

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Elementary School District

CDS Code: 56725610000000

School Year: 2026-27

LEA contact information:

Veronica Rauschenberger

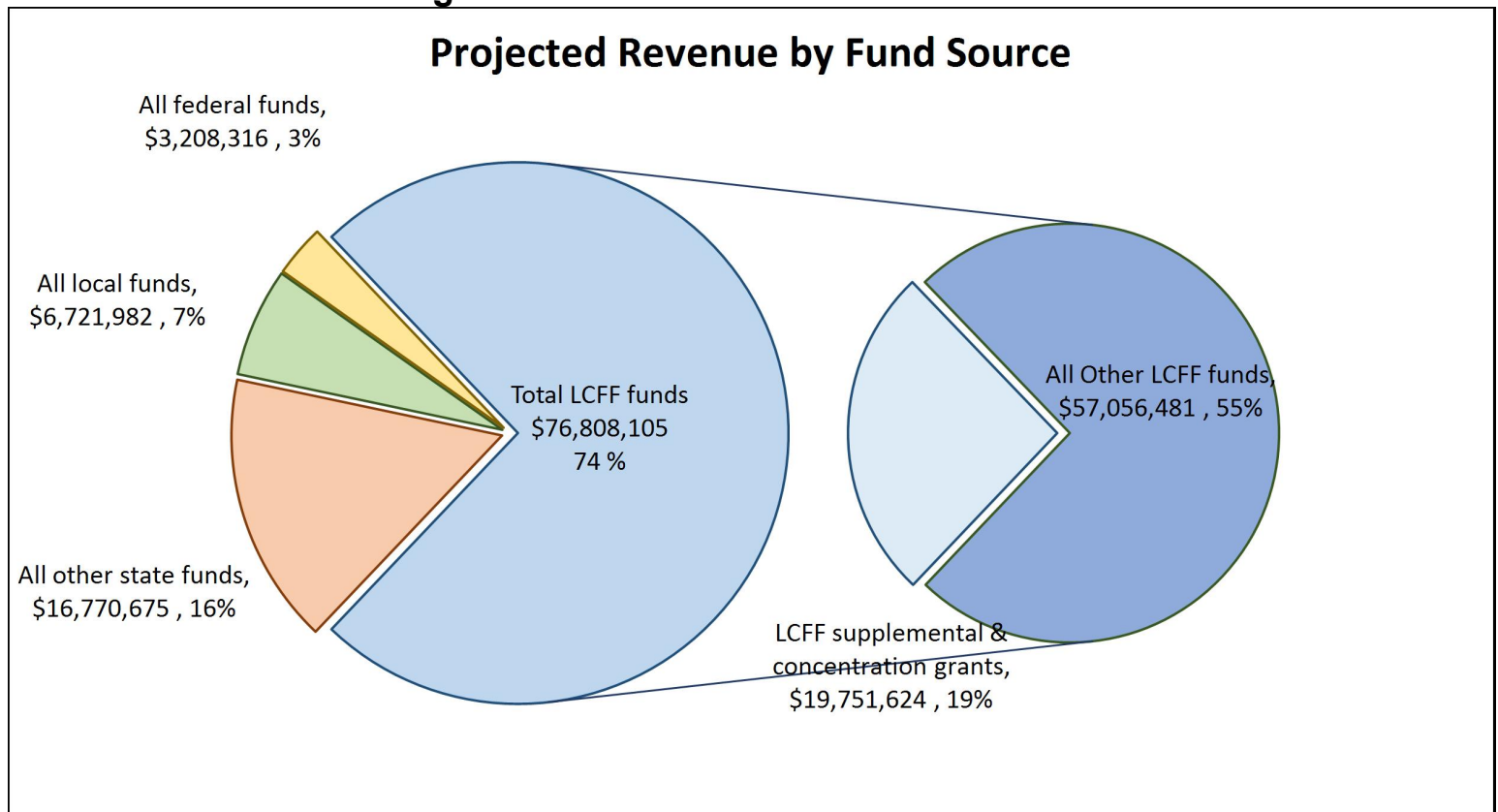
Interim Superintendent

vrauschenberger@rioschools.org

(805) 485-3111

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

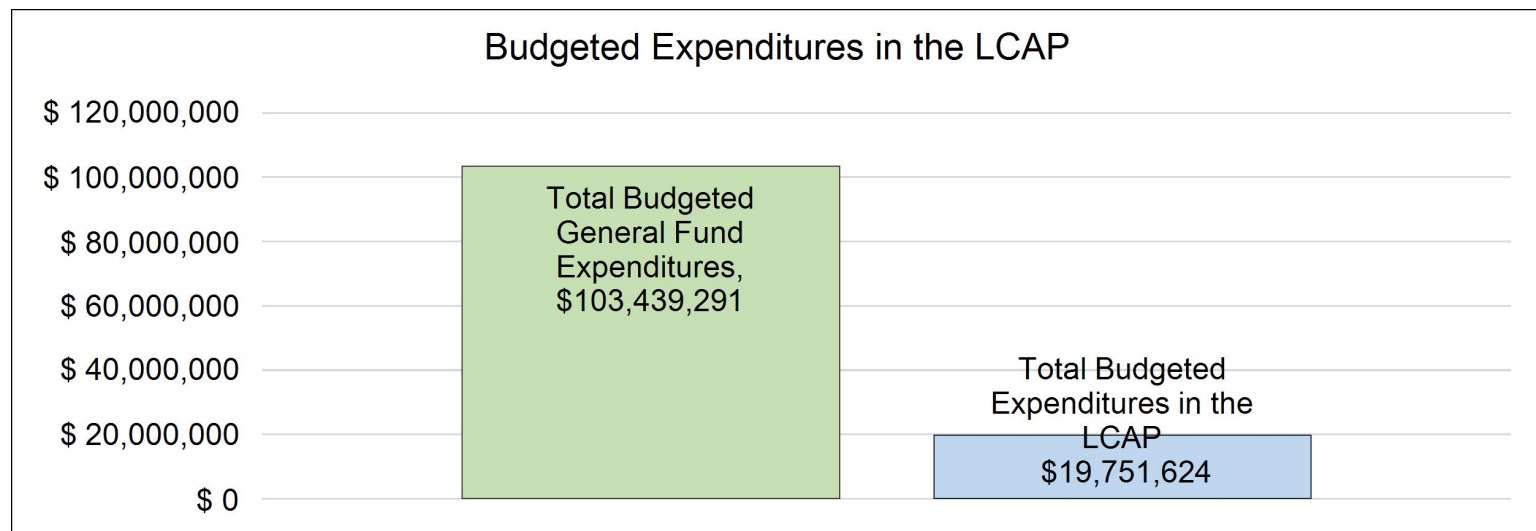


This chart shows the total general purpose revenue Rio Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rio Elementary School District is \$103,509,078, of which \$76,808,105 is Local Control Funding Formula (LCFF), \$16,770,675 is other state funds, \$6,721,982 is local funds, and \$3,208,316 is federal funds. Of the \$76,808,105 in LCFF Funds, \$19,751,624 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 Rio Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rio Elementary School District plans to spend \$103,439,291 for the 2026-27 school year. Of that amount, \$19,751,624 is tied to actions/services in the LCAP and \$83,687,667 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

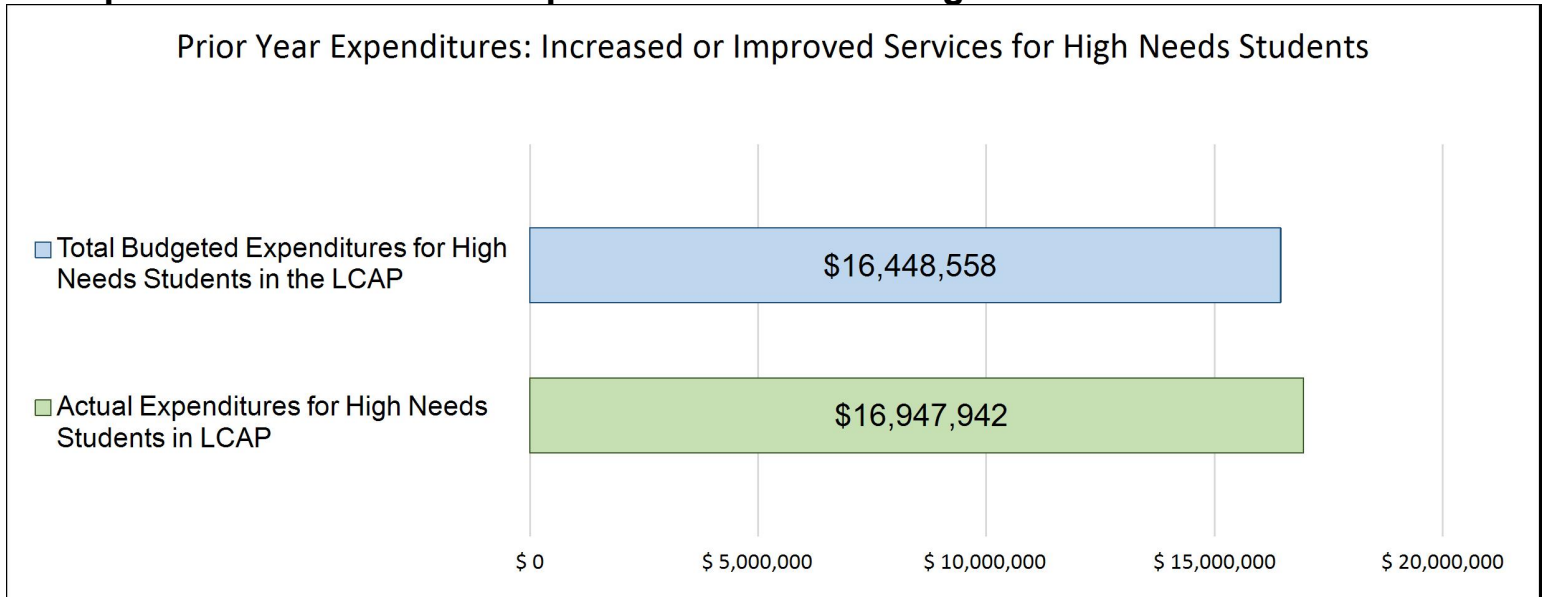
General Fund Budget Expenditures, not described in the LCAP, are used for Salary and Benefits and Materials/Supplies for the Core Instructional Program.

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

In 2026-27, Rio Elementary School District is projecting it will receive \$19,751,624 based on the enrollment of Foster Youth, English learner, and low-income students. Rio Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Elementary School District plans to spend \$19,751,624 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 Rio Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rio Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Rio Elementary School District's LCAP budgeted \$16,448,558 for planned actions to increase or improve services for high needs students. Rio Elementary School District actually spent \$16,947,942 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Elementary School District	Veronica Rauschenberger Interim Superintendent	vrauschenberger@rioschools.org (805) 485-3111

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.

The Rio School District analyzed and reviewed California's state priorities with a focus on Conditions of Learning, Pupil Outcomes, and Engagement. Rio attracts families who want their children to thrive in a well-rounded environment while focusing on the 5Cs; Collaboration, Communication, Critical Thinking, Creativity, and Caring human spirit. We are preparing our students to engage successfully in their communities while having the capacity to thrive and demonstrate strong character when addressing successes and challenges in their lives. The Rio School District has a strong reputation for offering a high-quality educational experience and commitment to a broad scope of learning.

In the 2025-2026 school year, the Rio School District served 5,208 students with a broad range of demographics. 86.2% of students served are Hispanic, 4.8% are White, 3.2% are Filipino, 1.7% are Asian, 1.7% are African American, and less than 1% of students are of American Indian or Pacific Islander descent. Our English Learner Population is 34% (decrease for three previous years), Special Education represents 14.6% (increase for three previous years), socioeconomically disadvantaged represent 84% (increase for three previous years), and foster youth/homeless make up 15.1% (increase from three previous years) of our student population. The district encompasses five elementary schools, one of which is transitioning into a dual language school, two comprehensive middle schools, one TK-8 STEAM Academy, and one TK-8 Dual Language Academy. The core of our work in each of our schools is to focus on helping students develop a love of learning while becoming "interested and competent readers."

With the help of our Community Partnerships which include parents, institutions of learning, as well as community and business leaders, the Rio School District helps propel the work of our schools to new heights and enables all teachers and students to be researchers, constructors of knowledge and applicators of 21st Century Skills.

With the help of all educational partners, RSD is proud to continue the journey with three new goals which focus on conditions of learning, pupil outcomes and engagement.

Reflections: Annual Performance

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

Based on the 2023 California School Dashboard, the following areas were identified as lowest performing. The actions outlined within the 2024-27 LCAP are designed to address the identified needs, with a particular focus on improving chronic absenteeism, suspension rates, and overall school engagement for the effected student groups and schools. Throughout the three-year LCAP cycle, these lowest performing areas and students groups will be continuously monitored and targeted for support, ensuring that interventions remain responsive to ongoing data and student needs.

Acronyms used:

EL– English Learners; LTEL–Long Term English Learners; FY–Foster Youth; LI–Low Income; SWD–Students with Disabilities; HOM–Homeless Youth; AA: African American Students; FI–Filipino Students; HI–Hispanic or Latino Students; WH–White Students

School(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

ELPI: Rio Plaza Elementary (ALL)

ELA: Rio Lindo Elementary (ALL); Rio Vista Middle (ALL)

Math: Rio Vista Middle (ALL)

Suspension Rate: Rio Vista Middle (ALL)

Chronic Absenteeism: Rio Lindo Elementary (ALL); Rio del Valle Middle (ALL)

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

ELA: HOM, SWD

Math: SWD

Suspension Rate: FY, AA

Chronic Absenteeism: FI

Student group(s) within school(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2023 Dashboard:

Rio Del Mar:

Chronic Absenteeism: EL, SWD

Rio del Norte:
Chronic Absenteeism: EL SWD, HI

Rio del Sol:
ELA: SWD Suspension Rate: AS

Rio Lindo Elementary:
ELA: EL, LI
Chronic Absenteeism: ALL, EL, HOM, LI, HI

Rio Plaza Elementary:
ELPI: ALL ELs

Rio Real Elementary:
ELA: SWD
Suspension: HOM

Rio Rosales:
ELA: SWD
Math: SWD

Rio del Valle Middle:
ELA: HOM, SWD
Math: SWD, WH
Suspension Rate: ALL, EL, HOM, LI, HI
Chronic Absenteeism: ALL, HI, WH

Rio Vista Middle:
ELA: EL, HOM, SWD
Math: ALL, EL, HOM, LI, SWD, HI
Suspension Rate: EL, LI
Chronic Absenteeism: WH

According to the CA Dashboard's "District Performance by County for 2025" report levels for chronic absenteeism declined by .8% from the previous year and is in the "orange" (very high) status. Suspension improved by .5% from the previous year and is in the "green" status. English Language Arts improved and moved from "orange" status to "yellow" (low) status. Math levels maintained in the "orange" status (very low) with very slight improvement from the previous year. English Learner progress declined to the "orange" status.

Based on review of the 25/26 CA Dashboard, Long-term English Learners are in the "red" (Lowest performance level) for suspensions, Homeless students are in the "red" (Lowest performance level) for English Language Arts and Math and students with disabilities are in the "red" for math. Long-term English Learners also have improved rates of chronic absenteeism; they have moved from "red" (very high) status to "orange" status. Focusing on the need of these subgroups will help address the overall needs and accountability measures on the CA Dashboard.

Rio School District staff has been working closely with families of students with chronic absenteeism and suspensions in order to support and improve school engagement and academic progress which is impacted by the significant absenteeism rates. Upon post-pandemic return, teachers, principals and parents reported the need to address student social, emotional and behavioral well being. In addition, greater attention to student screen time and access to social media is being evaluated in order to address concerns about student connectedness and engagement. Students self reported the need to support student behaviors in the classroom and at school. Parents continue to stress the importance of reengaging families with schools by increasing the activities and opportunities for parents to be on campus. In 25/26 community concerns related to racism and bullying are being analyzed in efforts to improve welcoming environments and safety at school. Addressing these social, emotional and behavioral needs, along with the perception of school safety and school connectedness for families, will support increased school engagement and access to daily academic instruction.

All schools must look at rebuilding student and family connectedness through increased feelings of safety and engagement in learning during and after the school day in order for students to have increased access to courses and academic progress.

As part of the LCAP Focus Goal, Rio School District increased mental health services and support staff to assist with student social, emotional and behavioral needs. In addition to maintaining the number of counselors at the comprehensive middle schools (2 full time counselors) and one full time counselor at the elementary schools, the district has hired mental health clinicians and behavior specialists to support students at the schools. Wellness centers are now available to students at 8 of the 9 schools. One school does not have the facility space but offers wellness activities during the lunch period for students. During the 25/26 school year, each of the TK-8 schools were fully staffed with two counselors which brought parity to all middle schools and two of our largest schools.

Based on the 2025/26 California School Dashboard, specific areas and student groups have been identified as lowest performing. The actions outlined in the 2024-27 LCAP are designed to address the identified needs, with a particular focus on improving chronic absenteeism, suspension rates, and overall school engagement for the affected student groups and schools. Throughout the three-year LCAP cycle, these lowest-performing areas and student groups will be continuously monitored and targeted for support, ensuring that interventions remain responsive to ongoing data and student needs.

Acronyms used:

EL– English Learners; , LTEL-Long Term English Learners; FY–Foster Youth; LI–Low Income; SWD–Students with Disabilities; HOM–Homeless Youth; AA: African American Students; FI–Filipino Students; HI–Hispanic or Latino Students; WH–White Students

School(s) within the LEA performing in the "Red" lowest performance level on one or more state indicators on the 2025/26 Dashboard:

ELPI: Rio Lindo, Rio del Mar, Rio Vista

ELA: Rio Lindo Plaza

Math: Rio Vista Middle, Rio Plaza

Science: none
Suspension Rate: none
Chronic Absenteeism: Rio del Mar, Rio del Norte, Rio del Valle Middle

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2025/26 Dashboard:

ELA: HOM
Math: SWD, HOM
Suspension Rate: LTEL
Chronic Absenteeism: none

Student group(s) within school(s) within the LEA performing at the lowest performance level on one or more state indicators on the 2025/26 Dashboard:

Rio Del Mar:
Chronic Absenteeism: ALL: EL, SWD, HI, HOM, WH, LI
ELA: SWD
Math: SWD
ELPI: ALL

Rio del Norte:
Chronic Absenteeism: ALL, EL, HI
ELA: EL, SWD
Math: SWD

Rio del Sol:
Math: SWD

Rio Lindo Elementary:
ELA: EL, SWD
ELPI: ALL

Rio Plaza Elementary:
ELA: ALL, HOM, LI, HIS, EL
Math: ALL, HOM, HIS, EL, LI

Rio Real Elementary:
ELA: SWD, HOM
Math: LTEL, SWD
Suspension: LTEL

Rio Rosales:
No student groups in "red" status

Rio del Valle Middle:
ELA: HOM, SWD
Math: SWD
Suspension Rate: EL, HOM, LI, SWD
Chronic Absenteeism: ALL, HI, EL, LI

Rio Vista Middle:
ELA: LTEL, HOM, SWD, LI, HIS
Math: ALL, HI
Science: LTEL
Suspension Rate: LTEL
Chronic Absenteeism: SWD
ELPI: ALL

Addressing State Priority 7A (Access to a Broad course of study):

Rio School District has expanded the program of study for all students and monitors implementation through the annual LCAP review process, enrollment rosters, report cards and attendance. 1) Monitoring a full implementation of a Dual Immersion school K-8 where students in 8th grade have the option to take the Advanced Placement Spanish and Culture exam where this past year 100% of 8th graders who took the exam passed. The Rio School District has also started a new Dual Immersion School, based on parent request, to help support the need for multi-language support. 2) The LEA is in full implementation of a STEAM Academy School where students are engaged in daily STEAM activities along with CTE options for 6th-8th grade students. 3) The LEA provides art and music classes at all sites. 4) The LEA provides a robust summer school academy along with a summer language academy to support English Learners. 5) The LEA provides an expanded day program for all students, including students with exceptional needs. This after-school enrichment offers support for homework completion, sports, arts and content engagement while providing child-care needs for underrepresented families. 6) The LEA provides outdoor learning opportunities such as garden and nutrition learning experiences at all school sites. 7) The LEA has expanded TK programs to all school sites with a 10:1 student to adult ratio.

Rio School District provides access to a broad course of study for all students at all sites. Art, Music, GATE, Garden and Nutrition, STEAM classes (including media, coding, and technology), and after-school programming are available at all 9 sites in the Rio School District. The master schedule is one of the tools used to monitor student enrollment at sites while attendance and grades are used to monitor access and participation in programs that are offered. CTE courses and similar engaging courses are offered at each of the middle schools, language and culture courses are offered at two dual immersion schools and all other schools offer a variety of courses such as music, art, GATE, Garden and Nutrition, and after-school programming. GATE options are offered after school, which allows for student choice, followed up with a showcase demonstrating the learning outcomes at the end of the year. Two district schools enhanced their music programs with

culturally relevant mariachi programs that allowed students to play instruments, dance and develop an appreciation for the culture being represented.

Rio School District continues to see steady enrollment in the various courses offered. Barriers that prevent enhanced learning opportunities include staffing challenges and master schedule conflicts where EL learners do not have access to electives. In attempts to remedy this, the LEA has begun to work with teachers to develop ELD-STEAM units which are more engaging with the foundation of Designated ELD standards.

The Rio School District will continue to support engaging and relevant curricula in order to address the barrier of chronic absenteeism. By supporting math and literacy through the expansion of a broad course of study, students will have an increased opportunity to engage in relevant learning opportunities which will result in improved attendance and access to academic instruction. The LEA plans to continue its expansion of the dual immersion program as a response to the need for multilingual programs. The Rio School District will further support students by developing a rich and engaging agriscience program where students will benefit from hands-on learning, with outdoor education experiences, which will allow for a deeper understanding of the connectivity between the environment and healthy living.

The District continues to have unexpended Learning Recovery and Emergency Block Grant (LREBG) Funds in the amount of \$227,093. LREBG funds are being used to support closing the achievement gap through actions in both Goal 1 and Goal 3 that are aligned to the spending priorities outlines in Education Code 32526(c)(2) by providing additional, supplemental curriculum as identified in Goal 1, Action 2 and professional development for teachers as identified in Goal 1, Action 3. By providing additional resources and materials, students may learn by experiencing multiple approaches or having content provided in an alternative/additional method than the traditional board approved curriculum and providing teachers with professional development helps them better understand the ELA, ELD, and Math Frameworks to deepen their ability to provide explicit instruction to the underrepresented groups. District LREBG funds will also support underrepresented groups through multi-tiered systems of support as identified in Goal 3, Action 1 as well as Goal 3, Action 5 and Goal 3, Action 7 which address the social and emotional well-being of all students; specifically underrepresented populations of LI, HOM, LTELs, ELs, AA, SWD and HIS. By addressing the social and emotional well-being of students, learners will feel supported and safe in their classrooms and their brains will be in a place to benefit from instruction rather than being in "fight or flight mode." This aligns with data from multiple needs assessments including the Measured Results Assessment that indicated that students need to continue building their sense of belonging and relationships with teachers and other trusted adults.

Reflections: Technical Assistance

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

It is important to note that Rio School District is currently eligible for technical assistance from the county for support in priority areas 4 (Pupil Achievement) and 6 (School Climate) for the Long-Term English Learner (LTEL) student group. Technical Assistance is designed to be a collaborative approach to improve outcomes for underrepresented groups that have made limited progress for two or more years.

Priority 4- Pupil Achievement:

The LTEL student group has not met performance expectations in key academic outcome areas including:

- 1) English Language Arts/Literacy (ELA) proficiency on the CAASPP assessments
- 2) College and career readiness indicators (e.g. EAP/CAASPP college readiness status)

3) Progress toward English language proficiency and reclassification as English proficient

This indicates the LTEL students are not achieving at the same level as other student groups and are not progressing toward reclassification at the expected rates.

Priority 6- School Climate:

The LTEL group shows disparities in school climate indicators, including:

- 1) Lower attendance rates compared to other student groups
- 2) Higher chronic absenteeism rates
- 3) Potentially lower engagement measures (e.g. suspension rates, sense of belonging, or participation in extracurricular activities)

These climate-related challenges may be contributing to or compounded by limited access to grade-level academic content and language support.

The District is currently receiving technical assistance from Ventura County Office of Education. Dr. Salas Brown has provided professional development to Rio School District Administrators on how to look at the data for the LTEL population, where to find resources to support LTELs, and how to use the data to create sound instructional plans for student growth.

Root Cause Consideration:

Rio School District will continue to work with the Ventura County Office of Education to examine:

- 1) Whether LTEL students have access to appropriate targeted English learner development services
- 2) Curriculum and instructional practices for LTEL students (e.g. socioemotional and behavioral support, academic language development)
- 3) Barriers to reclassification and college/career readiness for LTEL students
- 4) School climate factors that may disproportionately affect LTEL students, including engagement, attendance, and belonging.

Additionally, the district has contracted with Dr. Palmieri of UCSB to provide professional development to teachers at our Dual Immersion schools, contracted with Sobrato Early Academic Language (SEAL) to provide professional development to teachers, completed walk-throughs to monitor ELD implementation, and has just adopted MCLASS to provide early literacy screening of reading skills so that teachers can intervene quicker to provide English Learners with the direct, explicit instruction needed to make academic gains.

Next Steps for the District Assistance (DA) Plan:

In the DA plan, Rio School District will:

- 1) Identify specific, measurable goals to improve LTEL student outcomes in Priority 4 and Priority 6
- 2) Describe evidence-based strategies and actions to address EL development, reclassification, and academic achievement
- 3) Include appropriate metrics (e.g. reclassification rate, ELA proficiency, chronic absenteeism, attendance)
- 4) Clarify resource allocation and responsible staff for each action
- 5) Establish a timeline for implementation and monitoring progress.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Board of Education Community Members	Monthly Board Meetings Public Hearing Open meetings Board adoption The public hearing for the 25/26 LCAP is on June 3, 2026. The RSD Board meeting for LCAP adoption is scheduled for June 24, 2026.
Parent Advisory Committee Open to community Parent leaders are invited, SSC and ELAC parents are invited Certificated leadership invited Classified leadership invited Bargaining units invited, RTA/CSEA representatives Site principals Community Educational Partners are invited Department leadership (directors) are invited	Open meetings: 10/6/25, 11/3/25, 1/26/26, 2/23/26 Opportunity for dialogue (two-way communication) Ongoing review of LCAP and student services Reduction of barriers: translation provide, food and childcare provided, transportation continues to be a barrier Meeting location centralized Meeting time is after work hours to increase accessibility
District - Parent English Learner Advisory Committee Open to community Parents of English Learners are invited Certificated leadership invited Classified leadership invited Site principals attend	Open meetings: 10/20/25, 11/17/25, 2/2/26, 2/23/26 Opportunity for dialogue (two-way communication) Ongoing review of LCAP and student services Reduction of barriers: translation provide, food and childcare provided Meeting location centralized Meeting time is after work hours to increase accessibility

Educational Partner(s)	Process for Engagement
Community Educational Partners are invited Department leadership (directors) are invited Community liaisons are invited District translators attend	Labor Management: 12/4/25, 3/25/26 Employee Relations: 5/12/26, 6/9/26 Leadership meetings (directors, departments, principals): 8/19, 9/2, 9/16, 10/7, 10/21, 2/17, 3/17, 4/21, 5/19
Student Roundtables Superintendent & Student Roundtable Student representatives and superintendent attend Youth Truth Student Roundtable Student representatives, parents, counselors and principals attend	Student feedback: 10/23/25, 2/26/26, 4/23/26, Dialogue and activities to share feedback and input related to student engagement and academic progress.
LCAP SELPA consultation District director attends consult meeting Supporting Innovative Practices (SIP) meeting: addresses the needs for SWD to access more time in the general education classroom setting	Attend county level consultation meetings December 8, 2025 (LCAP meeting) February 11, 2026 SIP Meetings: 4/24/26, 5/5/26, 5/14/26, 5/22/26
Curriculum Council Meetings Teachers on Special Assignment Teachers attend: specific to grade level band or content areas TK Expansion Council	TK-5 Curriculum Council with teachers: 8/11, 10/9, 10/30, 1/13, 2/10, 3/19, 4/23, 5/12 K-8 Math, 6-8 curriculum council with teachers: 10/30, 11/5, 2/19, 4/28 Puberty Ed Curriculum Council: 10/7, 10/28 Science Curriculum Council: 1/20, 2/11, 11/4, 5/13, 4/29, 3/4 Instructional walks: 11/7, 12/2 EL symposium: 11/6 Ethnic Studies teacher collaboration: 10/21/25
Parent and Community Meetings Liaisons and community members, targeting unduplicated families such as low-income, homeless, foster, English language learners and students with disabilities Family support and feedback	Parent & Community feedback received on a regular basis through liaisons individual and group meetings and during community outreach activities. Community Goals workshop: 9/16/25 Community forum, Leader In Me: 9/25/25, 2/5/26

Educational Partner(s)	Process for Engagement
	Parent Symposium 3/12/26 Black Families Listening Session 4/22/26, 5/13/26, 5/21/26, 6/4/26, 6/11/26 Anti-racism and bullying community forum: 5/21/26, 6/11/26 African American Clergy Coalition community meeting: 5/7/26, 6/2/26 Fatherhood Summit: 6/14/26
Surveys MRA Survey California Healthy Kids Survey Annual LCAP Survey Annual Transportation Survey and presentation	MRA Survey - March 2026 California Healthy Kids Survey - February 2024 Annual LCAP Survey - March 2026 Annual Transportation Survey & Transportation presentation 1/26/26 Art Survey - March 2026 PLT teacher surveys: 9/10/25, 10/22/25, 1/14/26, 2/11/26, 3/4/26, 4/29/26
Budget meeting and LCAP Collective Bargaining Unit, RTA and CSEA presented budget overview in negotiations meeting	11/6, 11/21, and throughout May and June 2026 April-June 2026 Opportunity to review the budget and hear input from teacher leadership
Homeless and Foster consultation with Ventura County Office of Education District Director attends	11/20/25 3/5/26 4/7/26

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

The district dashboard indicators highlight curriculum resources and family engagement opportunities that reflect the feedback from our educational partners. Actions in the LCAP address the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/faq>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

During the 2025–26 planning process, the common themes identified for LCAP development are consistent with previous years and will continue to support the district’s focus goal, broad goal, and maintenance goal. Feedback from participants indicates that there are generally positive perceptions of the district’s school safety, policies, and support systems. However, the input also highlighted several areas where additional improvements may be needed. This feedback directly informed the priorities and refinements in the 2026–27 LCAP development process.

Common themes in the 25/26 LCAP survey is as follows (226 responses) :

The majority of participants in this engagement are parents, accounting for 81% of the responses, with employees making up 13% and those identifying as both at 5%. The most attended or worked-at site is Rio Del Sol, with 24% of participants associated with it, followed by Rio Real at 22%. The primary concerns expressed by participants revolve around student safety, academic performance, and well-being, with a strong emphasis on reading and math skills. Many participants also highlighted the importance of addressing bullying and improving communication between schools and parents. There is a notable interest in enhancing emotional and social support for students, as well as providing more extracurricular activities and sports.

Academic Performance (Goal 1 & 3): Participants frequently mentioned the importance of improving reading and math skills, with some expressing concerns about students performing below grade level. There is a call for more targeted interventions and support for students with exceptional needs. The perception is that academic rigor and support are crucial for student success, and there is a desire for more resources and attention to these areas.

School Environment (Goal 2) Infrastructure and Resources: Concerns were raised about the adequacy of school facilities, with calls for improvements in infrastructure, such as permanent classrooms and better equipment for sports. Participants perceive that enhancing resources and facilities can positively impact the learning environment and student experience. Ensuring that school environments remain safe, clean, and in good condition is a priority, as a significant number of participants highlighted this. Well-maintained facilities contribute to a positive learning environment and student well-being. Participants expressed a need for improved communication between schools and parents, with suggestions for more updates and involvement in school activities. There is a perception that better engagement can lead to a stronger school community and support for students.

Policies on Bullying and Cyberbullying (Goal 2 and Goal 3): There is strong support for taking a proactive stance on handling these types of issues. Effective policies against bullying and cyberbullying are critical, and while many participants agree with the current policies, continuous improvement is necessary. Such policies foster a safe and respectful school culture. There is a strong sentiment that student well-being should be prioritized, which reflects the need to continue services and programs to help students manage stress and emotions. Late in the year, parent feedback indicated the need to address the need to teach about anti-racism. Community stressors appear to be impacting schools. Parent education and increased communication need to be a focal point to support these concerns.

Learning Materials and Broad Course Offerings (Goal 1 and Goal 3): There is a positive reflection of the district’s commitment to providing comprehensive resources and opportunities for students. Additional curriculum resources and attention are needed for Dual Immersion and ELD programs. The district has designated funds for updating social studies curriculum and continuing to support math instruction. The district will continue to support standards-based curriculum alignment Goal 1, Action 1.

Support for Students and Parents (Goal 3): Opinions are mixed with an understanding of Common Core standards. Parents need more support to understand standards and expectations. Most parents feel welcome at school with some work to do related to communication with parents. Parents report that they attend parent conferences to discuss student progress.

Student Opportunities and Well-being (Goal 1 and Goal 3) Extracurricular Activities and Sports: There is interest in expanding extracurricular activities, including sports, arts, cooking, field trips, farm/outdoor education and technology programs. Participants believe that these activities contribute to student well-being and engagement, and there is a desire for more opportunities for students to participate in leadership roles and diverse experiences. There is strong support and feedback from parents that the district should continue to provide well-rounded educational experiences. Participants expressed satisfaction with the broad course offerings, suggesting that this should continue to be a focus. Providing diverse learning opportunities supports student engagement and prepares them for various future paths. Parents report that this is why they bring their children to Rio School District.

Based on feedback, efforts have been made to increase support to address bullying and student conflict with a particular focus on social media. These efforts include the Screenagers program and social media education for parents along with the continued partnership with local law enforcement and staffing of campus supervisors. The district has also responded to input by addressing intensive behavior needs with additional special education assistance, trainings, additional staff where appropriate and newly implemented wellness centers. Along with behavioral support, the district maintains a robust course offering which includes clubs, family activities, field trips, outdoor learning programs and after school programs. Educational partner input is important and will be continuously received through two-way communication opportunities, community leadership retreats, student roundtables and a wide variety of articulation meetings to address student growth and development.

Feedback directly resulted in updating the social studies curriculum and puberty curriculum in 2025 and the Math curriculum which has started in the 25/26 school year. Teachers will be piloting new math materials in the 26/27 school year. Once they select curriculum, parents will have an opportunity to review the selection and provide input. Teachers continue to explore science supplemental resources to further support NGSS standards.

Feedback related to extra curricular activities resulted in expanding our outdoor education experiences for 5th grade students.

Visual and Performing Arts Survey - Teacher feedback (148 responses):

Participants express an interest in diverse art forms, including music, dance, visual arts, and media arts, with a desire for more hands-on and developmentally appropriate activities. The general sentiment is positive, with appreciation for the current offerings and a desire for more variety and frequency in arts classes.

Arts Education and Offerings: Participants appreciate the variety of arts education available, including music, dance, visual arts, and media arts. There is a strong desire for more hands-on activities and developmentally appropriate lessons, especially for younger students. Many participants express satisfaction with the current offerings but suggest improvements in frequency and variety to enhance student engagement and learning.

Teacher and Specialist Support: Teachers and specialists are highly valued for their expertise and ability to engage students creatively.

Participants appreciate the collaboration opportunities provided by arts classes, allowing teachers to plan and meet. However, there are concerns about the need for more support in classroom management and the logistical challenges faced by arts specialists due to being stretched across multiple sites.

Student Engagement and Development: The arts programs are seen as crucial for student engagement and development, providing opportunities for creative expression and skill-building. Participants highlight the importance of tailoring lessons to be age-appropriate and culturally relevant, with suggestions for incorporating more modern techniques and cross-curricular activities to enrich the learning experience.

Cultural and Community Connections: Participants value the inclusion of cultural elements in arts education, which helps students connect with their heritage and appreciate diversity. There is a desire for more opportunities to combine cultural art with modern techniques, fostering a sense of community and cultural pride among students.

Visual and Performing Arts - Student feedback (1,742 responses)

The majority of students (77%) prefer engaging in arts activities during the school day rather than after school. This preference suggests that students value the integration of arts into their regular school schedule, possibly due to convenience or the structured environment it provides.

Confidence in Creative Skills: A significant number of students (55%) feel somewhat confident in their creative abilities, with 31% feeling very confident. This indicates a generally positive self-assessment of creative skills among students, though there is room for improvement in boosting confidence levels further.

Interest in Art Forms: Students show a strong interest in music, visual arts, and media arts. This interest is reflected in their desire to learn more about these forms and suggests that these areas could be focal points for curriculum development and resource allocation.

Desire for New Activities: There is a clear demand for new and diverse art activities, such as pottery, dance, and media arts. Students express a desire for more hands-on and varied experiences, indicating a need for schools to expand their arts offerings to meet these interests.

Feedback on Current Classes: Students appreciate the creativity and freedom in their current art classes but express a need for more time and resources. They suggest improvements such as more frequent classes, better art supplies, and opportunities for field trips to enhance their learning experience.

Visual and Performing Arts - Parent feedback (324 responses)

The survey reveals a strong preference among participants for arts education to be integrated into the school day, with 76% favoring this option over after-school enrichment. The most represented schools in the survey are Rio Vista (25%) and Rio del Sol (23%). Parents express a desire for their children to have more access to a variety of arts programs, including music, dance, theater, and visual arts. Communication about new arts opportunities is preferred through the ParentSquare app, email, and other direct communication methods. The general

sentiment indicates a high value placed on arts education as an integral part of the school curriculum.

Arts Education Format: The majority of participants (76%) prefer arts education to occur during the school day rather than as an after-school activity. This preference suggests that parents and guardians see arts education as a fundamental part of the academic experience, rather than an extracurricular activity. The sentiment reflects a desire for arts to be integrated into the daily learning environment, providing students with consistent exposure and engagement.

School Representation: The survey data shows that Rio Vista (25%) and Rio del Sol (23%) have the highest representation among participants. This indicates a strong engagement from these communities in the survey process. The data may reflect the schools' active communication channels or a higher level of interest in arts education among their parent bodies.

Desired Arts Programs: Participants express a strong interest in expanding access to various arts programs, including music, dance, theater, and visual arts. Many parents highlight the importance of these programs in fostering creativity and providing a well-rounded education. The responses suggest a demand for diverse arts offerings that cater to different interests and talents among students.

Communication Preferences: The preferred methods for communicating new arts opportunities are through the ParentSquare app, email, and direct communication methods. This indicates a need for clear and accessible communication channels to ensure parents are informed about available programs and opportunities for their children.

Grade Representation: The survey includes a diverse range of grade levels, with the highest representation in TK-K (17%) and 6th grade (17%). This distribution suggests that interest in arts education spans across different age groups, highlighting the importance of providing arts opportunities at all educational stages.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal #1 is a broad goal to address pupil outcomes and student engagement. The objective is to ensure equity in education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.) The Rio School District will continue to provide all students with a broad course of study and expanded engagement opportunities and academic support to ensure that learning is taking place for all students, including English Language Learners, foster youth, low socioeconomic youth (including homeless youth) and students with disabilities. This goal is based on analysis and data from the California Dashboard, previous LCAP evaluation and reflection, educational partner surveys and input, local assessments, reclassification rates, and CAASPP and ELPAC results. By 2026/27 Rio School District will achieve increases in overall student proficiency in core academic subjects, as measured by CA state assessments and local indicators. This will be accomplished through action items such as targeted instructional practices, professional development and increased support for students from diverse backgrounds; specifically for unduplicated student groups such as English Language Learners, foster youth, low socioeconomic youth (including homeless youth) and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

"Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive." (<https://www.cde.ca.gov/qs/ea/> CDE, May 2024)

State priority #2, Implementation of State Standards, and State Priority #4, Pupil Achievement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, educational partner surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. This analysis and alignment strengthens the district's support for all students in making progress toward life, college, and/or career. The data and analysis show where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low-income students, foster youth, and services for our students with disabilities and any other groups with unique needs. The most recent California Dashboard from 2025/26 indicated slight overall growth in ELA and Math, although not yet back to pre-pandemic levels, as indicated on the CAASPP.

Data Quest reports indicate that reclassification rates of English Learners are improving and reclassified students are performing the same or better than English only subgroups on the CAASPP. The 25/26 California Dashboard also indicated 42% of English Learners made progress (low status) based on the state ELPAC assessment. As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. It is important for attendance to remain high and chronic absenteeism to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement, State Priority #7, Course Access and State Priority #8, Other Pupil Outcomes. To ensure access and basic conditions of learning are addressed, the district supports student progress through State Priority #1, Fully Credentialed and Appropriately Assigned Teachers, access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study ensures student readiness for a rigorous and aligned curriculum that supports the 5Cs; Critical Thinking, Creativity, Communication, Collaboration, and Caring.

Rio School District is currently receiveing technical assistance to support Long Term English Learners. This targeted assistance includes action steps in Goal 1 that address State Priority 4: Pupil Achievement (Pupil Outcomes). Additional resources will be provided to English Learners in order to close the achievement gap and provide direct instruction targeted at English Language Development to support student growth in English proficiency.

The 25/26 California Dashboard indicates that English Language Arts has a "red indicator" for our homeless and student subgroup. The 25/26 California Dashboard indicates that Math has a "red indicator" for our students with disabilities and homeless subgroups. The 25/26 California Dashboard indicates that suspensions has a "red indicator" for our LTEL student subgroup. For each of these subgroups, professional development and targeted curriculum support is an area of focus and will be monitored through our annual metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) – Statewide Assessment	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP)	Source: 2023-24 DataQuest California Assessment of Student	Source: 2024-25 DataQuest California Assessment of Student	Source: 2025-26 DataQuest California Assessment of Student	Source: 2024-25 DataQuest California Assessment of Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of All Grades students Met (Level 3) or Exceed Standard (Level 4)	Level 3 or 4 ALL: 34.95% EL: 16.79% LTEL: 5.37%	Performance and Progress (CAASPP)	Performance and Progress (CAASPP)	Performance and Progress (CAASPP)	Performance and Progress (CAASPP)
	Percent of All Grades students Nearly Met (Level 2)	FY: Student group too small to report HOM: 18.54% LI: 28.60% SWD: 7.84%	Level 3 or 4 (Met/Exceeded)	Level 3 or 4 (Met/Exceeded)	Level 3 or 4	Level 3 or 4
	(State Priority 4A)	Level 2 ALL: 24.73% EL: 26.47% FY: Student group too small to report HOM: 27.27% LI: 24.58% SWD: 15.68%	ALL: 33.68% EL: 13.84% RFEP: 51.84% LTEL: 6.25% FY: Student group too small to report HOM: 19.30% LI: 28.41% SWD: 8.20%	ALL: 35.10% EL: 13.35% RFEP: 55.4% LTEL: 4.49% FY: Student group too small to report HOM: 20.57% LI: 30.79% SWD: 8.46%	ALL: 38% EL: 49% FY: Student group too small to report HOM: 22% LI: 32% SWD: 11%	ALL: 0.15% EL: -3.44% LTEL: -.088% FY: Student group too small to report HOM: 2.03% LI: 2.14% SWD: 0.62%
		Source: 2022-23 Dashboard	Level 2 (Nearly Met)	Level 2 (Nearly Met)	Level 2	Level 2
		Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -78.1 Students with Disabilities (SWD) group: SWD: -120.5	ALL: 23.84% EL: 25.76% RFEP: 22.91% LTEL: 20.31% FY: Student group too small to report HOM: 22.31% LI: 23% SWD: 13.82%	ALL: 23.68% EL: 26.34% RFEP: 20.53% LTEL: 24.72% FY: Student group too small to report HOM: 23.46% LI: 24.18% SWD: 15.01%	ALL: 20% EL: 20% FY: Student group too small to report HOM: 24% LI: 20% SWD: 13%	ALL: -1.05% EL: -0.13% FY: Student group too small to report HOM: -3.81% LI: -0.4% SWD: -0.67%
			Source: 2023-24 Dashboard	Source: 2024-25 Dashboard	Source: 2025-26 Dashboard	Source: 2024-25 Dashboard
			Student groups with "Red" Indicators based on the Distance	Student groups with "Red" Indicators based on the Distance	Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -70	Student groups with "Red" Indicators based on the Distance from the Standards:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from the Standards: Homeless student group: HOM: -81 from standard Students with Disabilities (SWD) group: SWD: -120.9 from standard English Learners (ELs): -70.3 from standard Long-term English Learners (LTEL): -87.3 from standard	from the Standards: Homeless student group: HOM: -81.7 from standard	Students with Disabilities (SWD) group: SWD: -115	Homeless student group: HOM: decreased by 3.6 from baseline Students with Disabilities (SWD) group: SWD: increased by 3.5 from baseline.
1.2	Math – Statewide Assessment Percent of All Grades students Met (Level 3) or Exceed Standard (Level 4) Percent of All Grades students Nearly Met (Level 2) (State Priority 4A)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 24.08% EL: 11.49% LTEL: .49% FY: Student group too small to report HOM: 13.98% LI: 18.61% SWD: 7.35% Level 2 ALL: 25.39%	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 24.03% EL: 10.94% RFEP: 28.96% LTEL: 2.59% FY: Student group too small to report HOM: 16.17% LI: 20.14% SWD: 5.9%	Source: 2024-25 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 24.56% EL: 10.56% RFEP: 32.09% LTEL: 2.82% FY: Student group too small to report HOM: 12.29% LI: 20.81% SWD: 6.55%	Source: 2025-26 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 28% EL: 36% FY: Student group too small to report HOM: 17% LI: 22% SWD: 11% Level 2	Source: 2024-25 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 0.48% EL: -0.93% LTEL: 2.33% FY: Student group too small to report HOM: -1.69% LI: 2.2% SWD: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 26.60% LTEL: 11.17% FY: Student group too small to report HOM: 22.58% LI: 24.70% SWD: 11.37% Student groups with "Red" Indicators based on the Distance from the Standards: Students with Disabilities (SWD) group: SWD: -138.7	Level 2 ALL: 26.91% EL: 24.98% RFEP: 26.25% LTEL: 12.44% FY: Student group too small to report HOM: 23.13% LI: 25.97% SWD: 14.39% Source: 2023-24 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -102.9 from standard Students with Disabilities (SWD) group: SWD: -141.4 from standard English Learners (ELs): -97.9 from standard Long-term English Learners (LTEL): -	Level 2 ALL: 27.04% EL: 23.99% RFEP: 29.89% LTEL: 8.47% FY: Student group too small to report HOM: 27.83% LI: 27.58% SWD: 14.59% Source: 2024-25 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -103.1 from standard Students with Disabilities (SWD) group: SWD: -140.1 from standard	ALL: 20% EL: 22% FY: Student group too small to report HOM: 18% LI: 20% SWD: 9% Student groups with "Red" Indicators based on the Distance from the Standards: Students with Disabilities (SWD) group: SWD: -125.	Level 2 ALL: 1.65% EL: -2.61% LTEL: -2.7% FY: Student group too small to report HOM: 5.25% LI: 2.88% SWD: 3.22% Source: 2024-25 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: 0.2 increase from baseline Students with disabilities: increased by 1.4 from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			150.9 from standard			
1.3	California Science Test (CAST) – Statewide Assessment Percent of All Grades students Met (Level 3) or Exceed Standard (Level 4) Percent of All Grades students Nearly Met (Level 2) (State Priority 4A)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 18.90% EL: 3.13% FY: Student group too small to report HOM: 9.89% LI: 12.78% SWD: 6.67% Level 2 ALL: 62.28% EL: 68.66% FY: Student group too small to report HOM: 51.65% LI: 64.61% SWD: 40.74%	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 18.28% EL: 3.38% RFEP: 24.04% LTEL: 0% FY: Student group too small to report HOM: 8.15% LI: 14.30% SWD: 2.0% Level 2 ALL: 59.14% EL: 64.0% RFEP: 58.91% LTEL: 52.50% FY: Student group too small to report HOM: 60% LI: 59.82% SWD: 45.33%	Source: 2024-25 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 19.48% EL: 1.47% RFEP: 31.79% LTEL: 2% FY: Student group too small to report HOM: 11.9% LI: 16.06% SWD: 4.83% Level 2 ALL: 58.63% EL: 60.59% RFEP: 56.22% LTEL: 50% FY: Student group too small to report HOM: 56.55% LI: 60.24% SWD: 42.07%	Source: 2025-26 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 22% EL: 30% FY: Student group too small to report HOM: 13% LI: 16% SWD: 10% Level 2 ALL: 58% EL: 55% FY: Student group too small to report HOM: 48% LI: 60% SWD: 36%	Source: 2024-25 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 0.58% EL: -1.66% FY: Student group too small to report HOM: 2.01% LI: 3.28% SWD: -1.84% Level 2 ALL: -3.65% EL: 8.07% FY: Student group too small to report HOM: 4.9% LI: -4.37% SWD: 1.33%
1.5	English Learner - Reclassification Rate	Data Quest - RFEP enrollment report 2022-2023	Data Quest - ELs & RFEP enrollment by	Data Quest - ELs & RFEP enrollment by	Data Quest - RFEP enrollment report 2025-2026	Data Quest - ELs & RFEP enrollment by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Long-term English learners (LTEL report) (State Priority 4F)	District: All ELs: 38.9% 2,019 students RFEP (reclassified students) 17% , 413 students English Learners classified as Long Term English Learners (LTELs) 8.6% 210 students	ELAS report 2023-2024 District: ALL ELs: 36.2% 1,886 students RFEP (reclassified students) : 20.3%, 481students English Learners classified as Long Term English Learners (LTELs): 8.7% 206 students	ELAS report 2024-2025 District: ALL ELs: 34% 1,786 students RFEP (reclassified students) : 9.0%, 432 students English Learners classified as Long Term English Learners (LTELs): 8.5% 192 students	Decrease the percentage of ELs that are classified as LTELs by 2% each year.	ELAS report 2024-2025 District: ALL ELs: 0.1% decrease by 233 students RFEP (reclassified students) : decrease by 8% English Learners classified as Long Term English Learners (LTELs) - 0.1% decreased by 18 students
1.6	ELPAC Assessment (State Priority 4E)	Data Quest - ELPAC Assessment 2022/2023 English Learners (EL) making progress towards English language proficiency District: All ELs: 38.9% 2,019 students Overall Performance Level 4: 16.50% Level 3: 33.77% Level 2: 29.40%	Data Quest - ELPAC Assessment 2023/2024 English Learners (EL) making progress towards English language proficiency District: ALL ELs: 36.2% 1,886 students Overall Performance	Data Quest - ELPAC Assessment 2024/2025 English Learners (EL) making progress towards English language proficiency District: ALL ELs: 34% 1,786 students Overall Performance	Data Quest - ELPAC Assessment 2025/2026 Increase the percentage of students increasing a performance level by 2% each year. By 2026 57% of EL learners will be making progress toward English Language Proficiency	Data Quest - ELPAC Assessment 2024/2025 English Learners (EL) making progress towards English language proficiency District: ALL ELs: 4.9% less ELs 233 less students Overall Performance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 1: 20.33%	Level 4: 16.69% Level 3: 30.57% Level 2: 28.87% Level 1: 23.87%	Level 4: 12.33% Level 3: 32.13% Level 2: 32.69% Level 1: 22.85%		Level 4: 4.17% decrease Level 3: 1.64% decrease Level 2: 3.29% increase Level 1: 2.52% increase
1.7	Local Indicator Reflection: Implementation of all California state standards, including how ELs will access the CCSS and ELD standards (Priority 2A & 2B) Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priorities 2A & 2B)	Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5	Source: 2023-2024, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5	Source: 2024-2025, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5	Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5	Source: 2024-2025, CA Dashboard Local Indicators Professional Development/Academic Standards Growth in two areas from the baseline Instructional Materials Growth in two areas from the baseline Policy & Program Support: Remained the same Implementation of Standards Growth in two areas from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 3 Physical Education Model Content Standards: 3 World Language: 5 Health Education Content Standards: 2 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 3 Physical Education Model Content Standards: 4 World Language: 5 Health Education Content Standards: 3 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional	Next Generation Science Standards: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 3 Physical Education Model Content Standards: 4 World Language: 5 Health Education Content Standards: 3 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional	Next Generation Science Standards: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Implementation of Standards Career Technical Education: 5 Physical Education Model Content Standards: 5 World Language: 5 Health Education Content Standards: 5 Visual and Performing Arts: 5 Engagement of School Leadership Identifying the professional	Engagement of School Leadership Remained the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	learning needs of groups of teachers or staff as a whole: 5 Providing support for teachers on the standards they have not yet mastered: 5 Identifying the professional learning needs of individual teachers: 5	
1.8	All high school indicators do not apply to K-8 (AP, UC A-G, CTE Pathways, EAP, high school graduation, high school dropout) (State Priorities 4B, 4C, 4D, 4H, 5D)	N/A	N/A	N/A	N/A	N/A
1.9	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class 80% or more of the school day (State Priority 7C)	Source: 2023-24 Fall CALPADS Report Students with Disabilities 16.13 ALL: 62%	Source: 2024-25 Fall CALPADS Report Students with Disabilities 16.13 ALL: LRE Indicator 5A 66.76%	Source: 2025-26 Fall CALPADS Report Students with Disabilities 16.13 80% or > LRE data= 67.06%	Source: 2026-27 Fall CALPADS Report 16.13 ALL: 67%	Source: 2024-25 Fall CALPADS Report Students with Disabilities 16.13 ALL: LRE Indicator 5A increase of 5.06%

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.

All actions were fully implemented.

Successes experienced with the implementation process:

Action 1.1 Implementation of State Standards: This action was fully implemented. The district worked with teachers through curriculum council to update and ensure standards aligned curriculum is accessible in all content areas. The district provided materials for teachers to teach K-5 PE, puberty education, science, math and completed the process to train teachers on the new social studies curriculum for K-6th grades. Partnerships with local universities such as UCLA History Project and the CA Physical Education Project has supported efforts to review CA Frameworks for full implementation. Teachers started the process for a new Math adoption. They have narrowed the options down to two choices and will be piloting the options in the 26/27 school year.

Action 1.2 Dual Immersion, Multilingual Learners and ELD: This action was fully implemented. Teachers engaged in a cohort of SEAL-Sobratto professional development to support research based instructional practices in district Dual Immersion programs and in district designated and integrated ELD. Professional coaching was also in place for Rio Plaza, while Rio Real utilized TOSA coaching support for ongoing curriculum development. The district continues to maintain its Newcomer program at Rio Real Dual Immersion Academy. The Dual Immersion program will expand into 6th grade at Rio Plaza during the 26/27 school year.

Action 1.3 Professional Development This action was fully implemented. The district provided 6 Professional Learning Time workshops and two full days of professional development. In addition to the designated days for professional development, the district TOSA team provided curriculum development support and coaching in the classroom. Teachers also have access to research based conferences and workshops that are aligned to district initiatives supporting students learning; these have included AVID, SEAL, Amplify mClass, CRLP, state assessments, MTSS, UCSB Math project, etc.

Action 1.4 Course Access: This action was fully implemented. Action items were carried out to maintain robust STEAM offerings for students at all campuses. CTE electives, GATE, outdoor learning and fieldtrips all support high engagement efforts and relevance for the students served.

Action 1.5 TK and Kindergarten support: TK program expansion was successful and was fully implemented in the 25/26 school year. Content curriculum and SEL curriculum has been fully implemented in TK classrooms. We have a continued need to provide TK classroom manipulatives and furniture to support this expansion. Kindergarten push-in teachers, to support targeted instruction, were provided to sites. This supports intervention and allows for small group instruction. Challenges related to staff absenteeism resulted in increased sub needs for certificated and classified staff.

Implementation Challenges:

Action 1.1 Implementation of State Standards: Curriculum council by content areas required multiple after school meetings. Teachers time conflicts make it challenging to find adequate time needed to develop and support unit development. This requires the district to pay teachers after school for additional hours or to offer substitutes to allow teachers to be out of the classroom during the work day. Additional funds will be applied to this action using LREBG funds to support teacher education and student learning.

Action 1.1 Implementation of State Standards: Middle school (7th-8th) teachers did not choose a History adoption from the pilot process. The teachers chose to continue to support their standards-based units with supplemental resources. The district TOSA support will need to support this process and continue to bridge the partnership with the UCLA History Project to provide ongoing support in the development of History units for middle school 7th and 8th grade teachers.

Action 1.2 Dual Immersion, Multilingual Learners and ELD: Relevant and engaging ELD support in the middle school is an identified need. Currently, students who are required to take a designated ELD elective do not have access to an elective of their choice unless they take a Zero period class to free up a period. In order to increase equity of access to engaging STEAM related electives, the district needs to support curriculum development and professional development in this area. Another need of K-5 dual immersion teachers was to increase their reading instruction resources. This year we purchased Hola Books, a phonics reading program, to assist in the biliteracy development at Rio Real and Rio Plaza. Teachers will receive additional professional development in best practices for using these books in their classrooms. Additional funds will be applied to this action through the LREBG funds to support dual language learners.

Action 1.5 Kindergarten support: Due to increased behavioral needs in the kindergarten classroom, teachers will have the option to increase the adult ratio by choosing an Instructional Assistant for the school day or a two hour push in credentialed teachers. Both options will give teachers additional instructional support to address the specific needs at their school.

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.

Most of the actions in Goal 1 did not have material differences between budgeted and estimated actual expenditures.

However the following explains the material differences between budgeted expenditures and estimated actual expenditures in goal 1:

Action 1.1 Implementation of State Standards: The budgeted Expenditure amount of \$1,297,986 was reduced to \$742,729 due to reducing instructional materials contracts by moving them to Title II. The difference was caused by additional alignment of supplemental materials to support the implementation of Common Core instructional content which allowed a targeted focus on goals. The focus allowed a reduction in the large variety on online learning software which enables more engaging direct instruction.

Action 1.2 Dual Immersion: The budgeted expenditure of \$642,104 was reduced to \$377,010 due to transferring professional development contracts to Title II and reduction of one administrator at a dual immersion school.

Action 1.3 Professional Development: The budget expenditure was increased from \$467,580 to \$985,520 due to adding the Teacher on Special Assignment into the LCAP from Title II, adding additional costs for stipends, and professional development contracts.

Action 1.4 Course Access: The budget expenditure was increased from \$1,771,408 to \$1,830,136 due to adding two extra periods to improve services and access to students. Additional cost was incurred because the district improved services by maintaining robust access to engaging and relevant courses, clubs and activities to students and while providing ongoing support to purchase materials for current supplemental programs.

Action 1.5 TK/Kinder: The budget expenditure was increased from \$385,175 to \$415,764 due to adding salary increases and adding more Push In teachers to improve services to students.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1.

Action 1.1 Implementation of State Standards was effective as evidenced by maintaining 4's and 5's on the 2025-26 survey of materials for the local indicator report.

Action 1.2 Multilingual support for English Learners – Dual Immersion Programs: Support for LTELs and English learners has proven to be effective as evidenced by closing the gap in Mathematics by more than 15 points going from 150 points from the standard to 135 point from the standard LTELS and 87.3 to 79.6 in English Language Arts

Similarly English learners grew from 97.9 to 95 points from the standard for Mathematics and 70.3 to 52.7 for English Language Arts. The district successfully expanded the Rio Plaza Dual Immersion program to 5th grade, as evidenced by increased enrollment at Rio Plaza Elementary School. We have started plans for the 6th grade expansion and are working on a coteaching model to increase SWD time in the general education classroom.

The district demonstrates emerging effectiveness of implementing instructional practices for English Learners as demonstrated by LTEL consistent percentages. Based on the needs identified for our LTEL students, the district has engaged teachers in a partnership with Kern COE and our TOSA team to develop ELD STEAM units of study which will replace the “stand alone” iLit ELD program. The ELD Steam units will be more relevant and engaging for our middle school students.

Action 1.3 Professional Development: The district effectively implemented professional development as evidenced by maintaining 4's and 5's on the 2025-26 survey of professional development for the local indicator report.

Action 1.4 Course Access: The district effectiveness of provided expanded learning opportunities for enrichment and intervention needs that were accessible to students, is evidenced by the maintenance of 4's and 5's on the 2025-26 survey of student and parent feedback, master schedules, rosters, decreased suspension rates and reduced chronic absenteeism rates as referenced in the Goal 3 metrics.

Action 1.5 TK and Kindergarten Instructional and Extended Day: The district effectively expanded the Transitional Kindergarten (TK) program and provided Kindergarten push-in teachers to support targeted instruction needs for unduplicated student groups, as demonstrated by staffing reports and lower adult to student ratios.

These actions effectively support targeted intervention and enable small-group instruction, enhancing early learning experiences and outcomes for young students.

No ineffective actions were identified.

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.

2026-27: The planned goals, metrics and target outcomes for the coming year remain unchanged.

In the coming year, the district plans to work with middle school ELD teachers to continue to support ELD STEAM units to offer engaging and relevant course access. This will help support access to engaging elective opportunities where EL students have not previously been able to access. This will provide improved services to EL students in grades 6th-8th. In order to support this need, the district needs to increase the funds to action item 1.2 for ELD professional development.

State Priorities No change in the State Priorities, but there was increased emphasis on equity and specific targets for increasing student access to ELD STEAM in the 25/26-26/27 LCAP. Additionally, increased funding will be used for professional development and supplemental materials to support English Learners, specifically Long Term English Learners.

Action 1.3 Professional Development: New professional development in the Math Pilot materials will take place in 26/27. Additional SEAL strategies training will be implemented for Dual Immersion teachers and ELD teachers. These actions continue to provide improved services to our students and teachers. The TOSA team effectively provides research-based coaching support, professional development and curriculum development support for all sites.

Action 1.4 Course Access: 5.3 FTE teachers are moved from the Art and Music Block Grant (which has ended) into the LCAP. These actions continue to provide improved services by maintaining a broad course of study and electives during the school day.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Dual Immersion, Multilingual Learners	Provide professional development and activities supporting the implementation of state standards, including textbook and supplemental curriculum purchases, software and professional development utilizing	\$338,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	/ ELD and ELPAC examiners	evidence-based strategies that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (FY, LI, EL). This includes support from outside organizations, training, materials, and substitutes. Professional development will support the implementation of Next Generation Science Standards (NGSS), ELA/Math Frameworks, Physical Education, and multi-lingual curriculum support for English learners and targeted Spanish instruction. RSD enhances engagement and interactive learning while catering to diverse learning styles and helping to keep students motivated and interested in core subject matters by customization and differentiation to meet the unique needs of individual students or groups of students. Teachers have access to resources that align with specific learning goals and content standards, resources that adapt content to different skill levels, and provide additional materials to challenge advanced learners or offer extra support to struggling students. This flexibility helps create a more inclusive learning environment and promotes personalized education along with access to up-to-date and diverse digital content that can be regularly updated to reflect the latest knowledge and developments in various fields. This ensures that RSD curriculum can offer a wider range of content from diverse sources, perspectives, and cultural backgrounds. It allows educators to incorporate relevant, real-world examples, and fosters critical thinking and global awareness among students. Input from educational partners indicates a need to assist parents in understanding state standards and frameworks. Parent education will include support and activities to engage parents with a better understanding of state standards. This action addresses the lowest-performing indicators in ELA and Math for various student groups and schools, particularly Students with Disabilities (SWD) and Homeless (HOM) students. The action will provide targeted support for these groups, with a focus on Rio Lindo Elementary, Rio Vista Middle, and Rio del Valle Middle, which showed low performance in ELA and/or Math for multiple student groups.		

Action #	Title	Description	Total Funds	Contributing
1.2	Standards Frameworks, supplemental and alternative curriculum and Software	English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum. The district will continue its support of the expanding dual immersion program by providing high-quality professional development, social-emotional support for students, and curriculum materials in the targeted language. Professional development may include training on guiding principles of dual language education, the English Learner Roadmap, CAFE professional development for trans-linguaging and bridging academic language, support from professionals to align bilingual content to the teaching standards, and professional development in teaching Spanish and Sobrato Early Academic Language program (SEAL). Students' primary language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Inquiry-based strategies will include outdoor education and expanded learning opportunities such as outdoor camps, Spanish spelling bee, and college AP preparatory opportunities for students and families. Provide content teachers support at the middle school with implementation of English Language Development (ELD) standards. Support may be provided by TOSA and/or outside entities such as CAFE, VCOE, Californian's Together, etc. ELD STEAM units will be developed for increased middle school elective course access which will improve services and equity at all middle schools. Provide targeted support of long-term English learners (LTEs) and continue to monitor the progress of re-designated fluent English proficient (RFEP) pupils by building the capacity of educators to develop the language and literacy skills of English learner (EL) children and to maintain the focus of utilizing academical language in all core subject areas for RFEP student continued success. Provide professional development and TOSA coaches to further support the percentage of EL students making adequate annual progress in their English language level proficiency levels.	\$427,027.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Review data to ensure all ELs eligible for reclassification are reclassified in a timely manner. Provide professional development to improve services where language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework). Provide professional development to ensure teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. Provide additional supplies and supplemental materials to meet the needs of Long Term English Learners. Provide professional development and support to develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices specific to English learners. Professional development will improve services and support IEPs that address academic goals that take into account student language development. * Salaries for the testing team and additional hours for extra teacher pay * Substitutes for training and planning * Funds will cover ELPAC testing coordinators, faculty stipends, and materials Improve and engage families of students by providing primary language support for Mixteco families and additional clerical support to assist with improving access and ensuring a welcoming school environment. Funds will be used for direct services and clerical support to directly impact family engagement and improved services for foster/homeless, English learners, and low socio-economic families and students. This action targets Rio Plaza Elementary's low performance in the English Learner Progress Indicator (ELPI). It will provide enhanced support for English Learners (EL) across all schools, addressing the low ELA performance of EL students at Rio Lindo Elementary and Rio Vista Middle. LREBG Action		

Action #	Title	Description	Total Funds	Contributing
		This action also addresses students identified for 2025 Differentiated Assistance: Long Term English Learners (State Priority 4 - Pupil Achievement and State Priority 6 - School Climate.) LTELS need research based strategies and access to quality materials that help make content more concrete. Additionally, access to alternative supplementary curriculum will provide LTELS with additional practice to make learning meaningful. Metric being used to monitor this action is metric 1.5. LREBG funds supporting this action: \$27,093 through the 2026-2027 school year.		
1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Provide certificated professional development in literacy instructional practices, including writing, to increase the quantity, quality, and equitable distribution of student-to-student academic conversations taking place during English and Spanish Language Arts in transitional kindergarten through eighth-grade classrooms. By improving the quality and quantity of literacy, especially for English learners, then increased overall student success in literacy will result. Professional development may include CRLP/Reading Results/CALL Training, and curriculum support from ELA/ELD program/adoption vendors, Rio School District TOSAs, CAASPP Interim Assessment PLCs, etc. Provide certificated professional development in mathematics instructional practices to increase the quantity, quality, and equitable distribution of student-to-student conversations taking place during math in transitional kindergarten through eighth-grade classrooms. By improving the quality and quantity of math academic conversations, especially for English learners, then increased overall student success in math will result. Professional development may include DMTI, UCSB Math Project and curriculum support from math program vendors, Math TOSA, CAASPP Interim Assessment PLCs Provide certificated professional development in the integration of core subjects, specifically social studies and ethnic studies, science, PE and health into math, literacy, and writing practices.	\$1,012,443.00	Yes

Action #	Title	Description	Total Funds	Contributing
		RSD collaborates with VCOE to provide new teacher induction support through paid mentors for the two-year induction program. Provide a comprehensive classified professional development that includes districtwide, and onsite demonstrations by VCOE or other inside and outside agencies. Ex. CASBO, VCOE, AALRP, Fred Pryor, Target Solutions, Safe & Civil Schools, and other outside agencies Provide a comprehensive management professional development that includes districtwide, and onsite demonstrations by VCOE or other outside agencies. School Services, AALRP, VCOE, ACSA, CALSA, AASA, or other outside agencies. Provides two days of professional development support prior to the new school year which may include guest speakers, professional development trainers, and materials to support the start of a new school year. This action will address the needs of low-performing student groups, particularly SWD, EL, and HOM students in ELA and Math. Professional development will focus on inclusive practices and strategies to support these student groups across all identified low-performing schools. This action also addresses students identified for 2025 Differentiated Assistance: Long Term English Learners (State Priority 4 - Pupil Achievement and State Priority 6 - School Climate.) LTEL students need staff that are explicitly trained on English Language Development and Language Acquisition. The additional ongoing professional development will provide teachers and other support staff additional knowledge to provide timely, research based support to LTEL students. The metric being used to monitor this action is metric1.5. LREBG funds supporting this action: \$25,000 through the 2026-2027 school year.		
1.4	Course Access (ex. CTE, Electives (music, art, dance),	The Rio School District seeks to ensure equity in our schools by engaging students, especially from underrepresented groups such as foster/homeless, English learners, and low-socioeconomic students, in	\$1,830,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Labs, Clubs, outdoor learning, GATE, etc)	integrated STEAM units of studies to motivate TK-8th graders for academic success and positive attendance practices. Students will be provided a rigorous, intellectually rich curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning will emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for underrepresented groups such as foster/homeless, English learners, and low-socioeconomic students as for all other students in each of the content areas. This support includes increasing access to electives such as music, art, foreign language, horticulture/gardening, and other enriching courses and will be further supported through collaboration with TOSAs and ongoing professional development. * Zero period salaries * Professional Development and substitutes for collaboration and planning * Supplemental electives for K-8 (music, art, drama, dance, foreign language, horticulture/gardening, etc) during the day and after school * Outdoor lab trips to provide background knowledge and experiential learning which increases equity and access to EL learners and low-income students Provide additional district-wide before or after-school courses and activities, that complement the Expanded Learning Opportunity Program, to engage students to promote positive attendance, and to recognize academic growth. Support will include extra pay for certificated and/or classified staff supporting after-school enrichment and invention, supplies and materials for after-school intervention and enrichment, and recognition and awards for students who participate in after-school clubs, intervention, and enrichment programs. By providing a broad course of study and engaging learning opportunities, this action aims to improve chronic absenteeism rates, particularly for Filipino (FI) students district-wide and for various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. It also		

Action #	Title	Description	Total Funds	Contributing
		addresses engagement issues that may contribute to high suspension rates for Foster Youth (FY) and African American (AA) students.		
1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Rio School District provides access to early education experiences, through quality and joyful learning experiences—where all children, especially English learners, low-income students, foster/homeless youth, and students with disabilities participate in general education classrooms with their peers while engaging in culturally and linguistically supportive environments. The current work has included updating the Learning Foundations, assessments, and curricula that serve as a quality foundation for transitional kindergarten so that all children are ready to transition to kindergarten and beyond. Provide support for the expanded Transitional Kindergarten (including dual immersion TK) and Kindergarten students while specifically targeting foster/homeless youth, English learners, and low-socioeconomic youth to participate in expanded programming. * push in teachers for kindergarten, substitutes for professional development, Instructional Assistants for TK class ratio requirements * social and emotional support for a welcoming and safe environment * family engagement opportunities where students and families gain an understanding of the importance of attendance for lasting habits and progress *expanded outreach to families to encourage more parents of English learners to enroll their children in Transitional Kindergarten and Kindergarten * support for outdoor learning spaces where students can learn through play and experiential learning * parent engagement: workshops, meetings, parent classes, and outreach to better support student learning This early intervention action aims to set a strong foundation for academic success, particularly targeting the needs of EL and Low Income (LI) students who showed low performance in ELA at Rio Lindo Elementary. This action seeks to prevent achievement gaps that contribute to later	\$476,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance issues in ELA and Math by providing additional support in the early years.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal #2 is a maintenance goal that addresses learning conditions to maintain and strengthen a safe and welcoming school environment. The objective is to provide an education that will address State Priority #5, Pupil Engagement, and State Priority #7, Course Access, by preparing students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will continue to provide all students with fully credentialed teachers to ensure that learning is taking place (English Language Learners, foster youth, low socio-economic youth (including homeless youth), and students with disabilities.). Rio district assesses technology needs regularly to ensure plans are updated and actions/services are in place to support student achievement, such as WIFI accessibility, software upgrades, etc. To ensure access to basic conditions of learning, transportation, fully credentialed and appropriately assigned teachers, support staff and qualified community partners help to maintain a welcoming and safe environment which is critical for learning. Maintaining adequate conditions and access to engaging courses of study helps set up our students for success. This goal is based on data and analysis of the California Dashboard, previous LCAP evaluation and reflection, educational partner surveys, local assessments, reclassification rates, and CAASPP and ELPAC results.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on analysis of the Facilities Inspection Tool (FIT), the annual SARC, and educational partner input and reflection, Rio School District provides facilities in good repair. Parents continue to indicate that they want to see more school-based engagement opportunities such as field trips, outdoor learning, and family engagement opportunities to increase positive and safe learning environments.

State Priority #4, Pupil Achievement and State Priority #5, Pupil Engagement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, educational partner surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. The data and analysis shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low-income students, foster youth and services for our students with disabilities and any other group with unique needs. The specific site goals will be reflected in the annual Single Plan for Student Achievement (SPSA) which are aligned to the LCAP.

As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. Positive attendance needs to remain high and chronic absenteeism needs to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement and State Priority #7, Course Access. To ensure access and basic conditions of learning are available State Priority #1, Transportation, Fully Credentialed and Appropriately Assigned Teachers, and access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study will ensure student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT) (State Priority 1C)	Source: 2022-23 School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT) School ratings: Rio del Mar: Good Rio del Norte: Fair Rio del Valle: Fair Rio del Sol: Good Rio Lindo: Fair Rio Plaza: Fair Rio Real: Fair Rio Vista: Fair Rio Rosales: Fair	Source: 2023-24 School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT) School ratings: Rio del Mar: Good Rio del Norte: Good Rio del Valle: Good Rio del Sol: Good Rio Lindo: Good Rio Plaza: Fair Rio Real: Fair Rio Vista: Good Rio Rosales: Fair	Source: 2024-25 School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT) School ratings: Rio del Mar: Good Rio del Norte: Good Rio del Valle: Good Rio del Sol: Good Rio Lindo: Good Rio Plaza: Fair Rio Real: Fair Rio Vista: Good Rio Rosales: Fair	Source: 2025-26 School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT) School ratings: Rio del Mar: Good Rio del Norte: Good Rio del Valle: Good Rio del Sol: Good Rio Lindo: Good Rio Plaza: Good Rio Real: Good Rio Vista: Good Rio Rosales: Good	Source: 2025-26 compared to baseline School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT) School ratings: Rio del Mar: remained same Rio del Norte: improved Rio del Valle: improved Rio del Sol: remained same Rio Lindo: improved Rio Plaza: remained same Rio Real: remained same Rio Vista: improved Rio Rosales: improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Rio Rosales: remained same
2.2	Technology - Local Data (State Priority 8)	Source: 2023-24 Annual technology self reflection: 100% of students have access to a device and WIFI at school and at home	Source: 2024-25 Annual technology self reflection: 100% of students have access to a device and WIFI at school and at home	Source: 2025-26 Annual technology self reflection: 100% of students have access to a device and WIFI at school and at home	Source: 2026-27 Annual technology self reflection: 100% of students have access to a device and WIFI at school and at home	Source: 2024-25 Annual technology self reflection: Maintained 100%
2.3	Local Indicator: Percent of fully credentialed and appropriately assigned teachers (State Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 90.2% Comparison to Statewide Average: Above	Source: 2023-24 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 86.8% Comparison to Statewide Average: Above	Source: 2024-25 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 90.3% Comparison to Statewide Average: Above	Source: 2025-26 Fall CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): 91% Comparison to Statewide Average: Above	Source: 2025-26 CA Dashboard Local Indicators Report Clear Teaching Credential (% of Teaching Full-time Equivalent): increase .1% Comparison to Statewide Average: Above
2.4	Local Indicator Reflection: Student access to standards-aligned instructional materials— Local Indicator (State Priority 1B)	2022-23 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	2023-24 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials	2024-25 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials	2025-26 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standardsaligned instructional materials for use at school and at	2023-24 CA Dashboard Local Indicators Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for use at school and at home: 0%	for use at school and at home: 0%	home: 0%	

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.

All actions were fully implemented.

Successes and challenges experienced with the implementation process:

Action 2.1 Transportation This action was fully implemented. There was an increase in planned actions and implementation of the actions in Goal 2 due to the increased bus lease cost. The age of the bus fleet causes increase repairs and required the district to purchase replacement buses. Transportation was provided to the board-approved designated communities and field trip transportation was provided at all schools.

Action 2.2 Technology This action was fully implemented. Technology costs increased due to the need to focus on additional safety measures, software subscriptions and purchase of student and teacher devices. Technology support and services were provided to all school sites and support for supplemental software, student and staff computer devices, and WIFI services were provided.

Action 2.3 Site based certificated instructional support (maintain bargained class size): The district has maintained robust course offerings while balancing class sizes to maintain the expanded services provided during and after the pandemic.

Action 2.4 School Plan for Student Achievement (SPSA)-School Site Support: This action was fully implemented. The district has provided guidance and read through all SPSAs to ensure alignment with CA State Priorities and the LCAP plan.

There were no actions implemented differently 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.

The following explains the material differences between budgeted expenditures and estimated actual expenditures in goal 2:

Action 2.1 Transportation: There was an increase in transportation budget from \$769,538 to \$1,015,668 in planned actions and implementation of the actions in Goal 2 due to the increased staffing, raises and bus lease cost. The age of the bus fleet causes increase

repairs and required the district to purchase replacement buses. Transportation was provided to the board-approved designated communities and field trip transportation was provided at all schools.

Action 2.2 Technology: Technology costs decreased from \$2,058,844 to \$2,017,425 due to the reduction of contracts. The need to focus on safety measures, software subscriptions and purchase of student and teacher devices continues. Student and teacher device replacement are set up on a rotation cycle.

Action 2.3 Site based certificated instructional support (maintain bargained class size): The additional cost, \$2,449,032 budgeted to \$2,549,876 expensed, incurred because the district added additional teachers to this item to support balancing the general fund. This improves services by allowing the district to maintain bargained class sizes and a robust offering of courses.

Action 2.4 School Plans- Site support: This action was increased from \$1,286,827 to \$1,375,669 due to staff raises.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2.

Action 2.1 Transportation was effectively provided for board approved designated communities and field trip transportation was provided to schools, as evidenced by the annual transportation report and students arriving to school on time. Funds in this action supported driver salaries, additional hours to drive for field trips, supplies and parts to repair and maintain buses, bus lease and other transportation costs such as fuel, fuel tax, SMOG and travel trackers.

Action 2.2 Technology integration demonstrated effective as evidenced by metric 2.2 which indicates 100% of students have access to a device. Based on the Facilities data and LCAP survey results and teacher tech surveys, technology services were effectively provided to all schools and included replacement and repairs, supplemental software support and personnel support to meet the needs of the community.

Action 2.3 Site based certificated instructional support (maintain bargained class size) has been somewhat effective as evidenced by class capacities. The district has effectively maintained its commitment to class size reduction aligned with the contract agreements. Furthermore, allocating additional elective and PE sections has expanded the variety of elective offerings at the middle school level. These actions demonstrate the district's dedication to providing a broad course of study.

Action 2.4 School Plan for Student Achievement (SPSA)-School Site Support has been effective as evidenced by metric 2.4 which aligns the SPSA to standards-aligned instructional materials. All school sites have maintained 100% completion and approval of aligned goals and actions. 2024/25 CAASPP data shows slight growth which demonstrates effectiveness of planning to support growth.

No ineffective actions were identified

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.

State Priorities

No change in the State Priorities.

Action 2.1 Due to the increased bus fleet and white fleet, there is a need to add additional maintenance and operations staff to maintain increased student services.

Action 2.2 Due to increased needs to address digital safety concerns, there continues to be a need to increase financial support to support monitoring and educational needs addressing social media, internet safety, device handling and online etiquette. Student and teacher device replacement are set up on a rotation cycle and the District will provide internet and social media safety workshops to students and parents. These practices are a direct result of survey feedback from parents.

Action 2.4 Although data is indicating slight growth in ELA and Math, the district maintains its commitment to support the individual and unique needs of each school site and will work to align the metrics within each SPSA to align with the LCAP. This will strengthen the alignment and allow for additional reflection related to targeted student groups, specifically low-income, homeless, foster, ELs and LTELs.

The planned goals, metrics, target outcomes and actions for the coming year remain unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transportation	Transport students for field trips and expanded learning opportunities and provide transport for students who meet the transportation criteria in board policy from home to school. This includes expenditures of transportation drivers and non-personnel expenditures such as bus maintenance, fuel and lease payments. This action aims to address chronic absenteeism issues, particularly for various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. By providing reliable transportation, the district seeks to improve attendance rates and, consequently, academic performance in ELA and Math for low-performing student groups such as English Learners (EL), Students with Disabilities (SWD), and Low Income (LI) students.	\$1,687,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Technology	Continue to Improve and standardize equitable online environments through the support of the technology department. The technology director will collaborate with district staff to develop a comprehensive plan to integrate 21st-century learning framework into existing district initiatives. This includes funds for department staff, support for learning environments, support for improved services, and equity of access to broadband and WIFI services. * Technology personnel salaries * Non-personnel expenditures: computer parts, equipment and support software, hardware and learning environments for students and personnel, Hot spots, wifi, broadband programs, network infrastructure, and services * Maintenance and replacement of staff and student devices * Website development and support * Safety and monitoring of social-media and student use * Devices specifically for students with disabilities based on IEP needs This action supports improving academic performance in ELA and Math for low-performing student groups, especially SWD and Homeless (HOM) students. It provides access to digital resources and assistive technologies to support learning at Rio Lindo Elementary, Rio Vista and Rio del Valle Middle, and other schools where these student groups showed low performance. Additionally, technology access can enhance engagement, potentially reducing chronic absenteeism and suspension rates.	\$2,074,801.00	Yes
2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	A diverse educator workforce benefits all students and advances educational equity. Exposure to a diverse teaching force and educational partners from the workforce increases student's ability to combat stereotypes and explore a variety of foundational skill sets that will motivate the development of sustained kindergarten through 8th-grade career pathway programs that connect businesses, kindergarten through 8th grade (K–8) schools, and community colleges together to better prepare students for the 21st-century workplace. Maintain and recruit teachers (to maintain established class size reduction) and educational partners to increase student achievement and access to	\$3,878,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CTE and elective courses in grades TK--8 such as Robotics, MESA, Music, Arts, Media Arts/Technology, etc. to further support access to a broad course of study. Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers: This action addresses the need for high-quality instruction across all low-performing schools, particularly targeting ELA and Math performance at Rio Lindo Elementary and Rio Vista Middle. Smaller class sizes and quality programming can provide more individualized attention to SWD, EL, and HOM students who showed low performance in these areas. It also aims to improve the school climate, potentially reducing suspension rates for Foster Youth (FY) and African American (AA) students.		
2.4	School Plan for Student Achievement (SPSA): School site support	Provides targeted support to meet the needs of underserved student populations, such as low-income students, English learners, foster/homeless youth and students with disabilities. This enables schools to implement programs and services that directly address educational disparities, thereby promoting equity and improved academic outcomes. Schools are provided flexibility in allocating resources, allowing them to tailor solutions to their unique community challenges. *District and site office and library staff *Website maintenance *supplies and stipends *site SPSA budgets School site support: This action allows for targeted interventions at each school site based on their specific low-performing indicators. For example, Rio Plaza Elementary can focus on improving ELPI, while Rio del Valle Middle can address chronic absenteeism and suspension rates. This site-specific approach enables schools to tailor their strategies to the needs of their particular low-performing student groups, such as SWD in ELA and Math at Rio Rosales and Rio del Sol.	\$1,456,301.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal Description and Explanation 2023-24: Focus goal addressing pupil engagement and positive school climate. 2024-25: Added emphasis on increasing the feeling of positive school safety and reducing chronic absenteeism and suspension rates. 2025-26 Added emphasis on addressing anti-racism and bullying as a result of community feedback. Goal #3 is a focus goal that addresses pupil engagement. This goal enhances enriching opportunities and addresses the individual needs of all learners so they can more equitably access state standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services so all students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. By 2026 the Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities that support the implementation of state standards with curriculum and services to help increase State Priority #6, positive school climate and engagement as measured by educational partner engagement surveys, attendance, and suspensions. Efforts to address issues of diversity, equity, inclusion, and belonging have been integrated into the district's accountability plan, alongside facility operation efforts undertaken to enhance the safety and accessibility of the physical environment (ex fencing, alarms, communication, and facilities). Ongoing review and revisions to classroom curriculum and the school library books are being made to ensure a comprehensive representation of history's diversity. To increase the feeling of positive school safety and to reduce chronic absenteeism and overall suspension rates, student and family engagement will continue to be a priority. School site councils, Parent Advisory Committees and educational partner opportunities provide access for parents and students to review safety plans and influence policies and practices. As Rio School District qualifies for Technical Assistance, Goal 3 addresses State Priority 6: School Climate (Engagement). All schools are working to improve English Language Development and supports to English Learners to address the needs of Long Term English Learners. This is being done through supplemental materials that will be purchased using Learning Recovery and Emergency Block Grant Funds to support English Learners. Items such as library books to show a	Focus Goal

Goal #	Description	Type of Goal
	larger representation of the students' demographics, engaging students by providing motivational presentations and assemblies, and working on MTSS structures and timely interventions. Learning Recovery and Emergency Block Grant funds are being used to support closing the achievement gap through our multi-tiered systems of support, Goal 3, Actions 1, 5, and 7. This includes the social and emotional well-being of all students; specifically underrepresented populations of LI, HOM, LTELs, ELs, AA, SWD and HIS.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As the Rio School District continues to climb back from pandemic-era disruptions of school enrollment, family engagement remains a key area of focus for state and local educators, especially to support improved enrollment and attendance. California Department of Education and Rio School District's efforts to promote a whole child, whole family approach to transforming public schools align to include a community schools approach, which creates strategic partnerships between schools and local service providers to integrate family engagement and student wellness.

Common themes in the 25/26 LCAP survey is as follows (226 responses) :

The primary responses expressed by participants revolve around student safety, academic performance, and well-being, with a strong emphasis on reading and math skills. Many participants also highlighted the importance of addressing bullying and improving communication between schools and parents. There is a notable interest in enhancing emotional and social support for students, as well as providing more extracurricular activities and sports.

Academic Performance (Goal 1 & 3): Participants frequently mentioned the importance of improving reading and math skills, with some expressing concerns about students performing below grade level. There is a call for more targeted interventions and support for students with exceptional needs. The perception is that academic rigor and support are crucial for student success, and there is a desire for more resources and attention to these areas.

Policies on Bullying and Cyberbullying (Goal 2 and Goal 3): There is strong support for taking a proactive stance on handling these types of issues. Effective policies against bullying and cyberbullying are critical, and while many participants agree with the current policies, continuous improvement is necessary. Such policies foster a safe and respectful school culture. There is a strong sentiment that student well-being should be prioritized, which reflects the need to continue services and programs to help students manage stress and emotions.

Late in the year, parent feedback indicated the need to address the need to teach about anti-racism. Community stressors appear to be impacting schools. Parent education and increased communication need to be a focal point to support these concerns.

Learning Materials and Broad Course Offerings (Goal 1 and Goal 3): There is a positive reflection of the district's commitment to providing comprehensive resources and opportunities for students. Additional curriculum resources and attention are needed for Dual Immersion and ELD programs. The district has designated funds for updating social studies curriculum and continuing to support math instruction. The district will continue to support standards-based curriculum alignment Goal 1, Action 1.

Through environmental education and connection to place, students develop stronger environmental attitudes, develop healthier lifestyles, and positive civic behaviors. Outdoor learning experiences are the foundation of raising the next generation of active citizens who take care of their communities. Outdoor education and play also support emotional, behavioral, and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline, and initiative.

Support for Students and Parents (Goal 3): Opinions are mixed with an understanding of Common Core standards. Parents need more support to understand standards and expectations. Most parents feel welcome at school with some work to do related to communication with parents. Parents report that they attend parent conferences to discuss student progress.

Student Opportunities and Well-being (Goal 1 and Goal 3) Extracurricular Activities and Sports: There is interest in expanding extracurricular activities, including sports, arts, cooking, field trips, farm/outdoor education and technology programs. Participants believe that these activities contribute to student well-being and engagement, and there is a desire for more opportunities for students to participate in leadership roles and diverse experiences. There is strong support and feedback from parents that the district should continue to provide well-rounded educational experiences. Participants expressed satisfaction with the broad course offerings, suggesting that this should continue to be a focus. Providing diverse learning opportunities supports student engagement and prepares them for various future paths. Parents report that this is why they bring their children to Rio School District.

Based on feedback, efforts have been made to increase support to address bullying and student conflict with a particular focus on social media. These efforts include the Screenagers program and social media education for parents along with the continued partnership with local law enforcement and staffing of campus supervisors. The district has also responded to input by addressing intensive behavior needs with additional special education assistance, trainings, additional staff where appropriate and newly implemented wellness centers. Along with behavioral support, the district maintains a robust course offering which includes clubs, family activities, field trips, outdoor learning programs and after school programs. Educational partner input is important and will be continuously received through two-way communication opportunities, community leadership retreats, student roundtables and a wide variety of articulation meetings to address student growth and development.

Goal #3 goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, the Leader in Me Measured Results Assessment, California Dashboard, previous and current LCAP evaluation and reflection, educational partner surveys and input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results. There is a need to enhance social, emotional and behavioral supports for students in order to help support safe and inclusive school environments. Social and emotional supports are built into the school day and into expanded learning opportunities with support from the school counselor and/or wellness clinicians, teachers, and other support staff in order to address the needs to maintain a positive school climate and student engagement. As

the metric and reporting results are analyzed, Rio School District may amend or increase actions and services as required. Engagement is a core focus with State Priority #3 , Parent/Family Involvement, State Priority #5, Pupil Engagement, and State Priority #6 School Climate, closely aligned with metrics to measure the effectiveness of the goal/actions.

Educational partner input indicates that the district needs to continue with a focus on addressing the safety and educational enrichment programs for all students. Digital safety, student safety, pro-social behaviors, positive communication and student engagement will be focus areas for the upcoming year. In order to address these needs, the district will continue to provide opportunities for students to remain engaged in positive activities during and after the school day, thereby allowing increased opportunities for student and adult connectedness which will positively impact overall health, mental wellness, attendance and overall school engagement.

Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP educational partner committees and site based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, educational partner surveys and input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.

The California Dashboard shows a "red indicator" for the LTEL student group in the area of suspension. This is the second year that LTELs have scored within the red indicator qualifying the Rio School District for Technical Assistance. Goal 3 addresses State Priority #6: School Climate (Engagement). Ongoing technical assistance will be provided by Ventura County Office of Education increasing students and families' access to resources, teacher and administrator professional development, and better identification of students' needs.

The Learning Recovery Block Grant is added to this goal for 26/27 to help address student wellness and closing the achievement gap through improved student services and early intervention efforts. State Priority 8 (Other Pupil Outcomes). This addition allows for a broader consideration of student outcomes, particularly in areas related to engagement, school climate, and non-academic measures of student success. This action item includes professional development for IAs, teachers, counselors and principals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rates – Average Daily Attendance (ADA) (State Priority 5A)	Average Daily Attendance (ADA) Source: 2022/23 Q-SIS	Average Daily Attendance (ADA) Source: 2023/24 Q-SIS	Average Daily Attendance (ADA) Source: 2024/25 Q-SIS	Average Daily Attendance (ADA) Source: 2022/23 Q-SIS	Average Daily Attendance (ADA) Source: 2024/25 Q-SIS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		92.59%	93%	93%	All: 96%	0.41% improvement
3.2	Chronic Absenteeism Blue: Very Low / Declined Significantly Green: Low / Declined Yellow: Medium / Maintained Orange: High / Increased Red: Very High / Increased Significantly (State Priority 5B)	CA School Dashboard 2022/2023 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "Very High" status District ALL: 25.1% EL: 24.3% FY: 14.3% HOM: 21.6% LI: 27.5% SWD: 31.5% Student Subgroups: African American, SWD, and Socioeconomically Disadvantaged Subgroups Yellow status ELs, Foster Youth, Homeless, Hispanic and White subgroups	CA School Dashboard 2023/2024 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "High" status District ALL: 21.7% EL: 19.9% LTELs: 23.6% FY: 14.3% HOM: 19.1% LI: 24.8% SWD: 30.2% Student Subgroups: LTEL subgroup: Red status (very high chronic absenteeism)	CA School Dashboard 2024/2025 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "High" status District ALL: 20.9% EL: 17.8% LTELs: 28.1% FY: 10.5% HOM: 16.1% LI: 22.1% SWD: 27.9% Student Subgroups: African American, Asian, Hispanic, Two or more races, SWD, and	CA School Dashboard 2026/2027 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 10% EL: <10% FY: <10% HOM: <10% LI: <10% SWD: <10% Student Subgroups: Green or Blue Status	CA School Dashboard 2024/2025 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "High" status District - overall slight improvement in reduction of chronic absenteeism ALL: 3.4% decline (improvement) EL: 6.5% decline FY: 2.64 decline HOM: 5.5% decline LI: 5.4% decline SWD: 3.6% decline Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Orange status of chronically absent Filipino subgroup - Red status of chronically absent	African American, SWD, and Socioeconomically Disadvantaged Subgroups - Orange status (high chronic absenteeism) ELs, Homeless, Hispanic, Asian and White subgroups - Yellow status of chronically absent (medium chronic absenteeism) Filipino subgroup - Green status of chronically absent (low chronic absenteeism) No student groups	Socioeconomically Disadvantaged Subgroups - Orange status (high chronic absenteeism) ELs, Foster Youth, Homeless, LTELs and White subgroups - Yellow status of chronically absent (medium chronic absenteeism) Filipino subgroup - Green status of chronically absent (low chronic absenteeism) No student groups are in the Blue status (very low		Subgroups: New subgroup: No subgroups currently fall within the Red status (very high chronic absenteeism) Six student groups fall within the Orange status (high chronic absenteeism): African American Asian Hispanic Two or More Races Socioeconomically Disadvantaged Students with Disabilities Two additional student groups Yellow status of chronically absent (medium chronic absenteeism) Filipino subgroup maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are in the Blue status (very low chronic absenteeism)	chronic absenteeism)		improved (low chronic absenteeism) No student groups are in the Blue status (very low chronic absenteeism)
3.3	Suspension (State Priority 6A)	CA Dashboard: 2022/2023 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2022-2023 year Student groups: All Students Number of suspensions: 262 Suspended at least once: 3.9% Foster Suspended at least once: 20% Homeless Suspended at least once: 4.8% Students with disabilities Suspended at least once: 4.1%	CA Dashboard: 2023/2024 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2023-2024 year Student groups: All Students Number of suspensions: 273 Suspended at least once: 3.5% Foster Suspended at least once: 5% Homeless Suspended at least once: 2.9%	CA Dashboard: 2024/2025 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2024-2025 year Student groups: All Students Number of suspensions: 164 Suspended at least once: 3% which is a .5% decline in the total percent of students suspended. Foster Suspended at least once: 0%	CA Dashboard: 2026/2027 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2026-2027 year Student groups: All students: Suspended at least once: <2.5% Student Subgroups: <2.5% Green or Blue Status	CA Dashboard: 2024/2025 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2024-2025 year Student groups change from the baseline: All Students Number of suspensions: 0.5% decline Foster Suspended at least once: 20% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners Suspended at least once: 4.1%	Students with disabilities Suspended at least once: 4.3%	Homeless Suspended at least once: 4.1%		Homeless Suspended at least once: .7% decline
		Socioeconomically Disadvantaged Suspended at least once: 4.5%	English Learners Suspended at least once: 3.4%	Students with disabilities Suspended at least once: 4.5%		Students with disabilities Suspended at least once: 0.4% increase
		African American Suspended at least once: 7%	LTEs Suspended at least once: 12.8%	English Learners Suspended at least once: 3.5%		English Learners Suspended at least once: 0.6% decline
		Asian Suspended at least once: 3.2%	Socioeconomically Disadvantaged Suspended at least once: 3.9%	LTEs Suspended at least once: 12.8%		Socioeconomically Disadvantaged Suspended at least once: 0.6% decline
		Hispanic Suspended at least once: 4%	African American Suspended at least once: 7.1%	Socioeconomically Disadvantaged Suspended at least once: 3.9%		African American Suspended at least once: 2.6% decline
		Filipino Suspended at least once: 1.7%	Asian Suspended at least once: 2.1%	African American Suspended at least once: 4.4%		Asian Suspended at least once: 3.2% decline
		White Suspended at least once: 3.6%	Hispanic Suspended at least once: 3.6%	Asian Suspended at least once: 0%		Hispanic Suspended at least once: 0.8% decline
			Filipino Suspended at least once: 1.2%	Hispanic Suspended at least once: 3.2%		
			White Suspended at least once: 2.1%	Filipino Suspended at least once: 0%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White Suspended at least once: 2.3%		Filipino Suspended at least once: 1.7% decline White Suspended at least once: 1.3% decline
3.4	Expulsion (State Priority 6B)	Data Quest 2022-2023 expulsions: 0.1% Unduplicated count of students expelled: Hispanic count: 7 , 0.2% All other groups: 0 Program subgroup: ELs: 3 , 0.1% Low-socioeconomic: 5 , 0.1% All other student groups and program groups have zero (0) expulsions.	Data Quest 2023-2024 expulsions: 0.3% Unduplicated count of students expelled: African American count: 1 , 1% Hispanic count: 14 , .3% All other groups: 0 Program subgroup: ELs: 7, 0.3% Homeless: 3, 0.5% Low-socioeconomic: 16, 0.4% SWD: 2, 0.2% All other student groups and program groups have zero (0) expulsions.	Data Quest 2024-2025 expulsions: 0.15% Unduplicated count of students expelled: African American count: 1 , 1% Hispanic count: 14 , .3% All other groups: 0 Program subgroup: ELs: 7, 0.3% Homeless: 3, 0.5% Low-socioeconomic: 16, 0.4% SWD: 2, 0.2% All other student groups and program groups have zero (0) expulsions.	Data Quest 2026-2027 expulsions: 0.1%	Data Quest 2024-2025 Change from the baseline: Expulsions: increase .14% Unduplicated count of students expelled: African American count: 1% decrease Hispanic count: 0.1% increase Program subgroup: ELs: 0.1% increase Homeless: 0.5% increase Low-socioeconomic: 0.3% increase SWD: 0.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All other student groups and program groups have zero (0) expulsions. To add additional transparency, student groups and program groups were further defined with specific group data.
3.5	Middle School Dropout Rate (State Priority 5C)	Data Quest 2022-2023 0%	Data Quest 2022-2023 0%	Data Quest 2024-2025 0%	Dataquest 2026-2027 Maintain 0 % rate	Data Quest 2024-2025 Maintain 0%
3.6	Connectedness & Perceived School Safety (State Priority 6C)	Youth Truth Survey Fall 2023 Grades 3-5: 97% response rate Youth Truth Rating Scale 1-Not very Much 2-Somewhat 3-Very Much Average Rating Engagement: 2.76 Academic Challenge: 2.52	Youth Truth Survey Fall 2024 Grades 3-5: 86% response rate Youth Truth Rating Scale 1-Not very Much 2-Somewhat 3-Very Much Average Rating Engagement: 2.75 Academic Challenge: 2.51	District switched from Youth Truth Survey to the Measured Results Assessment (MRA) in the Spring of 2025 Students in grades 4-8: MRA Scoring Guide 100-90-Exemplary 89-80- Effective 79-70 Satisfactory	Youth Truth Survey (Student Survey) Fall 2026 The percentage of students feeling connected to their school will increase by 5% each year. Grades 3-5 average rating will be maintained between 2-3 on the rating scales	Youth Truth Survey Fall 2024 Grades 3-5: 86% response rate Youth Truth Rating Scale 1-Not very Much 2-Somewhat 3-Very Much Average Rating Engagement: decrease -.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Instructional Methods: 2.56 Relationships: 2.68 Culture: 2.21 Belonging: 2.41 School Safety: 2.44 Emotional & Mental Health: 2.4 Grades 6-8: 92% response rate Youth Truth Rating Scale 1-Not at all 3-Somewhat 5-Significantly Average Rating Engagement: 3.36 Academic Challenge: 3.63 Belonging & Peer Collaboration: 3.36 Relationships: 3.36 Culture: 3.31	Instructional Methods: 2.57 Relationships: 2.69 Culture: 2.24 Belonging: 2.41 School Safety: 2.44 Emotional & Mental Health: 2.4 Grades 6-8: 95% response rate Youth Truth Rating Scale 1-Not at all 3-Somewhat 5-Significantly Average Rating Engagement: 3.38 Academic Challenge: 3.65 Belonging & Peer Collaboration: 3.4 Relationships: 3.34 Culture: 3.29	69-50 Needs Improvement 49-00 Ineffective Overall composite rating: Leadership Average: 76% Culture Average: 78% Academics Average: 75% Average Rating on Student Specific Areas: Personal Development: 77.5% Positive Wellbeing: 77.5% Self-Advocacy: 75% Interpersonal Development: 77.5% Prosocial Behaviors: 76% Personal Effectiveness: 80% Interpersonal Effectiveness: 75.5% Community Engagement: 71%	Grades 6-8 average rating will be maintained between 3-5 on the rating scales	Academic Challenge: decrease -.01 Instructional Methods: increase +.01 Relationships: increase +.01 Culture: increase +.03 Belonging: same School Safety: N/A Emotional & Mental Health: N/A Grades 6-8: response rate improved Youth Truth Rating Scale 1-Not at all 3-Somewhat 5-Significantly Average Rating Engagement: 0.02 improved Academic Challenge: 0.02 improved Belonging & Peer Collaboration: 0.2 decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Student Empowerment: 78.5% School Belonging: 73.5% School Climate: 82% Trusted Relationships: 74% Staff Voice: 81.5% Student-Led Practices: 75.5% Social Support: 76.5% Academic Self-Efficacy: 75.5% Student Goals: 73% Group Collaboration: 75% Future-Focus: 77.5% CHKS Survey results: () indicate comparison to last administration in 2024 5th grade: 76% student response rate (=)		Relationships: 0.02 decrease Culture: 0.02 decrease District switched from Youth Truth Survey to the Measured Results Assessment (MRA) in the Spring of 2025 Current scores as per MRA given in Spring of 2026 Students in grades 4-8: MRA Scoring Guide 100-90-Exemplary 89-80- Effective 79-70 Satisfactory 69-50 Needs Improvement 49-00 Ineffective Overall composite rating: Leadership Average: 76% Culture Average: 77% Academics Average: 75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				School Connectedness: 70% (+2%) Academic Motivation: 83% (+4%) Caring Relationships: 68% (+4%) High Expectations: 84% (+4%) Meaningful Participation: 45% (+3%) Perceived School Safety: 77% (+8%) Low Violence Victimization: 54% (+3%) Fairness: 71% (+5%) Rule Clarity: 73% (+4%) Social Emotional Learning Supports: 75% (+8%) Positive Behavior: 92% (+3%) Parent Involvement in School: 79% (+5%) Facilities Upkeep: 69% (+4%)		Average Rating on Student Specific Areas: Personal Development: 77.89% Positive Wellbeing: 78.22% Self-Advocacy: 75.22% Interpersonal Development: 77.33% Prosocial Behaviors: 76.33% Personal Effectiveness: 80.44% Interpersonal Effectiveness: 77.44% Community Engagement: 70.89% Student Empowerment: 78.56% School Belonging: 74.56% School Climate: 82.67% Trusted Relationships: 75.44% Staff Voice: 82.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7th grade: 93% response rate (+7%) () indicate comparison to last administration in 2024 School Connectedness: 58% (+2%) Academic Motivation: 66% (=) Two or Fewer Absences per Month: 84% (=3%) Caring Adult Relationships: 56% (-4%) High Expectations: 71% (=) Meaningful Participation: 31% (+1%) Perceived School Safety: 61% (+7%) Low Violence Victimization: 71% (+2%) No Harassment: 63% (-1%) No Mean Rumors: 58% (-5%)		Student-Led Practices: 76.11% Social Support: 76.33% Academic Self-Efficacy: 76.11% Student Goals: 73.22% Group Collaboration: 75% Future-Focus: 77% Overall students reported slight gains in most areas with slight decreases in Inter-personal development, Community Engagement, Social Support, and Future-focus.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				No Fear of Getting Beaten Up: 80% (+3) Promotion of Parental Involvement: 61% (+1%) No Substance Use at School: 96% (+1%) Facilities Upkeep: 42% (+9%)		
3.7	Parent Survey (LCAP, CHKS, etc.) (State Priority 3A)	Youth Truth Survey - Parents 2022/2023 Elementary Parents: 15% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.94 Relationships: 4.29 Culture: 4.15 Communication: 4.05 Resources: 4.02 School Safety: 3.78	Youth Truth Survey - Parents Fall 2024 Elementary Parents: 29% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.91 Relationships: 4.3 Culture: 4.11 Communication: 4.13	District switched from Youth Truth Survey to the Measured Results Assessment (MRA) in the Spring of 2025 MRA Scoring Guide 100-90-Exemplary 89-80- Effective 79-70 Satisfactory 69-50 Needs Improvement 49-00 Ineffective Overall composite rating: Leadership Average: 76 Culture Average: 78 Academics Average: 75	Youth Truth Survey (Parent Survey) Fall 2026 Increase elementary parents response rate to 40% Increase or maintain average elementary parent rating: 4.0 in all areas Increase middle school parent response rate to 30% Increase or maintain average middle school	Youth Truth Survey - Parents Fall 2024- Elementary Parents: response rate improved by 14% Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: decrease -.03 Relationships: improved +.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Diversity, Equity & Inclusion: 3.99 Middle school parents: 11% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.51 Relationships: 3.97 Culture: 3.75 Communication: 3.63 Resources:3.75 School Safety: 3.44 Diversity, Equity & Inclusion: 3.79	Resources: 4.08 School Safety: 3.88 Diversity, Equity & Inclusion: 3.97 Middle school parents: 11% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.65 Relationships: 4.1 Culture: 3.92 Communication: 3.73 Resources: 3.97 School Safety: 3.6 Diversity, Equity & Inclusion: 3.89	Average rating on family specific areas: Personal Development: 77.5 Interpersonal Development: 77.5 Family Engagement: 77.5 CHKS- Families were not surveyed during the 2026 administration of the CHKS survey.	parent rating: 4.0 in all areas	Culture: decrease -.04 Communication: improved +.08 Resources: improved +.06 School Safety: improved +.10 Diversity, Equity & Inclusion: decrease -.02 Middle school parents: response rate maintained 11% Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 0.14 improved Relationships: 0.13 improved Culture: 0.17 decrease Communication: 0.1 improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Resources: 0.22 improved School Safety: 0.16 improved Diversity, Equity & Inclusion: 0.1 improved District switched from Youth Truth Survey to the Measured Results Assessment (MRA) in the Spring of 2025 MRA Scoring Guide 100-90-Exemplary 89-80- Effective 79-70 Satisfactory 69-50 Needs Improvement 49-00 Ineffective Overall composite rating: Leadership Average: 76.67 Culture Average: 77.78 Academics Average: 75.11 Average rating on family specific areas:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Personal Development: 77.89 Interpersonal Development: 77.33 Family Engagement: 77.63 Overall there were slight increases in Leadership and Academics and a slight decrease in Culture.
3.8	Faculty/Support Staff Survey LCAP, CHKS, etc.) (State Priority 6C)	Youth Truth Survey - Faculty/Support Staff 2022/2023 Elementary Faculty/Support Staff: 52% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.27 Relationships: 4.19	Youth Truth Survey - Faculty/Support Staff Fall 2024 Elementary Faculty/Support Staff: 42% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree	District switched from Youth Truth Survey to the Measured Results Assessment (MRA) in the Spring of 2025 Students in grades 4-8: MRA Scoring Guide 100-90-Exemplary 89-80- Effective 79-70 Satisfactory 69-50 Needs Improvement 49-00 Ineffective	Youth Truth Survey (Student Survey) Fall 2026 Increase elementary Faculty/Support Staff response rate to 85% Increase or maintain average elementary Faculty/Support Staff rating: 4.0 in all areas Increase middle school Faculty/Support	Youth Truth Survey - Faculty/Support Staff Fall 2024 Elementary Faculty/Support Staff: response rate 10% decrease Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Culture: 4.01 Professional Development: 3.82 School Safety: 3.93 Diversity, Equity & Inclusion: 4.22 Middle school Faculty/Support Staff: 72% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.0 Relationships: 3.94 Culture: 3.75 Professional Development: 3.44 School Safety: 3.58 Diversity, Equity & Inclusion: 4.11	Average Rating Engagement: 4.18 Relationships: 4.08 Culture: 3.95 Professional Development: 3.81 School Safety: 3.91 Diversity, Equity & Inclusion: 4.26 Middle school Faculty/Support Staff: 50% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.13 Relationships: 4.00 Culture: 3.79 Professional Development: 3.59 School Safety: 3.72	Overall composite rating: Leadership Average: 76% Culture Average: 78% Academics Average: 75% Average rating on staff specific areas: Personal Effectiveness: 80% Interpersonal Effectiveness: 75.5% School and Family Partnership: 73% Community Engagement: 71% School Climate: 82% Staff Voice: 81.5% Collective Efficacy: 77.5% Instructional Efficacy: 73% Student-Led Practices: 75.5% Student Goal Support: 69.5% School Goals: 77.5%	Staff response rate to 60% Increase or maintain average middle school Faculty/Support Staff rating: 4.0 in all areas	Average Rating Engagement: decrease -.09 Relationships: decrease -.11 Culture: decrease -.06 Professional Development: decrease -.01 School Safety: decrease -.02 Diversity, Equity & Inclusion: increase +.04 Middle school Faculty/Support Staff: response rate decrease 22% Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Diversity, Equity & Inclusion: 4.09	CHKS- Staff were not surveyed during the 2026 administration of the CHKS survey.		Engagement: 0.13 increase Relationships: 0.06 increase Culture: 0.04 increase Professional Development: 0.15 increase School Safety: 0.14 increase Diversity, Equity & Inclusion: 0.02 decrease District switched from Youth Truth Survey to the Measured Results Assessment (MRA) in the Spring of 2025 Students in grades 4-8: MRA Scoring Guide 100-90-Exemplary 89-80- Effective 79-70 Satisfactory 69-50 Needs Improvement 49-00 Ineffective

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Overall composite rating: Leadership Average: 76.77% Culture Average: 77.8% Academics Average: 75.11% Average rating on staff specific areas: Personal Effectiveness: 80.44% Interpersonal Effectiveness: 73% School and Family Partnership: 73% Community Engagement: 70.89% School Climate: 82.67% Staff Voice: 82.22% Collective Efficacy: 76.78% Instructional Efficacy: 73% Student-Led Practices: 76.11% Student Goal Support: 69.67% School Goals: 78.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Overall slight decreases in School and Family Partnerships, Community Engagement, and Collective Efficacy.
3.9	Physical Fitness Test (PFT) (State Priority 8)	2022-2023 PFT only requires participation from 5th and 7th grade students. CDE is not asking for data on each of the fitness test components.	2023-2024 PFT only requires participation from 5th and 7th grade students. CDE is not asking for data on each of the fitness test components. Aerobic Capacity 5th - 98 % 7th - 90% Abdominal Strength 5th - 97% 7th - 92% Trunk Strength 5th - 99% 7th - 93% Upper Body Strength 5th - 99% 7th - 92% Flexibility	2024-2025 PFT only requires participation from 5th and 7th grade students. CDE is not asking for data on each of the fitness test components. Aerobic Capacity 5th - 94% 7th - 100% Abdominal Strength 5th - 97% 7th - 100 % Trunk Strength 5th - 99% 7th - 100% Upper Body Strength 5th - 99% 7th - 100% Flexibility	2026-2027 PFT Participation rates maintained at 95% or above	2024-2025 PFT only requires participation from 5th and 7th grade students. CDE is not asking for data on each of the fitness test components. We added the 24/25 participation rates for transparency of the required participation. District improved participation rates from 2024-2025 when compared to 2023-2024.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th - 99% 7th - 91%	5th - 98% 7th - 100%		
3.10	Outdoor learning and lab field trip report (transportation) (State Priority 8)	Source Internal Report 2023-2024 Total number of field trips: 335 Total number of field trip per student: at least 2 field trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c	Source Internal Report 2024-2025 Total number of field trips: 185 Total number of field trip per student: at least 1 field trip plus a Farm trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c	Source Internal Report 2025-2026 Total number of field trips: 185 Total number of field trip per student: at least 1 field trip plus a Farm trip In 25/26 all 5th graders were eligible to attend an overnight outdoor ed camp.	Source Internal Report 2026-2027 Total number of field trips: 150 Total number of field trip per student: at least 1 field trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c	Source Internal Report 2024-25 Total number of field trips: Decrease in field trips -150 Increase in Farm visits https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c

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.

All actions were fully implemented.

There were no substantive differences in the planned actions and implementation of the three-year LCAP.

Successes and challenges experienced with the implementation process:

Action 3.1 MTSS: This action was fully implemented. The district provided tiered support and monitoring of student academic, social, and behavioral progress through improved counseling services at all schools. Intervention Progress Teams (IPTs) support the academic and personal needs of students identified as needing additional support. Challenges included addressing increased behavioral and emotional needs of students. There was slight improvement in Chronic absences, suspension and expulsion numbers. Despite the improvement, this need requires a significant amount of personnel support throughout the district. The district focus on supporting UDL professional development which addresses the specific needs of student with disabilities.

Action 3.2 Outdoor Education: This action was fully implemented. Outdoor learning experiences help provide equity of access to experiences that are sometimes challenging for the general student population to access. Additional opportunities were provided to students which increased participation and access to learning experiences.

Outdoor learning spaces continue to be multi-funded. Garden spaces at schools are nearly all complete and need maintenance. The Regenerative Farm space is multi-funded through the nutrition department, grants, and LCAP. Science-lab field trips were offered to students. Challenges include long-term braiding of funding to sustain the cost of outdoor learning spaces and labs. Challenges also include significant intricacies of integrating multiple departments and navigation of federal nutrition guidelines to build a comprehensive learning program that also supports local procurement of food for our kitchens. There were no actions implemented differently from how it was described in the adopted LCAP.

Action 3.3 Expanded Learning: This action was fully implemented. Elective courses, art specialists and music specialists provide access to a broad course of study during and outside of the regular school day. Expanded sports programs and enriching course offerings are being driven by student and parent interest. Sports programs, clubs, field trips and learning support systems like tutoring and focused reading support were provided to students. Expanded learning was incorporated into special education courses to support inclusion and equity in accessing a broad course of study.

Action 3.4 Parent and Community Engagement: This action was fully implemented. Multiple student recognition opportunities and events engaged families throughout the year. In addition to site-led engagement opportunities, the district facilitates Parent Advisory Collaborative meetings and Parents of English Learner Advisory Collaborative meetings to engage the local community. The district expanded services for all students and continued to develop community partnerships to improve services for all students. The district's annual Rights and Responsibilities notices are reviewed, revised and distributed.

Action 3.5 Health and Wellness: This action was fully implemented. School counselors are provided at each school site. Clinicians help support site wellness centers and the unique needs of students.

Action 3.6 Safety and Wellness (CSAs, SROs, Nurses): This action was fully implemented. To support the overall feelings of safety on campuses, campus supervisors aid in the monitoring of student activity on all campuses each day.

There were no actions implemented differently 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.

Action 3.1 MTSS: There was a reduction from \$509,948 to \$136,894 in actual expenditures due to a reduction of contracts, reduction of the LST program and the movement of one administrator.

Action 3.2 Outdoor Education, nutrition, health and wellness: There was an increase from \$252,618 to \$421,736 in actual expenditures due to the addition of FoodCorp staff, materials and supplies for school gardens and nutrition education, and custodial costs to support district facilities. Our garden and nutrition educator continue to be partially funded with LCAP.

Action 3.3 Expanded Learning: There was an increase from \$202,418 budgeted to \$295,295 of expenditures due to raises.

Action 3.4 Parent and Community Engagement: The actual expenditure amount increased from \$291,370 to \$475,752 due to salaries, extra administrative support and contracts. Administrative support and clerical support for events like the Author's Fair, Math Challenge, Reading Challenge and Music Showcase required additional support from this item. These events provide improved services to engage parents and the community and directly responds to parent request to increase family events and opportunities to participate in the school.

Action 3.5 Health and Wellness: The Actual Expenditures were increased from \$2,110,022 to \$2,211,508 due to salaries and moving a counselor into this action and increasing mental health services through clinicians and parent liaisons. There has been an increased cost of counselors, parent liaison and wellness clinicians. A sub administrator was added to support middle school alternate means of correction and to help reduce suspension rates.

Action 3.6 Safety and Wellness: Actual expenditures increased from \$1,953,688 to \$2,096,960 due to an increase in subs needed to cover absences. Staff received raises which also contributed to the increase in actual expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3.

Action 3.1 Multi Tiered Intervention and Resources have been effectively implemented as evidenced by annual monitoring of suspensions, attendance and educational partner feedback. The 24/25 internal data reflects improved attendance and suspension rates. Average daily attendance remained the same, chronic absenteeism decreased and suspensions decreased.

The district expanded resources and tiered support systems due to the overwhelming individual needs of students. Student progress meetings, attendance review teams and behavioral support meetings are in place to address the unique needs of students who require significant support.

The loss of learning and lack of socialization during the pandemic has led to the ongoing need to address prosocial behaviors while rebuilding communication and positive attendance practices. Although the actions and support systems are in place, the need continues to be substantial and staffing to support additional expanded opportunities continues to be a challenge.

Action 3.2 Outdoor Education has been effectively implemented as evidenced by metric 3.10 which demonstrates that the district is meeting its target goal of one trip per student. Survey results indicate that parents and students feel strongly that the district must continue to prioritize these activities.

Outdoor education opportunities provide experiences where students can build academic language upon. The district has a high low-income percentage rate and this student group often has increased barriers to access of diverse experiences that are critical to understand the world and community around them. By offering these experiences, the district demonstrates its commitment to equity and access to engaging and relevant education.

Action 3.3 Expanding learning opportunities were effectively implemented as planned. This is evidenced by the additional arts opportunities in classes; including SAI classes. Evidence of effectiveness is in metric 3.2 chronic absenteeism. There is a .8% decrease in overall chronic absenteeism and a 2% decrease in chronic absenteeism of students with disabilities, English learners and low income students. There was also a 3% reduction in chronic absenteeism in our homeless student population. Although we're seeing improvement in most of our subgroups, our LTEL students had an over 4% increase in chronic absenteeism. This makes it challenging to engage and maintain progress and school connectedness.

Visual and performing arts programs are evident in all schools as evidenced by master schedules and program rosters. Educational partner feedback indicates that these engaging types of activities need to remain a high priority. There is some emerging effectiveness in the work of better supporting inclusion practices in all areas. This year expanded elective opportunities were integrated in sped classes in efforts to improve equity of access. Plans to support Universal Design for Learning and inclusion practices are emerging through the various professional learning opportunities available for teachers.

Action 3.4 Parent and Community Engagement has been satisfactory as evidenced by the MRA survey. Based on the LCAP survey, parents are concerned about negative behaviors, bullying and racism. Safety, wellness and school connectedness are a focus and we are analyzing root causes in order to improve how we address these concerns.

Even though we have started to see some success in improving chronic absenteeism and reducing suspensions, this continues to be a high priority need in order to engage families in the work of reducing chronic absenteeism rates.

Action 3.5 Health and Wellness efforts are effectively implemented as evidenced by the access to school counselors, clinicians, parent liaisons and other support services with partner agencies. Counselors are present at all sites. The counseling team increased by one in the 25/26 school year to ensure equity of access to our two largest K-8 schools and the two comprehensive middle schools. Clinicians continue to support the wellness centers at the comprehensive middle schools and are currently working on a billing process to effectively sustain services for students.

No ineffective actions were identified

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.

Educational partner input indicates that the district needs to continue with a focus on addressing the safety and educational enrichment programs for all students. Digital safety, student safety, pro-social behaviors, positive communication and student engagement will be focus areas for the upcoming year. In order to address these needs, the district will continue to provide opportunities for students to remain

engaged in positive activities during and after the school day, thereby allowing increased opportunities for student and adult connectedness which will positively impact overall health, mental wellness, attendance and overall school engagement.

Goal Description and Explanation

2025-26: The goal description continued to address engagement and positive school climate but added an additional focus on inclusion and diversity. The goal explanation was changed to include the enhanced focus on unduplicated student groups and added an emphasis on increasing the feeling of positive school safety and reducing chronic absenteeism and suspension rates. This will remain the same for the upcoming year.

Metrics:

To add additional transparency to the Expulsion Metrics, student groups and program groups were further defined with specific group data and percentages were added to the 22/23 metrics.

Action 3.1 MTSS: Ongoing UDL professional development, de-escalation and safety training is a continued need to address the unique needs of students. Ongoing training needs to be provided to teachers and instructional assistants. Additional professional development is needed in the area of inclusion to better support access to a broad course of study. These themes will be incorporated into the district PLT days in the next school year.

Action 3.5 Health and Wellness: The budgeted Expenditure amount will increase in order to add additional behavior support systems and clinicians.

Action 3.6 The Youth Truth survey metric was changed to the Measured Results Assessment (MRA) in the 25/26.

Metric 3.9 We added the 23/24 participation rates for transparency of the required participation.

The planned goals and target outcomes for the coming year remain unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral	School leaders and educators will be knowledgeable of and responsive to the strengths and needs of students, including foster/homeless youth, English learners and low-socioeconomic communities, and will utilize a data-driven systematic approach to tiered intervention to ensure that all students have access and support to for continued improvement. Schools	\$562,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and academic supports, pupil services (preschool support)	will provide resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of students. Provide support through Universal Design for Learning (UDL) which involves designing and providing an environment that meets the needs of all learners so that provisions for unique learners' needs are naturally imbedded in the setting, supplies, and lesson planning. This support increases access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. These principles also lend themselves to implementing inclusionary practices in the classroom. * Data analyst support * Safe & Civil Schools/CHAMPS (or similar program) PD for teachers and classified support staff * IEP and EL intervention support * UDL professional development for psychologists, counselors and teachers * Materials and supplies for psychologist and counselors to support the needs of learners with unique needs * De-escalation training to address behavior needs (NCI) * GATE testing, stipends, professional development and enrichment materials * Early identification and support (PK-TK): equity and access to general education, transitions and professional development * Materials and staff for extra time in school, such as Spring Intersession, after school tutoring, after school enrichment and clubs, Saturday programs, etc. * Reading Task Force - teacher extra pay/stipends, substitutes and materials PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support): This comprehensive action addresses multiple low-performing indicators across schools and student groups. It targets chronic absenteeism for Filipino (FI) students district-wide and various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista		

Action #	Title	Description	Total Funds	Contributing
		Middle. The MTSS framework will provide targeted academic interventions for Students with Disabilities (SWD) and Homeless (HOM) students in ELA and Math while also addressing behavioral supports to reduce suspension rates for Foster Youth (FY) and African American (AA) students.		
3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Improve outdoor learning spaces to develop the "Environmentally Green" initiative: Develop inviting, practical, and long-lasting outdoor spaces on school campuses and provide opportunities for students to attend off-site field experiences with environmentally focused community partners. Increase services and programs that improve student outcomes, attendance and help create school climates and campuses that are affirming, inclusive, and safe for all students; especially for underrepresented populations such as homeless/foster youth, English Learners, low-socio economic youth. Increase and expand health and wellness through outdoor learning opportunities and presentations which improve student emotional, intellectual, and behavioral development. Outdoor learning will help foster the development of creativity, problem-solving, independence, and confidence in students. Outdoor experiences support the development of NGSS science standards and help students increase their understanding of their natural and human communities which leads to a sense of place. Through connection to place, students develop stronger environmental attitudes, develop healthier lifestyles, and positive civic behaviors. Outdoor learning experiences are the foundation of raising the next generation of active citizens who take care of their natural and human communities. Outdoor education and play also support emotional, behavioral, and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline, and initiative. * Outdoor gardens, coordination of environmental education and farm-to-school programs for nutritional wellness * Outdoor learning/ science/environmental field trip opportunities * Food Corp member to support garden and nutrition education. * Health and wellness classes and parent education support	\$412,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action aims to improve student engagement and reduce chronic absenteeism, particularly for FI student group, and students at schools like Rio Lindo Elementary and Rio del Valle Middle. Providing diverse learning experiences may also indirectly support improving ELA and Math performance for low-performing groups such as English Learners (EL) and SWD. LREBG Action This action also addresses students identified for 2025 Differentiated Assistance: Long Term English Learners (State Priority 4 - Pupil Achievement and State Priority 6 - School Climate.) Research Shows that exposing students to real life experiences help make learning concrete. Additionally, access to outdoor education, field trips, and hands-on learning activities will provide LTELs with additional practice to make learning meaningful and memorable. Metric being used to monitor this action is metric 3.2. LREBG funds supporting this action: \$25,000 through the 2026-2027 school year.		
3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Students will be provided a rigorous, intellectually rich curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning will emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for underrepresented groups such as foster/homeless, English learners, and low socio-economic students as for all other students in each of the content areas. This support includes increasing access to electives such as music, art, foreign language, horticulture/gardening, and other enriching courses and will be further supported through collaboration with TOSAs and ongoing professional development. Schools plan schedules and resources to provide extra time in school and build partnerships with after-school and other entities to provide additional support for students, including foster/homeless youth, English learners, students with disabilities, and low socioeconomic youth to accommodate	\$565,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the extra challenges these underrepresented groups face in learning English and accessing/mastering all academic subject matter. * Zero (or after school) period salaries * Professional Development and substitutes for collaboration and planning * Supplemental electives for K-8 (music, art, drama, dance, foreign language, horticulture/gardening, etc) during the day and after school * PE and Health professional development and curriculum support * Supplemental support for Visual and Performing Arts (contracts and partnerships) * After school sports programs, uniforms and equipment and coach stipends, development of athletic programs and academy This action addresses engagement issues that contribute to chronic absenteeism and suspension rates. It specifically targets support for ELs, addressing their low ELA performance at schools like Rio Lindo Elementary and Rio Vista Middle. The inclusive nature of these programs may also help reduce suspension rates for FY and AA students.		
3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	The Rio School District values strong family and school partnerships. RSD encourages district educational partner participation in Parent and English Learner Advisory Councils, Parent Advisory Committees, School Site Councils, English Learner Advisory Committees, and other parent engagement opportunities. Rio schools organize and host district-wide parent and family events, including conferences, parent advocacy training, and volunteer and community partnership events. The district motivates students through annual student recognition events and culminating showcase events where families can also offer input and feedback through two-way communication and/or surveys about needs. RSD recognizes that a healthy school climate includes a network of support through community partnerships to increase or improve services for high-need student groups. Examples include partnerships with local universities to expand services, such as MESA, visual and performing arts programs, and expanded support to improve educational outcomes and the health and wellbeing of students. Educational partner feedback,	\$520,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
		through the development of the annual LCAP, indicates that community partnerships and increased services are valuable in enhancing and support student learning outcomes. This improved engagement is aligned to further support school connectedness, positive attendance, and improved school and community climate. To build capacity and ensure that site administration, teacher leaders, and educational partners are aware of various state and federal compliance items professional development and training on SPSA, SSC, ELAC compliance requirements, state assessments, advocacy for student groups, program evaluation, equity, and annual notices will be provided. * Childcare, refreshments, materials and supplies for meetings, fliers and outreach * Certificates and supplies for student recognition and annual culminating showcase events * EL Parent Workshops * Parent annual notifications: CAASPP notices, assessment notices, handbooks and parent rights * Parent training (ex. annual SSC/ELAC training) PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc.): By fostering stronger school-family connections, this action aims to improve chronic absenteeism rates across all identified low-performing schools and student groups. It particularly supports EL families, potentially improving ELPI at Rio Plaza Elementary and ELA performance for ELs at other schools.		
3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	School counselors design and deliver school counseling programs that improve student outcomes and help create school climates and campuses that are affirming, inclusive, and safe; especially for underrepresented populations such as homeless/foster youth, English Learners, low-socio economic youth, LGBTQ youth and students with disabilities. The school counseling program is integral to the school and district's belief of supporting strong family and school partnerships which have a significant positive impact on student achievement, attendance and discipline.	\$2,859,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School counselors provide resources to support the conditions required to value and build strong student, teacher and family school partnerships. This is done by analyzing and supporting district-wide surveys and Social and Emotional Learning and Development (SELD) needs and implementation to reduce suspensions, expulsions, and to maintain safe campuses and create welcoming environments through support personnel. School wellness clinicians and behaviorists support the mental health and behavioral needs of students while engaging families in a whole child and community schools approach. Family liaisons work in coordination to connect students and families to community based services that address the basic needs of families in the community. *Professional development aligning with “The ASCA National Model: A Framework for School Counseling Programs” *Curriculum materials focused on the mindsets and behaviors all students need for postsecondary readiness and success *Professional development on closing achievement and opportunity gaps, master schedule building and student information system support *Books and materials to support equity and equal historical representation and SEL needs: tools to support classroom accommodations, social stories and literature which is affirming, inclusive and supportive of building a safe school culture. *School Site Materials and supplies for students and parent engagement opportunities * Health and wellness classes and parent education support *Professional development may include: Safe & Civil Schools/CHAMPs, SEL Curriculum and training (Leader in Me), Peaceful Playgrounds, etc *Materials and supplies for engaging and safe playgrounds, common areas, libraries, wellness centers and outreach which strengthens school partnerships and increases overall engagement and positive attendance. Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc.: This action addresses the social-emotional needs that may underlie academic underperformance and behavioral issues. It targets the high suspension rates for FY and AA students and chronic absenteeism for various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. Providing		

Action #	Title	Description	Total Funds	Contributing
		comprehensive support also aims to improve the academic performance of SWD and HOM students in ELA and Math. LREBG Action This action also addresses students identified for 2025 Differentiated Assistance: Long Term English Learners (State Priority 4 - Pupil Achievement and State Priority 6 - School Climate.) LTELs need access to school based mental health and wellness services to address a variety of issues that are typically relevant to this population of students. Many of our LTELs also fall in the low socio-economic group with limited access to mental health services outside of the school setting. By providing timely mental health and counseling in the school setting, the District will be able to eliminate barriers to learning and help students feel included and a part of the school learning community. Metric being used to monitor this action is metric 3.2. LREBG funds supporting this action: \$25,000 through the 2026-2027 school year.		
3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	RSD recognizes that a safe and healthy school climate includes a network of support through its collaboration with local school resource officers, school nurses and support staff. In addition to collaboration, the day to day operations and support of campus supervision staff ensure that campuses are safe and secure. * School Resource Officer (SRO) contracts * Nurses and other health professionals * Campus Supervision Staff Campus supervisors, SROs, health, nurses, etc.: This action focuses on creating a safe and supportive school environment, which can help reduce suspension rates, particularly for FY and AA students, and at schools like Rio del Valle Middle. It supports overall student well-being, improving attendance rates and addressing chronic absenteeism issues identified across multiple schools and student groups.	\$2,146,629.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Anti-bullying and Anti-racism Efforts	LREBG Action This action also addresses students identified for 2025 Differentiated Assistance: Long Term English Learners (State Priority 4 - Pupil Achievement and State Priority 6 - School Climate.) LTELS need access to books and resources where they can see themselves respresented in order to feel included and a part of the school community. Additionally, access to library books will increase opportunities for LTELS to practice their literacy skills and improve their reading and writing skills. Including the parents of LTELS in community forums and parent workshops will help provide them with knowledge to better support their students at home and help the district to hear their voices and support their needs. Metric being used to monitor this action is metric 3.6 LREBG funds supporting this action: \$125,000 through the 2026-2027 school year. RSD recognizes that bullying and rascim occurs in all school settings and requires additional supports to ensure that students attend school in an environment from from bullying, racial slurs, and other behaviors that impact students' abilities to focus on their education. RSD aims to improve the culture at each of our school sites through: * Ongoing Community Forums to give under-represented students and their families a voice and a method to support RSD in making meaningful change through policy revisions and changes to District discipline matrices and processes, * Professional Development for teachers and support staff around topics such as empathy, civic engagement, addressing racism and bullying in the moment, anti-bias training, cultural sensitivity training, and others as appropriate and needed to support diverse learners, * Improved access to diverse literature in our school libraries so that students can see themselves represented in our schools, and * Increased access to assemblies and resources for students. This action focuses on increasing awareness of historical biases and improving school culture, which can help reduce out of class time and suspension rates, particularly for under-represented youth. It supports overall student well-being, improving attendance rates and addressing chronic absenteeism issues identified across multiple schools and student groups.	\$125,000.00	No Yes

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
\$19,751,624	\$2,413,919

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
34.814%	0.000%	\$0.00	34.814%

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
1.1	Action: Dual Immersion, Multilingual Learners / ELD and ELPAC examiners Need: English Learners, Students with Disabilities, and Low-Income students show lower performance in ELA and Math on state assessments. Specific data point:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population.	CAASPP data, feedback from Educational Partners, survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CAASPP ALI Student results show 53.34% of students do not meet standards in ELA and 65.38% in math Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Students with unique needs require scaffolded and supplemental materials to address learning outcomes Improvement on current practice: Maintaining supplemental materials and software access to support individualized learning while allowing teacher efficacy to support individual learning will help with continuous improvement. Scope: LEA-wide	Provides supplemental materials and access to individualized instruction Specific skills/topics: Reading comprehension, mathematical problem-solving, and critical thinking across all content areas. Expected improvement: 2% annual increase in students meeting/exceeding standards in ELA and Math. Why provided LEA-wide: All students benefit from access to high-quality, standards-aligned materials, with unduplicated pupils receiving targeted support through these resources.	
1.2	Action: Standards Frameworks, supplemental and alternative curriculum and Software Need: Unduplicated student groups, specifically English Learners, Students with Disabilities,	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next	Expansion implementation 2024-2025 expansion to 4th grade at Rio Plaza 2025-2026 expansion to 5th grade at Rio Plaza 2026-2027 expansion to 6th grade at Rio Plaza

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
	Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Expansion support for English language learners through dual immersion program expansion English Learners show lower reclassification rates and academic performance compared to peers. Specific data point: 51% of EL learners are making progress toward English proficiency in 2022-2023. Feedback from educational partners: EL families have requested more primary language support and opportunities for bilingual education. Improvement on current practice: Expanding dual immersion programs and enhancing ELD support across all schools. Scope: LEA-wide	three years, ultimately closing the gap between these student groups and the general student population. Expanded access to primary language support instruction Specific skills/topics: Language acquisition, academic vocabulary development, and cross-cultural competence. Expected improvement: 2% annual increase in EL progress and reclassification rates. Why provided LEA-wide: While primarily benefiting ELs, all students gain from a culturally and linguistically diverse learning environment.	
1.3	Action: Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this	Progress on CAASPP in all subgroups

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: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Professional development for strategies to address unique needs of unduplicated students Teachers require ongoing support to address diverse learning needs, particularly for unduplicated pupils effectively. Specific data point: Achievement gaps persist for unduplicated pupils in ELA and Math based on 2023 CAASPP results. Feedback from educational partners: Teachers have requested more training on inclusive practices and differentiation strategies. Improvement on current practice: Providing more targeted, job-embedded professional development opportunities.	schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Increased access to support for EL learners, students with disabilities and other subgroups Specific skills/topics: Differentiated instruction, culturally responsive teaching, and effective ELD strategies. Expected improvement: Increased teacher efficacy and improved academic outcomes for unduplicated pupils. Why provided LEA-wide: Enhanced teacher capacity benefits all students, focusing on strategies that particularly support unduplicated pupils.	

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		
1.4	Action: Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc) Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Access to electives for EL learners and students with disabilities Unduplicated pupils have historically needed more access to enrichment opportunities and advanced coursework. Specific data point: Lower participation rates of unduplicated pupils in GATE and elective programs. Feedback from educational partners: Students and parents have expressed desire for more diverse course offerings and extracurricular activities. Improvement on current practice:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Expanded opportunities to be provided by inclusion practices during the regular day program and after school Specific skills/topics: Career exploration, critical thinking, creativity, and collaborative problem-solving. Expected improvement: Increased participation of unduplicated pupils in advanced and elective courses. Why provided LEA-wide: While focusing on increasing access for unduplicated pupils, all students benefit from a broader range of educational opportunities.	Master schedule and attendance 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
	Expanding course offerings and ensuring equitable access for all students. Scope: LEA-wide		
1.5	Action: TK / Kindergarten, push in teachers, IAs, TK/K curriculum Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Access to TK at all schools with targeted outreach to unduplicated students and families Identified Needs: Early intervention is crucial for closing achievement gaps, particularly for unduplicated pupils. Specific data point: Kindergarten readiness assessments show lower preparedness among unduplicated pupils.	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Accessibility for all students, while prioritizing the needs of unduplicated students, supports the expansion of a two year kindergarten program Specific skills/topics: Early literacy, numeracy, social-emotional skills, and school readiness. Expected improvement: Increased kindergarten readiness and reduced achievement gaps in early primary grades. Why provided LEA-wide: While particularly beneficial for unduplicated pupils, all young learners benefit from enhanced early education programs.	Master schedule and attendance 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
	Feedback from educational partners: Families have requested more support for early learners and smoother transitions to kindergarten. Improvement on current practice: Enhancing TK/K programs with additional staff and targeted curriculum. Scope: LEA-wide		
2.1	Action: Transportation Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Board approved routes mainly provide transportation to low-income students and students with disabilities Unduplicated pupils often face transportation barriers impacting school attendance and program access. Specific data point:	This action will be implemented on a district basis, in alignment with the board approved targeted areas, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this districtwide action, the district aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Nyeland is the area with the highest need and physically farthest from any neighborhood schools. Transportation is limited to students from Nyeland and the unincorporated area of El Rio. Specific skills/topics: Improved school attendance, access to extended learning opportunities, and increased parent engagement. Expected improvement:	Technology survey and annual plan

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
	Higher chronic absenteeism rates among unduplicated pupils, particularly in areas with limited public transportation. Feedback from educational partners: Families who live farther away from school have expressed difficulties in consistently getting students to school and after-school programs. Scope: LEA-wide	Reduced chronic absenteeism rates and increased participation in school programs for unduplicated pupils. Why provided LEA-wide: While prioritizing high-need areas, the transportation system benefits all eligible students across the district.	
2.2	Action: Technology Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Unduplicated students are provided support and access to technology and wifi services Unduplicated pupils often need more access to technology at home, creating a digital divide. Specific data point:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. High percentages of unduplicated students throughout the district require support systems across all areas Specific skills/topics: Digital literacy, online research skills, and technology-enhanced learning across all subjects. Expected improvement:	Tech department responsiveness

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
	Survey data shows lower home internet and device access rates among unduplicated pupils. Feedback from educational partners: Teachers and families have requested more technology resources and support for home learning. Improvement on current practice: Increasing device availability, improving internet access, and enhancing digital literacy support. Scope: LEA-wide	Increased technology proficiency and improved academic performance through enhanced digital access. Why provided LEA-wide: While addressing the digital divide for unduplicated pupils, all students benefit from improved technology infrastructure and support.	
2.3	Action: Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population.	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Increased access to electives, before and after school activities and lunchtime opportunities Specific skills/topics: Personalized instruction, career-technical skills, and enhanced teacher-student relationships.	Master schedule, engagement surveys, 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
	Increase background knowledge and equity through experiences and a broad variety of learning opportunities provides opportunities for teachers to build academic language which supports overall growth and understanding of the world we live in Unduplicated pupils benefit significantly from smaller class sizes and access to high-quality teachers. Specific data point: Achievement data shows stronger growth for unduplicated pupils in classes with qualified teachers. Feedback from educational partners: Teachers, students and parents have emphasized the importance of individualized attention and diverse course offerings. Improvement on current practice: Maintaining bargained class sizes and expanding CTE pathways accessible to all students. Scope: LEA-wide	Expected improvement: Improved academic outcomes and increased attendance rates, particularly for unduplicated pupils. Why provided LEA-wide: While particularly beneficial for unduplicated pupils, all students gain from smaller classes and expanded course options.	
2.4	Action: School Plan for Student Achievement (SPSA): School site support Need:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster	SPSAs, CAASPP scores, absenteeism rates, reclassification 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
	Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Provides local control of funding for the unique community needs of each school Each school has unique needs based on its student population, particularly regarding unduplicated pupils. Specific data point: Varied performance data across schools, with some showing larger achievement gaps for unduplicated pupils. Feedback from educational partners: School communities have requested more site-based decision-making to address specific needs. Improvement on current practice: Providing greater autonomy and resources for schools to implement targeted interventions. Scope: Schoolwide	Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Unduplicated student counts at each school are monitored and SPSA actions respond to the needs of the student population Specific skills/topics: Site-specific intervention strategies, community engagement, and data-driven decision-making. Expected improvement: More effective, tailored support for unduplicated pupils at each school site. Why provided LEA-wide: While focusing on unduplicated pupils, this approach allows each school to improve outcomes for all its students.	

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
3.1	Action: MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support) Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Unduplicated pupils often require more comprehensive support systems to address academic, behavioral, and social-emotional needs. Specific data point: Higher rates of chronic absenteeism, disciplinary incidents, and academic struggles among unduplicated pupils. Feedback from educational partners: Teachers and support staff have requested a more coordinated approach to student support. Improvement on current practice: Implementing a more robust MTSS framework with enhanced professional development and resources.	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Specific skills/topics: Tiered academic interventions, positive behavior supports, and integrated student services. Expected improvement: Reduced achievement gaps, improved attendance, and decreased behavioral incidents for unduplicated pupils. Why provided LEA-wide: The MTSS framework benefits all students while providing more intensive support for those with the greatest needs.	Engagement survey responses, absenteeism rates and CAASPP progress

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		
3.2	Action: Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc. Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Increased access to outdoor spaces, high quality nutrition education and spaces that contribute to wellness, calm spaces and positive social and emotional connection to be provided to all students while prioritizing unduplicated student populations Identified Needs: Unduplicated pupils often need more access to enriching outdoor and experiential learning opportunities. Specific data point:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Specific skills/topics: Environmental literacy, agricultural science, nutrition, and overall wellness. Expected improvement: Increased engagement, improved science proficiency, and enhanced health awareness among unduplicated pupils. Why provided LEA-wide: While prioritizing access for unduplicated pupils, all students benefit from these enriching educational experiences.	Master schedule, internal report, LCAP survey of needs and engagement 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
	Lower participation rates of unduplicated pupils in field trips and outdoor education programs. Feedback from educational partners: Students and families have expressed interest in more hands-on, real-world learning experiences. Improvement on current practice: Expanding outdoor education programs and ensuring equitable access for all students. Scope: LEA-wide		
3.3	Action: Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. English language learners do not have access to electives at the comprehensive middle schools. The two K-8 schools and elementary schools do provide expanded access.	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Access to zero period or additional courses outside the day offer access at the comprehensive middle schools. Ongoing support will maintain this access at all other sites. Specific skills/topics:	Master schedule, absenteeism rates and engagement 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
	Unduplicated pupils often need more access to extracurricular activities and arts education. Specific data point: Lower participation rates of unduplicated pupils in athletics and arts programs. Feedback from educational partners: Students and families have requested more diverse after-school and enrichment opportunities. Improvement on current practice: Expanding program offerings and implementing targeted outreach to unduplicated pupils. Scope: LEA-wide	Physical fitness, artistic expression, teamwork, and English language development through diverse activities. Expected improvement: Increased participation of unduplicated pupils in expanded learning programs and improved overall engagement. Why provided LEA-wide: While focusing on increasing access for unduplicated pupils, all students benefit from a rich array of expanded learning opportunities.	
3.4	Action: Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc) Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Provides opportunities for parents to give input and feedback in order to improve systems and outcomes for their child	Engagement surveys, PAC and PELAC participation, 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
	gap as compared to the general student population. Engaging parents and guardians of unduplicated students, including English Learner, Students with Disabilities and Homeless student groups, is needed in order to re-engage families and to reduce high chronic absenteeism rates. Families of unduplicated pupils often face barriers to school engagement and may need additional support to participate fully. Specific data point: Lower attendance rates at school events and parent meetings among families of unduplicated pupils. Feedback from educational partners: Non-English-speaking families have requested more translation services and culturally relevant engagement opportunities. Improvement on current practice: Enhancing translation services, diversifying engagement events, and providing more targeted outreach. Scope: LEA-wide	Specific skills/topics: Effective communication strategies, cultural competence, and inclusive family engagement practices. Expected improvement: Increased participation of unduplicated pupils' families in school events and decision-making processes. Why provided LEA-wide: While focusing on removing barriers for unduplicated pupils' families, all families benefit from enhanced engagement opportunities.	
3.5	Action:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-	Internal counselor reports, engagement 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
	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Reduce mental health barriers that are often stigmatized in unduplicated student and family populations Unduplicated pupils often more significant social-emotional challenges and may have limited access to mental health resources. Specific data point: Higher rates of disciplinary incidents and self-reported mental health concerns among unduplicated pupils. Feedback from educational partners: School staff and families have emphasized the need for more comprehensive mental health support. Improvement on current practice: Expanding mental health services and enhancing SEL curriculum implementation.	Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Provide mental health and wellness support to students, especially targeted unduplicated student populations Specific skills/topics: Social-emotional skills, coping strategies, and access to mental health support. Expected improvement: Reduced behavioral incidents, improved school climate, and enhanced overall well-being for unduplicated pupils. Why provided LEA-wide: While prioritizing support for unduplicated pupils, all students benefit from a strong focus on health and wellness.	CHKS, attendance rates and staffing reports

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		
3.6	Action: Safety and wellness: Campus supervisors, SROs, health, nurses, etc. Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Based on LCAP survey results, this is a top priority identified by educational partners Identified Needs: Unduplicated pupils may face more significant safety concerns and health disparities that impact their school experience. Specific data point: Higher rates of reported safety concerns and health-related absences among unduplicated pupils. Feedback from educational partners:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Increase the perceived perception of safety and wellness on all campuses Specific skills/topics: Campus safety protocols, health education, and access to basic health services. Expected improvement: Reduced safety incidents, improved attendance rates, and better overall health outcomes for unduplicated pupils. Why provided LEA-wide: While addressing specific concerns of unduplicated pupils, all students benefit from a safer and healthier school environment.	CHKS, Annual LCAP survey and Youth Truth 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
	Families have expressed concerns about campus safety and needing more health services. Improvement on current practice: Increasing campus supervision, enhancing health services, and implementing more proactive safety measures Scope: LEA-wide		
3.7	Action: Anti-bullying and Anti-racism Efforts Need: Scope: LEA-wide		

Limited Actions

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

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

NA

Additional Concentration Grant Funding

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

The staff to student ratio for classified staff and certificated staff will be reviewed with Human Resources on an annual basis. This will provide input for staffing ratios of Instructional Assistants, Campus Supervisors and Certificated staff. This staffing ratio will be used to prioritize schools' funding and services.

Goal 2 Action 3
Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers.

Maintain and recruit teachers (to maintain established class size reduction)

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		Mar 1:32 Norte 1:22 Valle 1:40 Lindo 1:15 Plaza 1:22 Real 1:24 Rosales 1:14 Vista 1:19 Sol 1:54

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		Mar 1:20 Norte 1:16 Valle 1:15 Lindo 1:16 Plaza 1:21 Real 1:19 Rosales 1:19 Vista 1:17 Sol 1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$56,735,048	\$19,751,624	34.814%	0.000%	34.814%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$19,751,624.00	\$622,874.00	\$0.00	\$0.00	\$20,374,498.00	\$15,549,087.00	\$4,825,411.00

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	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dual immersion : Rio Real and Rio Plaza; ELD professional development at all schools TK-8	Ongoing	\$0.00	\$338,000.00	\$338,000.00				\$338,000.00	
1	1.2	Standards Frameworks, supplemental and alternative curriculum and Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$339,934.00	\$87,093.00	\$399,934.00	\$27,093.00			\$427,027.00	
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$847,443.00	\$165,000.00	\$987,443.00	\$25,000.00			\$1,012,443.00	
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,812,896.00	\$17,500.00	\$1,830,396.00				\$1,830,396.00	
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$416,653.00	\$60,000.00	\$476,653.00				\$476,653.00	
2	2.1	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Based on board adopted policy which	Ongoing	\$1,317,048.00	\$370,701.00	\$1,687,749.00				\$1,687,749.00	

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
							primarily serves Rio Lindo, Rio Real, Rio del Valle and Rio Plaza. Special education routes are provided based on IEPs to Rio del Norte, Rio Rosales, Rio Lindo, Rio Vista and Rio del Valle.									
2	2.2	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$923,446.00	\$1,151,355.00	\$2,074,801.00				\$2,074,801.00	
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,878,762.00	\$0.00	\$3,878,762.00				\$3,878,762.00	
2	2.4	School Plan for Student Achievement (SPSA): School site support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$673,220.00	\$783,081.00	\$1,456,301.00				\$1,456,301.00	
3	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$34,403.00	\$528,281.00	\$166,903.00	\$395,781.00			\$562,684.00	
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$40,237.00	\$372,500.00	\$387,737.00	\$25,000.00			\$412,737.00	
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$112,548.00	\$452,500.00	\$565,048.00				\$565,048.00	
3	3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$295,683.00	\$225,000.00	\$520,683.00				\$520,683.00	

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	3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,803,185.00	\$56,400.00	\$2,834,585.00	\$25,000.00			\$2,859,585.00	
3	3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,053,629.00	\$93,000.00	\$2,146,629.00				\$2,146,629.00	
3	3.7	Anti-bullying and Anti-racism Efforts	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$125,000.00		\$125,000.00			\$125,000.00	

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
\$56,735,048	\$19,751,624	34.814%	0.000%	34.814%	\$19,751,624.00	0.000%	34.814 %	Total:	\$19,751,624.00
								LEA-wide Total:	\$18,295,323.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,456,301.00

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	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dual immersion: Rio Real and Rio Plaza; ELD professional development at all schools TK-8	\$338,000.00	
1	1.2	Standards Frameworks, supplemental and alternative curriculum and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$399,934.00	
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$987,443.00	
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,830,396.00	

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 (%)
		outdoor learning, GATE, etc)						
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$476,653.00	
2	2.1	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,687,749.00	
2	2.2	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,074,801.00	
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,878,762.00	
2	2.4	School Plan for Student Achievement (SPSA): School site support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,456,301.00	
3	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,903.00	
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,737.00	
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$565,048.00	
3	3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$520,683.00	

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 (%)
		community engagement events (art shows, music, recognition events, etc)						
3	3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,834,585.00	
3	3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,146,629.00	
3	3.7	Anti-bullying and Anti-racism Efforts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,448,558.00	\$16,947,942.00

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	Standards Frameworks, supplemental and alternative curriculum and Software	Yes	\$1,297,986.00	\$742,729.00
1	1.2	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	Yes	\$642,104.00	\$377,010.00
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Yes	\$467,580.00	\$985,520.00
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	Yes	\$1,771,408.00	\$1,830,136.00
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Yes	\$385,175.00	\$415,764.00
2	2.1	Transportation	Yes	\$769,538.00	\$1,015,668.00
2	2.2	Technology	Yes	\$2,058,844.00	\$2,017,425.00
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	Yes	\$2,449,032.00	\$2,549,876.00
2	2.4	School Plan for Student Achievement (SPSA): School site support	Yes	\$1,286,827.00	\$1,375,669.00
3	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance,	Yes	\$509,948.00	\$136,894.00

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)
		student services, behavioral and academic supports, pupil services (preschool support)			
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Yes	\$252,618.00	\$421,736.00
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Yes	\$202,418.00	\$295,295.00
3	3.4	Parent and Community Engagement: PAC, DELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	Yes	\$291,370.00	\$475,752.00
3	3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	Yes	\$2,110,022.00	\$2,211,508.00
3	3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	Yes	\$1,953,688.00	\$2,096,960.00

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)
\$16,947,942.00	\$16,448,558.00	\$16,947,942.00	(\$499,384.00)	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	Standards Frameworks, supplemental and alternative curriculum and Software	Yes	\$1,297,986.00	\$742,729.00		
1	1.2	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	Yes	\$642,104.00	\$377,010.00		
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Yes	\$467,580.00	\$985,520.00		
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	Yes	\$1,771,408.00	\$1,830,136.00		
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Yes	\$385,175.00	\$415,764.00		
2	2.1	Transportation	Yes	\$769,538.00	\$1,015,668.00		
2	2.2	Technology	Yes	\$2,058,844.00	\$2,017,425.00		
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	Yes	\$2,449,032.00	\$2,549,876.00		
2	2.4	School Plan for Student Achievement (SPSA): School site support	Yes	\$1,286,827.00	\$1,375,669.00		

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	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	Yes	\$509,948.00	\$136,894.00		
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Yes	\$252,618.00	\$421,736.00		
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Yes	\$202,418.00	\$295,295.00		
3	3.4	Parent and Community Engagement: PAC, DELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	Yes	\$291,370.00	\$475,752.00		
3	3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	Yes	\$2,110,022.00	\$2,211,508.00		
3	3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	Yes	\$1,953,688.00	\$2,096,960.00		

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)
55,169,309	\$16,947,942.00		30.720%	\$16,947,942.00	0.000%	30.720%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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