: encouraging progress in standards-based instruction coupled with a continued need to enhance the implementation of the District's language commitments. Key findings supporting instructional progress include:

increased data collection, with a total of 884 walk-throughs conducted in English Language Arts, up significantly from 679 last year, suggesting the walk-throughs themselves are an effective tool for promoting standards-based instruction.

The analysis of classroom instruction for action shows mixed results.

- Alignment of English Language Arts lessons to grade-level standards remained consistently high, with 91.2% alignment this year, a slight increase from 91.0% last year
- The visibility of lesson objectives or essential standards improved significantly, with 69% of classrooms observed having them posted, up from 59% the previous year.

Data from classroom walkthroughs indicates a need for intensified focus on the District's language commitments. The observed use of these commitments was as follows:

- Graphic Organizers: 49% of classroom instruction lessons.
- Collaborative Conversations: 36% of classroom instruction lessons.
- Sentence Frames: 35% of classroom instruction lessons.

LCAP Surveys
High-quality support for all students in English Language Arts is perceived positively by the community, according to the Annual LCAP Survey. The results show that 90% of families, 85% of secondary students, and 78% of employees who responded feel this support is provided by their school.

LCAP Student Focus Groups
Elementary School
Across all campuses, students are aware that teachers use grade-level standards as a roadmap for what they must master to progress to the next grade. This common awareness highlights how meeting these standards are essential for preventing students from falling behind and preparing them for the demands of higher academic levels.

CA Dashboard
The 2025 ELA outcomes show that every reported student group either maintained or made gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.2b Early Literacy Development
Data Justification/Effectiveness of Action: Effective
The impact of providing literacy development training for teachers has been effective in increasing the number of teachers intentionally designing Tier I foundational reading skills lessons and providing direct instruction to support students' needs in Tier 1 as seen in follow up site walkthroughs.

Local Indicator: Amira
Analysis of new Reading Screener Benchmark Results for grades Kindergarten through 2nd-grade including student groups (English Learners, Low-Income, and Students with Disabilities) indicates positive growth from the beginning of the year benchmark to the end of the year benchmark.

K-2 Results - Comparing Fall to Spring:
Overall

- Above: Increased by 3%
- On-Track: Increased by 5%
- Developing: Increased by 2%
- Catch Up: Reduced by 10%

Multilingual learners

- Above: Increased by 2%
- On Track: Increased by 4%
- Developing: Increased by 4%
- Catch Up: Reduced by 9%

Low-Income

- Above: Increased by 2%
- On-Track: Increased by 5%
- Developing: Increased by 4%
- Catch Up: Reduced by 11%

Students with Disabilities

- Above: Increased by 2%
- On-Track: Increased by 7%
- Developing: Increased by 2%
- Catch Up: Reduced by 9%

CA Dashboard
The 2025 ELA outcomes show that every reported student group either maintained or made gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.2c Reading Intervention for Secondary Students
Data Justification/Effectiveness of Action: Effective
Student outcomes in English Language Arts (ELA) intervention showed mixed results. While the percentage of students meeting proficiency on interim assessments remained constant, the number of students earning a C or better in Semester 1 increased by 12% between the 2024–25 and 2025–26 school years. This improvement is linked to deliberate efforts in professional learning and resources, focused on increasing rigor, aligning instruction with grade-level standards, and strengthening support for Multilingual Learners through strategies like sentence frames, graphic organizers, and collaborative conversation.

Disaggregated data reveals demographic shifts: Multilingual Learners increased by 10%, while the population of Low-Income Students decreased by 5%.

Continued investment in targeted professional learning and resources is essential to improve effectiveness and maximize positive impact on student outcomes.

Classroom Walkthroughs
Data collected by site administrators across three rounds of classroom walk-throughs during the 2025–26 school year, confirms the continued effectiveness of this action in promoting standards-based instruction. These results indicate strong alignment, with 80% of classroom instruction lessons aligning to grade-level standards and 90% of observed classrooms displaying the lesson objective or essential standard.

For the upcoming school year, the focus will be on two key initiatives: ensuring curriculum and resources to ensure full alignment with Essential Standards, and implementing intentional course placement for students based on data to guarantee that interventions directly address individual student needs.

LCAP Surveys
LCAP Survey data for 2025-26 indicates broad stakeholder agreement on high-quality English Language Arts (ELA) support. Specifically, 90% of families (n=895), 85% of students in grades 7-12 (n=4,936), and 78% of staff (n=910) agreed or strongly agreed that RUSD provides high-quality ELA support.

CA Dashboard
The 2025 ELA outcomes show that every reported student group either maintained or made gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.3a Professional Learning to Support Grade-Level Mathematics Standards
Data Justification/Effectiveness of Action: Effective
The implementation of professional learning focusing on standards-based planning and the alignment of instruction to the rigor of standards and learning targets resulted in a significant improvement: a 12% overall increase in the proficiency of third through sixth-grade students, as measured between the first and second District Interim Assessments.

Analysis of student group data shows changes between interim assessments 1 and 2:
- Multilingual Learners: increased by 6%
- Low-Income: increased by 11%
- Students with Disabilities: increased by 5%
- Foster Youth: increased by 9%

Secondary proficiency, as measured by the first and second District Interim Assessments, increased by 3% overall. This improvement is attributed to focused professional learning initiatives that emphasized essential standards, assessment alignment, math language development, and strengthened scaffolds and learning supports. Nevertheless, additional support is still required for certain student populations, specifically Students with Disabilities and Foster Youth.

Analysis of student group data shows changes between interim assessments 1 and 2:

- Multilingual Learners: increased by 4.2%
- Low-Income: decreased by 0.8%
- Students with Disabilities: decreased by 2%
- Foster Youth: decreased by 7%

Additionally, data collected from 717 classroom walk-throughs conducted by site administrators across three rounds indicates the continued effectiveness of this action in increasing standards-based instruction. Notable improvements include an increase in the alignment of classroom instruction lessons to grade-level standards in Mathematics, which rose to 94.1% from 92.8% last year. Furthermore, the percentage of observed classrooms with the lesson objective or essential standard posted rose significantly to 75%, up from only 63.6% last year.

However, a continued need to focus on increasing student discourse during mathematics instruction is indicated by the fact that only 48% of classroom instruction lessons included the use of collaborative conversations during the walk-throughs.

LCAP Surveys
Annual LCAP Survey results indicate that 85% of secondary students, 89% of families, and 75% of employees who completed the survey feel their school provides high-quality support for all students in Mathematics.

CA Dashboard
Based on a review of the 2025 Mathematics Academic Indicator, every student group demonstrated academic gains, with the exception of Homeless Youth. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.3b Instructional Coaching to Support Strategies in Mathematics
Data Justification/Effectiveness of Action: Effective
Math Coaches made a significant impact this year, logging a total of 2,740 touchpoints, which is an average of 183 per coach. This engagement included increasing teacher participation in classroom observations with feedback, modeling lessons, and planning for instructional response. Opportunities for direct coaching and lesson modeling are growing. As a result, direct coaching and opportunities for lesson modeling are increasing. To further integrate crucial classroom observations with effective coaching feedback, department leadership and site administration are continuing to work together to refine and strengthen the overall process.

LCAP Surveys
LCAP Surveys show strong agreement across stakeholder groups regarding high-quality Mathematics support. 89% of families (n=895) agreed their child's teacher provides high-quality Math support. 85% of Grades 7-12 students (n=4,936) agreed their school provides it. 75% of staff (n=910) agreed RUSD offers high-quality Math support for all students.

Culture and Climate Survey Outcomes
Teachers and Staff

Staff feedback from the RUSD Climate and Culture Survey (conducted from February 23 to March 13, 2026) revealed a significant recurring concern regarding the deployment of Teachers on Special Assignment (TOSAs). Numerous teachers suggested that these coaches would be more effective if reassigned to classrooms to reduce class sizes or utilized for direct, pull-out interventions for struggling students, rather than focusing solely on teacher coaching.
On the other hand, employees who reported positive interactions categorized their coaches as "invaluable." The primary recommendation from this group was to transition coaches and MTSS counselors to 100% full-time contracts at individual school sites. They expressed that such a change would ensure a more consistent impact by eliminating the need for staff to divide their time between multiple campuses.

CA Dashboard
Based on a review of the 2025 Mathematics Academic Indicator, every student group demonstrated academic gains, with the exception of Homeless Youth. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.3c Supplemental Mathematics Resources for Elementary & Secondary Students
Data Justification/Effectiveness of Action: Effective
Pre / Post Assessments
Pre and post assessments administered with the Next Gen Platform showed on average a 12% increase.

Classroom Walkthroughs
Classroom Walkthrough data demonstrates the continued effectiveness of this action in boosting standards-based instruction and enabling teachers to deliver more timely intervention to students. Key data points indicate significant improvement: In middle school math, 84% of classes provided on-the-spot intervention during walkthroughs, an increase from 73% last year. Similarly, in elementary school math (Grades 3-6), 81% of lessons included observed on-the-spot intervention during classroom walkthroughs, up from 73% last year.

1.3d Math Intervention for Secondary Students
Data Justification/Effectiveness of Action: Effective
Student achievement has improved markedly following the rollout of Structured Math Courses. Since the introduction of this action, the percentage of students enrolled in these courses who achieved a grade of C or higher during the first semester climbed to 65%, a substantial increase from the 10% success rate recorded previously.

The success rate of students earning grades of C or better varies by course as follows:
- Structured Math 7: 64%
- Structured Math 8: 71%
- Structured Integrated Math 1: 54%
- Structured Integrated Math 2: 55%

Data collected from three rounds of site administrator classroom walkthroughs consistently shows that this action remains effective in improving standards-based instruction in Structured Mathematics Classes, as indicated by the following:
- 85% of classroom instruction lessons align with grade-level standards.
- 71% of observed classrooms had the lesson objective or essential standard posted.
- 79% of classrooms were observed providing on-the-spot intervention.

LCAP Surveys
Mathematics support for all students. LCAP Surveys (2025-26) show strong stakeholder agreement on RUSD's provision of high-quality Mathematics support. 89% of families (n=895) and 85% of students (grades 7-12, n=4,936) agreed/strongly agreed. Staff agreement (n=910) was slightly lower at 75%.

CA Dashboard
Based on a review of the 2025 Mathematics Academic Indicator, every student group demonstrated academic gains, with the exception of Homeless Youth. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.4a Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)
Data Justification/Effectiveness of Action: Partially Effective
District Interim Assessments
Elementary
Proficiency in Elementary Grades (3-5) on District Interim Assessments showed an overall decrease of 4% between the first and second assessments. This drop occurred during the second year of implementing the FOSS curriculum and the first year that all disciplinary areas were comprehensively taught and assessed on the interim assessments. The data highlights a continuing need for additional professional learning to support teachers in strengthening their understanding and delivery of standards-based instruction across all disciplinary areas.

Analysis of student group data shows changes between interim assessments 1 and 2:
- Low-Income: Decreased by 5%
- Multilingual Learners: Decreased by 3%
- Students with Disabilities: Maintained proficiency

The data highlights a continuing need for additional professional learning to support teachers in strengthening their understanding and delivery of standards-based instruction across all disciplinary areas.

Secondary School
Proficiency on District Interim Assessments showed marked improvement following targeted professional learning focused on essential standards and integrating writing into content areas. Middle school students (grades 6-8) demonstrated a 25% increase in overall proficiency between the first and second Interim Assessments, while high school students in Biology, Chemistry, and Physics saw a 13% increase.

Analysis of student group data shows changes between interim assessments 1 and 2:
Analysis of student group data shows changes between interim assessments 1 and 2.
Middle School:
- Multilingual Learners: increased by 21%
- Low-Income: increased by 21%
- Students with Disabilities: increased by 17%

High School:
- Multilingual Learners: increased by 10%

- Low-Income: increased by 6%
- Students with Disabilities: increased by 7%

Walkthrough Data Results
TK-12 administrators conducted 280 classroom walk-throughs over three collection rounds throughout the year. This represents an increase in the number of walk-throughs conducted compared to the previous year. However, there is a specific need to increase the frequency of walk-throughs focusing on science instruction.

Key data indicating partial effectiveness in standards-based instruction shows:
- Overall, 91.4% of observed classroom lessons align to grade-level standards in science, down from 95.8% last year.
- In elementary classrooms, 85.2% of lessons aligned to grade-level standards. This discrepancy highlights the need for ongoing support for elementary teachers in understanding the standards and planning for standards-aligned science instruction.

LCAP Surveys
The 2025-26 LCAP Surveys show generally positive views on high-quality science support. 89% of families (n=895) and 82% of students (n=4,936) agreed or strongly agreed with this statement. Staff had the lowest agreement rate at 72% (n=910).

CA Dashboard
While the Science Academic Indicator is provided for informational purposes only, significant student student groups generally maintained their standing, whereas Students with Disabilities and African American students showed performance gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.4b Elementary Science Experiential Learning
Data Justification/Effectiveness of Action: Effective
Elementary report card data confirms that all students (100%) received a minimum of three experiential learning opportunities aligned with grade-level science standards through the implemented science curriculum. However, a review of classroom walkthrough data reveals that hands-on experiential learning was observed in only 43.2% of science instruction observed during the three collection windows This discrepancy highlights the ongoing need for professional learning to support teachers in increasing the consistent use of experiential learning methods. Such support is crucial for deepening student understanding of the Next Generation Science Standards. Additionally, all sixth-grade students successfully participated in at least one science-focused experiential field trip.

Interim Assessments
During the 2025-26 academic year, proficiency levels across grades 3-6 showed improvement between the first and second interim assessments. Notable growth was observed across several student demographics: The general student population increased by 7%, rising from 28% to 35%. Socioeconomically disadvantaged students also saw a 7% increase, moving from 27% to 34%. Students with Disabilities improved by 4%, progressing from 14% to 18%. English Learners demonstrated a 3% growth, increasing from 9% to 12%.

LCAP Surveys
The 2025-26 LCAP Surveys show strong support for experiential science learning. 74% of elementary families (n = 895) agreed that activities like science camp and field trips boosted their child's science confidence. 69% of staff (n = 910) agreed that these hands-on

experiences, which connect theory to the real world, have benefited all students.

LCAP Student Focus Groups
Sixth Grade Science Camp is viewed by students as an essential, high-impact part of their elementary education, strongly supporting its continued funding. They value the camp for fostering personal growth, community, and sparking curiosity through stimulating, hands-on activities like astronomy, rocket making, and dissections, offering a valuable break from the traditional classroom. Crucially, students emphasize the camp's significant role in promoting emotional well-being and socialization, providing opportunities to build friendships, develop outdoor skills, and enjoy unique experiences such as nature hikes and playing in the snow. Students affirm the camp is vital for connections and personal growth.

CA Dashboard
While the Science Academic Indicator is provided for informational purposes only, significant student student groups generally maintained their standing, whereas Students with Disabilities and African American students showed performance gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.4c Secondary Science Experiential Learning
Data Justification/Effectiveness of Action: Effective
While science proficiency for middle and high school students generally increased between the two interim assessments, a decline was noted within the low-income student subgroup. This decrease, alongside classroom walkthrough data, suggests a continued need for greater experiential learning opportunities. Across three rounds of data collection, only 33% of observed science lessons incorporated experiential learning, a finding also supported by teacher and administrator reports.

Increased focus on professional learning, specifically aimed at strengthening the understanding of essential standards and integrating writing across content areas, appears to have resulted in significant proficiency gains. For Middle School (grades 6-8), proficiency on District Interim Assessments rose by 25% overall between the first and second assessments. High School proficiency in Biology, Chemistry, and Physics also showed 13% increase, overall.

Specific student group data is included below - change from interim 1 to 2:
Middle School:
- Multilingual Learners: increased by 21%
- Low-Income: increased by 21%
- Students with Disabilities: increased by 17%

High School:
- Multilingual Learners: increased by 10%
- Low-Income: increased by 6%
- Students with Disabilities: increased by 7%

CA Dashboard
While the Science Academic Indicator is provided for informational purposes only, significant student student groups generally maintained

their standing, whereas Students with Disabilities and African American students showed performance gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.4d Expanded STEM Learning
Data Justification/Effectiveness of Action: Effective
Two key outcomes demonstrate the effectiveness of this action. First, significant enrollment growth has occurred, with the number of students increasing from 6,000 to 11,700 over the last two years, which is attributed to the expanded availability of STEM offerings in afterschool programs. Second, regarding STEM Engagement, every student enrolled in afterschool programs for a minimum of 30 days successfully participated in at least two STEM learning experiences.

1.5a Professional Learning to support Grade-Level Standards & Course Content in History-Social Science
Data Justification/Effectiveness of Action: Effective
Student outcomes show some improvement due to standards-based instruction and assessment. However, there is a continued need to focus professional development for teachers, specifically on incorporating multiple perspectives and integrating History-Social Science with literacy instruction.

Secondary assessment data indicates a slight improvement from Quarter 1 to Quarter 2. The mastery range shifted from 37.32%–55.24% in Q1 to 40.29%–66.12% in Q2. While the overall numbers have shown a steady quarterly increase, this positive trend is not consistent across all grade levels.

Classroom Walkthroughs
Site administrators completed 286 classroom walk-throughs, specifically targeting history-social science instruction, over three scheduled periods. Although this number represents an increase in observations for this subject area, more frequent history-social science walk-throughs remain necessary. Data indicates that this action continues to effectively promote standards-based instruction:

Key data indicating effectiveness in standards-based History-Social Sciences instruction shows:
- Standard Alignment: 96.5% of classroom instruction lessons align to grade level standards, an increase from 91.1% last year.
- Objective Posted: 78% of observed classrooms displayed the lesson objective or essential standard, up from 75.1% last year.
- Instruction team members have anecdotally observed a greater degree of integration in elementary classroom lessons.

LCAP Surveys
RUSD's high-quality history-social science support is generally viewed positively, according to 2025-26 LCAP Surveys. Families showed the highest agreement at 90% (n=895), while agreement was lower among students (79% of grades 7-12, n=4,936) and staff (70%, n=910).

1.5b Ethnic Studies Curriculum Development
Data Justification/Effectiveness of Action: Effective
The Gold Rush professional learning was successfully delivered to 58 fourth-grade teachers, who plan to implement the content at their school sites. The training received positive feedback, with participants noting that the material was "eye-opening" because it included information, particularly regarding Native voices, that is not present in the adopted curriculum. In response to a request, the IS team collaborated with Publications to provide physical class sets of resources to each teacher, ensuring they have the necessary materials to

teach the Gold Rush with an enhanced focus on Native perspectives. Furthermore, the end-of-semester survey for first-semester ethnic studies students was completed by 62.8% of students, with 88.6% of respondents finding the course to be valuable.

1.5c Civics
Data Justification/Effectiveness of Action: Partially Effective
This year, 489 students (23 ELs, 0 Foster Youth, and 278 Low-Income) earned the State Seal of Civic Engagement (SSCE), a decrease from the 569 seals awarded last year. While four RUSD high schools saw an increase in the number of seals earned, a collective drop of 122 seals was reported across three high schools.

Regarding the Grades 7-12 RUSD Civics program, participation increased significantly from the 2024-25 to the 2025-26 school year. Teacher participation rose from 45 to 47, and student participation increased from 1,692 to 2,597.

Although this increase in overall student participation did not immediately result in more seals (as not all participants were eligible 12th graders), the substantial growth suggests a sustained and growing interest in the program. This trend is expected to lead to an eventual increase in SSCE recipients as these students progress to grade 12.

1.6a Professional Learning to Support Instructional Technology Integration
Data Justification/Effectiveness of Action: Effective
The action successfully integrated technology, significantly enhancing standards-based instruction and student learning, as evidenced by the LCAP goal's achievement. Professional development (PD) immediately boosted teacher capacity, with a 50% increase in self-reported knowledge and 97% agreement on meeting learning objectives. The ILE March Impact Survey confirmed this success, showing 98.6% educator satisfaction with the training's quality and applicability.

Sustained change is clear: 94% of educators fully implemented their new knowledge, and 96.2% found the sessions effective for improving student learning through technology. This translated to positive student outcomes, with 94.3% of respondents reporting increased rigor, critical thinking, and problem-solving. Furthermore, 94.2% successfully applied strategies to meet the diverse needs of all students, demonstrating equitable, high-quality instruction Districtwide.

Qualitative feedback strongly links technology integration to standards-based instruction. Educators praised the strategies as "priceless" for engagement and "specifically geared" toward core content mastery. Teachers used the tools to justify applications with standards, create rigorous assessments, and incorporate computational/design thinking, resulting in students strengthening essential skills. Overall, the "immediately applicable" skills have "drastically impacted" teaching, leading to a more "efficient delivery" that meets all students' needs.

CA Dashboard
Given that students utilize computer-based skills to complete the CAASPP this action has proven successful; most student groups showed improvement in assessment areas conducted via computer, including ELA and Math.

1.6b Learning Support for Instructional Technology
Data Justification/Effectiveness of Action: Effective
The initiative was highly effective, demonstrating robust educator engagement and high-quality instructional outcomes. It reached 234

educators across specialized cohorts: 66 Tech/Innovation Leaders, 109 iPad teachers, 17 LEGO Spike, and 42 AI Educator Working Group members. March KickUp data confirmed the professional development's relevance and actionability: 96% found the learning relevant, 93% gained implementable knowledge, and 81% felt confident to integrate it into core content within 2–6 weeks. The March ILE Impact Survey qualitatively supported this, noting the PD model boosts equity and engagement. Educators valued learning with "like minded peers" and praised the ILE team's "learner-first" sequencing, which provided "expertise knowledge ready to implement." Innovative applications led to "100% engagement" and "phenomenal" student cooperation. On-site "small plate PD" during PLC time was key to successful STEM lesson execution. This evidence confirms the action effectively prepared teachers to deliver targeted, high-quality instruction for priority student groups.

CA Dashboard
Given that students utilize computer-based skills to complete the CAASPP this action has proven successful; most student groups showed improvement in assessment areas conducted via computer, including ELA and Math.

1.6c Digital Citizenship Curriculum
Data Justification/Effectiveness of Action: Effective
The District has achieved significant success in developing a digitally literate student body, as evidenced by the 100% completion rate of the Digital Citizenship curriculum across all schools. This thorough exposure to foundational content is crucial for equipping students with the skills for safe and responsible digital engagement. Building on this achievement, the District is now preparing for Common Sense Media District certification. The District Certification is expected by April 30, 2026, following the submission of individual school applications.

CA Dashboard
Given that students utilize computer-based skills to complete the CAASPP this action has proven successful; most student groups showed improvement in assessment areas conducted via computer, including ELA and Math.

1.6d Computer Science and Computational Thinking Opportunities
Data Justification/Effectiveness of Action: Effective
Ignite Her Mind:
The Ignite Her Mind STEM Symposium was highly effective in broadening student interest and self-efficacy regarding STEM pathways. Quantitative data from Student Event Surveys shows a significant 30.2% increase in career interest, with the percentage of students interested in STEM rising from 61.8% to 92% following the event. Furthermore, 83% of participants reported they could see themselves in a future STEM college or career pathway, and 94.5% would recommend the program to a peer. Qualitative feedback from partners and students reinforces these metrics, with attendees noting that the symposium "motivated [them] to pursue a career in a male-dominated field" and provided an "inspiring experience to explore future paths." The high demand for future engagement—with 87% requesting more STEM events—demonstrates that the program is successfully building a pipeline for unduplicated student groups to enter Computational and Design Thinking-focused careers.

Coding Clubs:
The Coding Club program was highly effective in dismantling barriers to entry and narrowing the digital divide. By specifically recruiting from unduplicated student groups and providing consistent site-based intervention—with 81.1% of clubs meeting after school for an average of 16 sessions—the District successfully "re-leveled" the student population. Quantitatively, the program virtually eliminated the "low-knowledge"

bracket, which plummeted from 25.1% to a mere 3.9% by the end of the year. Additionally, the program moved nearly 40% of the total student population into the highest tier of technical knowledge. Qualitative evidence indicates that these actions successfully "democratized" computer science, allowing students who initially felt "excluded from technical proficiency" to achieve parity with their peers. By shifting the "knowledge ceiling," the clubs ensured that advanced computational skills are now accessible to the general student body rather than a small subset, effectively fostering a strong STEM identity across the TK-12 population.

Family Innovation Nights:
Family Innovation Nights have been highly effective in building a Districtwide digital literacy culture and strengthening the home-to-school connection for Computer Science (CS) and Computational Thinking (CT) pathways. The key outcomes demonstrate a significant impact: the events broadened their reach by engaging parents beyond those with pre-existing interest, resulting in a staggering 98.5% of attendees rating the experience as "good" or "excellent" and committing to returning. Despite initial attendance being driven by curiosity, qualitative feedback highlighted deep educational value, with parents reporting the events "stimulated young minds" and provided practical "takeaways to support STEM interest at home." Furthermore, interactive and accessible sessions, like those featuring Sphero RVR+ and CPR training, successfully made STEM "more accessible" for all ages and genders, while praise from educational partners confirmed the nights are successfully cultivating a positive digital culture and expanding community-wide support for students' future career options.

LCAP Surveys
The 2025-26 LCAP Survey data confirms a Districtwide belief in the positive impact and availability of out-of-classroom STEM learning. Specifically, half of surveyed families (50%, n = 895) and 49% of students (grades 7-12, n = 4,936) agreed that outside-the-classroom STEM activities, such as Family Innovation Nights and Coding Clubs, have increased student interest in STEM careers. Furthermore, 71% of staff (n = 910) agreed the District successfully provides numerous outside-the-classroom STEM opportunities for students and parents.

CA Dashboard
We saw growth in multiple student groups across English Language Arts, Mathematics, and Science Academ1.1cic Indicators. Detailed score distributions are available for review in the Measuring and Reporting tables.

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.

Goal 1.1 Measuring and Reporting Results Table
Revisions were made to the "Measuring and Reporting Results" tables across all six goals to enhance readability and understanding for our community members. These modifications included adjusting table spacing, removing repetitive wording, and making minor language refinements to maximize consistency both within each goal's respective table and across the entire document. These changes were implemented to ensure the data is presented in a way that is meaningful and accessible to the public while maintaining the integrity of the required metrics.

1.1a Professional Learning to Support Grade Level Standards
Planned Changes: Yes
To better align the funding source with the specific job duties, a 0.2 Full-Time Equivalent (FTE) management and classified position was reallocated from funding source 3.3a.

Additionally, some professional learning funds initially designated for 1.1a were reallocated to items 1.2a, 1.3a, 1.4a, and 1.5a to support professional development (PD) focused on specific content areas.

1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)
Planned Changes: No
There are no anticipated changes to this action for the upcoming school year.

1.1c Instructional Coaching to Support Inclusive Practices
Planned Changes: No
There are no anticipated changes to this action.

1.1d Expanded Instructional Planning
Planned Changes: No
There are no anticipated changes to this action.

1.1e Expanded Summer Programs for Elementary and Middle School Students
Planned Changes: No
There are no anticipated changes to this action. However, ELOP funding has increased to accommodate enrollment in summer programs.

1.1f Preschool Academic Foundations
Planned Changes: No
There are no anticipated changes to this action.

1.2a Professional Learning to Support Grade-Level ELA Standards
Planned Changes: Yes
Professional learning funds originally allocated under 1.1a have been redirected. This realignment better supports the actions outlined in 1.3a, specifically by funding ELA-focused professional development.

1.2b Early Literacy
Planned Changes: Yes
After initial Reading Difficulty Risk Screener implementation, professional learning will refocus on boosting teacher capacity in systematic, explicit, and multi-sensory foundational reading instruction. Targeted support will address the specific needs of English Learners, low-income students, and students with disabilities.

1.2c Reading Intervention for Secondary Students
Planned Changes: Yes
The metrics have been updated. The previous metric, which measured the percentage of students passing with a C or better, has been removed. The revised metrics now incorporate the interim assessment data and classroom walkthrough data.

1.3a Professional Learning to Support Grade-Level Mathematics Standards
Planned Changes: Yes

Professional learning funds originally allocated under 1.1a have been redirected. This realignment better supports the actions outlined in 1.3a, specifically by funding Math-focused professional development. This includes training in intervention strategies, Prism training, and math pedagogy.

1.3b Instructional Coaching to Support Strategies in Mathematics
Planned Changes: No
There are no anticipated changes to this action.

1.3c Supplemental Mathematics Resources for Elementary & Secondary Students
Planned Changes: Yes
This action was originally funded by LRBG (which had to be non-contributing). We later added expenditures using LCFF making the action contributing. Additionally, this action is expanding to include professional learning focused on Desmos to all middle school teachers.

1.3d Math Intervention for Secondary Students
Planned Changes:Yes
This action was originally funded by LRBG (which had to be non-contributing). We later added expenditures using LCFF making the action contributing.

1.4a Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)
Planned Changes: Yes
Some funding previously allocated under 1.1a will be redirected to support professional learning specifically focused on science content. However, over funding for this action decreased with the elimination of 1.0 FTE Staff Development Specialist position. Next year, this action will no longer receive LREBG funding.

1.4b Elementary Science Experiential Learning
Planned Changes: No
There are no anticipated changes to this action.

1.4c Secondary Science Experiential Learning
Planned Changes: No
There are no anticipated changes to this action.

1.4d Expanded STEM Learning
Planned Changes: No
There are no anticipated changes to this action.

1.5a Professional Learning to support Grade-Level Standards & Course Content in History-Social Science
Planned Changes: Yes
Funding for professional learning, initially designated under Goal 1.1a, has been reallocated. This change is intended to more effectively support the activities described in Goal 1.5a, particularly by providing funds for professional development focused on History-Social Science (HSS).

1.5b Ethnic Studies Curriculum Development
Planned Changes: Yes
Funding for civic engagement is decreasing because RUSD the CA Serves grant sunsets June 2026. While professional learning will be provided to secondary ethnic studies teachers for the newly adopted materials and elementary fifth grade teachers in the 2026-27 school year, funds are being redistributed to strengthen the implementation of civics in LCAP Action 1.5c.

1.5c Civics
Planned Changes: Yes
Due to the sunsetting of the CA Serves grant, there will be a decrease in funding allocated for civic engagement. To continue strengthening civics work within RUSD, funding will be redirected from LCAP Action 1.5b.

1.6a Professional Learning to Support Instructional Technology Integration
Planned Changes: Yes
Next year there will be an increase in educator training and available resources for Artificial Intelligence (AI). The funding source for the Teacher on Special Assignment (TOSA) position will shift from the expiring Education Equity Block Grant (EEBG) in the 2025-26 school year to the Learning Recovery Emergency Block Grant (LREBG).

1.6b Learning Support for Instructional Technology
Planned Changes: No
There are no anticipated changes to this action.

1.6c Digital Citizenship Curriculum
Planned Changes: No
There are no anticipated changes to this action..

1.6d Computer Science and Computational Thinking Opportunities
Planned Changes: Yes
Next year there will be an increase in funding to support the expansion of the program, enabling greater student enrollment and participation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Professional Learning to Support Grade-Level Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices to target the learner variability of students with a priority on English Learners, Low-Income, Foster Youth, and Students with	$969,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Disabilities. Research-based practices include the implementation of the following: ● Universal Design for Learning ● Essential Standards and Learning Targets ● Grading Practices aligned to Essential Standards and Learning Targets		
1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Provide site-based instructional coaching at all school sites provided by MTSS Liaisons on delivering effective first instruction and in-class intervention based on District and formative assessment results that are standards aligned emphasizing the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	$4,310,083.00	Yes
1.1c	Instructional Coaching to Support Inclusive Practices	Provide site-based instructional coaching at all elementary school sites provided by Inclusive Practices Specialists and Special Education Teachers on Special Assignments with the focus of implementing accommodations for Students with Disabilities (SWD) to ensure access to grade-level standards with a focus on ELA and Math learning outcomes.	$1,280,733.00	No
1.1d	Expanded Instructional Planning	Expand planning time by one half-hour within the contracted day to give teachers increased opportunities to analyze common formative assessments and District interim assessments using the cycle of inquiry, share best practices, and plan instructional strategies to better address learner variability with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$13,099,853.00	Yes
1.1e	Expanded Summer Programs for Elementary and Middle School Students	Expand learning time for elementary and middle school students based on student needs to narrow learning gaps in grade-level standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-Income, and Students with Disabilities; support will be identified through local assessments, and pre-and post-assessments will be administered to determine the progress and effectiveness of the summer program.	$5,813,686.00	No
1.1f	Preschool Academic Foundations	Provide students increased and expanded preschool opportunities to build a strong academic foundation in oral language development, early literacy and numeracy with a priority on Low-Income students.	$165,190.00	Yes
1.2a	Professional Learning to Support	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English Language Arts, the framework, and	$925,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Grade-Level ELA Standards	research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the following to address the student grade level needs: ● The adopted English Language Arts curriculum to teach the grade-level standards ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English Language Arts ● Integrated English Language Development ● Reading, writing, language, listening, and speaking within English Language Arts and across content areas.		
1.2b	Early Literacy Development	Teach early literacy skills in grades K-2 through the implementation of direct and explicit, structured, multi-sensory instruction, with a priority on English Learners, Low-Income, and Students with Disabilities.	$100,474.00	Yes
1.2c	Reading Intervention for Secondary Students	Provide additional strategic and intensive Reading intervention aligned to grade level standards at secondary schools that utilize explicit, systematic, structured, and multi-sensory teaching strategies to narrow the outcome gaps of student groups with a priority on English Learners, Foster Youth, Low-Income.	$921,588.00	Yes
1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in Mathematics, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the following: ● The adopted Mathematics curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Mathematics instruction. ● Integrated English Language Development. ● Early numeracy skills, purposeful Math fluency practices, content knowledge, and conceptual understanding in Mathematics.	$886,574.00	Yes
1.3b	Instructional Coaching to Support	Provide site-based instructional coaching at school sites provided by Elementary and Secondary Mathematics Teachers on Special Assignment	$2,907,193.00	No

Action #	Title	Description	Total Funds	Contributing
	Strategies in Mathematics	on delivering effective first instruction and in-class intervention based on District and formative assessment results that is standards aligned emphasizing engaging students with multiple Mathematical representations, rich Mathematical tasks, deep conceptual understanding, and purposeful fact fluency with a priority on English Learners, Foster Youth, Low-Income, American Indian Students, and Students with Disabilities. Evidence-based research supports that instructional coaching can significantly improve math instruction and student outcomes. By providing teachers with targeted support and feedback, coaching can help them implement research-based strategies more effectively, leading to improved student learning and engagement. Studies have shown that teachers who work with coaches are more likely to adopt student-centered approaches and engage students in deeper mathematical thinking. LREBG funds ($2,907,193) will be used to support this action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Mathematics Indicator, Local Metric: Interim Assessments, # of Coaching Touchpoints, % of Class Visits where Instruction is Aligned with Grade Level Standards, LCAP Surveys		
1.3c	Supplemental Mathematics Resources for Elementary and Secondary Students	Provide supplemental Mathematics resources and applications at school and home to increase conceptual understanding and mastery of grade level standards. Resources include targeted interventions, ongoing assessment, and progress monitoring. Evidence-based research supports the use of mathematical resources and applications to increase conceptual understanding and mastery of grade-level standards, as well as significantly enhance student learning and foster a positive attitude towards mathematics. Resources may include manipulatives, digital tools, and targeted interventions, ongoing assessments, and progress monitoring. LREBG funds ($388,505) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Mathematics Indicator, Local Metrics: Pre / Post Assessments, % of Class Visits where Instruction is Aligned with Grade Level Standards.	$400,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3d	Math Intervention for Secondary Students	Provide opportunities for students who have been chronically unsuccessful in Math, identified using assessments and grades, to be enrolled in a structured grade level standards and content aligned Math course with lower class sizes with a priority on English Learners, Foster Youth, Low-Income, American Indian Students, and Students with Disabilities. Evidence-based research supports an explicit and systematic approach to breaking down complex concepts into smaller, manageable steps, providing clear explanations, modeling problem-solving techniques, and offering ample opportunities for practice and feedback. LREBG funds ($2,834,898) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Mathematics Indicator, Local Metrics: % Grades C or Better, LCAP Surveys	$2,889,340.00	Yes
1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in Science, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the following: ● The adopted Science curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Science instruction and experiential learning opportunities. ● Integrated English Language Development. ● Understanding and use of the Science and Engineering Practices (SEPs) of NGSS.	$573,248.00	Yes
1.4b	Elementary Science Experiential Learning	Provide elementary grade students with at least three experiential learning opportunities aligned to grade level Science standards, including sixth grade science camp, to increase background knowledge with a priority on English Learners, Foster Youth, and Low-Income students.	$1,333,350.00	Yes
1.4c	Secondary Science Experiential Learning	Expand common grade level standards and content-aligned experiential learning activities within the school day for middle and high school students across the District to increase background knowledge with a priority on English Learners, Foster Youth, and Low-Income students.	$115,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4d	Expanded STEM Learning	Provide STEM learning opportunities outside of the school day and during the summer, with a priority on English Learners, Foster Youth, and Low-Income students.	$974,214.00	No
1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in History-Social Science (HSS), the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. Research-based practices include the implementation of the following: ● The adopted History-Social Science curriculum to teach the grade-level standards. ● Integrated English Language Development. ● Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	$219,543.00	Yes
1.5b	Ethnic Studies Curriculum Development	Implement the comprehensive Ethnic Studies plan that includes increased diverse course offerings that include the experiences, teach the history, and highlight the contributions of people of color with prioritized support for English Learners, Foster Youth, Hispanic, African American, Asian Pacific Islander, and American Indian students. Evidence-based research suggests ethnic studies curriculum courses positively impact students by fostering a stronger sense of identity, agency, and academic motivation. Additionally, studies indicate that ethnic studies can lead to increased attendance, improved standardized test scores (particularly in math and science), higher GPAs, and better graduation and college enrollment rates, especially for at-risk students and unduplicated pupils. LREBG funds ($368,667) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Local Metrics: Professional Learning Evaluation, End of Semester Student Survey	$404,397.00	Yes
1.5c	Civics	Implement the civic engagement plan to expand students' civic skills and values and develop social, political, and civic participation through school and community projects; increase the number of students who earn the State Seal of Civic Engagement with a priority on English Learners and Low-Income.	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6a	Professional Learning to Support Instructional Technology Integration	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of International Society for Technology in Education (ISTE) Standards for Educators and Students, classroom engagement strategies, and integration of technology to support standards-based instruction. Research-based practices include the implementation of: ● Utilization of research-proven instructional strategies that support all learners. ● Digital Media Literacy and Citizenship. ● Computational Thinking. ● Design Thinking. LREBG funds ($196,164) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Academic Indicators, Local Metrics: Professional Learning Evaluations, ILE Impact Survey	$959,168.00	Yes
1.6b	Learning Support for Instructional Technology	Provide instructional technology resources to support core curricula across all schools that will bridge gaps in student learning with a priority on English Learners, Foster Youth, and Low-Income students.	$162,924.00	Yes
1.6c	Digital Citizenship Curriculum	Continue building a culture of Digital Literacy and Digital Citizenship among RUSD students by implementing a research-based classroom curriculum. Engage families with resources to continue building a positive digital culture at home.	$186,026.00	Yes
1.6d	Computer Science and Computational Thinking Opportunities	Provide increased access for Unduplicated student groups to Districtwide CS/CT enrichment opportunities in order to broaden student options for Computational and Design Thinking-focused pathways and future careers, including; ● Computer Science/CS Clubs ● Ignite Her Mind ● Data Science Academy ● Digital Storytelling Engage families with Districtwide Family Innovation Nights in order to foster broader student opportunities in Digital Literacy, Computer Science, and Computational and Design Thinking.	$154,724.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1.7	Provide Integrated and Designated English Language Development (ELD). Within three years, the District will: ● Increase the percent of English Learners making progress toward English language proficiency by 9% ● Increase the percent of English Learners who progressed on the Summative Alternate ELPAC or who maintained a 3 by 12% ● Increase the percent of English Learners who reclassify by 9%.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

CA Dashboard Analysis
Approximately 6,400 students in Riverside Unified School District (RUSD) are English Learners. The analysis of 2023 CA Dashboard data indicated a clear need to continue supporting the needs of English Learners, especially in the area of providing Designated English Language Development to support language acquisition, growth toward meeting academic grade level standards, and college career readiness. For example:

English Learner Proficiency
- The status of the 2023 English Learner Progress Indicator on the CA Dashboard is Low (Orange).
- 44.5% of English Learners are making progress toward English language proficiency.
- 2.9% of English Learners are Long-Term English Learners, and 15.8% are at risk of becoming Long-Term English Learners.
- The reclassification rate for English Learners was 8.7%.
- English Learners were identified for Differentiated Assistance to increase language acquisition in 2023-24.

Local Interim Assessment Analysis
This need is also reflected in 2023 local interim progress monitoring assessment data. More specifically, the analysis revealed a need for:
- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English Learners and students with disabilities.

- Language acquisition support for Newcomers and Long-Term English Learners.
- Enhancing support for English Language Development (ELD) offerings and guidance for placing English Learners in appropriate instructional pathways and classes.

Educational Partner Input

This goal was developed in response to the needs identified through data analysis and 2023 input from educational partners to increase English Learner Proficiency across the District. To address these needs, it has been determined that our LCAP will include provide:

- Professional learning to develop teacher and leadership capacity in Designated English Language Development (ELD) standards, ELD framework, and research-based practices.
- Instructional coaching supporting teachers with implementing Integrated and Designated English Language Development, analyzing data, and monitoring the progress of English Learners.
- Instructional pathways in middle and high schools focused on Designated ELD.
- Monitor the progress toward reclassification.
- Expanded Learning opportunities for Newcomers.
- Tutoring for Newcomers.

The District plans to improve Designated English Language Development to support language acquisition, growth toward meeting academic grade level standards, and college career readiness through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
33	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
34	Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 90% of Teachers	Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) at least 90% of Teachers	Increased by 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
35	Average % of teachers implementing the Integrated and Designated ELD standards-based lessons	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 90% of Teachers	Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) at least 90% of Teachers	Increased by 10%
36	English Learner Progress Indicator ELPI (CA Dashboard)	Students making progress toward proficiency (Fall 2023, CA Dashboard): 44.5% Status: Medium (Fall 2023, CA Dashboard): Maintained -1.6% Dashboard Performance: Orange	Students making progress toward proficiency (Fall 2024, CA Dashboard): 39.8% - Low Status Dashboard Performance: Decreased -4.7% from the prior year Dashboard Performance: Orange	Students making progress toward proficiency (Fall 2025, CA Dashboard): 43.7% Dashboard Performance: Increased by 3.9% - Low Dashboard Performance: Yellow	Students making progress toward proficiency (Fall 2026, CA Dashboard): 53.5% Dashboard Performance: Increase by 3% High Dashboard Performance: Green	Decreased by 0.8%
37	English Learner Reclassification Rate (DataQuest)	English Learner Reclassification Rate (Aeries, 2022-23 Semester 1): 8.7%	English Learner Reclassification Rate (Aeries, 2023-24): 11.7% Increased 3% from the prior year	English Learner Reclassification Rate (DataQuest, 2025-26): 8.8% Decreased 2.9%	English Learner Reclassification Rate (DataQuest, 2026-27): 17.7% Increase by 3%	Increased by 0.1%

Goal Analysis [2025-26]

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

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

1.7a Professional Learning to Support ELD Standards

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

During the 2025–26 school year, professional learning was provided to English Language Arts (ELA) and English Language Development (ELD) teachers across the District, with a focus on strengthening support for Multilingual Learners (MLLs). In the fall, over 125 Secondary ELA teachers participated in training focused on Integrated ELD to enhance instructional practices, ensuring Multilingual learners could access grade-level content. The second half of the year focused on Designated ELD, providing professional learning to a cohort of 210 elementary teachers and all secondary ELD teachers. This training emphasized high-leverage instructional practices, linguistic scaffolding, and the strategic use of ELPAC data to intentionally design instruction using the CA ELD standards and meet the diverse language needs of all Multilingual learners.

1.7b Instructional Coaching

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

During the 2025–26 school year, the English Learner Teachers on Special Assignment (EL TOSAs) program expanded to offer targeted, site-based instructional coaching at all elementary and secondary schools. The support provided by EL TOSAs was job-embedded and included classroom observations, co-teaching/modeling, and dedicated time for coaching and planning. They also led the development and facilitation of various staff and grade level/department meetings. This work focused on strengthening the consistency and fidelity of Tier 1 ELD instruction across all content areas. A key emphasis was placed on implementing research-based ELD practices aligned with the California ELD Standards, as well as utilizing assessment data (such as ELPAC and District ELD data) for analysis and progress monitoring. The total number of touchpoints was 4,307, while on average, each coach logged 205 touch points. While opportunities for direct coaching/modeling of lessons are increasing, department leadership and site administration continue to collaborate to strengthen teacher engagement with classroom observations coupled with coaching feedback.

The secondary student assessment process within the writing domain encountered significant implementation challenges. Participation rates among secondary students remained minimal, primarily due to inconsistent administration of the evaluation throughout the District, with notable discrepancies occurring in designated ELD courses for Multilingual Learners.

1.7c Instructional Pathways for English learners

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

English Learners in the High School setting receive integrated English Language Development (ELD) in all content areas. While Newcomers have received specific designated ELD courses to meet their unique needs with reduced class sizes, a challenge has been providing other Multilingual learners who have not yet reclassified (including Long-Term English Learners) access to a stand alone designated ELD course.

1.7d Reclassification of English learners

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

To support the reclassification of multilingual students, monthly meetings were conducted for English Learner Contact staff. Sites received extra planning time and resources, enabling them to work with EL Teachers on Special Assignment (TOSAs) to analyze student data and develop instructional plans for both reclassification and ELPAC growth. Furthermore, EL TOSAs facilitated goal-setting sessions with each student and their family, ensuring they understood the necessary steps toward reclassification.

1.7e Expanded Learning Opportunities for Newcomers in Secondary
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
To accelerate language acquisition and increase success with coursework during the academic year, High School Newcomers participated in summer program opportunities targeting four emerging ELD standards. These standards supported the District writing focus and helped Newcomers to increase precision and clarity with language. Enrollment was lower than anticipated primarily because many students chose to enroll in core academic courses instead of English Language Development (ELD). An additional challenge was teacher recruitment, as the competing ELOP-funded program offered higher compensation rates.

1.7f Additional Supports for Newcomers
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
To support our secondary Newcomer English Learners, the District has launched targeted before- and after-school tutoring to be made available across all secondary sites. This initiative provides additional opportunities for students to receive intentional language scaffolding within core content areas to bridge the gap between English proficiency and academic achievement. Tutors have been hired and trained in partnership with RCOE to implement a High Impact tutor model. A challenge has been in securing enough tutors to meet the District's needs.

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.

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

1.7d – Reclassification of English Learners
Budgeted: $84,001 | Actual: $1,301 (-98.45%)
The cost for Ellevation Strategies, which was initially included in the budget, was ultimately covered by a different funding source.

1.7e – Expanded Learning Opportunities for Newcomers in Secondary
Budgeted: $150,000 | Actual: $107,999 (-28%)
Enrollment was lower than anticipated primarily because many students chose to enroll in core academic courses instead of English Language Development (ELD). An additional challenge was teacher recruitment, as the competing ELOP-funded program offered higher compensation rates.

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

1.7a Professional Learning to Support ELD Standards
Data Justification/Effectiveness of Action: Effective

Professional learning focused on planning and delivering Designated English Language Development using Part 2 ("How English Works") of the ELD standards has positively impacted student outcomes. Specifically, student mastery in ELD Reading, as measured by District Interim Assessments, increased from the first to the second Interim.

This improvement is evidenced by:

- An increase in the percentage of students scoring in the Well-Developed and Moderately Developed ranges.
- A corresponding decrease in students scoring in the Somewhat and Minimally Developed ranges.
- A reduction in the percentage of students (primarily Newcomers) who found the assessment too difficult to attempt, decreasing from 9% on the first Interim to 6% on the second.

It is noteworthy that this progress continued even after student reclassification occurred between the two Interim assessments, with the percentage of students scoring Well-Developed continuing to rise. Specific data is included below:

- Well-Developed: Increased by 7%
- Moderately Developed: Increased by 7%
- Somewhat Developed: Decreased by 6%
- Minimally Developed: Decreased by 5%.
- Students With No Attempt: Decreased by 3%

Student mastery in ELD Writing, as measured by District Interim Assessments, increased between the first and second assessments. A common challenge, particularly for Newcomers, was the difficulty of the writing assessment, which resulted in a number of students not attempting it. The percentage of students who did not attempt the writing decreased slightly, from 19% on the first interim to 17% on the second.

It is important to note that the assessment of secondary students in the writing domain faced implementation challenges. Due to inconsistencies in administering the assessment across the District, particularly within the designated ELD courses for Multilingual Learners, participation numbers for secondary students were low.

The specific data below includes results for all elementary Multilingual Learners (N˜2600) and the limited portion of secondary students who were assessed (N˜230).

- Well-Developed: Increased by 6%
- Moderately Developed: Increased by 2%
- Somewhat Developed: Decreased by 2%
- Minimally Developed: Decreased by 4%.
- Students With No Attempt: Decreased by 2%

To address the current challenge of inconsistent, high-quality English Language Development (ELD) instruction and progress monitoring for all secondary Multilingual learners, the District will begin initial implementation of new Designated ELD courses next year. All Multilingual learners who have not yet reclassified will be enrolled in these courses to ensure they receive high-quality ELD and are assessed to monitor their language acquisition progress.

Classroom Walkthroughs
Site administrators conducted three rounds of classroom walk-throughs during the 2025–2026 school year. The collected data revealed that only a small fraction of these observations occurred during Designated ELD instruction (4.3% at the elementary level and 12.7% at the secondary level). This low percentage highlights a critical need to increase walk-throughs during Designated ELD instruction by deliberately scheduling them to align with classroom instruction times.

LCAP Surveys
Support for the quality of English Language Development (ELD) instruction varies among stakeholders (2025-26 LCAP Surveys). A large majority of families (89%, n=895) agreed or strongly agreed their child's teacher provides high-quality ELD instruction. Staff agreement was lower but still strong at 71% (n=910). Students in grades 7-12 showed the lowest agreement (69%, n=4,936) that their teachers provide high-quality ELD learning.

CA Dashboard
The 2025 ELPI outcomes show that both ELs and LTELs made gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.7b Instructional Coaching
Data Justification/Effectiveness of Action: Effective
During the 2024-25 school year, there were only 8 Multilingual Learner Coaches supporting 29 elementary schools. This year that coaching support system was expanded to provide more classroom observations with feedback, modeling lessons, and planning for instructional response. This year, all 30 elementary schools had a full time FTE Multilingual Learner Coach. Since this is the first year of the expansion to all elementary schools, the 2025-26 Summative ELPAC will be the metric to demonstrate this action’s effectiveness. However, the 2025-26 Summative ELPAC scores will not be released until late Summer 2026.

Culture and Climate Survey Outcomes
Teachers and Staff
Staff feedback from the RUSD Climate and Culture Survey (conducted from February 23 to March 13, 2026) revealed a significant recurring concern regarding the deployment of Teachers on Special Assignment (TOSAs). Numerous teachers suggested that these coaches would be more effective if reassigned to classrooms to reduce class sizes or utilized for direct, pull-out interventions for struggling students, rather than focusing solely on teacher coaching.
On the other hand, employees who reported positive interactions categorized their coaches as "invaluable." The primary recommendation from this group was to transition coaches and MTSS counselors to 100% full-time contracts at individual school sites. They expressed that such a change would ensure a more consistent impact by eliminating the need for staff to divide their time between multiple campuses.

1.7c Instructional Pathways for English learners
Data Justification/Effectiveness of Action: Partially Effective:
Secondary English Learner (EL) students (N~1600) demonstrated improved mastery on District Interim Assessments in English Language Development (ELD). Specifically, overall Reading scores increased from the first to the second Interim, which is attributed to professional learning that focused on planning and delivering Designated ELD using Part 2 (How English Works) of the ELD standards.

The data indicates positive trends: the percentage of students scoring in the "Well-Developed" and "Moderately Developed" ranges is rising, while the percentage scoring in the "Somewhat Developed" and "Minimally Developed" ranges is declining. It is also significant that the increase in "Well-Developed" scores continued even after some students reclassified between the first and second Interim assessments.

A challenge noted is that 8% of students (primarily Newcomers) initially found the assessment too difficult to attempt. However, this rate slightly decreased to 7% by the second Interim.

Specific data details are provided below:

- Well-Developed: Increased by 6%
- Moderately Developed: Increased by 4%
- Somewhat Developed: Decreased by 7%
- Minimally Developed: Decreased by 1%.
- Students With No Attempt: Decreased by 1%

Student mastery in the Writing domain of the District Interim Assessments for ELD showed an increase from the first to the second Interim. However, the administration of the writing portion for secondary students faced challenges this year due to the structure of designated ELD courses for Multilingual Learners. This inconsistency resulted in a low participation rate for secondary students across the District (N~230). Notably, the majority of secondary students who did participate in the assessment were Newcomers. Specific data for the assessed secondary students is provided below.

- Well-Developed: Increased by 1%
- Moderately Developed: Increased by 4%
- Somewhat Developed: Increased by 11%
- Minimally Developed: Decreased by 6%
- Students With No Attempt: Decreased by 10%

To address the current gap in high-quality English Language Development (ELD) and progress monitoring for all secondary Multilingual learners, the District will launch the initial implementation of new Designated ELD courses next year. This initiative ensures that all Multilingual learners who have not yet reclassified are enrolled in these courses to support and track their language acquisition.

CA Dashboard
The 2025 ELPI outcomes show that both ELs and LTELs made gains. Detailed score distributions are available for review in the Measuring and Reporting tables.

1.7d Reclassification of English Learners
Data Justification/Effectiveness of Action: Effective
As of April 2026, 94% of eligible students with an English Language Proficiency Assessments for California (ELPAC) level 4 from the 2024-25 assessment, totaling 688 students, have successfully met all reclassification criteria. Reclassifications are ongoing and will include students who achieve a level 4 on the 2025-26 ELPAC once those results are available.

Furthermore, recently reclassified students are showing significant academic progress. From 2024 to 2025, their distance from standard (DFS) on the CAASPP increased by 9.8 in English Language Arts and 10.4 in mathematics. In fact, these recently reclassified students are outperforming their English-only peers, with 19.6 higher DFS in English Language Arts and a 17.7 higher DFS in mathematics.

1.7e Expanded Learning Opportunities for Newcomers in Secondary

Data Justification/Effectiveness of Action: Effective

The 4-week Newcomer Summer Program effectively built foundational language skills and fostered a sense of belonging through 60 hours of intensive, standards-aligned instruction. The program's success in promoting English acquisition is clearly demonstrated by significant growth on ELPAC-aligned assessments of English Language Development (ELD) Focus Standards among the 2025 participants.

- Well-Developed: Increased by 16.3%
- Moderately Developed: Increased by 5.8%
- Somewhat Developed: Increased by 7.5%
- Minimally Developed: Decreased by 6.7%

These positive outcomes highlight the impact of targeted intervention, including small-group instruction and community-based learning. Ultimately, this preparation ensures Newcomers are better positioned for academic success and ready to engage with grade-level content as they begin the school year.

Despite staffing shortages and lower-than-anticipated enrollment, the strategic execution of program activities yielded successful results, validating the effectiveness of this action.

1.7f Additional Supports for Newcomers

Data Justification/Effectiveness of Action: Partially Effective

To support Newcomer students, secondary schools have implemented a dedicated tutoring program focusing on English Language Development (ELD) and core content areas like math and science. This year, 25 tutors completed High-Impact Tutoring training to provide consistent, personalized academic guidance. This embedded assistance is designed to bridge language gaps, helping students master complex subjects and build confidence. The ultimate goal is to ensure that language differences do not become a barrier to academic achievement, keeping students on track for success. Recruiting difficulties and slow onboarding processes resulted in his action having only limited effectiveness this year.

Approximately 361 students participated in the Newcomer tutoring program across the District. Comparing ELD reading pre- and post-assessment data, 39% demonstrated measurable growth, while 41% maintained their initial proficiency level, and 20% showed a regression. It is important to note that these outcomes were influenced by hiring challenges, which resulted in inconsistent tutoring hours and several staff members remaining "not yet trained" in high-impact instructional strategies.

Qualitative evidence from program implementation plans indicates that the focus on small-group instruction (3 to 5 students) and high-leverage strategies—such as total physical response, collaborative conversations, and sentence frames—is successfully building foundational reading skills and academic vocabulary in both ELD and core subjects. Qualitative feedback from site-level program surveys indicates that while reading scores have trended upward, the goal of advancing writing proficiency remains a challenge, as evidenced by stagnant or lower scores in initial writing assessments compared to reading growth, suggesting that while the tutoring model is operationally

strong, the instructional focus may need to intensify regarding written language production in the second half of the year.

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

Goal 1.7 Measuring and Reporting Results Table
Revisions were made to the "Measuring and Reporting Results" tables across all six goals to enhance readability and understanding for our community members. These modifications included adjusting table spacing, removing repetitive wording, and making minor language refinements to maximize consistency both within each goal's respective table and across the entire document. These changes were implemented to ensure the data is presented in a way that is meaningful and accessible to the public while maintaining the integrity of the required metrics.

1.7a Professional Learning to Support ELD Standards
Planned Changes: Yes
Increase support and professional learning for secondary ELD implementation. This LCAP Action 1.7a has also been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

1.7b Instructional Coaching
Planned Changes: No
There are no anticipated changes to this action.

1.7c Instructional Pathways for English learners
Planned Changes: Yes
To accelerate English language acquisition and narrow outcome gaps, the District is increasing ELD staffing for the 2026-27 school year. These additional LCFF and LREBG-funded positions will reduce ELD class sizes for more targeted and scaffolded instruction, ensuring access to a broad course of study, Furthermore, expanded "zero" and "seventh" period options at high schools will allow Multilingual learners to complete required ELD credits without sacrificing elective or enrichment opportunities.

1.7d Reclassification of English learners
Planned Changes: No
There are no anticipated changes to this action. However, the recent restructuring of this department will allow for increased training opportunities.

1.7e Expanded Learning Opportunities for Newcomers in Secondary
Planned Changes: No
There are no anticipated changes to this action.

1.7f Additional Supports for Newcomers
Planned Changes: No

There are no anticipated changes to this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.7a	Professional Learning to Support ELD Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of English Language Proficiency Assessments, reclassification procedures, ELA/English Language Development (ELD) Framework, ELD standards, designated ELD, and research-based practices to target the unique language needs of EL, Newcomers, and Long-Term English Learners (LTEL). LREBG funds ($122,903) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard ELPI Indicator, Local Metrics: Interim Assessments, Classroom Walkthrough Data, LCAP Surveys	$1,502,489.00	Yes
1.7b	Instructional Coaching	Provide site-based instructional coaching at elementary school sites with the highest numbers of English Learners provided by ELD Teachers on Special Assignment with the focus of supporting teachers with implementing Integrated and Designated English Language Development, and analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English Learner students at various levels. Evidence-based research indicates instructional coaching can significantly improve instruction and student outcomes. By providing teachers with targeted support and feedback, coaching can help them implement research-based strategies more effectively, leading to improved student learning and engagement. LREBG funds ($3,996,209) will be used to support this research-based action. A	$3,996,209.00	No

Action #	Title	Description	Total Funds	Contributing
		detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Summative ELPAC		
1.7c	Instructional Pathways for English Learners	Provide instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting to support language acquisition and increase language proficiency to narrow outcome gaps for English Learners and specifically address the language acquisition needs of Long-Term English Learners (LTEL). LREBG funds ($3,666,887) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard ELPI Indicator, Local Metric: Interim Assessments	$4,260,271.00	Yes
1.7d	Reclassification of English Learners	Monitor the progress of English Learners, Long-Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students by analyzing assessment data to inform instruction, and develop action plans to address the unique needs of English Learners using the “Ellevation” platform.	$84,000.00	No
1.7e	Expanded Learning Opportunities for Newcomers in Secondary	Provide summer school for Newcomers to accelerate the acquisition of the English language.	$199,999.00	No
1.7f	Additional Supports for Newcomers	Provide tutoring at the secondary level to support access to grade level core content classes for Newcomers before and after school hours.	$86,223.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2.1	Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

<u>CA Dashboard Analysis</u>
The analysis of 2023 CA Dashboard data indicated a clear need to continue supporting growth toward all students being college and career-ready and narrowing the outcome gaps between student groups. For example:

Graduation Rate
The status of all students is Medium (Yellow), while the status of Homeless students is Low (Orange).
92.6% of all students graduated in 2022-23. However, only 78% of Homeless students, 81% of EL students, 81.5% of Foster Youth, and 85% of Students with Disabilities graduated.

California College/Career Indicator
The status of all students is Medium, while the status of Hispanic, Homeless, Low-Income students, and Foster Youth is Low. The status of English Learners and Students with Disabilities is Very Low which resulted in eligibility for Differentiated Assistance in 2023-24.
41.2% of all students were considered prepared in 2022-23. However, only 13% of Homeless students, 5.7% of EL students, 13.6% of Foster Youth, and 4.3% of Students with Disabilities were considered prepared.

<u>Educational Partner Input</u>
This goal was developed in response to the needs identified through data analysis and 2023 input from educational partners to raise college and career readiness across the District. During the LCAP development process, educational partners identified the need for:

- Offering more dual enrollment and AP classes in middle and high schools.
- Increasing opportunities in career development skills, including CTE and STEM.

- Continued focus on college counseling by school counselors.
- More diverse course offerings.

To address these needs, it has been determined that our LCAP will include:
- Professional learning to develop school counselors' leadership capacity.
- College and career guidance alignment for consistency of information.
- Increased access to parent/student college workshops.
- Ongoing credit recovery courses.
- Focused A-G attainment programs for underrepresented students, including Students with Disabilities.
- Advanced coursework, including International Baccalaureate Advanced Placement, and the Seal of Biliteracy programs.

The District plans to improve growth toward college and career readiness and narrow outcome gaps between student groups (with a focus on English Learners, Foster Youth, and Low-Income students) through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
38	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
39	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) All Students	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 54.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2023-24): 55.1% Increased by 0.4%	All Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest 2025-26): 56.2% Increased by 1.1%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 60.7% Increase by 2%	Increased by 1.5%
40	Students completing UC/CSU entrance requirements - “A-G” (DataQuest)	Students completing UC/CSU entrance requirements - “A-G” Completion Rate	To protect student privacy, data are suppressed (*) on the Cohort Reports	All Students completing UC/CSU entrance requirements - “A-	Students completing UC/CSU entrance requirements - “A-	Decreased by 19.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	American Indian	(DataQuest, 2022-23): 56.3%	if the cell size within a selected student population (cohort students) is 10 or less.	G" Completion Rate (DataQuest report for 2025-26): 36.4% No Prior Year Data	G" Completion Rate (DataQuest, 2026-27): 59.3% Increase by 1%	
41	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) African American	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 53.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 57.3% Increased 3.6%	All Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest 2025-26): 58.4% Increased 1.1%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 56.7% Increase by 1%	Increased by 4.7%
42	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Asian	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 76.5%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 87.5% Increased 11.0%	All Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest 2025-26): 82.8% Decreased 4.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 78.0% Increase by 0.5%	Increased by 6.3%
43	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Filipino	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 83.6%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 84.1% Increased by 0.5%	All Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2025-26): 91.7% Increased by 7.1%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 85.0% Increase by 0.5%	Increased by 8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
44	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Hispanic	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 48.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 49.9% Increased 1.2%	All Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest 2025-26): 50.3% Increased 0.4%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 53.2% Increase by 1.5%	Increased by 1.6%
45	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Pacific Islander	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 50.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 38.5% Decreased 11.5%	To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 53.0% Increase by 1%	Data suppressed
46	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) White	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 65.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 64.7% Decreased 0.3%	All Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest report for Y2025-26): 67.2% Increased 2.5%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 68.0% Increase by 1%	Increased by 2.2%
47	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Multiple Races/2 or More	Students completing UC/CSU entrance requirements - “A-G” Completion Rate	Students completing UC/CSU entrance requirements - “A-G” Completion	All Students completing UC/CSU entrance requirements - “A-G” Completion	Students completing UC/CSU entrance requirements - “A-	Decreased by 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(DataQuest, 2022-23): 70.6%	Rate (DataQuest, 2024-25): 69.4% Decreased 1.2%	Rate (DataQuest, 2025-26): 67.2% Decreased 2.2%	G" Completion Rate (DataQuest, 2026-27): 72.1% Increase by 0.5%	
48	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) English Learners	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 21.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 22.6% Increased 1.6%	All Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest 2025-26): 29.7% Increased 7.1%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 27% Increase by 2%	Increased by 8.7%
49	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Socioeconomically Disadvantaged (Low-Income)	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 46.8%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 49.4% Increased 2.6%	All Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2025-26): 49.4% Increased 0.6%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 51.2% Increase by 1.5%	Increased by 2.6%
50	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Homeless Youth	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 27.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 35.9% Increased 8.2%	All Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2025-26): 32.9% Decreased 3.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 32.2% Increase by 1.5%	Increased by 5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
51	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Foster Youth	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 29.4%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 27.8% Decreased 1.6%	All Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 15.4% Decreased 12.4%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 33.9% Increase by 1.5%	Decreased by 14.0%
52	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Students with Disabilities	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 10.8%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 16.6% Increased by 5.8%	All Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2025-26): 21.1% Increased by 4.5%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 20.1% Increase by 3.1%	Increased by 10.3%
53	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year All Students	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 7.8% Increased 4.1%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard) Combined Rate: 10.4% Increased 2.6%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 6.7% Increase by 1%	Increased by 6.7%
54	Met UC/CSU Requirements AND Completed at Least One	Number and Percentage of All Students in the Combined Graduation	Number and Percentage of All Students in the Combined	Number and Percentage of All Students in the Combined	Number and Percentage of All Students in the	Increased by 5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE Pathway by end of 12th grade year African American	Rate (Fall 2023 CA Dashboard) Combined Rate: 3.2%	Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 7.1% Increased 3.9%	Graduation Rate (Fall 2025 CA Dashboard): Combined Rate: 8.8% Increased 1.7%	Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 6.2% Increase by 1.0%	
55	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year American Indian	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 5.9%	To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	The student group consists of 1-10 students which is below the minimum size for any reporting.	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 7.4% Increase by 0.5%	Data Suppressed
56	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Asian	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 6.3%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 11.7% Increased 5.4%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard) Combined Rate: 15.1% Increased 11.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 7.8% Increase by 0.5%	Increased by 8.8%
57	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year	Number and Percentage of All Students in the Combined Graduation	Number and Percentage of All Students in the Combined Graduation Rate	Number and Percentage of All Students in the Combined Graduation Rate	Number and Percentage of All Students in the Combined Graduation Rate	Increased by 7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Filipino	Rate (Fall 2023 CA Dashboard) Combined Rate: 9.5%	(Fall 2024 CA Dashboard) Combined Rate: 11.1% Increased 1.6%	(Fall 2025 CA Dashboard) Combined Rate: 17.1% Increased by 5.4%	(Fall 2026 CA Dashboard): Combined Rate: 11% Increase by 0.5%	
58	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Hispanic	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.0%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 6.9% Increased 3.9%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard) Combined Rate: 9.7% Increased 2.8%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 7.5% Increase by 1.5%	Increased by 6.7%
59	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year White	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 4.8%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 10.9% Increased 6.1%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 12.6% Increased 1.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 7.8% Increase by 1%	Increased by 7.8%
60	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Multiple Races/2 or More	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard):	Increased by 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Combined Rate: 5.7%	Combined Rate: 5.8% Increased 0.1%	Combined Rate: 9.1% Increased 3.3%	Combined Rate: 7.3% Increase by 0.5%	
61	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year English Learners	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 0.3%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 2.3% Increased 2.0%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard) Combined Rate: 3.2% Increased 0.9%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 4.8% Increase by 1.5%	Increased by 2.9%
62	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Socioeconomically Disadvantaged (Low-Income)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.0%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 6.4% Increased 3.4%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard) Combined Rate: 9.2% Increased 2.8%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 7.5% Increase by 1.5%	Increased by 6.2%
63	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Foster Youth	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard):	Decreased by 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Combined Rate: 0.0% Decreased 3.7%	Combined Rate: 3.6% Increased 3.6%	Combined Rate: 6.7% Increase by 1%	
64	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Students with Disabilities	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 0.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Combined Rate: 3.3% Increased 2.6%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2025 CA Dashboard) Combined Rate: 5.6% Increased 2.3%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Combined Rate: 5.2% Increase by 1.5%	Increased by 4.9%
65	Participation Rate on AP Exams All Students	Participation Rate of All Students taking an AP Exam (2023 College Board Report): 37%	Participation Rate of All Students taking an AP Exam (2024 College Board Report): 39% Increased 2%	Participation Rate of All Students taking an AP Exam (2025 College Board Report): 45% Increased 6.0%	Participation Rate of All Students taking an AP Exam (2026 College Board Report): 49.2% Increase by 1%	Increased by 8.0%
66	Participation Rate on AP Exams Hispanic	Participation Rate of Hispanic Students taking an AP Exam (2023 College Board Report): 56.8%	Participation Rate of Hispanic Students taking an AP Exam (2024 College Board Report): 61.0% Increased 4.2%	Participation Rate of Hispanic Students taking an AP Exam (2025 College Board Report): 61% Maintained 0%	Participation Rate of Hispanic Students taking an AP Exam (2026 College Board Report): 59.8% Increase by 1%	Increased by 4.2%
67	Participation Rate on AP Exams Asian	Participation Rate of Asian Students taking an AP Exam (2023 College Board Report): 9.5%	Participation Rate of Asian Students taking an AP Exam (2024 College	Participation Rate of Asian Students taking an AP Exam (2025	Participation Rate of Asian Students taking an AP Exam (2026 College	Increased by 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Board Report): 11.0% Increased 1.5%	College Board Report): 10.0% Decreased 1.5%	Board Report): 12.5% Increase by 1%	
68	Participation Rate on AP Exams African American	Participation Rate of African American Students taking an AP Exam (2023 College Board Report): 4.0%	Participation Rate of African American Students taking an AP Exam (2024 College Board Report):4.6% Increased 0.6%	Participation Rate of African American Students taking an AP Exam (2025 College Board Report): 3.0% Decreased 3.0%	Participation Rate of African American Students taking an AP Exam (2026 College Board Report): 7.0% Increase by 1%	Increased by .0%
69	Participation Rate on AP Exams White	Participation Rate of White Students taking an AP Exam (2023 College Board Report): 22.6%	Participation of White Students taking an AP Exam (2024 College Board Report): 18% Decreased 4.6%	Participation Rate of White Students taking an AP Exam (2025 College Board Report): 19.0% Decreased 5.6%	Participation Rate of White Students taking an AP Exam (2026 College Board Report): 25.6% Increase by 1%	Decreased 3.6%
70	Participation Rate on AP Exams English Learners	Participation Rate of English Learners taking an AP Exam (2023 College Board Report): 3.3%	Participation Rate of English Learners taking an AP Exam (2024 College Board Report): 2.2% Decreased 1.1%	Participation Rate of English Learners taking an AP Exam (2025 College Board Report): 7.5% Increased 1.2%	Participation Rate of English Learners taking an AP Exam (2026 College Board Report): 6.3% Increase by 1%	Increased by 4.2%
71	Participation Rate on AP Exams Socioeconomically Disadvantaged (Low-Income)	Participation Rate of Socioeconomically Disadvantaged taking an AP Exam (2023 College Board Report): 58.4%	Participation Rate of Socioeconomically Disadvantaged taking an AP Exam	Participation Rate of Socioeconomically Disadvantaged taking an AP Exam (2025	Participation Rate of Socioeconomically Disadvantaged taking an AP Exam (2026 College	Increased 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024 College Board Report) 63% Increased 4.6%	College Board Report): 61% Increased 0.6%	Board Report): 61.4% Increase by 1%	
72	Participation Rate on AP Exams Foster Youth	Participation Rate of Foster Youth taking an AP Exam (2023 College Board Report): 1 student	Participation Rate of Foster Youth taking an AP Exam (2024 College Board Report): 3 students Increased by 2 Students	Participation Rate of Foster Youth taking an AP Exam (2025 College Board Report): 8 Students Increased by 7 students	Participation Rate of Foster Youth taking an AP Exam (2026 College Board Report): 14 students Increase by 5 students	Increased by 7 Students
73	Participation Rate on AP Exams Students with Disabilities	Participation Rate of Students with Disabilities taking an AP Exam (2023 College Board Report): 20 students	Participation Rate of Students with Disabilities taking an AP Exam (2024 College Board Report): 12 students Decreased by 8 students	Participation Rate of Students with Disabilities taking an AP Exam (2025 College Board Report): 43 students Increased by 31 students	Participation Rate of Students with Disabilities taking an AP Exam (2026 College Board Report): 40 students Increase by 7 students	Increased by 23 Students
74	AP Course Enrollment All Students	Percent of All Students enrolled in an AP Course (Aeries, 2023): 21.6 %	Percent of All Students enrolled in an AP Course (Aeries, 2024-25): 23.1% Increased 1.5%	Percent of All students enrolled in an AP Course (2025-26, Aeries): 25.0% Increased 1.4%	Percent of All Students enrolled in an AP Course (2026, Aeries): 24.6% Increase by 1%	Increased by 3.4%
75	AP Course Enrollment Hispanic	Percent of Hispanic Students enrolled in an AP Course (Aeries, 2023): 18.9%	Percent of Hispanic Students enrolled in an AP	Percent of Hispanic students enrolled in an AP	Percent of Hispanic Students enrolled in an AP	Increased by 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Course (Aeries, 2024-25): 20.1% Increased 1.2%	Course (2025-26, Aeries): 22.3% Increased 1.4%	Course (2026, Aeries): 21.9% Increase by 1%	
76	AP Course Enrollment Asian	Percent of Asian Students enrolled in an AP Course (Aeries, 2023): 49.6%	Percent of Asian Students enrolled in an AP Course (Aeries, 2024-25): 46.2% Decreased 3.4%	Percent of Asian students enrolled in an AP Course (2025-26, Aeries): 47.6% Decreased 4.0%	Percent of Asian Students enrolled in an AP Course (2026, Aeries): 52.6% Increase by 1%	Decreased by 2.0%
77	AP Course Enrollment African American	Percent of African American Students enrolled in an AP Course (Aeries, 2023): 16.3%	Percent of African American Students enrolled in an AP Course (Aeries, 2024-25):18.6% Increased by 2.3%	Percent of African American students enrolled in an AP Course (2025-26, Aeries): 19.2% Increased by 0.6%	Percent of African American Students enrolled in an AP Course (2026, Aeries): 19.3% Increase by 1%	Increased by 2.9%
78	AP Course Enrollment White	Percent of White Students enrolled in an AP Course (Aeries, 2023): 26.7%	Percent of White Students enrolled in an AP Course (Aeries, 2024-25):29.2% Increased 2.5%	Percent of White students enrolled in an AP Course (2025-26, Aeries): 29.8% Increased 0.6%	Percent of White Students enrolled in an AP Course (2026, Aeries): 29.7% Increase by 1%	Increased by 2.9%
79	AP Course Enrollment English Learners	Percent of English Learners enrolled in an AP Course (Aeries, 2023): 4.1%	Percent of English Learner Students enrolled in an AP Course (Aeries, 2024-25):7.7% Increased 3.6%	Percent of English Learners students enrolled in an AP Course (2025-26, Aeries): 6.7% Decreased 1.0%	Percent of English Learners enrolled in an AP Course (2026, Aeries): 7.1% Increase by 1%	Increased by 2.6%
80	AP Course Enrollment	Percent of Socioeconomically	Percent of Socioeconomically	Percent of Socioeconomically	Percent of Socioeconomically	Increased by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Low-Income)	Disadvantaged (Low-Income) Students enrolled in an AP Course (Aeries, 2023): 18.6%	Disadvantaged Students enrolled in an AP Course (Aeries, 2024-25):19.8% Increased 1.2%	Disadvantaged Students enrolled in an AP Course (2025-26, Aeries): 21.2% Increased 0.6%	Disadvantaged Students enrolled in an AP Course (2026, Aeries): 21.6% Increase by 1%	
81	AP Course Enrollment Foster Youth	Number of Foster Youth enrolled in an AP Course (Aeries, 2023): 2 students	To protect student privacy, data are suppressed if the cell size within a selected student population (cohort students) is 11 or less.	Number of Foster Youth students enrolled in an AP Course (2025-26, Aeries): 8 Students Increased by 4 students	Number of Foster Youth enrolled in an AP Course (2026, Aeries): 14 students Increase by 4 students	Increased by 2 students
82	AP Course Enrollment Students with Disabilities	Percent of Students with Disabilities enrolled in an AP Course (Aeries, 2023): 26 students	Percent of Students with Disabilities enrolled in an AP Course (Aeries, 2024-25): 29 students (2.0%) Increased by 3 students	Percent of students with disabilities students enrolled in an AP Course (2025-26, Aeries): 43 Students Increased by 14 students	Percent of Students with Disabilities enrolled in an AP Course (2026, Aeries): 52 students Increase by 9 students	Increased by 17 students
83	CA Dashboard Graduation Rate Indicator All Students	Dashboard Status (Fall 2023, CA Dashboard): 92.6% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -1.5%	Dashboard Status (Fall 2024, CA Dashboard): 94.5% - High Status Increased by 1.9	Dashboard Status (Fall 2025, CA Dashboard): 95.6% - High Status Increased by 1.1%	Dashboard Status (Fall 2026, CA Dashboard): 95.6% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Increase by 1%	Increased by 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Yellow	Dashboard Performance: Green	Dashboard Performance: Blue	Dashboard Performance: Blue	
84	CA Dashboard Graduation Rate Indicator American Indian	Dashboard Status (Fall 2023, CA Dashboard): 94.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased 12.3% Dashboard Performance: Green	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.	Dashboard Status (Fall 2025, CA Dashboard): 91.7% - High Status No Performance Color for groups under 30 students	Dashboard Status (Fall 2026, CA Dashboard): 95.6% - Very High Status DashboardChange (Fall 2026, CA Dashboard): Increase by 0.5% Dashboard Performance: Blue	Decreased by 2.4%
85	CA Dashboard Graduation Rate Indicator African American	Dashboard Status (Fall 2023, CA Dashboard): 94.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.1% Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 94.9% - High Status Maintained +0.8% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 96.4% - High Status Increased by 1.4% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): 95.6% - Very High Status Increase by 0.5% Dashboard Performance: Blue	Increased by 2.3%
86	CA Dashboard Graduation Rate Indicator Asian	Dashboard Status (Fall 2023, CA Dashboard): 94.5% - High Status Decreased 2.5%	Dashboard Status (Fall 2024, CA Dashboard): 94.6 - High Status Maintained +0.1%	Dashboard Status (Fall 2025, CA Dashboard): 92.1% - High Status Decreased 2.5%	Dashboard Status (Fall 2026, CA Dashboard): 96% - Very High Status Increase by 0.5%	Decreased 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Yellow	Dashboard Performance: Green	Dashboard Performance: Yellow	Dashboard Performance: Blue	
87	CA Dashboard Graduation Rate Indicator Filipino	Dashboard Status (Fall 2023, CA Dashboard): 98.4% - Very High Status Maintained +0.6% Dashboard Performance: Blue	Dashboard Status (Fall 2024, CA Dashboard): 97.8% - Very High Status Maintained -0.6% Dashboard Performance: Blue	Dashboard Status (Fall 2025, CA Dashboard): 97.1% - High Status Decreased 0.6% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): >+98.4% - Very High Status Maintain/ increase from prior year Dashboard Performance: Blue	Decreased by 1.3%
88	CA Dashboard Graduation Rate Indicator Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 91.0% - High Status Decreased -2.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 94.4% - High Status Increased 3.3% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 95.8% - High Status Increased 1.4% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): 95.5% - Very High Status Increase by 1.5% Dashboard Performance: Blue	Increased by 4.8%
89	CA Dashboard Graduation Rate Indicator Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 100% - Very High Status Maintained +0.0%	Dashboard Status (Fall 2024, CA Dashboard): 92.9% - High Decreased 7.1%	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort	Dashboard Status (Fall 2026, CA Dashboard): 100% - Very High Status Maintain from prior year	Data Suppressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Blue	Dashboard Performance: No Performance Color due to size of group less than 30 students.	students) is 11 or less.	Dashboard Performance: Blue	
90	CA Dashboard Graduation Rate Indicator White	Dashboard Status (Fall 2023, CA Dashboard): 95.7% - Very High Status Maintained -0.7% Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 95.1% - Very High Status Maintained -0.5% Dashboard Performance: Blue	Dashboard Status (Fall 2025, CA Dashboard): 95.4% - High Status Increased 0.3% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): >+95.7% - Very High Status Maintain/increase from prior year Dashboard Performance: Blue	Decreased by 0.3%
91	CA Dashboard Graduation Rate Indicator Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 98.1% - Very High Status Increased +2.1% Dashboard Performance: Blue	Dashboard Status (Fall 2024, CA Dashboard): 96.2% - Very High Status Decreased 2% Dashboard Performance: Blue	Dashboard Status (Fall 2025, CA Dashboard): 97.0% - High Status Increased 0.8% Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): >+98.1% - Very High Status Maintain or increase from prior year Dashboard Performance: Blue	Decreased by 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
92	CA Dashboard Graduation Rate Indicator English Learners	Dashboard Status (Fall 2023, CA Dashboard): 81.0% - Medium Status Maintained by -0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 84.5% - Medium Status Increased 3.4% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 88.3% - High Status Increased 3.9% Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 87% Increase by 2% Dashboard Performance: Green	Increased by 7.3%
93	CA Dashboard Graduation Rate Indicator Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 91.4% - High Status Decreased -1.8% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 93.9% - High Status Increased 2.5% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 95.1% - High Status Increased 1.3% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): 94.4% Increase by 1% Dashboard Performance: Green	Increased 3.7%
94	CA Dashboard Graduation Rate Indicator Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 78.0% - Low Status Decreased by -5.0% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 84.5% - High Status Increased 6.4% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 92.2% - High Status Increased 7.4% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): 84% - Medium Status Increase 2% Dashboard Performance: Green	Increased by 14.2%
95	CA Dashboard Graduation Rate Indicator	Dashboard Status (Fall 2023, CA Dashboard): 81.5% - Medium Status	Dashboard Status (Fall 2024, CA	Dashboard Status (Fall 2025, CA Dashboard):	Dashboard Status (Fall 2026, CA	Increased by 11.9 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Foster Youth	Increased by +23.4% Dashboard Performance: Green	Dashboard): 76% - Low Status Decreased 5.5% Dashboard Performance: Orange	92.9% - High Status Increased 16.9% Dashboard Performance: Green	Dashboard): 87% - Medium Status Increase 2% Dashboard Performance: Green	
96	CA Dashboard Graduation Rate Indicator Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 85.0% Maintained -0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 83.8% - Low Status Decreased 1.2% Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 85.3% - High Status Increased by 1.5% Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 91% - Medium Status Increase 2% Dashboard Performance: Green	Increased by 0.3%
97	Advanced Placement (AP) All Students	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2022-23): 56.0%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2023-24): 58% Increase by 2.0%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2024-25): 66.0% Increased by 7.0%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2026-27): 62.5% Increase by 2.5%	Increase by 10.0%
98	International Baccalaureate (IB) All Students	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2022-23): 51%	International Baccalaureate (IB) - Students completing IB exams with 4 or	International Baccalaureate (IB) - Students completing IB exams with 4 or	International Baccalaureate (IB) - Students completing IB exams with 4 or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			higher (IB, 2023-24): 56.0% Increased 5%	higher (IB, 2025-26): 56% Increased 2.5%	higher (IB, 2026-27): 58.5% Increase by 2.5%	
99	High School 4 Year Adjusted Cohort Dropout Rate All Students	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 3.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 3.1% Decreased 0.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 2.4% Decreased 0.2%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.1% Decrease 0.5%	Decreased by 1.2%
100	High School 4 Year Adjusted Cohort Dropout Rate American Indian	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 5.9%	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 8.3% Not reportable in 2024-5	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.9% Decrease by 1%	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.
101	High School 4 Year Adjusted Cohort Dropout Rate African American	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 2.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 3.1% Increased by 1.0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 1.0% Decreased 2.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 1.6% Decrease 0.5% or Maintain	Decreased by 1.1%
102	High School 4 Year Adjusted Cohort Dropout Rate Asian	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 1.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 2.9%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain	Increased by 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increased 0.2%	Increased 1.1%	or decrease from the prior year.	
103	High School 4 Year Adjusted Cohort Dropout Rate Filipino	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 0% Maintained	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25: 0% Maintained	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	Maintained
104	High School 4 Year Adjusted Cohort Dropout Rate Hispanic	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 3.4% Decreased 1.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 2.7% Decreased 0.7%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 3.0% Decrease 0.6%	Decreased by 2.1%
105	High School 4 Year Adjusted Cohort Dropout Rate Pacific Islander	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 7.1% Increased 7.1%	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	Data Suppressed
106	High School 4 Year Adjusted Cohort Dropout Rate White	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 2.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 1.7%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain	Decreased by 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increased 0.6%	Decreased 0.8%	or decrease from the prior year.	
107	High School 4 Year Adjusted Cohort Dropout Rate Multiple Races/2 or More	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 0% Maintained	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 0% Maintained	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	Maintained
108	High School 4 Year Adjusted Cohort Dropout Rate Socioeconomically Disadvantaged (Low-Income)	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 3.6% Decreased 0.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 2.8% Decreased 0.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.8% Decrease 0.5%	Decreased by 0.9%
109	High School 4 Year Adjusted Cohort Dropout Rate English Learners	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 12.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 9.2% Decrease 3.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 8.7% Decreased 0.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 6.3% Decrease by 2%	Decreased by 3.6%
110	High School 4 Year Adjusted Cohort Dropout Rate Homeless Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 14.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 10.3% Decreased 4.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 7.2% Decreased 3.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 8.8% Decrease by 2%	Decreased by 7.6%
111	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout	High School 4 Year Adjusted Cohort Dropout	High School 4 Year Adjusted Cohort Dropout	Increased by 6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Foster Youth	(DataQuest, 2022-23): 13.6%	Rate (DataQuest, 2024-25): 17.4% Increased by 3.8%	Rate (DataQuest, 2024-25): 7.1% Decreased 10.3%	Rate (DataQuest, 2026-27): 7.6% Decrease by 2%	
112	High School 4 Year Adjusted Cohort Dropout Rate Students with Disabilities	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 1.7% Decreased 2.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 4.1% Increased 2.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.5% Decrease by 0.5% or Maintain	Maintained
113	Middle School Dropout Rate All Students	Middle School Rate (CALPADS, 2022-23): 0.20%	Middle School Rate (CALPADS, 2023-24): 0.19%	Middle School Rate (CALPADS, 2024-25): 0.08% Decreased 0.08%	Middle School Rate (CALPADS, 2026-27): 0.05% Decrease 0.05%	Decreased by 0.12%
114	CA Dashboard College/Career Indicator All Students	All Students prepared for college (Fall 2023, CA Dashboard): 41.2% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2024, CA Dashboard): 45.6% - Status - High Increased 4.3% Dashboard Performance: - Green	Dashboard Status (Fall 2025, CA Dashboard): 52.6% - High Status Increased 3.4% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture	Dashboard Status (Fall 2026, CA Dashboard): 50.2% Increase by: 3 % Dashboard Performance: Medium - Green	Increased by 11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				the net growth The net growth reported here is after the adjustment.		
115	CA Dashboard College/Career Indicator American Indian	Students prepared for college (Fall 2023, CA Dashboard): 47.1% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	To protect student privacy, data is suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.	Dashboard Status (Fall 2025, CA Dashboard): 33.3% There is no color or change with groups under 30 students The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard Status (Fall 2026, CA Dashboard): 53.1% Increase by 2% Dashboard Performance: Medium - Green	Decreased by 13.8%.
116	CA Dashboard College/Career Indicator African American	Students prepared for college (Fall 2023, CA Dashboard): 35.5% Dashboard Change (2023 Dashboard reported Status only)	Dashboard Status (Fall 2024, CA Dashboard): 38.5% - Status - Medium Increased 3%	Dashboard Status (Fall 2025, CA Dashboard): 51.0% - High Status Increased 6.9%	Dashboard Status (Fall 2026, CA Dashboard): 44.5% Increase by 3 %	Increased by 15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Medium	Dashboard Performance:- Green	Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard Performance: Medium - Green	
117	CA Dashboard College/Career Indicator Asian	Students prepared for college (Fall 2023, CA Dashboard): 69.0% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: High	Dashboard Status (Fall 2024, CA Dashboard): 81.8% - Status - Very High Increased 12.8% Dashboard Performance: Blue	Dashboard Status (Fall 2025, CA Dashboard): 78.4% - High Status Decreased 3.4% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The	Dashboard Status (Fall 2026, CA Dashboard): 70.2% Increase by 0.4% Dashboard Performance: Very High - Blue	Increased by 9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				net growth reported here is after the adjustment.		
118	CA Dashboard College/Career Indicator Filipino	Students prepared for college (Fall 2023, CA Dashboard): 68.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: High	Dashboard Status (Fall 2024, CA Dashboard): 77.8% - Status - Very High Increased 9.5% Dashboard Performance: Blue	Dashboard Status (Fall 2025, CA Dashboard): 80.0% - High Status Decreased 2.2% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard Status (Fall 2026, CA Dashboard): 70.1% Increase by 0.6% Dashboard Performance: Very High - Blue	Increased by 11.7%
119	CA Dashboard College/Career Indicator Hispanic	Students prepared for college (Fall 2023, CA Dashboard): 34.6%	Dashboard Status (Fall 2024, CA Dashboard): 40.6% - Status - Medium	Dashboard Status (Fall 2025, CA Dashboard): 47.6% - High Status	Dashboard Status (Fall 2026, CA Dashboard): 43.6%	Increased by 13.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Increased 5.9% Dashboard Performance: - Green	Increased 3.4% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Increase by 3 % Dashboard Performance: Medium - Green	
120	CA Dashboard College/Career Indicator Pacific Islander	Students prepared for college (Fall 2023, CA Dashboard): 37.5% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2024, CA Dashboard): 50.0% - Status - Medium Increased 12.5% No Performance Color due to size of group less than 30 students.	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.	Dashboard Status (Fall 2026, CA Dashboard): 43.5% Increase by 2% Dashboard Performance: Medium - Green	Data Suppressed
121	CA Dashboard College/Career Indicator White	Students prepared for college (Fall 2023, CA Dashboard): 54.9%	Dashboard Status (Fall 2024, CA Dashboard):	Dashboard Status (Fall 2025, CA Dashboard):	Dashboard Status (Fall 2026, CA	Increased by 8.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	56.7% - Status - Medium Increased 1.5% Dashboard Performance: - Green	63.7% - High Status Increased 3.4% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard): 57.9% Increase by 1% Dashboard Performance: Medium - Green	
122	CA Dashboard College/Career Indicator Multiple Races/2 or More	Students prepared for college (Fall 2023, CA Dashboard): 63.5% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2024, CA Dashboard): 58.8 - Status - Medium Decreased 4.6% Dashboard Performance: - Yellow	Dashboard Status (Fall 2025, CA Dashboard): 60.6% - High Status Increased 1.8% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The	Dashboard Status (Fall 2026, CA Dashboard): 76.6% Increase by 2.2% Dashboard Performance: Very High - Blue	Increased by 9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.		
123	CA Dashboard College/Career Indicator English Learners	Students prepared for college (Fall 2023, CA Dashboard): 5.7% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2024, CA Dashboard):10.3% - Status - Low Increased 4.5% Dashboard Performance: - Yellow	Dashboard Status (Fall 2025, CA Dashboard): 21.6% - Low Status Increased 8.8% Dashboard Performance: Yellow The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard Status (Fall 2026, CA Dashboard): 17.7% Increase by +4% Dashboard Performance: Low - Yellow	Increased by 15.9%
124	CA Dashboard College/Career Indicator	Students prepared for college (Fall 2023, CA Dashboard): 33.4%	Dashboard Status (Fall 2024, CA	Dashboard Status (Fall 2025, CA Dashboard):	Dashboard Status (Fall 2026, CA	Increased by 13.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Low-Income)	Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard): 39.4 - Status - Medium Increased 5.8% Dashboard Performance: Green	46.4% - Medium Status Increased 3.1% Dashboard Performance: Green The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard): 42.4% Increase by 3% Dashboard Performance: Medium - Green	
125	CA Dashboard College/Career Indicator Homeless Youth	Students prepared for college (Fall 2023, CA Dashboard): 13.0% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard Status (Fall 2024, CA Dashboard): 23.7% - Status - Low Increased 10.7% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 31.3% - Low Status Increased 2.8% Dashboard Performance: Yellow The CDE adjusted calculations for CCI for 2025	Dashboard Status (Fall 2026, CA Dashboard): 22.0% Increase by 3% Dashboard Performance: Low - Orange	Increased by 18.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.		
126	CA Dashboard College/Career Indicator Foster Youth	Students prepared for college (Fall 2023, CA Dashboard): 13.6%Dashboard Performance: Low	Dashboard Status (Fall 2024, CA Dashboard): 20.8% - Status - Low Increased 7.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 17.9% - Low Status Decreased 3.0% Dashboard Performance: Orange The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard Status (Fall 2026, CA Dashboard): 22.6% Increase by 3% Dashboard Performance: Low - Orange	Increased by 4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
127	CA Dashboard College/Career Indicator Students with Disabilities	Students prepared for college (Fall 2023, CA Dashboard): 4.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2024, CA Dashboard): 8.8% - Status - Very Low Increased 4.5% Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 11.6% - Low Status Increased 1.9% Dashboard Performance: Orange The CDE adjusted calculations for CCI for 2025 Dashboard. The 2024 Dashboard metrics were not updated to capture the net growth The net growth reported here is after the adjustment.	Dashboard Status (Fall 2026, CA Dashboard): 16.3% Increase by 4% Dashboard Performance: Low - Yellow	Increased by 13.0%
128	Students completing CTE Pathway by the end of 12th grade. All Students	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.7%	Increased by 11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Report, 2024): 12.5% Increased by 5.8%	Report, 2025): 18.0% Increased by 5.5%	Increase by 2%	
129	Students completing CTE Pathway by the end of 12th grade. American Indian	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.2%	This student group consists of 1-10 students which is below the minimum size for any reporting.	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 8.3% Increased 3.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.2% Increase by 2%	Increased by 5.1%
130	Students completing CTE Pathway by the end of 12th grade. African American	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 12.6% Increased 8.9%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 17.1% Increased 4.5%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	Increased by 13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
131	Students completing CTE Pathway by the end of 12th grade. Asian	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 7.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 11.7% Increased 4.6%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 19.4% Increased 7.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 10.1% Increase by 1%	Increased by 12.3%
132	Students completing CTE Pathway by the end of 12th grade. Filipino	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 9.5%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 11.1% Increased by 1.6%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 17.1% Increased by 6.6%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - UC/CSU Details Report, 2026): 12.5% Increase by 1%	Increased by 7.6%
133	Students completing CTE Pathway by the end of 12th grade. Hispanic	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College &	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details	Increased by 12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Career Measures Report, 2023): 6.3%	Requirements and CTE Pathway Completion Report, 2024): 12.2% Increased 5.9%	Requirements and CTE Pathway Completion Report, 2025) 18.5% Increased 6.3%	Report, 2026): 12.3% Increase by 2%	
134	Students completing CTE Pathway by the end of 12th grade. Pacific Islander	Percentage of Pacific Islander Students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 0%	Percentage of Pacific Islander Students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 14.3% Increased 14.3%	This student group consists of 1-10 students which is below the minimum size for any reporting.	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 6.0% Increase by 2%	Data Suppressed
135	Students completing CTE Pathway by the end of 12th grade. White	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 8.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 14.8% Increased 6.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 17.6% Increased 7.9	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 11.7% Increase 1%	Increased by 8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
136	Students completing CTE Pathway by the end of 12th grade. Multiple Races/2 or More	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 5.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 7.7% Increased by 2.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 13.6% Increased 5.9%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	Increased by 7.9%
137	Students completing CTE Pathway by the end of 12th grade. English Learners	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 7.3% Increased 4.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 11.4% Increased 6.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.3% Increase by 2%	Increased by 8.1%
138	Students completing CTE Pathway by the end of 12th grade. Socioeconomically Disadvantaged (Low-Income)	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.4%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details	Increased by 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Requirements and CTE Pathway Completion Report, 2024): 11.7% Increased 5.3%	Requirements and CTE Pathway Completion Report, 2025): 18.1% Increased 6.4%	Report, 2026): 12.4% Increase by 2%	
139	Students completing CTE Pathway by the end of 12th grade. Homeless Youth	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 1.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 7.8% Increased 6.8%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 6.3% Decreased 1.5%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 10% Increase by 3%	Increased by 5.3%
140	Students completing CTE Pathway by the end of 12th grade. Foster Youth	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 8.0% Increased 4.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 10.7% Increased 2.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	Increased by 7.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
141	Students completing CTE Pathway by the end of 12th grade. Students with Disabilities	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.8%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 10.7% Increased 3.9%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2025): 17.9% Increase 7.2%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.8% Increase by 2%	Increased by 11.1%
142	Percentage of students enrolled in a CTE Course African American	Percentage of African American Students Enrolled in CTE Course (Aeries, 2023): 7.0%	Percentage of African American Students Enrolled in CTE Course (Aeries, 2024-25): 7.0% Maintain	Percentage of African American Students Enrolled in CTE Course (Aeries, 2025-26): 6.0% Decreased 2.0%	Percentage of African American Students Enrolled in CTE Course (Aeries, 2026): 8.5% Increase by 0.5%	Decreased 1%
143	Percentage of students enrolled in a CTE Course Asian	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2023): 4.0%	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2024-25): 6.0% Increased 2.0%	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2025): 5.4% Increased 0.4%	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2026): 5.5% Increase by 0.5%	Increased 1.4%
144	Percentage of students enrolled in a CTE Course Hispanic	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2023): 66%	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2024-25): 63.7%	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2025): 65.5%	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2026): 72%	Decreased 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Decreased 2.3%	Decreased 4.5%	Increase by 2%	
145	Percentage of students enrolled in a CTE Course White	Percentage of White Students Enrolled in CTE Course (Aeries, 2023): 20%	Percentage of White Students Enrolled in CTE Course (Aeries, 2024-25): 21% Increased 1%	Percentage of White Students Enrolled in CTE Course (Aeries, 2025): 19.5% Decreased 1.5%	Percentage of White Students Enrolled in CTE Course (Aeries, 2026): 21.5% Increase by 0.5%	Decreased 0.5%
146	Percentage of students enrolled in a CTE Course English Learners	Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2023): 10%	Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2024-25): 14% Increased 4%	Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2025): 8.3% Decreased 5.7%	Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2026): 16% Increase by 2%	Decreased 1.7%
147	Percentage of students enrolled in a CTE Course Socioeconomically Disadvantaged (Low-Income)	Percentage of Socioeconomically Disadvantaged (Low-Income) Students Enrolled in CTE Course (Aeries, 2023): 74%	Percentage of Socioeconomically Disadvantaged Students Enrolled in CTE Course (Aeries, 2024-25): 69.9% Decreased 4.1%	Percentage of Socioeconomically Disadvantaged Students Enrolled in CTE Course (Aeries, 2025): 77.8% Increased by 1.8%	Percentage of Socioeconomically Disadvantaged (Low-Income) Students Enrolled in CTE Course (Aeries, 2026): 77% Increase by 1%	Decreased 3.8%
148	Percentage of students enrolled in a CTE Course Foster Youth	Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2023):1%	Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2024-25):0.6% Decreased 0.4%	Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2025): 0.4% Decreased 2.6%	Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2026): 4% Increase by 1%	Decreased 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
149	Percentage of students enrolled in a CTE Course Students with Disabilities	Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2023): 12%	Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2024-25):11.0% Decreased 1.0%	Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2025): 10.7% Decreased 0.3%	Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2026): 72% Increase by 0.5%	Decreased 1.3%

Goal Analysis [2025-26]

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

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

2.1a Professional Learning to support College and Career Readiness

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

School counselors received per-counselor professional development funds and recommended options, focusing on academic strategies, emotional management, interpersonal skills, and postsecondary planning. However, fund usage was inconsistent across secondary sites, complicated by unclear communication about allocations from the central office via site administrators.

2.1b School Counseling Support

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Ongoing, comprehensive school counseling supports have been successfully implemented for all secondary students. A key component of this effort was the planned partnership with Orenda, utilizing the Promote Guidance Alignment platform. This platform implementation included five scheduled checkpoint check-ins with guidance and Multi-Tiered System of Supports (MTSS) staff at each of the five comprehensive school sites.

2.1c College Career Guidance Alignment

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Implementation of the partnership with Orenda and the Promote Guidance Alignment platform included 5 scheduled checkpoint check-ins. These check-ins involved guidance and MTSS staff from each of the 5 comprehensive school sites. During each checkpoint, Orenda facilitated opportunities for counselors and MTSS site staff to analyze relevant data and subsequently design targeted, site-specific interventions based on that analysis.

2.1d Parent and Student College Career Ready Workshops

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Collaboration between departments and schools took place to strategically deliver services to students. The College and Career Readiness program along with school counselors and the Family Resource Center held one college fair, one Pathways to College and Career Summit, one Higher Education Admissions Application Summit, and 15 Cash for College financial aid application workshops.

2.2a Credit Recovery
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Each comprehensive high school site was provided with Credit Recovery course sections to provide direct instructional supports and credit recovery courses allowing students to remain at their comprehensive school sites and ensure on-track graduation.

2.2b Dropout Prevention
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
The Dropout Prevention Specialist met regularly with students and their families to create a plan of support to address dropout concerns (average of 3-5 families a day). Support plans included academic and social-emotional support for students. In addition, parents also received coaching on how to: build strong communication with teachers, create supportive home environments, and actively engage in their child's learning, while also encouraging resilience and positive self-talk.

2.2c Expanded Summer Programs for High School Students
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Summer programming for high school students occurred as planned and is set to continue for the summer of 2026. This programming will allow students to recover credits, minimize disruptions to their regular schedules, and offer opportunities for both advancement and enrichment.

Enrollment for Summer School 2025 across High Schools was:
- Session 1: 3,078 students
- Session 2: 2,949 students

2.3a Career Technical Education (CTE) Pathway
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
The comprehensive strategy to enhance Career Technical Education (CTE) involved five key components: program expansion, facilities development, partnership growth, curriculum alignment, and targeted teacher support. New programs launched for the 2025-26 school year included Networking & Cybersecurity, Applied Computer Sciences, and Technical Theater & Live Event Production, while facilities are being prepared for the new Welding & Fabrication Technologies pathway at John W. North, slated to open in August 2026. A Job Development Specialist is actively working to expand industry partnerships. Curriculum efforts included adopting new Golden State Pathways, revising four existing CTE courses, and aligning courses with the new CDE CTE Standard realignment. Finally, CTE teachers received specialized pull-out training focused on instructional strategies for various student populations, including English Language Learners, Foster Youth, Students with Disabilities, and GATE students.

2.3b Dual Enrollment Course Offerings
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

This action was implemented via formal College and Career Access Pathway (CCAP) agreements with higher education institutions, expanding the program to ALL high school sites. Expansion included offering transferable College Transfer Pathway courses at all high schools and a Nursing Pathway at a third school, Martin Luther King High School. Transfer courses meet A-G requirements and are transferable to UC/CSU, potentially allowing students to complete their first year of general education by graduation. Nursing Fast Track courses guarantee admission into Riverside City College's (RCC) Associate Degree Nursing (ADN) program. The Instructional Services Specialist of College & Career Readiness manages the CCAP Program, collaborating with higher education and District departments to increase offerings, site implementation, provide textbooks, transportation to RCC, and support student success. A grant-funded Counselor on Special Assignment (COSA) and a Guidance Tech assist with targeted outreach, community college enrollment, course registration, navigating platforms, and providing necessary resources at school sites.

2.3c International Baccalaureate (IB) Program

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

This year John W. North High School's rigorous 10th-12th grade International Baccalaureate (IB) program prioritized recruitment and support for Low-Income students, Foster Youth, English Learners, and Students with Disabilities. Shifts included replacing general advising with intensive weekly check-ins, pairing students with academic mentors to address the IB's "hidden curriculum" (e.g., Extended Essay structure), removing exam fee barriers, and offering social-emotional learning spaces to foster belonging. The program successfully retained existing students and increased student diversity, but community awareness and understanding of the program's benefits remain a challenge.

2.3d Advanced Placement (AP) Course Offerings & Exams

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The District shifted from simple AP exam fee waivers to a comprehensive support model, eliminating all out-of-pocket costs and targeting outreach to Multilingual learners, Low-Income students, Foster Youth, and Students with Disabilities. Site coordinators actively tracked registration to resolve technical issues. Preliminary data shows a 14% increase in AP exam registration, though some students still opted out due to concerns about mastery.

2.3e Seal of Biliteracy Pathway

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Riverside Unified School District (RUSD) actively promotes multilingualism and multiliteracy through a robust Dual Language Immersion (DLI) program in 6 elementary schools, 3 middle schools, and 3 high schools. DLI is a key support for the overall number of students earning the CA Seal of Biliteracy. Progress indicators include grades in high school ELA, AP Spanish Language, and AP Spanish Literature courses. While outreach to students and sites has increased regarding the various ways in which students can earn the Seal, RUSD continues efforts to increase communication to students and families as well as opportunities for taking the American Council on the Teaching of Foreign Languages (ACTFL). Successes include supporting DLI AP Spanish teachers with training and expanding K-12 vertical and grade-level teacher collaboration.

2.4a Advancement Via Individual Determination (AVID)

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Advancement Via Individual Determination (AVID) is implemented at 17 elementary schools and all secondary schools. Elementary AVID focuses on WICOR (writing, inquiry, collaboration, organization, and reading). Secondary AVID emphasizes college readiness, incorporating WICOR, engagement, partnerships, tutoring, and college tours. This year's support aimed to establish a school-wide culture of high

expectations while providing intensive support to priority groups (Multi-lingual Learners, Foster Youth, Low-Income students, and Students with Disabilities). Middle school AVID Excel specifically accelerates academic language acquisition for Multilingual learners to prevent long-term status. Many sites noted improved student organization (e.g., AVID Binder system) and fewer missed assignments. A persistent challenge is expanding WICOR beyond AVID elective teachers, which is being addressed through significant ongoing professional learning for non-AVID teachers.

2.4b Additional Targeted Supports for A-G Attainment

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

To increase college-preparatory (A-G) course enrollment, RUSD implemented targeted academic support programs for high school students who are African American, Hispanic, or Multilingual learners. These programs utilized a supportive, cohort-based "family" model, providing intensive and personalized assistance that surpassed the level of general counseling. This approach aimed to enhance student engagement through essential supports like tutoring, mentorship, college visits, early intervention, and active family involvement.

Participation across high schools was as follows:

- Heritage (African American): 747 students
- Legacy (Hispanic): 1,429 students
- Puente (Multilingual Learners): 201 students (at Poly High School only)

A key challenge remains in effectively reaching and engaging the most at-risk and disconnected students. New strategies are needed to address the barrier of rigorous academic requirements, which may intimidate these students. Despite this challenge, RUSD has seen significant positive results, with noticeable growth in A-G attainment and college-going rates among these historically underrepresented groups, ultimately improving academic outcomes and graduation success.

2.4c A-G Awareness Campaigns

Implementation, Substantive Changes, Challenges, & Successes: Delayed Implementation

Tracking programs for the Free Application for Federal Student Aid (FAFSA) continued at each high school for seniors, augmented by the Orenda platform. The Orenda tracking software also improved data lookup and enhanced the monitoring of A-G enrollment and grade performance. In addition, CCI/A-G awareness materials were developed and distributed to all school sites.

Across the five comprehensive high schools, a total of 81 users now have access to this system. These site-based data teams have participated in four data protocol checkpoint sessions this year, supported by Orenda staff.

2.4d Academic Planning for A-G Attainment

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The availability of the Orenda data platform has allowed sites to track student A-G course registrations. School sites continue to use the 4-year student plan in Aeries, in addition to the use of the new data tracking tool.

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.

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

2.1c College and Career Guidance Alignment:
Budgeted $218,608 | Estimated Actual $109,376 (-49.97%)
The variance was primarily caused by the Orenda contract costs being lower than what was initially projected.

2.2c Expanded Summer Programs :
Budgeted $3,601,467 | Estimated Actual $3,081,280 (-14.44%)
The primary reason for the discrepancy is lower-than-anticipated spending due lower participation than expected.

2.3a Career Technical Education (CTE) Pathway:
Budgeted $6,881,443 | Estimated Actual $8,350,924 (+21.35%)
The primary factors contributing to this material difference are the expansion of Career Technical Education (CTE) programs and the utilization of carry-over funds from the 2024-25 fiscal year.

2.3b Dual Enrollment Course Offerings:
Budgeted $145,000 | Estimated Actual $89,961 (-37.96%)
The discrepancy primarily stems from lower-than-anticipated spending, which includes RCC covering the cost of textbooks this year.

2.3d Advanced Placement (AP) Course Offerings and Exams:
Budgeted $448,815 | Estimated Actual $388,497 (-13.44%)
The amount needed for the College Board SAT was less than anticipated

2.4c A-G Awareness Campaigns:
Budgeted $551,533 | Estimated Actual $494,516 (-10.34%)
Salary expenditures were lower than projected due to unfilled vacancy.

2.4d Academic Planning for A-G Attainment:
Budgeted $183,845 | Estimated Actual $164,839 (-10.34%)
Salary expenditures were lower than projected due to unfilled vacancy.

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

2.1a Professional Learning to support College and Career Readiness
Data Justification/Effectiveness of Action: Partially Effective
The allocation and utilization of funds showed variation among secondary school sites. A significant constraint was the communication flow,

as information regarding fund allocations from the central office, which was channeled through site administrators, hindered counselors' understanding of permissible uses and available opportunities.

The Guidance Alignment system, Orenda, has proven effective by establishing vital baseline data. A key advancement is the introduction of a data tracking and reporting tool that grants school staff immediate access to essential metrics that predict post-secondary success and College/Career Indicator (CCI) performance. This system monitors critical indicators such as GPA, credit completion, attendance, and A-G grades and schedules, as well as FAFSA and college application status. Because the system is in its initial year of use, year-over-year comparative data is not yet accessible.

District-wide Progress Metrics (Checkpoint 3 - End of Semester 1, 2025-26): 54% are on track for A-G requirements based on grades.

- 88% are on track for A-G requirements based on their course schedule.
- 75% meet the minimum college entrance GPA.
- 87% are on track for graduation.
- 68% of 9th and 10th graders are affiliated
- 74% 9th and 10th graders have positive attendance.

Target Student Group Disparities (Checkpoint 3 - Semester 1):

- Students With Disabilities (SWD): 82% On track / 22% A-G
- English Learners: 69% On track / 23% A-G

District-wide, 87% of all students are currently on track for graduation this year. When examining specific target groups, students with disabilities (SWD) are at 82% on-track, while English Learners (ELs) are at 69% on track for graduation.

CA Dashboard
According to the 2025 CCI Details Report, the "All Students" group reached a 52.6% score, marking a 3.4% year-over-year improvement and earning a "High Status" (Green) designation on the CA Dashboard. While performance among English Learners and Low-Income student groups also rose by 8.8% and 3.1% respectively, Foster Youth experienced a 3.0% decline over the same period.

2.1b School Counseling Support
Data Justification/Effectiveness of Action: Effective
The Guidance Alignment system, Orenda, has proven effective by establishing vital baseline data. A key advancement is the introduction of a data tracking and reporting tool that grants school staff immediate access to essential metrics that predict post-secondary success and College/Career Indicator (CCI) performance. This system monitors critical indicators such as GPA, credit completion, attendance, and A-G grades and schedules, as well as FAFSA and college application status. Because the system is in its initial year of use, year-over-year comparative data is not yet accessible.

Key data points demonstrate this effectiveness:
A-G Grades - Semester 1 Checkpoints, District-wide

- English Learners (EL): 4.8%
- Students with Disabilities (SWD): 2.6%

- Low-Income (SES): 6%

Another primary objective of the updated system involves monitoring program affiliation among all students in grades 9 and 10. As this represents the first year of implementation utilizing the Orenda platform for data collection, the current figures will serve as a foundational baseline. With the Districtwide affiliation baseline set at 68%, this metric has become a central priority for school sites as they conduct data analysis and develop intervention plans. Mid-semester 2 records from Checkpoint 4 indicate the following affiliation rates for specific target student groups:

- Students with Disabilities (SWD): 44%
- English Learners (EL): 40%
- Low-Income (SES): 63%
- Foster Youth: 33%

LCAP Surveys
LCAP Survey data (2025-26) shows general satisfaction with school-provided college and career guidance services. Specifically, families (n=895) showed the most significant growth, with favorability ratings increasing from 58% to 72%, a +14% change from last year and students (grades 7-12, n=4,936) maintained a consistent level of favorability, with ratings remaining at 70% for both years. Furthermore, staff (n=910) also demonstrated growth, with favorability rising from 70% to 77%, a +7% change from last year.

CA Dashboard
According to the 2025 CCI Details Report, the "All Students" group reached a 52.6% score, marking a 3.4% year-over-year improvement and earning a "High Status" (Green) designation on the CA Dashboard. While performance among English Learners and Low-Income student groups also rose by 8.8% and 3.1% respectively, Foster Youth experienced a 3.0% decline over the same period.

2.1c College Career Guidance Alignment
Data Justification/Effectiveness of Action: Effective
The Guidance Alignment system, Orenda, has proven effective by establishing vital baseline data. A key advancement is the introduction of a data tracking and reporting tool that grants school staff immediate access to essential metrics that predict post-secondary success and College/Career Indicator (CCI) performance. This system monitors critical indicators such as GPA, credit completion, attendance, and A-G grades and schedules, as well as FAFSA and college application status. Because the system is in its initial year of use, year-over-year comparative data is not yet accessible.

This system streamlines data analysis, eliminating the need for complex queries and enabling site staff to conduct meaningful data collaboration and trend analysis across different student groups, utilizing data collected from the first three checkpoints.
As of Checkpoint 3 (the end of semester 1) for the 2025-26 school year, Districtwide data indicates the following key performance indicators:

- 54% are on track for A-G requirements based on grades.
- 88% are on track for A-G requirements based on their course schedule.
- 75% meet the minimum college entrance GPA.
- 87% are on track for graduation.
- 68% of 9th and 10th graders are affiliated
- 74% 9th and 10th graders have positive attendance.

CA Dashboard
According to the 2025 CCI Details Report, the "All Students" group reached a 52.6% score, marking a 3.4% year-over-year improvement and earning a "High Status" (Green) designation on the CA Dashboard. While performance among English Learners and Low-Income student groups also rose by 8.8% and 3.1% respectively, Foster Youth experienced a 3.0% decline over the same period.

2.1d Parent and Student College Career Ready Workshops
Data Justification/Effectiveness of Action: Effective
The College and Career Readiness department collaborated effectively with schools to strategically deliver student services. Ongoing partnerships with local colleges and universities bolstered site counselors, supporting the delivery of academic and career services. This strategic support allowed counselors to dedicate more time to students' social-emotional needs, ensuring a holistic approach to student success. Key outreach events included a College Fair with over 2,000 attendees, the Pathways to College and Career Summit which drew 1,086 parent/guardian registrants, and 15 Cash for College workshops, each averaging 15 participating families.

The Pathways to College and Career Family Engagement Summit held on October 25, 2025 was well-received. Survey feedback (n = 355) revealed 96% of attendees strongly agreed the sessions offered useful ideas, 91% strongly agreed the summit addressed their family's needs and interests, and 92% strongly agreed the summit met their expectations for the topic.

2.2a Credit Recovery
Data Justification/Effectiveness of Action: Effective
Credit recovery support remains crucial for improving the graduation rates of 11th-grade target groups. Evidence of this need is reflected in the increased enrollment for second-semester credit recovery, which rose to 723 students for the 2025-26 school year, up from 691 during the same period last year.

First-semester data for the 2025-26 school year highlights the necessity of these interventions. The percentage of 11th-grade students Districtwide in target groups who were on track for graduation was:

- EL students: 60% (compared to an 88% 2025 graduation rate)
- SWD students: 80% (compared to an 85% 2025 graduation rate)
- Low-Income students: 84% (compared to a 95% 2025 graduation rate)
- Foster students: 89% (compared to a 93% 2025 graduation rate)

These current on-track figures demonstrate the ongoing need for credit recovery interventions to ensure these target groups meet or surpass their prior year's graduation rates.

LCAP Surveys
The Annual LCAP Surveys indicate strong stakeholder agreement on credit recovery opportunities being available to keep students on track for graduation. Specifically, families (n=895) showed a slight growth in favorability, rising from 70% to 72%, a +2% change from last year, students in grades 7-12 (n=4,936) experienced the most significant growth, with favorability increasing from 58% to 77%, a +19% change from last year, and staff (n=910) demonstrated growth, with favorability regarding the district providing these opportunities increasing from 80% to 85%, a +5% change from last year.

LCAP Student Focus Groups
High School Focus Group
At Lincoln Continuation and EOC, credit recovery is supported by counselors, tutors, and accountability measures (e.g., teacher check-ins). EOC students found incentives like cookies and shortened Friday schedules motivating.

Despite its efficiency, the primary tool, Edgenuity, received strong negative feedback. Students criticized the platform's design, citing overly difficult pre-tests, unengaging content, and poor alignment between lessons and tests. Restrictive settings—such as being unable to skip audio and the need for constant teacher intervention to unlock tests—were major complaints causing inefficiency and delays.

2.2b Dropout Prevention
Data Justification/Effectiveness of Action: Effective
According to the CA Dashboard, chronic absenteeism decreased by 0.8% and graduation rate increased by 1.1% leading to the conclusion that the strategies implemented by the dropout specialist were effective. Overall this action has been effective in supporting the percent of students on track to graduate. District-wide, 87% of all students are currently on track for graduation. When examining specific target groups, students with disabilities (SWD) are at 82% on track, while English Learners (ELs) are at 69% on track for graduation.

2.2c Expanded Summer Programs for High School Students
Data Justification/Effectiveness of Action: Effective
Core content areas continue to offer the same opportunities as in previous years, focusing particularly on key offerings essential for A-G requirements and credit recovery. Additionally, incoming 9th-grade students will have access to an expanded range of courses. These courses are designed for support and enrichment, and also serve to introduce students to critical Career and Technical Education (CTE) pathways available in high school. Overall enrollment in all high school summer programs is anticipated to match or surpass last year's figures.

2025 Summer School Enrollment
Session 1
- Enrolled: 3,078 students (+4% from previous year)
- Courses offered: 24
- Students earning credits: 3,032

Session 2
- Enrolled: 2,949 students (-2% from previous year)
- Courses offered: 22
- Students earning credits: 2,922
- Additional Graduates: 33

Analysis of Summer School Intent Data (2024 vs. 2025) suggests a positive shift in student engagement:
- Enrichment/Advancement: A notable 7% increase in students attending summer school for enrichment or due to impacted schedules (43% in 2025, up from 36% in 2024).

- Credit Recovery: There was a 3% decrease in students needing summer school for credit recovery (41% in 2025, down from 44% in 2024).
- A-G Readiness: The percentage of students utilizing summer school to gain A-G readiness dropped by 4% (16% in 2025, down from 20% in 2024).

Tier 1 instruction and in-class supports within RUSD are demonstrating increasing effectiveness, enabling a higher percentage of students to pass their courses on the initial attempt.

Student Performance Data (Credit Earned Percentage):
- Male/Female: 94% / 97%
- English Learner (EL): 89% Low-Income: 96%
- Students with Disabilities (SWD): 88%

Student Group Participation Data (% of Students Receiving Grades):
- Male/Female: 48% / 52%
- English Learner (EL): 12%
- Low-Income (SES): 77%
- Students with Disabilities (SWD): 10%

LCAP Surveys
The 2025-26 LCAP Surveys indicate broad agreement across stakeholders that summer school provided an opportunity for students to catch up or get ahead in their learning. Families (n = 895), experienced the highest growth, with favorability increasing from 62% to 74%, a +12% change from last year. Students in grades 7-12 (n = 4,936) followed closely with an increase from 64% to 75% favorability, reflecting a +11% change from last year. Staff (n = 910) also showed growth, with favorability regarding summer school opportunities rising from 66% to 73%, a +7% change from last year.

LCAP Student Focus Groups
High school students expressed significant frustration with the structural and instructional aspects of online Edgenuity summer school. Concerns included the intensive, fast pace, lack of breaks, rigid 100% completion and strict testing requirements, inability to work ahead, and slow teacher communication/grading. Students recommended adding more breaks and allowing for academic acceleration, moving beyond a sole credit recovery focus.

2.3a Career Technical Education (CTE) Pathway
Data Justification/Effectiveness of Action: Effective
Overall, the CTE offerings in RUSD are effective. The program enrollment demographics mirror those of the District, which has been a focus for staff. Additionally, the focus on increasing opportunities in CTE has helped to improve outcomes on the 2025 College and Career Indicator as shown in the data below:

College & Career Indicator Results
- All Students: 52.6% Prepared, (+3.4% from previous year)

- Low-Income (SES); 46.4% Prepared, (+3.1% from previous year)
- English Learners (EL): 21.6% Prepared, (+8.8% from previous year)
- Foster Youth: 17.9% Prepared, (-3% from previous year)
- Homeless: 31.3% Prepared, (+2.8% from previous year)
- Students with Disabilities (SWD): 11.6% Prepared, (+1.9% from previous year)

Just CTE Pathway completers
CTE Pathway completers grew from 12.5% to 18% over last year (+5.5%)
- CTE English Learner pathway completers grew from 7.3% to 11.4% over last year (+4.1%)
- CTE SWD pathway completers grew from 10.7% to 17.9% over last year (+7.2%)
- CTE Low-Income pathway completers grew from 11.7% to 18.1% over last year (+0.4%)
- A-G plus CTE pathway completion grew from 7.8% to 10.4% over last year (+2.6%)

LCAP Surveys
Data from the 2025-26 LCAP Surveys indicates strong community support for Career Technical Education (CTE). Specifically, students (grades 7-12, n=4,936) showed significant growth; favorability regarding CTE pathways teaching job-related skills rose from 56% to 67%, a +11% change from last year. Family perceptions (n=895), experienced the highest growth, with favorability increasing from 46% to 58%, representing a +12% change from last year. Moreover, staff (n=910) demonstrated growth as well, with favorability regarding the district providing access to CTE increasing from 84% to 89%, a +5% change from last year.

LCAP Student Focus Groups
High School
Students highly value CTE programs for practical skills, certifications, and real-world experience (internships, labs). Alternative school students praised post-graduation support from staff. However, key requests include expanding course offerings (Culinary Arts, Auto/Wood Shop, Engineering), preferring applied learning over "busy work," addressing limited access due to scheduling/staffing, and improving CTE pathway publicity for freshmen.

Middle School
Middle school students strongly support continued funding and expansion of Career Technical Education (CTE) programs, valuing them for practical skills, career exploration, and resume experience, which provides clear post-high school direction. High-interest areas include Law and Criminal Justice, Healthcare and Medical fields, and Trades and Engineering (woodshop, construction, mechanics, welding, and electronic engineering). Students also requested pathways in cosmetology, business, and financial classes.

Elementary School
Students highly value Career Day and guest speakers (e.g., doctors, veterinarians) for providing real-world career insight. They want more hands-on activities like "Career Week" or "Spirit Day" dress-up, and digital tools such as Pathful Junior for research. Students recognize this early exposure is vital for high school and future success.

2.3b Dual Enrollment Course Offerings
Data Justification/Effectiveness of Action: Effective

The data for College and Career Access Pathways (CCAP) course enrollment and grades show positive progress. Unique student enrollment and total grades earned have consistently increased. In Fall 2024, 626 unique students earned 679 grades (84% A-C, 4% D, 12% F). This trend continued in Fall 2025, with 761 unique students earning 837 grades (83% A-C, 5% D, 12% F). Preliminary Spring 2026 data estimates this positive momentum will continue, projecting over 1,000 grades earned by about 800 unique students.

2.3c International Baccalaureate (IB) Program
Data Justification/Effectiveness of Action: Effective
The action was highly effective in increasing the enrollment and passing success of the program and its students as indicated by the data shown below:

Participation
The 2025-26 school year witnessed a major surge in IB course enrollment, with 480 students in grades 9-12 taking part. This participation accounts for 25% of the total student population (480 out of 1,924), representing a substantial gain compared to the 174 students enrolled during the 2024-25 period.

Participation by grade was:
- 12th grade: 21% (93/450)
- 11th grade: 25% (115/451)
- 10th grade: 26% (129/499)
- 9th grade: 27% (143/524).

IB Program Coursework
The action was highly effective in significantly boosting enrollment and passing success in the International Baccalaureate (IB) program.
Success rates (no D/F grades) were high among targeted students:
All Students: 87% (0% change)
English Learners: 92% (N/A)
African American: 99% (increase of 17%)
Low-Income: 95% (increase of 8%)
Foster Youth: 0 students enrolled
Students with Disabilities: 0 students enrolled

The overall GPA for targeted students in semester 1 was 3.4.

On Track for Graduation
Additionally, the percentage of IB students on track for graduation is 98%, and the percentage on track for A-G is 48%.

2.3d Advanced Placement (AP) Course Offerings & Exams
Data Justification/Effectiveness of Action: Effective
For 25-26, targeted student groups overall performance in AP courses was a 3.13 GPA for the first semester of the school year.

The following data represents the percentage of students who achieved grades of A-C in Advanced Placement (AP) courses during the 2025-26 academic year, including a comparison to the previous year's performance levels:

- African American students: 95% (marking an 18% improvement from the previous 77% rate)
- Low-Income (SES) students: 92% (reflecting an 18% growth from the prior 77% rate)
- Students with Disabilities (SWD): 90% (N/A)
- English Learner (EL) students: 76% (N/A)
- Foster Youth: 87% (No prior data available for comparison)

As of April 2026, 3,171 students registered for AP exams with a total of 5,702 exam registrations this year. The total examinations as compared to the 24-25 school year is an increase of 699 planned exams, or an increase of 12% year-over-year.

2.3e Seal of Biliteracy Pathway

Data Justification/Effectiveness of Action: Effective

The number of students earning the State Seal of Biliteracy for the 2025-26 academic year totals 402. This comprises 399 students who earned one seal and three students who earned two seals. Notably, 63 students from the Dual Language Immersion (DLI) program were among the seal recipients. This represents a significant increase of approximately 100 students compared to the previous year, a positive trend attributed directly to enhanced outreach efforts and connecting students with available opportunities to earn the seal.

To earn the CA Seal of Biliteracy, students must demonstrate proficiency in both English and a World Language. One of the ways students can show this proficiency is by achieving a 3.0 or higher GPA in both their English Language Arts (ELA) and World Language coursework.

The following data is used to monitor student progress and identify those on track to achieve the CA Seal of Biliteracy through this specific academic criterion.

ELA Course Grade Data

Students earning a C or better in High School ELA Courses

- 9th Grade Introduction to Literature 81%
- 10th Grade World Literature 84%
- 11th Grade American Literature 89%

Student groups earning a C or better in 9th-11th High School ELA Courses

- Homeless: 73%
- Foster Youth: 60%
- Low-Income (SES): 81%
- Students with Disabilities: 69%
- English Learners: 67%

DLI Students earning a C or better in High School ELA Courses

- 9th Grade Introduction to Literature 87%
- 10th Grade World Literature 93%

- 11th Grade American Literature 92%

AP Spanish Course Grade Data
Students earning a C or better in AP Spanish Courses
- AP Spanish Language and Culture: 89%
- AP Spanish Literature: 87%

Student groups earning a C or better in AP Spanish Courses
- Homeless: 90%
- Foster Youth: 0 students enrolled
- Low-Income/SES: 87%
- Students with Disabilities: 66%
- English Learners: 91%

DLI Students earning a C or better in AP Spanish Courses
- Pre-AP Spanish Language and Culture (MS): 86%
- AP Spanish Language and Culture (MS): 83%
- AP Spanish Literature (HS): 84%

LCAP Surveys
LCAP Survey results for 2025-26 show strong community and staff support for the Dual Language Immersion (DLI) program. Families (n=895) showed the most significant growth, with favorability regarding their child being on the way to becoming fluent in Spanish through the DLI program increasing from 58% to 75%, a +17% change from last year. Staff (n=910) also demonstrated growth, with favorability regarding the District promoting multilingualism and multiliteracy by providing a robust DLI program rising from 77% to 82%, a +5% change from last year. Students in grades 7-12, 52% (n=4,936) experienced a decline, with favorability regarding their progress toward becoming fluent in Spanish through the DLI program dropping from 58% to 52%, a -6% change from last year, which can be contextualized with the high school focus group feedback below.

LCAP Student Focus Groups
<u>High School</u>
Students in the Dual Language Immersion (DLI) program at Ramona and Poly value it for boosting cultural awareness, language fluency, and career skills. Students who began in kindergarten noted significant progress, including preparing for translator certification. However, students raised concerns about instructional quality, citing a decline in Spanish proficiency due to teachers' failure to correct mistakes or their own struggles with Spanish. Students requested more unstructured time for peer conversation and suggested increasing program promotion.

<u>Middle School</u>
Focus group feedback showed general support for English Learners (ELs), not specific Dual Language Immersion (DLI) information. Students appreciated technology like Chromebooks and Duolingo for translation and language acquisition. They asked for more support, including additional classroom interpreters, Spanish textbooks, and increased after-school or tutoring programs for English Language Development (ELD) students.

Elementary School
Students enrolled in the Dual Language Immersion (DLI) program understand that bilingualism is a valuable asset, offering future career opportunities and crucial life skills. Key themes emerging from the analysis include the necessity of consistent practice and effective memorization tools, like flashcards. Additionally, peer collaboration and access to after-school support are considered important for achieving mastery in both English and Spanish.

2.4a Advancement Via Individual Determination (AVID)
Data Justification/Effectiveness of Action: Effective
The action proved highly successful, as evidenced by the strong academic performance of targeted AVID students in Semester 1. Key outcomes included an average GPA of 3.02, a 92% A-G completion rate, and a 99% graduation rate - which is comparable to last year's data..

However, the rate of students receiving one or more D/F grades varied significantly among targeted groups. Low-Income) students had the highest rate at 79%. English Learner (EL) students showed a 9% rate, while Black students and Students with Disabilities (SWD) both had a 5% rate. Notably, Foster students had the lowest rate, at 0%, of D/F grades.

LCAP Surveys
The 2025-26 LCAP Survey shows strong agreement on the positive impact of the AVID program. Parents (n=895) showed consistent growth regarding skills their children learned in the program: Critical Thinking favorability increased from 70% to 77% (+7% change), Collaboration favorability rose from 73% to 84% (+11% change), and Goal Setting favorability increased from 70% to 82% (+12% change). Students in grades 5-12 (n = 4,936) reported the most substantial growth in skills learned through AVID: Critical Thinking favorability rose from 37% to 70% (+33% change), Collaboration favorability increased from 39% to 70% (+31% change), and Goal Setting favorability grew from 40% to 72% (+32% change). Staff (n= 910) demonstrated maintenance, with favorability regarding the district providing access to AVID remaining steady at a very high 93% for both years.

LCAP Student Focus Groups
Middle School
AVID is highly valued across all seven middle schools for fostering college readiness and academic organization. Students rely on systematic note-taking and binder checks to stay organized and prepare for exams. Key academic support includes the Tutor Request Form (TRF), AVID tutors, and specialized tutorials. The program also inspires students through college exploration field trips and develops essential soft skills, such as public speaking, teamwork, and language development.

Elementary School
Harrison Elementary values AVID for building student independence and organization. Essential tools highlighted are planners, binders, and structured note-taking, which aid in managing materials and responsibilities.

2.4b Additional Targeted Supports for A-G Attainment
Data Justification/Effectiveness of Action: Partially Effective
Progress data indicates varied success across student groups.

As of January 2026, 85% of Heritage students are enrolled in A-G courses, representing a decrease of 10.5%. Their A-G completion rate stands at 60%, an increase of 4%, with a graduation rate of 93%, a minor decrease of 1%. Official data for the 2025-26 school year will be finalized in the 2026-27 school year.

For Legacy students, 64% are enrolled in A-G courses as of January 2026, marking a significant increase of 37%. However, their A-G completion rate is 40%, down 8%, while their graduation rate is 86%, a 3% increase. Official data for the 2025-26 school year will also be available in the 2026-27 school year.

Puente students have achieved a 100% A-G completion rate and a 100% graduation rate.

LCAP Surveys
The 2025-26 LCAP Surveys indicate positive perceptions regarding the effectiveness of targeted supports provided by the Heritage, Legacy, and Puente programs across all stakeholder groups. Parents (n=895) experienced the most significant growth, with favorability regarding their child benefiting from these targeted supports increasing from 32% to 52%, a +20% change from last year. Students (grades 7-12, n=4,936) also showed substantial growth; favorability regarding these programs providing the support needed to succeed rose from 36% to 55%, a +19% change. Employees (n=910)demonstrated growth as well, with favorability regarding the district providing high-quality targeted supports through these programs increasing from 65% to 69%, a +4% change.

2.4c A-G Awareness Campaigns
Data Justification/Effectiveness of Action: Effective
The Orenda Promote data system is a significant resource for school sites, greatly improving their capacity to quickly assess predictors of students' post-high school success. This tool tracks key metrics, such as A-G course placement and grades, to efficiently determine if students are on track.

District-wide scheduling data is strong, showing that 90% of students are scheduled in A-G courses and are initially considered on track. However, performance data from the end of semester 1 reveals a discrepancy: only 53% of students were on track based on their A-G grades.

As a valuable, quick-reference resource, the Orenda Promote system enables guidance teams to quickly identify students who are off track and to conduct deeper analysis into specific student populations using various metrics and identifiers.

2.4d Academic Planning for A-G Attainment
Data Justification/Effectiveness of Action: Partially Effective
The action successfully increased the completion rate of A-G Attainment Academic Plans. As of April 2026, 85% of high school students have designated 4-year academic plans in Aeries. Additionally, Orenda reporting for semester 1 indicated that 90% of all high school students are enrolled in a schedule that ensures they remain on track to meet A-G requirements.

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.

Goal 2.1 Measuring and Reporting Results Table
The "Measuring and Reporting Results" tables for four specific goals (metrics 65, 113, 145, and 146) were updated to improve data accuracy. To better align with annual progress monitoring, the year 3 outcome target for metric 132 was updated, shifting from CCI details to focusing on UC/CSU requirements and the completion of CTE pathways.

Across all six goals, formatting enhancements were introduced to increase document accessibility and clarity for the community. These adjustments included polishing the language, removing repetitive phrasing, and optimizing table spacing to ensure a consistent presentation throughout the report. Through these revisions, the District intends to provide the public with significant, easily interpretable information while maintaining the strict integrity of all mandated metrics.

2.1a Professional Learning to support College and Career Readiness
Planned Changes: No
There are no anticipated changes to this action.

2.1b School Counseling Support
Planned Changes: No
There are no anticipated changes to this action.

2.1c College Career Guidance Alignment
Planned Changes: Yes
Orenda's one-year program helped sites utilize data tools effectively. Moving forward, sites will create their own guidance alignment protocols and analyze data for student improvement on relevant indicators. The budget will cover the cost of the Orenda software and increased professional learning as we shift the responsibility to school sites to monitor and analyze data, building teacher capacity.

2.1d Parent and Student College Career Ready Workshops
Planned Changes: Yes
Additional opportunities for counselors to attend conferences.

2.2a Credit Recovery
Planned Changes: Yes
This LCAP Action 2.2a has also been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

2.2b Dropout Prevention
Planned Changes: No
There are no anticipated changes to this action.

2.2c Expanded Summer Programs for High School Students
Planned Changes: No
There are no anticipated changes to this action.

2.3a Career Technical Education (CTE) Pathway

Planned Changes: Yes
This LCAP Action will receive an increase in funding to account for CTE Expansion, Welding and Fabrication Technologies at John W. North High School, Career Technical Student Organizations, and CA Pathway Academies. Project Lead the Way also requires increased funding to address disparities between programs. Next year, this action will no longer receive LREBG funding.

2.3b Dual Enrollment Course Offerings
Planned Changes: No
There are no anticipated changes to this action.

2.3c International Baccalaureate (IB) Program
Planned Changes: No
There are no anticipated changes to this action.

2.3d Advanced Placement (AP) Course Offerings & Exams
Planned Changes: No
There are no anticipated changes to this action.

2.3e Seal of Biliteracy Pathway
Planned Changes: Yes
The expansion of the DLI program to 10th grade at John W. North High School necessitates the need to hire specialized teachers who hold the BCLAD/BILA-authorization, capable of delivering the high-rigor course, Spanish AP, Literature, and Culture.

2.4a Advancement Via Individual Determination (AVID)
Planned Changes: Yes
Elimination of 1 FTE Instructional Services position. This LCAP Action 2.4a has also been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

2.4b Additional Targeted Supports for A-G Attainment
Planned Changes: No
There are no anticipated changes to this action.

2.4c A-G Awareness Campaigns
Planned Changes: Yes
Action discontinued because the A-G Access Grant has sunsetted. Continuing to build A-G awareness campaigns will be incorporated into the ongoing work involved in LCAP Action 2.1c.

2.4d Academic Planning for A-G Attainment
Planned Changes: Yes
Action discontinued because the A-G Access Grant has sunsetted. Continuing to provide academic planning for A-G will be incorporated into the ongoing work involved in LCAP Action 2.1c.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Professional Learning to Support College and Career Readiness	Develop school counselor and leader capacity to enhance the knowledge and understanding of research-based practices to help all students with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of: • Applying academic achievement strategies. • Managing emotions and applying interpersonal skills. • Planning for postsecondary options.	$316,109.00	Yes
2.1b	School Counseling Support	Provide comprehensive school counseling programs at middle and high schools to strengthen relationships with students and families and address barriers to student attendance, school connectedness, and academic achievement with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$2,008,162.00	Yes
2.1c	College Career Guidance Alignment	Provide collaboration time with site leaders, teacher leaders, and counselors focused on aligning and monitoring schoolwide practices to ensure student progress on key "on track" metrics for College and Career Readiness by student group with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research consistently supports the significant benefits of teacher collaboration time for planning effective instruction, allowing teachers to share best practices, analyze student data, and collectively refine lesson plans, ultimately leading to improved student learning outcomes. LREBG funds ($739,767) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard CCI Indicator, % On Track for Graduation, Affiliation Data, Positive Attendance	$812,242.00	Yes
2.1d	Parent and Student College Career Ready Workshops	Provide college and career ready workshops to support students and families with the transition from high school to college enrollment with a	$317,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
		priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.		
2.2a	Credit Recovery	Provide strategic and intensive intervention at secondary schools to narrow the outcome gaps and increase opportunities for students to recover course credits with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school. LREBG funds ($284,072) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Local Metrics: Enrollment for Second Semester Credit Recovery, % On Track for Graduation, LCAP Surveys, LCAP Focus Groups	$1,785,104.00	Yes
2.2b	Dropout Prevention	Monitor dropout rates and indicators to provide programming for students who need support for dropout prevention in grades 8-12, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities; and strengthen relationships with students and families.	$153,644.00	Yes
2.2c	Expanded Summer Programs for High School Students	Expand learning time for high school students to narrow learning gaps in course content standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-Income, and Students with Disabilities; student need will be identified through grades, course credits, and academic plan. Research consistently indicates that summer expanded learning opportunities (ELO), such as summer programs, can positively impact students' academic, social, and emotional development. These programs can help prevent summer learning loss, improve academic performance, and enhance social-emotional skills. LREBG funds ($2,572,313) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: % On Track for Graduation, # of Additional Graduates after Summer School, LCAP Surveys, LCAP Focus Groups	$3,681,561.00	Yes
2.3a	Career Technical Education (CTE) Pathway	Continue to design and expand RUSD Career Technical Education (CTE) programs, including advanced manufacturing, in partnership with Riverside County Office of Education (RCOE), higher education, and community	$4,708,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partners to enhance implementation of CTE standards and pathways; provide additional courses and apprenticeship opportunities with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Evidence-based research indicated that career technical education positively impacts students by increasing graduation rates, engagement, and employability skills for a career.		
2.3b	Dual Enrollment Course Offerings	Increase Dual Enrollment participation and the number of courses completed at RUSD high schools to provide early college experiences for students with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$145,000.00	Yes
2.3c	International Baccalaureate (IB) Program	Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students with a priority on Low-Income students, Foster Youth, English Learners and Students with Disabilities.	$362,572.00	Yes
2.3d	Advanced Placement (AP) Course Offerings and Exams	Increase opportunities and remove barriers for students in Advanced Placement Courses to take the AP exam, including providing free exams, with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$448,815.00	Yes
2.3e	Seal of Biliteracy Pathway	Promote multilingualism/multiliteracy skills by providing a Dual Language Immersion program at elementary, middle, and high school levels, monitoring student academic and language progress and preparation for the Seal of Biliteracy with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$15,428,718.00	Yes
2.4a	Advancement Via Individual Determination (AVID)	Increase A-G attainment through the implementation of elementary and secondary AVID and AVID Excel programs, which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. LREBG funds ($61,502) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: % of Graduation and A-G Rate of AVID Seniors, % D/F Rate, LCAP Surveys, LCAP Focus Groups	$1,916,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4b	Additional Targeted Supports for A-G Attainment	Provide student support programs to underrepresented students in grades 9-12 with targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American Students, English Learners, and Hispanic students. ● Heritage Program (African American Students) ● Legacy Program (English Learner Students) ● Puente Program (Hispanic/Latino Students)	$955,247.00	Yes
2.4c	A-G Awareness Campaigns	Develop and implement A-G awareness campaigns, enrollment activities and FAFSA completion plans at each high school and their feeder pattern elementary and middle schools. This action will be combined with 2.1c.	$0.00	No
2.4d	Academic Planning for A-G Attainment	Develop and enter A-G Attainment Academic Plans for all 9th through 12th grade students in the Student Information System. This action will be combined with 2.1c.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3.1	Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.	Broad Goal

State Priorities addressed by this goal.

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 developed in response to the needs identified through data analysis and input from educational partners. The analysis of 2023 California School Dashboard data indicated a clear need to continue increasing school connectedness for all students to improve student learning and well-being and narrow the outcome gaps between student groups. For example:

CA Dashboard Analysis
Chronic Absenteeism Rate
The status of all students is Medium (Yellow), while the status of Foster Youth, American Indian, and Pacific Islander students is Low (Orange).

23.7% of all students were chronically absent in 2022-23. However, 32.9% of American Indian, 34.8% of Pacific Islander students, 29.4% of Foster Youth, 41.2% of Homeless students, and 31.8% of Students with Disabilities are chronically absent.

Suspension Rate
The status of all students is High (Orange), while the status of Foster Youth is Very High (Red).

4.6% of all students were suspended at least one day in 2022-23. However, 7.5% of African American students, 6.7% of American Indian students, and 8.8% of Pacific Islander students were suspended at least one day. 12.7% of Foster Youth, 6.1% of Homeless students, and 7.1% of Students with Disabilities were considered suspended at least one day.

Educational Partner Input
RUSD values our parents and other educational partners as a vital part of the decision-making process. The District is proud to partner with many parent committees such as the Riverside Council Parent Teacher Association (RCPTA), District African American Parent Advisory Committee (DAAPAC), Special Education Community Advisory Committee (SECAC), District English Language Advisory Council (DELAC), RUSD Equity Task Force, and the LCAP Parent Advisory Committee. School sites partner with their own Parent Advisory Committees (PAC),

and School Site Councils (SSC). These groups have continued to be an important part of the decision-making process in RUSD as they issue their comments, concerns and suggestions to the LCAP Director when they receive their annual LCAP update.

Culture and Climate Survey

Important input from students, family and staff are captured by the Culture and Climate Survey which is conducted each year in the spring. The analysis of the 2023-24 Culture and Climate Survey indicated a clear need to continue increasing school connectedness for all students.

Student Responses

- Sense of Belonging - 39% Favorable as compared to 37% in 2023-24 (National Average for similar schools is 55th Percentile)
- Engagement - 26% Favorable as compared to 26% in 2023-24 (National Average for similar schools is 50th Percentile)
- School Safety - 58% Favorable as compared to 56% in 2022-23 (National Average is 55th Percentile)

Family Responses

- Barriers to Engagement - 82% Favorable as compared to 79% in 2022-23 (National Average is 83%)

Staff Responses

School Safety - 70% Favorable as compared to 58% in 2022-23 (No national data set as this is a new topic for staff) During the LCAP development process, educational partners identified the need for:

- More support and parent resources for Low-Income families.
- Increased communication with more regular updates and the use of text messages.
- Increased opportunities for parent involvement.
- Continued and increased access to music, the arts, clubs and activities for students available to all grades.
- Continued and increased support for social-emotional learning, mental health, counseling, and behavioral support.
- Professional development for equitable behavior strategies and classroom management.
- Increased supervision during recess, passing periods, and in the restrooms.
- Consistency in disciplinary practices.
- Continued support to address chronic absenteeism.
- Professional development opportunities on inclusivity, diversity, and equity.

This goal was developed in response to the needs identified through data analysis and input from educational partners to increase school connectedness across the District.

To address these needs, it has been determined that our LCAP will include:

- Family Resource Center and its family connections.
- Fostering strong connections through communication.
- Professional learning to support behavior and social-emotional learning.
- Professional learning to support diversity and inclusive practices.
- Close attendance monitoring and home visits.
- Positive Behavior Supports and disciplinary practices.
- Restorative Practices.

- Additional behavior and social-emotional support for students with intense needs.
- Foster Youth case management.
- Arts, athletics, clubs, and activities to increase school connectedness.

The District plans to increase school connectedness for all students to improve student learning and well-being and narrow the outcome gaps between student groups (with a focus on English Learners, Foster Youth, and Low-Income students) through actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
150	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
151	CA Dashboard Chronic Absenteeism Indicator All Students	Chronic Absenteeism (K-8) 23.7% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 4.6% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 18.8% - High Status Decreased 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 18.0% - High Status Decreased 0.8% Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 11.7% - Medium Status Decrease by 4% Dashboard Performance: Green	Decreased by 5.7%
152	CA Dashboard Chronic Absenteeism Indicator American Indian	Chronic Absenteeism (K-8) 32.9% Very High Status Dashboard Change (Fall 2023, CA Dashboard):	Dashboard Status (Fall 2024, CA Dashboard): 26.3% - Very High Status	Dashboard Status (Fall 2025, CA Dashboard): 32.9% - Very High Status	Dashboard Status (Fall 2026, CA Dashboard): 14.9% - High Status	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Decreased by 9.1% Dashboard Performance: Orange	Decreased 6.6% Dashboard Performance: Orange	Increased 6.6% Dashboard Performance: Red	Decrease by 6% Dashboard Performance: Yellow	
153	CA Dashboard Chronic Absenteeism Indicator Asian	Chronic Absenteeism (K-8) 10.5% High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 2.1% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 10.3% - High Status Maintained -0.3% Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 9.4% - Medium Status Decreased 0.9% Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 4.5% - Low Status Decrease by 2% Dashboard Performance: Green	Decreased by 1.1%
154	CA Dashboard Chronic Absenteeism Indicator Filipino	Chronic Absenteeism (K-8) 9.4% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 2.1% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 6.0% - Low Status Decreased 3.4% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 8.9% - Medium Status Increased 2.9% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 3.4% - Low Status Decrease by 2% Dashboard Performance: Green	Decreased by 0.5%
155	CA Dashboard Chronic Absenteeism Indicator Hispanic	Chronic Absenteeism (K-8) 25.9% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 4.9%	Dashboard Status (Fall 2024, CA Dashboard): 20.4% - High Status Decreased by 5.5%	Dashboard Status (Fall 2025, CA Dashboard): 19.2% - High Status Decreased 1.1%	Dashboard Status (Fall 2026, CA Dashboard): 10.9% - Medium Status Decrease by 5%	Decreased by 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Yellow	Dashboard Performance: Yellow	Dashboard Performance: Yellow	Dashboard Performance: Green	
156	CA Dashboard Chronic Absenteeism Indicator Pacific Islander	Chronic Absenteeism (K-8) 34.8% Very High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 5.4% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 32.1% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 2.7% Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 27.4% - Very High Status Dashboard Change Decreased by 4.7% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 16.8% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Yellow	Decreased by 7.4%
157	CA Dashboard Chronic Absenteeism Indicator White	Chronic Absenteeism (K-8) 17.2% High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 5.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 12.9% - High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 4.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 13.3% - High Status Dashboard Change Increased by 0.4% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 8.2% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 3% Dashboard Performance: Green	Decreased by 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
158	CA Dashboard Chronic Absenteeism Indicator Multiple Races/2 or More	Chronic Absenteeism (K-8) 21.0% High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 3.4% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 16% - High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 16.7% - High Status Dashboard Change Increased by 0.6% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4% Dashboard Performance: Green	Decreased by 4.3%
159	CA Dashboard Chronic Absenteeism Indicator English Learners	Chronic Absenteeism (K-8) 23.9% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 19.1% - High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 4.8% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 17.1% - High Status Dashboard Change Decreased by 2.0% Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 11.9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4% Dashboard Performance: Green	Decreased by 6.8%
160	CA Dashboard Chronic Absenteeism Indicator	Chronic Absenteeism (K-8) 27.2% Medium Status	Dashboard Status (Fall 2024, CA Dashboard):	Dashboard Status (Fall 2025, CA Dashboard):	Dashboard Status (Fall 2026, CA Dashboard):	Decreased by 6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Low-Income)	Dashboard Change (Fall 2023, CA Dashboard): Decreased by 5.0% Dashboard Performance: Yellow	22.0% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 5.2% Dashboard Performance: Yellow	20.9% - Very High Status Dashboard Change Decreased by 1.1% Dashboard Performance: Orange	12.2% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 5% Dashboard Performance: Green	
161	CA Dashboard Chronic Absenteeism Indicator Homeless Youth	Chronic Absenteeism (K-8) 41.2% Very High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 6.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 32.2% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 8.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 29.4% - Very High Status Dashboard Change Decreased by 2.8% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 17.2% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 8% Dashboard Performance: Yellow	Decreased by 11.8%
162	CA Dashboard Chronic Absenteeism Indicator Foster Youth	Chronic Absenteeism (K-8) 29.4% Low Status	Dashboard Status (Fall 2024, CA Dashboard): 25.9% - Very High Status	Dashboard Status (Fall 2025, CA Dashboard): 27.6% - Very High Status	Dashboard Status (Fall 2026, CA Dashboard): 11.4% - Medium Status	Decreased by 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Decreased by 2.3% Dashboard Performance: Orange	Dashboard Change (Fall 2024, CA Dashboard): Decreased by 3.5% Dashboard Performance: Yellow	Dashboard Change Increased by 1.7% Dashboard Performance: Red	Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Green	
163	CA Dashboard Chronic Absenteeism Indicator Students with Disabilities	Chronic Absenteeism (K-8) 31.8% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 5.4% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 24.6% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 7.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 23.7% - Very High Status Dashboard Change Decreased by 0.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 13.8% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Green	Decreased by 8.1%
164	School Attendance All Students	Increase student attendance rate (Aeries, 23-24 April): 94.4%	The RUSD attendance rate was 94.1% (Aeries, 2024-25 - April 1)	The RUSD attendance rate was 94.08% (Aeries, 2025-26 - April)	Increase student attendance rate (Aeries, 2026-27): >=96.4%	Increased by 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Decreased 0.3%	Decreased 0.6%	Maintain or increase from 2025-26 rate	
165	School Attendance American Indian	Increase student attendance rate (Aeries, 23-24 April): 93.6%	The RUSD attendance rate was 92.9% (Aeries, 2024-25 - April) Decreased 0.7%	The RUSD attendance rate was 95.0% (Aeries, 2025-26 - April) Decreased 0.6%	Increase student attendance rate (Aeries, 2026-27): 96.6% Increase 1%	Increased by 1.4%
166	School Attendance African American	Increase student attendance rate (Aeries, 23-24 April): 94.4%	The RUSD attendance rate was 94.0% (Aeries, 2024-25 - April) Decreased 0.4%	The RUSD attendance rate was 95.6% (Aeries, 2025-26 - April) Decreased 0.8%	Increase student attendance rate (Aeries, 2026-27): >=96.4% Maintain or increase from 2025-26 rate	Increased by 1.2%
167	School Attendance Asian	Increase student attendance rate (Aeries, 23-24 April): 96.3%	The RUSD attendance rate was 96.3% (Aeries, 2024-25 - April) Maintained	The RUSD attendance rate was 97.1% (Aeries, 2025-26 - April) Increased 0.8%	Increase student attendance rate (Aeries, 2026-27): >=96.3% Maintain or increase from prior year >=96.3%	Increased by 0.8%
169	School Attendance Filipino	Increase student attendance rate (Aeries, 23-24 April): 95.5%	The RUSD attendance rate was 95.9% (Aeries, 2024-25 - April) Increased 0.4%	The RUSD attendance rate was 97.1% (Aeries, 2025-26 - April) Increased 0.6%	Increase student attendance rate (Aeries, 2026-27): >=96.5% Maintain or increase from prior year >=96.5%	Increased by 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
169	School Attendance Hispanic	Increase student attendance rate (Aeries, 23-24 April): 94.1%	The RUSD attendance rate was 93.8% (Aeries, 2024-25 - April) Decreased 0.3%	The RUSD attendance rate was 95.6% (Aeries, 2025-26 - April) Decreased 0.5%	Increase student attendance rate (Aeries, 2026-27): >=96.1% Maintain or increase from 2025-26 rate	Increased by 1.5%
170	School Attendance Pacific Islander	Increase student attendance rate (Aeries, 23-24 April): 93.6%	The RUSD attendance rate was 92.6% (Aeries, 2024-25 - April) Decreased 1.0%	The RUSD attendance rate was 95.1% (Aeries, 2025-26 - April) Decreased 0.5%	Increase student attendance rate (Aeries, 2026-27): 96.6% Increase 1%	Increased by 1.5%
171	School Attendance White	Increase student attendance rate (Aeries, 23-24 April): 94.9%	The RUSD attendance rate was 94.7% (Aeries, 2024-25 - April) Decreased 0.2%	The RUSD attendance rate was 96.2% (Aeries, 2025-26 - April) Increased 0.3%	Increase student attendance rate (Aeries, 2026-27): 96.4% Increase 0.5%	Increased by 1.3%
172	School Attendance Multiple Races/2 or More	Increase student attendance rate (Aeries, 23-24 April): 94.7%	The RUSD attendance rate was 94.8% (Aeries, 2024-25 - April) Increased 0.1%	The RUSD attendance rate was 96.2% (Aeries, 2025-26 - April) Increased 0.5%	Increase student attendance rate (Aeries, 2026-27): 96.2% Increase by 0.5	Increased by 1.5%
173	School Attendance English Learners	Increase student attendance rate (Aeries, 23-24 April): 93.9%	The RUSD attendance rate was 93.8% (Aeries, 2024-25 - April)	The RUSD attendance rate was 95.7% (Aeries, 2025-26 - April)	Increase student attendance rate (Aeries, 2026-27): >=95.9%	Increased by 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Decreased 0.1%	Decreased 0.2%	Maintain or increase from 2025-26 rate	
174	School Attendance Socioeconomically Disadvantaged (Low-Income)	Increase student attendance rate (Aeries, 23-24 April): 94.0%	The RUSD attendance rate was 93.6% (Aeries, 2024-25 - April) Decreased 0.4%	The RUSD attendance rate was 95.5% (Aeries, 2025-26 - April) Decreased 0.5%	Increase student attendance rate (Aeries, 2026-27): >=96% Maintain or increase from 2025-26 rate	Increased by 1.5%
175	School Attendance Homeless Youth	Increase student attendance rate (Aeries, 23-24 April): 92.5%	The RUSD attendance rate was 92.1% (Aeries, 2024-25 - April 1) Decreased 0.4%	The RUSD attendance rate was 94.6% (Aeries, 2025-26 - April) Increased 0.1%	Increase student attendance rate (Aeries, 2026-27): 95.5% Increase by 1%	Increased by 2.1%
176	School Attendance Foster Youth	Increase student attendance rate (Aeries, 23-24 April): 94.1%	The RUSD Attendance rate was 92.6% (Aeries, 2024-25 - April 1) Decreased 1.5%	The RUSD Attendance rate was 94.3% (Aeries, 2025-26 - April) Decreased 1.8%	Increase student attendance rate (Aeries, 2026-27): >=96.1% Maintain or increase from 2025-26 rate	Increased by 0.2%
177	School Attendance Students with Disabilities	Increase student attendance rate (Aeries, 23-24 April): 92.8%	The RUSD attendance rate was 92.5% (Aeries, 2024-25 - April 1) Decreased 0.3%	The RUSD attendance rate was 94.8% (Aeries, 2025-26 - April) Maintained 0.0%	Increase student attendance rate (Aeries, 2026-27): 95.8% Increase 1%	Increased by 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
178	CA Dashboard Suspension Indicator All Students	Dashboard Status (Fall 2023, CA Dashboard): 4.6% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 4.3% - Medium Status Dashboard Change: Decreased by 0.6% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 4.0% - Medium Status Dashboard Change: Idle when compared to 2024 Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 3.7% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green	Decreased by 0.6%
179	CA Dashboard Suspension Indicator American Indian	Dashboard Status (Fall 2023, CA Dashboard): 6.7% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.4% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 2.6% - Low Status Dashboard Change: Decreased by 4.1% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 7.0% - High Status Dashboard Change Increased by 4.4% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 4.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.7% Dashboard Performance: Green	Increased by 0.3%
180	CA Dashboard Suspension Indicator African American	Dashboard Status (Fall 2023, CA Dashboard): 7.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.1%	Dashboard Status (Fall 2024, CA Dashboard): 7.4% - Medium Status Dashboard Change: Maintained by -0.1%	Dashboard Status (Fall 2025, CA Dashboard): 7.0% - High Status Dashboard Change Decrease by 0.3%	Dashboard Status (Fall 2026, CA Dashboard): 4.5% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1%	Decreased by 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange	Dashboard Performance: Orange	Dashboard Performance: Orange	Dashboard Performance: Green	
181	CA Dashboard Suspension Indicator Asian	Dashboard Status (Fall 2023, CA Dashboard): 2.5% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 1.1% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 1.9% - Low Status Dashboard Change: Decreased by 0.6% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 1.9% - Low Status Dashboard Change Increased by 0.1% Dashboard Performance: Green	Dashboard Status (Fall 2026, CA Dashboard): 1.0% - Very Low Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.5% Dashboard Performance: Blue	Decreased by 0.4%
182	CA Dashboard Suspension Indicator Filipino	Dashboard Status (Fall 2023, CA Dashboard): 1.5% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 1.4% - Low Status Dashboard Change: Maintained by -0.2% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 0.5% - Very Low Status Dashboard Change: Decrease by 0.9% Dashboard Performance: Blue	Dashboard Status (Fall 2026, CA Dashboard): 0.9% - Very Low Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.2% Dashboard Performance: Blue	Decreased by 1.1%
183	CA Dashboard Suspension Indicator Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 4.8% - High Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 4.1% - Medium Status	Dashboard Status (Fall 2025, CA Dashboard): 3.9% - Medium Status	Dashboard Status (Fall 2026, CA Dashboard): 3.9% - Medium Status	Decreased by 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased by 0.7% Dashboard Performance: Orange	Dashboard Change Decrease by 0.8% Dashboard Performance: Green	Dashboard Change: Decrease by 0.2% Dashboard Performance: Yellow	Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green	
184	CA Dashboard Suspension Indicator Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 8.8% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 2.8% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 7.5% - High Status Dashboard Change: Decreased by 1.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 9.1% - Very High Status Dashboard Change: Increased by 1.6% Dashboard Performance: Red	Dashboard Status (Fall 2026, CA Dashboard): 4.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1.4% Dashboard Performance: Green	Increased by 0.3%
185	CA Dashboard Suspension Indicator White	Dashboard Status (Fall 2023, CA Dashboard): 3.4% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained by 0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 3.3% - Medium Status Dashboard Change: Maintained by -0.1% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 3.6% - Medium Status Dashboard Change: Increase by 0.3% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 2.5% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green	Increased by 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
186	CA Dashboard Suspension Indicator Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 4.2% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.8% Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 3.8% - Medium Status Dashboard Change: Decreased by -0.3% Dashboard Performance: Green	Dashboard Status (Fall 2025, CA Dashboard): 4.5% - Medium Status Dashboard Change: Increase by 0.6% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 3.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green	Increased by 0.3%
187	CA Dashboard Suspension Indicator Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 5.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.7% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 4.7% - High Status Dashboard Change: Decreased by 0.8% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 4.0% - Medium Status Dashboard Change: Decrease by 0.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2026, CA Dashboard): 4.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green	Decreased by 1.5%
188	CA Dashboard Suspension Indicator English Learners	Dashboard Status (Fall 2023, CA Dashboard): 4.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5%	Dashboard Status (Fall 2024, CA Dashboard): 3.9% - Medium Status Dashboard Change: Decreased by 0.6%	Dashboard Status (Fall 2025, CA Dashboard): 4.1% - Medium Status Dashboard Change Increase by 0.2%	Dashboard Status (Fall 2026, CA Dashboard): 3.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3%	Decreased by 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange	Dashboard Performance: Green	Dashboard Performance: Yellow	Dashboard Performance: Green	
189	CA Dashboard Suspension Indicator Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 6.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 5.3% - High Status Dashboard Change: Decreased 0.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2025, CA Dashboard): 5.4% - High Status Dashboard Change: Increase by 0.1% Dashboard Performance: Orange	Dashboard Status (Fall 2026, CA Dashboard): 4.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.6% Dashboard Performance: Green	Decreased by 0.8%
190	CA Dashboard Suspension Indicator Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 12.7% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.3% Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 11.5% - Very High Status Dashboard Change: Decreased by 1.2% Dashboard Performance: Orange	Dashboard Status (Fall 2025, CA Dashboard): 11.9% - Very High Status Dashboard Change Increase by 0.4% Dashboard Performance: Red	Dashboard Status (Fall 2026, CA Dashboard): 6.7% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2% Dashboard Performance: Yellow	Decreased by 0.8%
191	CA Dashboard Suspension Indicator Student with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 7.1% - High Status	Dashboard Status (Fall 2024, CA Dashboard): 6.6% - High Status	Dashboard Status (Fall 2025, CA Dashboard): 5.9% - High Status	Dashboard Status (Fall 2026, CA Dashboard): 4.1% - High Status	Decreased by 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.2% Dashboard Performance: Orange	Dashboard Change: Decreased by 0.5% Dashboard Performance: Yellow	Dashboard Change Decrease by 0.7% Dashboard Performance: Yellow	Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1% Dashboard Performance: Green	
192	Expulsion Rate All Students	Expulsion Rate (DataQuest, 2022-23): 0.1%	Expulsion Rate (CALPADS, 2024-25): Increased 0.1%. Rate: 0.2%	Expulsion Rate (DataQuest, 2025-26): No decrease or increase. Rate: 0.2%	Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	Increased by 0.1%
193	Expulsion Rate African American	Expulsion Rate (DataQuest, 2022-23): 0.0%	Expulsion Rate (CALPADS, 2024-25): Increased 0.4%. Rate: 0.4%	Expulsion Rate (DataQuest, 2024-25): Decreased 0.1%. Rate: 0.3%	Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	Increased by 0.3%
194	Expulsion Rate Hispanic	Expulsion Rate (DataQuest, 2022-23): 0.1%	Expulsion Rate (CALPADS, 2024-25): Increased 0.1%. Rate: 0.2%	Expulsion Rate (DataQuest, 2025-26): No decrease or increase. Rate: 0.2%	Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	Increased by 0.1%
195	Student Climate Survey All Students	Student Climate Survey - Increase Student Engagement / Sense of Belonging (2023-24): Sense of Belonging	Student Climate Survey - Increase Student Engagement/ Sense of Belonging (2024-25):	Student Climate Survey - Increase Student Engagement / Sense of Belonging (2025-26):	Student Climate Survey - Increase Student Engagement / Sense of Belonging (2026-27):	Sense of Belonging Increased by 3% Student Engagement no Increase or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		39% Favorable as compared to 37% in 2023-24 (National Average for similar FRL is 55th Percentile) Engagement 26% Favorable as compared to 26% in 2023-24 (National Average for similar FRL is 50th Percentile)	Sense of Belonging Increased 1% to 40% compared to 39% in 2023-24 Engagement decreased 1% to 25% compared to 26% in 2023-24	Sense of Belonging Increased 2% to 42% compared to 40% in 2024-25 Engagement increased 1% to 26% compared to 25% in 2024-25	Sense of Belonging = 45% or Equal to National Percentile Average for similar FRL Districts Engagement = 32% or Equal to National Percentile Rank for similar FRL Districts	Decrease from Baseline
196	Student Climate Survey All Students	Student Climate Survey - Increase Students' Sense of Safety (2023-24): School Safety 58% Favorable as compared to 56% in 2022-23 (National Average is 55th Percentile)	Student Climate Survey - Sense of Safety (2024-25): Sense of Safety increased 2% to 60% compared to 58% in 2023-24	Student Climate Survey - Sense of Safety (2025-26): Sense of Safety increased 2% to 62% compared to 60% in 2024-25	Student Climate Survey - Students' Sense of Safety (2026-27): Sense of Safety = 61% Increase 1% or Equal to National Percentile Average for similar FRL Districts	Sense of Safety Increased by 4%
197	Parent Climate Survey All Parents	Parent Climate Survey - Increase Parents' perception of Safety (2023-24): School Safety	Parent Climate Survey - Increase Parents perception of Safety (2024-25): Sense of Safety increased 6% to	Parent Climate Survey - Increase Parents perception of Safety (2025-26): Sense of Safety increased 2% to	Parent Climate Survey - Increase Parents perception of Safety (2026-27): Sense of Safety = 74%	Sense of Safety Increased by 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68% Favorable as compared to 68% in 2022-23 (National Average is 79%)	74% compared 68% in 2023-24	76% compared 74% in 2024-25	Increase 2% or Equal to National Percentile Average for similar FRL Districts	
198	Parent Climate Survey All Parents	Parent Climate Survey - Decrease Barriers to Engagement (2023-24): Barriers to Engagement 79% Favorable as compared to 79% in 2022-23 (National Average is 83%)	Parent Climate Survey - Decrease Barriers to Engagement (2024-25): Barriers to Engagement increased 3% to 82% as compared to 79% in 2023-24	Parent Climate Survey - Decrease Barriers to Engagement (2025-26): Barriers to Engagement increased 1% to 83% as compared to 82% in 2024-25	Parent Climate Survey - Decrease Barriers to Engagement (2026-27): Barriers to Engagement = 82% Favorable Increase 1% or Equal to National Percentile Average for similar FRL Districts	Barriers to Engagement Increased by 4%
199	Staff Climate Survey All Staff	Staff Climate Survey - Increase Staff sense of Safety (2023-24): School Safety 70% Favorable as compared to 58% in 2022-23 (No national data set as this is a new topic for staff)	Staff Climate Survey - Increase Staff sense of Safety (2024-25): Increased 1% to 71% as compared to 70% in 2023-24	Staff Climate Survey - Increase Staff sense of Safety (2025-26): Increased 3.0% to 74% as compared to 70% in 2024-25	Staff Climate Survey - Increase Staff sense of Safety (2026-27): 73% or increase 1% from prior year	Sense of Safety Increased by 4%
200	Local Indicator:	Local Indicator Status: (2023-24):	Local Indicator Status: (2024-25):	Local Indicator Status: (2025-26):	Local Indicator Status: (2026-27):	No increase or decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Building Partnerships for Student Outcomes	LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2– Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 2023-24 Rating 3 (Initial Implementation)	LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2– Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 2024-25 Rating 3 (Initial Implementation)	LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2– Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 2025-26 Rating 4 (Initial Implementation)	LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 2026-27 Rating 5 (Full Implementation and Sustainability)	

Goal Analysis [2025-26]

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

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

3.1a Family Engagement

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The Family Resource Center (FRC) is a vital community resource offering data-driven services that consistently evolve based on high-satisfaction educational partner feedback. Recent surveys confirm strong support, highlighting the value of FRC Workshops for supporting student learning and emotional well-being, and praising the holistic, one-on-one support provided by staff. The Pathways to College and Career Family Engagement Summit also received extremely high ratings. A key challenge is optimizing survey response rates, despite employing a multimodal strategy to ensure anonymous and authentic input, as this data is crucial for shaping and improving FRC services.

From July 2025 to March 31, 2026, the Family Resource Center (FRC) recorded 1,605 family contacts and held 292 parent/caregiver workshops, attended by 3,699 participants. In October 2025, the FRC and the College and Career Readiness team collaborated on the Pathways to College and Career Family Engagement Summit, which registered 1,086 attendees. Additionally, 2,897 participants engaged in forty Golden Bell award-winning "Cafecito Amigos de RUSD Facebook Live" sessions during this period.

3.1b Translation/ Interpretation

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

RUSD’s translation and interpretation program successfully provides language services to staff, parents, and students. Key to its success are a high completion rate, organized task management, robust support for school sites (especially those lacking dedicated translators), effective handling of daily requests, proactive sourcing for specific languages, and strong external partnerships. However, sourcing interpreters for languages like Q'anjob'al and Pashto remains challenging due to limited availability.

3.1c Communications

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The RUSD Communications team successfully executed a comprehensive, multi-channel strategy, demonstrating expanded capacity and increased output across platforms. This included consistent use of ParentSquare, ongoing social media engagement, proactive media outreach, and multi-channel campaigns utilizing digital advertising, streaming services, radio, billboards, and in-community placements to broaden reach. Key successes involved sustaining a high level of output and engagement, expanding communication channels, and strengthening alignment through integrated support across departments and school sites. While the volume of reactive communication needs, particularly for issue management and site-level support, was higher than anticipated, the team adapted workflows to balance proactive campaigns with responsive demands. The primary ongoing challenge is capacity management given the scope of District needs, and continuing to effectively reach hard-to-connect families despite expanded outreach efforts.

3.1d Culture & Climate Survey

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The 2025–26 Culture and Climate Survey implementation marked an advancement in District data collection and monitoring across all stakeholder groups. In collaboration with Panorama Education, the survey was successfully administered to students (grades 5–12), staff,

and families. A significant enhancement this year was the addition of a second student survey cycle (fall and spring), allowing for better tracking of perception shifts within a single academic year. Overall participation increased, most notably among staff, which rose by 14%, resulting in a more robust and reliable dataset for informing District decisions. Consistency was maintained through the continued use of the Percent Favorable methodology, which also allows for national benchmarking.

The core structure of the survey aligned with the original plan, but the expanded student survey and increased participation signify key implementation improvements. Analysis of the results revealed positive trends, including strong systemwide perceptions of safety and an improved staff climate. However, persistent challenges were identified, such as low student engagement and sense of belonging, as well as limited family participation, despite their positive perceptions of the school climate. Additionally, differences in survey timing between students and other groups introduced some complexity to trend analysis. These outcomes demonstrate the value of enhanced data collection while underscoring the need for more focused strategies to boost engagement and connection across all groups.

For the fourth consecutive year, RUSD utilized the Culture and Climate Surveys developed by Panorama. Separate surveys were conducted for parents, students, and staff in late March 2026, gathering responses from 17,874 students in grades 5–12, 2,814 families, and 2,691 staff members. School site administrators were provided dedicated time with Panorama during Principal meetings to analyze the data and develop informed action plans. These plans are designed to address the results and enhance student, staff, and family engagement.

3.2a Professional Learning to Support Behavior and Social-Emotional Learning

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

School sites successfully implemented a Multi-Tiered System of Supports (MTSS) framework, incorporating evidence-based practices like positive behavior supports, social-emotional learning (SEL), and restorative practices. This framework provided universal social-emotional supports for all students and tiered interventions for those requiring more intensive assistance. Additionally, a specific student referral pathway was utilized for unduplicated students.

A significant effort was placed on delivering comprehensive, sustained professional development and coaching to all staff, including certificated staff, classified staff, and site leaders. This training focused on research-based methods such as Positive Behavior Systems (PBS), SEL, Trauma-Informed Practices (TIP), Compassionate Schools and Classrooms, Restorative Practices, and equitable disciplinary methods. By enhancing educators' ability to understand, support, and proactively address diverse behavioral and social-emotional needs, this initiative aims to reduce disproportionate exclusionary discipline. This integrated approach is essential for achieving the broader goal of boosting social-emotional competence, cultivating a positive school environment, and guaranteeing equitable behavioral outcomes for all students.

3.2b Attendance Case Management

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Implementation of planned actions successfully focused on reducing chronic absenteeism, particularly for student groups identified in the "very high" status on the 2025 CA Dashboard. Key efforts included monthly site attendance team meetings and bi-weekly "Learning Labs."

The Learning Labs, facilitated by TOSAs of attendance, provided professional development and coaching to site attendance teams. A major emphasis was placed on disaggregating chronic absence data by specific student groups (e.g., American Indian, Foster Youth, Homeless) and programs to inform targeted interventions.

District-designed campaigns, such as "Strive for 95!", were also successfully launched. These campaigns were based on internal attendance data trends and focused on periods of low attendance, types of absences, or specific student populations.

The existing "Learning Lab" structure—composed of dedicated TOSAs, administrators, and support staff—was leveraged to provide intensive support to eight (8) focus schools. In partnership with RCOE staff, these schools participated in a root cause analysis process on January 21, 2026, where they developed action plans to identify and address the specific barriers contributing to chronic absenteeism.

Overall, site attendance teams are now better equipped to understand data, support students, and proactively deliver timely, actionable, evidence-based interventions. This integrated approach is on track to achieve the goal of reducing chronic absenteeism, as measured by the CA Dashboard indicator.

3.2c Positive Behavior Supports and Disciplinary Practices

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The 2025-26 school year marked a success in establishing and empowering site-level teams, which include Teachers, Administrators, Counselors, and Campus Supervisors. This initiative is centered on these teams actively refining and implementing Positive Behavior Systems (PBS). A key component is the development of clear, explicit school-wide behavior expectations that are consistently taught, acknowledged, corrected, and retaught across all school settings.

Through collaboration, these teams are deepening their connections with families and the community. This proactive approach allows them to identify and remove barriers, ensuring that vital supports such as counseling and mentorships are successfully delivered.

The implementation of this action is proving successful. All students are consistently receiving instruction in expected behaviors, and staff are trained in equitable, instructional correction strategies. Crucially, our focus student groups—Foster Youth, American Indian, Low-Income, Students with Disabilities, and African American/Black students—are successfully accessing essential supports like mentorships and counseling.

The school environment shows tangible improvements, becoming more positive, predictable, and supportive, which cultivates a stronger sense of student safety and belonging. Moreover, continuous data analysis is proactively guiding adjustments in campus supervision and acknowledgment practices, significantly reducing reliance on punitive consequences.

Overall, this comprehensive initiative is on track to meet its goal of substantially increasing school connectedness for all students and eliminating disproportionate discipline outcomes for the identified focus groups.

3.2d Restorative Practices

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The transition of the Restorative Practices (RP) training model to an internal framework is advancing as intended. This in-house structure, led by MTSS and Crisis Prevention and Intervention Psychologists, was established for the 2024-25 school year to provide instruction on proactive community building, core RP principles, and conflict resolution protocols to a diverse group of staff, including teachers and administrators. By February 2026, the newly formed RP coordination team successfully trained 41 employees at Level 1 and 9 at Level 2.

Despite these successes, the volume of staff completing professional development this year has declined relative to previous years, primarily because a significant portion of RUSD personnel had already received training during the District's multi-year implementation of these practices.

This ensures we are moving toward achieving the goals of a significant and sustained reduction in overall disciplinary actions, the elimination of disproportionate discipline outcomes for identified student groups, and a measurable increase in student social-emotional competence and school connectedness.

3.2e Additional Behavior Supports

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Our implementation of the Multi-Tiered System of Support (MTSS) for behavior is on track and proceeding as planned. We have successfully established processes for the early identification of students who require Tier 2 and 3 interventions. Following identification, we are actively delivering evidence-based, targeted supports. Students with persistent challenges are being referred for SAP Behavior Support.

Support teams are consistently collecting, analyzing, and using progress monitoring data to make effective, data-driven adjustments, and intensify interventions as needed.

This proactive approach through SAP Behavior is proving successful. Students are acquiring and generalizing essential social, emotional, and self-management skills, which in turn is leading to increased instructional time due to a reduction in disruptive incidents. Staff are being empowered with strategies to proactively address underlying behavioral needs, shifting the focus from reactive, punitive measures.

We are achieving our ultimate objectives: a significant reduction in chronic discipline referrals and suspensions for all students, a demonstrable increase in student engagement and instructional participation, and the ultimate elimination of the behavioral opportunity gap for those students needing intensive support.

3.2f Additional Social-Emotional Supports

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The comprehensive SAP Counseling Program is now fully implemented, providing high-level social-emotional support and significantly enhancing the school environment. A core strength of the program is the placement of Licensed Mental Health Therapists (SAP Counselors) within site-level Multi-Tiered System of Supports (MTSS) teams.

This integration allows SAP Counselors to utilize a confidential, streamlined referral and intake process to deliver specialized services, including individual, group, and crisis counseling, addressing students' acute mental health and trauma-related needs. Counselors also conduct essential psychoeducation and skills training groups focused on areas such as stress management and coping strategies. Furthermore, site teams gain valuable expert clinical consultation for managing complex student crises, thereby strengthening overall crisis response capacity. The readily available clinical support stabilizes the overall school environment by addressing significant mental health needs.

The program is designed to achieve measurable improvements in the social-emotional well-being of all participating students, reduce suspension rates, and foster higher levels of school connectedness and belonging.

3.2g Home Visits and Partnerships for At-Risk Students

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The planned actions were successfully implemented, focusing on strengthening site attendance teams through monthly meetings and bi-weekly learning labs. These labs, facilitated by Teachers on Special Assignment (TOSAs) of attendance, delivered professional development and coaching to site teams, with a specific emphasis on disaggregating chronic absence data by student groups (e.g., American Indian, Foster Youth, Homeless) and programs. Efforts prioritized student groups identified as "very high" risk, based on the 2025 CA Dashboard results.

District-designed campaigns, such as the "Strive for 95!" 20-day challenges were successfully rolled out. These campaigns were based on analyzing District attendance data to focus on periods of low attendance, specific types of absences, and/or particular student groups.

Furthermore, the existing "Learning Lab" structure—composed of dedicated TOSAs of attendance, administrators, and support staff—was leveraged to provide targeted support. This structure provided intensive support to eight (8) focus schools. In partnership with Riverside County Office of Education (RCOE) staff, a root cause analysis process was facilitated on January 21, 2026, where sites developed action plans to identify and address barriers contributing to chronic absenteeism.

Overall, site attendance teams are now better equipped to understand, support, and proactively deliver timely, actionable, evidence-based interventions to effectively reduce chronic absenteeism. This integrated approach is on track to achieve the goal of reducing chronic absenteeism, particularly for student groups in the "very high" status, as measured by the CA Dashboard indicator.

To further these efforts, an "empathy interview" training session provided by RCOE was held on April 24, 2026. Attendees included TOSAs of attendance, Child Welfare Investigators (CWIs), bilingual community assistants, and program coordinators from Pupil Services. This group will then conduct a train-the-trainer model to cascade the information to site attendance teams. This training will also enhance the effectiveness of home visits conducted by CWIs and community bilingual assistants. As of March 31, 2026, a total of 313 home visits have been completed.

3.2h Foster Youth Case Management

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The Foster Youth case manager successfully implemented targeted outreach and delivered specific resources, such as tutoring, transportation, supplies, and social-emotional-behavioral supports. However, challenges were encountered regarding access to comprehensive wrap-around services, the implementation of alternatives to suspension, and the availability of adequate behavior supports.

Further actions included schools continuing to use a Multi-Tiered System of Supports (MTSS) framework. This ensured universal support for all students while providing tiered interventions for those with more intensive social-emotional needs. Additionally, the attendance support (LCAP Action 3.2b) and Positive Behavior Supports (PBS; LCAP Action 3.2c) were utilized as previously described.

3.3a Equity, Culture, and Climate

Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently

Implementation of the "No Place for Hate" (NPFH) initiatives has positively influenced student culture, sense of belonging, and safety across participating schools. This positive shift is the result of various focused activities and an ongoing commitment to inclusivity, leading to generally more accepting school environments. The schools currently utilizing the NPFH framework are Franklin Elementary School (Model Implementation, Year 6), King High School (Established Implementation, Year 3), and those in Initial Implementation (Year 2): Castle View Elementary, Lake Mathews Elementary, Magnolia Elementary Schools, University Heights Middle School, and Poly High School.

A critical note is the 1.0 FTE management position that has remained unfilled since December 2025, leaving the role vacant for the entire second half of the school year. Due to the vacancy of this position, the NPFH schools implemented their activities without consistent check-ins and with less fidelity.

3.3b Arts

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

RUSD continues to offer robust core and extra-curricular arts opportunities for students TK-12. Highlights from this year include the Honors Musical "Signing In The Rain" at the Fox Theater, Elementary Chalk Festival and Secondary Chalk Day, dance partnership elementary workshops with BRAVA Ballet, Band & Orchestra Festival, Theater Fest, and many others. This marks the second full year of implementing the districtwide TK-3rd grade music program (funded through AMS). Furthermore, the 4th-6th grade music program has been expanded to offer more students access to general music, instrumental music, and strings. Additionally, nine elementary schools are currently offering choirs.

3.3c Schools +2

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

RUSD has transitioned from the "School +2" model to using affiliation data from Orenda's Promote system for a more actionable understanding of student engagement. The previous "School +2" approach measured outcomes (GPA, attendance, behavior) by comparing "school +2" and "non-school +2" students but lacked insight into how or why students felt connected to their school experience. The new focus on affiliation data directly addresses student engagement by tracking participation in key programs—such as clubs, athletics, AVID, ASB, and the arts—for our most vulnerable student populations: English Learners, Foster Youth, Students with Disabilities, and students experiencing homelessness.

3.3d Partnership Programs for Students

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The partnership with Big Brothers Big Sisters is active across 19 RUSD school sites, serving elementary, middle, and high school students. The program currently involves 31 participants, with 21 students already matched with a community mentor. There are 8 students pending a match, and 2 student cases have been closed.

Participant demographics show a strong representation of Hispanic/Latino students (81%), with Black or African American students forming the second-largest group (10%). Gender distribution is nearly equal, with 52% female and 48% male participants. The students' ages are consistently spread between 8 and 17, resulting in an average age of approximately 11.8 years. Geographically, 90% of the participants reside in Riverside, and the remaining three students live in Banning, Chino, and Perris.

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.

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

3.2a Professional Learning to Support Behavior and Social-Emotional Learning:
Budgeted $806,975 | Estimated Actual $898,456 (11.34%)
This action did not originally include LREBG funding upon Board adoption. LREBG funding was added to support the NavigateEd contract for continued implementation of MTSS / Inclusive Practices.

3.2d Restorative Practices:
Budgeted $31,379 | Estimated Actual $19,046 (-39.30%)
The primary reason for the discrepancy is lower-than-anticipated spending on timecards and contracts.

3.3a Equity, Culture & Climate:
Budgeted $578,342 | Estimated Actual $330,555 (-42.84%)
The primary reason for the discrepancy is an unfilled vacancy and lower-than-anticipated spending on materials and services.

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

3.1a Family Engagement
Data Justification/Effectiveness of Action: Effective
By building strong family partnerships and providing inclusive services for high-need students, we empower families to remove learning barriers and improve student well-being. This collaborative approach aims to drive positive student outcomes and higher engagement, including with our unduplicated pupils, as reflected in annual culture and climate surveys.

Family engagement initiatives from July 2025 through March 2026 have received overwhelmingly positive feedback across various programs. Due to anonymity purposes and inaccuracies in self-reporting, unduplicated demographics were not collected through these surveys. We will investigate additional ways to collect unduplicated information using parent surveys moving forward for next year.

The **FRC Workshop Survey** results, based on 614 respondents from 41 workshops, showed near-universal approval: 99% of participants found the information and skills relevant and valuable, and the same percentage agreed the presenters were effective at engagement.

Similarly, the **Family Resource Center (FRC) Feedback Survey** (248 respondents) indicated high satisfaction. All respondents (100%) agreed that FRC staff are friendly and helpful. Moreover, strong percentages of respondents reported positive outcomes, with 97% agreeing the FRC provided beneficial information and support, and 96% feeling more confident in supporting their child(ren)’s success after engaging with the FRC.

The **Pathways to College and Career Family Engagement Summit**, held on October 25, 2025, also received strong affirmation from its 355 attendees. High levels of strong agreement were reported across key metrics: 96% found the session offered useful ideas, 91% felt the

summit addressed their family's needs and interests, and 92% agreed the summit met their expectations for the topic.

LCAP Surveys
The 2025-26 LCAP Surveys reveal varying perspectives on the Family Resource Center (FRC) utilization and impact. A strong majority of staff (85%, n = 910) agreed or strongly agreed that the FRC offers comprehensive services designed to eliminate obstacles to student success. Furthermore, 73% of families (n = 895) who responded indicated they have used the FRC and were satisfied with the services received. However, this is contrasted by student responses: only 32% of students in grades 7-12 (n = 4,936) indicated that their parents or caregivers have utilized the RUSD Family Resource Center to explore ways to better support their learning.

3.1b Translation/ Interpretation
Data Justification/Effectiveness of Action: Effective
The district fosters educational equity by offering reliable, high-quality interpretation and translation services. These efforts eliminate language obstacles, empowering non-English speaking families to monitor academic growth, obtain critical data, and engage in school activities to support their students' success.

The department achieved several milestones as of April 7, 2026::
- Successfully fulfilled 1,315 interpretation and 748 translation service requests.
- Maintained high coverage, with only 45 interpretation requests (0.03%) remaining unaddressed.
- Identified 432 Individualized Education Programs (IEPs) through the SIRAS system that still require translation.

It should be noted that these figures exclude submissions from the Cabinet, which are processed outside the standard departmental workflow.

DELAC Feedback
Feedback gathered during 2025-26 DELAC parent meetings emphasized how the availability of Spanish-language communication has enhanced informed parent participation.

CSEA Feedback
Feedback gathered during 2025-26 CSEA meetings indicated a recurring concern is that many sites currently only have 4 hours of translation available per day, while the workload and community needs require 8 hours. There is also a lack of personnel available at all times to interpret for Individualized Education Program (IEP) meetings, which are noted to be time-consuming. The lack of consistent translation is seen as a barrier that prevents parents from "actively participating" in their child's education and results in families not knowing what resources are available to them.

LCAP Surveys
LCAP 2025-26 survey data shows strong stakeholder agreement on the availability of translation and interpretation services. 84% (n = 895) of families and 82% (n = 910) of staff reported that these services are readily available/adequate. 70% (n = 4,936) of 7-12 students also indicated availability for parent/guardian meetings.

3.1c Communications
Data Justification/Effectiveness of Action: Effective

The Riverside Unified School District (RUSD) Communications team successfully advanced the goal of increasing community engagement, access to information, and overall reach, as evidenced by strong performance across key metrics and consistent operational output.

The District's primary communication platform, ParentSquare, was highly effective, achieving a remarkable 98.8% contactability rate among student families and sustaining a high open rate of 56.87% in the 2025-26 academic year, demonstrating continuous family interaction. RUSD also expanded its digital footprint, generating 7,837,883 social media impressions and 295,099 engagements, which resulted in a net audience growth of 1,837. This data cannot be broken down by unduplicated groups.

This was supported by the team's high productivity, managing 35 campaigns and providing photo/video coverage for over 170 events monthly, while also enhancing site-level communication and immediately addressing school needs. Furthermore, public awareness and transparency regarding District initiatives were significantly boosted through consistent media placements, strategic storytelling, and a dramatic broadening of access to information for all families—especially those not reached by traditional methods—through expanded outreach utilizing digital advertising, streaming, radio, billboards, and community placements. This data cannot be broken down by unduplicated groups.

2025 Culture & Climate Parent Survey (Barriers to Engagement)
RUSD's 2025-26 Culture and Climate Survey results indicate a positive trend in parental perception of "Barriers to Engagement." The favorability rating for this domain increased from 79% in 2024 to 82% in 2025, and again to 83% in 2026. Unfortunately, this parent-level Culture and Climate Survey data cannot be disaggregated by unduplicated student groups.

LCAP Surveys
Our 2025-26 LCAP Surveys (which cannot be disaggregated by unduplicated student groups) indicate that respondents agreed or strongly agreed that RUSD's communications effectively enhance:

Families (n = 895)
- Trust: 77%
- Engagement: 84%
- Promotion: 79%
- Celebration of Learning: 81%

Students Grades 7-12 (n = 4,936)
- Maintain Trust: 71%
- Are Engaging: 69%
- Are Transparent: 69%
- Showcase District Achievements: 70%

Staff (n = 910)
- Trust: 74%
- Engagement: 80%
- Promotion: 80%

- Celebration of Learning: 79%

3.1d Culture & Climate Survey

Data Justification/Effectiveness of Action: Partially Effective

By implementing a comprehensive culture and climate survey for students, staff, and families, District and site leadership analyzes the results to develop plans prioritizing increased student resiliency, connectedness, family engagement, school safety, and staff well-being, ultimately fostering a positive and supportive school environment for all educational partners. The following data indicates that these initiatives are only partially effective. Due to the limitations of the Panorama platform, disaggregated data is not available for some unduplicated student groups.

The Spring 2026 RUSD Culture and Climate Survey results reflect an improving trend across all groups, with year-over-year gains from Spring 2025 to Spring 2026 in nearly all areas for students, staff, and families. Students showed improvements across all domains compared to the prior year, particularly in school safety, relationships, and sense of belonging (+2%), while engagement remains the lowest-performing area despite a slight increase (+1%). However, when comparing Fall 2025 to Spring 2026, student perceptions decreased across all measures, most notably in school climate and engagement (-3%), which shows challenges in maintaining momentum from fall outcomes. Teachers/staff and families demonstrated positive growth, with the gains seen in staff perceptions of school safety (+5%) and family engagement (+4%). Overall, the data indicates that adults surveyed are experiencing improved conditions, but student experience, specifically engagement and overall climate, continues to be an area of focused attention and support.

Culture and Climate Survey Outcomes

Students in Grades 5-12

Fall 2025 to Spring 2026 (% favorable)

- School Safety = 63% to 62% (-1%)
- School Climate = 49% to 46% (-3%)
- Teacher/Student Relationships = 57% to 55% (-2%)
- Sense of Belonging = 43% to 42% (-1%)
- Engagement = 29% to 26% (-3%)

Spring 2025 to Spring 2026 (% favorable)

- School Safety = 60% to 62% (+2%)
- School Climate = 45% to 46% (+1%)
- Teacher/Student Relationships = 53% to 55% (+2%)
- Sense of Belonging = 40% to 42% (+2%)
- Engagement = 25% to 26% (+1%)

Survey Area	English Learner 2024-25 to 2025-26	Foster Youth 2024-25 (not available) to 2025-26	Low-Income 2024-25 to 2025-26	Student with Disabilities 2024-25 to 2025-26
School Safety	57% to 60% (+3%)	N/A to 60%	N/A	27% to 28% (+1%)

School Climate	47% to 49% (+2%)	N/A to 41%	N/A	45% to 44% (-1%)
Teacher/Student Relationships	21% to 53% (+2%)	N/A to 46%	N/A	53% to 55% (+2%)
Sense of Belonging	42% to 45% (+3%)	N/A to 34%	N/A	41% to 42% (+1%)
Engagement	27% to 29% (+2%)	N/A to 23%	N/A	26% to 28% (+2%)

Teachers and Staff Spring 2025 to Spring 2026 (% favorable)

- School Safety = 73% to 78% (+5%)
- School Climate = 62% to 63% (+1%)
- Sense of Belonging = 62% to 65% (+3%)

Qualitative data from the open-response portion of the Climate and Culture Survey highlighted several workplace climate concerns among teachers and staff. Common themes included a sense of low morale, toxic organizational environments, and instances of micromanagement. Additionally, feedback indicated a perceived disconnect between various employee groups, such as special education and general education, certificated and classified staff, and Dual Language Immersion versus English-only programs. To improve these conditions, employees expressed a need for leadership to provide more transparent and timely communication, emphasizing a desire to be treated as respected professionals whose voices are heard and trusted.

Families Spring 2025 to Spring 2026 (% favorable)

- School Safety = 74% to 76% (+2%)
- School Climate = 63% to 66% (+3%)
- Belonging (Barrier to Engagement) = 82% to 83% (+1%)
- Family Engagement = 18% to 22% (+4%)

3.2a Professional Learning to Support Behavior and Social-Emotional Learning

Data Justification/Effectiveness of Action: Effective

Suspension Rate

The suspension reduction initiative is currently on track for strong success and is expected to surpass its objectives. The main SMART goal was to decrease the overall suspension rate from 4% to 3.5% (a 0.5% reduction) by May 2026.

To achieve this overall goal, more ambitious reduction targets have been set for student subgroups that currently have the highest suspension rates. Specifically, a 1% decrease is required for groups with a "Very High Suspension Rate," including Foster Youth (currently 11.9%), Pacific Islanders (currently 9.1%), and Long-Term English Learners (LTELs) (currently 8.7%). Groups with a "High Suspension Rate" are targeted for a 0.3% decrease, including African American (currently 7%), American Indian (currently 7%), Students with Disabilities (SWD) (currently 5.9%), and Homeless Youth (currently 5.4%).

As of May 26, 2026, Aeries suspension data indicates that we are on track to meet the goal by the end of the year. Below compares suspension rates from the 2025 CA Dashboard to the Aeries database through April 2026.

All Students
- 2025 CA Dashboard = 4%;
- As of May 29, 2026 = 3.66%

English Learners:
- 2025 CA Dashboard = 4.1%
- As of May 29, 2026 = 3.80%

Long-Term ELs
- 2025 CA Dashboard = 8.7%
- As of May 29, 2026 = 7.58%

Foster Youth
- 2025 CA Dashboard = 11.9%
- As of May 29, 2026 = 12.86%

Low-Income
- 2025 CA Dashboard = 4.5%
- As of May 29, 2026 = 4.2%

Homeless Youth
- 2025 CA Dashboard = 5.4%
- As of May 29, 2026 = 5.29%

Students with Disabilities
- 2025 CA Dashboard = 5.9%
- As of May 29, 2026 = 6.06%

African American
- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 7.16%

Pacific Islander
- 2025 CA Dashboard = 9.10%
- As of May 29, 2026 = 1.92%

American Indian
- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 4.92%

Universal Screening Data - SEL (SAEBRS and MySAEBRS)
% of students scoring "Low Risk" (unlikely to need intensive, targeted, or individual social emotional interventions)
- K-1 = 80%
- 2-6 = 74%
- 7-8 = 80%
- 9-12 = 80%

Culture and Climate Survey Outcomes Students in Grades 5-12

Fall 2025 to Spring 2026 (% favorable)

- School Safety = 63% to 62% (-1%)
- School Climate = 49% to 46% (-3%)
- Teacher/Student Relationships = 57% to 55% (-2%)
- Sense of Belonging = 43% to 42% (-1%)
- Engagement = 29% to 26% (-3%)

Spring 2025 to Spring 2026 (% favorable)

- School Safety = 60% to 62% (+2%)
- School Climate = 45% to 46% (+1%)
- Teacher/Student Relationships = 53% to 55% (+2%)
- Sense of Belonging = 40% to 42% (+2%)
- Engagement = 25% to 26% (+1%) 38 Compassionate Classrooms sessions, 168 certificated staff members, 13 classified staff, and 6 managers trained this school year

Please see the table reported in LCAP Action 3.1d for a full distribution of Culture and Climate Student Survey scores disaggregated by unduplicated student groups.

3.2b Attendance Case Management

Data Justification/Effectiveness of Action: Effective

Attendance Rates

The chronic absenteeism reduction initiative is currently on track for strong success and is expected to surpass its objectives. The main SMART goal was to decrease the overall chronic absenteeism rate from 18% to 16% (a 2% reduction) by May 2026.

An even more ambitious target is set for high-priority student groups, namely American Indian, Foster Youth, and Homeless Youth. These groups have "very high" chronic absenteeism rates (32.9%, 27.6%, and 29.4%, respectively, based on 2025 CA Dashboard Results), and the goal is to achieve a 3% reduction for them.

As of May 29, 2026, Aeries attendance data shows full alignment with both targets. Below compares chronic absenteeism rates from the 2025 CA Dashboard to the Aeries attendance rates through May 2026.

- All Students: 2025 CA Dashboard = 18%; May 29, 2026 = 15.44%
- English Learner: 2025 CA Dashboard = 17.1%; May 29, 2026 = 15.14%
- LTEL: 2025 CA Dashboard = 18.7%; May 29, 2026 = 17.69%
- Foster Youth: 2025 CA Dashboard = 27.6%; May 29, 2026 = 24.71%
- Low-Income: 2025 CA Dashboard = 20.9%; May 29, 2026 = 16.20%
- Homeless Youth: 2025 CA Dashboard = 29.4%; May 29, 2026 = 26.11%
- Students with Disabilities: 2025 CA Dashboard = 23.7%; May 29 = 21.45%
- American Indian: 2025 CA Dashboard = 32.9%; May 29 = 20.76%

LCAP Surveys
The 2025-26 LCAP survey shows differing views on the adequacy of supports for student absences. Most families (83%, n=895) agreed their child's school offers adequate support. However, fewer students (65%, n=4,936) and staff (61%, n=910) agreed that RUSD provides sufficient supports to address ongoing and chronic absenteeism.

LCAP Student Focus Groups
Elementary schools utilize communication platforms, such as ParentSquare, to keep parents informed about student absences. Strategies for promoting regular attendance often involve positive reinforcement, including the use of attendance awards. For students with missed days, Saturday School is the primary avenue used for attendance recovery.

3.2c Positive Behavior Supports and Disciplinary Practices
Data Justification/Effectiveness of Action: Effective
As the data below indicates, these two actions are reducing the suspension rate for all student groups and programs and are increasing the percentage of students identified as "Low Risk". Therefore, this action objective is effective.

The objective to reduce suspension rates by May 2026 is on track, with the following targets set according to the California Dashboard:

- All Students: Decrease the rate by 0.5%, from 4% to 3.5%.
- "Very High" Status Programs: Decrease the rate by 1% for Long-Term English Learners (LTELs: 8.7%), Foster Youth (11.9%), and Pacific Islanders (9.1%).
- "High" Status Programs: Decrease the rate by 0.3% for Homeless Youth (5.4%), Students with Disabilities (SWD: 5.9%), African American (7%), and American Indian (7%).

As of May 29, 2026, Aeries suspension data indicates that we are on track to meet the goal by the end of the year. Specific to the SMART goal aforementioned, below are 2025 CA Dashboard results compared to suspension rates through the end of April 2026 these are as follows:

CA Dashboard compared with Aeries Data

All Students
- 2025 CA Dashboard = 4%;
- As of May 29, 2026 = 3.66%

English Learners:
- 2025 CA Dashboard = 4.1%
- As of May 29, 2026 = 3.80%

Long-Term ELs
- 2025 CA Dashboard = 8.7%
- As of May 29, 2026 = 7.58%

Foster Youth
- 2025 CA Dashboard = 11.9%
- As of May 29, 2026 = 12.86%

Low-Income
- 2025 CA Dashboard = 4.5%
- As of May 29, 2026 = 4.2%

Homeless Youth
- 2025 CA Dashboard = 5.4%
- As of May 29, 2026 = 5.29%

Students with Disabilities
- 2025 CA Dashboard = 5.9%
- As of May 29, 2026 = 6.06%

African American
- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 7.16%

Pacific Islander
- 2025 CA Dashboard = 9.10%
- As of May 29, 2026 = 1.92%

American Indian
- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 4.92%

Culture and Climate Survey Outcomes Students in Grades 5-12

Fall 2025 to Spring 2026 (% favorable)
- School Safety = 63% to 62% (-1%)
- School Climate = 49% to 46% (-3%)
- Teacher/Student Relationships = 57% to 55% (-2%)
- Sense of Belonging = 43% to 42% (-1%)
- Engagement = 29% to 26% (-3%)

Spring 2025 to Spring 2026 (% favorable)
- School Safety = 60% to 62% (+2%)
- School Climate = 45% to 46% (+1%)
- Teacher/Student Relationships = 53% to 55% (+2%)
- Sense of Belonging = 40% to 42% (+2%)
- Engagement = 25% to 26% (+1%)

Please see the table reported in LCAP Action 3.1d for a full distribution of Culture and Climate Student Survey scores disaggregated by unduplicated student groups.

LCAP Surveys
School Connectedness

Based on the 2025-26 LCAP Survey results, educational partners generally view RUSD as highly effective in promoting student school connectedness, which is linked to a positive overall learning environment that includes factors like attendance, behavior, social-emotional support, arts, and extracurricular activities. A significant majority of Families (79%, n=895) and Staff (75%, n=910), along with 60% of Students (Grades 7-12, n=4,936), reported an increase in this connectedness.

Behavior Support
The 2025-26 LCAP Survey data shows a stark contrast in perceived behavioral support adequacy. Most families (68%) and students (72%) feel supports are sufficient. In contrast, only 38% of staff agree that RUSD provides adequate interventions, especially for students needing intense behavioral support to remain in the classroom.

LCAP Student Focus Groups
High School
Student feedback links school environment to school size. Students at larger high schools reported low awareness of APs and MTSS Counselors, finding APs intimidating and administrative. Smaller campuses (EOC, Lincoln) reported strong, caring staff connections. Across the District, students disliked "busy work" from teachers/long-term substitutes. Positive environments featured strong student-staff connections and welcoming classrooms; Wellness Centers were also valued. Campus Supervisors were a consistently positive presence, described as friendly and approachable, with those at Alternative Education Schools especially praised for focusing on support.

Middle School
Students prioritize a positive learning environment, highlighting supportive, accessible staff, particularly Campus Supervisors and Counselors, for safety and support. Campus Supervisors are commended for their approachability, positive intervention, and attitudes. Counselors are valued for providing a safe space for personal/academic concerns and monitoring progress. While helpful teachers and tutoring are appreciated, minor student concerns include some teachers appearing angry or not listening, and a need for better test schedule coordination.

Elementary School
Students feel supported by staff (Counselors, Assistant Principals, Campus Supervisors). Supervisors maintain recess safety, and counselors are accessible during difficult times. A confidentiality concern arose regarding counselors sharing personal conversations with parents. While students know how to seek help, they suggested counselors increase visibility during recess for real-time conflict resolution. Incentive-based rewards (e.g., tickets, school store points, snacks) effectively promote respect and responsibility. Community circles aid in building compassion and cooperation. A debate arose concerning fairness, with some students proposing that points should also be subtracted for misbehavior.

Culture and Climate Survey Outcomes
Teachers and Staff
Staff feedback from the RUSD Climate and Culture Survey, conducted between February 23 - March 13, 2026, highlights a critical recurring theme: the need for stronger, more consistent student discipline and accountability. Staff frequently expressed frustration over a lack of consequences for disruptive, disrespectful, or violent behaviors, noting that these issues severely impact the learning environment. There is also a strong desire for enforceable cell phone policies and better follow-through from administration when students are sent to the office.

3.2d Restorative Practices

Data Justification/Effectiveness of Action: Effective

As the data below indicates, this action is reducing the suspension rate for all student groups and programs and is maintaining the same level of student engagement as last year's baseline. Therefore, this action objective is effective.

CA Dashboard compared with Aeries Data

All Students

- 2025 CA Dashboard = 4%;
- As of May 29, 2026 = 3.66%

English Learners:

- 2025 CA Dashboard = 4.1%
- As of May 29, 2026 = 3.80%

Long-Term ELs

- 2025 CA Dashboard = 8.7%
- As of May 29, 2026 = 7.58%

Foster Youth

- 2025 CA Dashboard = 11.9%
- As of May 29, 2026 = 12.86%

Low-Income

- 2025 CA Dashboard = 4.5%
- As of May 29, 2026 = 4.2%

Homeless Youth

- 2025 CA Dashboard = 5.4%
- As of May 29, 2026 = 5.29%

Students with Disabilities

- 2025 CA Dashboard = 5.9%
- As of May 29, 2026 = 6.06%

African American

- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 7.16%

Pacific Islander

- 2025 CA Dashboard = 9.10%
- As of May 29, 2026 = 1.92%

American Indian

- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 4.92%

Culture and Climate Survey Outcomes Students in Grades 5-12

Fall 2025 to Spring 2026 (% favorable)

- School Safety = 63% to 62% (-1%)

- School Climate = 49% to 46% (-3%)
- Teacher/Student Relationships = 57% to 55% (-2%)
- Sense of Belonging = 43% to 42% (-1%)
- Engagement = 29% to 26% (-3%)

Spring 2025 to Spring 2026 (% favorable)
- School Safety = 60% to 62% (+2%)
- School Climate = 45% to 46% (+1%)
- Teacher/Student Relationships = 53% to 55% (+2%)
- Sense of Belonging = 40% to 42% (+2%)
- Engagement = 25% to 26% (+1%)

Please see the table reported in LCAP Action 3.1d for a full distribution of Culture and Climate Student Survey scores disaggregated by unduplicated student groups.

3.2e Additional Behavior Supports
Data Justification/Effectiveness of Action: Effective
The effectiveness of this action is strongly supported by the data. We are successfully achieving our objectives through three primary outcomes: a notable decrease in chronic discipline referrals and suspensions for all students; a clear increase in student engagement and participation in instruction; and the eventual elimination of the behavioral opportunity gap for students who need intensive support.

CA Dashboard compared with Aeries Data
All Students
- 2025 CA Dashboard = 4%;
- As of May 29, 2026 = 3.66%

English Learners:
- 2025 CA Dashboard = 4.1%
- As of May 29, 2026 = 3.80%

Long-Term ELs
- 2025 CA Dashboard = 8.7%
- As of May 29, 2026 = 7.58%

Foster Youth
- 2025 CA Dashboard = 11.9%
- As of May 29, 2026 = 12.86%

Low-Income
- 2025 CA Dashboard = 4.5%
- As of May 29, 2026 = 4.2%

Homeless Youth
- 2025 CA Dashboard = 5.4%
- As of May 29, 2026 = 5.29%

Students with Disabilities
- 2025 CA Dashboard = 5.9%
- As of May 29, 2026 = 6.06%

African American
- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 7.16%

Pacific Islander
- 2025 CA Dashboard = 9.10%
- As of May 29, 2026 = 1.92%

American Indian
- 2025 CA Dashboard = 7%
- As of May 29, 2026 = 4.92%

Culture and Climate Survey Outcomes Students in Grades 5-12

Fall 2025 to Spring 2026 (% favorable)
- School Safety = 63% to 62% (-1%)
- School Climate = 49% to 46% (-3%)
- Teacher/Student Relationships = 57% to 55% (-2%)
- Sense of Belonging = 43% to 42% (-1%)
- Engagement = 29% to 26% (-3%)

Spring 2025 to Spring 2026 (% favorable)
- School Safety = 60% to 62% (+2%)
- School Climate = 45% to 46% (+1%)
- Teacher/Student Relationships = 53% to 55% (+2%)
- Sense of Belonging = 40% to 42% (+2%) - Engagement = 25% to 26% +1%)

Please see the table reported in LCAP Action 3.1d for a full distribution of Culture and Climate Student Survey scores disaggregated by unduplicated student groups.

SAP Behavior Survey
Survey results showed a disparity in the sample size, with 51 responses for the pre-survey compared to only 19 for the post-survey. However, observed student behavior showed several positive trends: academically engaged behavior increased from 29% to 34%, and disruptive behavior decreased significantly from 65% to 52%, while respectful behavior held steady at 40%. In addition to these behavioral changes, teacher feedback was overwhelmingly positive, with 51% reporting an improved relationship with the student and a substantial 73% indicating they acquired new strategies for future use.

3.2f Additional Social-Emotional Supports
Data Justification/Effectiveness of Action: Effective

The SAP Counseling Student Survey, conducted in March 2026 with 11 student participants (N=11), indicates highly successful outcomes for the students who received services. A key finding is the extremely high level of student satisfaction, evidenced by a 100% recommendation rate for the program. Furthermore, the program successfully delivered on its promise of individualized support, with every student served receiving individual counseling services (100%). Regarding demographics, the survey respondents were primarily elementary students (grades 3-4), with a smaller cohort of high school students (grades 9-10) also participating.

Students reported significant improvements across critical areas:

- 90.9% felt heard and understood by their counselor.
- Over 80% reported an improved ability to cope with stressors.
- 81.9% reported improved self-confidence.
- 81.8% learned to better communicate their feelings with others.
- 100% reported learning healthier ways to cope and solve problems, and improved their ability to make better life decisions and ask for help when needed.
- Nearly 73% reported an increase in school engagement.
- 91% gained greater self-awareness of what triggers their negative reactions to stress.

Additional effort is necessary to increase parent participation and feedback. The limited two responses received are highly positive, showing 100% agreement that their child's behavior improved at home and school, and 100% agreement that they received community resources to support their family outside of the school setting.

LCAP Surveys
Survey results from the 2025-26 LCAP process show a disparity in perceptions regarding social-emotional support. A majority of both families (64%, n=895) and secondary students (72%, n=4,936) feel their school provides adequate social-emotional supports. However, only 43% of RUSD staff (n=910) agreed that the District offers adequate interventions to allow students with intense social-emotional needs to remain in the classroom.

CA Dashboard
Four student groups showed decreases on the Suspension Rate Indicator and 5 student groups maintained. Detailed score distributions are available for review in the Measuring and Reporting tables.

3.2g Home Visits and Partnerships for At-Risk Students
Data Justification/Effectiveness of Action: Effective
A total of 313 home visits were completed by March 31, 2026.

This initiative is successfully decreasing chronic absenteeism across all student groups and programs, as the data below demonstrates.

Based on Aeries attendance data as of May 29, 2026, we are projected to meet the chronic absenteeism end-of-the-year reduction target.

The following data directly compares chronic absenteeism rates through May 2026, by grade spans TK-8 and 9-12, with the 2025 California

Dashboard results - which only reports TK-8.
All Students:
- 2025 CA Dashboard = 18%
- As of May 29, 2026 = TK-8 = 15.44%; (9-12 = 16.06%)

English Learner:
- 2025 CA Dashboard = 17.1%
- As of May 29, 2026: TK = 15.14%; (9-12 = 19.51%)

Long-term EL:
- 2025 CA Dashboard = 18.7%
- As of May 29, 2026: TK = 17.69%; (9-12 = 19.67%)

Foster Youth:
- 2025 CA Dashboard = 24.71%
- As of May 29, 2026: TK = 19.76%; (9-12 = 39.31%)

Low-Income:
- 2025 CA Dashboard = 16.20%
- As of May 29, 2026: TK = 12.62%; (9-12 = 17.14%)

Homeless Youth:
- 2025 CA Dashboard = 26.11%
- As of May 29, 2026: TK = 23.09%; (9-12 = 29.37%)

Students with Disabilities:
- 2025 CA Dashboard = 21.45%
- As of May 29, 2026: TK = 17.63%; (9-12 = 26.0%)

American Indian:
- 2025 CA Dashboard = 32.9%
- As of May 29, 2026: TK = 20.76%; (9-12 = 25.45%)

LCAP Surveys
Survey results from the 2025-26 LCAP indicate that families (83%, n=895), students in grades 7-12 (65%, n=4,936), and staff (61%, n=910) generally perceive RUSD as providing adequate supports to address ongoing and chronic student absences.

3.2h Foster Youth Case Management
Data Justification/Effectiveness of Action: Partially Effective
Analysis of Outcomes for Foster Youth (FY) - Data as of March 31, 2026

Behavior
Suspension Rate: The Foster Youth suspension rate has increased to 9.97%, up 1.39% from 8.58% at this time last school year. Currently, 32 out of 321 Foster Youth have received at least one suspension.

Support: The Foster Youth Case Manager has recorded 2,416 interventions for Foster Youth and continues to implement support within the Multi-Tiered System of Supports (MTSS) framework at school sites.

Interventions by Category: Completed interventions include:

- Attendance: 290
- Enrollment: 397
- Discipline Support: 276
- Transportation: 139
- Records: 189
- Supplies: 41
- Tutoring: 8

Attendance
Chronic Absenteeism: The Foster Youth chronic absenteeism rate has improved, dropping to 20.79% from 24.50% at same point in time last year (April 2025 - April 2026) (a decrease of 3.71%).

Graduation and Post-Secondary Readiness

- Graduation Status: 15 out of 19 seniors are currently on track to graduate in the Spring of 2026.
- Academic Support: 30 AB 216 evaluations (state graduation requirements) have been completed.
- Attended college bound welcome day at RCC: 20 students

3.3a Equity, Culture, and Climate
Data Justification/Effectiveness of Action: Partially Effective
Based on the *2026 Culture Climate Student Survey* (n = 17,780), sense of safety in school increased from 60% (2025) to 62% (2025) and sense of belonging increased from 40% (2025) to 42% (2025). Please see the table reported in LCAP Action 3.1d for a full distribution of Culture and Climate Student Survey scores disaggregated by unduplicated student groups. While the specific impact can vary across schools, depending on where they are at in their implementation, the overarching goal of "No Place for Hate" is to cultivate a school culture where all students feel safe, valued, and a strong sense of belonging, ultimately contributing to a more positive and equitable educational experience.

Principal NPFH End of Year Reflections Survey (Results of the April 2026)
The program's status is mostly positive, with four out of five schools continuing implementation as planned, while one school, at a complete stall, has planned zero activities in the 2025-26 school year. Support needs vary among the schools, with financial assistance being the most common request, specifically mentioned by two schools. Staffing and coordination support was also requested by one school, though another reported needing no external support, relying instead on parents. For the implementing schools, the number of planned activities for the 2025-26 school year ranges from 2 to 5, with one school planning the highest number and another planning the lowest. One school also expressed interest in adding more cultural activities. A final note indicated that one school is no longer working with ADL.

3.3b Arts
Data Justification/Effectiveness of Action: Effective
This action has proven highly effective, offering a wide array of high-quality arts opportunities for students in grades TK–12. Approximately 93% of TK through 6th grade students received music instruction, achieving 100% reach for unduplicated elementary students in TK–3rd

grade—a significant improvement compared to 0% just two years prior. The District hosted 590 arts events across 99 projects, providing high-level experiences in dance, theater, instrumental music, choral music, and visual arts that prepare TK–12 students for college and career. This represents an increase of approximately 30 arts events and 7 arts programs from the 2025–2026 school year.

LCAP Surveys
The LCAP Surveys for 2025-26 highlight the strong consensus across stakeholders that arts instruction is vital for students' creative development. Specifically, 85% of families (n = 895) agreed that arts instruction—including elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series—helps their child achieve their highest creative potential. A high percentage of staff (88%, n = 4,936) also agreed or strongly agreed that arts instruction supports students in reaching their highest creative potential. Among students in grades 7-12, 66% (n = 4,936) indicated that participating in these arts opportunities, such as the festivals, shows, and series mentioned, has helped them reach their highest creative potential.

LCAP Student Focus Groups
<u>High School</u>
High school student participants highly value performing arts (Theater, Choir, Band, Honors Musical) for building skills, confidence, communication, and collaboration, serving as a vital creative and academic break. However, participation is low, and awareness is limited, especially at alternative schools (EOC, RVS). Students requested better advertising (e.g., "Chalk Day"), an Orchestra program, and increased funding for existing Dance and Theater.

<u>Middle School</u>
Middle school students consistently value art, music, and creative activities for emotional well-being, self-expression, and focus, viewing them as a necessary academic respite. Specific programs like band, choir, and theater build confidence, teach discipline, improve communication, and provide crucial socialization and talent discovery opportunities.

3.3c Schools +2
<u>Data Justification/Effectiveness of Action: Partially Effective</u>
Measuring student affiliation directly assesses engagement, especially for vulnerable students: English Learners (EL), Foster Youth (FY), Students with Disabilities (SWD), and those experiencing homelessness. While existing data helps sites identify unaffiliated students, better data accuracy is crucial for future success.

Currently focusing on 9th and 10th graders, about 68% (3,618 of 5,645) are affiliated, meaning they participate in at least one activity like clubs, athletics, AVID, ASB, theater, band, or other special programs. The breakdown of affiliated students across the vulnerable groups is as follows: Students with Disabilities (SWD) account for 16%, English Learners (EL) for 9%, Foster Youth (FY) for 13%, and Students Experiencing Homelessness for 28%.

Culture and Climate Student Survey (Sense of Belonging)
Based on the results of the 2025-26 RUSD Culture and Climate survey, we have seen an increase in Sense of Belonging among students in grades 7-12 where 38% of students responded favorably (2026) compared to 35% (2025). Please see the table reported in LCAP Action 3.1d for a full distribution of Culture and Climate Student Survey scores disaggregated by unduplicated student groups. This action objective is effective.

LCAP Surveys
RUSD educational partners report high satisfaction with the variety of extracurricular options (clubs, sports, field trips, events). The 2025-26 LCAP survey confirms this: 83% of staff (n=910), 73% of Grades 7-12 students (n=4,936), and 68% of families (n=895) indicated satisfaction with the available opportunities.

LCAP Student Focus Groups
High School
Extracurricular activities, though valued, face equity, funding, and promotion issues. Resource allocation is disproportionate, favoring certain sports while others struggle. High out-of-pocket costs (e.g., Cheerleading exceeding $1,000) create financial barriers. Students requested more funding for all activities, including field trips, to reduce mandatory fundraising. Better advertising of all clubs and events is needed to boost involvement. Alternative schools specifically requested more diverse sports, such as football, wrestling, and soccer.

Middle School
Extracurriculars, including sports and academic clubs, are highly valued for fostering student connections, friendships, and essential teamwork skills. Sports programs also promote physical health and encourage academic achievement via GPA requirements. Students, however, requested more variety in both sports and club offerings. Field trips are also considered vital, offering enrichment, outside learning, and necessary socialization.

3.3d Partnership Programs for Students
Data Justification/Effectiveness of Action: Implemented as Planned
The mentoring program currently supports 31 students across 19 RUSD school sites, spanning elementary, middle, and high schools. While most participants (90%) live in the city of Riverside, the program also extends its reach to three students from Banning, Chino, and Perris.

Of the 31 participants, 21 have been successfully matched with a mentor. Eight students are currently ready to be matched, and two cases have been closed. Demographically, the group is predominantly Hispanic/Latino (81%), with Black or African American students constituting the second-largest group (10%). The gender split is almost even, with 52% female and 48% male participants. Student ages range from 8 to 17, with an average age of approximately 11.8 years.

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.

Goal 3.1 Measuring and Reporting Results Table
Revisions were made to the "Measuring and Reporting Results" tables across all six goals to enhance readability and understanding for our community members. These modifications included adjusting table spacing, removing repetitive wording, and making minor language refinements to maximize consistency both within each goal's respective table and across the entire document. These changes were implemented to ensure the data is presented in a way that is meaningful and accessible to the public while maintaining the integrity of the required metrics.

3.1a Family Engagement
Planned Changes: Yes
To ensure effective family engagement becomes a systematic standard throughout RUSD, the Community Engagement Initiative (CEI) will be expanded. This expansion will utilize a Peer Leading and Learning Network as a bridge between schools and families. The central aim is to empower site leaders to establish sustainable community engagement systems that directly support student achievement, well-being, and college/career preparedness.
To better align the funding source with the specific job duties, a 0.2 Full-Time Equivalent (FTE) management and classified position was reallocated from funding source 3.3a.

3.1b Translation/ Interpretation
Planned Changes: No
There are no anticipated changes to this action.

3.1c Communications
Planned Changes: No
There are no anticipated changes to this action.

3.1d Culture & Climate Survey
Planned Changes: No
There are no anticipated changes to this action.

3.2a Professional Learning to Support Behavior and Social-Emotional Learning
Planned Changes: Yes
Next year, this action will no longer receive LREBG funding.

3.2b Attendance Case Management
Planned Changes: Yes
Funding was adjusted to incorporate the LCSSP Grant (Year 1: 2025-26) to reduce chronic absenteeism. This included hiring two bilingual community assistants for "very high" status case management and targeted home visits, plus providing timecard dollars for site attendance teams to conduct home visits. Sites revised action plans after two RCOE-facilitated root cause analysis workshops (January 21, 2026 & March 14, 2026). The grant will also fund the new EveryDay Labs attendance platform for three years (2026-27, 2027-28, 2028-29). Next year, this action will no longer receive LREBG funding.

3.2c Positive Behavior Supports and Disciplinary Practices
Planned Changes: Yes
Funding allocated to compensate MTSS Counselors for additional duties.

3.2d Restorative Practices
Planned Changes: No
There are no anticipated changes to this action.

3.2e Additional Behavior Supports
Planned Changes: No
There are no anticipated changes to this action.

3.2f Additional Social-Emotional Supports
Planned Changes: Yes
Funding allocated to compensate SAP Counselors for additional duties.

3.2g Home Visits and Partnerships for At-Risk Students
Planned Changes: No
There are no anticipated changes to this action.

3.2h Foster Youth Case Management
Planned Changes: Yes
Additional behavioral intervention services for Foster Youth will be implemented to reduce suspension and chronic absenteeism rates.

3.3a Equity, Culture, and Climate
Planned Changes: Yes
Moved management FTE to general fund.

3.3b Arts
Planned Changes: No
There are no anticipated changes to this action.

3.3c Schools +2
Planned Changes: Yes
RUSD will prioritize improving the accuracy and use of high school affiliation data for the next school year. This involves working with site teams to ensure all students in extracurricular and co-curricular activities are correctly recorded in Orenda Promote. High school administrators will receive refresher training on affiliation data collection, monitoring, and utilization to intentionally boost student engagement and improve access for vulnerable groups (Foster Youth, Homeless, Low-Income, and Students with Disabilities).
Eliminated funding for 0.4 FTE Middle School TOSA. Added funding for 0.4 FTE Director IV, Athletics.

3.3d Partnership Programs for Students
Planned Changes: No
There are no anticipated changes to this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Family Engagement	Support student learning and well-being by building partnerships with families and community members to provide access to comprehensive services to address barriers with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities; provide inclusive and accessible programming that respects and values the diversity of families to encourage partnerships between home and school and build the capacity for active collaboration, engagement, and leadership to support student success, as measured by favorable responses on the annual Culture and Climate Survey.	$1,233,422.00	Yes
3.1b	Translation/Interpretation	Provide translation and interpretation services to increase parent access to the school community with a priority on families of English Learners.	$1,879,705.00	Yes
3.1c	Communications	Foster a strong connection with the community by maintaining trust through proactive and transparent communication, with an emphasis on Low-Income and English Learner families. Engage the community through expanded print and digital platforms. Create engaging content that resonates with diverse audiences while showcasing District achievements. Empower RUSD staff by providing the tools necessary to communicate the District's mission and values effectively.	$1,130,990.00	Yes
3.1d	Culture and Climate Survey	Implement a comprehensive Culture and Climate Survey with students, staff, and families. District leadership will analyze the survey results and develop plans to increase student resiliency, connectedness, and family engagement, with a priority on Students with Disabilities, English Learners, and Low-Income students. Additionally, results will be analyzed to develop plans for school safety and staff belonging and well-being.	$122,925.00	Yes
3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	Develop staff (certificated/classified) and leader capacity through to enhance the knowledge and understanding of behavioral and social-emotional learning to target the learner variability and diversity of students with a priority on Foster Youth, Students with Disabilities, and African American students. Research-based practices include the implementation of the following: ● Positive Behavior Supports ● Disciplinary Practices ● Social-Emotional Learning ● Trauma Informed Practices ● Compassionate Classrooms	$837,551.00	Yes

Action #	Title	Description	Total Funds	Contributing
		● Restorative Practices		
3.2b	Attendance Case Management	Facilitate a community of practice to address chronic absenteeism through attendance case management teams with a priority on Foster Youth, Homeless Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needs to improve outcomes for Foster Youth in Chronic Absenteeism Rate. Attendance teams will: ● Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. ● Develop and implement school-wide attendance plans. ● Remove barriers in partnership with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services. Evidence-based research suggests that attendance case management is effective in reducing chronic absenteeism and improving student outcomes. This approach focuses on building positive relationships and addressing individual needs, rather than punitive measures, connecting students and families with necessary resources and supports.	$9,813,652.00	Yes
3.2c	Positive Behavior Supports and Disciplinary Practices	Increase school connectedness and reinforce a positive learning environment through site-level positive behavior teams, including Assistant Principals, MTSS Counselors, and Campus Supervisors, to refine and implement Positive Behavior Supports (PBS) in and outside of the classroom, with a priority on Foster Youth, Low-Income, Students with Disabilities, and African American/Black students and to address the Differentiated Assistance needs to improve outcomes for Foster Youth in Suspension Rate. ● Develop and implement school-wide behavior expectations that are taught and practiced, acknowledged and reinforced through reward systems, corrected, and retaught. ● Analyze overall data on patterns of behavior to proactively make adjustments to campus supervision, acknowledgment, and reinforcement of expected behaviors to minimize the need for correction and consequences and ensure consistent responses to problem behaviors. ● Remove barriers in partnership with staff, families, caregivers, and community partners to ensure all students receive needed support, including counseling services and on-campus mentorships.	$12,726,003.00	Yes
3.2d	Restorative Practices	Implement community circles and use restorative practices as a prevention and intervention strategy at each school site to reduce referrals and	$31,498.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide alternatives to suspensions with a focus on American Indian students, African American students, Low-Income, English Learners, Foster Youth, and Students with Disabilities.		
3.2e	Additional Behavior Supports	Provide strategic and intensive intervention for students with more intense behavior needs by conducting observations, analyzing data, and developing behavior plans to reshape disruptive behaviors with a priority on Foster Youth, Low-Income, and Students with Disabilities to enhance school safety.	$2,284,437.00	Yes
3.2f	Additional Social-Emotional Supports	Provide strategic and intensive intervention for Preschool through 12th-grade students with more intense social-emotional needs by providing check-ins, individual and group counseling, and crisis prevention and intervention with a priority on Foster Youth, Low-Income, and Students with Disabilities	$7,921,599.00	Yes
3.2g	Home Visits and Partnerships for At-Risk Students	Provide targeted support for families of Foster Youth, Low-Income Students, and Students with Disabilities experiencing chronic absenteeism or suspensions. Conduct home visits with families to build trusting relationships and partner in identifying students' needs and providing necessary support.	$153,207.00	Yes
3.2h	Foster Youth Case Management	Continue to remove barriers for Foster and Homeless Youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, behavior, and social-emotional support and to address the Differentiated Assistance needs to improve outcomes for Foster Youth in Suspension Rate and Chronic Absenteeism.	$865,354.00	Yes
3.3a	Equity, Culture, and Climate	Build a school community that honors diversity and promotes a sense of belonging by enhancing the knowledge and understanding of diversity and inclusive practices.	$62,300.00	Yes
3.3b	Arts	Support college and career readiness through the implementation of the RUSD Arts Plan, providing robust, high-quality Arts education for all students from Preschool through 12th grade to reach their highest creative potential with a priority on English Learners, Foster Youth, and Low-Income.	$3,021,811.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3c	Schools +2	Increase school connectedness by continuing to provide Schools +2 options to participate in co-curricular and extracurricular activities (clubs and athletics) and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high school athletic competition with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,475,779.00	Yes
3.3d	Partnership Programs for Students	Maintain community partnerships with external organizations to provide mentoring and engagement opportunities for all students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$54,375.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4.1	Supports for Learning Environment - Maintain a safe, engaging, innovative, and equitable learning environment for all students by providing: Safe Facilities; High-Quality Employees; Professional Growth Systems; Classroom Technology, Support, and Digital Safety; Professional Development Systems and Structures; Access to Standards Aligned Materials; Supports to Schools; and Data-Based Decision Making. Quarterly progress monitoring will be conducted for both program (by the LCAP Director) and fiscal (by the Business Services lead) sides for each action in the Maintenance Goal.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

After reviewing the final reporting from the 2021-24 LCAP which has produced positive data for long-term programs, and in consultation with our educational partners, RUSD created this goal for actions that have shown continued progress and are to be maintained in the 2024-27 LCAP.

<u>Educational Partner Input</u>
During the LCAP development process in 2023-24, educational partners identified the need to continue to provide:

- Equitable learning environments through well-maintained facilities.
- Access to technology tools and devices for staff and students.
- Support for new staff, especially new teachers.
- Equitable resources and funding across sites.
- Easy access to data to support learning and well-being.

Based on Educational Partner feedback, and consulting prior data, this Maintenance Goal will sustain funding, and provide consistent progress monitoring for the following continuing actions:

- The accuracy and quality of student demographic and assessment information in District data management systems.
- School safety and safe facilities.
- Technology support for student Chromebooks and teacher laptops.
- LCAP school site allocations.
- Professional Growth Systems.
- Library Media Assistants and District Grant Writer.

- High-quality teachers and staff.
- Access to State standards.

Quarterly progress monitoring will be conducted by the LCAP Director for each action in the Maintenance Goal. Action leads will be reporting progress from evidence and data to determine quality of increased and improved services for Foster Youth, Low-Income students and English Learners. At the end of the school year, the LCAP team will review the progress made for each maintenance action and will decide if an action is effective and should continue under the Maintenance Goal. The District plans to provide safe, engaging, innovative, and equitable learning environments for all students through these actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
201	% of students with access to standards aligned instructional Books and Supplies	Level 4 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Number/Percentage of students with access to standards aligned instructional Books and Supplies (2025 SARC): 100%	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	No Change
202	% of teachers appropriately assigned and fully credentialed.	87.3% (2021-22 TAMO Report)	88.1% (TAMO 2022-23)	91.8% (TAMO 2023-24)	100% (TAMO & SARC Reports)	Increased by 4.5%
203	% of Facilities in “Good Repair” rating	99.9% of RUSD facilities rated “Good” or better on annual FIT reports	99% of RUSD facilities rated “Good” or better on annual FIT reports	100% of RUSD facilities rated “Good” or better on annual FIT reports	100% of RUSD facilities rated “Good” or better on annual FIT reports	Increased by 0.1%%

Goal Analysis [2025-26]

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

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

4.1a Safe Facilities

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

During the 2025-26 the Restroom Safety, Access, and Cleanliness project has been a significant success. This project involved multiple stakeholder groups, including District staff and parents, and led to the procurement and implementation of new equipment, supplies, and materials. Feedback from students regarding the improvements has been very positive. Additionally, the District successfully managed its facility needs by completing Deferred Maintenance projects as scheduled, with work continuing throughout the year.

Comprehensive safety enhancements have also been completed, including raising districtwide security fencing to a minimum of six feet and installing privacy fencing for all transitional kindergarten and kindergarten spaces. Furthermore, window tinting and screening were applied to all exterior and community-facing windows. Specific Single Point Of Entry (SPOE) projects were successfully implemented at Castleview, Miller Middle School, and STEM. Technology upgrades included updating 336 high-resolution cameras and associated infrastructure, along with the purchase of specialty cleaning equipment to enhance school restroom safety and cleanliness.

4.1b High-Quality Employees

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Position Fill Rate & Job Fair Participation

Our efforts to increase employee diversity to better reflect our student population have been highly successful. Notably, 100% of our classroom teaching positions for certificated staff were filled by the start of the 2025-26 school year, a result that positively and directly benefits our students. Our participation in various job fairs, along with hosting our own, is instrumental in recruiting a diverse and highly qualified team. This year, our job fair saw 645 candidates, all of whom received mini-interviews to aid in pre-screening for anticipated 2026-27 openings. Despite these successes, a persistent challenge remains in finding highly qualified, fully credentialed candidates for mild/moderate and extensive support needs positions.

Employee Wellness Offerings & Participation

Committed to supporting employee well-being as a key strategy for staff retention and high-quality service delivery, the RUSD Wellness and Engagement Department provided a robust range of tailored services throughout the 2025-26 school year. These offerings included 109 individual coaching sessions for personal and professional growth with our TOSA and certified coach, as well as 16 team or department workshops and brief team-based activities. Additionally, employees engaged in weekly Virtual Employee Community Circles, which provided one-hour supportive spaces for reflection and connection; these circles, alongside site-specific sessions, utilized thought-provoking questions to foster community among 5–10 participants.

4.1c Professional Growth Systems

Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently

Professional Growth Systems (PGS) continues to provide impactful coaching and professional development for all staff. PGS has proactively adjusted its professional development (PD) delivery for certificated staff (teachers and administrators) to address challenges with attending

after-school offerings, now collaborating with Innovation and Learner Engagement to provide full-day PD sessions with substitute coverage and offering content in both virtual and in-person formats for flexibility. A mid-year survey affirmed the value of these flexible options, even as time constraints remain a challenge, which is supported by the significantly higher attendance in virtual PD sessions (average of 24) compared to in-person sessions (average of 11). Similarly, the Classified Professional Growth System (CPGS) supported site support employees with 74 hours of 1:1 coaching and a variety of professional learning opportunities, including 8 Welcome Workshops, 2 Classified Learning Series Mini-conferences, and 8 PD Sessions, all of which participants consistently report as highly favorable. Overall, Professional Growth Systems continues to provide impactful coaching and professional development for all staff.

4.1d Classroom Technology and Support and Digital Safety

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Implementation of this action item was completed successfully and without deviation from the original plan, demonstrating a strong commitment to digital equity and robust instructional support. The primary achievement was a comprehensive technology refresh. This included providing digital devices to all teachers with rosters (1,700) and Chromebooks to all students in grades TK-12 (37,718), distributing 1,200 hotspots to provide reliable home internet access for families, deploying 200 new document cameras to enhance instructional delivery, and 143 classrooms received refreshed classroom display projectors to aid in the delivery of academic content. In addition to the hardware deployment, technicians provided ongoing classroom support. This included training teachers on the use of their new equipment, as well as providing technical support and troubleshooting for all classroom technology. Chromebook troubleshooting tips for staff were shared widely via email. All planned actions were fully implemented. Some purchases were supplemented by one-time monies.

4.1e Professional Development Systems and Structures

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The organization successfully implemented and utilized systems for managing professional learning and collecting related data. During the 2025-26 academic year, data was recorded across two primary platforms. The KickUp Platform offered 893 trainings with 10,946 confirmed attendees, and the Reach360 Platform provided 61 online, asynchronous virtual courses, resulting in 5,062 recorded completions.

4.1f Access to Standards Aligned Materials

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

To ensure consistent access to required and supplemental learning resources both at school and home, RUSD has continued to expand the hours for Library Media Assistants (LMAs). The LMAs are integral in the successful support and disbursement of all instructional materials for each trimester. This includes the distribution of 1:1 Chromebooks, textbooks, and consumable materials for students, as well as essential staff resources like teacher's editions and classroom kits, all of which support high-quality instruction. The process for immediate replacement of a lost or damaged Chromebook for any student remains in place. There were 473,942 total books for library check-out (across the District) for the 2025-26 school year.

The Instruction team developed a comprehensive communication plan for the 2025-26 academic year. This plan was implemented to clarify the Williams visit process for site leaders and District staff. It also provided clear procedures for tracking and assigning student materials, along with detailing the resources available to ensure all students receive the necessary instructional materials.

4.1g Supports to Schools

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

By collaborating with the Coordinator of State and Federal Funds, we ensured that School Plans for Student Achievement (SPSAs) strategically aligned all funding sources, including Local Control Funding Formula (LCFF) allocations, with documented student needs and corresponding strategies. Specifically, LCFF funds were directed toward improving outcomes for RUSD's English Learners, Foster Youth, and Low-Income students.

To uphold fiscal accountability, spending was monitored monthly to confirm full utilization of funds for allowable, planned purposes. Based on periodic progress monitoring conversations with site leaders, we project near 95% expenditure by the end of the fiscal year. Furthermore, site administrators received training on strategic budget planning in preparation for the 2026-27 school year.

Grant Management:
In the 2025-26 school year, the RUSD Grant Manager introduced several key supports and resources for both teacher/school-level grants and larger, districtwide grants. For teacher/school-level grants, the Grant Manager increased awareness of opportunities through the Weekly Newsletter and the Elementary Teacher Newsletter, formalized the approval process in collaboration with Business Services, Instruction, ILE, and Risk Management (including a new Informed K12 form), and developed a step-by-step guide for teachers using the DonorsChoose platform. New internal resources were also introduced for grant collaborators, specifically "Preliminary Grant Award Notification - Now What?" and the "Grant Budget Revision Resource Guide." For the promotion of large District grants, the Grant Manager partnered with the Communications Department to develop a Strategic Communication Plan to highlight the five largest grants (each $1 million or more) active this school year. This plan includes public outreach through multiple press releases and a billboard to emphasize RUSD's success in securing external funding.

4.1h Data-Based Decision Making
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Effective data systems are essential for monitoring progress, evaluating strategy effectiveness, and equipping instructional staff to develop action plans and deliver targeted student supports.

Our core back-end systems, including Renaissance DnA (formerly Illuminate), Aeries, and Incident IQ, are critical for accessing student and site information, and for measuring progress. Software engineers ensure the efficient operation of all Aeries-integrated systems to generate actionable data. The efficiency of this data infrastructure is assessed through analytics on work order and project completion, handled by Assessment Technicians and Data Quality Technicians who ensure prompt resolution of technical issues.

Clean and accurate data facilitates the creation of large-scale datasets, which are used to identify areas for further exploration and to inform decisions on revising, adjusting, or eliminating current actions. Data confirmation rates are regularly monitored via an Aeries report.

While identifying a single perfect metric is challenging, the District has implemented universal screeners (for SEL, Reading, and Math) to support sites in providing targeted services. The utilization rate of these screeners is measured, which is expected to correlate with the provision of necessary services to students with identified needs.

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.

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

Goal 4: Support to Schools did not have any actions that reached this threshold.

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

4.1a Safe Facilities

Data Justification/Effectiveness of Action: Effective

The facility maintenance metrics for the year were strong, with 98% of facilities rated in Good or Better Repair, and 26% achieving an "Exemplary" rating. Over the past year, the team successfully completed 32,500 work orders.

LCAP Surveys

LCAP Survey results show mixed but overall positive trends in school safety and facility cleanliness. Parent/guardian satisfaction saw significant increases: 84% felt their child's campus was safe (+10%) and 73% found facilities clean (+9%). Employee satisfaction with safety remained stable at 73% (0%). Students (grades 7-12) generally felt safe (63%, +2%) but reported significantly lower satisfaction with restrooms: 39% for cleanliness (-16%) and 55% for safety (-6%).

LCAP Student Focus Groups

High School

Students generally feel safe on campus due to the visible presence of Campus Supervisors and School Resource Officers (SROs), who contribute to a friendly environment, and RVS (virtual school) students reported a lack of bullying and a positive workspace. However, the primary physical safety concern reported across multiple sites is the ease of unauthorized campus access, with students recommending better monitoring of gates and covering windows in portable classrooms. Other facility issues included the loss of athletic space due to construction and a request for indoor eating areas due to overcrowding and lack of shade at lunch.

Restroom conditions are a major source of frustration, characterized by poor cleanliness, lack of maintenance, insufficient supplies (toilet paper, soap, etc.), and inaccessibility due to excessive locking. Students complained that locked restrooms lead to overcrowding, long walks, and increased tardiness. Behavioral issues like vaping and fighting are cited as key reasons for facilities being locked. Students requested improved privacy, such as higher stall walls and urinal dividers, and trash cans inside stalls to address plumbing issues. Finally, the use of the Minga app for restroom passes was highly criticized by students as time-consuming, slow-loading, restrictive due to limited passes, and disliked due to time limits.

Middle School

The 2025-26 middle school focus group identified major concerns with physical spaces and restrooms. While students feel safe due to staff presence, they cite inadequate fencing and gate monitoring as major security flaws, requesting stronger barriers. They also requested repairs

for outdoor hazards (holes, tree roots), new track fields, and more shade. Student restrooms were universally criticized for poor cleanliness, odor, and lack of supplies (soap, paper towels, toilet paper). Excessive locked restrooms cause overcrowding and tardiness. Students prioritized fixing broken locks, stall gaps, and privacy issues with higher stall walls and urinal partitions, plus adding in-stall trash cans.

Culture and Climate Survey Outcomes
Teachers and Staff
Staff feedback gathered from the RUSD Climate and Culture Survey (February 23 – March 13, 2026) emphasizes a vital, ongoing concern: the need to repair and update aging facilities. Comments highlighted classrooms that flood or leak when it rains, dirty carpets, bug/pest infestations, and HVAC issues. Additionally, many employees requested better physical security (such as secure front gates and fences), improved playgrounds, and a critical need for more adult/staff restrooms across campuses.

4.1b High-Quality Employees
Data Justification/Effectiveness of Action: Effective
Recruitment and Ethnic Diversity
The district's goal to align staff demographics with the student population has seen significant movement, particularly within the most recent hiring cycle. For the 2025-26 academic year, we have successfully onboarded 374 new employees. Notably, 68% (255) of these hires represent ethnically diverse backgrounds, closely mirroring the demographics of our student population. An analysis of employee ethnicity data, current as of March 20, 2026, reveals a demographic disparity when compared to the student population of 35,034. The student body is overwhelmingly Hispanic/Latino (69.3%), with White students constituting the second-largest group (15.0%).

Total Employee Demographics: 4,611 total employees
Overall, the workforce is 48.9% Hispanic/Latino (2,254 individuals) and 37.9% White (1,746 individuals).

Demographic Breakdown by Category:
- Management: White is the largest demographic (47.8%), followed by Hispanic/Latino.
- Certificated Staff: White is the largest demographic (49.6%), followed by Hispanic/Latino.
- Classified Staff: Hispanic/Latino is the largest demographic (61.6%), followed by White.

New Hires this School Year: 374 individuals
Majority Hispanic/Latino (54.81%), followed by White (27.54%).

New Hire Breakdown by Category:
- Management: White is the largest demographic (67%), followed by Hispanic/Latino.
- Certificated Staff: Hispanic/Latino is the largest demographic (47.9%), followed by White (35.6%).
- Classified Staff: Hispanic/Latino is the largest demographic (60.3%), followed by White.

Highly Qualified & Effective Staff
Among the new cohort are 113 classroom teachers, 98% (111) of whom meet 'highly qualified' standards. This demonstrates our commitment to ensure all of our students are afforded a high-quality educational experience.

Employee Wellness and Retention
One-on-one coaching by the certified TOSA coach significantly impacted RUSD Wellness and Engagement participants. All participants reported personal growth, a safe environment, and improved conflict management. Emotional well-being improved, with 92% noting increased happiness and reduced anxiety, alongside gaining tools for boundary-setting and self-regulation.

Wellness Events were also highly effective, with 95% rating them successful for stress reduction and 90% satisfied or very satisfied overall. These events boosted mental health for 85% of respondents—primarily through stress reduction (80%) and increased mindfulness (70%)—while fostering professional connections and reducing career burnout.

4.1c Professional Growth Systems
Data Justification/Effectiveness of Action: Effective
The District's Professional Growth Systems (PGS), a 2024 Golden Bell award winner, continues to provide effective coaching and professional development. The Teacher Professional Growth System has delivered 4,186 hours of coaching as of March 24, 2026, with the experience highly rated at 9.4 out of 10 in the Fall Program Quality Survey. As of April 16, 2026 Teacher PGS will recommend 48 out 48 Induction candidates for Clear credentials, of the 177 teachers being supported by PGS 7 resigned during the school year. All (100%) of participating administrators (6) are being retained. Of the 44 Classified PGS participants 13 resigned or were released during the school year, a retention rate of 70%.

LCAP Surveys
The LCAP survey results concerning the adequacy of professional learning for new staff and the perceived quality of instruction provided by those staff show alignment between student and employee perspectives, with both groups reporting positive trends. Students in grades 7-12 expressed 69% agreement that their teachers, even if new to RUSD, provide high-quality instruction, which represents a 3% increase from the previous year. Similarly, 70% of employees agreed that the Professional Growth System (PGS) provides new staff with adequate coaching and professional development to ensure a smooth transition into RUSD, marking a 6% positive change. This indicates a general confidence from both students and staff in the District's ability to onboard new talent and maintain instructional quality.

4.1d Classroom Technology and Support and Digital Safety
Data Justification/Effectiveness of Action: Effective
Observational feedback from our Instructional Technology team demonstrates the impact of this action. More specifically, after new laser projectors were installed, technicians heard students excitedly say “I can finally see the whole board!”. Since the new projectors provide brighter and clearer projection, it has been particularly beneficial for students with visual impairments. Technicians also noticed teachers were excited and eager to learn how to navigate the new features for these projectors. Observational feedback from teachers who received new document cameras reflected appreciation for the increased sturdiness (compared to the older models) and the increased amount of built-in settings. Due to the fact that RUSD is a one-to-one student Chromebook district, the Instructional Technology team appreciates feeling “prepared” to roll out any new products to support students on Chromebooks.

LCAP Surveys
The 2025-26 LCAP Surveys indicate strong agreement across stakeholders that the District adequately provides technology tools (hardware, software, applications) to support learning. Eighty-four percent (84%) of the 895 families surveyed agreed or strongly agreed that the District provides technology tools that enhance and extend learning for students and teachers. Similarly, 77% of the 4,936 students in grades 7-12

agreed or strongly agreed their school provides adequate technology tools for engaging in learning. Finally, 78% of the 910 staff members surveyed agreed or strongly agreed that the District provides technology tools for students and classroom staff, allowing for full engagement in core and supplemental curriculum.

LCAP Student Focus Groups
High School
Technology infrastructure and policy significantly hinder the learning environment. Students consistently report slow, damaged, or outdated Chromebooks and unreliable Wi-Fi, requesting updated devices and more charging stations. The overly restrictive RUSD content filter is a critical impediment, often blocking essential educational websites and forcing students to use personal devices or wait until they are home to finish work. Additionally, the MINGA hall pass application was criticized for causing delays. Students also requested training on applications beyond Google Suite, specifically Adobe, Microsoft Excel, and Word.

Middle School
Students recognized the significant utility of District technology, particularly Chromebooks and educational applications like Google Classroom, AERIES, and IXL. These tools were valued for improving organization, allowing for quick grade verification and information retrieval, and providing translation support for English Learners. Students also praised teachers who effectively integrated technology, such as by offering Google Meet livestreams or recordings for absent peers, and expressed interest in having access to Artificial Intelligence (AI) tools. However, the analysis identified two primary technological obstacles: persistent issues with slow or lagging Wi-Fi/internet connectivity and an overly strict RUSD content filter that frequently blocks websites essential for research and academic assignments.

Elementary School
Elementary students view technology as a valuable tool for making learning enjoyable and promoting organization. Key technological integration includes the frequent use of District-provided Chromebooks and specific educational apps (e.g., Lexia, ST Math, Extra Math) to support core subject instruction. In addition, Google Classroom is routinely used to manage assignments and share resources. Advanced technologies, such as projectors and coding activities with Ozobots, were specifically noted for their ability to significantly enhance student engagement.

4.1e Professional Development Systems and Structures
Data Justification/Effectiveness of Action: Effective
As of April 2026, feedback from the post professional development surveys revealed that (a) 96% of participants agreed or strongly agreed that training objectives were met and (b) 91% of participants agreed or strongly agreed that they plan to apply their learning into practice. Systems to collect staff perceptions of professional development were effective in providing Staff Development Specialists with data concerning the impact of their training on staff.

4.1f Access to Standards Aligned Materials
Data Justification/Effectiveness of Action: Effective
All students have the required instructional materials to engage in high-quality learning experiences. In 2025-26, RUSD had 22 schools identified for Williams visits, nearly double in any prior year. There were no findings and sites did very well in demonstrating that students had the materials they needed for instruction. At the 9/25/2025 board meeting, the RUSD board approved our sufficiency report that demonstrated we were at 100%.

LCAP Surveys
According to our 2025-26 LCAP Surveys data, a strong majority of the 737 RUSD school staff respondents agreed with the statement: "RUSD school staff supports the timely distribution and/or access to required and supplemental learning resources that students need at school and home. (Chromebooks, textbooks, etc.)". The overall favorability score, which combines the 28% who "Strongly agree" and 53% who "Agree", reaches 81%. Only a minimal number of staff, 5% combined, disagreed or strongly disagreed with the statement.

4.1g Supports to Schools
Data Justification/Effectiveness of Action: Effective
As of December 2025, 100% of School Plans for Student Achievement (SPSAs) included goals and strategies that are aligned with the 2025-26 LCAP. 100% of approved requisitions align with the current LCAP goals. As of April 2026, 89% of school site allocations have been spent or encumbered. Therefore, this action objective is effective.

LCAP Surveys
The 2025-26 LCAP Survey Results show a positive trend in stakeholder satisfaction regarding the adequacy of District support and services for unduplicated students (English Learners (ELs), Low-Income students, and Foster Youth). Employees reported the highest agreement (93% for ELs, 88% for Low-Income, 78% for Foster Youth). Parents also showed high, significantly improved agreement (66% for ELs, 61% for Low-Income, 37% for Foster Youth). Awareness among students (grades 7-12) was highest for ELs (81%) and lowest for Foster Youth (25%), though the latter increased by 6 points from the prior year.

Grant Management:
Grant Awards (July 2025 – May 2026):
- $2,000,000 from the California Department of Education's Learning Communities for School Success Program (LCSSP) to combat chronic absenteeism for the 2025-28 period.
- $287,845 from SCOE's Bridge Grant to ensure the continuation of school-linked behavioral health services during the 2025–26 school year.
- $100,000 from RCOE ALIGN to expand behavioral health and wellness services for students in 2026-27.

Pending Grant Applications:
Award notifications for $4,640,000 in grant applications are currently pending:
- $4.5 million from CDE for the renovation of Career Technical Education (CTE) Facilities at Poly, Ramona, and North high schools.
- $25,000 Honda Event Sponsorship Award - Ignite Her Mind Symposium.
- $100,000 Kaiser Healthier Generations Grant - to support Compassionate Classrooms (2026-28)
- $15,000 from Target Corporation to support Family Resource Center services.

Grant Management Support:
During the 2025-26 school year, the RUSD Grant Manager continued to support several multi-year, ongoing grants totaling $11,560,474. This support primarily involves budget revisions and grant reporting.

Staff Grant Writing Training:
From July 2025 to May 2026, 34 staff members began the Grant Writing Course in Rise360, with 9 (27%) completing the training. No responses have been received from the Grant Writing Course Feedback Survey as of May 2026.

Grant Manager Collaboration Feedback:
Preliminary findings from the new Grant Manager Collaboration Feedback Survey for the 2025-26 school year (as of May 2026) indicate overwhelmingly positive collaboration.

- 86% of participants expressed high satisfaction with communication, narrative revising, research, and project management.
- The Grant Manager was recognized for organization, responsiveness, and streamlining complex processes, leading to productive and efficient collaborations.
- Virtual meetings were the most common format, used by 86% of participants.
- 100% of participants expressed eagerness for future engagements and collaboration.

4.1h Data-Based Decision Making
Data Justification/Effectiveness of Action: Partially Effective
To determine if LCAP Action 4.1h is effective, we look at universal screening utilization rates as a "pulse check" for the entire data-driven ecosystem. High utilization doesn't just mean teachers are giving tests; it serves as a quantifiable proxy for the systemic health of the district's decision-making process. If participation rates are high across all schools, it proves the district has successfully established the infrastructure described in the action. In addition, low utilization rates often hide the most vulnerable, unduplicated students. High utilization ensures that every student in the targeted groups is accounted for, preventing them from falling through the cracks.

Universal Screener Utilization Rates:
Reading

- As of 11/17/2025, 98.7% of students (n = 16,146) in grades 3-8 completed the FastBridge Reading screener aReading.
- As of 3/6/26, 95.2% of students (n = 16,088) in grades 3-8 completed the FastBridge Reading screener aReading.

Math

- As of 11/17/2025, 95.7% of students (n = 3946) in grades K-1 completed the FastBridge Math screener earlyMath.
- As of 11/17/2025, 97.5% of students (n = 18,066) in grades 2-8 completed the FastBridge Math Screener aMath.

- As of 3/6/26, 93.7% of students (n = 3926) in grades K-1 completed the FastBridge Math screener earlyMath.
- As of 3/6/26, 94.5% of students (n = 18,055) in grades 2-8 completed the FastBridge Math Screener aMath.

Social Emotional and Behavioral Learning

- As of 11/17/2025, 92.4% of students (n = 5649) in grades TK-1 completed the FastBridge SEL screener SAEBRS.
- As of 11/17/2025, 91% of students (n = 27,805) in grades 2-12 completed the FastBridge SEL screener mySAEBRS.

- As of 3/6/26, 87.4% of students (n = 5419) in grades TK-1 completed the FastBridge SEL screener SAEBRS.
- As of 3/6/26, 87.1% of students (n = 26,936) in grades 2-12 completed the FastBridge SEL screener mySAEBRS.

100% of Principals confirmed the implementation of the cycle of inquiry to monitor student outcomes and address performance disparities. In alignment with District mandates, all schools have established school-level data teams to conduct regular reviews of student performance metrics.

Assessment Team Workorders Completion (DnA):
Work order completion data suggests we are on track to exceed the year-end goal. From 7/1/25 to 3/13/26, the Assessment Technicians resolved 1,002 work orders with an average response time of 1.2 days and an average resolution time of 3.9 days. Completion status is currently at 98.2%.

Data Quality Staff Work Order Completion (Aeries):
Work order completion data suggests we are on track to exceed the year-end goal. From 7/1/25 to 12/1/25, the Data Quality Technicians resolved 815 work orders with an average response time of 2.8 hours and an average resolution time of 5.8 hours. Completion status is currently at 99.5%.

Software Engineer Project Progress & Completion:
Projects in Progress

- Network Security Penetration Test Remedies (90%): All recommended patches for on-premise web applications have been successfully deployed across 9 servers. We are reaching out to the software vendor to finalize application-level changes for the tenth and final server.
- Renaissance (DnA) API Integration (80%): The test environment is fully operational and data integrity validation is complete. We are on track for a production launch during the week of March 23.
- PowerSchool Analytics & Insights (50%): Core data integration is established with daily automated transfers active. The team is now focused on the data mapping and validation phase.
- Aeries SIS Cloud Migration (Initiation): The project is currently in the kickoff phase; planning and scoping are underway.

Completed projects:

- This project enables the bulk uploading of thousands of attendance records directly into the Student Information System (SIS) based on predefined attendance recovery rules to ensure compliance and accuracy, eliminating the need for manual data entry.

LCAP Surveys
The 2025-26 LCAP Survey Results regarding technology and data systems indicate strong and improving satisfaction across all educational partners. Students (grades 7-12) reported the highest agreement, with 85% finding it easy to log in to platforms like Illuminate or FastBridge for online assessments, marking a 2% increase. Parents and guardians showed a notable increase in confidence, with 83% agreeing they receive accurate information through the Aeries Parent Portal, reflecting a 9% rise. The largest gain in satisfaction was seen among employees, with 76% agreeing that RUSD maintains accurate student data systems that support data-driven decisions to increase student outcomes, an increase of 10% from the previous year.

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

Goal 3.1 Measuring and Reporting Results Table
Revisions were made to the "Measuring and Reporting Results" tables across all six goals to enhance readability and understanding for our community members. These modifications included adjusting table spacing, removing repetitive wording, and making minor language refinements to maximize consistency both within each goal's respective table and across the entire document. These changes were implemented to ensure the data is presented in a way that is meaningful and accessible to the public while maintaining the integrity of the required metrics.

4.1a Safe Facilities
Planned Changes: No
There are no anticipated changes to this action.

4.1b High-Quality Employees
Planned Changes: No
There are no anticipated changes to this action.

4.1c Professional Growth Systems
Planned Changes: Yes
Addition of 2.0 FTE support teachers and 1.0 FTE classified mentor.

4.1d Classroom Technology and Support and Digital Safety
Planned Changes: No
There are no anticipated changes to this action.

4.1e Professional Development Systems and Structures
Planned Changes: No
There are no anticipated changes to this action.

4.1f Access to Standards Aligned Materials
Planned Changes: No
There are no anticipated changes to this action.

4.1g Supports to Schools
Planned Changes: Yes
A 0.2 Full-Time Equivalent (FTE) position was reallocated from funding source 3.3a to ensure better alignment of the funding with the position's job responsibilities.

4.1h Data-Based Decision Making
Planned Changes: No

There are no anticipated changes to this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1a	Safe Facilities	Maintain safety and security for all students and employees on District campuses by providing safe and clean facilities, including restrooms.	$7,807,007.00	No
4.1b	High-Quality Employees	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees to better serve all students with a priority on English Learners, Low-Income, Foster Youth, and Students with Disabilities; monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the District; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families.	$279,911.00	Yes
4.1c	Professional Growth Systems	Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff, and site administrators new to the profession or new to RUSD in order to develop teacher and leader capacity to collaboratively design lessons at grade level rigor, enhance knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices to target the learner variability of students with a priority on on English Learners, Foster Youth, Low-Income, and Students with Disabilities; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees and families interacting at school sites.	$4,140,814.00	Yes
4.1d	Classroom Technology and Support and Digital Safety	Continue to provide classroom technology for staff and students to fully engage in core and supplemental curriculum, and ensure internet safety and disaster recovery of the RUSD computer network; reliable digital infrastructure, including internet connectivity and digital devices are continuously available to staff and students with priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,296,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.1e	Professional Development Systems and Structures	Provide professional development platforms to house, track, and evaluate all Districtwide professional development to ensure high-quality, best first instruction for all students with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$49,082.00	Yes
4.1f	Access to Standards Aligned Materials	Maintain expanded hours for Library Media Assistants to ensure all students have access to required and supplemental learning resources at school and home, with a priority to serve English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,151,980.00	Yes
4.1g	Supports to Schools	Align School Plans for Student Achievement (SPSA) to the LCAP goals and actions to provide additional academic and behavioral support and remove barriers to family and student engagement with an emphasis on supporting the learning and well-being of English Learners, Foster Youth, and Low-Income students. Examples include additional instructional resource teachers, instructional coaching, professional learning for staff, translation, and supplies. Continue to secure additional funding through grants for schools/District programs with a priority on programs that increase diversity and inclusive practices that narrow outcomes gaps for student groups.	$6,128,187.00	Yes
4.1h	Data-Based Decision Making	Facilitate data-based system and student-level decisions to increase outcomes and narrow gaps between student groups by administering State and local assessments; maintaining the accuracy and quality of student demographic and assessment information in District data management systems with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research demonstrates that data-based decision making (including: identifying trends, patterns, and insights to help make more informed, effective, and impactful decisions) leads to improved outcomes. LREBG funds ($267,843) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Local Metrics: Universal Screener Completion Rate (reading, math, SEL), # of Work Orders Completed within 30 Days, Software Engineer Project Completion, LCAP Surveys.	$1,977,273.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5.1	**Abraham Lincoln Continuation (ALC):** ● By June 2027, ALC will increase College Career Indicator by 2% for all students ● Although this one year goal was met during 2025-26, by June 2027, ALC will increase English Language Arts by an additional 25 points ● By June 2027, ALC will increase Math by 18 points ● By June 2027, ALC will decrease Suspension Rates by 2% ● By June 2027, ALC will increase the English Learner Progress Indicator 2% ● By June 2027, ALC will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* ● 2025 English Learner Progress Indicator (Red): English Learners (Red), Long-Term English Learners (LTEL - no performance color) ● 2025 College and Career Indicator (Orange): English Learners, Hispanic, Low-Income ● 2025 Suspension Rate (Orange): English Learners, LTEL, Low-Income, and Hispanic ● 2025 English Language Arts (no performance color) ● 2025 Mathematics (no performance color) **Opportunity Program:** ● Although this one year goal was met during 2025-26, by June 2027, the Opportunity Program will decrease the suspension rate even further by 2% ● By June 2027, the Opportunity Program will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* ● 2025 Suspension Rate (Green): Students with Disabilities (no performance color) **Raincross High Continuation (RHC):** ● Although this one year goal was met during 2025-26, by June 2027, RHC will increase the College/Career Indicator even further by 2% ● This one year goal was met during 2025-26, therefore by June 2027, RHC will maintain its Graduation Rate ● By June 2027, RHC will increase English Language Arts by 25 points ● By June 2027, RHC will increase Math by 18 points ● By June 2027, RHC will decrease the suspension rate by 2%	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	● By June 2027, RHC will increase percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* ● 2025 College and Career Indicator (Orange): Hispanic, Low-Income ● 2025 Graduation Rate (Blue): Students with Disabilities (Green), English Learners and Homeless (no performance color) ● 2025 Suspension Rate (Orange): English Learners, Hispanic, LTEL, Low-Income ● 2025 English Language Arts (no performance color) ● 2025 Mathematics (no performance color) **Summit View:** ● Although this one year goal was met during 2025-26, by June 2027, Summit View will increase the College/Career Indicator even further by 2% ● By June 2027, Summit View will increase English Language Arts by 25 points ● By June 2027, Summit View will increase Math by 18 points ● By June 2027, Summit View will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* ● 2025 College and Career Indicator (no performance level): Low-Income (no performance level) ● 2025 English Language Arts (Red): Low-Income and Hispanic (no performance color) ● 2025 Mathematics (Red): Low-Income and Hispanic (no performance color) Across the Equity Multiplier schools, staff will implement targeted academic and social-emotional interventions, utilizing one-on-one tutoring and small-group instruction to support student progress in core subjects like Math and ELA. Educators will focus on increasing graduation rates and college readiness through weekly goal-setting, data-driven "On Pace" monitoring, and specialized support for English Learners and CCAP course enrollment. To foster a positive school climate, schools will integrate restorative justice and social-emotional learning (SEL) presentations while maintaining active parent outreach. Throughout these efforts, a strong emphasis will be placed on instructional reflection and data triangulation to ensure interventions remain both consistent and effective for diverse student needs.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This one-year goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of the 2023 CA Dashboard data indicated a clear need to address the 3 schools identified in the Equity Multiplier calculation (Abraham Lincoln Continuation, Raincross High Continuation, and Opportunity Program).

2023 CA Dashboard Analysis - Abraham Lincoln Continuation
Graduation Rate - Red
- Decreased 6.9%
- 76.3% graduation rate
- All Students (Low)
- English Learners (Low)
- Homeless(Low)
- Low-Income (Low)
- Hispanics(Low)

English Learner Progress - Red
- 21.1% making progress
- 1.2%maintained

College / Career Indicator - Very Low
- 2.4% making progress
- All Students (Very Low)

Math - Orange
ELA - Orange

2023 CA Dashboard Analysis - Raincross High Continuation
Graduation Rate - Red
- Decreased 11.8%
- 73.3% graduation rate
- All students (Low)
- Homeless Very (Low)
- Low-Income (Low)

- Hispanic (Low)

College/Career - Very Low
- 2.7% making progress
- All Student Groups (Very Low)

Math - Orange
ELA - Orange

2023 CA Dashboard Analysis- Opportunity Program
Suspension Rate - Orange
- All Students (Very High)
- Low-Income (Very High)
- Students with Disabilities (Very High)
- Hispanic (High)
- White (Very High)

Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Analysis **Dataquest Teaching Assignment Monitoring Outcomes (TAMO) report** Listed below are the percentages of teachers authorized by a clear or preliminary credential for their assigned content area			
School	**2021-22**	**2022-23**	**2023-24**
Abraham Lincoln Continuation	69.6%	73.3%	69.1%
Raincross High Continuation	43.1%	48.8%	39.0%
Opportunity Program	36.7%	54.4%	29.4%
Summit View Program	-	39.9%	32.3%

The analysis of 2024 and 2025 CA Dashboard data indicated a clear need to address the 3 original schools identified in the Equity Multiplier calculation (Abraham Lincoln Continuation High School, Opportunity Program, Raincross Continuation High School) plus one additional school (Summit View).

The table below reveals the Equity Multiplier schools and student groups who scored either a Red or Orange performance level on the CA Dashboard. Since the Equity Multiplier goals are one-year goals, that means our Equity Multiplier schools could qualify and use any of the following as their baseline: 2023 (Baseline Year), 2024 (Year 1), or 2025 (Year 2). For transparency, we are including the data for subsequent years, even if the school or student group is no longer in Orange or Red in Years 1 or 2. The following abbreviations were used

for student groups: English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM).

Equity Multiplier Schools RED / ORANGE Performance Levels: Overall vs Student Group from 2023 to 2025 CA Dashboard
High School-Level Student Groups and State Indicators

English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM)

School	English Language Arts (points below standard)			Math (points below standard)			ELPI (% making progress)			LCAP Actions
	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	
	2023	2024	2025	2023	2024	2025	2023	2024	2025	
Abraham Lincoln Continuation	ALL (124.9 - Orange)	ALL (182.1 - No Color)	ALL (111.6 - No Color)	ALL (187.5 - Orange)	ALL (242.7 - No Color)	ALL (226.4 - No Color)	EL (21.1% - Red)	EL (31.6% - Yellow)	EL (33.3% - Red) LTEL (42.9% - No Color)	1.2c, 1.3b, 5.1a
Opportunity Program	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Raincross High Continuation	ALL (171. - Orange) HIS (165.6 - Orange) LI (187.1 - Orange)	Fewer than 11 students - data not displayed	ALL (121.5 - No Color)	ALL (252 - Orange) HIS (254.7 - Orange) LI (267.9 - Orange)"	Fewer than 11 students - data not displayed	ALL (240.9 - No Color)	N/A	N/A	N/A	1.2c, 1.3b
Summit View	N/A	ALL (27.3 - Orange)	ALL (96.7 - Red) LI (87.6 - No Color) HIS (64.9 - No Color)	N/A	ALL (99.1 - Red) LI (105 - Orange)	ALL (155.5 - Red) LI (155.8 - No Color) HIS (112.9 - No Color)	N/A	N/A	N/A	1.2c, 1.3b

School	Suspension Rate (% suspended at least 1 day)			Graduation Rate (% graduated)			College/Career Indicator (% prepared)			LCAP Actions
	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	Baseline	Yr 1	Yr 2	
	2023	2024	2025	2023	2024	2025	2023	2024	2025	
Abraham Lincoln Continuation	ALL (3.8% - Green)	ALL (5.4% - Orange) EL (3.8% - Orange) HIS (6.1% - Orange) LT (6.4% - Orange) LI (4.6% - Orange)"	ALL (7.5% - Orange) EL (4.9% - Orange) HIS (8.4% - Orange) LT (8.6% - Orange) LI (7% - Orange)"	ALL (76.3% - Red) LI (76.7% - Red)	ALL (90.1% - Green)	ALL (90.9% - Green)	ALL (2.4% - Very Low) EL (0% - Very Low) LI (2.4% - Very Low) HIS (2.8% - Very Low)	ALL (0.7% - Red) EL (0% - Red) LI (0.8% - Red) HIS (0.9% - Red)	ALL (3.4% - Orange) EL (2.3% - Orange) LI (3.6% - Orange) HIS (3.1% - Orange)	2.2(a-c), 2.3(a-b), 3.2(a,c,d), 3.3c 5.1(c-f)
Opportunity Program	ALL (11.2% - Orange) LI (10.2% - Orange) HIS (9.4% - Yellow)	ALL (12.6% - Red) HIS (13.3% - Red) LI (13.4% - Red)	ALL (5.3% - Green) SWD (5.9% - No Color)	N/A	N/A	N/A	N/A	N/A	N/A	3.2(a,c,d), 3.3c"
Raincross High Continuation	N/A	ALL (4.9% - Orange) SWD (11.1% - Red) WH (10.7% - Red)	ALL (5.4% - Orange) EL (6.9% - Orange) HIS (4% - Orange) LT (7.4% - Orange) LI (6.7% - Orange)	ALL (73.3% - Red) LI (73.6% - Red) HOM (63.6% - Red) HIS (72% - Red)	ALL (76.2% - Yellow) HOM (58% - Red)	ALL (95%) - Blue) SWD (91.7% - Green) EL (93.1% No Color) HOM (91.7% - No Color)	ALL (2.7% - Very Low) LI (2.1% - Very Low) SWD (1.8% - Very Low) HOM (0% - Very Low) EL (0% - Very Low) HIS (2.7% - Very Low) WH (3.3% - Very Low)	ALL (1.7% - Red) HIS (1.8% - Red) WH (0% - Red) LI (1.8% - Red) EL (0% - Red) HOM (0% - Red) LT (0% - Red)	ALL (6.3% - Orange) HIS (6.6% - Orange) LI (5.9% - Orange)	2.2(a-c), 2.3(a-b), 2.4b, 3.2(a,c,d), 3.3c, 5.1(b-f)
Summit View	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ALL (19.4% - Orange))	ALL (25% - No Color) LI (21.4% - No Color)	2.3(a-b), 5.1(c-d,f)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
204	English Learner Progress	Abraham Lincoln Continuation: Students making progress toward proficiency (Fall 2023, CA Dashboard): 21.1% - Very Low Status Fall 2023, CA Dashboard): Maintained -1.2% Dashboard Performance: Red	Abraham Lincoln Continuation: Students making progress toward proficiency (Fall 2024, CA Dashboard): 31.6% Making Progress Increased 10.5% Dashboard Performance: Yellow	Abraham Lincoln Continuation: Students making progress toward proficiency (Fall 2025, CA Dashboard): 33.3% Making Progress Increased 1.8% Dashboard Performance: Red	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Increased 12.2% Making Progress
205	Increase Graduation Rates	Abraham Lincoln Continuation: CA Dashboard Status (Fall 2023, CA Dashboard): 76.3% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased -6.9% Dashboard Performance: Red	Abraham Lincoln Continuation: CA Dashboard Status (Fall 2024, CA Dashboard): 90.1% Graduated Increased 13.8% Dashboard Performance: Green	This metric was discontinued during 2025-26.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome. This metric was discontinued during 2025-26.	This metric was discontinued during 2025-26.
206	College/Career Preparation	Abraham Lincoln Continuation: Students prepared for college (Fall 2023, CA	Abraham Lincoln Continuation: Students prepared for college (Fall	Abraham Lincoln Continuation: Students prepared for college (Fall	Since this is an Equity Multiplier one-year goal, we	Increased 1% Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): 2.4% - Very Low Status Dashboard Change (2023 Dashboard reported status only) Dashboard Performance: Very Low	2024, CA Dashboard): 0.7% Prepared Decreased 2.2% Dashboard Performance: Red	2025, CA Dashboard): 3.4% Prepared Increased 2.7% Dashboard Performance: Orange	will only have Year 1 Outcome.	
207	Mathematics	Abraham Lincoln Continuation: Dashboard Status (Fall 2023, CA Dashboard): 187.5 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased 25.5 DFS Dashboard Performance: Red	Abraham Lincoln Continuation: Dashboard Status (Fall 2024, CA Dashboard): 242.7 points below standard Decreased 55.2 DFS Dashboard Performance: No performance color	Abraham Lincoln Continuation: Dashboard Status (Fall 2025, CA Dashboard): 226.4 points below standard Increased 16.4 DFS Dashboard Performance: No performance color	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Declined by 38.9 DFS
208	English Language Arts	Abraham Lincoln Continuation: Dashboard Status (Fall 2023, CA Dashboard): 124.9 points below standard - Very Low Status	Abraham Lincoln Continuation: Dashboard Status (Fall 2024, CA Dashboard): 182.1 points below standard	Abraham Lincoln Continuation: Dashboard Status (Fall 2025, CA Dashboard): 111.6 points below standard	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Improved by 13.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Increased +25.5 DFS Dashboard Performance: Red	Decreased 57.3 DFS Dashboard Performance: No performance color	Increased 70.5 DFS Dashboard Performance: No performance color		
209	Suspension Intervention	Opportunity Program: Dashboard Status (Fall 2023, CA Dashboard): 11.2% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Changed by -8.8% Dashboard Performance: Orange	Opportunity Program: Dashboard Status (Fall 2024, CA Dashboard): 12.6% suspended at least one day Increased 1.4% Dashboard Performance: Red	Opportunity Program: Dashboard Status (Fall 2025, CA Dashboard): 5.3% suspended at least one day Decreased 7.4% Dashboard Performance: Green	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Decreased 5.9% suspended at least one day
210	English Language Arts	Raincross High Continuation: Dashboard Status (Fall 2023, CA Dashboard): 171.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +30.3 DFS	Raincross High Continuation: Dashboard Status (Fall 2024, CA Dashboard): Fewer than 11 students - data not displayed for privacy	This metric was discontinued during 2025-26.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome. This metric was discontinued during 2025-26.	This metric was discontinued during 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Red				
211	Mathematics	Raincross High Continuation: Dashboard Status (Fall 2023, CA Dashboard): 252.0 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +20.2 DFS Dashboard Performance: Red	Raincross High Continuation: Dashboard Status (Fall 2024, CA Dashboard): Fewer than 11 students - data not displayed for privacy	Raincross High Continuation: Dashboard Status (Fall 2025, CA Dashboard): 240.9 points below standard Fewer than 11 students - data not displayed for privacy Dashboard Performance: No performance color	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Improved by 11.1 DFS
212	Increase Graduation Rates	Raincross High Continuation: CA Dashboard Status (Fall 2023, CA Dashboard): 73.3% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased 11.8% Dashboard Performance: Red	Raincross High Continuation: CA Dashboard Status (Fall 2024, CA Dashboard): 76.2% Graduated Increased 2.9% Dashboard Performance: Yellow	Raincross High Continuation: CA Dashboard Status (Fall 2025, CA Dashboard): 95% Graduated Increased 18.8% Dashboard Performance: Blue	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Increased 21.7% Graduated
213	College/Career Preparation	Raincross High Continuation: Students	Raincross High Continuation:	Raincross High Continuation:	Since this is an Equity Multiplier	Increased 3.6% Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		prepared for college (Fall 2023, CA Dashboard): 2.7% Very Low Status Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Students prepared for college (Fall 2024, CA Dashboard): 1.7% Prepared Decreased 2.1% Dashboard Performance: Red	Students prepared for college (Fall 2025, CA Dashboard): 6.3% Prepared Increased 5.4% Dashboard Performance: Orange	one-year goal, we will only have Year 1 Outcome.	
214	% of Teachers Appropriately Assigned and Fully Credentialed	District-Level: 87.3% (2021-22 TAMO Report)	District-Level: 88.1% (2022-23 TAMO Report)	District-Level: 87.6% (2023-24 TAMO Report)	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Increased by 0.3%
215	English Learner Progress	Raincross High Continuation: Students making progress toward proficiency (Fall 2023, CA Dashboard): 47% (Fall 2023, CA Dashboard): Increased 17% Dashboard Performance: Green	Raincross High Continuation: Students making progress toward proficiency (Fall 2024, CA Dashboard): 47.4% Maintained 0.4% Dashboard Performance: Yellow	Raincross High Continuation: Students making progress toward proficiency (Fall 2025, CA Dashboard): 56.7% Increased 9.3% Dashboard Performance: Green	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome. Moving forward for 2026-27, this metric will be discontinued.	Increased 9.7% Making Progress
216	College/Career Preparation	Summit View: Students prepared for college (Fall 2024, CA	Summit View: Students prepared for college (Fall 2025, CA	Since this was a new metric as of 2025-26, we will not have a Year 2	Since this is an Equity Multiplier one-year goal, we	Increased 5.6% Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): 19.4% Prepared Dashboard Change (Fall 2024, CA Dashboard): Decreased 8.4% Dashboard Performance: Orange	Dashboard): 25% Prepared Increased 5.6% Dashboard Performance: No performance color	Outcome until 2026-27.	will only have Year 1 Outcome.	
217	Mathematics	Summit View: Dashboard Status (Fall 2024, CA Dashboard): 99.1 points below standard Dashboard Change (Fall 2024, CA Dashboard): Maintained -2 DFS Dashboard Performance: Red	Summit View: Dashboard Status (Fall 2025, CA Dashboard): 155.5 points below standard Decreased 56.4 DFS Dashboard Performance: Red	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Declined by 56.4 DFS
218	Suspension Intervention	Abraham Lincoln Continuation: Dashboard Status (Fall 2024, CA Dashboard): 5.4% suspended at least one day Dashboard Change (Fall 2024, CA Dashboard): Increased 1.6%	Abraham Lincoln Continuation: Dashboard Status (Fall 2025, CA Dashboard): 7.5% suspended at least one day Increased 2.2%	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Increased 2.1% suspended at least one day

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange	Dashboard Performance: Orange			
219	Suspension Intervention	Raincross High Continuation: Dashboard Status (Fall 2024, CA Dashboard): 4.9% suspended at least one day Dashboard Change (Fall 2024, CA Dashboard): Increased 2.9% Dashboard Performance: Orange	Raincross High Continuation: Dashboard Status (Fall 2025, CA Dashboard): 5.4% suspended at least one day Increased 0.5% Dashboard Performance: Orange	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Increased 0.5% suspended at least one day
220	English Language Arts	Summit View: Dashboard Status (Fall 2025, CA Dashboard): 96.7 points below standard Dashboard Change (Fall 2025, CA Dashboard): Decreased -69.4 DFS Dashboard Performance: Red	This metric is new for 2026-27. Therefore, 2025 CA Dashboard data will serve as our baseline and 2026 CA Dashboard data will serve as our Year 1 Outcome.	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A
221	% of Teachers Appropriately Assigned and Fully Credentialed	Abraham Lincoln Continuation: 69.1%	This metric is new for 2026-27. Therefore, the	Since this was a new metric as of 2025-26, we will	Since this is an Equity Multiplier one-year goal, we	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 TAMO Report)	2023-24 data will serve as our baseline and 2024-25 data will serve as our Year 1 Outcome.	not have a Year 2 Outcome until 2026-27.	will only have Year 1 Outcome.	
222	% of Teachers Appropriately Assigned and Fully Credentialed	Opportunity Program: 29.4% (2023-24 TAMO Report)	This metric is new for 2026-27. Therefore, the 2023-24 data will serve as our baseline and 2024-25 data will serve as our Year 1 Outcome.	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A
223	% of Teachers Appropriately Assigned and Fully Credentialed	Raincross High Continuation: 39.0% (2023-24 TAMO Report)	This metric is new for 2026-27. Therefore, the 2023-24 data will serve as our baseline and 2024-25 data will serve as our Year 1 Outcome.	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A
224	% of Teachers Appropriately Assigned and Fully Credentialed	Summit View: 32.3% (2023-24 TAMO Report)	This metric is new for 2026-27. Therefore, the 2023-24 data will serve as our baseline and 2024-25 data will serve as our Year 1 Outcome.	Since this was a new metric as of 2025-26, we will not have a Year 2 Outcome until 2026-27.	Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A

Goal Analysis [2025-26]

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

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

5.1a English Learner Growth

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

ELD teachers at Abraham Lincoln Continuation and Raincross Continuation Schools provided staff with professional development (PD) on how to best support EL students. Professional development (PD) included reviewing key elements of the English Learner Roadmap, reviewing and planning for the ELPAC assessments, key elements of a successful writing assessment, how to use Ellevation, and how to utilize tutors in the classroom. Tutors concentrated on EL students in every class but were also available to help all students since the strategies being used were also good teaching strategies. By integrating dedicated reflection time into our data review process, these schools were able to assess whether EL support strategies were being consistently executed and/or if more robust instructional scaffolding was necessary to meet student needs. Although action was implemented as planned, some funding was shifted to the Learning Loss Mitigation Grant to spend in full, as grant was expiring.

5.1b Increase Grad Rates

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Teachers at Raincross High Continuation continued to conduct progress monitoring data to establish weekly credit goals. Progress monitoring data included reviewing with students their weekly progress and assigning them appropriate interventions based on their needs. Tracking data included "On Pace" or "Not on Pace" which triggered appropriate social-emotional or academic interventions. Teachers also worked with tutors to support students' academic needs to maintain "On Pace" status. Teachers and tutors worked with students one-on-one and in small groups to support students through their academic needs. Daily collaboration from teachers and tutors on students' needs helped identify appropriate interventions. Academic interventions included small group instruction in core classes but the focus was on English and Math.

5.1c College/Career Prep

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Abraham Lincoln Continuation, Raincross High Continuation, and Summit View continued to work with District personnel to refine the College and Career Access Pathways (CCAP) course enrollment process by monitoring transfer-level courses completed within students' first year, unit accumulation, and A-G completion. District College and Career continued to meet with students to establish goals and to assist in the process of enrolling in the CCAP classes. They also met with students to support them with time management skills needed to successfully complete CCAP courses and remain "On Pace" with graduation goals. Staff also supported students through the CCAP courses by helping them navigate the Learning Management System (LMS) used by the CCAP professors.

5.1d Math

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Abraham Lincoln Continuation, Raincross High Continuation, and Summit View identified all the students that needed to complete a math course. Staff worked with each student to create goals to complete the math course. Teachers and tutors collaborated on supporting students. One-on-one and small group instruction was utilized to help support students through their math courses. This year, staff

conducted an evaluation of small-group mathematics instruction to identify opportunities for refining interventions and ensuring that supports are sufficiently targeted to meet diverse student learning profiles.

5.1e Suspension Interventions
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Abraham Lincoln Continuation, Raincross High Continuation, and Opportunity Program teachers collaborated with counseling staff to schedule weekly social-emotional learning (SEL) presentations on topics related to emotional wellness, restorative justice, Positive Behavior Supports (PBS), implicit bias, and other mental health topics. Weekly outreach to parents was conducted by staff in an effort to partner with them on supporting student behavior. This year, to measure adherence to the implementation plan, we reviewed our SEL and PBS deployment. By triangulating presentation schedules with parent communication logs, we assessed which mental health supports were delivered with functional fidelity.

5.1f English Language Arts
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Staff at Abraham Lincoln Continuation identified all the students that needed to complete an English Language Arts (ELA) course. Staff worked with each student to create goals to complete the ELA course. Teachers and tutors collaborated on supporting students. One-on-one and small group instruction was utilized to help support students through their ELA courses. This year, staff conducted an evaluation of small-group ELA instruction to identify opportunities for refining interventions and ensuring that supports are sufficiently targeted to meet diverse student learning profiles.

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.

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

5.1a English Learner Growth:
Budgeted $68,359 | Estimated Actual $80,849 (+18.27%)
The primary reason for this material difference is the increase of tutor timecard submissions.

5.1b Increase Graduation Rates:
Budgeted $273,827 | Estimated Actual $84,898 (-69.0%)
The material difference stems from two changes: first, the discontinuation of the 0.6 FTE for credit recovery at Raincross; second, the reallocation of associated expenses to the expiring Learning Loss Mitigation Grant to ensure its full expenditure.

5.1c College/Career Prep>
Budgeted $44,228 | Estimated Actual $70,118 (-51.38%)
The primary difference is because expenses were moved to the Learning Loss Mitigation Grant so that the entire amount can be spent before the grant expires.

5.1d Math:
Budgeted $218,111 | Estimated Actual $122,979(-43.62%)
The primary difference is because expenses were moved to the Learning Loss Mitigation Grant so that the entire amount can be spent before the grant expires.

5.1e Suspension Interventions:
Budgeted $137,584 | Estimated Actual $22,021 (-83.99%)
The material difference stems from two changes: first, expenses were reallocated to the Learning Loss Mitigation Grant to ensure the full amount is spent before the grant's expiration; and second, a teacher position was eliminated in October 2025.

5.1f English Language Arts:
Budgeted $111,389 | Estimated Actual $33,195 (-70.20%)
The primary difference is because expenses were moved to the Learning Loss Mitigation Grant so that the entire amount can be spent before the grant expires.

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

5.1a English Learner Growth
Data Justification/Effectiveness of Action: Partially Effective
According to 2025 CA Dashboard data, Abraham Lincoln Continuation's English Learner Progress Indicator (ELPI) maintained at 33.3% (maintained 1.8%), which changed to a Red performance level. Raincross High Continuation increased to 56.7% (an increase of 9.3%), with a Green performance level.

5.1b Increase Grad Rates
Data Justification/Effectiveness of Action: Effective
According to 2025 CA Dashboard data, Raincross High Continuation improved their 95% graduation rate (a significant increase of 18.8%), which is now a Blue performance level.

Student feedback from LCAP focus groups reveals a sharp contrast in the credit recovery experience between Abraham Lincoln Continuation and Educational Options Center (EOC). At Abraham Lincoln Continuation, students expressed significant dissatisfaction with the Edgenuity application, criticizing its "dull" content, mismatched test material, and restrictive time limits. They particularly noted that the requirement for teachers to manually unlock tests often leads to delays when staff are unresponsive. Conversely, EOC students reported a more positive, human-centered experience, citing the availability of tutoring and counselor support in every classroom. These students credited their success to clear instructions, daily check-ins with teachers that ensure accountability, and the availability of summer school to help them stay on track for graduation.

5.1c College/Career Prep
Data Justification/Effectiveness of Action: Effective

According to 2025 CA Dashboard data, Abraham Lincoln Continuation's College/Career Indicator (CCI) increased 2.7% with 3.4% considered Prepared. Summit View's CCI increased 5.6% to 25% Prepared. Similarly, Raincross High Continuation's CCI increased 5.4% with 6.3% considered Prepared.

Based on feedback from LCAP student focus groups, learners at both Educational Options Center (EOC) and Abraham Lincoln Continuation feel supported in pursuing diverse career paths, ranging from specialized trades like HVAC, automotive mechanics, and firefighting to professional fields such as nursing, engineering, and military service. Students at EOC highlighted the value of their Student Center and personalized guidance from counselors who assist with FAFSA and RCC enrollment, as well as organizing exposure trips to various college campuses. Meanwhile, Abraham Lincoln Continuation students emphasized the benefit of "real-world" campus pathways, such as medical labs where they earn CPR/HIPAA certifications and automotive courses that offer direct internships with outside mechanic shops. Across both sites, students expressed confidence in their post-graduation transitions because they know exactly which teachers or staff members to approach for career and military placement advice.

5.1d Math

Data Justification/Effectiveness of Action: Ineffective

According to 2025 CA Dashboard data, Abraham Lincoln Continuation's Mathematics scores increased by 16.4 points to 226.4 points below standard (no performance color); Summit View's Mathematics scores Decreased by 56.4 points to 155.5 points below standard (Red). Raincross Continuation's Mathematics scores were 240.9 points below standard (no performance color). We continue to plan so that we can ensure students have the core classes in the subject matter completed prior to the state testing window to yield higher test scores.

5.1e Suspension Interventions

Data Justification/Effectiveness of Action: Partially Effective

According to the 2025 CA Dashboard, Opportunity's Suspension Rates decreased to 5.3% (an decrease of 7.4%), which moved them to the Green performance level. Summit View maintained their 0% of students suspended. However, both Abraham Lincoln Continuation increased their suspensions to 7.5% (an increase of 2.2%) and Raincross Continuation increased their suspensions to 5.4% (a very small increase of 0.5%). Interventions are yielding some success, but it is slow to see change on the annual CA Dashboard updates.

Feedback from LCAP student focus groups suggests that both Abraham Lincoln Continuation and Educational Options Center (EOC) successfully foster welcoming and inclusive learning environments, though the student experience varies slightly between the two campuses. At EOC, students report a consistently positive atmosphere where Teachers, Campus Supervisors, the MTSS counselor, and the Assistant Principal are all highly visible and friendly, maintaining constant communication to ensure students feel welcome. Similarly, Abraham Lincoln Continuation students describe most of their staff and teachers as "cool" and helpful individuals who do an "amazing job" at making everyone feel included. While Abraham Lincoln Continuation students noted that some teachers can be stricter than others—citing one specific instance of a teacher being harsh or impatient—these experiences were largely viewed as outliers within an otherwise supportive and friendly campus culture.

5.1f English Language Arts

Data Justification/Effectiveness of Action: Partially Effective

According to 2025 CA Dashboard data, Abraham Lincoln Continuation's English Language Arts (ELA) scores increased by 70.5 points to 111.6 points below standard (no performance color). Summit View's ELA scores Decreased by 69.4 points to 96.7 points below standard

(Red). Raincross Continuation's ELA scores were 121.5 points below standard (no performance color). Based on the data, we are planning so that we can ensure students have the core classes in the subject matter completed prior to the state testing window to yield higher test scores.

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.

Goal 5.1 Measuring and Reporting Results Table

- Revisions were made to the "Measuring and Reporting Results" tables across all six goals to enhance readability and understanding for our community members. These modifications included adjusting table spacing, removing repetitive wording, and making minor language refinements to maximize consistency both within each goal's respective table and across the entire document. These changes were implemented to ensure the data is presented in a way that is meaningful and accessible to the public while maintaining the integrity of the required metrics.
- Five new metrics were established for the 2026-27 LCAP. Therefore, a notation was added to respective metrics in the "Year 2 Outcome" column indicating "This metric is new for 2026-27. Therefore, 2025 CA Dashboard data will serve as our baseline and 2026 CA Dashboard data will serve as our Year 1 Outcome." These changes are also described below per action.
- As a reminder, two schools were removed as eligible for Equity Multiplier funding from last year (2024-25) for graduation rate (Abraham Lincoln Continuation) and English Language Arts (Raincross High Continuation). Therefore, a notation was added to those respective metrics in the "Target for Year 3 Outcome" column indicating "This metric was discontinued during 2025-26."
- Lastly, since Raincross High Continuation is now Green for ELPI, a notation was added to that metric in the "Target for Year 3 Outcome" column indicating "Moving forward for 2026-27, this metric will be discontinued." This change is also described below in LCAP Action 5.1a.

5.1a English Learner Growth

Planned Changes: Yes

We will continue to target student groups that fall into the Red Performance level in regards to the CA Dashboard English Learner Progress indicator. Since Raincross High Continuation moved into the Green performance level for ELPI, Metric #215 will be discontinued next year. Lastly, next year, Action 5.1a will receive an adjustment to its LCFF funding to accommodate declining enrollment.

5.1b Increase Grad Rates

Planned Changes: Yes

We plan to continue progress monitoring next year because according to the 2025 CA Dashboard, Raincross High Continuation is now a Blue performance level (95% graduation rate). However, Raincross High Continuation has a small population of students included on the Dashboard (n = 121), which means their graduation rate can fluctuate significantly each year. In addition, most student groups were not given a performance color (9 out of 12). Even if a group does not receive a color due to small size, their data shows whether they are falling behind, allowing for faster intervention before gaps widen. For example, the following groups have lower graduation rates at Raincross High Continuation: Homeless (91.7%) and English Learners (93.1%). Next year, Action 5.1b will receive an adjustment to its LCFF funding allocation due to lower enrollment.

5.1c College/Career Prep
Planned Changes: Yes
We will continue to target student groups that fall into the Red Performance level in regards to the CA Dashboard College/Career indicator. Next year, Action 5.1c will receive an adjustment to its LCFF funding to accommodate additional hours to continue to better address this goal.

5.1d Math
Planned Changes: Yes
We will continue to target student groups that fall into the Red Performance level in regards to the CA Dashboard Math indicator. Next year we will refine our intensive academic intervention/ structured math and tutoring system for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring. Next year, Action 5.1d will receive an adjustment to its LCFF funding allocation due to lower enrollment. Next year, this action will no longer receive LREBG funding. Three metrics were added to the Measuring and Reporting Results table above:

- Metrics #221-223: using 2023-24 TAMO data as our baseline since this is a new metric for 2026-27.

5.1e Suspension Interventions
Planned Changes: Yes
We will continue to target student groups that fall into the Red Performance level in regard to the CA Dashboard suspension rate indicator. We plan to continue progress monitoring and adding social-emotional learning (SEL) interventions more regularly. Next year, Action 5.1e will receive an adjustment to its LCFF funding allocation due to lower enrollment.

5.1f English Language Arts
Planned Changes: Yes
We will continue to target student groups that fall into the Red Performance level in regard to the CA Dashboard English Language Arts indicator. According to the 2025 CA Dashboard, Summit View was in the Red for English Language Arts. Therefore, two metrics were added to the Measuring and Reporting Results table above:

- Metric #220: using 2025 CA Dashboard data as our baseline since this is a new metric for 2026-27.
- Metric #224: using 2023-24 TAMO data as our Summit View baseline since this is a new metric for 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1a	English Learner Growth	Implement Tier II Strategic interventions (ie: additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive intervention (ie: one-to-one support,	$73,416.00	No

Action #	Title	Description	Total Funds	Contributing
		mentoring) at Equity Multiplier Schools: Abraham Lincoln Continuation (Yellow), Raincross High Continuation (Yellow) to specifically address English Learner progress and increase growth on annual ELPI.		
5.1b	Increase Graduation Rates	Implement a “Graduation Incentive” program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Abraham Lincoln Continuation (Green) and Raincross High Continuation (Yellow). Research indicates that providing individualized attention and advocacy to students, offering encouragement, and support in navigating challenges can significantly improve high school graduation rates and overall student success, especially for at-risk students.	$171,040.00	No
5.1c	College/Career Preparation	Provide support for Dual Enrollment opportunities including transportation and supplies for students; including career awareness activities, tutoring & mentoring to increase college and career readiness and provide close monitoring of credits and grades for students at Abraham Lincoln Continuation (Red), Raincross High Continuation (Red), and Summit View (Orange).	$90,852.00	No
5.1d	Mathematics	Provide high-quality effective first instruction by credentialed teachers; provide intensive academic intervention/structured math and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring specifically for students at Abraham Lincoln Continuation (no performance color available), Raincross High Continuation (no performance color available), and Summit View (Red).	$138,683.00	No
5.1e	Suspension Interventions	Reduce suspensions by Increasing parent outreach, restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive behavior expectations. Abraham Lincoln Continuation (Orange), Raincross High Continuation (Orange), Opportunity (Red), Summit View (Orange)	$97,673.00	No
5.1f	English Language Arts	Provide Intensive academic intervention and tutoring for students not demonstrating progress in English Language Arts, including one-to-one, small group, and individual progress monitoring. Abraham Lincoln Continuation (no performance color available) and Raincross High Continuation (no performance color available)	$116,690.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$120,157,099	$12,906,719

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
27.616%	0.390%	$1,646,425.90	28.006%

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
1.1a	**Action:** Professional Learning to Support Grade-Level Standards **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students; Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to train teachers and deploy research-based practices including the implementation of the following: • Universal Design for Learning	CA Dashboard Academic Indicators Local Metrics: Professional Learning Evaluation Classroom Walkthrough Data LCAP Surveys LCAP Focus Groups

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
	Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students), continued teacher and leader capacity is needed to develop Districtwide collaboratively design lessons at grade level for enhancing the knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices which will target the learner variability of students with a priority on English Learners (ELs), LTELs, and Low-Income students. **Scope:** LEA-wide	• Essential Standards and Learning Targets • Grading Practices aligned to Essential Standards and Learning Targets	
1.1b	**Action:** Instructional Coaching to Support Multi-Tiered System of Supports (MTSS) **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8%	To increase academic achievement (CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students); and to increase student engagement (only 26% of students stated this was favorable on the District Culture and Climate Survey); and decrease suspensions rates (Foster Youth and Pacific Islander - Red; LTEL, Homeless, American Indian, White, and Two or More Races - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide each school site with MTSS Liaisons who will train teachers on delivering effective first instruction and in-class intervention	CA Dashboard Academic Indicators Local Metrics: Universal Screener Data # of Coaching Touchpoints RUSD Climate and Culture 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
	of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); providing instructional coaching to support Multi-Tiered System of Supports (MTSS) site-based instructional coaching at all school sites is needed to give teachers increased opportunities to deliver effective first instruction and in-class intervention that will help them better address learner variability, social-emotional well being, and positive behavioral strategies with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	based on District and formative assessment results that are standards aligned and emphasize the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	
1.1d	**Action:** Expanded Instructional Planning **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); expanding planning time by one half-hour within the contracted day is needed to give teachers increased	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students; Math is Red for: Homeless; and Math is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide an extra half-hour planning time, teachers will analyze common formative assessments and District interim assessments using the cycle of inquiry, share best practices to implement essential standards, and plan instructional strategies to narrow gaps between student groups.	CA Dashboard Academic Indicators Local Metrics: Classroom Walkthrough Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities to better address learner variability with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide		
1.1f	**Action:** Preschool Academic Foundations **Need:** All students who qualify for Head Start (HS) and CA State Preschool Program (CSPP) services are considered low-income based on eligibility requirements. In an effort to address gaps in the academic domains on the Desired Results Developmental Profile (DRDP), where All Students (Low-Income) scored Building Middle range or higher on the (a) Approaches to Learning / Self-Regulation domain (49% HS and 72% CSPP) (b) Language and Literacy Development domain (42% HS and 68% CSPP), and (c) Cognition Including Math and Science domain (43% HS and 70% CSPP) compared to English Learners performance on (a) Approaches to Learning / Self-Regulation domain (56% HS and 68% CSPP) (b) Language and Literacy Development domain (40% HS and 39% CSPP), and (c) Cognition Including Math and Science domain (42% HS and 67% CSPP) and Students with Disabilities performance on (a) Approaches to Learning / Self-Regulation domain (50% HS and 49% CSPP) (b) Language and Literacy Development domain (50% HS and 23% CSPP), and (c) Cognition Including Math and Science domain (50% HS and52% CSPP);	After significant gains in some of the results from the 2025 Fall to 2026 Spring administrations on the DRDP across the District preschools, this need will be addressed LEA-wide. Preschool teachers will participate in professional learning that will develop foundations in oral language, early literacy, and numeracy. There will be an increased emphasis on serving 3 to 4.5 year olds in Early Foundations and 4 to 5.5 year olds in Later Foundations.	Desired Results Developmental Profile (DRDP)

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
	continued expanded preschool opportunities are needed to maintain this momentum providing our youngest students a strong academic foundation. **Scope:** LEA-wide		
1.2a	**Action:** Professional Learning to Support Grade-Level ELA Standards **Need:** In English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); therefore developing teacher and leader capacity is needed to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English Language Arts, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other student groups, professional development opportunities will be offered to RUSD teachers to provide them with research-based practices for the implementation of the following: ● The adopted English Language Arts curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English Language Arts. ● Integrated English Language Development. ● Reading, writing, language, listening, and speaking within English Language Arts and across content areas.	CA Dashboard ELA Indicator Local Metrics: Interim Assessments Classroom Walkthrough Data LCAP Surveys LCAP Focus Groups
1.2b	**Action:** Early Literacy Development **Need:** In English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other	CA Dashboard ELA Indicator Local Metric: Amira Reading Screener Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth met or exceeded standards (in comparison to 47.33% of all students); therefore, teaching early literacy skills in grades K-2 is needed to narrow gaps between student groups with a priority on English Learners, Low-Income, and Foster Youth. **Scope:** LEA-wide	high-need groups, professional learning for teachers will be offered for the implementation of direct and explicit, structured, multi-sensory instruction in English Language Arts for children to better address students with learning differences and difficulties in learning to read.	
1.2c	**Action:** Reading Intervention for Secondary Students **Need:** In English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); providing additional strategic and intensive Reading intervention aligned to grade level standards is needed to narrow the outcome gaps of student groups with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. **Scope:** LEA-wide	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, teachers will implement interventions that utilize explicit, systematic, structured, and multi-sensory instructional strategies appropriate for middle and high school students to address reading difficulties and learning differences.	CA Dashboard ELA Indicator Local Metrics: % of Students Passing with C or Better Classroom Walkthrough Data LCAP Surveys
1.3a	**Action:** Professional Learning to Support Grade-Level Mathematics Standards **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded	Because the 2025 CA Dashboard Indicator for Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, professional development opportunities will be offered to provide teachers with research-based practices for the implementation of the following:	CA Dashboard Mathematics Indicator Local Metrics: Interim Assessments Classroom Walkthrough Data LCAP Surveys

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
	standards in Mathematics (in comparison to 33.20% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Mathematics, the Framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	● The adopted Mathematics curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Mathematics instruction. ● Integrated English Language Development. ● Early numeracy skills, purposeful Math fluency practices, content knowledge, and conceptual understanding in Mathematics.	
1.3c	**Action:** Supplemental Mathematics Resources for Elementary & Secondary Students **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Mathematics, the Framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	Because the 2025 CA Dashboard Indicator for Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on an LEA-wide basis. To effectively meet the needs, conditions, and circumstances of Unduplicated pupils and other high-need groups, supplementary mathematics resources will be implemented to increase conceptual understanding and promote mastery of grade-level standards. Resources will include targeted interventions, ongoing assessment, and continuous progress monitoring. This comprehensive approach will ensure that skill gaps are promptly addressed, establishing a robust bridge between initial instruction and independent mastery.	CA Dashboard Mathematics Indicator Local Metrics: Interim Assessments Fastbridge Pre & Post assessments

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
1.3d	**Action:** Math Interventions for Secondary Students **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Mathematics, the Framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	Because the 2025 CA Dashboard Indicator for Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on an LEA-wide basis. To meet the needs, conditions, and circumstances of Unduplicated pupils and other high-need groups, RUSD will address this need on an LEA-wide basis by providing structured math courses for chronically unsuccessful secondary math students. These courses will feature reduced class sizes, allowing teachers to provide lessons explicitly focused on essential standards and deliver highly individualized attention.	CA Dashboard Mathematics Indicator Local Metrics: Interim Assessments % of students passing with C or better
1.4a	**Action:** Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS) **Need:** Because 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Science, the frameworks, and research-based practices to target the learner variability of students, with a priority on	Because the 2025 California Science Test (CAST) results showed that only 29.63% of RUSD students in grades 5, 8, and 11 met or exceeded the State standards for Science, and because Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups RUSD will provide research-based practices including the implementation of the following: ● The adopted Science curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Science	CA Dashboard Science Indicator Local Metrics: Interim Assessments Classroom Walkthrough Data LCAP Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	instruction and experiential learning opportunities. ● Integrated English Language Development. ● Understanding and use of the Science and Engineering Practices (SEPs) of NGSS.	
1.4b	**Action:** Elementary Science Experiential Learning **Need:** Because 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); therefore, providing elementary grade students with increased background knowledge in Science is needed to narrow gaps between student groups and increase and improve services for English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Because the 2025 California Science Test (CAST) results showed that only 29.63% of RUSD students met or exceeded the State standards for Science, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, the District will provide at least three experiential learning opportunities aligned to grade-level Science standards, including sixth-grade science camp, and instructional coaching to increase Science proficiency.	CA Dashboard Science Indicator Local Metrics: Classroom Walkthrough Data Elementary Report Card Data LCAP Surveys LCAP Focus Groups
1.4c	**Action:** Secondary Science Experiential Learning **Need:** Because 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); expanding and increasing background knowledge in the secondary Sciences is needed to narrow gaps between student groups and increase and improve	Because the 2025 California Science Test (CAST) results showed that only 29.63% of RUSD students met or exceeded the State standards for Science, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils the District will provide professional learning and student activity opportunities aligned to grade-level standards, along with content-aligned experiential learning activities within the school day for middle and high school students across the District to increase participation in STEM activities.	CA Dashboard Science Indicator Local Metrics: Classroom Walkthrough Data Local Indicator (Interim Assessments)

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
	services with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide		
1.5a	**Action:** Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science **Need:** In English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and because strong English Language Arts (ELA) skills are needed to succeed in History-Social Science, developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in History-Social Science, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	To increase the average percentage of History-Social Science (HSS) classes implementing State Standards and instruction aligned with grade level standards for HSS and ELA, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other student groups research-based practices will be provided to teachers which include the implementation of the following: ● The adopted History-Social Science curriculum to teach the grade-level standards. ● Integrated English Language Development. ● Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	CA Dashboard ELA Indicator Local Metrics: District Assessments Classroom Walkthrough Data LCAP Surveys
1.5b	**Action:** Ethnic Studies Curriculum Development **Need:** In 2020, RUSD passed Board Resolution 2020/21-40, requiring Ethnic Studies for high	To increase the average percentage of History-Social Science classes implementing State Standards and instruction aligned with grade level standards and increase favorability ratings on the Culture and Climate survey particularly among Foster Youth and Students with Disabilities, this	Professional Learning Evaluation End of Semester 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
	school graduation starting with the graduating class of 2028. The resolution's rationale revolves around the idea that Ethnic Studies benefits students by ensuring the voices and perspectives of marginalized individuals throughout history are accurately represented in TK-12 curriculum in RUSD. RUSD Ethnic Studies has given a survey to students taking the class in an effort to address gaps in the representation of marginalized groups in the curriculum and better understand the students' perspective of how well the course increases an understanding of Ethnic Studies concepts. In an effort to sustain equitable student excellence, where All Students demonstrated the following favorability ratings: 88.6% (value of ethnic studies), 92.72% (diverse representation in ethnic studies content), 84.70% (student-focused instructional practices), and 91.92% (a safe and supportive classroom community) compared to: English Learners (89.84%, 94.61%, 84.43%, 93.44%, respectively) and Low-Income (90.08%, 92.96%, 85.34%, 93.23%, respectively) (Only one student who took the survey was a Foster Youth, so the data did not include a reliable sample); RUSD will continue to implement and expand the Ethnic Studies curriculum and provide increased access to diverse course offerings with prioritized support for English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide new and expanded coursework and educational materials for Ethnic Studies to include real-life experiences, teach history, and highlight the contributions of people of color.	

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
1.5c	**Action:** Civics **Need:** In an effort to address gaps in the distribution of Unduplicated groups earning the State Seal of Civic Engagement (SSCE) where 498 of All Students earned the SSCE compared to 23 English Learners, 0 Foster Youth, and 278 Low-Income students earned the SSCE; RUSD will continue to implement and expand a Civics engagement plan across the District which will increase access to civics programs for Unduplicated pupils, and promote the District mission to provide opportunities for Unduplicated pupils to earn the State Seal of Civic Engagement and to expand Unduplicated pupils' civic skills and values, with a priority on English Learners, Foster Youth, and Low-Income. **Scope:** LEA-wide	To increase the average percentage of History-Social Science classes implementing State standards and civics instruction aligned with grade level standards, and offer course work and activities to address the disproportionality among student groups earning the State Seal of Civic Engagement, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will help develop students' social, political, and civic participation through civics-based school and community projects, and increase the number of students who earn the State Seal of Civic Engagement.	# of Students Earning Seal of Civic Engagement
1.6a	**Action:** Professional Learning to Support Instructional Technology Integration **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students,	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students; Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide teacher training and researched-based practices that include the implementation of: ● Utilization of research-proven instructional strategies that support all learners	CA Dashboard Academic Indicators Local Metrics: Professional Learning Evaluations ILE Impact 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
	5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); developing teacher and leader capacity is needed to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of the International Society for Technology in Education (ISTE) Standards for Educators and Students, classroom engagement strategies, and integration of technology to support standards-based instruction with a priority on English Learners, Foster Youth and Low-Income students. **Scope:** LEA-wide	• Digital Media Literacy and Citizenship • Computational Thinking • Design Thinking	
1.6b	**Action:** Learning Support for Instructional Technology **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8%	Because the 2025 California Science Test (CAST) results showed that only 29.63% of RUSD students met or exceeded the State standards for Science, and the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students; Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional learning for teachers to utilize instructional technology in the classroom such as: Chromebooks, Ozobos, Spheros, Micro:bits, Rovers, Indi cars, and continued iPad pilots.	CA Dashboard Academic Indicators Local Metrics: Professional Learning Evaluations ILE Impact Survey # of Participants in each Cohort

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
	of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); providing instructional technology resources to support core curricula across all schools is needed to bridge gaps in student learning with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide		
1.6c	**Action:** Digital Citizenship Curriculum **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); continuing to build a culture of Digital Literacy and Digital Citizenship among RUSD students and families is needed to build a positive digital culture at school and in the home, meet the requirements of E-rate and increase overall	Because the 2025 CA Dashboard Indicator for ELA is Orange for: Long-Term English Learners, Homeless, Students with Disabilities, African American, and American Indian students; Math is Red for: Homeless; and is Orange for EL, LTEL, Students with Disabilities, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will implement a research-based classroom curriculum and school site certification for Digital Citizenship, and will engage families with Family Innovation nights, and other resources to continue building a positive digital culture at home.	CA Dashboard Academic Indicators Local Metrics: % of Schools Completing Digital Citizenship Lessons Site and District Certification Metrics

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
	academic achievement, with a focus on Low-Income, Foster Youth and English Learners. **Scope:** LEA-wide		
1.6d	**Action:** Computer Science and Computational Thinking Opportunities **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); providing continual access for Unduplicated student groups, along with all students to Districtwide Computer Science/Computational Thinking enrichment opportunities is needed in order to broaden students' awareness and options for future careers. **Scope:** LEA-wide	While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); providing continual access for Unduplicated student groups, along with all students to Districtwide Computer Science/Computational Thinking enrichment opportunities is needed in order to broaden students' awareness and options for future careers.	CA Dashboard Academic Indicators Local Metrics: Student Participation in Events Student Evaluations Family Participation in Events Family Evaluations LCAP Surveys
2.1a	**Action:**	Although seven student groups are now in Green performance level on the 2025 CA Dashboard	CA Dashboard CCI Indicator

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
	Professional Learning to Support College and Career Readiness **Need:** While some student groups decreased (Foster Youth 17.9%) or maintained (Students with Disabilities 11.6%) in 2024-25 for College and Career, some student groups made gains: LTELs (21.2%), EL (21.6%), and Homeless (31.3%), compared to all students at 52.6% Prepared; therefore developing capacity of school counselors and site leaders to enhance the knowledge and understanding of research-based practices is needed to help prepare students for college and career readiness with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	College/Career Indicator (CCI), there are still 47.4% of high school seniors who need to improve their performance on the CCI; therefore this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional learning for counselors and site leaders to implement the application of academic achievement strategies, how to help students manage emotions, and how to teach interpersonal skills for college and career readiness.	Local Metrics: On Track for Graduation Metrics Affiliation Data Positive Attendance
2.1b	**Action:** School Counseling Support **Need:** While some student groups decreased (Foster Youth 17.9%) or maintained (Students with Disabilities 11.6%) in 2024-25 for College and Career, some student groups made gains: LTELs (21.2%), EL (21.6%), and Homeless (31.3%), compared to all students at 52.6% Prepared; providing comprehensive school counseling programs at middle and high schools is needed to strengthen relationships with students and families with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Although seven student groups are now in Green performance level on the 2025 CA Dashboard College/Career Indicator (CCI), there are still 47.4% of high school seniors who need to improve their performance on the CCI; therefore this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will work to eliminate barriers to student attendance using enhanced software, increased school connectedness with positive student/counselor ratios, and foster academic achievement with consistent student monitoring for grades, credits, and A-G attainment.	CA Dashboard CCI Indicator Local Metrics: On Track for Graduation Metrics Affiliation Data LCAP Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1c	**Action:** College Career Guidance Alignment **Need:** While some student groups decreased (Foster Youth 17.9%) or maintained (Students with Disabilities 11.6%) in 2024-25 for College and Career, some student groups made gains: LTELs (21.2%), EL (21.6%), and Homeless (31.3%), compared to all students at 52.6% Prepared; providing collaboration time is needed for site leaders and teacher leaders to meet with counselors to ensure college and career guidance alignment with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. **Scope:** LEA-wide	Although seven student groups are now in Green performance level on the 2025 CA Dashboard College/Career Indicator (CCI), there are still 47.4% of high school seniors who need to improve their performance on the CCI; therefore RUSD will provide focused meeting time across the District for Counselors, Teachers, and other Staff to align and monitor schoolwide practices to ensure student progress on key metrics for College and Career Readiness by student group.	CA Dashboard CCI Indicator Local Metrics: On Track for Graduation Metrics Affiliation Data Positive Attendance
2.1d	**Action:** Parent and Student College Career Ready Workshops **Need:** While some student groups decreased (Foster Youth 17.9%) or maintained (Students with Disabilities 11.6%) in 2024-25 for College and Career, some student groups made gains: LTELs (21.2%), EL (21.6%), and Homeless (31.3%), compared to all students at 52.6% Prepared; providing college and career ready workshops is needed to support students and	Because Foster Youth and Students with Disabilities are in the Orange performance level for the 2025 CA Dashboard College and Career Indicator (CCI), and English Learners, Homeless, and LTELs are in the Yellow performance level; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will conduct up to 15 (or more) college and career workshops throughout the school year made specifically accessible for both parents and students to attend.	# of Workshops Provided # of Attendees Survey Feedback

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
	families with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. **Scope:** LEA-wide		
2.2a	**Action:** Credit Recovery **Need:** In an effort to address gaps in graduation rates between All Students (95.6%) and English Learners (88.1%), Foster Youth (92.9%), and Low-Income (95.1%) students (2024-25 DataQuest Four-Year Adjusted Cohort Graduation Report), providing strategic and intensive intervention at secondary schools is needed to narrow the outcome gaps and increase opportunities for students with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Due to graduation rate gaps among English Learners, Foster Youth, and Low-Income students (DataQuest Report), this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated students, RUSD will provide opportunities during the school day and extended day for students to recover course credits for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school.	Enrollment for Second Semester Credit Recovery % On Track for Graduation LCAP Surveys LCAP Focus Groups
2.2b	**Action:** Dropout Prevention **Need:** In an effort to address gaps in dropout rates between All Students (2.4%) and English Learners (8.7%), Foster Youth (7.1%), and Low-Income (2.8%) students (2024-25 DataQuest Four-Year Adjusted Cohort Outcome Report), consistent, professional monitoring of dropout rates and Dashboard	Due to dropout rate gaps among English Learners, Foster Youth, and Low-Income students (DataQuest Report). In order to meet the needs, conditions, and circumstances of Unduplicated students, RUSD will provide a dropout prevention specialist who will strengthen relationships with students and families, and facilitate programming and supports for students who need dropout prevention in grades 8-12.	CA Dashboard Graduation Rate Indicator Local Metric: % On Track for Graduation

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
	indicators is needed for successful dropout prevention with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide		
2.2c	**Action:** Expanded Summer Programs for High School Students **Need:** In an effort to address gaps in graduation rates between All Students (95.6%) and English Learners (88.1%), Foster Youth (92.9%), and Low-Income (95.1%) students (2024-25 DataQuest Four-Year Adjusted Cohort Graduation Report); expanded learning time for high school students is needed to narrow learning gaps in course content standards and accelerate progress of all students groups, prioritizing services for English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Due to graduation rate gaps among English Learners, Foster Youth, and Low-Income students (DataQuest Report), this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD students will be provided organized summer learning programs that will specifically address grade improvement, course credit recovery, and progress on their academic plan.	% On Track for Graduation # of Additional Graduates LCAP Surveys LCAP Focus Groups
2.3a	**Action:** Career Technical Education (CTE) Pathway **Need:** In an effort to address gaps in CTE Pathway Completion among our unduplicated student groups where All Students scored 16.8% “Prepared” compared to English Learners (4.6%), LTELs (5.0%), Low-Income (16.3%), Foster Youth (20.0%), and Students with	Because Foster Youth and Students with Disabilities are in the Orange performance level for the 2025 CA Dashboard College and Career Indicator (CCI), and English Learners, Homeless, and LTELs are in the Yellow performance level; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will enhance implementation of CTE standards and pathways and provide additional courses and	CA Dashboard CCI Indicator Local Metrics: CTE Pathway Completers LCAP Surveys LCAP Focus Groups

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
	Disabilities (16.3%) (2025 DataQuest College/Career Levels and Measures Report); continuing to design and expand RUSD Career Technical Education (CTE) programs, is needed to enhance life skills, and college and career readiness for all students with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	apprenticeship opportunities for students including Advanced Manufacturing, in partnership with Riverside County Office of Education (RCOE), higher education, and community partners.	
2.3b	**Action:** Dual Enrollment Course Offerings **Need:** In an effort to address gaps in College Credit Course Completion among our unduplicated student groups where All Students scored 13.1% “Prepared” compared to English Learners (5.7%), LTELs (6.7%), Low-Income (12.7%), Foster Youth (60.0%), and Students with Disabilities (4.2%) (2025 DataQuest College/Career Levels and Measures Report); increasing Dual Enrollment participation is needed to provide early college experiences for students in RUSD with a priority on English Learners, Low-Income students, and Foster Youth. **Scope:** LEA-wide	Because Foster Youth and Students with Disabilities are in the Orange performance level for the 2025 CA Dashboard College and Career Indicator (CCI), and English Learners, Homeless, and LTELs are in the Yellow performance level, and all other student groups need to maintain their Green status; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide dedicated staff time to actively recruit students to increase enrollment in the number of college courses that will provide early college experiences for high school students and potentially provide them with a college transcript before high school graduation.	# of College Courses Completed % of Students Passing with a C or Better and Grades Earned
2.3c	**Action:** International Baccalaureate (IB) Program **Need:**	Due to College and Career Indicator gaps among English Learners, Foster Youth, and Low-Income students at John W. North High School (2025 CA Dashboard), this need will be addressed School-	IB Participation Rate % Success Rates (no D/F grades) Overall GPA

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
	In an effort to address gaps in International Baccalaureate (IB) performance at John W. North High School among unduplicated student groups where All Students scored a 4 or higher on 2 IB exams, demonstrating 1.6% “Prepared” compared to English Learners (0.0%), LTELs (0.0%), Low-Income (1.4%), and Foster Youth (0.0%) (2025 DataQuest College/Career Levels and Measures Report); providing a growing and challenging International Baccalaureate program to 10th-12th grade students is needed at John W. North High School (comprehensive) to better provide equity for its high enrollment of Low-Income students, Foster Youth, and English Learners. (88.7% Unduplicated student population). **Scope:** Schoolwide	wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the John W. North High School IB program (only IB program in RUSD) will consist of personalized counseling, mentorship, tutoring, and other additional support for IB diploma program track students.	
2.3d	**Action:** Advanced Placement (AP) Course Offerings and Exams **Need:** In an effort to address gaps in Advanced Placement performance among our unduplicated student groups where All Students scored 57.5% “Prepared” compared to English Learners (33.3%), LTELs (28.3%), Low-Income (53.7%), Foster Youth (60.0%), and Students with Disabilities (14.6%) (2025 DataQuest College/Career Levels and Measures Report); providing accelerated academic programs is needed to continue narrowing the outcome gaps between student	Because Foster Youth and Students with Disabilities are in the Orange performance level for the 2025 CA Dashboard College and Career Indicator (CCI), and English Learners, Homeless, and LTELs are in the Yellow performance level, and all other student groups need to maintain their Green status; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will work to increase Unduplicated enrollment in AP courses, as well as work to increase AP exam passing rates for all students enrolled.	# of AP Exam Registrations % of Students Successfully Completing Coursework % On Track for Graduation

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
	groups with a priority on English Learners, Low-Income students, and Foster Youth. **Scope:** LEA-wide		
2.3e	**Action:** Seal of Biliteracy Pathway **Need:** In an effort to address gaps in Seal of Biliteracy completion among our unduplicated student groups where All Students scored 18.2% “Prepared” compared to English Learners (16.1%), LTELs (18.3%), Low-Income (21.2%), Foster Youth (20.0%), and Students with Disabilities (4.2%) (2025 DataQuest College/Career Levels and Measures Report) and gaps among our unduplicated student groups among 2025-26 students who earned C grades or better in AP Spanish courses: Low-Income (87%), Students with Disabilities (66%), and English Learners (91%) and DLI students earning a C or better in AP Spanish Literature (84%); therefore RUSD will address educational partner interests and academic promise by promoting multilingualism/multiliteracy skills, providing a Dual Language Immersion program with robust AP Spanish courses and providing opportunities to earn the Seal of Biliteracy, to prepare students with bilingual skills for the future; ensuring a priority on English Learners, Low-Income students and Foster Youth.	Because Dual Immersion students are enrolled across select RUSD schools, this need will be addressed on a Schoolwide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, and other student groups, RUSD will provide a multi-school Dual Language Immersion program at elementary, middle, and high school levels, monitoring student academic and language progress, offering a robust AP Spanish program, providing preparation for earning the Seal of Biliteracy and increasing the number of students who earn the Seal of Biliteracy each year. (402 students will earn the Seal of Biliteracy in 2025-26 - of this total, 63 are DLI students). DLI is offered at the following (a) elementary schools: Castle View, Fremont, Jefferson, Longfellow, Mountain View, and Washington; (b) middle schools: Matthew Gage, University Heights, and Sierra; and (c) high schools: Poly, Ramona, and John W. North.	# of Seals of Biliteracy Earned % of Students Passing with a C or Better LCAP Surveys LCAP Focus Groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.4a	**Action:** Advancement Via Individual Determination (AVID) **Need:** While some student groups decreased (Foster Youth 17.9%) or maintained (Students with Disabilities 11.6%) in 2024-25 for College and Career, some student groups made gains: LTELs (21.2%), EL (21.6%), and Homeless (31.3%), compared to all students at 52.6% Prepared; increasing A-G attainment is needed through the continuation of elementary and secondary AVID and AVID Excel programs, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	Although seven student groups are now in Green performance level on the 2025 CA Dashboard College/Career Indicator (CCI), there are still 47.4% of high school seniors who need to improve their performance on the CCI to be college and career ready, and to provide additional supports to raise A-G attainment rates across all schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, and other student groups, RUSD will continue to grow multi-school AVID and AVID Excel programs which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting.	% of Graduation and A-G Rate of AVID Seniors % D/F Rate LCAP Surveys LCAP Focus Groups
2.4b	**Action:** Additional Targeted Supports for A-G Attainment **Need:** Considering only 29.7% of English Learners, 50.0% of Low-Income students and 15.4% of Foster youth completed UC/CSU entrance requirements (2024-25 DataQuest Report); providing student programs with specific monitoring is needed to support underrepresented students (2025-26 Puente - 100% A-G rate, Heritage - 60% A-G rate, Legacy - 40% A-G rate) in grades 9-12 with a	To provide additional supports to raise A-G attainment rates across all schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American students, English Learners, Hispanic students Low-Income, Foster Youth, and Students with Disabilities in the following support programs: ● Heritage Program (African American Students) ● Legacy Program (English Learner Students)	Metrics for Participating Seniors: % Enrolled in A-G Courses % of A-G Completion Graduation Rates District-Level Data LCAP Surveys

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
	priority on English Learners, Low-Income, and Foster Youth. **Scope:** LEA-wide	• Puente Program (Hispanic/Latino Students)	
3.1a	**Action:** Family Engagement **Need:** Based on educational partner feedback from the 2026 District Culture and Climate Survey regarding "Family Engagement," and noting that over 3,000 family participants continuously work with the Family Resource Center each year; providing inclusive and accessible programming that respects and values the diversity of families to encourage partnerships is needed ongoing - between home and school to build the capacity for active collaboration, engagement, and leadership to support student success with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	To increase school connectedness and continue to alleviate barriers to family engagement - (Only 22% families indicated that "Family Engagement" was favorable on the District Culture and Climate Survey; among families who speak languages other than English at home, 9.7% indicated they help at their child's school monthly or weekly, 12.1% indicated they are quite or extremely involved at their child's school) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and other high-need student groups, RUSD will support student learning and well-being, through staffing the Family Resource Center whose mission is to build partnerships with families and community members to provide access to comprehensive services to address and eliminate barriers.	FRC Feedback Survey FRC Workshop Survey FRC Event Survey LCAP Surveys
3.1c	**Action:** Communications **Need:** Based on educational partner feedback from students, parents and family members of Unduplicated pupils on the annual 2026 District Culture and Climate Survey, only 17% of parents are often involved with parent	To increase school connectedness and continue to alleviate barriers to family engagement - (85% of families responded that they are comfortable communicating with the school and 85% responded that the schools are welcoming; yet only 22% of parents scored "Family Engagement" favorably on the 2026 District Culture and Climate Survey); this need will be addressed LEA-wide. In order to meet the needs, conditions and	ParentSquare Contractability Rate / Open Rate Social Media Impressions # of campaigns / coverage for events RUSD Culture and Climate Survey LCAP Surveys

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
	groups, 22% of parents indicate they hardly ever meet with teachers in person and only 14% of parents have often helped out at their child's school this year; therefore, fostering a strong connection with parents through proactive and transparent communication is needed for Low-Income, Foster Youth, and English Learner families. **Scope:** LEA-wide	circumstances of Unduplicated students, and their families, RUSD will engage the community through expanded print and digital platforms and create engaging content that resonates with diverse audiences while showcasing District achievements. RUSD staff will also be provided with the tools necessary to communicate the District's mission and values effectively via school sites.	
3.1d	**Action:** Culture and Climate Survey **Need:** Based on educational partner feedback from the the LCAP Parent Advisory who annually review student focus group results, parent engagement event reports, and survey data from the families of Unduplicated pupils; and to also comply with state/LCAP requirements; implementing a comprehensive Culture and Climate Survey with students, staff, and families (2,814 family respondents in 2026) is needed to measure and gauge effectiveness and satisfaction levels of programming, and to project future services to be provided by the District with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	To increase school connectedness and continue to alleviate barriers to Family Engagement (Only 22% families stated this was favorable on the 2026 District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, District leadership will analyze the Culture and Climate Survey results and develop plans to increase student resiliency, belonging, connectedness, and family engagement, Additionally, results will be analyzed to further develop plans for school safety, staff belonging, and staff well-being.	RUSD Culture and Climate Survey
3.2a	**Action:** Professional Learning to Support Behavior and Social-Emotional Learning	While 79.25% of all students scored Low Risk on the recent social-emotional screener, only 42% of students indicated that "Sense of School	CA Dashboard Indicators (Suspension & Chronic Absenteeism)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The most recent data from the Districts' FastBridge mySAEBRS social-emotional learning (SEL) screener data, demonstrates on average, 79.25% of students (including Unduplicated pupils) score at Low Risk levels. While suspension rates have maintained (-0.1%) and chronic absenteeism rates have slightly decreased (0.8%) on the 2025 CA Dashboard the most recent data reveals: Foster Youth are 11.9% - suspended at least one day; English Learners 4.1% - suspended at least one day; and Low-Income students 4.5% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 27.6%; English Learners are 17.1% and Low-Income are 20.9%; therefore developing all staff (certificated/classified) and school leadership capacity is needed to maintain the current positive trends for SEL, and enhance the knowledge and understanding of behavioral and social-emotional learning, learner variability, and diversity of students as related to school behavior, chronic absenteeism and suspensions, with a priority on Foster Youth, Low-Income, and English Learners. **Scope:** LEA-wide	Belonging" was favorable on the 2026 District Culture and Climate Survey. In order for the District to focus on CA Dashboard suspensions rates (Moving All Students to Yellow; moving Foster Youth and Pacific Islander out of Red; Moving American Indian, Homeless, LTEL, Two or More Races, and White out of Orange); and an overall Chronic Absenteeism rate of 18%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide MTSS Counselors, Assistant Principals and Campus Supervisors professional learning from research-based practices and provide support for the implementation of the following: ● Positive Behavior Supports ● Disciplinary Practices ● Social-Emotional Learning ● Trauma Informed Practices ● Compassionate Classrooms ● Restorative Practices	Local Metrics: Suspension Rates Universal Screening Data
3.2b	**Action:** Attendance Case Management **Need:**	To increase student engagement (only 26% of students indicated "Student Engagement" was favorable on the 2026 District Culture and Climate Survey) and decrease 2025 CA Dashboard suspensions rates for Foster Youth and Pacific	CA Dashboard Chronic Absenteeism Indicator Local Metrics: Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Considering the most recent Chronic Absenteeism rates from the 2025 CA Dashboard for Foster Youth are 27.6%; English Learners are 17.1% and Low-Income students are at 20.9%; facilitating a community of practice with staff is needed to address Chronic Absenteeism through Attendance Teams who will conduct home visits, analyze attendance data, and develop school wide plans to improve chronic absenteeism rates with a priority on English Learners, Foster Youth and Low-Income students. **Scope:** LEA-wide	Islander - Red; Homeless, LTEL, American Indian, White, and Two or More Races - Orange; and decrease an overall Chronic Absenteeism rate of 18%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will deploy Attendance Teams to: ● Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. ● Develop and implement school wide attendance plans. ● Conduct home visits as necessary. ● Remove barriers using partnerships with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services.	LCAP Surveys LCAP Focus Groups
3.2c	**Action:** Positive Behavior Supports and Disciplinary Practices **Need:** The most recent data from the Districts' FastBridge mySAEBRS social-emotional learning (SEL) screener data, demonstrates on average, 79.25% of students (including Unduplicated pupils) score at Low Risk levels. While suspension rates have maintained (-0.1%) and chronic absenteeism rates have slightly decreased (0.8%) on the 2025 CA Dashboard the most recent data reveals: Foster Youth are 11.9% - suspended at least one day; English Learners 4.1% - suspended at least one day; and Low-Income students 4.5% - suspended at least one day; and	To increase student engagement (only 26% of students scored "Student Engagement" as favorable on the 2026 District Culture and Climate Survey) and decrease 2025 CA Dashboard suspensions rates for Foster Youth and Pacific Islander - Red; Homeless, LTEL, American Indian, White, and Two or More Races - Orange; and decrease an overall Chronic Absenteeism rate of 18%; this need will be addressed LEA-wide. To meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to train staff and implement Positive Behavior Supports (PBS) across schools. PBS is unique to RUSD and includes the development of clear behavior expectations that are taught and practiced, rewarded through praise, corrected, and retaught; and provide MTSS Counselors to address social-emotional needs for students; and Campus	CA Dashboard Indicators (Suspension & Chronic Absenteeism) Local Metrics: Suspension Rates Universal Screening Data RUSD Culture and Climate Survey LCAP Surveys LCAP Focus Groups

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	chronic absenteeism rates for Foster Youth are 27.6%; English Learners are 17.1% and Low-Income are 20.9%; therefore, in order to increase school connectedness and engagement, the implementation of Positive Behavior Supports (PBS) in and outside of class, providing MTSS Counselors and deploying Campus Supervisors on school campuses is needed and will include consistent responses to problem behaviors, progressive discipline plans, and clear student expectations at each school site to reinforce a positive learning environment with a priority on Foster Youth, Low-Income and English Learners. **Scope:** LEA-wide	Supervisors at elementary, middle and high Schools to address behavioral issues and provide support for school site staff.	
3.2d	**Action:** Restorative Practices **Need:** March 2026 Aeries suspension records indicate a decrease in suspension rates compared to the 2025 CA Dashboard: All Students (4% to 2.81%), Foster Youth (11.9% to 10.36%), English Learners (4.1% to 3.11%), Low-Income (4.5% to 3.26%), Students with Disabilities (5.9% to 4.73%), Homeless (5.4% to 4.5%), African American (7% to 5.74%), and American Indian (7% to 3.78%). This positive data validates that increasing community circles and restorative practices is needed to keep making progress for prevention and intervention strategies at each	To increase student engagement (only 26% of students scored "Student Engagement" as favorable on the 2026 District Culture and Climate Survey) and decrease 2025 CA Dashboard suspensions rates for Foster Youth and Pacific Islander - Red; Homeless, LTEL, American Indian, White, and Two or More Races - Orange; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will train staff (both certificated and classified) and implement alternative discipline strategies such as community circles and restorative practices at all school sites to reduce referrals and provide alternatives to suspensions.	CA Dashboard Suspension Rate Indicator Local Metrics: Suspension Rates RUSD Culture and Climate 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
	school site with a focus on Low-Income, English Learners, and Foster Youth. **Scope:** LEA-wide		
3.2e	**Action:** Additional Behavior Supports **Need:** While suspension rates have maintained (-0.1%) on the 2025 CA Dashboard, the most recent student group data reveals: Foster Youth are 11.9% - suspended at least one day; English Learners 4.1% - suspended at least one day; and Low-Income students 4.5% - suspended at least one day; therefore, continued strategic and intensive intervention conducted by Prevention Assistants and School Psychologists is needed for students with more intense behavior needs, with a priority on Foster Youth, Low-Income, and English Learners. **Scope:** LEA-wide	To increase student engagement (only 26% of students scored "Student Engagement" as favorable on the 2026 District Culture and Climate Survey) and decrease 2025 CA Dashboard suspensions rates for Foster Youth and Pacific Islander - Red; Homeless, LTEL, American Indian, White, and Two or More Races - Orange; this need will be addressed LEA-wide. To meet the needs, conditions and circumstances of Unduplicated students, RUSD Behavior Prevention Assistants staff including School Psychologists will conduct observations, analyze data, and develop behavior plans to reshape disruptive behaviors for identified students at all school sites.	CA Dashboard Suspension Rate Indicator Local Metrics: Suspension Rates RUSD Culture and Climate Survey SAP Behavior Surveys
3.2f	**Action:** Additional Social-Emotional Supports **Need:** SAP provides clinical therapy, behavior prevention services, risk assessments, etc. There are gaps in social-emotional learning where All Students (in grades 2-12) scored 24% “High Risk” or “Some Risk” whereas English Learners scored 35% “High Risk” or “Some Risk” on the Spring 2026 FastBridge	To increase student engagement and sense of belonging, (only 26% of students indicated "Student Engagement" at school was favorable, and only 42% of students indicated "Sense of Belonging" at school was favorable on the 2026 District Culture and Climate Survey), decrease 2025 CA Dashboard suspensions rates for Foster Youth (Red) and LTELs (Orange), and to continue current gains made by the Student Assistance Program, this need will be addressed LEA-wide. In order to meet the needs, conditions and	CA Dashboard Suspension Rate Indicator Local Metrics: RUSD Culture and Climate Survey SAP Counseling Surveys LCAP Surveys

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	mySAEBRS social-emotional learning screener. In addition, according to the 2025 CA Dashboard, there are disproportionate suspension rates among our unduplicated student groups: All Students (4.0% suspended at least one day), Foster Youth (11.9% suspended at least one day), English Learner (4.1% suspended at least one day), LTEL (8.7% suspended at least one day), and Low-Income (4.5% suspended at least one day). Therefore, strategic and intensive intervention is needed for Preschool through 12th-grade to serve students who display disruptive behaviors, have multiple suspensions, and exhibit more intense social-emotional needs with a priority on Foster Youth, Low-Income, and English Learners. **Scope:** LEA-wide	circumstances of Unduplicated students, RUSD's Student Assistant Plan Counselors (licensed clinicians) will provide check-ins, individual and group counseling sessions, and crisis prevention and intervention for students who may exhibit higher behavioral risks.	
3.2g	**Action:** Home Visits and Partnerships for At-Risk Students **Need:** March 2026 Aeries attendance data indicate a decrease in Chronic Absenteeism rates compared to the 2025 CA Dashboard: All Students (18% to 11.57%), American Indian (32.9% to 16.92%), Foster Youth (27.6% to 18.56%), English Learners (17.1% to 11.95%), Low-Income (20.9% to 11.90%), and Homeless (29.4% to 21.56%); the District will continue providing targeted support in the form of Attendance Teams and community partnerships for families of Foster	To increase student engagement and sense of belonging, (only 26% of students indicated "Student Engagement" at school was favorable, and only 42% of students indicated "Sense of Belonging" at school was favorable on the 2026 District Culture and Climate Survey) and decrease the 2025 CA Dashboard Chronic Absenteeism rate of 18%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD Attendance Teams will conduct regular home visits with families to build trusting relationships and partner in identifying students' needs, and providing necessary support to families utilizing school and community resources in order to improve chronic absenteeism rates.	CA Dashboard Indicators (Suspension & Chronic Absenteeism) Local Metrics: # of Completed Home Visits Chronic Absenteeism Rates LCAP Surveys

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
	Youth, Low-Income Students, and English Learners, is needed to reduce the number of students experiencing chronic absenteeism and/or suspensions as a result of disconnection to school. **Scope:** LEA-wide		
3.3a	**Action:** Equity, Culture, and Climate **Need:** Based on staff feedback, there is a desire for more team-building opportunities and a more supportive environment. Our parent groups raised concerns about bullying and expressed a need for campuses to strictly adhere to "No Place for Hate" policies to protect students from hate-filled actions; additionally 42% of All Students reported on the 2026 District Culture and Climate Survey that they feel a "Sense of Belonging" at school compared to English Learners (45%), Foster Youth (34%), and Students with Disabilities (42%); therefore, continuing to build a school community that honors diversity and promotes a sense of belonging is needed to enhance knowledge and understanding of diversity and inclusive practices with a priority on English Learners, Foster Youth, and Low-Income. **Scope:** LEA-wide	To increase sense of belonging, (only 42% of students indicated "Sense of Belonging" at school was favorable on the 2026 District Culture and Climate Survey), this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide professional development and leadership training for staff on cultural awareness, cultural proficiency and anti-bias practices (such as "No Place for Hate") in order to increase belonging for students, staff and families and eliminate inequities.	RUSD Culture and Climate Survey Principal No Place for Hate End of Year Reflection Survey
3.3b	**Action:** Arts	To increase sense of belonging (only 42% of students indicated "Sense of Belonging" was favorable on the 2025 District Culture and Climate	% of Students Enrolled in Elementary Music Programs

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
	Need: While some student groups decreased (Foster Youth 17.9%) or maintained (Students with Disabilities 11.6%) in 2024-25 for College and Career, some student groups made gains: LTELs (21.2%), EL (21.6%), and Homeless (31.3%), compared to all students at 52.6% Prepared. While these are slight gains over last year, the District still needs to continue providing a diverse set of offerings and supporting college and career readiness through the implementation of the RUSD Arts Plan. Course work in the arts is needed for many students to meet A-G requirements, and the arts offer a balanced educational experience for students, with a priority on English Learners, Foster Youth, and Low-Income. **Scope:** LEA-wide	Survey) and to ensure College and Career preparatory options are available across the District, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide robust, high-quality Arts education (dance, theater, instrumental music, choral music, and visual arts) for all students, across all schools, from Preschool through 12th grade to reach their highest creative potential.	# of District Arts Events Offered LCAP Surveys LCAP Focus Groups
3.3c	**Action:** Schools +2 **Need:** The following most vulnerable student groups participate in clubs, sports, AVID, ASB, Theater, and Band: 38% of All Students (9th and 10th grade), 16% Students with Disabilities, 19% English Learner, 13% Foster Youth, and 28% Homeless; therefore, continuing to provide “School +2” options (two activities for students outside of the school day) is needed to increase student belonging, and to allow students to participate in co-curricular and extracurricular activities free of	To address educational partner feedback on the 2025-26 LCAP surveys which indicated 73% (students in grades 5-12, n = 4,936) and 68% (parents, n = 896) satisfaction with the extracurricular opportunities offered at schools, and to increase "Sense of Belonging" on the 2026 District Culture and Climate Student Survey (only 42% favorable), this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide co-curricular and extracurricular activities across all schools and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high	% Affiliation Rate RUSD Culture and Climate Survey LCAP Surveys LCAP Focus Groups

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
	charge and free of barriers (clubs and athletics) with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	school athletic competition thereby increasing school connectedness and belonging.	
4.1b	**Action:** High-Quality Employees **Need:** In order to maintain and grow graduation rates for Unduplicated pupils (English Learners 88.3%, LTEL 88.9%, Low-Income students 93%, and Foster Youth 92.9%), and increase the ethnically diverse percentage of instructors/staff; attracting, recruiting, and developing highly qualified, highly effective, and ethnically diverse employees is needed to better serve all students with a priority on English Learners, Low-Income, and Foster Youth. **Scope:** LEA-wide	To maintain and consistently measure instruction-based LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students; to continue to provide an ethnically diverse teacher/staff percentage (68% currently for 2025-26) and to maintain and increase the District graduation rate (95.6%); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the District; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families.	New Hire Demographic Data One-On-One Coaching Feedback Survey Employee Wellness Event Survey
4.1c	**Action:** Professional Growth Systems **Need:** In order to maintain and grow graduation rates for Unduplicated pupils (English Learners 88.3%, LTEL 88.9%, Low-Income students 93%, and Foster Youth 92.9%), and high-quality teachers/administrators/staff (current retention rates: 96% teachers, 100% administrators, and 70% classified staff);	To maintain and consistently measure instruction-based LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students; and to continue to provide and retain high-quality teachers/staff with appropriate credentialing, and specialized support for administrators to help increase the District graduation rate (95.6%); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated	# of Hours Coaching Retention Rates of PGS Participants: Certificated, Classified, and Administrator PQS Survey LCAP Surveys

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
	providing high-quality coaching and professional learning through Professional Growth Systems (PGS) is needed to increase retention of certificated teaching staff, site administrators, and classified staff new to the profession or new to RUSD and to better serve Foster Youth, Low-Income students, and English Learners. **Scope:** LEA-wide	students, RUSD will continue to develop teacher and leader capacity through mentoring by PGS staff, fostering the collaboration and design of lessons at grade level rigor, enhancing knowledge and understanding of academic grade-level State Standards, Content Frameworks, and research-based practices; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees, and families interacting at school sites.	
4.1d	**Action:** Classroom Technology and Support and Digital Safety **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); continuing to provide classroom technology, and refresh classroom display projectors (200 classrooms in 2024-25), and document cameras (400 classrooms in 2024-25) for staff and students is needed to fully engage students in core and	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will ensure internet safety and disaster recovery of the RUSD computer network; and continue to provide a reliable digital infrastructure, including internet connectivity and digital devices which will be renewed in an ongoing protocol, and made easily available to staff and students.	% of Students with Access to a Digital Device % of Staff with a Device for Delivering Instruction # of Classrooms with Updated Classroom Display # of Classrooms with Updated Document Cameras LCAP Surveys LCAP Focus Groups

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
	supplemental curriculum, with priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide		
4.1e	**Action:** Professional Development Systems and Structures **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); professional development (PD) platforms are needed to house, track, and evaluate all Districtwide professional development with a priority on enhancing instruction for English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	To maintain and consistently measure LCAP actions that have demonstrated effectiveness (96% of surveyed PD participants agreed that training objectives were met and 91% of PD participants left their professional learning experiences with a plan to apply their learning in practice), and to continue to provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and to ensure high-quality instruction, RUSD will provide digital platforms to (a) manage and evaluate professional learning and (b) create virtual asynchronous learning opportunities to staff to enhance best first instruction for all students and monitor and evaluate PD services.	Professional Learning Evaluation

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
4.1f	**Action:** Access to Standards Aligned Materials **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students, 1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); maintaining the expanded hours for Library Media Assistants is needed to ensure all students have continued access to required and supplemental learning resources at school and home to assist in their academic improvement and performance, with a priority to serve English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, (2025-26 LCAP survey data revealed that 91% of families (n = 896) agreed that their child's school provides adequate opportunities for timely distribution of supplemental learning supplies (Chromebooks, textbooks, etc); 88% of students in grades 7-12 (n = 4,936) agreed they have easy access to their learning supplies (Chromebooks, textbooks, etc); 84% of staff (n = 910) agreed that RUSD school staff supports the timely distribution and/or access to required and supplemental learning resources that students need at school and home (Chromebooks, textbooks, etc)); and to provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to staff school libraries with Library Media Assistants who ensure the District is in compliance with the Williams Act and that Chromebooks and library books are tracked for inventory, re-distribution, and repairs (if needed).	% of Students with Access to Standards Aligned Instructional Books and Supplies # of Williams Act Findings LCAP Surveys
4.1g	**Action:** Supports to Schools **Need:** While only 26.24% Low-Income students, 7.99% of English Learners (EL) students,	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of	% of SPSAs Aligned with LCAP % of Approved Requisitions Aligned with LCAP LCAP Surveys

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
	1.60% of Long-Term English Learners (LTEL), 17.1% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 33.20% of all students); and in English Language Arts (ELA) only 40.84% of Low-Income students, 9.82% of EL students, 5.49% of LTEL, and 34.67% of Foster Youth met or exceeded standards (in comparison to 47.33% of all students); and 23.01% of Low-Income students, 1.96% of EL students, 0.8% of LTEL, 18.92% of Foster Youth, met or exceeded standards in Science (in comparison to 29.63% of all students); aligning School Plans for Student Achievement (SPSA) to the LCAP goals and actions is needed to ensure that increased and improved services in the form of additional educational resources and high-quality instruction and supervision are consistently available, and highly effective to support the learning and well-being of English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Unduplicated students, the RUSD LCAP Director will ensure the following: 1) SPSA goals and LCAP goals are parallel in monitoring academic, social-emotional, and behavioral data; 2) quarterly monitoring will take place to ensure the fidelity of the spending allocations to be used for actual needs such as: instructional resource teachers, community assistants instructional coaching, professional learning for staff, translation and needed students supplies; and 3) the District and schools will mutually continue to secure additional funding through grants to develop programs that increase diversity and inclusive practices while narrowing outcomes gaps for Unduplicated pupil groups.	$ in External Grants Earned to Support Programs Pending Grant Applications # of Grant Writing Course Completions Grant Manager Surveys
4.1h	**Action:** Data-Based Decision Making **Need:** According to our 2025-26 LCAP Surveys which were administered in November 2025, 83% of families (n = 896) agreed that they receive accurate information about their child through Aeries Parent Portal. 85% of students in grades 7-12 (n = 4,936) agreed it is easy to login to platforms such as Illuminate or	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the District will continue to administer State and local assessments with fidelity; and maintain the accuracy and quality of student demographic and assessment information in District data management systems, focusing on	Local Metrics: Universal Screener Completion Rate (reading, math, SEL) # of Work Orders Completed within 30 Days Software Engineer Project Completion Completed Projects LCAP Surveys

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
	FastBridge to complete online District assessments. 76% of staff (n = 910) agreed that RUSD maintains accuracy with our student data systems that allows data-driven decisions to increase student outcomes; therefore, Unduplicated pupils' assessment scores, attendance, behavior records, and academic achievement must be closely monitored by the District to consistently increase and improve services for English Learners, Foster Youth and Low-Income students. Therefore, overseeing data-based systems and creating opportunities for student-level decision making is needed to increase outcomes, and narrow gaps for these student groups. **Scope:** LEA-wide	growth for Foster Youth, Low-Income and English Learners who need to increase outcomes and narrow gaps.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7a	**Action:** Professional Learning to Support ELD Standards **Need:** According to the 2025 CA State Dashboard only 43.7% of English Learners and only 45% of LTELs are making progress towards English	Due to the Yellow performance level on the English Learner Progress Indicator (ELPI) for English Learners and Green performance level for Long-Term English Learners, this need will be addressed as a Limited Action directly serving EL and LTEL students. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide professional	CA Dashboard ELPI Indicator Local Metrics: Interim Assessments Classroom Walkthrough Data LCAP Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Language Proficiency (ELPI). Additionally, according to CDE's DataQuest, in 2024-25 6.2% of English Learners were At-Risk of becoming LTELs and only 11.8% of RUSD English Learners were RFEP; therefore building teacher and leader capacity is needed to collaboratively designing lessons at grade level rigor to enhance the knowledge and understanding of English Language Development with a specific focus on instruction for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	development to teachers on EL assessments, reclassification preparation, ELA/English Language Development (ELD) Frameworks, ELD Standards, Designated ELD instruction, and research-based practices to target the unique language needs of ELs, Newcomers, and LTELs.	
1.7c	**Action:** Instructional Pathways for English Learners **Need:** According to the 2025 CA State Dashboard only 43.7% of English Learners and only 45% of LTELs are making progress towards English Language Proficiency (ELPI). Additionally, according to CDE's DataQuest, in 2024-25 6.2% of English Learners were At-Risk of becoming LTELs and only 11.8% of RUSD English Learners were RFEP; therefore providing instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting is needed to support language acquisition and increase language proficiency to narrow outcome gaps for English Learners. **Scope:**	Due to the Yellow performance level on the English Learner Progress Indicator (ELPI) for English Learners and Green performance level for Long-Term English Learners, this need will be addressed as a Limited Action directly serving EL and LTEL students. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide Tier II support for English Learners at the high school level including: data analysis, authentic assessment, classroom observations, review of student work samples across subject matter disciplines, small group instruction, and progress monitoring.	CA Dashboard ELPI Indicator Local Metric: Interim Assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.1b	**Action:** Translation/Interpretation **Need:** 2025-26 CSEA feedback identified a need for more translators because the demand for translation and interpretation services to support our English Learner families is so high, the District cannot keep up as they constantly have to outsource to outside agencies. 2025-26 DELAC parent feedback emphasized how the availability of Spanish-language communication has enhanced informed parent participation. According to CDE's DataQuest, in 2024-25, over 12,400 students/families in RUSD spoke a first language other than English, (89% English Learners' first language is Spanish in the District); therefore, to increase school connectedness for English Learners, providing translation and interpretation services is needed to increase parent access to the school community with a priority on families of English Learners. **Scope:** Limited to Unduplicated Student Group(s)	According to the 2025-26 LCAP Survey, 84% of RUSD families (n = 896) indicated that translation and interpretation services are readily available and 70% of RUSD students (n = 4,936) indicated translation and interpretation are available during meetings where their parents or guardians attend, therefore, this need will continue to be offered LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, particularly English Learners, the District will provide an ongoing staff of translators and interpreters to provide services for school meetings, school events, IEPs, parent meetings, etc. to ensure access for families whose first language is other than English.	# of Interpretation/ Translation Requests Completion Rates for Interpretation/Translation Requests DELAC Feedback LCAP Surveys
3.2h	**Action:** Foster Youth Case Management **Need:** Since current 2025 CA Dashboard suspension rates for Foster Youth are 11.9% - suspended	To increase student engagement (only 23% of Foster Youth responded favorably about their "Engagement" at school on the 2025-26 District's Culture and Climate Survey compared to 26% of All Students), and decrease suspension rates (Red), and chronic absenteeism (Red) for Foster	CA Dashboard Indicators (Suspension & Chronic Absenteeism) Local Metrics: Suspension Rates Intervention Counts

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	at least one day; and chronic absenteeism rates for Foster Youth are 27.6%; additional case management from RUSD's Pupil Services department is needed to remove barriers by providing so Foster Youth can have access to resources and graduate prepared for college and career. **Scope:** Limited to Unduplicated Student Group(s)	Youth, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide additional case management from our Pupil Services department using outreach strategies and providing additional resources such as tutoring, transportation, school supplies, field trips, behavioral and social-emotional support for Foster Youth, along with a District-level specialized case manager for Foster Youth who will monitor their A-G coursework, their path to graduation, and ensure they are supported throughout their schooling experience.	Chronic Absenteeism Graduation and Post-Secondary Readiness

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.

Riverside Unified School District (RUSD) utilizes additional concentration grant add-on funding to increase and sustain staffing levels that provide direct services to students at 43 school campuses where the enrollment of unduplicated pupils exceeds 55%. This strategic investment is central to the District’s Multi-Tiered System of Supports (MTSS) initiative, a proactive, integrated framework designed to address student needs across academic, behavioral, and social-emotional domains.

By funding specialized personnel, RUSD ensures that high-need campuses have the capacity for universal screening, continuous progress monitoring, and the implementation of tiered interventions. These staff members are essential to maintaining balanced ratios and delivering the following direct services:

Mental Health and Wellness Support: MTSS and Student Assistant Program (SAP) Counselors, along with Crisis Prevention & Intervention Psychologists, provide clinical therapy, risk assessments, group counseling, and referrals to external medical partners.

Behavioral and Social-Emotional Intervention: SAP Prevention Assistants conduct restorative practices, teach mindfulness, and support positive behavior expectations.

Language Acquisition Support: Additional ELD teachers hired to reduce class sizes at secondary sites.

These additional staff complete the necessary Student Assistant Teams across the District to attend to student wellness which include risk assessments and referrals, clinical therapy at school sites, group counseling, data analysis, classroom instructional support and behavior prevention. MTSS-related positions and their corresponding counts are provided below:

31.5 FTE MTSS Counselors
36 FTE SAP Counselors (PS-12), and 5 FTE Lead SAP Counselors
20 FTE SAP Prevention Assistants @.75 FTE (Totals 15 FTE)
2.0 FTE Crisis Prevention & Intervention Psychologists
3.0 Inclusive Practices Specialists
3.6 FTE ELD Teachers (1.6 Middle School, 2 High School)

These staffing investments are integrated into the following LCAP actions to ensure a cohesive Districtwide roll-out of MTSS: Inclusive Practices (1.1c), School Counseling (2.1b), comprehensive Social-Emotional and Behavioral Supports (3.2a, 3.2c, 3.2e, 3.2f), and Instructional Pathways for English Learners (1.7c). This model fosters a schoolwide approach to high expectations and student wellness, ensuring that resources are equitably distributed to address the root causes of student challenges.

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	44:1	40:1
Staff-to-student ratio of certificated staff providing direct services to students	23:1	21:1

2026-27 Total 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 Increas or Improve Services for th Coming School Year (3 + Carryover %)
Totals	$435,096,733	$120,157,099	27.616%	0.390%	28.006%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$131,286,641.00	$26,885,018.00	$0.00	$4,014,865.00	$162,186,524.00	$122,205,926.00	$39,980,598.00

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	1.1a	Professional Learning to Support Grade-Level Standards	English LearnersFoster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$775,965.00	$193,401.00	$969,366.00				$969,366.00	
1.1	1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	English LearnersFoster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,310,083.00	$0.00	$4,310,083.00				$4,310,083.00	
1.1	1.1c	Instructional Coaching to Support Inclusive Practices	All Students with Disabilities	No			Specific Schools: All Elementary Schools	Ongoing	$1,280,733.00	$0.00	$727,518.00	$553,215.00			$1,280,733.00	
1.1	1.1d	Expanded Instructional Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,099,853.00	$0.00	$13,099,853.00				$13,099,853.00	
1.1	1.1e	Expanded Summer Programs for Elementary and Middle School Students	All	No			All Schools All Elementary and Middle Schools	Ongoing	$0.00	$5,813,686.00		$5,813,686.00			$5,813,686.00	

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	1.1f	Preschool Academic Foundations	English LearnersFoster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Preschools	Ongoing	$165,190.00	$0.00	$165,190.00				$165,190.00	
1.2	1.2a	Professional Learning to Support Grade-Level ELA Standards	English LearnersFoster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$916,901.00	$8,880.00	$925,781.00				$925,781.00	
1.2	1.2b	Early Literacy Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$99,924.00	$550.00	$60,474.00	$40,000.00			$100,474.00	
1.2	1.2c	Reading Intervention for Secondary Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$912,573.00	$9,015.00	$921,588.00				$921,588.00	
1.3	1.3a	Professional Learning to Support Grade-Level Mathematics Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$879,874.00	$6,700.00	$886,574.00				$886,574.00	
1.3	1.3b	Instructional Coaching to Support Strategies in Mathematics	All Students with Disabilities English Learners, Foster Youth,	No			All Schools	Ongoing	$2,756,940.00	$150,253.00		$2,907,193.00			$2,907,193.00	

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
			American Indian													
1.3	1.3c	Supplemental Mathematics Resources for Elementary and Secondary Students	English Learners Foster Youth Low Income Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All SchoolsX All Elementary and Secondary Schools	Ongoing	$12,001.00	$388,505.00	$12,001.00	$388,505.00			$400,506.00	
1.3	1.3d	Math Intervention for Secondary Students	Foster Youth Foster Youth, American Indian	Yes	LEA-wide	Foster Youth	Specific Schools: All Secondary Schools	Ongoing	$2,721,981.00	$167,359.00	$54,442.00	$2,834,898.00			$2,889,340.00	
1.4	1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$451,593.00	$121,655.00	$573,248.00				$573,248.00	
1.4	1.4b	Elementary Science Experiential Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	Ongoing	$0.00	$1,333,350.00	$1,333,350.00				$1,333,350.00	
1.4	1.4c	Secondary Science Experiential Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$15,759.00	$100,000.00	$115,759.00				$115,759.00	

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
1.4	1.4d	Expanded STEM Learning	All	No			Specific Schools: All Elementary Schools	Ongoing	$39,211.00	$935,003.00		$974,214.00			$974,214.00	
1.5	1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English LearnersFoster Youth Low Income	All Schools	Ongoing	$215,718.00	$3,825.00	$219,543.00				$219,543.00	
1.5	1.5b	Ethnic Studies Curriculum Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$370,289.00	$34,108.00	$35,730.00	$368,667.00			$404,397.00	
1.5	1.5c	Civics	English Learner Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$28,930.00	$101,070.00	$130,000.00				$130,000.00	
1.6	1.6a	Professional Learning to Support Instructional Technology Integration	English Learner Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$915,210.00	$43,958.00	$763,004.00	$196,164.00			$959,168.00	
1.6	1.6b	Learning Support for Instructional Technology	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$162,924.00	$0.00	$162,924.00				$162,924.00	

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										
1.6	**1.6c**	Digital Citizenship Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$186,026.00	$0.00	$186,026.00				$186,026.00	
1.6	**1.6d**	Computer Science and Computational Thinking Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$41,919.00	$112,805.00	$154,724.00				$154,724.00	
1.7	**1.7a**	Professional Learning to Support ELD Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,320,070.00	$182,419.00	$1,183,788.00	$122,903.00		$195,798.00	$1,502,489.00	
1.7	**1.7b**	Instructional Coaching	English Learners	No			Specific Schools: All Elementary Schools	Ongoing	$3,789,672.00	$206,537.00		$3,996,209.00			$3,996,209.00	
1.7	**1.7c**	Instructional Pathways for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Secondary Schools	Ongoing	$4,070,755.00	$189,516.00	$593,384.00	$3,666,887.00			$4,260,271.00	
1.7	**1.7d**	Reclassification of English Learners	English Learners	No			All Schools	Ongoing	$84,000.00	$0.00				$84,000.00	$84,000.00	
1.7	**1.7e**	Expanded Learning Opportunities for	English Learners	No			Specific Schools: All High Schools	Ongoing	$128,250.00	$71,749.00				$199,999.00	$199,999.00	

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
		Newcomers in Secondary														
1.7	1.7f	Additional Supports for Newcomers	English Learners	No			Specific Schools: All High Schools	Ongoing	$0.00	$86,223.00				$86,223.00	$86,223.00	
2.1	2.1a	Professional Learning to Support College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$256,109.00	$60,000.00	$256,109.00			$60,000.00	$316,109.00	
2.1	2.1b	School Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,008,162.00	$0.00	$2,008,162.00				$2,008,162.00	
2.1	2.1c	College Career Guidance Alignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$687,052.00	$125,190.00	$72,475.00	$739,767.00			$812,242.00	
2.1	2.1d	Parent and Student College Career Ready Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$207,065.00	$110,000.00	$317,065.00				$317,065.00	
2.2	2.2a	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learner Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,770,422.00	$14,682.00	$1,501,032.00	$284,072.00			$1,785,104.00	
2.2	2.2b	Dropout Prevention	English LearnersFoster	Yes	LEA-wide	English Learners Foster	Specific Schools: All	Ongoing	$153,644.00	$0.00	$153,644.00				$153,644.00	

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
			Youth Low Income			Youth Low Income	Secondary Schools									
2.2	**2.2c**	Expanded Summer Programs for High School Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$1,137,975.00	$2,543,586.00	$1,109,248.00	$2,572,313.00			$3,681,561.00	
2.3	**2.3a**	Career Technical Education (CTE) Pathway	English LearnersFoster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$1,289,882.00	$3,418,849.00	$4,618,227.00	$90,504.00			$4,708,731.00	
2.3	**2.3b**	Dual Enrollment Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$0.00	$145,000.00	$145,000.00				$145,000.00	
2.3	**2.3c**	International Baccalaureate (IB) Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North High School	Ongoing	$260,581.00	$101,991.00	$362,572.00				$362,572.00	
2.3	**2.3d**	Advanced Placement (AP) Course Offerings and Exams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$0.00	$448,815.00	$338,815.00			$110,000.00	$448,815.00	
2.3	**2.3e**	Seal of Biliteracy Pathway	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DLI Schools	Ongoing	$15,328,105.00	$100,613.00	$15,428,718.00				$15,428,718.00	

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
2.4	2.4a	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,119,010.00	$797,863.00	$1,311,156.00	$61,502.00		$544,215.00	$1,916,873.00	
2.4	2.4b	Additional Targeted Supports for A-G Attainment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$667,060.00	$288,187.00	$588,597.00			$366,650.00	$955,247.00	
2.4	2.4c	A-G Awareness Campaigns	All	No			Specific Schools: All Secondary Schools	Ongoing								
2.4	2.4d	Academic Planning for A-G Attainment	All	No			Specific Schools: All High Schools	Ongoing								
3.1	3.1a	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$922,501.00	$310,921.00	$833,095.00			$400,327.00	$1,233,422.00	
3.1	3.1b	Translation/ Interpretation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: EL Secondary Schools	Ongoing	$1,879,705.00	$0.00	$1,879,705.00				$1,879,705.00	

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
3.1	3.1c	Communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$578,312.00	$552,678.00	$1,130,990.00				$1,130,990.00	
3.1	3.1d	Culture and Climate Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English LearnersFoster Youth Low Income	5th-12 Grades	Ongoing	$0.00	$122,925.00	$122,925.00				$122,925.00	
3.2	3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$780,051.00	$57,500.00	$780,051.00			$57,500.00	$837,551.00	
3.2	3.2b	Attendance Case Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,659,822.00	$153,830.00	$9,495,530.00	$318,122.00			$9,813,652.00	
3.2	3.2c	Positive Behavior Supports and Disciplinary Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,680,243.00	$45,760.00	$12,726,003.00				$12,726,003.00	
3.2	3.2d	Restorative Practices	English LearnersFoster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,120.00	$21,378.00	$31,498.00				$31,498.00	

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
3.2	3.2e	Additional Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,271,437.00	$13,000.00	$2,284,437.00				$2,284,437.00	
3.2	3.2f	Additional Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$7,740,800.00	$180,799.00	$7,921,599.00				$7,921,599.00	
3.2	3.2g	Home Visits and Partnerships for At-Risk Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$153,207.00	$0.00	$153,207.00				$153,207.00	
3.2	3.2h	Foster Youth Case Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Foster Youth Secondary Schools	Ongoing	$608,354.00	$257,000.00	$219,710.00			$645,644.00	$865,354.00	
3.3	3.3a	Equity, Culture, and Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-14 Grades	Ongoing	$0.00	$62,300.00	$62,300.00				$62,300.00	
3.3	3.3b	Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,551,558.00	$470,253.00	$3,021,811.00				$3,021,811.00	

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	3.3c	Schools +2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$3,559,827.00	$3,915,952.00	$7,475,779.00				$7,475,779.00	
3.3	3.3d	Partnership Programs for Students	All	No			Specific Schools: All Secondary Schools	Ongoing	$0.00	$54,375.00				$54,375.00	$54,375.00	
4.1	4.1a	Safe Facilities	All	No			Specific Schools: All Secondary Schools	Ongoing	$1,758,246.00	$6,048,761.00	$7,648,242.00			$158,765.00	$7,807,007.00	
4.1	4.1b	High-Quality Employees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$193,411.00	$86,500.00	$279,911.00				$279,911.00	
4.1	4.1c	Professional Growth Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,937,108.00	$203,706.00	$3,089,445.00			$1,051,369.00	$4,140,814.00	
4.1	4.1d	Classroom Technology and Support and Digital Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,405,839.00	$4,890,715	$7,296,554				$7,296,554	
4.1	4.1e	Professional Development Systems	English Learners Foster	Yes	LEA-wide	English Learners Foster	All Schools	Ongoing	$0.00	$49,082.00	$49,082.00				$49,082.00	

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
		and Structures	Youth Low Income			Youth Low Income										
4.1	**4.1f**	Access to Standards Aligned Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,151,980.00	$0.00	$1,151,980.00				$1,151,980.00	
4.1	**4.1g**	Supports to Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,672,672.00	$3,455,515.00	$6,128,187.00				$6,128,187.00	
4.1	**4.1h**	Data-Based Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools	Ongoing	$1,400,540.00	$576,733.00	$1,709,430	$267,843.00			$1,977,273.00	
5.1	**5.1a**	English Learner Growth	English Learners	No			Specific Schools: Abraham Lincoln Continuation	1 Year	$69,622.00	$3,794.00		$73,416.00			$73,416.00	
5.1	**5.1b**	Increase Graduation Rates	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross HIgh Continuat	1 Year	$162,199.00	$8,841.00		$171,040.00			$171,040.00	

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
							ion, Summit View Independent Study									
5.1	**5.1c**	College/Career Preparation	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross High Continuation, Summit View Independent Study	1 Year	$86,158.00	$4,694.00		$90,852.00			$90,852.00	
5.1	**5.1d**	Mathematics	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross High Continuation, Summit View Independent Study	1 Year	$131,517.00	$7,166.00		$138,683.00			$138,683.00	
5.1	**5.1e**	Suspension Interventions	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross	1 Year	$92,626.00	$5,047.00		$97,673.00			$97,673.00	

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
							High Continuation, Opportunity Program									
5.1	**5.1f**	English Language Arts	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross High Continuation, Summit View Independent Study	1 Year	$110,660.00	$6,030.00		$116,690.00			$116,690.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$435,096,733	$120,157,099	27.616%	0.390%	28.006%	$122,635,881.00	0.000%	28.186 %	**Total:**	$122,635,881.00
								LEA-wide Total:	$102,968,004.00
								Limited Total:	$3,876,587.00
								Schoolwide Total:	$15,791,290

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.1	**1.1a**	Professional Learning to Support Grade-Level Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$969,366.00	
1.1	**1.1b**	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,310,083.00	
1.1	**1.1d**	Expanded Instructional Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,099,853.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.1	**1.1f**	Preschool Academic Foundations	Yes	LEA-wide	English Learners Foster Youth Low Income	Preschools	$165,190.00	
1.2	**1.2a**	Professional Learning to Support Grade-Level ELA Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$925,781.00	
1.2	**1.2b**	Early Literacy Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$60,474.00	
1.2	**1.2c**	Reading Intervention for Secondary Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$921,588.00	
1.3	**1.3a**	Professional Learning to Support Grade-Level Mathematics Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$886,574.00	
1.3	**1.3c**	Supplemental Mathematics Resources for Elementary and Secondary Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,001.00	
1.3	**1.3d**	Math Intervention for Secondary Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Secondary Schools	$54,442.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.4	1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$573,248.00	
1.4	1.4b	Elementary Science Experiential Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$1,333,350.00	
1.4	1.4c	Secondary Science Experiential Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$115,759.00	
1.5	1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$219,543.00	
1.5	1.5b	Ethnic Studies Curriculum Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$35,730.00	
1.5	1.5c	Civics	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$130,000.00	
1.6	1.6a	Professional Learning to Support Instructional Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$763,004.00	
1.6	1.6b	Learning Support for Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,924.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.6	**1.6c**	Digital Citizenship Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,026.00	
1.6	**1.6d**	Computer Science and Computational Thinking Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,724.00	
1.7	**1.7a**	Professional Learning to Support ELD Standards	Yes	XLimited to Unduplicated Student Group(s)	English Learners	All Schools	$1,183,788.00	
1.7	**1.7c**	Instructional Pathways for English Learners	Yes	XLimited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Secondary Schools	$593,384.00	
2.1	**2.1a**	Professional Learning to Support College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$256,109.00	
2.1	**2.1b**	School Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$2,008,162.00	
2.1	**2.1c**	College Career Guidance Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$72,475.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.1	**2.1d**	Parent and Student College Career Ready Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$317,065.00	
2.2	**2.2a**	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,501,032.00	
2.2	**2.2b**	Dropout Prevention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$153,644.00	
2.2	**2.2c**	Expanded Summer Programs for High School Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$1,109,248.00	
2.3	**2.3a**	Career Technical Education (CTE) Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$4,618,227.00	
2.3	**2.3b**	Dual Enrollment Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$145,000.00	
2.3	**2.3c**	International Baccalaureate (IB) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North High School	$362,572.00	
2.3	**2.3d**	Advanced Placement (AP) Course Offerings and Exams	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$338,815.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2.3	**2.3e**	Seal of Biliteracy Pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DLI Schools	$15,428,718.00	
2.4	**2.4a**	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,311,156.00	
2.4	**2.4b**	Additional Targeted Supports for A-G Attainment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$588,597.00	
3.1	**3.1a**	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	XAll Schools	$833,095.00	
3.1	**3.1b**	Translation/Interpretation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: EL Secondary Schools	$1,879,705.00	
3.1	**3.1c**	Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	XAll Schools	$1,130,990.00	
3.1	**3.1d**	Culture and Climate Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-12 Grades	$122,925.00	
3.2	**3.2a**	Professional Learning to Support Behavior and Social-Emotional Learning	Yes	LEA-wide	English Learners Foster	All Schools	$780,051.00	

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 (%)
					Youth Low Income			
3.2	**3.2b**	Attendance Case Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,495,530.00	
3.2	**3.2c**	Positive Behavior Supports and Disciplinary Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,726,003.00	
3.2	**3.2d**	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,498.00	
3.2	**3.2e**	Additional Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$2,284,437.00	
3.2	**3.2f**	Additional Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$7,921,599.00	
3.2	**3.2g**	Home Visits and Partnerships for At-Risk Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$153,207.00	
3.2	**3.2h**	Foster Youth Case Management	Yes	XLimited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Foster Youth Secondary Schools	$219,710.00	

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 (%)
3.3	**3.3a**	Equity, Culture, and Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-14 Grades	$62,300.00	
3.3	**3.3b**	Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	XAll Schools	$3,021,811.00	
3.3	**3.3c**	Schools +2	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$7,475,779.00	
4.1	**4.1b**	High-Quality Employees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,911.00	
4.1	**4.1c**	Professional Growth Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,089,445.00	
4.1	**4.1d**	Classroom Technology and Support and Digital Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$7,021,554.00	
4.1	**4.1e**	Professional Development Systems and Structures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,082.00	
4.1	**4.1f**	Access to Standards Aligned Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,151,980.00	

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 (%)
4.1	**4.1g**	Supports to Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$6,128,187.00	
4.1	**4.1h**	Data-Based Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools	$1,709,430.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$156,930,749.00	$157,056,169.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.1	**1.1a**	Professional Learning to Support Grade-Level Standards	Yes	$1,258,703.00	$958,324.00
1.1	**1.1b**	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	$4,054,974.00	$4,031,158.00
1.1	**1.1c**	Instructional Coaching to Support Inclusive Practices	No	$1,195,934.00	$1,251,808.00
1.1	**1.1d**	Expanded Instructional Planning	Yes	$15,105,878.00	$13,905,628.00
1.1	**1.1e**	Expanded Summer Programs for Elementary and Middle School Students	No	$4,000,000.00	$6,219,187.00
1.1	**1.1f**	Preschool Academic Foundations	Yes	$273,489.00	$276,908.00
1.2	**1.2a**	Professional Learning to Support Grade-Level ELA Standards	Yes	$785,664.00	$847,546.00
1.2	**1.2b**	Early Literacy Development	Yes	$40,000.00	$40,000.00
1.2	**1.2c**	Reading Intervention for Secondary Students	Yes	$974,204.00	$906,050.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.3	1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Yes	$832,426.00	$872,616.00
1.3	1.3b	Instructional Coaching to Support Strategies in Mathematics	No	$2,625,216.00	$2,780,882.00
1.3	1.3c	Supplemental Mathematics Resources for Elementary and Secondary Students	Yes	$292,264.00	$654,010.00
1.3	1.3d	Math Intervention for Secondary Students	Yes	$2,719,308.00	$2,757,988.00
1.4	1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	$731,175.00	$692,750.00
1.4	1.4b	Elementary Science Experiential Learning	Yes	$1,305,564.00	$1,120,275.00
1.4	1.4c	Secondary Science Experiential Learning	Yes	$117,187.00	$69,660.00
1.4	1.4d	Expanded STEM Learning	No	$846,099.00	$905,757.00
1.5	1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	$197,028.00	$207,977.00
1.5	1.5b	Ethnic Studies Curriculum Development	Yes	$436,640.00	$474,202.00
1.5	1.5c	Civics	Yes	$391,577.00	$420,808.00
1.6	1.6a	Professional Learning to Support Instructional Technology Integration	Yes	$657,084.00	$682,368.00
1.6	1.6b	Learning Support for Instructional Technology	Yes	$153,269.00	$170,223.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1.6	**1.6c**	Digital Citizenship Curriculum	Yes	$178,852.00	$198,957.00
1.6	**1.6d**	Computer Science and Computational Thinking Opportunities	Yes	$144,248.00	$124,468.00
1.7	**1.7a**	Professional Learning to Support ELD Standards	Yes	$1,026,567.00	$951,178.00
1.7	**1.7b**	Instructional Coaching	No	$3,570,545.00	$3,622,490.00
1.7	**1.7c**	Instructional Pathways for English Learners	Yes	$921,658.00	$931,469.00
1.7	**1.7d**	Reclassification of English Learners	No	$84,001.00	$1,301.00
1.7	**1.7e**	Expanded Learning Opportunities for Newcomers in Secondary	No	$150,000.00	$107,999.00
1.7	**1.7f**	Additional Supports for Newcomers	No	$86,223.00	$86,223.00
2.1	**2.1a**	Professional Learning to Support College and Career Readiness	Yes	$327,120.00	$303,182.00
2.1	**2.1b**	School Counseling Support	Yes	$1,905,222.00	$1,896,962.00
2.1	**2.1c**	College Career Guidance Alignment	Yes	$218,608.00	$109,376.00
2.1	**2.1d**	Parent and Student College Career Ready Workshops	Yes	$309,574.00	$284,627.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2.2	**2.2a**	Credit Recovery	Yes	$1,429,467.00	$1,443,830.00
2.2	**2.2b**	Dropout Prevention	Yes	$147,818.00	$152,289.00
2.2	**2.2c**	Expanded Summer Programs for High School Students	Yes	$3,601,467.00	$3,081,280.00
2.3	**2.3a**	Career Technical Education (CTE) Pathway	Yes	$6,881,443.00	$8,350,924.00
2.3	**2.3b**	Dual Enrollment Course Offerings	Yes	$145,000.00	$89,961.00
2.3	**2.3c**	International Baccalaureate (IB) Program	Yes	$352,365.00	$346,171.00
2.3	**2.3d**	Advanced Placement (AP) Course Offerings and Exams	Yes	$448,815.00	$388,497.00
2.3	**2.3e**	Seal of Biliteracy Pathway	Yes	$14,985,751.00	$14,505,956.00
2.4	**2.4a**	Advancement Via Individual Determination (AVID)	Yes	$1,922,089.00	$1,844,776.00
2.4	**2.4b**	Additional Targeted Supports for A-G Attainment	Yes	$1,136,117.00	$1,047,954.00
2.4	**2.4c**	A-G Awareness Campaigns	No	$551,534.00	$494,516.00
2.4	**2.4d**	Academic Planning for A-G Attainment	No	$183,845.00	$164,839.00
3.1	**3.1a**	Family Engagement	Yes	$1,140,385.00	$1,163,752.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3.1	**3.1b**	Translation/Interpretation	Yes	$1,842,736.00	$1,741,729.00
3.1	**3.1c**	Communications	Yes	$1,137,925.00	$1,223,474.00
3.1	**3.1d**	Culture and Climate Survey	Yes	$123,500.00	$122,925.00
3.2	**3.2a**	Professional Learning to Support Behavior and Social-Emotional Learning	Yes	$806,975.00	$898,456.00
3.2	**3.2b**	Attendance Case Management	Yes	$9,778,390.00	$9,748,980.00
3.2	**3.2c**	Positive Behavior Supports and Disciplinary Practices	Yes	$12,128,289.00	$12,089,673.00
3.2	**3.2d**	Restorative Practices	Yes	$31,379.00	$19,046.00
3.2	**3.2e**	Additional Behavior Supports	Yes	$2,178,104.00	$2,146,391.00
3.2	**3.2f**	Additional Social-Emotional Supports	Yes	$7,599,327.00	$7,715,156.00
3.2	**3.2g**	Home Visits and Partnerships for At-Risk Students	Yes	$144,911.00	$148,145.00
3.2	**3.2h**	Foster Youth Case Management	Yes	$668,320.00	$638,162.00
3.3	**3.3a**	Equity, Culture, and Climate	Yes	$578,342.00	$330,555.00
3.3	**3.3b**	Arts	Yes	$3,107,757.00	$2,897,407.00
3.3	**3.3c**	Schools +2	Yes	$7,224,439.00	$7,325,791.00
3.3	**3.3d**	Partnership Programs for Students	No	$54,375.00	$54,189.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4.1	**4.1a**	Safe Facilities	No	$7,421,029.00	$7,382,043.00
4.1	**4.1b**	High-Quality Employees	Yes	$272,968.00	$256,216.00
4.1	**4.1c**	Professional Growth Systems	Yes	$3,626,806.00	$3,550,214.00
4.1	**4.1d**	Classroom Technology and Support and Digital Safety	Yes	$7,230,979.00	$7,216,915.00
4.1	**4.1e**	Professional Development Systems and Structures	Yes	$91,496.00	$99,062.00
4.1	**4.1f**	Access to Standards Aligned Materials	Yes	$1,116,198.00	$1,111,319.00
4.1	**4.1g**	Supports to Schools	Yes	$6,232,905.00	$6,195,957.00
4.1	**4.1h**	Data-Based Decision Making	Yes	$1,737,704.00	$1,791,202.00
5.1	**5.1a**	English Learner Growth	No	$68,359.00	$80,849.00
5.1	**5.1b**	Increase Graduation Rates	No	$273,827.00	$84,898.00
5.1	**5.1c**	College/Career Preparation	No	$144,228.00	$70,118.00
5.1	**5.1d**	Mathematics	No	$218,111.00	$122,979.00
5.1	**5.1e**	Suspension Interventions	No	$137,584.00	$22,021.00
5.1	**5.1f**	English Language Arts	No	$111,389.00	$33,195.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$117,688,232	$122,186,370.00	$119,148,986.00	$3,037,384.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1.1	1.1a	Professional Learning to Support Grade-Level Standards	Yes	$1,258,703.00	$958,324.00		
1.1	1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	$4,054,974.00	$4,031,158.00		
1.1	1.1d	Expanded Instructional Planning	Yes	$15,105,878.00	$13,905,628.00		
1.1	1.1f	Preschool Academic Foundations	Yes	$185,239	$183,305.00		
1.2	1.2a	Professional Learning to Support Grade-Level ELA Standards	Yes	$785,664.00	$847,546.00		
1.2	1.2b	Early Literacy Development	Yes	$40,000.00	$40,000.00		
1.2	1.2c	Reading Intervention for Secondary Students	Yes	$974,204.00	$906,050.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1.3	**1.3a**	Professional Learning to Support Grade-Level Mathematics Standards	Yes	$832,426.00	$872,616.00		
1.3	**1.3c**	Supplemental Mathematics Resources for Elementary and Secondary Students	Yes	$0.00	$3,104.00		
1.3	**1.3d**	Math Intervention for Secondary Students	Yes	$0.00	$7,584.00		
1.4	**1.4a**	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	$731,175.00	$689,306.00		
1.4	**1.4b**	Elementary Science Experiential Learning	Yes	$1,305,564.00	$1,120,275.00		
1.4	**1.4c**	Secondary Science Experiential Learning	Yes	$117,187.00	$69,660.00		
1.5	**1.5a**	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	$197,028.00	$207,977.00		
1.5	**1.5b**	Ethnic Studies Curriculum Development	Yes	$85,731.00	$85,731.00		
1.5	**1.5c**	Civics	Yes	$80,000.00	$78,047.00		
1.6	**1.6a**	Professional Learning to Support Instructional Technology Integration	Yes	$657,084.00	$682,368.00		
1.6	**1.6b**	Learning Support for Instructional Technology	Yes	$153,269.00	$170,223.00		
1.6	**1.6c**	Digital Citizenship Curriculum	Yes	$178,852.00	$198,957.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1.6	**1.6d**	Computer Science and Computational Thinking Opportunities	Yes	$144,248.00	$124,468.00		
1.7	**1.7a**	Professional Learning to Support ELD Standards	Yes	$860,569.00	$907,985.00		
1.7	**1.7c**	Instructional Pathways for English Learners	Yes	$921,658.00	$931,469.00		
2.1	**2.1a**	Professional Learning to Support College and Career Readiness	Yes	$247,120.00	$252,830.00		
2.1	**2.1b**	School Counseling Support	Yes	$1,905,222.00	$1,896,962.00		
2.1	**2.1c**	College Career Guidance Alignment	Yes	$72,476.00	$47,155.00		
2.1	**2.1d**	Parent and Student College Career Ready Workshops	Yes	$309,574.00	$284,627.00		
2.2	**2.2a**	Credit Recovery	Yes	$1,429,467.00	$1,443,830.00		
2.2	**2.2b**	Dropout Prevention	Yes	$147,818.00	$152,289.00		
2.2	**2.2c**	Expanded Summer Programs for High School Students	Yes	$1,096,347.00	$1,096,766.00		
2.3	**2.3a**	Career Technical Education (CTE) Pathway	Yes	$4,247,582.00	$4,146,946.00		
2.3	**2.3b**	Dual Enrollment Course Offerings	Yes	$145,000.00	$89,961.00		

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)
2.3	**2.3c**	International Baccalaureate (IB) Program	Yes	$352,365.00	$346,171.00		
2.3	**2.3d**	Advanced Placement (AP) Course Offerings and Exams	Yes	$338,815.00	$278,497.00		
2.3	**2.3e**	Seal of Biliteracy Pathway	Yes	$14,985,751.00	$14,505,956.00		
2.4	**2.4a**	Advancement Via Individual Determination (AVID)	Yes	$1,305,490.00	$1,308,683.00		
2.4	**2.4b**	Additional Targeted Supports for A-G Attainment	Yes	$791,817.00	$701,796.00		
3.1	**3.1a**	Family Engagement	Yes	$752,496.00	$766,444.00		
3.1	**3.1b**	Translation/Interpretation	Yes	$1,842,736.00	$1,741,729.00		
3.1	**3.1c**	Communications	Yes	$1,137,925.00	$1,223,474.00		
3.1	**3.1d**	Culture and Climate Survey	Yes	$123,500.00	$122,925.00		
3.2	**3.2a**	Professional Learning to Support Behavior and Social-Emotional Learning	Yes	$749,475.00	$771,581.00		
3.2	**3.2b**	Attendance Case Management	Yes	$9,468,717.00	$9,424,740.00		
3.2	**3.2c**	Positive Behavior Supports and Disciplinary Practices	Yes	$12,128,289.00	$12,089,673.00		

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)
3.2	**3.2d**	Restorative Practices	Yes	$31,379.00	$19,046.00		
3.2	**3.2e**	Additional Behavior Supports	Yes	$2,178,104.00	$2,146,391.00		
3.2	**3.2f**	Additional Social-Emotional Supports	Yes	$7,599,327.00	$7,715,156.00		
3.2	**3.2g**	Home Visits and Partnerships for At-Risk Students	Yes	$144,911.00	$148,145.00		
3.2	**3.2h**	Foster Youth Case Management	Yes	$42,987.00	$44,444.00		
3.3	**3.3a**	Equity, Culture, and Climate	Yes	$578,342.00	$330,555.00		
3.3	**3.3b**	Arts	Yes	$3,107,757.00	$2,897,407.00		
3.3	**3.3c**	Schools +2	Yes	$7,224,439.00	$7,325,791.00		
4.1	**4.1b**	High-Quality Employees	Yes	$272,968.00	$256,216.00		
4.1	**4.1c**	Professional Growth Systems	Yes	$2,429,811.00	$2,291,231.00		
4.1	**4.1d**	Classroom Technology and Support and Digital Safety	Yes	$7,230,979.00	$7,216,915.00		
4.1	**4.1e**	Professional Development Systems and Structures	Yes	$91,496.00	$99,062.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4.1	**4.1f**	Access to Standards Aligned Materials	Yes	$1,116,198.00	$1,111,319.00		
4.1	**4.1g**	Supports to Schools	Yes	$6,232,905.00	$6,195,957.00		
4.1	**4.1h**	Data-Based Decision Making	Yes	$1,657,332.00	$1,636,535.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$422,171,182	$117,688,232	.736%	28.613%	$119,148,986	0.000%	28.223%	$1,646,425.90	0.390%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

- For school Districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school District or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific school site.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School Districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school District in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved

services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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