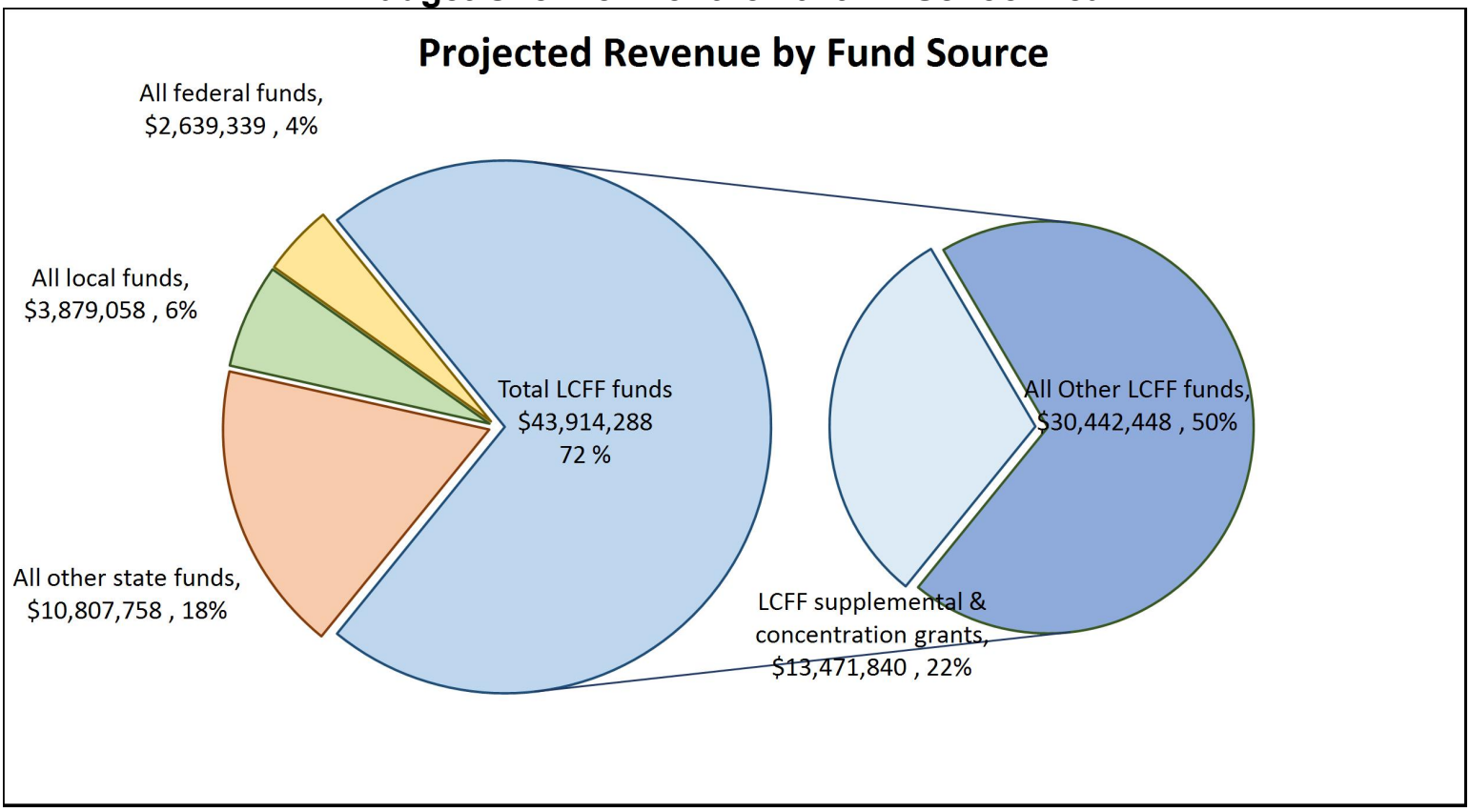
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reef Sunset Unified School District
CDS Code: 16-73932-0000000
School Year: 2026-27
LEA contact information:
Juan Ruiz
Superintendent
jruiz@rsusd.org
559-386-9083

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

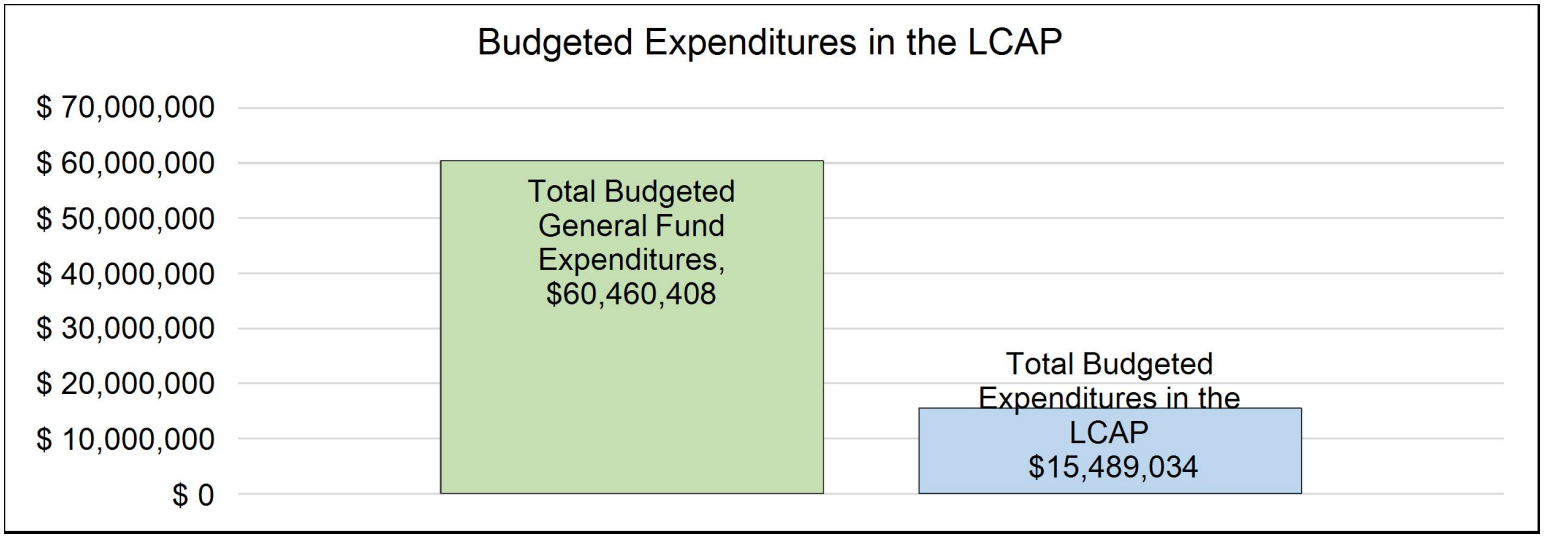


This chart shows the total general purpose revenue Reef Sunset Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reef Sunset Unified School District is $61,240,443, of which $43,914,288 is Local Control Funding Formula (LCFF), $10,807,758 is other state funds, $3,879,058 is local funds, and $2,639,339 is federal funds. Of the $43,914,288 in LCFF Funds, $13,471,840 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 Reef Sunset Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Reef Sunset Unified School District plans to spend $60460407.97 for the 2026-27 school year. Of that amount, $15,489,034 is tied to actions/services in the LCAP and $44,971,373.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

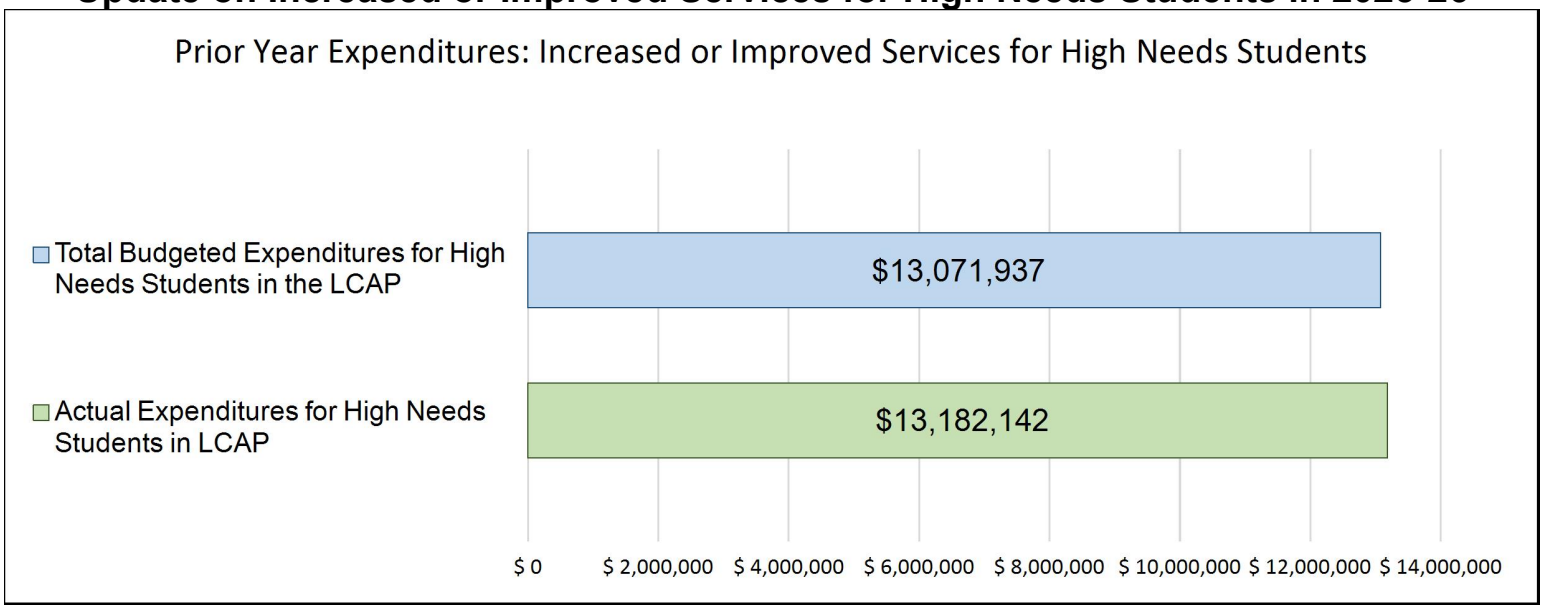
General Fund expenditures not included in the LCAP primarily support the district's general operating costs and core educational program. These expenditures include costs necessary to maintain base instructional services, district operations, facilities, transportation, maintenance, utilities, and other essential services that support all students.

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

In 2026-27, Reef Sunset Unified School District is projecting it will receive $13,471,840 based on the enrollment of Foster Youth, English learner, and low-income students. Reef Sunset Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Reef Sunset Unified School District plans to spend $13,612,155 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 Reef Sunset Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Reef Sunset Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Reef Sunset Unified School District's LCAP budgeted $13,071,937 for planned actions to increase or improve services for high needs students. Reef Sunset Unified School District actually spent $13,182,142 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
Reef Sunset Unified School District	Juan Ruiz Superintendent	jruiz@rsusd.org 559-386-9083

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 Reef-Sunset Unified School District serves the communities of Avenal and Kettleman City located in the coastal foothills on the west side of the San Joaquin Valley. Agriculture is the main industry for both communities and the majority of the adult population are employed in the industry. The remaining population is employed by the school district, Avenal State Prison, and in the retail, businesses serving both towns. The district enrollment mirrors the community with 97.42% Hispanic, 48.05% English Learners and 94.57% Socioeconomically Disadvantaged. Reef Sunset Unified School District has one of the highest English Learner counts in Kings County; 20.13% RFEP and 12% Long Term English Learner.

Despite growth of the agricultural industry, poverty is high; approximately fifty percent of the population receives some form of public assistance. The seasonal nature of agricultural employment is responsible for unemployment rates that can climb as high as thirty-three percent during the off seasons. According to the EDD jobless numbers among youth average over fifty percent within the city. The district is classified as a “Provision Two” district under Federal Guidelines which means that the economic levels are low enough to support all student meals being provided at no cost—making the free/reduced lunch count in the district 100%. 94.57% of RSUSD students are considered low socio-economic status with the median household income being $29,302. The average household size is four and 28% of the families we serve are single parent households.

The district serves approximately 2555 students; enrollment has maintained over the last five years. These students attend one of the following eight schools:

- Avenal Elementary School (TK-5)
- Kettleman City Elementary School (TK-8)
- Tamarack Elementary School (TK-5)

- Reef Sunset Middle School (6-8)
- Avenal High School (9-12)
- Sunrise Continuation High School – Equity Multiplier Site
- Secondary Community Day School (7-12) – Equity Multiplier Site
- Adelante Online TK-12 Academy (Dependent Charter) – NEW 2026-27

The district employs 143 classroom teachers, 16 administrators, and 174 classified staff; the district generally hires new teachers each year due to staff leaving or retiring.
RSUSD uses a Multi-Tiered System of Support Framework to address academic, social-emotional learning, and behavior. The framework is used to establish what students must learn, how we create a culture of caring, and how we identify the needs of our students and provide them with effective culturally relevant supports to determine the best system of support for the student. Each and every student in our community is valued, welcomed, given a voice and sense of belonging in a system of teaching and learning. Educational equity is a priority in our district and means that each child receives what they need to develop to their full academic and social potential and adults are committed to doing whatever it takes to achieve grade level standards. The RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional development activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high quality resources to meet students' needs and use assessments and data sources to monitor student learning. We strive to serve students as a whole focusing on academic services as well as social emotional services.

Reflections: Annual Performance

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

Based on a review of performance on the state and local indicators measured by the California Dashboard, local data, a review of our annual self assessment tools, a review of educational partner input, and a review of progress made towards LCAP goals, Reef-Sunset Unified School District is proud of areas of improvement:

LOCAL INDICATORS
RSUSD met standard for all 5 local indicators for 2025-26. The district has 90% fully credentialed teachers. In order to maintain and build on success, the district will continue to support New Teachers with mentoring and professional learning,

ENGLISH LEARNER PROGRESS
Based CA Dashboard English Learner Proficiency Indicator the district has successfully increased from 36.8% in 2022 to 37.2% in 2023, to 42.3% in 2024, and to 45% in 2025 of English Learners making progress toward English proficiency. In order to maintain and build on success, the district will continue to support English Language Development supports with supplemental instructional materials, targeted professional learning and adding a Teacher on Special Assignment to focus on English Learners. The district will also continue to use Ellevation to progress monitor English Learners.
The following school site(s) in 2023 had received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): RSMS at 29.8% making progress. In 2024, RSMS was in the BLUE for ELPI: 58.1% making progress. In 2025, RSMS is in the Yellow for ELPI: 55.5% making progress.

CONDITIONS AND CLIMATE - The District and the following school sites received the following performance on the California School Dashboard on the suspension indicator: RSUSD: Yellow; Avenal Elementary: Green; Avenal High School: Orange; Kettleman City

Elementary: Green; Reef Sunset Middle School: Yellow; and Tamarack Elementary: Yellow The student groups that earned the lowest performance (RED) in suspension in RSUSD as a District: Foster and Students with Disabilities. The student groups that earned the lowest performance in suspension at any school site in the District, AHS: Students with Disabilities; and RSMS: Students with Disabilities.

An annual survey was administered to all staff, students, and parents. Based on the responses
1. 80.5% are Satisfied or Very Satisfied with the conditions of the school in terms of instructional materials, facilities and credentialed teachers.
2. 80.9% are Satisfied or Very Satisfied with the technology provided by the School District.
3. 70.2% are Satisfied or Very Satisfied with the efforts that the district makes to maintain and/or improve College Career Readiness services for students
4. 70.2% are Satisfied or Very Satisfied with the services provided for English Learners.
5. 71.1% of education partners are informed or very informed on issues, upcoming events and the school encourages them to become involved.
In order to maintain and build on success, the district will continue to support supplemental instructional materials and supplemental curriculum. The district will continue to providing technology staff and blended learning technology including internet access and replacement plan for devices. The district will also continue to provide facility maintenance, repair, and upgrades. In order to maintain and improve satisfaction with the level of instruction students receive, the district will continue to provide instructional aides, professional learning communities and English Language Learner supports.

Feedback was gathered throughout the year through advisory groups and teams. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that education partners feel our greatest areas of strength include:
1. Instructional materials, facilities and credentialed teachers
2.Technology integration and communication (keeping partners informed).
3. Community Schools addition of Wellness Specialist and overall increase of direct service providers at site level.

In order to maintain and build on success, the district will continue to support student services and supports including health service staff, counseling and mental health staff. The district will continue to support parent communication and parent education by providing the Family Engagement Coordinator and Family Engagement Center on AHS campus for families districtwide, including a satellite Family Engagement Center at Kettleman City Elementary

ACADEMIC Performance- 2022-23 ELPAC Data - The following school sites have received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): Reef-Sunset Middle School.
ACADEMIC Performance- 2023-24 ELPAC Data - The following school site(s) in 2023 had received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): RSMS at 29.8% making progress. For 2024, RSMS is in the BLUE for ELPI: 58.1% making progress.
ACADEMIC Performance- 2024-25 ELPAC Data - The following school sites(s) in 2024 RSMS is in the BLUE for ELPI: 58.1% making progress. For 2025, RSMS is in the YELLOW for ELPI: 55.5% making progress.

2022-23 CAASPP Data

The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in Mathematics are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

Math (Distance from Standard) District wide -124.1
Hispanic -124.2
White -113.7
Asian -154
EL -140
SED -126.4
SWD - 166.4
Homeless -125.5

In the area of ELA the following school sites have received the lowest performance (RED) in the Area of English Language Arts: Avenal Elementary, Avenal High School, Kettleman City, Reef Sunset Middle School, and Tamarack Elementary. The data below outlines student group performance by Distance from Standard for each student group. he student groups that earned the lowest performance in ELA are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities. The following student groups within a school site earned the lowest performance in ELA: Avenal Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged, SWD Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners, Hispanic, Socio-Economically Disadvantaged Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

ELA (Distance from Standard) District wide -89.2
Hispanic -88.7
White -68.5
EL - 114.1
SED -91.5
SWD -139.3
Homeless -86.9

Academic Engagement- Chronic Absenteeism
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: (RED)
Student group performance in RED: Foster Youth
In the area of Chronic Absenteeism the following school sites have
received the lowest performance: (RED) Avenal Elementary,
The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic Absenteeism: Hispanic

In the area of Suspension for student groups, Reef-Sunset Unified School District earned the lowest performance (RED) for E.L., Foster Youth, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, and White student groups.
In the area of Suspension for school sites, Avenal Elementary School, Avenal High School, Kettleman City Elementary School, Reef Sunset Middle School, and Tamarack Elementary School received the lowest performance (RED)
In the area of Suspension for school site student groups, Avenal Elementary School earned the lowest performance (RED) for E.L., Students with Disabilities, Hispanic, and Socio-Economically Disadvantaged student groups.
In the area of Suspension for school site student groups, Avenal High School earned the lowest performance (RED) for E.L., Hispanic, Socio-Economically Disadvantages, and Students with Disabilities student groups.
In the area of Suspension for school site student groups, Kettleman City Elementary School earned the lowest performance (RED) for E.L., Hispanic, and Socio-Economically Disadvantaged student groups.
In the area of Suspension for school site student groups, Reef Sunset Middle School earned the lowest performance (RED) for E.L, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities student groups.
In the area of Suspension for school site student groups, Tamarack Elementary School earned the lowest performance (RED) for E.L., Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities student groups.

2023-24 CAASPP Data
RSUSD received the lowest performance (RED) in the area of Mathematics and the student groups that earned the lowest performance (RED) in Mathematics at the District level are: Hispanic, Homeless, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTELS). The following school sites scored the lowest performance (RED) in Mathematics: AHS; KCES; and RSMS. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged; Kettleman City Elementary: English Learner, Hispanic, Socio-Economically Disadvantage; Reef Sunset Middle School: English Learners, Hispanic, Long Term English Learners (LTEL), Socio-Economically Disadvantage, and Students with Disabilities.

Math (Distance from Standard) District wide -130.1
Hispanic -130.1
EL -138.8
SED -131.5
SWD - 185
Homeless -162.7
Long Term English Learners(LTEL): -181.9

AHS
ALL -167.1
EL - -203.1
Hispanic -167
SED -168.2

KCES

ALL - 116.4
EL - 129.2
Hispanic -167
SED - 117.7

RSMS
ALL - 149
EL -171.8
Hispanic -149
LTEL -182.9
SED -151.2
SWD - 208.3

RSUSD received the lowest performance (RED) in the Area of English Language Arts and the student groups that earned the lowest performance (RED) in ELA at the District level are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities. The following school sites scored the lowest performance (RED) in ELA: AES; AHS; and RSMS. The following student groups within a school site earned the lowest performance (RED) in ELA: Avenal Elementary: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Long Term English Learners (LTEL), and Socio-Economically Disadvantaged; Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantage and Students with Disabilities.

ELA (Distance from Standard) District wide -90.1
Hispanic -90.1
SED -91.4
SWD -156
Homeless -119.6

AES
ALL -94.1
Hispanic: -95.8
EL -95.1
SED - 94.7
SWD - 151.7

AHS
ALL -61.9
Hispanic -63.2
EL -130.6
LTEL -123.9
SED -64.2

RSMS
ALL -94.9
Hispanic -94.3
SED -97.2
SWD-154.9

2024-25 End of Year STAR Data:
Using local data to progress monitor growth, unfortunately in Early Literacy, RSUSD saw a slight decrease in Student Growth Percentile:
STAR Early Literacy local data demonstrates that 44.5% met the goal of typical growth (Student Growth Percentile) in May 2025 compared to 51.5 % in May of 2024.
STAR Reading local data demonstrates students increase year over year, as 64.6% met 'the goal of typical growth (Student Growth Percentile) in May 2025, compared to 58.2% in May of 2024.
STAR Math local data demonstrates students increased year over year, as 58% met 'the goal of typical growth (Student Growth Percentile) in May 2025, compared to 55.1% in May of 2024.
The percentage of students scoring proficient on STAR Early Literacy increased from 37.1% in 2023 to 41.4% in 2024, but decreased to 38.3% in 2025.
In order to maintain and and build upon success, the district will continue to provided targeted professional learning in the areas of literacy and standards-based instruction.

Academic Engagement- Chronic Absenteeism
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: YELLOW
Student group performance in RED: Foster Youth and Homeless.

In the area of Chronic Absenteeism the following school sites have
received the lowest performance: (RED) Avenal Elementary,
The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic Absenteeism: Hispanic

2024-25 CAASPP Data

RSUSD did not score in the lowest performance (RED) in any area on the CA Dashboard, including Mathematics. The District scored an Orange in Mathematics. There are no student groups at the District level that scored in the (RED) in Mathematics.
The following school sites scored the lowest performance (RED) in Mathematics: Kettleman City Elementary School and Tamarack Elementary School. The following student groups within a school site earned the lowest performance in Math: Kettleman City Elementary: Hispanic, Long Term English Learner, and Students with Disabilities; Tamarack Elementary: English Learner, Hispanic, and Students with Disabilities.

Math (Distance from Standard) (RED)

Kettleman City Elementary School:

All - 115.7
Hispanic -115.7
LTEL - 166
SED -115.7

Tamarack Elementary School:
All - 118.6
Hispanic - 118.5
EL - 104.7
SED - 118.2

The District scored an Orange in English Language Arts. The following student group scored in the lowest performance (RED) area of ELA at the District level: Long Term English Learner.
The following school sites scored the lowest performance (RED) in ELA: The following school sites scored the lowest performance (RED) in ELA: Reef Sunset Middle School and Tamarack Elementary School.
The following student groups within a school site earned the lowest performance (RED) in ELA: Reef Sunset Middle School: Hispanic; Long Term English Learners; and Students with Disabilities; Tamarack Elementary School: Hispanic; and Socio-Economically Disadvantaged.

ELA (Distance from Standard) (RED)

Reef Sunset Middle School
ALL - 92.1
Hispanic - 91.5
LTEL - 127
SWD - 160.9

Tamarack Elementary School:
All - 111.6
Hispanic - 111.7
Socio-Economically Disadvantaged - 113.6

In the area of Suspension for student groups, Reef-Sunset Unified School District earned the lowest performance (RED) for Foster and Students with Disabilities
In the area of Suspension for student groups, Avenal High School earned the lowest performance (RED) for Students with Disabilities
In the area of Suspension for student groups, Reef Sunset Middle School earned the lowest performance (RED) for Students with Disabilities

2025-26 End of Year STAR Data: 2025-26
STAR Early Literacy
2025-2026 DISCONTINUED STAR

2025-2026 ADDED:
Early Reading Skills Test:

Early Reading Skills Test
58.5% met the goal for Reading Foundational Skills
STAR Reading
58% met the goal of typical growth (SGP-Student Growth Percentile)
STAR Math
48% met the goal of typical growth (SGP-Student Growth Percentile

Through annual surveys and Educational partner input RSUSD has identified the following areas of need:
1) Additional instructional support for students who are significantly below grade level; parents and staff indicated the need for intervention and additional aides to support students
2) Academic supports for English language learners in the area of English language development. Parents and staff provided qualitative feedback through surveys and meetings indicating a need for continued support in this area.
3) Professional Learning certificated and classified surveys were administered to certificated and classified staff. Certificated staff indicated a desire for additional professional learning in Literacy, Math, and English Language Development . Designated ELD strategies and how to support Newcomers were also indicated as desired professional learning needs. Certificated staff has also indicated that additional support using Renaissance, Aeries and Google as priorities. Certificated staff responses indicated the would prefer Community of Practice format or mini-PD series offered throughout a semester. Classified staff surveys indicate Computer skills and conflict management as the main topics of interest. Instructional aides have indicated the need for Positive Behavior and Intervention Support as well as tiered interventions and strategies.

ACTION STEPS
The district plans to continue to address these needs through the RSUSD Instructional Model Matrix and full implementation of Multi-Tiered System of Support. RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional learning activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high quality instructional resources to meet students' needs and use assessments/data sources to monitor student learning. Our district academic focus will continue to be on Early Literacy, English Language Development, and Numeracy. Priority instruction content in ELA/Literacy and Mathematics will be guided by recommendations in work from Renaissance and Achievement Team data process. Teachers will make strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from Renaissance Focus Skills. District pacing guides will be used to support the scope and sequence of our district adopted core curriculum. The guides include focus standards which teachers will use to guide their instruction towards attaining mastery. Assessment data including formative assessments, feedback, grading, and report cards will help us determine how prepared and how well our students are learning content. The District has four (4) TOSA (Teacher on Special Assignment) Literacy Reading Specialists funded through the LCRSET Grant (Literacy Coach – Reading Specialist Grant) to help students close reading gaps and read at grade level in the elementary schools. Beginning in 2026–27, the District has created a new Goal 1, Action 1.7 (TOSA Reading Specialist Literacy Support) to formalize, expand, and sustain the District's TOSA Reading Specialist program through a deliberate, multi-year funding transition. Goal 1, Action 1.7 accounts for two (2) TOSA positions in 2026–27: one (1) position moved from Goal 1, Action 5, which continues to be funded through the District's remaining LREBG (Learning Recovery Emergency Block Grant) allotment until those funds are expended, at which point it will transition to

LCAP Supplemental and Concentration (S/C) funds; and one (1) newly hired TOSA Reading Specialist funded directly through LCAP S/C funds, expanding literacy specialist coverage to additional school sites and student populations in greatest need. The remaining four (4) TOSA Reading Specialist positions continue to be funded through active LCRSET California Literacy Grant awards during this plan year and will be absorbed into LCAP funding as those grants sunset on a staggered schedule in 2027–28 and 2028–29, bringing all six (6) positions under LCAP funding by 2028–29. Goal 1, Action 5 (Supplemental ELA Instructional Support) retains the three (3) Classified Literacy Instructional Aides – 6-hour positions funded through LREBG – who work in the 6th–8th grade reading recovery labs. The LREBG funds, as specified in (E.C.) Section 32526(c)(2), are used to accelerate learning gaps in small group learning environments provided by Classified staff. The use of LREBG funds for reading recovery follows the data from the District needs assessment, which shows a significant group of middle school students reading at multiple years below grade level. The District uses the University of Florida Literacy Institute (UFLI) Reading Intervention Curriculum at the K–5 level and the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Literacy Intervention System at the 6–8 grade level. The University of Florida Literacy Institute (UFLI) is deeply rooted in the science of reading, which refers to the body of research on how we learn to read. This research, including studies in education, linguistics, cognitive psychology, and neuroscience, forms the foundation for UFLI's work. UFLI Foundations is designed to be explicit, systematic, and provide ample opportunities for students to respond – all key characteristics of effective reading instruction according to the science of reading. SIPPS uses an evidence-based, structured literacy approach to reading intervention, focusing on building foundational reading skills. The program's evidence-based strategies include explicit instruction in phonological awareness, phonics, and high-frequency words, along with differentiated small-group instruction and regular mastery tests. The District uses contracted services from Fresno County Superintendent of Schools to train, coach and mentor our elementary teachers in the implementation and data monitoring of the UFLI literacy intervention system. The District uses contracted services from Fresno County Superintendent of Schools to train, coach and mentor our middle school TOSA reading intervention teachers in the implementation and data monitoring of the SIPPS literacy intervention system.

To support our district initiatives for the year, professional learning will focus on best practices to ensure our students are provided a rigorous and effective learning experience, while meeting their social emotional well being. The district has established the College and Career Readiness Team to develop Robust High Quality CTE Pathways that prepare students for high skills, high wage jobs that can be accessed through pathway completion or post secondary degrees/certificates. The District Literacy Coaches and Reading Specialists Grant (LCRSET) Team works to ensure students are reading on grade level. We believe providing a strong early literacy foundation leads to future academic success. By the end of this collaboration, Reef-Sunset will have a student-centered systems in place to produce confident, fluent readers and writers. District approved curriculum aligned to the state standards and instructional learning tools and materials will guide good first instruction. Professional learning and resources specific to technical support for staff, students, and parents will be included in our Professional Learning Calendar for the year. Professional learning topics will be included for administration, teachers, paraprofessionals, and parents. Professional learning will include: Advanced Collaborative Solutions for continued work with our Achievement - PLC Teams, implementation, mentoring, and coaching of teachers and administrators; Fresno County Superintendent of Schools for ELA and Math Planning with Teachers and Coaching and Mentoring of Teachers and Administrators; and Kings County Office of Education for ELA, Math, and ELL professional development for teachers and administrators.

Reflections: Technical Assistance

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

In 2024-25, RSUSD engaged in Differentiated Assistance with the Kings County Office of Education to investigate causal factors for low academic performance, chronic absenteeism, and pupil suspension rates. The DA team consisting of KCOE staff, site administrators, and

district administrators have addressed the following needs:

Reef-Sunset USD became eligible for Differentiated Assistance based on 2023 CA Dashboard:

- Students with Disabilities (SWD) – ELA, Math, Suspensions (2023)
- English Learners (EL) – ELA, Math (2023)
- Hispanic – ELA, Math (2023)
- Homeless – ELA, Math, Suspension (2023)
- Socioeconomically Disadvantaged (SED) – ELA, Math (2023)
- Foster Youth – Suspensions, Chronic Absenteeism (2023)

Priority 4: Pupil Achievement:
The student groups at the District level that earned the lowest performance in Mathematics (RED) are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTEL).
The school sites that earned the lowest performance in Mathematics (RED) are Avenal High School and Reef Sunset Middle School.
The following student groups within a school site earned the lowest performance (RED) in Math:
Avenal Elementary: Socio-Economically Disadvantaged and Students with Disabilities
Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged
Kettleman City: English Learners, Hispanic, and Socio-Economically Disadvantaged
Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities

The student groups at the District level that earned the lowest performance in English Language Arts (ELA) (RED) are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities.
The school sites that earned the lowest performance in English Language Arts (ELA) (RED) are Avenal Elementary, Avenal High School and Reef Sunset Middle School.
The following student groups within a school site earned the lowest performance (RED) in ELA:
Avenal Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities
Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged and Long Term English Learners (LTEL).
Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantaged and Students with Disabilities

Priority 5: Academic Engagement:
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the performance of: (Yellow)
The student groups at the District level that earned the lowest performance (RED) for Chronic Absenteeism are: Foster Youth and Homeless.
In the area of Chronic Absenteeism no school sites have received the lowest performance: (RED)

Priority 6: Conditions and Climate:
In the area of Suspensions, the Reef-Sunset Unified School District earned the performance of (Yellow)
The student group at the District level that earned the lowest performance (RED) for suspensions are: White.
In the area of Suspensions, no school sites have received the lowest performance: (RED).

Through an in-depth data analysis the following were determined: Notice and Wonder Protocol

Notice
-Chronic Absenteeism decreased across the district for all student groups except for Foster Youth and Homeless.
-Suspension Rates decreased across the district for all student groups except for White.
-SWD is the lowest performing student group in Academic Performance
-ELA and Math are Red for the same student groups: Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities. Additionally, English Learners and Long Term English Learners (LTEL) are RED in Math.
-Chronic Absenteeism decreased across the board, however Foster Youth and Homeless have the highest rate of Chronic Absenteeism in the district and their rate increased.
-Suspension decreased across all student groups with White having the highest suspension rates in the district and their rate increased.
-SWD are the furthest DFS in academic achievement.

Survey data uncovered some key takeaways from students:
Grades 3-5: Academic pressure dominates students' perceived challenge, especially reading, math, and overall school performance. Family related emotional stress is a significant factor, particularly concerning separation, loss, or conflict. Social dynamics (friendships, acceptance, and peer conflict) are emerging as strong themes, especially in upper elementary. A smaller group of students is expressing mental health struggles, including anxiety and fear. Students ranked highest in classroom effort and Social Awareness. In grade 3-5, 69% of them responded favorably for classroom effort and 57% of them responded favorably to Social Awareness (how well students consider the perspectives of others and empathize with them).
Students ranked lowest in Emotion Regulation with only 44% responding favorably. This measured how well students regulate their emotions.

Grades 6-12: Students report school and academic pressure, the most dominant theme across the responses is school-related stress. Across the wide range of responses, the hardest things for many students revolve around academic demands and school life, compounded by time management struggles, emotional stress, social difficulties, family hardships, and language barriers. While some students feel resilient or do not perceive anything particularly hard at the moment, the majority reveal a complex interplay of pressures that impact their mental health, motivation, and overall well-being. In grades 6-12, 54% of them responded favorably for classroom effort and 57% of them responded favorably to challenging feelings and perseverance. Students ranked lowest in Emotion Regulation with only 38% responding favorably.

Based on those collaborative conversations, the team identified the following next steps:
Expand academic support: Tutoring, homework help, and tailored instruction, especially for English learners.
Increase mental health services: Counseling, SEL programs, to support emotional well-being.
Boost family engagement: Multilingual workshops, translation services, and partnerships with community resources.
Enhance language acquisition: Stronger EL programs and teacher training for supporting English learners.
Teach time management: Workshops and tools to help students organize and balance schoolwork and activities.
Promote health and wellness: Support for physical health challenges and campaigns on healthy routines.
Foster positive school climate: Anti-bullying efforts, inclusive activities, and student voice initiatives.
Support career readiness: Counseling and workshops to motivate and prepare students for post-high school plans.

Additionally, the district administration is changing beginning of the year protocols to ensure early identification, and close monitoring

throughout the year. MTSS work is also completed at the district and site level to develop and sustain intervention, alternatives to suspensions, and re-entry support plans for students struggling in behavior, or emotional regulation.
==========
In 2025-26, RSUSD continued engagement in Differentiated Assistance with the Kings County Office of Education (KCOE) to investigate causal factors for low academic performance, chronic absenteeism, and pupil suspension rates. The DA team consisting of KCOE staff, site administrators, and district administrators continued to address the following needs:

Reef-Sunset USD remains eligible for Differentiated Assistance based on the 2023 CA Dashboard:

- Students with Disabilities (SWD) – ELA, Math, Suspensions (2023)
- English Learners (EL) – ELA, Math (2023)
- Hispanic – ELA, Math (2023)
- Homeless – ELA, Math, Suspension (2023)
- Socioeconomically Disadvantaged (SED) – ELA, Math (2023)
- Foster Youth – Suspensions, Chronic Absenteeism (2023)

Reef-Sunset USD became eligible for Differentiated Assistance based on the 2024 CA Dashboard:

- Homeless – ELA, Math, Chronic Absenteeism (2024)

Priority 4: Pupil Achievement – Mathematics
The student groups at the District level that continue to earn the lowest performance (Orange) in Mathematics are English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and the All Students group. While no groups remain in Red for Math at the district level as of the 2025 Dashboard, all groups continue to perform well below standard. Notably, the 2025 Dashboard shows improvement across all DA-eligible Math groups, with each group increasing their Distance From Standard (DFS) score compared to 2024.

Key 2025 Dashboard Mathematics data points (Distance From Standard):

- All Students: -124.1 DFS (Orange) — Increased 6 points from 2024
- English Learners: -128.2 DFS (Orange) — Increased 10.6 points from 2024
- Hispanic: -124.1 DFS (Orange) — Increased 5.9 points from 2024
- Homeless: -141.5 DFS (Orange) — Increased 21.2 points from 2024
- Socioeconomically Disadvantaged: -125.3 DFS (Orange) — Increased 6.2 points from 2024
- Students with Disabilities: -173.2 DFS (Orange) — Increased 11.8 points from 2024

The school sites that continue to show the greatest need in Mathematics are Avenal High School and Reef-Sunset Middle School. The following student groups within school sites earned the lowest performance in Math:

- Avenal Elementary: Socioeconomically Disadvantaged and Students with Disabilities
- Avenal High School: English Learners, Hispanic, Socioeconomically Disadvantaged
- Kettleman City Elementary: English Learners, Hispanic, and Socioeconomically Disadvantaged
- Reef-Sunset Middle School: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Priority 4: Pupil Achievement – English Language Arts (ELA)
The student groups at the District level that earned the lowest performance in English Language Arts continue to face significant challenges. The 2025 Dashboard reflects improvement from 2024 in ELA across all DA-eligible groups, with each group increasing their DFS score. However, all groups remain Orange (Very Low), indicating continued need for intensive support.

Key 2025 Dashboard ELA data points (Distance From Standard):

- All Students: -83.3 DFS (Orange) — Increased 6.8 points from 2024
- English Learners: -95.4 DFS (Orange) — Increased 12.3 points from 2024
- Hispanic: -83.1 DFS (Orange) — Increased 7.1 points from 2024
- Homeless: -103.8 DFS (Orange) — Increased 15.8 points from 2024
- Socioeconomically Disadvantaged: -85.2 DFS (Orange) — Increased 6.2 points from 2024
- Students with Disabilities: -146.5 DFS (Orange) — Increased 9.5 points from 2024

The school sites that continue to show the greatest need in ELA are Avenal Elementary, Avenal High School, and Reef-Sunset Middle School. The following student groups within school sites earned the lowest performance in ELA:

- Avenal Elementary: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
- Avenal High School: English Learners, Hispanic, Socioeconomically Disadvantaged, and Long Term English Learners (LTEL)
- Reef-Sunset Middle School: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Priority 5: Academic Engagement – Chronic Absenteeism
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received an overall performance rating of Yellow for All Students (15.9%, declined 4.3 percentage points), reflecting meaningful district-wide improvement. However, the most vulnerable student groups remain areas of concern:

- Foster Youth: 35.3% chronically absent (Orange) — Declined 14.7 percentage points from 2024, showing significant improvement (moved from Red to Orange)
- Homeless: 24.1% chronically absent (Orange) — Declined 8.6 percentage points from 2024, also showing significant improvement (moved from Red to Orange)

While both Foster Youth and Homeless students showed notable improvement in chronic absenteeism rates compared to 2024, they continue to hold the highest rates of chronic absenteeism in the district and remain areas of DA eligibility. No individual school sites received the lowest performance (Red) for Chronic Absenteeism.

Priority 6: Conditions and Climate – Suspensions
In the area of Suspensions, the Reef-Sunset Unified School District's overall performance for All Students remained at Yellow (6.7%, declined 1.6 percentage points). The 2025 Dashboard data for DA-eligible suspension groups reflects the following:

- Foster Youth: 25.9% suspended at least one day (Red) — Increased 15.2 percentage points from 2024, representing a significant area of concern
- Students with Disabilities: 11.7% suspended at least one day (Red) — Increased 0.3 percentage points from 2024
- English Learners: 6.7% suspended at least one day (Yellow) — Declined 1.5 percentage points from 2024

- Hispanic: 6.5% suspended at least one day (Yellow) — Declined 1.6 percentage points from 2024
- Homeless: 9.5% suspended at least one day (Orange) — Declined 2.7 percentage points from 2024
- Socioeconomically Disadvantaged: 6.7% suspended at least one day (Yellow) — Declined 1.7 percentage points from 2024

While most DA-eligible groups showed declining suspension rates, Foster Youth suspension rates increased significantly and remain at Red, requiring targeted attention. No individual school sites received the lowest performance (Red) in Suspensions.

In-Depth Data Analysis: Notice and Wonder Protocol
Notice:

- ELA and Math performance improved across all DA-eligible student groups in the 2025 Dashboard, with every group increasing their Distance From Standard score. Despite this growth, all groups remain in the Orange (Very Low) category, well below standard.
- Students with Disabilities (SWD) continue to be the lowest performing student group in academic achievement, scoring -173.2 DFS in Math and -146.5 DFS in ELA.
- Homeless students showed the largest single-year gain in ELA (+15.8 points) and significant gain in Math (+21.2 points), yet remain the furthest below standard among the DA-eligible academic groups after SWD.
- Chronic Absenteeism improved significantly for Foster Youth (down 14.7%) and Homeless (down 8.6%), both moving from Red to Orange. However, both groups continue to have the highest chronic absenteeism rates in the district.
- Foster Youth suspension rates increased sharply by 15.2 percentage points, remaining in Red with 25.9% suspended — a significant increase requiring urgent intervention.
- Suspension rates declined for most DA-eligible student groups, including EL (-1.5%), Hispanic (-1.6%), Homeless (-2.7%), and SED (-1.7%).
- ELPAC data shows that 43.7% of English Learners and Long Term English Learners are at the Intermediate/Early Advanced level (ELPI) district-wide, reflecting modest progress in language acquisition.
- The DA Eligibility Chart shows that the district has reduced the number of areas triggering DA eligibility from the 2024 to 2025 Dashboard cycle, with Homeless ELA, Math, and Chronic Absenteeism remaining as the primary drivers of continued DA status.

Survey Data: Key Takeaways from Students
Survey data continued to uncover important insights across grade bands:

Grades 3–5:
Academic pressure remains the dominant challenge, especially in reading, math, and overall school performance. Family-related emotional stress continues as a significant factor, particularly around separation, loss, or conflict. Social dynamics — including friendships, acceptance, and peer conflict — remain strong themes. A meaningful subset of students continues to express mental health struggles including anxiety and fear.

Students in grades 3–5 ranked highest in Classroom Effort (69% favorable) and Social Awareness (57% favorable — measuring how well students consider others' perspectives and empathize with them). Students ranked lowest in Emotion Regulation, with only 44% responding favorably, indicating continued difficulty managing emotional responses.

Grades 6–12:

School and academic pressure remain the most dominant theme. Students report a complex interplay of academic demands, time management struggles, emotional stress, social difficulties, family hardships, and language barriers impacting their mental health, motivation, and overall well-being. In grades 6–12, 54% responded favorably for Classroom Effort and 57% for Challenging Feelings and Perseverance. As with the younger grades, students ranked lowest in Emotion Regulation, with only 38% responding favorably.

Next Steps Identified Through Collaborative Conversations
Based on the 2025 Dashboard RSUSD is no longer eligible for DA, however the data and continued DA work with KCOE, the team identified the following next steps for 2025-26:

- Expand academic support: Continue and expand tutoring, homework help, and tailored instruction with emphasis on English Learners and students performing in the Red/Orange range on CAASPP.
- Increase mental health services: Expand counseling and SEL programs, with particular focus on Emotion Regulation — the lowest-rated social-emotional skill across all grade levels.
- Boost family engagement: Continue multilingual workshops, translation services, and partnerships with community resources, with targeted outreach to Homeless and Foster Youth families.
- Enhance language acquisition: Strengthen EL programs and teacher training for supporting English Learners and Long Term English Learners (LTEL), with attention to ELPAC progress data.
- Teach time management: Provide workshops and organizational tools to help students balance academic and personal demands.
- Promote health and wellness: Support physical health challenges and promote healthy routines through campus-wide campaigns.
- Foster a positive school climate: Continue anti-bullying efforts, inclusive activities, and student voice initiatives, with urgent attention to reducing Foster Youth suspension rates.
- Support career readiness: Provide counseling and workshops to motivate and prepare secondary students for post-high school pathways.
- Address Homeless student needs: District administration will maintain and strengthen beginning-of-year identification protocols and close monitoring throughout the year for Homeless students, given their continued DA eligibility in ELA, Math, and Chronic Absenteeism.
- Sustain MTSS work: Continue district- and site-level MTSS to develop and sustain intervention, alternatives to suspension, and re-entry support plans for students struggling with behavior or emotional regulation, with particular focus on SWD and Foster Youth suspension rates.

However, the district continues to processes and procedures gleaned through our Differentiated Assistance team meetings.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The Superintendent has met with teachers to gather information to help support the writing of the LCAP, union leaders and the superintendent meeting on a regular basis to discuss current issues, and hot topics. This is done through climate meetings. Learning Services has also held meetings throughout the year to engage with teachers on curriculum, instruction, literacy walks, and professional development trainings and planning. These meetings have allowed for reflection and documentation for teacher input towards the writing and development of the LCAP. Teachers are also given the opportunity to provide input on professional learning needs through surveys prior to the selection of PD provided by learning services/district office. In addition, teachers participate in the LCAP needs assessment survey for the district that allows for input on services, programs, and facility needs to include just a few. Goal 1- curriculum and professional development goal 2- safety, and mental health and facilities. Regarding the LREBG grant funds plan, teachers were engaged through climate meetings, Learning Services meetings, and the LCAP needs assessment survey. Through these forums, teachers provided input on learning recovery priorities, including supplemental ELA instructional support and reading intervention staffing. Teacher feedback directly informed the district's decision to allocate LREBG funds toward these priorities, which are reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).

Educational Partner(s)	Process for Engagement
Principals- administrators (DLT)	The site principals and district administrators had various collaborative meetings throughout the year to discuss the LCAP, the data, metrics, goals, actions, etc. The team then provided input based on those reflections on what changes needs to be made to the document. They were very active in the planning phases of writing process. RSUSD also worked with Kings County Office of Education to assist in the LCAP review and development process. This group had a large influence in the consolidation of goals and actions that seemed repetitive and the development of appropriate metrics that measured progress more effectively. In looking at the District Needs Assessment data, the Principals urged that a reading intervention system be developed at the Middle School grade levels with a TOSA Reading Intervention Specialist and Classified Reading Intervention Aides. The District will use LREBG funds, as this is an allowable expense under the Learning Recovery Educational Block Grant and will be in Goal 1, Action 5 (Supplemental ELA Instructional Support).
Parents	Parents have become a very active group in the LCAP development process. They provide input throughout the year through parent education classes that support parents in how to understand and participate in the educational realm. . SSC, ELAC, DELAC, DAC, Community School Steering Committee, and other parent groups were given the opportunity to provide specific input. This group influenced most if not all of the goals and actions surrounding student safety and English Learners. Regarding the LREBG grant funds plan, parents were engaged through ELAC, DELAC, SSC, DAC, Community School Steering Committee meetings, and LCAP public engagement meetings. At these forums, the district presented proposed LREBG-funded actions—including supplemental ELA instructional support and reading intervention staffing—and collected parent input that helped shape spending priorities. Parent feedback confirmed the need for targeted learning recovery supports, particularly in literacy, and is reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).
School Personnel	School personnel is encouraged to participate in the needs assessment survey. They also have bargaining unit representation

Educational Partner(s)	Process for Engagement
	that hold regular meetings and discusses their immediate needs and/or concerns as it relates to LCAP and partner input. This group had a large influence on goal 2- safety, and professional development. Regarding the LREBG grant funds plan, school personnel were informed and consulted through needs assessment surveys and staff/DLT meetings where the district shared information on planned Learning Recovery Emergency Block Grant expenditures. Staff provided feedback on learning recovery needs, and their input supported the identification of reading intervention staffing and supplemental instructional support priorities reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).
Local Bargaining Units	Local bargaining units have regular "climate meetings" with the superintendent. They are able to voice the concerns of their members throughout the year in an effective manner to resolve issues as they are occurring. These meetings are goal oriented and collaborative in nature, improving communication. Unit leaders/Reps are also given the opportunity to respond in writing to provide input to the LCAP once a district representative reviews the most current data and LCAP information with them. This group had a large influence on goal 2- safety, mental health, and professional development. Regarding the LREBG grant funds plan, bargaining unit leaders were informed and consulted through climate meetings with the Superintendent, where proposed LREBG-funded expenditures were discussed. Unit representatives were also given the opportunity to respond in writing to the LREBG spending plan after reviewing LCAP and grant funding information with district staff. Bargaining unit input supported the identification of reading intervention and staffing needs, which are reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).
Student Advisory	Student leaders from secondary sites are invited to provide input by participating in the district advisory committee meetings. The students are also given a voice through the ASB (1 year renewable term), SSC, and other participation opportunities. Students are also

Educational Partner(s)	Process for Engagement
	given the needs assessment survey. This group had a large influence on Goal 2- Mental health, Special Ed, and safety. Regarding the LREBG grant funds plan, student leaders were engaged about the district's learning recovery spending plan through district advisory committee meetings, the needs assessment survey, and ASB participation opportunities. Students provided input on learning recovery needs, including additional literacy support and intervention services. This feedback informed the district's prioritization of LREBG expenditures, which are reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).
Equity Multiplier Sites- Sunrise High School and Secondary Community Day School	Site administrator input and research based inquiry process. Site SSC notes and discussions were used to identify site needs as well as data collection and analysis via the achievement teams process were used to develop goals and plan accordingly. Finally, students were also given a voice via one on one conversations and surveys. This group had a large influence on Goal 3: counseling services, and professional development.
Parent Advisory Committee	The Parent Advisory Committee met with the Chief Officer of Learning Services, district personnel, parents/legal guardians of students with disabilities, and other educational partners to provide input throughout the school year. The committee expressed concern regarding school safety particularly in the secondary grades, transportation services within the school day and for extra curricular actives, and faculties. The committee also expressed the need for more training to teachers regarding students with special needs and how to offer support even in the general education setting. PAC meetings were held three times a year. Regarding the LREBG grant funds plan, the Parent Advisory Committee was informed and consulted about the district's proposed Learning Recovery Emergency Block Grant expenditures during their scheduled meetings with the Chief Officer of Learning Services and district personnel. The committee was presented with the planned LREBG-funded actions, including supplemental ELA instructional support and reading intervention staffing, and provided input on learning recovery priorities for students with disabilities. PAC

Educational Partner(s)	Process for Engagement
	feedback helped confirm the need for targeted instructional supports reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).
SELPA	The director of educational services participated in all SELPA meetings where she served as an advocate for the district. County SELPA input influenced the amount of support, training, and PD planned for special education teachers as well as for general education teachers on SPED topics. They recommended an increase of mentorship support, consultation services and PD. Regarding the LREBG grant funds plan, the director of educational services consulted with SELPA regarding the district's proposed Learning Recovery Emergency Block Grant expenditures. Information on planned LREBG-funded actions, including supplemental ELA instructional support and reading intervention staffing, was shared during SELPA meetings. SELPA input helped inform the district's approach to learning recovery supports for students with disabilities, which are reflected in Goal 1, Action 5 (Supplemental ELA Instructional Support).

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

Parent and educational partner input has always been gathered in the typical ways such as parent teacher conferences, scheduled LCAP meetings, DELAC/DAC meetings, School Site Council meetings, etc. This year the district entered its first year of community school's implementation after being awarded the community schools grant, districtwide. This created the development of a steering committee that includes educational partners from each site including teachers, staff, administration, parents, students, and other partner agencies. Through the steering committee we were able to attain qualitative data regarding site and district needs. we used an asset-based model to then determine the best ways to address those needs in a quick and efficient manner. Some of this data is not reflected through the LCAP reported metrics.
Despite some changes in the overall gathering of partner input, we continued to collect quantitative data in order to accurately measure previous decided on metrics. Some input gathering strategies included but is not limited to:
Needs assessment survey.
Professional development survey
Empathy interviews
Board listening tours
School site council meetings
DELAC/DAC meetings

Community schools steering committee

In order to increase parent communication efforts, we have also worked hard at promoting Parent-Square district wide. Although the app itself is not something new to the district by any means, this year we really focused on helping our parents set it up and we promoted the features at our school events, city events, and as often as possible.

Educational partners are most satisfied with areas in goal two which include technology, EL services, and extracurricular activities/sports. The lower percentages of satisfaction revolved around students safety, Special Education, and student connectedness. In addition, anecdotal data includes concerns on increase of student behaviors, special education services, safety, often related to facilities or protocols. Other common concerns noted pertained to school lunch/food services. Based on the input provided by our educational partners, RSUSD will be addressing these areas of concern as follows:

Goal 2 Action 1: RSUSD will continue to provide internal supports such as nursing and sped staff, supplemental materials, PBIS aides, and supplemental services and support for student well being. This will increase the sense of connectedness and safety within our schools to promote higher attendance, reduce suspensions, and increase student engagement overall. RSUSD will also be implementing the CIM action plan in order to improve suspension rates particularly for SWD.
Goal 2 Action 2: Safety and support through our school resource officers and campus safety liaisons students will feel safer on campus and be less likely commit suspendable offenses such as fighting or substance abuse on campus. In addition, Student Services department will assist in alternative to suspension training and pre intervention protocols.
Goal 2 Action 3: Enhance parental involvement within the school district through year-round parent educational courses, fostering collaboration between parents and the school system to reinforce shared educational standards and societal norms, thereby supporting student success.
By providing parents of students with disabilities the resources needed to help their students become successful, academically, social emotionally, and behaviorally through resource fairs. This will help improve student behaviors within these populations.
Goal 2 Action 4: By focusing on increasing student attendance, decreasing chronic absenteeism, and decreasing dropout rates in middle and high school. This will be done by taking preventative measures with high need students, Foster and homeless youth, and Hispanic student at Avenal Elementary School. The district and sites will also be providing early interventions by ongoing monitoring of student attendance. Sites will identify students early in order to intervene by providing resources, doing home visits, and parental communication. Schools will also be providing incentives at all tiers to ensure students maintain a high level of engagement. In order to increase on graduation rate; RSUSD will initiate instructional strategies districtwide that will increase student engagement, students will also be provided resources to plan for high school completion. Sites developed attendance teams that work with or beside the COST teams to allocate services for students in need.

At LCAP Parent and Community Engagement meetings, the District shared the information on LCAP funding, latest scores and challenges, opportunities for input, and community schools. the Equity Multiplier qualifications required by the State of California: was also reviewed at is a program providing additional funds to school-sites meeting non-stability and socioeconomically disadvantaged student thresholds in the prior year. Considered a separate state funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are used to implement evidence-based services and supports for students at eligible school-sites and address student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the California School Dashboard." The District worked with parents,

staff, administrators and community members to create the Goal 3, Equity Multiplier Goal, "By June 2027, Students at Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved services and lead to improved outcomes. Another source of "Other State Funds" allocated outside of LCFF, is the LREBG (Learning Recovery Emergency Block Grant.). The LREBG funds are meant to support students in recovering from the academic and emotional effects of the COVID pandemic. Based on Parent and Community Engagement meetings and feedback from staff, RSUSD will use a portion of the LREBG funds to hire a Teacher on Special Assignment (TOSA) as a Literacy Reading Specialist and three Classified Literacy Specialist Instructional Aides. These positions will be placed in Goal 1, Action 5, (Supplemental ELA Instructional Support) to work in the 6th - 8th grade reading recovery labs. The LREBG funds, as specified in (E.C.) Section 32526 (c)(2), will be used to accelerate learning gaps in small group learning environments provided by Certificated and Classified staff. The use of LREBG funds for reading recovery follows the data from the District needs assessment showing a large group of 6th - 8th grader students reading at multiple years below grade level.

The adopted LCAP was influenced by the feedback provided by educational partners (review)
Teachers-
Goal 1: Action 1.1 - Academic supports and curriculum
Goal 2: Action 2.2 Safety and Support
Action 2.5 MTSS
Principals/Admin-
Goals 1 and 2, restructure and consolidation of actions.
Data review and analysis as it relates to metrics.
Selection of metrics for progress monitoring.
Parents-
Goal 1: Action 1.2 English Learner Support
Action 1.3 Enrichment
Goal 2: Action 2.2 Safety and Support
Action 2.3 Family communication and education
Classified Staff-
Goal 2 Action 2.1 Supplemental services and support for student well being
Action 2.2 safety and support
Bargaining Units-
Goal 2 Action 2.2 Safety and support
Action 2.5 MTSS
Students-
Goal 2 Action 2.2 Safety and Support
Action 2.5 MTSS
Equity Multiplier sites-
Goal 3 Action 3.1 academic counseling support
Action 3.2 supplemental curriculum
Action 3.3 professional development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners input, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning.

The 2025 English Language Arts (ELA) CAASPP results showed the students' percentage of met or exceeded standard increased from 47.04% in 2024 to 48.4% in 2025. The ELA CAASPP results showed the students' distance from standard improved from -90.1 in 2024 to -83.3 in 2025. The CA Dashboard indicates an Orange (Very Low) status for ELA for all students and all student groups, reflecting improvement from the prior year while continued intervention remains necessary.

2024-25: ELA (Distance from Standard)
District Wide: -83.3
Hispanic: -83.1
White: -115.7
EL: -95.4
SED: -85.2
SWD: -146.5
Homeless: -103.8
LTEL: - 119

The 2025 Math CAASPP results showed the students' percentage of met or exceeded standard increased from 35.54% in 2024 to 36.7% in 2025. The Math CAASPP results showed the students' distance from standard improved from -130.1 in 2024 to -124.1 in 2025. The CA Dashboard indicates an Orange (Very Low) status for Math for all students and all student groups, an improvement from the prior year's Red (Very Low) status, though performance remains well below standard across all groups.

2024-25: Math (Distance from Standard)
District Wide: -124.1
Hispanic: -124.1
White: -164.3
EL: -128.2
SED: -125.3
SWD: -173.2
Homeless: -141.5
LTEL: -176.1

The district's goal is to increase the performance of all students on CAASPP ELA and Math assessments by 6% annually. Of particular concern is the performance of our English Learners (ELs) and our students with disabilities. In 2025, only 12.3% of ELs met or exceeded grade-level standards in ELA and 11.0% of ELs met or exceeded grade-level standards in Math. Additionally, only 16.2% of students with disabilities met or exceeded grade-level standards in ELA and only 12.8% of students with disabilities met or exceeded grade-level standards in Math.

Goal 1 is a broad goal focused on improving performance across the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Data Source: SARC	2023-24 100% of teachers appropriately assigned 82.5% of teachers fully credentialed	2024-25 100% of teachers appropriately assigned 77% of teachers fully credentialed	2025-26 100% of teachers appropriately assigned. 90% of teachers fully credentialed.	100% of teachers appropriately assigned. 90% of teachers fully credentialed.	Teachers Appropriately Assigned Baseline (2023-24): 100% Year 2 (2025-26): 100% — no change from baseline. The district has maintained 100% appropriate teacher assignment. This metric is fully met and at target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Teachers Fully Credentialed Baseline (2023-24): 82.5% Year 2 (2025-26): 90% — exceeds baseline by 7.5 percentage points. The Year 2 outcome of 90% meets the Year 3 target. This metric is fully met and at target.
1.2	Priority 1: Every student in the school district has sufficient access to the standards-aligned instructional materials. Data Source: Annual Instructional Materials of Sufficiency Certification	2023-24 100% of students have access to standards-aligned instructional materials.	2024-25 100% of students have access to standards aligned instructional materials.	2025-26 100% of students have access to standards aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	No difference on percentage of students having access to aligned instructional materials.
1.3	Priority 2: Implementation of state board adopted academic content and performance standards for all students. Data Source: STAR Early Literacy, Reading, & Math	2023-24 STAR Early Literacy 55.4% met the goal of typical growth (SGP-Student Growth Percentile) STAR Reading 55.1% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math	2024-25 STAR Early Literacy 44.5% met the goal of typical growth (SGP - Student Growth Percentile) STAR Reading 64.6% met the goal of typical growth (SGP -	2025-26 (This data is available May 31, 2026) STAR Early Literacy 2025-2026 DISCONTINUED STAR 2025-2026 ADDED:	STAR Early Literacy 65% met the goal of typical growth (SGP-Student Growth Percentile) 2025-2026 DISCONTINUED STAR EARLY LITERACY ONLY STAR Reading	Early Reading Skills Test (2025-26, newly added — no prior baseline for direct comparison): In Year 2, 58.5% of students met the goal for Reading Foundational Skills. As this measure was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		55.7% met the goal of typical growth (SGP-Student Growth Percentile)	Student Growth Percentile) STAR Math 58% met the goal of typical growth (SGP - Student Growth Percentile)	Early Reading Skills Test: Early Reading Skills Test 58.5% met the goal for Reading Foundational Skills STAR Reading 58% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 48% met the goal of typical growth (SGP-Student Growth Percentile	75% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 70% met the goal of typical growth (SGP-Student Growth Percentile) 2025-2026 ADDED: Early Reading Skills Test: Early Reading Skills Test 65% met the goal for Reading Foundational Skills STAR Reading 75% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 70% met the goal of typical growth (SGP-Student Growth Percentile)	introduced in 2025-26, the Year 2 result establishes the baseline for future comparisons. The Year 3 target is 65%. STAR Reading: The Year 2 (2025-26) outcome of 58% represents a +2.9 percentage point increase over the 2023-24 baseline of 55.1%, exceeding the baseline and reflecting modest but positive growth in the percentage of students meeting the goal of typical growth. The Year 1 (2024-25) outcome of 64.6% also exceeded the baseline. While Year 2 reflects a decline from the Year 1 result, performance remains above the 2023-24 baseline. The Year 3 target is 75%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						STAR Math: The Year 2 (2025-26) outcome of 48% represents a -7.7 percentage point decline from the 2023-24 baseline of 55.7%, falling below the baseline and identifying math growth as a significant priority area. While the Year 1 (2024-25) outcome of 58% exceeded the baseline, the Year 2 result indicates a reversal that requires targeted intervention and close monitoring in Year 3. The Year 3 target is 70%.
1.4	Priority 2: How the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and	2022-23 37.2% of English learners were making progress towards English proficiency. Baseline data for Long Term English learners (LTELs) making progress towards English proficiency will	2023-24 42.3% of English learners were making progress towards English proficiency. 51.6% of Long Term English learners (LTELs) making progress	2024-25 42.3% of English learners were making progress towards English proficiency. 50% of Long Term English learners (LTELs) making progress towards	45% of English learners will make progress towards English proficiency. 45% of Long Term English learners were making progress towards English proficiency.	Districtwide, 42.3% of English Learners were making progress toward English proficiency in Year 2 (2024-25), representing a gain of 5.1 percentage points above the 2022-23 baseline of 37.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English language proficiency. Data Source: ELPI	be added in Year 1 Outcome. RSMS 28.5% of English learners were making progress towards English proficiency.	towards English proficiency. RSMS 58.1% of English learners were making progress towards English proficiency.	English proficiency. RSMS 55.5% of English learners were making progress towards English proficiency.	RSMS 33% of English learners were making progress towards English proficiency.	At Reef Sunset Middle School (RSMS), 55.5% of English Learners were making progress toward English proficiency in Year 2, an increase of 27 percentage points above the baseline of 28.5%, reflecting significant improvement at the site level. \ Long-Term English Learner (LTEL) progress toward English proficiency was 50% in Year 2 (2024-25). As baseline data for LTELs was not available at the time of the original baseline, Year 2 establishes an important new data point for this historically underserved subgroup that will be used for future comparisons.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 4: Student performance on statewide standardized assessments (Note: includes CAASPP & CAA) Data Source: CAASPP Test Results	2022-23 ELA CAASPP-Distance From Standard (DFS) All Students -89.2 SWD -139.3 SED -91.5 EL -114.1 Hispanic -88.7 White -68.5 Homeless -86.6 1) Avenal Elementary All Students -82.4 SWD 3-138.1 SED -86.9 English Learner -93.6 Hispanic -81.5 2) Avenal High School All Students -155.45 SED -54.1 English Learner -103.8 Hispanic -54.9 3) Kettleman City Elementary All Students -73 English Learner -119.6 Hispanic -121.3 SED -124.7 4) Reef-Sunset Middle All Students -95.1 SED -95.2 English Learner -133.8 Hispanic -93.5	2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1 SWD -156 SED -91.4 EL -107.7 Hispanic -90.1 White - 74.9 Homeless -119.6 LTELS - 120.6 1) Avenal Elementary All Students -94.1 SWD -151.7 SED -94.7 English Learner -95.1 Hispanic -95.8 2) Avenal High School All Students -61.9 SED -64.2 English Learner -130.6 Hispanic -63.2 LTEL -123.9 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 Hispanic -60.7	2024-25 ELA CAASPP Distance From Standard (DFS) All Students -83.3 SWD -146.5 SED -85.2 EL -95.4 Hispanic -83.1 White -115.7 Homeless -103.8 LTELS -119 1) Avenal Elementary All Students -83 SWD -87.9 SED -86.3 English Learner -82.3 Hispanic -82.7 2) Avenal High School All Students -38.7 SED: 40.5 English Learner -104.2 Hispanic -39.1 LTEL-115.3 3) Kettleman City Elementary All Students -56.8 English Learner -69.3 Hispanic -56.8	ELA CAASPP-Distance From Standard (DFS) All Students -79.2 SWD -129.3 SED -81.5 EL -104.1 Hispanic -78.7 White -58.5 Homeless -76.6 LTELS - 120.6 1) Avenal Elementary All Students -72.4 SWD -128.1 SED -76.9 English Learner -83.6 Hispanic -71.5 2) Avenal High School All Students -144.45 SED -44.1 English Learner -93.8 Hispanic -44.9 LTEL -123.9 3) Kettleman City Elementary All Students -63	ELA — District-Wide All Students: +5.9 pts (-89.2 baseline to -83.3 Year 2) SWD: -7.2 pts (-139.3 baseline to -146.5 Year 2) SED: +6.3 pts (-91.5 baseline to -85.2 Year 2) English Learners: +18.7 pts (-114.1 baseline to -95.4 Year 2) Hispanic: +5.6 pts (-88.7 baseline to -83.1 Year 2) Homeless: -17.2 pts (-86.6 baseline to -103.8 Year 2) Most student groups show improvement in ELA DFS from baseline. English Learners showed the largest gain (+18.7 pts). SWD and Homeless students declined from baseline and require continued focus. ELA — Site Comparisons

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) Tamarack All Students -120.9 SED -124.7 English Learner -119.6 Hispanic -121.3 Math CAASPP-Students scored standard met or exceeded All Students -124.1 SWD -166.4 SED -126.4 English Learner -140 Hispanic -124.1 White -113.7 Homeless -125.5 1) Avenal Elementary All Students -82.8 SWD -138.1 2) Avenal High School All Students -155.4 SED -153.5 English Learner -201.7 Hispanic -154.8 3) Kettleman City Elementary All Students -109.2 English Learner -131.1 4) Reef-Sunset Middle All Students -141.5 SED -142.2 English Learner -171.8	SED -61.5 4) Reef-Sunset Middle All Student -94.9 SED -97.2 English Learner -121.4 Hispanic -94.3 5) Tamarack All Students -113.6 SED -107.7 English Learner -112.8 Hispanic -113 Math CAASPP - Distance from Standard (DFS) All Students -130.1 SWD -185 SED -131.5 English Learner -138.8 Hispanic -130 White -144.2 Homeless -162.7 LTEL -181.9 1) Avenal Elementary All Students -93.9 SWD -151.5	SED-57.3 4) Reef-Sunset Middle All Students -92.1 SED -93.6 English Learner -106.6 Hispanic -91.5 5) Tamarack All Students -111.6 SED -113.6 English Learner -102.1 Hispanic -111.7 Math CAASPP - Distance from Standard (DFS) All Students -124.1 SWD -173.2 SED -125.3 English Learner -128.2 Hispanic -124.1 White -164.3 Homeless -141.5 LTEL -176.1 1) Avenal Elementary All Students -82.9 SWD -99.5 2) Avenal High School	English Learner -109.6 Hispanic -111.3 SED -114.7 LTEL -80.9 4) Reef-Sunset Middle All Students -85.1 SED -85.2 English Learner -123.8 Hispanic -83.5 LTEL -125.1 5) Tamarack All Students -110.9 SED -114.7 English Learner -109.6 Hispanic -111.3 Math CAASPP-Students scored standard met or exceeded All Students -114.1 SWD -156.4 SED -116.4 English Learner -130 Hispanic -114.1 White -103.7 Homeless -115.5 LTEL-181.9	(Baseline 2022-23 to Year 2 2024-25) Avenal Elementary — All Students: -0.6 pts (-82.4 to -83.0); English Learner: +11.3 pts (-93.6 to -82.3); Hispanic: -1.2 pts (-81.5 to -82.7) Avenal High School — All Students: +116.75 pts (-155.45 to -38.7); English Learner: -189.1 pts (-201.7 to -190.9)*; Hispanic: +14.9 pts (-154.8 to -139.9) Kettleman City Elementary — All Students: +16.2 pts (-73.0 to -56.8); English Learner: +50.3 pts (-119.6 to -69.3); Hispanic: +64.0 pts (-121.3 to -57.3) Reef-Sunset Middle — All Students: +3.0 pts (-95.1 to -92.1); English Learner: +27.2 pts (-133.8 to -106.6);

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic -141.1 SWD -189.3 5) Tamarack All Students -119.4 SED -124.3 English Learner -199.4 Hispanic -120.7 CAA ELA 15.76% met or exceeded standard CORRECTED IN 2025: CAA ELA 12.00% met or exceeded standard CAA Math 8.86% met or exceeded standard CORRECTED IN 2025: CAA Math 12.00% met or exceeded standard	2) Avenal High School All Students:-167.1 SED -168.2 English Learner -203.1 Hispanic -167 LTEL - 192.3 3) Kettleman City Elementary All Students -116.4 English Learner -129.2 LTEL -157.8 4) Reef-Sunset Middle All Students -149.2 SED -151.2 English Learner -171.8 Hispanic -149 SWD -208.3 LTEL -182.9 5) Tamarack All Students -115.1 SED -115.3 English Learner -106.4 Hispanic -114.5 CAA ELA 33.33% met or exceeded standard	All Students -144.2 SED -144 English Learner -190.9 Hispanic -145.1 LTEL -198.2 3) Kettleman City Elementary All Students -115.7 English Learner -123 LTEL -166 4) Reef-Sunset Middle All Students -144.6 SED -145.3 English Learner -152.9 Hispanic -144.5 SWD -199.2 LTEL -170.8 5) Tamarack All Students -118.6 SED -118.2 English Learner -104.7 Hispanic -118.5 CAA ELA: 19.05% have an understanding of core subject matter CAA Math	1) Avenal Elementary All Students -72.8 SWD -128.1 2) Avenal High School All Students -145.4 SED -143.5 English Learner -191.7 Hispanic -144.8 LTEL-192.3 3) Kettleman City Elementary All Students -99.2 English Learner -121.1 LTEL -157.8 4) Reef-Sunset Middle All Students -131.5 SED -132.2 English Learner -161.8 Hispanic -131.1 SWD -179.3 LTEL -182.9 5) Tamarack All Students -109.4 SED -114.3 English Learner -189.4	Hispanic: +3.4 pts (-93.5 to -90.1) Tamarack — All Students: +9.3 pts (-120.9 to -111.6); English Learner: +17.5 pts (-119.6 to -102.1); Hispanic: +9.6 pts (-121.3 to -111.7) Math — District-Wide All Students: 0.0 pts (-124.1 baseline to -124.1 Year 2) SWD: -6.8 pts (-166.4 baseline to -173.2 Year 2) SED: +1.1 pts (-126.4 baseline to -125.3 Year 2) English Learners: +11.8 pts (-140.0 baseline to -128.2 Year 2) Hispanic: 0.0 pts (-124.1 baseline to -124.1 Year 2) Homeless: -16.0 pts (-125.5 baseline to -141.5 Year 2) District Math DFS is flat overall from baseline. English

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CAA Math 33.33% met or exceeded standard	19.05% have an understanding of core subject matter	Hispanic -110.7 CAA ELA---- 21.76 standard met or exceeded CAA Math---- 14.86% scored standard met or exceeded	Learners showed meaningful improvement (+11.8 pts). SWD and Homeless students declined and remain priority groups for intervention. Math — Site Comparisons (Baseline 2022-23 to Year 2 2024-25) Avenal Elementary — All Students: -0.1 pts (-82.8 to -82.9) Avenal High School — All Students: +11.2 pts (-155.4 to -144.2); English Learner: -189.1 pts (-201.7 to -190.9)*; Hispanic: +14.9 pts (-154.8 to -139.9) Kettleman City Elementary — All Students: +16.5 pts (-73.0 to -56.5 — note: Baseline listed as -109.2 to Year 2 -115.7); English Learner:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						+15.4 pts (-131.1 to -115.7) Reef-Sunset Middle — All Students: -3.1 pts (-141.5 to -144.6); English Learner: +18.9 pts (-171.8 to -152.9); Hispanic: +3.5 pts (-141.1 to -145.3 — note: slight decline) Tamarack — All Students: +0.8 pts (-119.4 to -118.6); English Learner: +87.7 pts (-199.4 to -111.7); Hispanic: +9.2 pts (-120.7 to -111.5) CAA — Baseline vs. Year 2 CAA ELA: 15.76% (baseline) to 19.05% (Year 2) = +3.29 percentage points CAA Math: 8.86% (baseline) to 19.05% (Year 2) = +10.19 percentage points *Note: DFS values are negative — a less negative

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						number indicates improvement (closer to standard).
1.6	Priority 4: Percentage of students who have successfully completed courses that satisfy the requirements for entrance to a UC or CSU (A-G requirements). Data Source: CA Dashboard	2023 31.3% of students completed courses that satisfy the requirements for entrance to a UC or CSU.	2024 55.9% of students completed courses that satisfy the requirements for entrance to a UC or CSU.	2025 36.7% of students completed courses that satisfy the requirements for entrance to UC or CSU.	55.9% of students completed courses that satisfy the requirements for entrance to a UC or CSU.	In Year 2 (2025), 36.7% of students completed courses satisfying the requirements for entrance to a UC or CSU, compared to 31.3% at the 2023 baseline. This represents an increase of 5.4 percentage points above baseline, reflecting meaningful progress in the percentage of students completing A-G coursework. The district remains below the Year 3 target of 55.9% and will continue to prioritize supports that increase access to and completion of A-G eligible courses.
1.7	Priority 4: Percentage of students who have successfully completed courses that	2023 6.3% of students completed a CTE course sequence or	2024 8.9% of students completed a CTE course sequence	2025 (As of March 9, 2026) 10%* of students completed a CTE	8.9% of students completed a CTE course sequence or programs of	In Year 2 (2025), 10% of students completed a CTE course sequence

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	satisfy the requirements for career technical education sequences or programs of study that align with SBE - approved career technical education standards and frameworks. Data Source: CA Dashboard	programs of study that align with SBE approved CTE standards and frameworks.	or programs of study that align with SBE approved CTE standards and frameworks.	course sequence or programs of study that align with SBE approved CTE standards and frameworks.	study that align with SBE approved CTE standards and frameworks.	or programs of study aligning with SBE-approved CTE standards and frameworks, compared to 6.3% at the 2023 baseline. This represents an increase of 3.7 percentage points above baseline, reflecting continued growth in CTE course completion. (As of March 9, 2026)
1.8	Priority 4: Percentage of students who have successfully completed courses that satisfy requirements for entrance to a UC or CSU AND Career Technical Education (CTE) course sequence or programs of study that align with SBE approved CTE standards and frameworks. Data Source: CA Dashboard	2023 0% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	2024 6.2% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	2025 (As of March 9, 2026) 8%* of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	6.2% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	In Year 2 (2025), 8% of students completed courses satisfying the requirements for entrance to a UC or CSU AND a CTE course sequence or programs of study, compared to 0% at the 2023 baseline. This represents an increase of 8 percentage points above baseline, indicating meaningful progress in the number of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students achieving both college and career readiness milestones. (As of March 9, 2026)
1.9	Priority 4: Percentage of English learner students who make progress toward English Proficiency as measured by the ELPAC. Data Source: CAASPP ELPAC	2022-23 33.36% of English learners scored a Level 3 & 4 39.59% of Long Term English learners scored a Level 3 & 4	2023-24 47.41% of English learners scored a Level 3 & 4 60.09% of Long Term English learners scored a Level 3 & 4	2024-25 42.3% of English learners scored a Level 3 & 4 50% of Long Term English learners scored a Level 3 & 4	39.36% of English learners scored a Level 3 & 4 45.59% of Long Term English learners scored a Level 3 & 4	In Year 2 (2024-25), 42.3% of English Learners scored a Level 3 or 4 on the ELPAC, compared to 33.36% at the 2022-23 baseline. This represents an increase of 8.94 percentage points above baseline, reflecting meaningful progress in English proficiency among English Learner students. Long Term English Learners (LTELs) scored a Level 3 or 4 at a rate of 50% in Year 2 (2024-25), compared to 39.59% at the 2022-23 baseline. This represents an increase of 10.41 percentage points above baseline, demonstrating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						strong growth for this historically underserved subgroup. Both English Learner and Long Term English Learner groups have exceeded their respective Year 3 targets of 39.36% and 45.59%, indicating the district is ahead of trajectory for this metric.
1.10	Priority 4: English learner reclassification rate. Data Source: CALPADs	As of 5/1 annually 32.29% of English Learners were reclassified.	As of 5/1 annually 8% of English Learners were reclassified. UPDATED SOURCE AND CORRECTED: 24.6% NEW SOURCE: 2023-24 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade (DataQuest)	The reclassification rate for 2024-25 is 24.8% of English Learners were reclassified.	38.29% of English Learners were reclassified.	In Year 2 (2024-25), 24.8% of English Learners were reclassified as Fluent English Proficient (RFEP), compared to the 2023 baseline of 32.29%. This represents a decrease of 7.49 percentage points from baseline. While the district has made efforts to support English Learner progress toward reclassification, the Year 2 rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						remains below the baseline and below the Year 3 target of 38.29%, indicating that strengthened early identification processes, expanded language development supports, and consistent monitoring of EL progress toward reclassification criteria will be priorities going forward.
1.11	Priority 4: Percentage of students who have passed an advanced placement (AP) examination with a score of 3 or higher. Data Source: Dashboard Additional Reports and Data > College/Career Measures Report > Prepared Students: Met via Advanced Placement; DataQuest AP report	2023 0% of students who took an AP exam scored a 3 or higher.	2023-24 A.P. Scores 5.6% of students who took an A.P. Psychology exam scored a 3 or higher. 95.2% of Students who took an A.P. Spanish exam scored a 3 or higher.	2024-25 8.3% of students who took an A.P. Psychology exam and scored a 3 or higher. 94.7% of Students who took an A.P. Spanish exam and scored a 3 or higher.	50% of students who took an AP exam scored a 3 or higher.	In Year 2 (2024-25), 8.3% of students who took the AP Psychology exam scored a 3 or higher, and 94.7% of students who took the AP Spanish exam scored a 3 or higher, compared to a baseline of 0% in 2023 when no students who took an AP exam scored a 3 or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						AP Psychology increased by 8.3 percentage points above baseline, while AP Spanish increased by 94.7 percentage points above baseline, representing significant positive growth in both courses. AP Spanish in particular is performing well above the Year 3 target of 50%, while AP Psychology continues to trend upward toward that goal.
1.12	Priority 4: Percentage of students who demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness. Data Source: DataQuest/CAASPP Results Site % Standard Exceeded (Ready) and % Met (Conditionally Ready)	2023 ELA Percentage of students “ready” and “conditionally ready” All Students: 30.89% (error - incorrect calculation from 2022-23. 19.1% is the correct percentage).	2024 ELA Percentage of students "ready" and "conditionally ready" All Students is 18.7%.	2025 ELA Percentage "ready" and "conditionally ready": All Students is 35.29%	ELA Percentage of students “ready” and “conditionally ready” All Students: 36.89% (Since we discovered the error in the Baseline data, we are reducing the Target to Year 3 Outcome to: 25.1%)	In Year 2 (2025), 35.29% of all students were rated "ready" or "conditionally ready" for college preparedness as measured by the EAP, compared to the corrected 2023 baseline of 19.1%. This represents an increase of 16.19 percentage points above the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						corrected baseline, reflecting meaningful progress in college preparedness districtwide. The Year 2 outcome surpasses the revised Year 3 target of 25.1%, which was adjusted downward to reflect the corrected baseline data, and places the district close to the original Year 3 target of 36.89%.
1.13	Priority 7: A, B, C A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. Data Source: MTSS Rubric, Local Data	2023-24 • High-quality, Differentiated Classroom Instruction: Step 0-1 • Systemic and Sustainable Change: Step 0-1 • Integrated Data System: Step 0-1 • Positive Behavioral Support: Step 0-1	2024-25 -High-quality, Differentiated Classroom Instruction: Step 1 -Systemic and Sustainable Change: Step 1 -Integrated Data System: Step 1 -Positive Behavioral Support: Step 2	2025-26 • High-quality, Differentiated Classroom Instruction: Step 1 -Systemic and Sustainable Change: Step 1 -Integrated Data System: Step 1 -Positive Behavioral Support: Step 2	• High-quality, Differentiated Classroom Instruction: Step 2 • Systemic and Sustainable Change: Step 2 • Integrated Data System: Step 2	In our second year of implementation we are at Step 1 in three of the four categories, but at Step 2 in Positive Behavioral Support.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Year 1 of LEA implementation will be 2024-25)			• Positive Behavioral Support: Step 2	
1.14	Priority 8: Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. (Section 51210 - Areas of study) Data Source: CAASPP CAST data, Enrichment & Fine Arts events data, CCI	2023 CAST Students scored standard met or exceeded District Wide 7.10% (error - incorrect calculation from 2022-23. 30.18% is the correct percentage). EL 13.49% (error - incorrect calculation from 2022-23. 2.32% is the correct percentage). SED 6.41% (error - incorrect calculation from 2022-23. 19.32% is the correct percentage). SWD 1.54% (error - incorrect calculation from 2022-23. 8.7% is the correct percentage). CORRECTED IN 2025: District Wide 7.10% EL 0.95% SED 6.41% SWD 1.54% 12 culminating events for Enrichment & Fine	2024 CAST Students scored standard met or exceeded District Wide 30.70% EL 2.36% SED 20.73% SWD 9.0% CORRECTED IN 2025: District Wide 10.97% EL 0.70% SED 10.74% SWD 2% 12 culminating events for Enrichment & Fine Arts (2024-25 Local data). College/Career Indicator: All students: 44.8% prepared EL: 25% prepared SED: 44.1% prepared	2025 CAST Students scored standard met or exceeded District Wide 10.13% EL 4.78% SED 10.11% SWD 0% Enrichment & Fine Arts 12 culminating events (2025-26 local data) College/Career Indicator (CCI) All Students: 52.5% prepared EL: 37.0% prepared SED: 51.4% Homeless: 26.7% prepared	2024 CAST Students scored standard met or exceeded District Wide 13.10% EL 19.49% SED 12.41% SWD 7.54% 12 culminating events for Enrichment & Fine Arts College/Career Indicator: All students: 60.3% prepared EL: 38.9% prepared SED: 59.3% prepared Homeless: 37.3% prepared	CAST (Science) — Baseline vs. Year 2 (2024-25) Note: CAST data is reported in CAASPP Science Points from the 2025 CA Dashboard. The baseline and Year 2 outcomes measure the same performance on a different scale; direct numerical comparison is provided for trend context. District Wide: 10.13% of students scored standard met or exceeded in Year 2 (2024-25), compared to the corrected baseline of 30.18%, a decrease of 20.05 percentage points. EL students increased from a corrected baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Arts (2023-24 Local data) College/Career Indicator: All students: 54.3% prepared EL: 29.9% prepared SED: 53.3% prepared Homeless: 31.3% prepared	Homeless: (no performance colors because low numbers for homeless)			of 2.32% to 4.78% in Year 2, a gain of 2.46 percentage points. SED decreased from a corrected baseline of 19.32% to 10.11% in Year 2, a decline of 9.21 percentage points. SWD decreased from a corrected baseline of 8.7% to 0% in Year 2, requiring continued monitoring and targeted intervention. Enrichment & Fine Arts — Baseline vs. Year 2 The district maintained 12 culminating events in Year 2 (2025-26 local data), consistent with the baseline of 12 events, meeting this metric target. College/Career Indicator (CCI) — Baseline (2022-23) vs. Year 2 (2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All Students: 52.5% prepared in Year 2, compared to 54.3% at baseline, a decrease of 1.8 percentage points. EL students increased from 29.9% at baseline to 37.0% in Year 2, a gain of 7.1 percentage points — the only subgroup to exceed the 2022-23 baseline. SED decreased from 53.3% at baseline to 51.4% in Year 2, a decline of 1.9 percentage points. Homeless students decreased from 31.3% at baseline to 26.7% in Year 2, a decline of 4.6 percentage points. EL students are the only district subgroup to exceed the baseline. All groups remain below Year 3 targets and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						continued focus is needed.
1.15	Priority 5: Chronic Absenteeism Rates Data Source: CA Dashboard	2023-24 Chronic Absenteeism Rates (Added in 2024-25) RSUSD All Students: 25.1% White: 36% EL: 21.6% SED: 25.2% Foster: 40% 1) Avenal Elementary All Students -21.8% White- 25% EL- 17.6% SED-21.8% Hispanic- 21.9% SWD- 33.3% 2) Avenal High School All Students - 19.5% White- 36.4% EL- 21.6% Foster - 50% 3) Kettleman City Elementary All Students - 21.1% EL- 22.1% SED-21.8% 4) Reef-Sunset Middle All Students - 20.5% EL- 19.9% SED-20.1%	2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4% White: 30.4% EL: 20.6% SED: 20% Foster: 37.5% 1) Avenal Elementary All Students - 18.9% White- 33.3% EL- 14.4% SED- 18.8% Hispanic- 18.7% SWD- 26.1% 2) Avenal High School All Students: 18.4% White: 30.4% EL:14% Foster: 23.5% 3) Kettleman City Elementary All Students - 13.8% EL- 12.1%	2025 Chronic Absenteeism Rates RSUSD Source: 2025 CA Dashboard All Students: 15.9% (1,944 students) EL: 13.1% (1,123 students) SED: 16.2% (1,863 students) SWD: 25.3% (257 students) Hispanic: 15.8% (1,884 students) Homeless: 24.1% (108 students) Foster Youth: 35.3% (17 students) Long-Term EL: 12.3% (443 students) White: 13.8% (29 students) (SWD, Hispanic, Homeless, and Long-Term EL were added as reported subgroups beginning in Year 2 (2025); no	RSUSD (District) Established Targets (Baseline through Year 2 groups) All Students: 19.1% White: 26% EL: 15.6% SED: 19.2% Foster: 30% New Subgroups — Year 3 Targets (established 2026-27) SWD, Hispanic, Homeless, and Long-Term EL were added as reported chronic absenteeism subgroups beginning in Year 2 (2025) and have no Baseline or Year 1 data for a three-year comparison. Year 3 targets for these groups use the confirmed Year 2 (2025) outcome as the reference point and apply a 3.0 percentage-point	RSUSD (District) — Baseline vs. Year 2 All Students: 15.9% in Year 2, compared to 25.1% at baseline, a decrease of 9.2 percentage points, already surpassing the Year 3 target of 19.1%. White: 13.8% in Year 2, compared to 36% at baseline, a decrease of 22.2 percentage points, already surpassing the Year 3 target of 26%. (ADDED — previously omitted from this column.) EL: 13.1% in Year 2, compared to 21.6% at baseline, a decrease of 8.5 percentage points, already surpassing the Year 3 target of 15.6%. SED: 16.2% in Year 2, compared to 25.2% at baseline, a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) Tamarack All Students - 35.8% EL- 28.2% SED-36.3% *Some groups not reported due to identifiable numbers (too low).	SED-13% 4) Reef-Sunset Middle All Students - 17.2% EL- 15.6% SED- 17.3% 5) Tamarack All Students - 28.5% EL- 24.6% SED- 28.4% *Some groups not reported due to identifiable numbers (too low).	Baseline or Year 1 data exists for these groups, and no Year 3 target has yet been established for them.) 1) Avenal Elementary All Students: 15.6% (680 students) EL: 12.5% (392 students) SED: 15.9% (647 students) SWD: 25% (76 students) Hispanic: 15.6% (655 students) Homeless: 19.2% (26 students) new addition, confirmed in 2025 CA Dashboard White: not reported due to identifiable numbers (too low). Foster: not reported due to identifiable numbers (too low). 2) Avenal High School	reduction, consistent with the district's average year-over-year improvement rate across established subgroups (excluding White, whose small subgroup size produces high year-to-year volatility). SWD: 22.3% (Year 2: 25.3% minus 3.0 pts) Hispanic: 12.8% (Year 2: 15.8% minus 3.0 pts) Homeless: 21.1% (Year 2: 24.1% minus 3.0 pts) Long-Term EL: 9.3% (Year 2: 12.3% minus 3.0 pts) 1) Avenal Elementary All Students: 18% White: 20% NOTE: dormant. Year 2 White figure at this site is currently suppressed (not reportable, identifiable	decrease of 9.0 percentage points, already surpassing the Year 3 target of 19.2%. Foster Youth: 35.3% in Year 2, compared to 40% at baseline, a decrease of 4.7 percentage points, still above the Year 3 target of 30%, requiring continued focused support. SWD, Hispanic, Homeless, Long-Term EL: first reported in Year 2 (2025); no Baseline or Year 1 data exists, so no baseline comparison can be calculated. Year 2 outcomes (25.3%, 15.8%, 24.1%, and 12.3% respectively) serve as the reference point for the Year 3 targets established for these groups. District-wide chronic absenteeism has dropped

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All Students: 13.9% (294 students) White 30% (95 students) EL: 11.9% (354 students) SED: 14.3% (312 students) SWD: 20.7% (82 students) Hispanic: 14.4% (509 students) Homeless: 30% (95 students) Foster: 42% (7 students) Long-Term EL 12% (196 students) 3) Kettleman City Elementary All Students: 8.6% (245 students) EL: 8% (176 students) SED: 8.9% (237 students) SWD: 6.9% (29 students) Hispanic: 8.6% (245 students) — new addition, confirmed in 2025 CA Dashboard	numbers too low); this target will be reactivated once White becomes reportable again at this site. EL: 15% SED: 18% Hispanic: 18% SWD: 26% Homeless: 16.2% new addition (Year 2: 19.2% minus 3.0 pts) 2) Avenal High School All Students: 15% White: 28% EL: 15% Foster: 30% SED: 11.3% new addition (Year 2: 14.3% minus 3.0 pts) SWD: 17.7% new addition (Year 2: 20.7% minus 3.0 pts) Hispanic: 11.4% new addition (Year 2: 14.4% minus 3.0 pts) Homeless: 27% new addition (Year 2: 30% minus 3.0 pts)	dramatically. All Students, White, EL, and SED have already surpassed their Year 3 targets. Foster Youth remains the highest-need established group at 35.3%, above the 30% target, requiring continued focused support. 1) Avenal Elementary — Baseline vs. Year 2 All Students: 15.6% in Year 2, compared to 21.8% at baseline, a decrease of 6.2 percentage points, already surpassing the Year 3 target of 18%. White: Year 2 figure is currently suppressed (not reportable, identifiable numbers too low); a baseline-to-Year-2 comparison cannot be calculated at this time. The Year 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Long-Term EL: 10.3% (39 students) new addition, confirmed in 2025 CA Dashboard White: not reported due to identifiable numbers (too low). Foster: not reported due to identifiable numbers (too low). 4) Reef-Sunset Middle All Students: 14.3% (575 students) EL: 14.1% (312 students) SED: 14.4% (555 students) SWD: 17.9% (84 students) Hispanic: 13.6% (558 students) Homeless: 32.1% (28 students) new addition, confirmed in 2025 CA Dashboard. Long-Term EL: 13.0% (208 students) — new addition, confirmed	3) Kettleman City Elementary All Students: 15% EL: 15% SED: 15% SWD: 3.9% new addition (Year 2: 6.9% minus 3.0 pts) Hispanic: 5.6% new addition (Year 2: 8.6% minus 3.0 pts) Long-Term EL: 7.3% new addition (Year 2: 10.3% minus 3.0 pts) 4) Reef-Sunset Middle All Students: 15% EL: 15% SED: 15% SWD: 14.9% new addition (Year 2: 17.9% minus 3.0 pts) Hispanic: 10.6% new addition (Year 2: 13.6% minus 3.0 pts) Homeless: 29.1% new addition (Year 2: 32.1% minus 3.0 pts)	target (20%) remains dormant pending reportable data. EL: 12.5% in Year 2, compared to 17.6% at baseline, a decrease of 5.1 percentage points, already surpassing the Year 3 target of 15%. SED: 15.9% in Year 2, compared to 21.8% at baseline — a decrease of 5.9 percentage points, already surpassing the Year 3 target of 18%. Hispanic: 15.6% in Year 2, compared to 21.9% at baseline — a decrease of 6.3 percentage points, already surpassing the Year 3 target of 18%. (ADDED — previously omitted from this column.) SWD: 25% in Year 2, compared to 33.3% at baseline, a decrease of 8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				in 2025 CA Dashboard White: 27.3% (11 students) — new addition, confirmed in 2025 CA Dashboard. Foster: not reported due to identifiable numbers (too low). 5) Tamarack Elementary All Students: 21.4% (448 students) EL: 17.1% (252 students) SED: 22% (428 students) SWD: 35.7% (56 students) Hispanic: 21.7% (429 students) — new addition, confirmed in 2025 CA Dashboard Homeless: 24.4% (41 students) — new addition, confirmed in 2025 CA Dashboard White: not reported due to identifiable numbers (too low).	Long-Term EL: 10.0% new addition (Year 2: 13.0% minus 3.0 pts) White: 24.3% new addition (Year 2: 27.3% minus 3.0 pts). NOTE: dormant. Year 2 White figure at this site has a numeric size of 11, the minimum CA Dashboard reporting threshold; this target will be reactivated once White becomes reliably reportable again at this site. 5) Tamarack Elementary All Students: 30% EL: 25% SED: 30% SWD: 32.7% new addition (Year 2: 35.7% minus 3.0 pts) Hispanic: 18.7% new addition (Year 2: 21.7% minus 3.0 pts)	percentage points, at the Year 3 target of 26%. Homeless: 19.2% in Year 2 (26 students); first reported in Year 2, no baseline comparison available. This is currently above its Year 3 target of 16.2% and needs continued attention. Avenal Elementary has surpassed Year 3 targets for All Students, EL, SED, Hispanic, and SWD. Homeless, newly tracked in Year 2, is currently above its target and needs continued focus; White cannot currently be evaluated due to data suppression. 2) Avenal High School Baseline vs. Year 2 All Students: 13.9% in Year 2, compared to 19.5% at baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Foster: not reported due to identifiable numbers (too low). *Some groups not reported due to identifiable numbers (too low)	Homeless: 21.4% new addition (Year 2: 24.4% minus 3.0 pts) *Some groups not reported due to identifiable numbers (too low). minus 3.0 pts)	a decrease of 5.6 percentage points, already surpassing the Year 3 target of 15%. White: 30% in Year 2 (95 students), compared to 36.4% at baseline, a decrease of 6.4 percentage points, still above the Year 3 target of 28%. EL: 11.9% in Year 2, compared to 21.6% at baseline, a decrease of 9.7 percentage points, well below the Year 3 target of 15%. Foster Youth: 42% in Year 2 (7 students), compared to 50% at baseline, a decrease of 8.0 percentage points, still above the Year 3 target of 30% SED: 14.3% in Year 2 (312 students); first reported in Year 2, no baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						comparison available. SWD: 20.7% in Year 2 (82 students); first reported in Year 2, no baseline comparison available. Currently above the Year 3 target of 17.7%. Hispanic: 14.4% in Year 2 (509 students); first reported in Year 2, no baseline comparison available. Homeless: 30% in Year 2 (95 students); first reported in Year 2, no baseline comparison available. Long-Term EL: 12% in Year 2 (196 students); first reported in Year 2, no baseline comparison available. Avenal High School has surpassed Year 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						targets for All Students and EL. Foster Youth and White remain above their targets and continue to need support. SED, SWD, Hispanic, Homeless, and Long-Term EL are newly tracked in Year 2 with no baseline for comparison. 3) Kettleman City Elementary Baseline vs. Year 2 All Students: 8.6% in Year 2, compared to 21.1% at baseline a decrease of 12.5 percentage points, well below the Year 3 target of 15%. EL: 8% in Year 2, compared to 22.1% at baseline, a decrease of 14.1 percentage points, well below the Year 3 target of 15%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED: 8.9% in Year 2 (237 students), compared to 21.8% at baseline, a decrease of 12.9 percentage points, well below the Year 3 target of 15%. SWD: 6.9% in Year 2 (29 students); first reported in Year 2, no baseline comparison available. Hispanic: 8.6% in Year 2 (245 students); first reported in Year 2, no baseline comparison available. Long-Term EL: 10.3% in Year 2 (39 students); first reported in Year 2, no baseline comparison available. Kettleman City Elementary shows the most dramatic improvement in the district among established groups, with All

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students, EL, and SED all more than halving their chronic absenteeism rates from baseline and significantly surpassing Year 3 targets. 4) Reef-Sunset Middle Baseline vs. Year 2 All Students: 14.3% in Year 2, compared to 20.5% at baseline a decrease of 6.2 percentage points, already surpassing the Year 3 target of 15%. EL: 14.1% in Year 2, compared to 19.9% at baseline, a decrease of 5.8 percentage points, already surpassing the Year 3 target of 15%. SED: 14.4% in Year 2, compared to 20.1% at baseline, a decrease of 5.7 percentage points, already surpassing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						the Year 3 target of 15%. SWD: 17.9% in Year 2 (84 students); first reported in Year 2, no baseline comparison available Currently above the Year 3 target of 14.9%. Hispanic: 13.6% in Year 2 (558 students); first reported in Year 2, no baseline comparison available. Homeless: 32.1% in Year 2 (28 students); first reported in Year 2, no baseline comparison available. Long-Term EL: 13.0% in Year 2 (208 students); first reported in Year 2, no baseline comparison available. White: 27.3% in Year 2 (11 students); first reported in Year 2,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						no baseline comparison available. NOTE: dormant Year 2 figure is at the minimum CA Dashboard reporting threshold and subject to high volatility. Reef-Sunset Middle has met Year 3 targets for All Students, EL, and SED. SWD remains above its target at 17.9%. Hispanic, Homeless, Long-Term EL, and White are newly tracked in Year 2 with no baseline for comparison; Homeless is the highest reported rate among these new groups and warrants continued focus. 5) Tamarack Elementary Baseline vs. Year 2 All Students: 21.4% in Year 2, compared to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						35.8% at baseline, a decrease of 14.4 percentage points, already surpassing the Year 3 target of 30%. EL: 17.1% in Year 2, compared to 28.2% at baseline, a decrease of 11.1 percentage points, already surpassing the Year 3 target of 25%. SED: 22% in Year 2, compared to 36.3% at baseline, a decrease of 14.3 percentage points, already surpassing the Year 3 target of 30%. SWD: 35.7% in Year 2 (56 students); first reported in Year 2, no baseline comparison available. At 35.7%, this is the highest chronic absenteeism rate of any reported subgroup districtwide and is a priority area for continued focus.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic: 21.7% in Year 2 (429 students); first reported in Year 2, no baseline comparison available. Homeless: 24.4% in Year 2 (41 students); first reported in Year 2, no baseline comparison available. Tamarack Elementary has shown the greatest percentage-point reduction of any school among established groups, with All Students, EL, and SED all surpassing Year 3 targets. SWD newly tracked in Year 2, is the highest area of need districtwide among reported subgroups. *Some groups not reported due to identifiable numbers (too low). Note: Lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						chronic absenteeism rates represent improvement. have been removed.

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal One supported the progress toward meeting the Broad Goal:
The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards-based instruction.

Overall Goal 1 Progress Summary – 2025–26
In 2025–26 (Year 2 of the three-year LCAP cycle), Reef-Sunset Unified School District continued its work toward Goal 1 across all eight state priorities embedded in the goal. The district made measurable progress in the majority of metrics, with several indicators meeting or exceeding Year 3 targets ahead of schedule. Chronic absenteeism declined dramatically district-wide, English Learner outcomes improved across multiple measures, and graduation rates continued to rise. At the same time, STAR Math results declined in Year 2, falling below the 2023–24 baseline, and College/Career Indicator rates remain priority areas requiring continued focus and intervention.
In 2025–26, STAR Early Literacy was discontinued as a district metric. The Early Reading Skills Test (ERST) was added as a new measure at the elementary level, recording 58.5% of students meeting the goal for Reading Foundational Skills in its inaugural year of administration. This result establishes the ERST baseline for Year 3 comparisons. STAR Reading showed a Year 2 result of 58%, which remains modestly above the 2023–24 baseline of 55.1% (+2.9 percentage points) but represents a decline from the Year 1 result of 64.6%, signaling a need for continued attention to reading growth. STAR Math declined to 48% in Year 2, falling 7.7 percentage points below the 2023–24 baseline of 55.7% and 10 percentage points below the Year 1 result of 58%, making math growth the District's highest-priority intervention area heading into Year 3.
Reflecting on 2025–26 outcomes, the District also formalized a new Goal 1, Action 1.7 – TOSA Reading Specialist Literacy Support – beginning in 2026–27, to ensure the continuity and long-term sustainability of structured literacy specialist services that were previously funded through time-limited LREBG and LCRSET grant awards partially reflected in Action 1.5. This change reflects the District's commitment to proactively transitioning critical literacy support positions into permanent LCAP funding as grant sources sunset.

Academic Achievement (CAASPP – Metric 1.5): ELA District-Wide Distance from Standard improved from -89.2 (2022–23 baseline) to -83.3 (2024–25), a gain of +5.9 points. English Learners showed the largest gain of any subgroup in ELA, improving +18.7 points from baseline (-114.1 to -95.4). Math District-Wide Distance from Standard remained flat at -124.1, matching the baseline. Homeless students showed declines in both ELA (-17.2 pp from baseline) and Math (-16.0 pp from baseline) and remain a highest-priority intervention focus. Students with Disabilities also showed declines from baseline in both subjects. Site-level data shows Kettleman City Elementary as a positive outlier in ELA (+15.8 points from baseline for All Students), while Avenal High School showed notable improvement in ELA for English Learners. All sites remain in Orange or Red (Very Low) status on the CA Dashboard.
English Learner Progress (ELPAC – Metrics 1.4 and 1.9): District EL ELPI improved from 37.2% (2022–23) to 42.3% (2024–25), a gain of +5.1 percentage points. Long-Term English Learners at RSMS improved from a baseline of 28.5% to 55.5%, an increase of +27.0 percentage points. ELPAC Level 3 & 4 rates for ELs increased from 33.36% to 42.3% (+8.94 pp), and for Long-Term ELs from 39.59% to 50% (+10.41 pp). Both groups already exceed their Year 3 targets, representing strong progress ahead of schedule.
Graduation Rates (Metric 1.8): The four-year graduation rate for All Students increased from 89.7% (2022–23 baseline) to 91.6% (2024–25), a gain of +1.9 percentage points. English Learners showed the most improvement, up +7.2 pp from baseline (80.6% to 87.8%). Students with Disabilities improved +4.3 pp from baseline (69% to 73.3%). Homeless student graduation rates declined -8.3 pp from baseline (75% to 66.7%), though the cohort size is small (N=15). Avenal High School's SWD graduation rate of 81.8% already exceeds the district's Year 3 target of 77%.
Chronic Absenteeism (Metric 1.15): District-wide chronic absenteeism declined from 25.1% (2022–23 baseline) to 15.9% (2024–25), a reduction of -9.2 percentage points. This rate already falls below the Year 3 target of 19.1%, as do the EL rate (13.1%, below the Year 3 target of 15.6%) and the SED rate (16.2%, below the Year 3 target of 19.2%). Kettleman City Elementary showed the most dramatic improvement, cutting its rate from 21.1% to 8.6%. Foster Youth absenteeism remains elevated at 35.3%, above the Year 3 target of 30%, and requires continued focused support.
College/Career Readiness (Metrics 1.6, 1.7, 1.8 CCI, and 1.14 CCI): A-G completion rates grew from 31.3% (2023 baseline) to 36.7% (2024–25), a gain of +5.4 pp. CTE pathway completion rates grew from 6.3% (2023 baseline) to 8.9% (2024–25). The combined A-G AND CTE completion rate grew from 0% (baseline) to 8% (2024–25 as of March 9, 2026). The College/Career Indicator (CCI) for All Students district-wide was 52.5%, a slight decline of -1.8 pp from the 2022–23 baseline of 54.3%, but a strong year-over-year recovery of +7.7 pp from Year 1 (44.8%). EL CCI improved +7.1 pp above baseline (29.9% to 37.0%), making English Learners the only subgroup currently above baseline on this measure.
Science – CAST (Metric 1.14): Year 2 CAST data is reported as CA Dashboard Science Points rather than percent met/exceeded as in prior years, reflecting the state's shift in reporting methodology. All Students scored 39.6 Science Points (Orange, Maintained +1.5 pts, N=596). SWD showed the strongest year-over-year growth at +6.0 pts. Homeless students were the only group to decline (-1.6 pts). The district maintained its baseline of 12 culminating Enrichment and Fine Arts events for all three years of the LCAP cycle.
College Preparedness – Grade 11 ELA (Metric 1.12): The percentage of 11th grade students scoring "Ready" or "Conditionally Ready" on the EAP/CAASPP increased to 35.29% in 2024–25, up from a corrected 2022–23 baseline of 19.1% (+16.19 pp) and above the Year 3 target of 25.1%. This represents a near-doubling of college preparedness in ELA in two years.
AP Examinations (Metric 1.11): In 2024–25, 10% of students who took an AP Psychology examination scored a 3 or higher, and 96% of students who took the AP Spanish examination scored a 3 or higher. The baseline for this metric was 0% (2022–23), reflecting that no students met this threshold in the baseline year. The Year 3 target is 50% of students scoring a 3 or higher. The high pass rate on the Spanish AP exam reflects strong language preparation for heritage Spanish speakers in the district. The AP Psychology pass rate, while improved from baseline, indicates continued need for test preparation support.

Teacher Credentialing (Metric 1.1): 100% of teachers remain appropriately assigned, meeting the Year 3 target in all three years of the cycle. The percentage of fully credentialed teachers dipped from the 82.5% baseline to 77% in Year 1, then recovered strongly to 90% in Year 2, meeting the Year 3 target of 90% one year early. The 13-percentage point year-over-year gain from Year 1 to Year 2 represents the strongest single-year gain in this metric.

In 2024–25, Reef-Sunset Unified School District expended Learning Recovery Emergency Block Grant (LREBG) funds in support of Goal 1 actions focused on accelerating student learning recovery in the wake of the COVID-19 pandemic. LREBG funds were used as an allowable expenditure under the grant to support supplemental ELA instructional support and reading intervention staffing, reflected in Goal 1, Action 1.5 (Supplemental ELA Instructional Support). Specifically, LREBG funds supported a TOSA Reading Specialist position and classified reading intervention aides that provided structured literacy coaching, co-teaching, modeling, and targeted Tier 2/Tier 3 literacy intervention services for students reading significantly below grade level. These specialists implemented and monitored fidelity of the District's adopted SIPSS literacy intervention curriculum.
The implementation of LREBG-funded expenditures was carried out as planned. The TOSA Reading Specialist was deployed and provided direct support to students and classroom teachers throughout the 2024–25 school year. The District monitored implementation through ongoing progress monitoring using STAR Reading, ERST (Early Reading Skills Test), and CAASPP/CAASPP-Alt results. Evidence of the effectiveness of these LREBG-funded positions is reflected in the district-wide ELA Distance from Standard improvement of +5.9 points from baseline (-89.2 to -83.3), and the significant gain of +18.7 points among English Learners — the largest ELA subgroup gain in the district. The Year 2 decline in STAR Reading (to 58%) and the significant decline in STAR Math (to 48%, below the 2023–24 baseline) underscore the continued importance of these positions and reinforce the District's decision to formalize and expand literacy specialist services under Action 1.7 in 2026–27.
As LREBG funding is a time-limited grant source, the District has proactively planned for the transition of this critical literacy specialist position into permanent LCAP funding. Beginning in 2026–27, one TOSA Reading Specialist position previously funded through LREBG is being moved to the newly formalized Goal 1, Action 1.7 (TOSA Reading Specialist Literacy Support) and will continue to be funded through the District's remaining LREBG allotment until those funds are expended, at which point it will transition to LCAP Supplemental and Concentration (S/C) funds. This transition reflects the District's commitment to sustaining the learning recovery gains achieved through LREBG-funded services and ensuring no lapse in structured literacy support for students in greatest need.

Action-by-Action Implementation Analysis

Action 1.1: Supplemental Supports for Students – Implementation Status: 3 – Initial Implementation
This action provides supplemental supports to meet the academic needs of all students, with a focus on unduplicated students. Supports include Achievement Team Professional Learning Communities, instructional aides, educational field trips, supplemental standards-based curriculum, professional learning in ELA, ELD, and Math, flexible seating supplies, wall-sized whiteboards for cooperative learning, and supplemental instructional materials. New teacher support is provided through the Kings County Office of Education New Teacher Induction Program. Instructional aides continue to provide targeted assistance for low-income students, foster youth, students with disabilities, and English Learners.
Successes: In Year 1 (2024–25), STAR Reading improved from the 2023–24 baseline of 55.1% to 64.6% meeting the typical growth goal, and STAR Math improved from the 55.7% baseline to 58% — both positive Year 1 gains. Achievement Team formative assessment participation increased, and there is evidence of improved instructional practice at multiple sites. ELA Distance from Standard improved

district-wide for All Students (+5.9 pp from baseline), and English Learners showed the strongest ELA gain of any subgroup (+18.7 pp from baseline).
Challenges: In Year 2 (2025–26), STAR Reading declined to 58%, falling 6.6 percentage points from the Year 1 result, though it remains modestly above the 2023–24 baseline (+2.9 pp). STAR Math declined more significantly to 48% in Year 2, falling 10 percentage points from the Year 1 result and 7.7 percentage points below the 2023–24 baseline of 55.7%. STAR Early Literacy was discontinued in 2025–26 and replaced by the Early Reading Skills Test (ERST); 58.5% of students met the Reading Foundational Skills goal in its inaugural year, establishing the baseline for Year 3 comparisons. Supplemental materials are still being used in place of district-adopted instructional materials at some sites, which remains an area of concern. Math Distance from Standard showed no improvement from baseline for All Students (-124.1) and showed declines for SWD and Homeless students. Students with Disabilities and Homeless students are the highest-priority groups for additional intervention support and continued monitoring.

Action 1.2: English Learner Supports – Implementation Status: 3 – Initial Implementation
The District continued reimplementing English Learner instructional supports through contracted services with Kings County Office of Education. Long-Term English Learner (LTEL) instruction focuses on cooperative learning strategies, culturally relevant pedagogy, and formative assessment. EL instruction emphasizes explicit language development, content-based language instruction, and regular feedback cycles. Teachers pair LTELs with proficient English speakers, incorporate students' cultural backgrounds into instruction, and use ongoing formative assessment to monitor and adjust language instruction.
Successes: English Learner outcomes improved significantly across multiple measures. ELPAC Level 3 & 4 rates for ELs increased +8.94 pp from the 2022–23 baseline (33.36% to 42.3%), and for Long-Term ELs increased +10.41 pp (39.59% to 50%). Both groups now exceed their Year 3 targets ahead of schedule. RSMS showed the strongest EL gains in the district, with 55.5% of ELs making progress toward English proficiency, up +27.0 pp from the 2022–23 baseline of 28.5%. District-wide EL ELA Distance from Standard improved +18.7 points from baseline — the largest gain of any subgroup. Additional EL support days were purchased through the County Office.
Challenges: Teachers reported confusion about the type of EL support training provided by the County Office, and the EL reclassification rate has declined: as of March 9, 2026, 12.85% of English Learners were reclassified in 2025–26, down from the Year 1 rate of 8% (as of 5/1). The Year 3 target is 38.29% reclassified. While proficiency rates are improving, reclassification rates require additional attention and a more structured reclassification pathway. Differentiated support between true ELs and Long-Term ELs also remains an implementation priority.

Action 1.3: Enrichment in Fine Arts – Implementation Status: 3 – Initial Implementation
The District continued to maintain fine arts integration in the classroom, enrichment of content, and extracurricular student learning opportunities for all low-income students, foster youth, and English Learners. This includes 3 FTE certificated fine arts teachers, contracted services, materials and supplies (art supplies, musical instruments, equipment, and instrument maintenance), and expansion of fine arts/enrichment classes and clubs. The district maintained its commitment to 12 culminating fine arts and enrichment events in all three years of the LCAP cycle.
Successes: The district has consistently met its target of 12 culminating Enrichment and Fine Arts events each year of the LCAP cycle. The middle school art class became a highly desired elective for students. Art Professional Development offered by Fresno County Superintendent of Schools was implemented at both the middle and high school levels. The elementary art program operated by P.S. Arts was implemented with fidelity at all elementary sites. A new art teacher was hired for the middle school, and the program continues to grow. The CCI (College/Career Indicator) for Avenal High School showed that 46.6% of ELs are prepared — already exceeding the district's Year 3 CCI EL target of 38.9%.

Challenges: The middle school art teacher departed at the end of the year due to commute issues, creating a staffing continuity challenge heading into 2025–26. Recruiting and retaining fine arts credentialed staff in a rural district remains an ongoing challenge.

Action 1.4: College and Career Readiness – Implementation Status: 3 – Initial Implementation
The District continued to maintain and expand college readiness, career technical pathways, and elective course offerings aligned with concurrent enrollment, academic assessment, and progress monitoring. Career Technical Education offerings include Patient Care, Diesel, Ag Mechanics, and Ag Science. The dual enrollment program with community colleges continued to grow, coordinated by certificated staff at Avenal High School for socioeconomically disadvantaged students, foster youth, and English Learners. College and career education programs include informational meetings, AP/PSAT/SAT preparation materials, and access to college entrance preparation activities. A new Education pathway was added for 2025–26.
Successes: A-G completion rates grew from 31.3% (2023 baseline) to 55.9% (Year 1, 2024) and maintained at 36.7% (Year 2, 2025) — still +5.4 pp above the 2023 baseline and above the Year 3 target of 55.9%. CTE pathway completion grew from 6.3% (baseline) to 8.9% in Year 2. The combined A-G AND CTE pathway completion rate grew from 0% (baseline) to 8% (as of March 9, 2026), already surpassing the 6.2% Year 3 target. AP exam results showed 96% of Spanish AP exam takers scored 3 or higher in 2024–25. Dual enrollment continues to increase in student participation, and a new Education pathway was added for 2025–26.
Challenges: The dual enrollment program continues to place extra workload on support staff. The district is considering adding a counselor dedicated to dual enrollment support for 2025–26. The A-G rate of 36.7% in Year 2 reflects a decline from the Year 1 rate of 55.9%, and monitoring graduation pathway completion for unduplicated students remains a priority. The AP Psychology pass rate of 10% indicates additional test preparation support is needed for students in non-Spanish AP courses.

Action 1.5: Supplemental ELA Instructional Support – Implementation Status: 3 – Initial Implementation
The LEA provided tutoring and academic support, instructional aides for supplemental ELA support, additional language support programs, and collaboration opportunities. The Chief Learning Officer (CLO) led districtwide implementation and monitoring of evidence-based ELA instructional strategies with a focus on unduplicated students. This action serves unduplicated groups using Supplemental/Concentration funding. It targets student groups scoring the lowest in ELA and those with Orange or Red (Very Low) Dashboard status.
Successes: ELA Distance from Standard improved for All Students district-wide (+5.9 pp from baseline, from -89.2 to -83.3). English Learners showed the strongest improvement of any subgroup (+18.7 pp from baseline). Grade 11 ELA college preparedness (EAP Ready/Conditionally Ready) nearly doubled from a corrected baseline of 19.1% to 35.29% in 2024–25, already exceeding the Year 3 target of 25.1% by +10.19 pp. Instructional aides were trained on the University of Florida Literacy Institute (UFLI) literacy intervention curriculum, providing additional literacy interventions for students. CAA ELA performance improved from 15.76% to 19.05% (+3.29 pp from baseline). In Year 1 (2024–25), STAR Reading improved from the 2023–24 baseline of 55.1% to 64.6%, reflecting strong early gains from supplemental literacy supports.
Challenges: In Year 2 (2025–26), STAR Reading declined to 58%, a drop of 6.6 percentage points from the Year 1 result, though performance remains modestly above the 2023–24 baseline (+2.9 pp). STAR Early Literacy was discontinued in 2025–26; the ERST recorded 58.5% of students meeting the Reading Foundational Skills goal in its inaugural year, establishing the Year 3 baseline. Despite district-wide ELA gains, students with disabilities showed a decline in ELA DFS (-7.2 pp from baseline) and Homeless students showed a sharp decline (-17.2 pp from baseline). These groups require intensified ELA intervention. Additional training is needed to strengthen literacy implementation fidelity, and additional Professional Development — including coaching and feedback cycles — will be provided by the district in 2026–27. Beginning in 2026–27, one TOSA Reading Specialist position previously funded through LREBG and reflected in this action is

being moved to the new Goal 1, Action 1.7 (TOSA Reading Specialist Literacy Support), along with all associated costs, to formalize and expand the District's structured literacy specialist program under a dedicated LCAP action.

Action 1.6: Supplemental Math Instructional Support – Implementation Status: 3 – Initial Implementation
The LEA provided tutoring and academic support, instructional aides for supplemental math support, additional language support programs, and collaboration opportunities. The Chief Learning Officer (CLO) led districtwide implementation and monitoring of evidence-based math instructional strategies with a focus on unduplicated students. This action serves unduplicated groups using Supplemental/Concentration funding. It targets student groups scoring the lowest in Math and those with Orange or Red (Very Low) Dashboard status.
Successes: Board Math, a math intervention program, was reintroduced in 2024–25 with Professional Development training for staff. In Year 1 (2024–25), STAR Math improved from the 2023–24 baseline of 55.7% to 58% meeting the typical growth goal, an early positive indicator. CAA Math improved from 8.86% to 19.05% (+10.19 pp from baseline), already exceeding the Year 3 target of 14.86%. English Learners showed an improvement of +11.8 pp in Math DFS from baseline (-140.0 to -128.2), the largest subgroup gain in Math.
Challenges: In Year 2 (2025–26), STAR Math declined significantly to 48%, falling 10 percentage points from the Year 1 result of 58% and 7.7 percentage points below the 2023–24 baseline of 55.7%. This Year 2 decline identifies math growth as the District's highest-priority intervention area heading into Year 3. Math Distance from Standard for All Students showed no improvement from the 2022–23 baseline (-124.1 in both years). SWD declined -6.8 pp from baseline, and Homeless students declined -16.0 pp from baseline. The level of Board Math implementation varies significantly from site to site, and additional Professional Development — including site-specific training, coaching, and feedback — will be prioritized in 2026–27. Math performance remains in Very Low (Orange) status on the CA Dashboard for all student groups and is the district's highest-priority academic improvement area.

Action 1.7: TOSA Reading Specialist Literacy Support – Implementation Status: 1 – New Action (2026–27)
Action 1.7 is a newly formalized action beginning in 2026–27. This action was created to ensure continuity, transparency, and long-term sustainability of the District's TOSA Reading Specialist program, which previously operated under time-limited grant funding partially reflected in Goal 1, Action 1.5. Upon reflection of student outcome data in ELA and Math — including the Year 2 decline in STAR Reading (to 58%), the significant Year 2 decline in STAR Math (to 48%, below the 2023–24 baseline), persistent achievement gaps among English Learners, Long-Term English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Homeless/Foster Youth students, and the discontinuation of STAR Early Literacy replaced by the newly added ERST — the District identified the need to formalize and expand its structured literacy specialist services through the LCAP.

Beginning in 2026–27, Goal 1, Action 1.7 accounts for two (2) TOSA positions: one (1) position moved from Goal 1, Action 1.5, which will continue to be funded through the District's remaining LREBG allotment until those funds are expended, at which point the District intends to pursue comparable grant funding to sustain the position; and one (1) newly hired TOSA Reading Specialist funded directly through LCAP S/C funds to expand literacy specialist coverage to additional school sites and student populations in greatest need. The remaining four (4) TOSA Reading Specialist positions continue to be funded through active LCRSET California Literacy Grant awards during this plan year and will be absorbed into LCAP S/C funding as those grants expire in 2027–28 (2 positions) and 2028–29 (2 positions), bringing the remaining five (5) positions under LCAP funding by 2028–29, with the LREBG-origin position continuing to be sustained through comparable grant funding.

TOSA Reading Specialists provide structured literacy coaching, co-teaching, and modeling for classroom teachers in foundational reading skills (phonological awareness, phonics, fluency, vocabulary, and comprehension). They also deliver small-group and targeted Tier 2/Tier 3

literacy intervention services for students reading significantly below grade level, implement and monitor fidelity of the District's adopted UFLI literacy intervention system and the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) curriculum, and conduct ongoing progress monitoring using ERST (Early Reading Skills Test), STAR Reading, and CAASPP/CAASPP-Alt results. This action is supported by student performance data showing that ELA Distance from Standard for All Students remains at -83.3 (Orange/Very Low on the CA Dashboard); that Students with Disabilities declined -7.2 pp from baseline in ELA; that Homeless students declined -17.2 pp from baseline in ELA; that STAR Reading declined to 58% in Year 2 (2025–26), below the Year 1 result of 64.6%; that STAR Math declined to 48% in Year 2, falling 7.7 percentage points below the 2023–24 baseline of 55.7%; and that STAR Early Literacy was discontinued in 2025–26 and replaced by the ERST, which recorded 58.5% of students meeting Reading Foundational Skills goals in its inaugural year.

Successes (Prior to Formalization): Prior to this action being formalized in the LCAP, TOSA Reading Specialist services were partially reflected under Goal 1, Action 1.5 and funded through LREBG and LCRSET grant awards. The work of these literacy specialists contributed to the ELA gains reported under Actions 1.1 and 1.5, including the district-wide ELA DFS improvement of +5.9 points from baseline and the near-doubling of Grade 11 ELA college preparedness (from a corrected baseline of 19.1% to 35.29% in 2024–25, exceeding the Year 3 target of 25.1%). English Learners showed the strongest ELA subgroup gain (+18.7 pp from baseline), consistent with the targeted literacy intervention focus on EL and LTEL students. The UFLI and SIPPS literacy curricula, implemented and monitored with fidelity by TOSA Reading Specialists, supported instructional aides across all sites in delivering supplemental literacy support.

Challenges: Despite meaningful ELA gains for most student groups, Students with Disabilities declined -7.2 pp from baseline in ELA DFS and Homeless students declined -17.2 pp from baseline — the two highest-need groups for intensified literacy intervention. The Year 2 decline in STAR Reading (to 58%) and the significant Year 2 decline in STAR Math (to 48%, below the 2023–24 baseline of 55.7%) signal a need for more consistent and expanded structured literacy and numeracy implementation across all sites. CAA ELA (19.05%) has not yet reached the Year 3 target of 21.76%. Implementation fidelity of the UFLI literacy system varies across sites, and additional coaching and feedback cycles are needed. Formalizing this action in 2026–27 is designed to address these gaps by providing dedicated, site-deployed literacy specialists with clear accountability for student reading outcomes. The District also recognizes that as grant funding sources sunset on a staggered schedule through 2028–29, proactive funding transitions — including pursuit of comparable grant opportunities for the LREBG-origin position — are required to prevent any lapse in literacy specialist services for students in greatest need.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between Planned and Estimated Actual Percentages of Improved Services.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.
The actions outlined in Goal One supported progress toward meeting the Broad Goal of improving student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards-based instruction.

Goal One – Analysis Box 2: Effectiveness of Actions in Making Progress Toward the Goal
The LEA used the following rating scale to determine the effectiveness of the actions in achieving the articulated goal. Ratings were based on an analysis of educational partner input and metric data. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. The actions outlined in Goal One supported progress toward the Broad Goal of improving student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards-based instruction.
Action 1.1 – Supplemental Supports for Students | Effectiveness Rating: 2 – Somewhat Effective
The District's supplemental supports provided academic assistance for all students, with a focus on unduplicated pupils. ELA Distance from Standard improved district-wide for All Students, rising 5.9 points from the 2022-23 baseline of -89.2 to -83.3 in 2024-25. English Learners showed the strongest subgroup gain in ELA, improving 18.7 points from the baseline of -114.1 to -95.4. Socio-Economically Disadvantaged students improved 6.3 points from -91.5 to -85.2, and Hispanic students improved 6.1 points from -89.2 to -83.1. STAR Reading improved from a baseline of 55.1% to 64.6% meeting typical growth, and STAR Math improved from 55.7% to 58% meeting typical growth. However, Math Distance from Standard for All Students showed no improvement from the 2022-23 baseline, remaining at -124.1 in both years. Students with Disabilities declined 7.2 points in ELA from -139.3 to -146.5, and Homeless students declined 17.2 points in ELA from -86.6 to -103.8. Both groups also declined in Math from baseline. STAR Early Literacy dropped from the baseline of 55.4% to 44.5% meeting typical growth. Students with Disabilities and Homeless students represent the highest-priority areas for supplemental intervention going into 2025-26. The District rated this action as Somewhat Effective, reflecting meaningful gains for most groups while acknowledging that Math improvement and intensified support for the highest-need students remain essential.
Action 1.2 – English Learner Supports | Effectiveness Rating: 2 – Somewhat Effective
English Learner supports produced strong results in proficiency and academic progress. EL ELA Distance from Standard improved 18.7 points from the 2022-23 baseline of -114.1 to -95.4, the largest gain of any subgroup. EL Math Distance from Standard improved 11.8 points from -140.0 to -128.2. ELPAC Level 3 and 4 rates improved for both English Learners, rising 8.94 percentage points from the baseline of 33.36% to 42.3%, and for Long-Term English Learners, rising 10.41 percentage points from 39.59% to 50%. Both groups already exceed their Year 3 ELPAC targets ahead of schedule. Reef-Sunset Middle School showed exceptional EL gains, with the ELPI rate increasing 27.0 percentage points from the baseline of 28.5% to 55.5%. District-wide ELPI improved from 37.2% to 42.3%, a gain of 5.1 percentage points. However, the EL reclassification rate declined from the 2022-23 baseline of 32.29% to 12.85% as of March 2026, well below the Year 3 target of 38.29%. Teachers also reported confusion regarding the type of EL support training provided by the County Office. The District rated this action as Somewhat Effective, reflecting strong proficiency progress while acknowledging that reclassification rates and the coherence of EL professional development require focused improvement.
Action 1.3 – Enrichment and Fine Arts | Effectiveness Rating: 2 – Somewhat Effective
The District maintained all 12 culminating Enrichment and Fine Arts events in 2024-25, meeting this target for the third consecutive year of the LCAP cycle. A new art teacher was hired at the Middle School, the art program became a highly desired elective, and P.S. Arts was implemented with fidelity at all elementary sites. Art Professional Development through Fresno County Superintendent of Schools was provided at both the middle and high school levels. The College/Career Indicator (CCI) for English Learners at Avenal High School reached 46.6%, already exceeding the District's Year 3 EL CCI target of 38.9%. However, district-wide CCI declined slightly for All Students, from a baseline of 54.3% to 52.5% in 2024-25, and also declined for Socio-Economically Disadvantaged students (from 53.3% to 51.4%) and Homeless students (from 31.3% to 26.7%), all falling short of Year 3 targets. The middle school art teacher departed at year's end due to commute challenges, creating a staffing continuity concern. The District rated this action as Somewhat Effective, reflecting consistent delivery of enrichment programming and a strong showing at Avenal High School, while acknowledging that recruiting and retaining fine arts staff in a rural district and improving CCI outcomes remain priorities.

Action 1.4 – College and Career Readiness | Effectiveness Rating: 2 – Somewhat Effective
College and career readiness actions produced clear gains in several key indicators. The combined A-G AND CTE pathway completion rate reached 8% in 2024-25, already exceeding the Year 3 target of 6.2% by 1.8 percentage points. CTE pathway completion held steady at 8.9%, matching both Year 1 and the Year 3 target. The A-G completion rate of 36.7% represents a gain of 5.4 percentage points above the 2023 baseline of 31.3%, and the Year 3 target of 55.9% was already met during Year 1. AP Spanish results remained strong, with 96% of exam takers scoring a 3 or higher, up 0.8 percentage points from the baseline of 95.2%. Dual enrollment participation continued to grow, and a new Education pathway was added for 2025-26. However, the A-G rate declined from 55.9% in Year 1 to 36.7% in Year 2, and the AP Psychology pass rate of 10%, while improved from the baseline of 0% and from Year 1's rate of 5.6%, indicates continued need for academic preparation support. Additional counseling capacity is needed to manage the demands of the growing dual enrollment program. The District rated this action as Somewhat Effective, reflecting clear gains in combined pathway completion and CTE while acknowledging that A-G rates and broader AP outcomes require continued attention.
Action 1.5 – Supplemental ELA Instructional Support | Effectiveness Rating: 2 – Somewhat Effective
Supplemental ELA instructional supports produced significant gains for most student groups. ELA Distance from Standard improved 5.9 points district-wide for All Students, from -89.2 to -83.3. English Learners improved 18.7 points from -114.1 to -95.4, the strongest subgroup gain. Socio-Economically Disadvantaged students improved 6.3 points from -91.5 to -85.2, and Hispanic students improved 6.1 points from -89.2 to -83.1. Grade 11 ELA college preparedness (EAP Ready or Conditionally Ready) nearly doubled from the corrected 2022-23 baseline of 19.1% to 35.29% in 2024-25, already exceeding the Year 3 target of 25.1% by 10.19 percentage points two years ahead of schedule. CAA ELA performance improved 3.29 percentage points from the baseline of 15.76% to 19.05%, making progress toward the Year 3 target of 21.76%. However, Students with Disabilities declined 7.2 points in ELA from -139.3 to -146.5, and Homeless students declined 17.2 points from -86.6 to -103.8, both requiring intensified literacy intervention. Additional evidence of UFLI implementation fidelity is needed across sites. The District rated this action as Somewhat Effective, reflecting strong gains for most groups while recognizing that Students with Disabilities and Homeless students require additional targeted ELA intervention and that literacy implementation fidelity must be strengthened district-wide.
Action 1.6 – Supplemental Math Instructional Support | Effectiveness Rating: 2 – Somewhat Effective
Supplemental Math instructional supports produced incremental gains in some areas while Math achievement overall remains the District's highest-priority improvement area. CAA Math performance improved 10.19 percentage points from the baseline of 8.86% to 19.05%, already exceeding the Year 3 target of 14.86% by 4.19 percentage points. English Learners showed the strongest Math subgroup gain, improving 11.8 points in Distance from Standard from the baseline of -140.0 to -128.2. STAR Math growth improved from a baseline of 55.7% to 58% meeting the typical growth goal. However, Math Distance from Standard for All Students showed no improvement from the 2022-23 baseline, remaining at -124.1. Students with Disabilities declined 6.8 points from -166.4 to -173.2, and Homeless students declined 16.0 points from -125.5 to -141.5. Socio-Economically Disadvantaged students showed only a minimal gain of 1.1 points from -126.4 to -125.3. The Board Math intervention program was reintroduced in 2024-25 but implementation varied significantly from site to site, limiting overall program impact. Math remains in Very Low (Red) status on the California Dashboard for all student groups. The District rated this action as Somewhat Effective, reflecting incremental gains for some groups and strong CAA performance while acknowledging that overall Math Distance from Standard improvement for All Students and the highest-need subgroups requires intensified, consistently implemented intervention.

ACTION STEPS
The district plans to continue to address these needs through the RSUSD Instructional Model Matrix and full implementation of Multi- Tiered System of Support. RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional learning activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high quality

instructional resources to meet students' needs and use assessments/data sources to monitor student learning. Our district academic focus will continue to be on Early Literacy, English Language Development, and Numeracy. Priority instruction content in ELA/Literacy and Mathematics will be guided by recommendations in work from Renaissance and Achievement Team data process. Teachers will make strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from Renaissance Focus Skills. District pacing guides will be used to support the scope and sequence of our district adopted core curriculum. The guides include focus standards which teachers will use to guide their instruction towards attaining mastery. Assessment data including formative assessments, feedback, grading, and report cards will help us determine how prepared and how well our students are learning content. The District has 4 TOSA (Teacher on Special Assignment) Literacy Reading Specialists using the LCRSET Grant (Literacy Coach - Reading Specialist Grant) to help students close reading gaps and to read at grade level in the elementary schools. The District uses LREBG funds in Goal 1, Action 5 (Supplemental ELA Instructional Support) to add ((1) FTE) TOSA Reading Specialist and ((3) 6-hour) Instructional Aides to work in the 6th - 8th grade reading recovery labs. The LREBG funs, as specified in (E.C.) Section 32526 (c)(2), are used to accelerate learning gaps. in small group learning environments provided by Certificated and Classified staff. The use of LREBG funds for reading recovery follows the data from the District needs assessment, which shows a large group of middle school age students reading at multiple years below grade level. The District uses the University of Florida Research Literacy Institute (UFLI) Reading Intervention Curriculum at the K-5 level and the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Literacy Intervention System at the 6-8 grade level. The University of Florida Literacy Institute (UFLI) is deeply rooted in the science of reading, which refers to the body of research on how we learn to read. This research, including studies in education, linguistics, cognitive psychology, and neuroscience, forms the foundation for UFLI's work. UFLI's programs, particularly UFLI Foundations, are designed to be explicit, systematic, and provide ample opportunities for students to respond, as these are key characteristics of effective reading instruction according to the science of reading. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) SIPPS uses an evidence-based, structured literacy approach to reading intervention, focusing on building foundational reading skills. The program's evidence-based strategies include explicit instruction in phonological awareness, phonics, and high-frequency words, along with differentiated small-group instruction and regular mastery tests. The District uses contracted services from Fresno County Superintendent of Schools to train, coach and mentor our elementary teachers in the implementation and data monitoring of the UFLI literacy intervention system. The District uses contracted services from Fresno County Superintendent of Schools to train, coach and mentor our middle school TOSA reading intervention teachers in the implementation and data monitoring of the SIPPS literacy intervention system.

To support our district initiatives for the year, professional learning will focus on best practices to ensure our students are provided a rigorous and effective learning experience, while meeting their social emotional well being. The district has established the College and Career Readiness Team to develop Robust High Quality CTE Pathways that prepare students for high skills, high wage jobs that can be accessed through pathway completion or post secondary degrees/certificates. The District Literacy Coaches and Reading Specialists Grant (LCRSET) Team works to ensure students are reading on grade level. We believe providing a strong early literacy foundation leads to future academic success. By the end of this collaboration, Reef-Sunset will have a student-centered systems in place to produce confident, fluent readers and writers. District approved curriculum aligned to the state standards and instructional learning tools and materials will guide good first instruction. Professional learning and resources specific to technical support for staff, students, and parents will be included in our Professional Learning Calendar for the year. Professional learning topics will be included for administration, teachers, paraprofessionals, and parents. Professional learning will include: Advanced Collaborative Solutions for continued work with our Achievement - PLC Teams, implementation, mentoring, and coaching of teachers and administrators; Fresno County Superintendent of Schools for ELA and Math Planning with Teachers and Coaching and Mentoring of Teachers and Administrators; and Kings County Office of Education for ELA, Math, and ELL professional development for teachers and administrators.

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.

After reflecting on the data on prior practice, the LEA made the following changes to Goal 1:

Action 1.1: Supplemental Supports for Students
The District will add additional instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English Learners.

Action 1.2: English Learner Supports
The District will add additional professional development days for training, coaching, and feedback in English Language Development instruction.
Added: This Action will support ELs at RSMS based on results shown in the ELPI indicator.

Action 1.3: Enrichment & Fine Arts
The District will add a music teacher to the High School and Middle School and add music as a contracted service at the Elementary level.

Action 1.4: College & Career Readiness
The District will add an Education Pathway to the AHS Dual Enrollment program.

Action 1.5: Supplemental ELA Instructional Support
The District will provide additional professional development days for training, coaching, and feedback for ELA and literacy instruction. The District will be moving one full-time Teacher on Special Assignment as a Reading Specialist from Goal 1, Action 5 to a new Goal 1, Action 1.7. LREBG funding will continue to be braided to fund positions mentioned within this action.
LREBG Expenditure and Rationale
In 2024-25, the District expended Learning Recovery Emergency Block Grant (LREBG) funds within Goal 1, Action 5 to support supplemental ELA instructional support, specifically funding TOSA Reading Specialist position providing structured literacy intervention and coaching services. LREBG was selected as a permissible funding source for this action because the Learning Recovery Emergency Block Grant is explicitly designed to support activities that accelerate learning recovery and address the academic impacts of the COVID-19 pandemic on students. Structured literacy intervention delivered by trained Reading Specialists — including Tier 2 and Tier 3 small-group intervention, literacy coaching, co-teaching, and fidelity monitoring of evidence-based curricula such as the District adopted SIPSS literacy reading intervention system — directly aligns with the allowable uses of LREBG funds. The District identified persistent and significant ELA achievement gaps among English Learners, Long-Term English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Homeless/Foster Youth students as the primary justification for deploying LREBG resources in this action. These populations demonstrated the greatest need for accelerated learning recovery supports, and the TOSA Reading Specialist and Reading Intervention Aides were uniquely positioned to deliver the intensive, evidence-based literacy intervention required.
Effectiveness of the Strategy

The implementation of LREBG-funded Reading Specialist position under Goal 1, Action 5 produced meaningful results across multiple metrics. ELA Distance from Standard improved district-wide by +5.9 points from the 2022-23 baseline (-89.2 to -83.3 in 2024-25), with English Learners showing the largest subgroup gain of +18.7 points (-114.1 to -95.4). Grade 11 ELA college preparedness (EAP Ready/Conditionally Ready) nearly doubled from a corrected baseline of 19.1% to 35.29% in 2024-25, already exceeding the Year 3 target of 25.1% by +10.19 percentage points. CAA ELA improved from 15.76% to 19.05% (+3.29 percentage points). These gains reflect the positive impact of structured literacy coaching and intervention services delivered through LREBG-funded positions.
However, the strategy also revealed areas requiring adjustment. Students with Disabilities declined -7.2 points in ELA DFS from baseline, and Homeless students declined -17.2 points from baseline, indicating that the current deployment of literacy specialist services has not yet fully reached these highest-need subgroups with sufficient intensity or consistency. There remains a need for more consistent structured literacy implementation at K-8th grades. Additionally, implementation fidelity of the literacy intervention system has varied across sites, and coaching and feedback cycles need to be strengthened.
Adjustments Warranted Based on Progress
Based on the progress shown on relevant metrics, the District has determined that the core strategy of deploying TOSA Reading Specialists to deliver structured literacy intervention and coaching is effective and should be sustained. However, adjustments are warranted to expand reach, improve fidelity, and address gaps for the highest-need student populations. To that end, the District has formalized and expanded the Reading Specialist program by creating a new dedicated Goal 1, Action 1.7 (TOSA Reading Specialist Literacy Support) beginning in 2026-27. One TOSA Reading Specialist position previously reflected under Goal 1, Action 5 and funded through LREBG is being transitioned to Action 1.7, ensuring continuity and transparency as LREBG funding is expended. A second newly hired TOSA Reading Specialist will be added under Action 1.7 funded through LCAP Supplemental and Concentration funds to expand literacy specialist coverage to additional school sites and student populations in greatest need. The remaining LREBG allotment will continue to braid funding within Action 1.5 until those grant funds are fully expended, after which all Reading Specialist positions will be sustained through LCAP S/C funding, ensuring no lapse in service for students.

Action 1.6: Supplemental Math Instructional Support
The District will provide additional professional development days for training, coaching, and feedback for Math instruction.

Action 1.7 (NEW): TOSA Reading Specialist Literacy Support
Upon reflection of prior practice and a review of student outcome data in ELA, the District identified the need to formalize and expand its TOSA Reading Specialist program through the LCAP. Previously, TOSA Reading Specialist positions were partially reflected under Goal 1, Action 5, funded through time-limited LREBG and LCRSET California Literacy Grant awards. As those funding sources approach expiration on a staggered schedule, the District has created this new dedicated action to ensure continuity, transparency, and long-term sustainability of literacy specialist services.
Beginning in 2026–27, Goal 1, Action 1.7 accounts for two (2) TOSA positions: one (1) position moved from Goal 1, Action 5, which will continue to be funded through the District's remaining LREBG allotment until those funds are expended and then transition to LCAP Supplemental and Concentration (S/C) funds; and one (1) newly hired TOSA Reading Specialist funded directly through LCAP S/C funds to expand literacy specialist coverage to additional school sites and student populations in greatest need. The remaining four (4) TOSA Reading Specialist positions continue to be funded through active LCRSET California Literacy Grant awards during this plan year and will be absorbed into LCAP S/C funding as those grants expire in 2027–28 (2 positions) and 2028–29 (2 positions), bringing all six (6) positions under LCAP funding by 2028–29.

This action is supported by student performance data demonstrating persistent ELA achievement gaps among English Learners, Long-Term English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Homeless/Foster Youth students, as reflected in CAASPP Distance from Standard (DFS) results, ERST (Early Reading Skills Test) scores, STAR Reading Student Growth Percentiles, and CA Dashboard ELA indicators. TOSA Reading Specialists provide structured literacy coaching, Tier 2/Tier 3 intervention services, and fidelity monitoring of the District's adopted UFLI and SIPSS literacy curricula.
The District further recognizes that the Goal Analysis section of each annual update provides an evidence-based opportunity to evaluate whether this action continues to produce meaningful gains in student reading fluency. Should future data reflect that an alternative or supplemental approach to structured literacy intervention would more effectively serve students — particularly those in unduplicated student groups — the District reserves the right to modify, restructure, or transition away from this action in a future plan year, consistent with the findings of that analysis.

Additional Metric and Data Changes:

Added Metric 1.15: Chronic Absenteeism to Goal 1 as a measure for the success of the Goal and Actions. .Metric 1.15 (Chronic Absenteeism): Added SWD, Hispanic, Homeless, and Long-Term EL as reported student subgroups beginning in Year 2 (2025), with Year 3 targets set at Year 2 outcome minus 3.0 percentage points; reinstated the District-level White figure in the Year 2 Outcome column after it was inadvertently omitted; and corrected four figures in the Current Difference from Baseline narrative that had been transposed between sites or subgroups (Avenal High School Foster Youth and SED, Kettleman City Elementary SED, and Tamarack Elementary SWD), along with the District Long-Term EL Year 3 target, which is now 9.3% based on the confirmed Year 2 outcome of 12.3%.

Added LTEL to Metric 1.5 as a measure for the success of the Goal and Actions.

Metrics 1.5, 1.12, 1.14: The baseline data was incorrectly reported and has been corrected in both the Baseline and Outcome columns.

1.3 DISCONTINUED STAR EARLY LITERACY ONLY

In 2025-26, Reef-Sunset Unified School District was identified for Differentiated Assistance based on the performance of the Homeless student group on the 2024 California School Dashboard in English Language Arts and Mathematics. The Homeless student group received a Red performance level in ELA, with students scoring 119.6 points below standard, a decline of 32.7 points from the prior year. The Homeless student group also received a Red performance level in Mathematics, with students scoring 162.7 points below standard, a decline of 37.3 points from the prior year.

The District's analysis indicates a likely relationship between these academic declines and chronic absenteeism, as the Homeless student group also received a Red performance level for chronic absenteeism on the 2024 Dashboard (32.7% chronically absent, an increase of 10 percentage points). Housing instability and school mobility associated with homelessness are recognized contributors to inconsistent attendance, which in turn limits access to core instruction and intervention.

The District is addressing this identified need through existing Goal 1 actions, including structured literacy intervention and coaching (Goal 1, Actions 1.5 and 1.7 — TOSA Reading Specialist Literacy Support) and the District's Mathematics Strategic Roadmap, which includes math coaching, classroom walks, and Board Math/Vertical Math instructional strategies aligned to Priority 4. These actions are designed to benefit

all students, with particular attention to the achievement gaps of unduplicated pupil groups (English Learners, low-income students, and foster youth); services that specifically address the needs of Homeless students within these actions are supported through non-contributing funding sources, consistent with LCFF requirements that Supplemental and Concentration funds be principally directed toward and effective for unduplicated pupils.

Early results on the 2025 Dashboard show improvement for the Homeless student group in both ELA (Orange, 103.8 points below standard, a 15.8-point improvement) and Mathematics (Orange, 141.5 points below standard, a 21.2-point improvement), as well as in chronic absenteeism (Orange, 24.1%, an 8.6 percentage-point decline). The District will continue to monitor this student group's progress and adjust actions as needed.

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	Supplemental Supports for Students	Supplemental supports for students will be provided to meet the academic needs of students. These will include the implementation and support of Professional Learning Communities, instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers will be provided through a New Teacher Induction program. Maintain instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English Learners • Professional Learning Communities • FTE Instructional Aides- LEA- non site specific • Educational Field Trips • Supplemental State Standards Based Curriculum • Professional Learning/development training to Focus on ELA, ELD, & Math • Instructional Supplies to include, but not limited to flexible seating, supplemental supplies, wall sized whiteboards to support cooperative learning structures • New Teacher Induction • Supplemental Technology support staff and devices	$4,067,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Secondary Support Staff - 1 FTE (AES; AHS; RSMS; TES) - Student Support Coordinator • Alternative Education - Supplemental staff support		
1.2	English Learner Supports	LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback. Pairing LTELs with proficient English speakers for peer tutoring or grouping them with peers of mixed language abilities for cooperative learning activities can provide opportunities for language practice and peer support. Recognizing and incorporating students' cultural backgrounds and experiences into instruction can increase engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences as assets in the learning process. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. EL's- Explicit language instruction, language development through content, and formative assessment and feedback. Explicit instruction in language skills, such as vocabulary development, grammar, and language structures, is beneficial for ELs. Teachers can use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning can support ELs' language development while they learn academic content. This approach, known as content-based language instruction, helps ELs make connections between language and subject matter. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. These strategies and supports will be implemented and monitored via the following actions: • EL TOSA working with EL site coordinators • Intentional coaching cycles	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ELD achievement teams • Continuous improvement cycle • Ongoing professional development of staff, certificated and classified This Action will support EL's at RSMS based on results shown in the ELPI indicator.		
1.3	Enrichment & Fine Arts	Maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs	$969,640.00	Yes
1.4	College & Career Readiness	Maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all low income students, foster youth, and English learners. The District will continue to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners.	$704,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Supplemental ELA Instructional Support	The LEA will provide: Supplemental ELA Instructional Support The District will provide supplemental ELA instructional support to increase literacy and reading achievement for unduplicated students. Beginning in 2026–27, the TOSA Reading Specialist position previously reflected in this action has been moved to Goal 1, Action 1.7 (TOSA Reading Specialist Literacy Support) to allow for a dedicated, multi-year funding structure for all Reading Specialist positions. This action retains the Classified Literacy Instructional Aides grant funded positions paid out of the LREBG grant and all other supplemental ELA supports. • Tutoring and academic support • Instructional aides providing supplemental support in ELA for Socio-Economically Disadvantaged, English Learner, and Foster Youth students (in addition to base amount) • Additional language support programs • Collaboration opportunities • (3) Literacy Instructional Aides to increase literacy and reading levels (LREBG), supporting implementation of the District's adopted SIPSS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words Literacy Intervention System) (Funded by LREBG Grant) and District's adopted UFLI literacy intervention programs. • Chief Learning Officer to increase academic achievement in ELA for unduplicated students by implementing and monitoring evidence-based instructional strategies districtwide for all students, but with a focus on unduplicated students. BACKGROUND and RATIONALE The District continues to use LREBG funds in Goal 1, Action 5 to support Classified Literacy Instructional Aides working in the 6th–8th grade reading recovery labs. The LREBG funds, as specified in (E.C.) Section 32526(c)(2), are used to accelerate learning gaps in small group learning environments provided by Classified staff. The use of LREBG funds for reading recovery follows the data from the District needs assessment, which demonstrates a significant group of middle school students reading at multiple years below grade level. The District uses the University of Florida Literacy Institute (UFLI) Reading	$1,845,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention Curriculum at the K–5 level and the SIPSS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Literacy Intervention System at the 6–8 grade level. The UFLI program is deeply rooted in the science of reading, which draws on research in education, linguistics, cognitive psychology, and neuroscience. UFLI Foundations is designed to be explicit, systematic, and provide ample student response opportunities — all key characteristics of effective reading instruction. SIPSS uses an evidence-based, structured literacy approach focusing on phonological awareness, phonics, and high-frequency words, combined with differentiated small-group instruction and regular mastery tests. The District uses contracted services from Fresno County Superintendent of Schools to train, coach, and mentor elementary teachers in the implementation and data monitoring of the UFLI literacy intervention system, and to train and coach middle school staff in the implementation and data monitoring of the SIPSS literacy intervention system. Professional learning will focus on best practices to ensure students are provided a rigorous and effective learning experience while meeting their social-emotional well-being. Professional learning topics will include implementation support for administration, teachers, paraprofessionals, and parents. Professional learning will include: Advanced Collaborative Solutions for continued work with Achievement PLC Teams; Fresno County Superintendent of Schools for ELA Planning, Coaching, and Mentoring of Teachers and Administrators; and Kings County Office of Education support. STUDENT GROUPS ADDRESSED: Unduplicated Groups (addresses using S/C funding) 2023 * The student groups that earned the lowest performance in ELA are English Learners, Socio-Economically Disadvantaged. * The following student groups within a school site earned the lowest performance in ELA: Avenal Elementary: English Learners and Socio-Economically Disadvantaged; Avenal High School: English Learners, Socio-Economically Disadvantaged; Kettleman City: English Learners and Socio-Economically Disadvantaged; Reef Sunset Middle School: English Learners, Socio-Economically Disadvantage; Tamarack Elementary: English Learners, Socio-Economically Disadvantaged. Other Student Groups (Braided funding with a site-specific Title I allocation		

Action #	Title	Description	Total Funds	Contributing
		of $5000 per student group): This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This Action addresses: *The following school sites have received the lowest performance (RED) in the Areas of ELA: RSUSD; Avenal Elementary, Avenal High School, Kettleman Elementary, Rees Sunset Middle School, and Tamarack Elementary. *The student groups that earned the lowest performance in ELA are RSUSD Hispanic; Homeless and SWD; AES: Hispanic, SWD; AHS Hispanic; KCES: Hispanic; RSMS: Hispanic; and TES: Hispanic. This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – ELA, Math (2023) • English Learners (EL) – ELA, Math (2023) • Hispanic – ELA, Math (2023) • Homeless – ELA, Math (2023) • Socioeconomically Disadvantaged (SED) – ELA, Math (2023) Unduplicated Groups (addresses using S/C funding) 2024 This Action addresses: * The student groups that earned the lowest performance (RED) in ELA at the District level are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities. * The following student groups within a school site earned the lowest performance (RED) in ELA: Avenal Elementary: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Long Term English Learners (LTEL), and Socio-Economically Disadvantaged; Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantage and Students with Disabilities. Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This Action addresses: *The following school sites have received the lowest performance (RED) in the Areas of ELA: RSUSD; Avenal Elementary, Avenal High School, and Reef Sunset Middle School. *The student groups that earned the lowest performance in ELA are RSUSD Hispanic, Homeless, Socio-Economically Disadvantaged, and		

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities.; AES: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities AHS English Learners, Hispanic, Long Term English Learners (LTEL), and Socio-Economically Disadvantaged; and Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantage and Students with Disabilities. Hispanic. Unduplicated Groups (addresses using S/C funding) — 2024: This Action addresses: • The student groups that earned the lowest performance (RED) in ELA at the District level are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities. • Avenal Elementary: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities • Avenal High School: English Learners, Hispanic, Long-Term English Learners (LTEL), and Socio-Economically Disadvantaged • Reef-Sunset Middle School: Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities Other Student Groups (Braided funding with site-specific Title I allocation): This Action will address the RED (lowest performance level) indicators on the 2024 CA Dashboard. This Action addresses the following school sites which have received the lowest performance (RED) in the areas of ELA: Avenal Elementary, Avenal High School, and Reef-Sunset Middle School. The student groups that earned the lowest performance in ELA are: RSUSD Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities; AES: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities; AHS: English Learners, Hispanic, Long-Term English Learners (LTEL), and Socio-Economically Disadvantaged; RSMS: Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities. Data Source: CAASPP ELA Distance from Standard (DFS); CA Dashboard ELA Indicators; ELPI (English Learner Progress Indicator); STAR Reading (SGP — Student Growth Percentile); ERST (Early Reading Skills Test); CAASPP-Alt (CAA). LREBG funds used for this Action are in the amount of $393,000.		

Action #	Title	Description	Total Funds	Contributing
		Effectiveness for this funding source will be measured via CAASPP ELA scores. Unduplicated Groups (addresses using S/C funding) 2024 Dashboard This Action addresses the following school sites and student groups showing significant need (Orange or RED) in ELA on the 2024 CA Dashboard: • Based on the 2024 CA Dashboard, the District scored Orange in English Language Arts. The student group that earned the lowest performance (RED) in ELA at the District level is Long-Term English Learners (LTEL). • Avenal Elementary (Orange): English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities • Avenal High School (Orange): English Learners, Hispanic, Socioeconomically Disadvantaged, and Long-Term English Learners (LTEL) • Reef-Sunset Middle School (RED): Hispanic, Long-Term English Learners (LTEL), and Students with Disabilities Other Student Groups (Braided funding with site-specific Title I allocation): This Action will address the Orange and RED (lowest performance level) indicators on the 2024 CA Dashboard. Based on the 2024 CA Dashboard, the District scored Orange in English Language Arts; Long-Term English Learners (LTEL) scored in the lowest performance (RED) at the District level. The school sites that scored in the lowest performance (RED) in ELA are Reef-Sunset Middle School and Tamarack Elementary School. The student groups that earned the lowest performance (RED) in ELA are: District level: Long-Term English Learners (LTEL); RSMS: Hispanic, Long-Term English Learners (LTEL), and Students with Disabilities; Tamarack Elementary: Hispanic and Socioeconomically Disadvantaged. Additionally, the following student groups continue to show significant need (Orange) in ELA and are supported through this Action: AES: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; AHS: English Learners, Hispanic, Socioeconomically Disadvantaged, and Long-Term English Learners (LTEL); RSMS: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Data Source:		

Action #	Title	Description	Total Funds	Contributing
		CAASPP ELA Distance from Standard (DFS); CA Dashboard ELA Indicators; ELPI (English Learner Progress Indicator); STAR Reading (SGP — Student Growth Percentile); ERST (Early Reading Skills Test); CAASPP-Alt (CAA).		
1.6	Supplemental Math Instructional Support	The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in math -Additional language support programs -Collaboration opportunities -Chief Learning Officer, focused on increasing academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. Unduplicated Groups (addresses using S/C funding) 2023 This Action addresses: * The student groups that earned the lowest performance in Mathematics are English Learners, Socio-Economically Disadvantaged. * The following student groups within a school site earned the lowest performance in Math: Avenal High School: English Learners, Socio-Economically Disadvantaged; Kettleman City: English Learners; Reef Sunset Middle School: English Learners, Socio-Economically Disadvantage; Tamarack Elementary: English Learners, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – ELA, Math (2023) • English Learners (EL) – ELA, Math (2023) • Hispanic – ELA, Math (2023) • Homeless – ELA, Math (2023) • Socioeconomically Disadvantaged (SED) – ELA, Math (2023) Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This Action addresses: *The following school sites have received the lowest	$233,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance (RED) in the Areas of Mathematics: Avenal High School, Rees Sunset Middle School and Tamarack Elementary. *The student groups that earned the lowest performance in Mathematics are Hispanic, Homeless. *The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities, Avenal High School: Hispanic; Reef Sunset Middle School: Hispanic, Students with Disabilities; Tamarack Elementary: Hispanic. Unduplicated Groups (addresses using S/C funding) 2024 This Action addresses: * The student groups that earned the lowest performance (RED) in Mathematics at the District level are: Hispanic, Homeless, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTELS) * The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged; Kettleman City Elementary: English Learner, Hispanic, Socio-Economically Disadvantage; Reef Sunset Middle School: English Learners, Hispanic, Long Term English Learners (LTEL), Socio-Economically Disadvantage, and Students with Disabilities. Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): * The student groups that earned the lowest performance (RED) in Mathematics at the District level are: Hispanic, Homeless, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTELS) * The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged; Kettleman City Elementary: English Learner, Hispanic, Socio-Economically Disadvantage; Reef Sunset Middle School: English Learners, Hispanic, Long Term English Learners (LTEL), Socio-Economically Disadvantage, and Students with Disabilities.		

Action #	Title	Description	Total Funds	Contributing
1.7	TOSA Reading Specialist Literacy Support	The District will sustain and expand its TOSA Reading Specialist program through a deliberate, multi-year funding transition that incorporates all six (6) TOSA Reading Specialist positions into the LCAP by 2028–29. Beginning in 2026–27, this action accounts for two (2) TOSA positions: one (1) position moved from Goal 1, Action 5, which will continue to be funded through the District's remaining LREBG allotment until those funds are expended, at which point it will transition to LCAP Supplemental and Concentration (S/C) funds; and one (1) newly hired TOSA Reading Specialist funded directly through LCAP S/C funds. The remaining four (4) TOSA Reading Specialist positions continue to be funded through active LCRSET California Literacy Grant awards during this plan year and are not reflected in the LCAP cost for 2026–27. As those grants sunset on a staggered schedule, the District will absorb each position into LCAP funding, ensuring no interruption in literacy support services for students. The District recognizes that the Goal Analysis section of each annual update provides an evidence-based opportunity to evaluate whether this action continues to produce meaningful gains in student reading fluency. Should the data reflect that an alternative or supplemental approach to structured literacy intervention would more effectively serve students — particularly those in unduplicated student groups — the District reserves the right to modify, restructure, or transition away from this action in a future plan year, consistent with the findings of that analysis. BACKGROUND and RATIONALE The District currently employs five (5) TOSA Reading Specialists. One (1) position has been funded through LREBG and was previously reflected in Goal 1, Action 5; that position and all associated costs are being moved into this action beginning in 2026–27. The remaining four (4) positions are funded through three (3) active LCRSET California Literacy Grant awards. All of these funding sources are time-limited. The LREBG allotment will be expended at an as-yet-undetermined point, at which time that position will be supported by LCAP S/C funds. The LCRSET grants will sunset on a staggered schedule, with two (2) grants expiring at the end of 2026–27 and the final grant expiring at the end of 2027–28. Rather than allow any of these positions to lapse when their respective funding sources are exhausted, the District is committed to a proactive, phased approach that	$295,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		incorporates each TOSA Reading Specialist position into permanent LCAP funding as those funding sources conclude. In addition, the District will hire one (1) new TOSA Reading Specialist in 2026–27, funded directly through LCAP S/C funds from the outset, to expand literacy specialist coverage to additional school sites and student populations in greatest need. The District will provide the following through this action: • Six (6) full-time TOSA Reading Specialists deployed across District school sites, with priority placement at schools demonstrating the lowest ELA performance as reflected in CAASPP Distance from Standard (DFS) data and CA Dashboard indicators. • Structured literacy coaching, co-teaching, and modeling for certificated classroom teachers in the area of foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and reading comprehension. • Implementation and fidelity monitoring of the District-adopted University of Florida Literacy Institute (UFLI) literacy intervention system and the Systematic Literacy Intervention program SIPSS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and other board-approved structured literacy curricula. • Small-group and targeted Tier 2/Tier 3 literacy intervention services for students reading significantly below grade level, with particular focus on English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Socio-Economically Disadvantaged students, and Homeless/Foster Youth students. • Ongoing progress monitoring and data analysis to identify students in need of intensified intervention and to adjust instructional support accordingly, using tools including ERST (Early Reading Skills Test), STAR Reading, and CAASPP/CAASPP-Alt results. • Collaboration with site principals, EL site coordinators, and the District's Chief Learning Officer to align literacy coaching cycles with the District's instructional priority areas and to support the ELD integration strategies identified in Action 1.2.		

Action #	Title	Description	Total Funds	Contributing
		• Professional learning for TOSA Reading Specialists to maintain and deepen expertise in structured literacy, the science of reading, and evidence-based intervention approaches. Phased Transition from Grant Funding to LCAP The District will phase all six (6) TOSA Reading Specialist positions into LCAP funding on the following schedule: 2026–27 (Current Plan Year): 2.0 FTE Added to LCAP • 1.0 FTE — TOSA Reading Specialist (moved from Goal 1, Action 5; funded through LREBG): This existing position and all associated costs are transferred from Goal 1, Action 5 into this action. The position will continue to be funded through the District's remaining LREBG allotment. The timing of the LREBG fund exhaustion is not yet determined; once the allotted LREBG funds are expended, this position will transition to LCAP Supplemental and Concentration (S/C) funds to ensure continuity of service. • 1.0 FTE — New TOSA Reading Specialist (new hire): This newly created position will be hired in 2026–27 and funded directly through LCAP Supplemental and Concentration (S/C) funds from the outset, expanding literacy specialist coverage to additional school sites and student populations. The remaining four (4) TOSA Reading Specialists continue to be funded through active LCRSET grant awards during 2026–27 and are not reflected in the LCAP cost for this action in the current plan year. 2027–28 (Future Year): 2.0 Additional FTE Added to LCAP Two (2) LCRSET-funded TOSA Reading Specialist positions at two (2) elementary school sites will transition into LCAP funding when their grant awards expire at the end of the 2026–27 school year. Beginning in 2027–28, these two positions will be funded through LCAP Supplemental and Concentration (S/C) funds, bringing the total number of TOSA Reading Specialist positions reflected in this LCAP action to four (4) FTE funded through LCAP S/C, plus one (1) FTE continuing to be funded through the remaining LREBG allotment until those funds are expended. 2028–29 (Future Year): Final 2.0 FTE Added to LCAP The final two (2) LCRSET-funded TOSA Reading Specialist positions at the last remaining elementary school site will transition into LCAP funding when that grant award sunsets at the end of the 2027–28 school year.		

Action #	Title	Description	Total Funds	Contributing
		Beginning in 2028–29, five (5) of the six (6) TOSA Reading Specialist positions will be fully funded through LCAP Supplemental and Concentration (S/C) funds. The sixth position — the LREBG-funded position moved from Goal 1, Action 5 — will continue to be paid through the remaining LREBG allotment for as long as those funds remain available; upon exhaustion of the LREBG allotment, that position will also be funded through LCAP S/C funds. At that point, all six (6) TOSA Reading Specialist positions will be fully sustained through LCAP, completing the District's transition to permanent, long-term support for this critical literacy program. Student Groups Addressed: This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – ELA, Math (2023) • English Learners (EL) – ELA, Math (2023) • Hispanic – ELA, Math (2023) • Homeless – ELA, Math (2023) • Socioeconomically Disadvantaged (SED) – ELA, Math (2023) This action will support an identified need through Differentiated based on CA Dashboard 2024 eligibility: Homeless – ELA, Math (2024) Unduplicated Groups (addresses using S/C funding): The student groups that have earned the lowest performance in ELA are English Learners, Long-Term English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Hispanic, and Homeless students, who are the primary beneficiaries of TOSA Reading Specialist intervention services. Data Source: CAASPP Test Results; ERST (Early Reading Skills Test); STAR Reading (SGP—Student Growth Percentile); CA Dashboard ELA Indicators. LREBG funds used for this Action are in the amount of $152,829, supporting the 1.0 FTE TOSA Reading Specialist position transitioned from Goal 1, Action 1.5. Effectiveness of this funding source will be measured via CAASPP ELA Distance from Standard scores (Metric 1.5), and STAR Reading Student Growth Percentile..		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will strive to create comprehensive learning environments that nurture the holistic development of every student, focusing on their social-emotional, behavioral, mental, and physical well-being. This will be achieved through fostering a culture of active involvement, collaboration, and positive relationships among students, parents, and the wider community, ensuring sustained engagement and support in all educational endeavors.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Reef-Sunset Unified School District developed Goal 2 in direct response to state and local data, educational partner input, and the District's commitment to ensuring that every student experiences a safe, healthy, and supportive school environment that enables them to thrive academically and personally.
Data from the 2025 CA Dashboard and local district surveys continue to highlight significant areas of need in student well-being, school climate, attendance, and engagement. District-wide chronic absenteeism, while showing meaningful improvement from the 2023-24 baseline of 25.1% to 15.9% in 2024-25, remains a critical indicator of student connectedness and well-being. Foster Youth absenteeism remains elevated at 35.3%, well above the Year 3 target of 30%, requiring continued focused intervention and wraparound support. Suspension rates at the district level also indicate ongoing behavioral challenges that affect school climate and student connectedness, particularly at alternative education settings.
Student and parent survey data have consistently reflected concerns surrounding school safety, student mental health, and the need for stronger social-emotional supports across all grade levels. Educational partners — including parents, students, teachers, school personnel, and community members — have identified student safety, mental health services, and behavioral supports as high-priority needs across all school sites. These voices have directly shaped the actions and services included in Goal 2.
The District recognizes that academic achievement cannot be fully realized without first addressing the foundational conditions for learning. When students feel safe, connected, and supported — emotionally, behaviorally, and physically — they are better positioned to engage meaningfully in their education, maintain consistent attendance, reduce suspendable behaviors, and ultimately graduate college and career ready. Research consistently demonstrates that strong school climate, robust mental health supports, and meaningful family and community engagement are essential components of an effective educational system.
Goal 2 is therefore a Broad Goal designed to address State Priority 1 (Basic Conditions of Learning), Priority 3 (Parental Involvement and Engagement), Priority 5 (Pupil Engagement), and Priority 6 (School Climate) in an integrated and holistic manner. Through the actions under this goal, the District will invest in school resource officers, campus safety liaisons, counseling services, parent education programs,

attendance intervention teams, and student engagement initiatives — all working together to foster a culture of active involvement, positive relationships, and sustained support for every student in the Reef-Sunset Unified School District community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site. Data Source: Local Data	2023-24 3 DAC sessions per yr 4 SSC sessions per yr	2024-25 3 DAC Sessions per yr 4 SSC Sessions per yr	2025-26 3 DAC Sessions per yr 4 SSC Sessions peryr	Maintain and hold a minimum of 3 DAC sessions per yr and 4 SSC sessions per yr	2025-26 No difference from baseline.
2.2	Priority 3: How the LEA will promote parental participation in programs for low income, English learner and foster youth students. Data Source: Local Data	2023-24 Five wellness events were held to provide unduplicated family resources.	2024-25 More than five wellness events were held to provide unduplicated family resources	2025-26 More than five wellness events were held to provide unduplicated family resourcs.	Maintain and hold a minimum of five wellness events to provide unduplicated family resources.	2025-26 No difference from baseline.
2.3	Priority 3: How the LEA will promote parental participation in programs and for students SED, Foster, EL students, and SWD. Data Source: Local Data	After assessing the needs, conditions and circumstances of our student groups we found that: 71% - all students 70% of the SED 70% of SWD 40% of the EL group 0% of the FY group rated the schools as Highly Informative through the LCAP	After assessing the needs, conditions and circumstances of our student groups we found that 73% - all students 72% of the SED 72% of SWD 81% of the EL group 100% of the FY group	*** As of March 9, 2026 After assessing the needs, conditions and circumstances of our student groups we found that 75%* - all students 75%* of the SED 75%* of SWD 82%* of the EL group	75% - all students 74% of the SED 72% SWD 45% of the EL group 20% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey	***As of March 9, 2026 2024-25 rates increased for all groups except FY group, which decreased by 50%. Rating schools as highly informative All students: Positive increase by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education	rated the schools as Highly Informative through the LCAP needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education	50%* of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education		SED: Positive increase by 3% SWD: Positive increase by 3% EL: Positive increase by 1% FY group: decrease 50%
2.4	Priority 5: School Attendance Rates Data Source: Local Data, Calpads	2023-24 Attendance Rate 92.4%	2024-25 Attendance Rate 93.9%	2025-26 (as of March 9, 2026) Attendance Rate: 93%	Increase by 3%	2025-26 attendance rate (93%) reflects a -0.9 percentage-point decrease from the 2024-25 rate (93.9%), though it remains +0.6 percentage points above the 2023-24 baseline (92.4%).
2.5	Priority 5: Chronic Absenteeism Rates Data Source: CA Dashboard (N/R = Not Reported. Some groups not reported due to identifiable numbers (too	2023-24 Chronic Absenteeism Rates RSUSD All Students: 25.1% White: 36% EL: 21.6% SED: 25.2% Foster: 40%	2024-25 Chronic Absenteeism Rates All Students: 19.4% White: 30.4% EL: 20.6% SED: 20% Foster: 37.5%	2025 Chronic Absenteeism Rates RSUSD Source: 2025 CA Dashboard All Students: 15.9% (1,944 students)	RSUSD (District) Established Targets (Baseline through Year 2 groups) All Students: 19.1% White: 26% EL: 15.6% SED: 19.2%	RSUSD (District) — Baseline vs. Year 2 All Students: 15.9% in Year 2, compared to 25.1% at baseline, a decrease of 9.2 percentage points, already surpassing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	low).) (AHS (AHS pulled from local attendance data, not the CA Dashboard))	1) Avenal Elementary All Students -21.8% White- 25% EL- 17.6% SED-21.8% Hispanic- 21.9% SWD- 33.3% 2) Avenal High School (AHS pulled from local attendance data, not the CA Dashboard) All Students - 19.5% White- 36.4% EL- 21.6% Foster - 50% 3) Kettleman City Elementary All Students - 21.1% EL- 22.1% SED-21.8% 4) Reef-Sunset Middle All Students - 20.5% EL- 19.9% SED-20.1% 5) Tamarack All Students - 35.8% EL- 28.2% SED-36.3% *N/R Some groups not reported due to identifiable numbers (too low).	1) Avenal Elementary All Students - 18.9% White- 33.3% EL- 14.4% SED- 18.8% Hispanic- 18.7% SWD- 26.1% 2) Avenal High School (AHS pulled from local attendance data, not the CA Dashboard) All Students: 18.4% White: 30.4% EL:14% Foster: 23.5% 3) Kettleman City Elementary All Students - 13.8% EL- 12.1% SED-13% 4) Reef-Sunset Middle All Students - 17.2% EL- 15.6% SED- 17.3%	EL: 13.1% (1,123 students) SED: 16.2% (1,863 students) SWD: 25.3% (257 students) Hispanic: 15.8% (1,884 students) Homeless: 24.1% (108 students) Foster Youth: 35.3% (17 students) Long-Term EL: 12.3% (443 students) White: 13.8% (29 students) (SWD, Hispanic, Homeless, and Long-Term EL were added as reported subgroups beginning in Year 2 (2025); no Baseline or Year 1 data exists for these groups, and no Year 3 target has yet been established for them.) 1) Avenal Elementary	Foster: 30% New Subgroups — Year 3 Targets (established 2026-27) SWD, Hispanic, Homeless, and Long-Term EL were added as reported chronic absenteeism subgroups beginning in Year 2 (2025) and have no Baseline or Year 1 data for a three-year comparison. Year 3 targets for these groups use the confirmed Year 2 (2025) outcome as the reference point and apply a 3.0 percentage-point reduction, consistent with the district's average year-over-year improvement rate across established subgroups (excluding White, whose small subgroup size produces high	the Year 3 target of 19.1%. White: 13.8% in Year 2, compared to 36% at baseline, a decrease of 22.2 percentage points, already surpassing the Year 3 target of 26%. (ADDED — previously omitted from this column.) EL: 13.1% in Year 2, compared to 21.6% at baseline, a decrease of 8.5 percentage points, already surpassing the Year 3 target of 15.6%. SED: 16.2% in Year 2, compared to 25.2% at baseline, a decrease of 9.0 percentage points, already surpassing the Year 3 target of 19.2%. Foster Youth: 35.3% in Year 2, compared to 40% at baseline, a decrease of 4.7 percentage points, still above the Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5) Tamarack All Students - 28.5% EL- 24.6% SED- 28.4% *N/R Some groups not reported due to identifiable numbers (too low).	All Students: 15.6% (680 students) EL: 12.5% (392 students) SED: 15.9% (647 students) SWD: 25% (76 students) Hispanic: 15.6% (655 students) Homeless: 19.2% (26 students) new addition, confirmed in 2025 CA Dashboard White: not reported due to identifiable numbers (too low). Foster: not reported due to identifiable numbers (too low). 2) Avenal High School All Students: 13.9% (294 students) White 30% (95 students) EL: 11.9% (354 students) SED: 14.3% (312 students) SWD: 20.7% (82 students)	year-to-year volatility). SWD: 22.3% (Year 2: 25.3% minus 3.0 pts) Hispanic: 12.8% (Year 2: 15.8% minus 3.0 pts) Homeless: 21.1% (Year 2: 24.1% minus 3.0 pts) Long-Term EL: 9.3% (Year 2: 12.3% minus 3.0 pts) 1) Avenal Elementary All Students: 18% White: 20% NOTE: dormant. Year 2 White figure at this site is currently suppressed (not reportable, identifiable numbers too low); this target will be reactivated once White becomes reportable again at this site. EL: 15% SED: 18% Hispanic: 18% SWD: 26%	3 target of 30%, requiring continued focused support. SWD, Hispanic, Homeless, Long-Term EL: first reported in Year 2 (2025); no Baseline or Year 1 data exists, so no baseline comparison can be calculated. Year 2 outcomes (25.3%, 15.8%, 24.1%, and 12.3% respectively) serve as the reference point for the Year 3 targets established for these groups. District-wide chronic absenteeism has dropped dramatically. All Students, White, EL, and SED have already surpassed their Year 3 targets. Foster Youth remains the highest-need established group at 35.3%, above the 30% target,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: 14.4% (509 students) Homeless: 30% (95 students) Foster: 42% (7 students) Long-Term EL 12% (196 students) 3) Kettleman City Elementary All Students: 8.6% (245 students) EL: 8% (176 students) SED: 8.9% (237 students) SWD: 6.9% (29 students) Hispanic: 8.6% (245 students) — new addition, confirmed in 2025 CA Dashboard Long-Term EL: 10.3% (39 students) new addition, confirmed in 2025 CA Dashboard White: not reported due to identifiable numbers (too low). Foster: not reported due to	Homeless: 16.2% new addition (Year 2: 19.2% minus 3.0 pts) 2) Avenal High School All Students: 15% White: 28% EL: 15% Foster: 30% SED: 11.3% new addition (Year 2: 14.3% minus 3.0 pts) SWD: 17.7% new addition (Year 2: 20.7% minus 3.0 pts) Hispanic: 11.4% new addition (Year 2: 14.4% minus 3.0 pts) Homeless: 27% new addition (Year 2: 30% minus 3.0 pts) 3) Kettleman City Elementary All Students: 15% EL: 15% SED: 15% SWD: 3.9% new addition (Year 2: 6.9% minus 3.0 pts)	requiring continued focused support. 1) Avenal Elementary — Baseline vs. Year 2 All Students: 15.6% in Year 2, compared to 21.8% at baseline, a decrease of 6.2 percentage points, already surpassing the Year 3 target of 18%. White: Year 2 figure is currently suppressed (not reportable, identifiable numbers too low); a baseline-to-Year-2 comparison cannot be calculated at this time. The Year 3 target (20%) remains dormant pending reportable data. EL: 12.5% in Year 2, compared to 17.6% at baseline, a decrease of 5.1 percentage points, already surpassing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				identifiable numbers (too low). 4) Reef-Sunset Middle All Students: 14.3% (575 students) EL: 14.1% (312 students) SED: 14.4% (555 students) SWD: 17.9% (84 students) Hispanic: 13.6% (558 students) Homeless: 32.1% (28 students) new addition, confirmed in 2025 CA Dashboard. Long-Term EL: 13.0% (208 students) — new addition, confirmed in 2025 CA Dashboard White: 27.3% (11 students) — new addition, confirmed in 2025 CA Dashboard. Foster: not reported due to identifiable numbers (too low).	Hispanic: 5.6% new addition (Year 2: 8.6% minus 3.0 pts) Long-Term EL: 7.3% new addition (Year 2: 10.3% minus 3.0 pts) 4) Reef-Sunset Middle All Students: 15% EL: 15% SED: 15% SWD: 14.9% new addition (Year 2: 17.9% minus 3.0 pts) Hispanic: 10.6% new addition (Year 2: 13.6% minus 3.0 pts) Homeless: 29.1% new addition (Year 2: 32.1% minus 3.0 pts) Long-Term EL: 10.0% new addition (Year 2: 13.0% minus 3.0 pts) White: 24.3% new addition (Year 2: 27.3% minus 3.0 pts). NOTE: dormant. Year 2 White figure at this	the Year 3 target of 15%. SED: 15.9% in Year 2, compared to 21.8% at baseline — a decrease of 5.9 percentage points, already surpassing the Year 3 target of 18%. Hispanic: 15.6% in Year 2, compared to 21.9% at baseline — a decrease of 6.3 percentage points, already surpassing the Year 3 target of 18%. (ADDED — previously omitted from this column.) SWD: 25% in Year 2, compared to 33.3% at baseline, a decrease of 8.3 percentage points, at the Year 3 target of 26%. Homeless: 19.2% in Year 2 (26 students); first reported in Year 2, no baseline comparison available. This is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5) Tamarack Elementary All Students: 21.4% (448 students) EL: 17.1% (252 students) SED: 22% (428 students) SWD: 35.7% (56 students) Hispanic: 21.7% (429 students) — new addition, confirmed in 2025 CA Dashboard Homeless: 24.4% (41 students) — new addition, confirmed in 2025 CA Dashboard White: not reported due to identifiable numbers (too low). Foster: not reported due to identifiable numbers (too low). *Some groups not reported due to identifiable numbers (too low)	site has a numeric size of 11, the minimum CA Dashboard reporting threshold; this target will be reactivated once White becomes reliably reportable again at this site. 5) Tamarack Elementary All Students: 30% EL: 25% SED: 30% SWD: 32.7% new addition (Year 2: 35.7% minus 3.0 pts) Hispanic: 18.7% new addition (Year 2: 21.7% minus 3.0 pts) Homeless: 21.4% new addition (Year 2: 24.4% minus 3.0 pts) *Some groups not reported due to identifiable numbers (too low). minus 3.0 pts)	currently above its Year 3 target of 16.2% and needs continued attention. Avenal Elementary has surpassed Year 3 targets for All Students, EL, SED, Hispanic, and SWD. Homeless, newly tracked in Year 2, is currently above its target and needs continued focus; White cannot currently be evaluated due to data suppression. 2) Avenal High School Baseline vs. Year 2 All Students: 13.9% in Year 2, compared to 19.5% at baseline a decrease of 5.6 percentage points, already surpassing the Year 3 target of 15%. White: 30% in Year 2 (95 students), compared to 36.4% at baseline,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						a decrease of 6.4 percentage points, still above the Year 3 target of 28%. EL: 11.9% in Year 2, compared to 21.6% at baseline, a decrease of 9.7 percentage points, well below the Year 3 target of 15%. Foster Youth: 42% in Year 2 (7 students), compared to 50% at baseline, a decrease of 8.0 percentage points, still above the Year 3 target of 30% SED: 14.3% in Year 2 (312 students); first reported in Year 2, no baseline comparison available. SWD: 20.7% in Year 2 (82 students); first reported in Year 2, no baseline comparison available. Currently above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						the Year 3 target of 17.7%. Hispanic: 14.4% in Year 2 (509 students); first reported in Year 2, no baseline comparison available. Homeless: 30% in Year 2 (95 students); first reported in Year 2, no baseline comparison available. Long-Term EL: 12% in Year 2 (196 students); first reported in Year 2, no baseline comparison available. Avenal High School has surpassed Year 3 targets for All Students and EL. Foster Youth and White remain above their targets and continue to need support. SED, SWD, Hispanic, Homeless, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Long-Term EL are newly tracked in Year 2 with no baseline for comparison. 3) Kettleman City Elementary Baseline vs. Year 2 All Students: 8.6% in Year 2, compared to 21.1% at baseline a decrease of 12.5 percentage points, well below the Year 3 target of 15%. EL: 8% in Year 2, compared to 22.1% at baseline, a decrease of 14.1 percentage points, well below the Year 3 target of 15%. SED: 8.9% in Year 2 (237 students), compared to 21.8% at baseline, a decrease of 12.9 percentage points, well below the Year 3 target of 15%. SWD: 6.9% in Year 2 (29

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students); first reported in Year 2, no baseline comparison available. Hispanic: 8.6% in Year 2 (245 students); first reported in Year 2, no baseline comparison available. Long-Term EL: 10.3% in Year 2 (39 students); first reported in Year 2, no baseline comparison available. Kettleman City Elementary shows the most dramatic improvement in the district among established groups, with All Students, EL, and SED all more than halving their chronic absenteeism rates from baseline and significantly surpassing Year 3 targets.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						4) Reef-Sunset Middle Baseline vs. Year 2 All Students: 14.3% in Year 2, compared to 20.5% at baseline a decrease of 6.2 percentage points, already surpassing the Year 3 target of 15%. EL: 14.1% in Year 2, compared to 19.9% at baseline, a decrease of 5.8 percentage points, already surpassing the Year 3 target of 15%. SED: 14.4% in Year 2, compared to 20.1% at baseline, a decrease of 5.7 percentage points, already surpassing the Year 3 target of 15%. SWD: 17.9% in Year 2 (84 students); first reported in Year 2, no baseline comparison available Currently

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						above the Year 3 target of 14.9%. Hispanic: 13.6% in Year 2 (558 students); first reported in Year 2, no baseline comparison available. Homeless: 32.1% in Year 2 (28 students); first reported in Year 2, no baseline comparison available. Long-Term EL: 13.0% in Year 2 (208 students); first reported in Year 2, no baseline comparison available. White: 27.3% in Year 2 (11 students); first reported in Year 2, no baseline comparison available. NOTE: dormant Year 2 figure is at the minimum CA Dashboard reporting threshold

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and subject to high volatility. Reef-Sunset Middle has met Year 3 targets for All Students, EL, and SED. SWD remains above its target at 17.9%. Hispanic, Homeless, Long-Term EL, and White are newly tracked in Year 2 with no baseline for comparison; Homeless is the highest reported rate among these new groups and warrants continued focus. 5) Tamarack Elementary Baseline vs. Year 2 All Students: 21.4% in Year 2, compared to 35.8% at baseline, a decrease of 14.4 percentage points, already surpassing the Year 3 target of 30%. EL: 17.1% in Year 2, compared to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						28.2% at baseline, a decrease of 11.1 percentage points, already surpassing the Year 3 target of 25%. SED: 22% in Year 2, compared to 36.3% at baseline, a decrease of 14.3 percentage points, already surpassing the Year 3 target of 30%. SWD: 35.7% in Year 2 (56 students); first reported in Year 2, no baseline comparison available. At 35.7%, this is the highest chronic absenteeism rate of any reported subgroup districtwide and is a priority area for continued focus. Hispanic: 21.7% in Year 2 (429 students); first reported in Year 2, no baseline comparison available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: 24.4% in Year 2 (41 students); first reported in Year 2, no baseline comparison available. Tamarack Elementary has shown the greatest percentage-point reduction of any school among established groups, with All Students, EL, and SED all surpassing Year 3 targets. SWD newly tracked in Year 2, is the highest area of need districtwide among reported subgroups. *Some groups not reported due to identifiable numbers (too low). Note: Lower chronic absenteeism rates represent improvement. have been removed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 5: Middle School Dropout Rates Data Source: Local Data, Calpads	2023-24 Middle school dropout rate 0%	2024-25 Middle school dropout rate 0%	2025-26 Middle school dropout rate 0%	Middle school dropout rate maintain baseline of 0%.	2024-25 No difference from baseline.
2.7	Priority 5: High School Dropout Rates Data Source: Local Data, Calpads	2023-24 High school dropout rate 2.5%	2024-25 High School dropout rate 0.06%	2025-26 High School dropout rate 0%	Decrease High school dropout rate to 1% or maintain baseline.	2024-25 High School drop out rate of 0.06% is a 2.44% decrease
2.8	Priority 5: High School Graduation Rates Data Source: Dashboard	2023 High School Graduation Rates All Students 89.7% Hispanics: 90% EL: 80.6% SED: 89.5% SWD: 69% Homeless: 75%	2024 High School Graduation Rates All Students 91% Hispanics: 91.3% EL: 87.5% SED: 91.3% SWD: 76.2% Homeless: Fewer than 11 students- data not displayed for privacy.	2025 High School Graduation Rates All Students: 91.6% Hispanic: 91.3% EL: 87.8% SED: 91.4% SWD: 73.3% Long-Term EL: 90.9% Homeless: 66.7% Foster Youth: Fewer than 11 students — data not displayed for privacy.	High School Graduation Rates All Students 92.7% Hispanics: 93% EL: 88.6% SED: 93.5% SWD: 77% Long-Term EL: 92% Homeless: 83% Foster Youth: Not set. Numeric target suppressed due to small cohort size (fewer than 11 students); progress will continue to be monitored qualitatively rather than against a numeric goal	Since the 2023 baseline, the district has made consistent progress in high school graduation rates across most student groups. Overall, all students increased from 89.7% to 91.6% in 2024-25, a gain of 1.9 percentage points above baseline. Hispanic students rose from 90% to 91.3%, an increase of 1.3 percentage points. English Learners saw strong growth, moving from 80.6% to 87.8%, a gain of 7.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points and nearing the three-year target of 88.6%. Socioeconomically Disadvantaged students improved from 89.5% to 91.4%, an increase of 1.9 percentage points, though still below the three-year target of 93.5%. Students with Disabilities showed improvement from the 2023 baseline of 69% to a high of 76.2% in 2023-24; however, the 2024-25 rate decreased to 73.3%, which remains 4.3 percentage points above baseline but 3.7 percentage points below the three-year target of 77%, indicating this group requires continued focus and support. Homeless students present a more concerning trend.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						After baseline data showed 75% in 2023, the 2023-24 data was not displayed due to fewer than 11 students. The 2024-25 rate of 66.7% reflects a decrease of 8.3 percentage points from baseline and remains significantly below the three-year target of 83%, signaling a need for targeted intervention and support for this population. Notably, Long-Term English Learners were added as a reported subgroup in 2024-25 with a graduation rate of 90.9%, providing a new baseline for tracking this population going forward. Foster Youth: Numeric target suppressed due to small cohort size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(fewer than 11 students); progress will continue to be monitored qualitatively rather than against a numeric goal
2.9	Priority 6: Pupil Suspension Rates Data Source: Dashboard	2023 Suspension Rates REDS All Students : 12.4% Hispanic: 12.3% White: 18.2% EL: 11.8% SED: 12.4 % SWD: 18.4% Foster: 20% Homeless: 13.4% 2023 Suspension Rate Reds: Avenal Elementary School- 6.7% AES SWD- 11.1% AES EL 5.6% AES Hispanic- 6.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - Hispanic - 14.8% AHS - SED - 14.7% AHS - SWD - 21.1%	2024 Suspension Rates REDS All Students: 8.3% Hispanic: 8.2% White: 19% EL: 8.2% SED: 8.4% SWD: 11.4% Foster:10.7% Homeless:12.2% 2024 Suspension Rate Reds: Avenal Elementary School ALL: 2% AES SWD: 2.8% AES EL:1.6% AES Hispanic:1.8% AES SED: 2.1% Avenal High School ALL:12.3% AHS-EL :15.1% AHS -Hispanic: 12.4% AHS-SED:12.4 % AHS-SWD:19.3%	2025 Suspension Rates REDS All Students: 6.7% Hispanic::6.5% White: 17% EL: 6.7% SED: 6.7% SWD: 11.7% Foster: 25.9% Homeless: 9.5% 2025 Suspension Rate Reds: Avenal Elementary School ALL: 1.4% AES SWD: 5.1% AES EL:1.7% AES Hispanic:1.5% AES SED: 1.5% Avenal High School ALL: 10.3% AHS-EL: 11.9% AHS -Hispanic: 10% AHS-SED: 10.6% AHS-SWD: 20.7%	Suspension Rates All Students : 6.4% Hispanic: 6.3% White: 9.2% EL: 5.8% SED 6.4% SWD: 9.4% Foster: 11% Homeless: 7.4% Suspension Rate Reds: Avenal Elementary School- 4% AES SWD- 8% AES EL 3% AES Hispanic- 4% AES SED- 4% Avenal High School- 10% Kettleman City Elementary School- 8% KCES EL-8%	2024-25 Suspension Rates REDS All Students: Positive decrease by 5.7% from baseline. Hispanic: Positive decrease by 5.8% from baseline. White: Positive decrease by 1.2% from baseline. EL: Positive decrease by 5.1% from baseline. SED: Positive decrease by 5.7% from baseline. SWD: Positive decrease by 6.7% from baseline. Foster: Negatively increased suspensions by 5.9% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kettleman City Elementary School- 11% KCES EL-12% KCES Hispanic - 11.1% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4% TES - Hispanic - 9.1% TES - SED - 9.6% TES - SWD - 12.2% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS Hispanic - 18.8% RSMS SED - 19.2% RSMS SWD - 7.6%	Kettleman City Elementary School ALL:3.5% KCES EL:4.3% KCES Hispanic: 3.5 % KCES SED:3.6 % Tamarack Elementary School ALL:6.9% TES - EL:6.9% TES - Hispanic:6.9% TES - SED:7.2% TES - SWD:15.7% Reef Sunset Middle School ALL:13.5% RSMS EL:12.8% RSMS Hispanic:12.8% RSMS SED:13.7% RSMS SWD: 13.2%	Kettleman City Elementary School ALL: 1.6% KCES EL: 1.1% KCES Hispanic: 1.6% KCES SED: 1.7% Tamarack Elementary School ALL: 5.7% TES - EL: 5.3% TES - Hispanic: 5.4% TES - SED: 5.2% TES - SWD: 10.7% Reef Sunset Middle School ALL: 10.8% RSMS EL: 11.1% RSMS Hispanic: 10.6% RSMS SED:10.7% RSMS SWD: 15.1%	Tamarack Elementary School- 7% Reef Sunset Middle School - 15% RSMS EL - 15% RSMS Hispanic - 15% RSMS SED - 16% RSMS SWD - 5%	Homeless: Positive decrease by 3.9% from baseline. 2025 Suspension Rate Reds: Avenal Elementary School ALL: Positive decrease by 5.3% from baseline. AES- SWD: Positive decrease by 6% from baseline. AES- EL: Positive decrease by 3.9% from baseline. AES- Hispanic: Positive decrease by 5.1% from baseline. AES- SED: Positive decrease by 4.8% from baseline. Avenal High School ALL: Positive decrease by 4.5% from baseline. AHS- EL: Positive decrease by 6.8% from baseline. AHS- Hispanic: Positive decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						by 4.8% from baseline. AHS- SED: Positive decrease by 4.1% from baseline. AHS- SWD: Positive decrease by 0.4% from baseline. Kettleman City Elementary School ALL: Positive decrease by 9.4% from baseline. KCES- EL: Positive decrease by 10.9% from baseline. KCES- Hispanic: Positive decrease by 9.5% from baseline. KCES- SED: Positive decrease by 9.7% from baseline. Tamarack Elementary School ALL: Positive decrease by 3.4% from baseline. TES- EL: Positive decrease by 2.1% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						TES- Hispanic: Positive decrease by 3.7% from baseline. TES- SED: Positive decrease by 4.4% from baseline. TES- SWD: Positive decrease by 1.5% from baseline. Reef Sunset Middle School ALL: Positive decrease by 8.3% from baseline. RSMS- EL: Positive decrease by 7.1% from baseline. RSMS- Hispanic: Positive decrease by 8.2% from baseline. RSMS- SED: Positive decrease by 8.5% from baseline. RSMS- SWD: Data not reported in 2023 baseline; 2024-25 rate is 15.1%. 2026-27 LCAP Metric 2.9 –

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Suspension Rate Narrative: Comparative Analysis of Baseline, Year 1, Year 2, and Three-Year Target District-Wide REDS All Students: The district-wide suspension rate for all students decreased significantly from a baseline of 12.4% in 2023 to 8.3% in Year 1 (2024), a reduction of 4.1 percentage points. By Year 2 (2025), the rate further declined to 6.7%, an additional decrease of 1.6 percentage points from Year 1 and a total reduction of 5.7 percentage points from baseline. The Year 2 rate of 6.7% is approaching the three-year target of 6.4%, with only 0.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						remaining to meet the goal. Hispanic: Hispanic student suspension rates dropped from a baseline of 12.3% to 8.2% in Year 1, a decrease of 4.1 percentage points. Year 2 showed continued improvement at 6.5%, declining an additional 1.7 percentage points from Year 1 for a total reduction of 5.8 percentage points from baseline. The Year 2 rate of 6.5% is within 0.2 percentage points of the three-year target of 6.3%. White: White student suspension rates increased slightly from the baseline of 18.2% to 19.0% in Year 1, a rise of 0.8 percentage points. However, Year 2 showed a reversal,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						decreasing to 17.0%, a reduction of 2.0 percentage points from Year 1 and 1.2 percentage points below baseline. The three-year target of 9.2% represents a substantial additional reduction of 7.8 percentage points from the current Year 2 rate, indicating that White student suspensions remain an area requiring focused intervention. English Learners (EL): EL suspension rates fell from a baseline of 11.8% to 8.2% in Year 1, a reduction of 3.6 percentage points. By Year 2, rates declined further to 6.7%, a decrease of 1.5 percentage points from Year 1 and a total reduction of 5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points from baseline. The Year 2 rate of 6.7% is 0.9 percentage points above the three-year target of 5.8%. Socioeconomically Disadvantaged (SED): SED suspension rates decreased from a baseline of 12.4% to 8.4% in Year 1, a reduction of 4.0 percentage points. Year 2 continued the downward trend at 6.7%, declining an additional 1.7 percentage points from Year 1 for a total reduction of 5.7 percentage points from baseline. The Year 2 rate of 6.7% is 0.3 percentage points from the three-year target of 6.4%. Students with Disabilities (SWD): SWD suspension rates showed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						strong improvement from a baseline of 18.4% to 11.4% in Year 1, a significant decrease of 7.0 percentage points. Year 2 saw a slight increase to 11.7%, rising 0.3 percentage points from Year 1, though the rate remains 6.7 percentage points below baseline. The three-year target of 9.4% requires a further reduction of 2.3 percentage points from the current Year 2 rate, making SWD an ongoing area of focus. Foster Youth: Foster youth suspension rates declined sharply from a baseline of 20.0% to 10.7% in Year 1, a reduction of 9.3 percentage points. However, Year 2 reflected a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						significant increase to 25.9%, rising 15.2 percentage points from Year 1 and ending 5.9 percentage points above the baseline. Foster youth suspensions represent the most significant area of concern in the district, as the Year 2 rate of 25.9% is 14.9 percentage points above the three-year target of 11.0%, requiring urgent and targeted intervention strategies. Homeless: Homeless student suspension rates decreased from a baseline of 13.4% to 12.2% in Year 1, a reduction of 1.2 percentage points. Year 2 showed accelerated improvement, declining to 9.5%, a drop of 2.7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from Year 1 and a total reduction of 3.9 percentage points from baseline. The three-year target of 7.4% requires a further reduction of 2.1 percentage points from the current Year 2 rate. Summary Reef-Sunset Unified School District has demonstrated meaningful and sustained reductions in pupil suspension rates across the majority of student subgroups and school sites from the 2023 baseline through Year 2 (2024-25). District-wide rates for All Students, Hispanic, EL, SED, and SWD subgroups have all declined significantly and are on track or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						near the three-year targets. Most school sites – particularly Kettleman City Elementary, Avenal Elementary, and Reef Sunset Middle School – have already surpassed their Year 3 targets ahead of schedule, reflecting the effectiveness of district-wide positive behavioral intervention strategies. Areas requiring continued focus for the 2026-27 LCAP cycle include: Foster Youth (rate increased sharply in Year 2 to 25.9%, well above the baseline of 20.0% and the target of 11.0%); White students (rate of 17.0% in Year 2 remains far above the target of 9.2%); AHS SWD (rate of 20.7% in Year 2 is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						nearly unchanged from baseline); and RSMS SWD (rate increased from Year 1 to Year 2 and is 10.1 percentage points above the three-year target of 5.0%). These subgroups represent the highest-priority areas for targeted action planning in the upcoming LCAP cycle.
2.10	Priority 6: Pupil Expulsion Rates Data Source: DataQuest	2023-24 Expulsion rate 0.4%	2024-25 Expulsion rate 0.3%	2025-26 Expulsion rate 0.07%	Expulsion rate 0%	Expulsion Rate: The district expulsion rate decreased from a baseline of 0.4% in 2023 to 0.3% in Year 1 (2024), a reduction of 0.1 percentage points. In Year 2 (2025-26), the expulsion rate declined further to 0.07%, a reduction of 0.23 percentage points from Year 1 and 0.33 percentage points below the 2023 baseline. The

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						district continues to see positive movement on this metric. The three-year target for Metric 2.10 is an expulsion rate of 0%, which remains the goal for Year 3. Given the district's small overall enrollment, this rate is highly sensitive to individual case counts — a single expulsion can shift the percentage meaningfully year to year — so continued monitoring, rather than an assumption of a fixed trajectory, will guide progress toward the target. The district will continue to implement alternatives to expulsion, including restorative practices and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						progressive discipline, to support this goal.
2.11	Priority 6: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Data Source: Healthy Kids Survey -1 year target (Panarama will be added next year with 2 year target)	In 2023-24 59% of students felt safe 53% of students felt connected 80% of parents felt safe 81% of parents felt connected 42% of staff felt safe 71% of staff felt connected	2024-2025 School year Healthy Kids was discontinued. *57% of students felt safe *48.5% of students felt connected (Panorama) 93% of parents felt safe 86% of parents felt connected (LCAP Survey) 83% of staff felt safe 83% of staff felt connected (LCAP Survey)	2025-26 *** LCAP Survey 78%* of students felt safe 80%* of students felt connected (Panorama) 95%* of parents felt safe 90%* of parents felt connected (LCAP Survey) 90%* of staff felt safe 78%* of staff felt connected (LCAP Survey)	By 2026-27 68% of students felt safe 62% of students felt connected 89% of parents felt safe 90% of parents felt connected 50% of staff felt safe 80% of staff felt connected	Student Sense of Safety At baseline (2023-24), 59% of students reported feeling safe. In Year 1 (2024-25), that rate dipped slightly to 57% (Panorama), a decrease of 2 percentage points from baseline. Year 2 (2025-26) showed a significant and encouraging reversal, rising sharply to 78% (Panorama), an increase of 21 percentage points from Year 1 and 19 percentage points above the 2023-24 baseline. The Year 2 rate of 78% already surpasses the three-year target of 68% by 10 percentage points, reflecting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						substantial progress in students' perceived sense of safety across the district. Student Sense of Connectedness At baseline (2023-24), 53% of students reported feeling connected to their school. Year 1 (2024-25) reflected a decline to 48.5% (Panorama), a decrease of 4.5 percentage points from baseline. However, Year 2 (2025-26) demonstrated a dramatic improvement, climbing to 80% (Panorama), a gain of 31.5 percentage points from Year 1 and 27 percentage points above baseline – the largest single-year increase of any measure in this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						metric. The Year 2 rate of 80% significantly exceeds the three-year target of 62% by 18 percentage points, indicating that students are experiencing a markedly stronger sense of belonging and connection to school. Parent Sense of Safety Parent perceptions of school safety were already strong at baseline (2023-24), with 80% of parents reporting that they felt safe. Year 1 (2024-25) showed marked improvement, rising to 93% (LCAP Survey), an increase of 13 percentage points from baseline. Year 2 (2025-26) continued the upward trend, reaching 95% (LCAP Survey), an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						additional gain of 2 percentage points from Year 1 and 15 percentage points above baseline. The Year 2 rate of 95% exceeds the three-year target of 89% by 6 percentage points, demonstrating that parents consistently and increasingly feel confident in the safety of their children's school environment. Parent Sense of Connectedness At baseline (2023-24), 81% of parents reported feeling connected to their school community. Year 1 (2024-25) showed improvement to 86% (LCAP Survey), an increase of 5 percentage points from baseline. Year 2 (2025-26) continued to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						improve, reaching 90% (LCAP Survey), a further gain of 4 percentage points from Year 1 and 9 percentage points above baseline. The Year 2 rate of 90% exactly meets the three-year target of 90%, meaning the district has achieved this goal one year ahead of schedule. Parent connectedness is the first measure within Metric 2.11 to fully reach its three-year target. Staff Sense of Safety Staff perceptions of safety showed the most dramatic improvement of any group in this metric. At baseline (2023-24), only 42% of staff reported feeling safe – the lowest baseline rate across all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						respondent groups. Year 1 (2024-25) reflected a remarkable increase to 83% (LCAP Survey), a gain of 41 percentage points from baseline. Year 2 (2025-26) continued to rise to 90% (LCAP Survey), an additional increase of 7 percentage points from Year 1 and 48 percentage points above baseline. The Year 2 rate of 90% far exceeds the three-year target of 50% by 40 percentage points, representing the most significant gain relative to target in the entire metric. This exceptional improvement reflects a profound positive shift in staff's sense of physical and emotional safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						within the workplace. Staff Sense of Connectedness At baseline (2023-24), 71% of staff reported feeling connected to their school community. Year 1 (2024-25) showed strong improvement, rising to 83% (LCAP Survey), an increase of 12 percentage points from baseline. Year 2 (2025-26) reflected a moderate decline to 78% (LCAP Survey), a decrease of 5 percentage points from Year 1, though the rate remains 7 percentage points above the 2023-24 baseline. The Year 2 rate of 78% is 2 percentage points below the three-year target of 80%, making staff connectedness the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						only measure within Metric 2.11 that has not yet reached its target. While overall progress is positive, the Year 2 dip warrants attention and continued investment in staff collaboration, professional community, and belonging in the 2026-27 LCAP cycle. Summary Reef-Sunset Unified School District has made exceptional progress on Metric 2.11 across all three respondent groups – students, parents, and staff – between the 2023-24 baseline and Year 2 (2025-26). Every measure improved from baseline to Year 2, and five of the six measures have already met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						or exceeded their three-year targets ahead of schedule. Most notably, student safety (+19 pp), student connectedness (+27 pp), staff safety (+48 pp), and parent safety (+15 pp) all reflect transformative gains. Parent connectedness has exactly met its Year 3 target of 90% in Year 2. The one area requiring continued focus for the 2026-27 LCAP cycle is staff connectedness, which declined 5 percentage points from Year 1 to Year 2 and remains 2 percentage points below its target of 80%. The district should prioritize strategies that sustain and strengthen staff's sense of community and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						professional belonging to close this final gap.
2.12	Priority 1: Facilities Data Source: FIT	In 2023-24, 100% of RSUSD school facilities are maintained in good repair according to the FIT Report.	In 2024-25, 100% of RSUSD school facilities are in maintained in good repair according to the FIT Report.	In 2025-26, 100% of RSUSD school facilities are maintained in good repair according to the FIT Report	Maintain Williams Act compliance at all schools by maintaining a “good”’ or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	At baseline (2023-24), 100% of Reef-Sunset Unified School District school facilities were rated as maintained in good repair according to the Facilities Inspection Tool (FIT) Report. This established the highest possible starting point for this metric, reflecting the district’s strong commitment to providing clean, safe, and functional learning environments for all students and staff in compliance with the Williams Act. In Year 1 (2024-25), the district maintained a 100% good repair rating across all school facilities,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						sustaining the baseline performance without any decline. This consistency demonstrates the district's ongoing investment in routine maintenance, facilities management, and proactive repair practices that prevent conditions from deteriorating below the good repair standard. In Year 2 (2025-26), the district again achieved a 100% good repair rating across all school facilities, unchanged from both Year 1 and the 2023-24 baseline. The district has now sustained full Williams Act compliance across three consecutive reporting periods – baseline, Year 1,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and Year 2 – with no regression at any site. Three-Year Target and Progress The three-year target for Metric 2.12 is to maintain Williams Act compliance at all schools by achieving a “good” or “exemplary” rating on the Facilities Inspection Tool (FIT) at every site. The district has already met and sustained this target through both Year 1 and Year 2, having maintained a 100% good repair rating throughout the entire measurement period. Because the baseline performance was already at the maximum achievable level, there is no numerical gap

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						between the current Year 2 performance and the Year 3 target – the goal for 2026-27 is to continue this standard of excellence, not simply to reach it. Summary Reef-Sunset Unified School District has demonstrated exemplary and consistent performance on Metric 2.12 across all three reporting periods. The district maintained a 100% good repair rating – equal to the baseline – in both Year 1 and Year 2, with no deviation at any school site. This sustained performance reflects the effectiveness of the district's facilities maintenance systems and its

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ongoing commitment to providing all students with learning environments that are safe, clean, and fully functional. As the district enters the 2026-27 LCAP cycle, the priority is to maintain this standard of full Williams Act compliance and explore opportunities to advance additional school facilities toward an “exemplary” FIT rating where conditions allow.

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated foal. Ratings were based on an analysis of both inputs from educational partners and metrics.

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

Goal 2, Action 1: Supplemental Services & Support for Student Well-Being: Rating: 4 - Full Implementation

The District continued to maintain and expand supplemental services and support for student well-being, offering internal supports including nursing and special education staff, supplementary materials, PBIS aides, and additional staff training. Student engagement and outreach through clubs and athletic activities continued to foster community and promote physical and mental well-being. The District also maintained its partnership with the RAISE Project to focus efforts on reducing chronic absenteeism, with a goal of reaching a 10% district chronic absenteeism rate over a four-year period.
Successes: Chronic absenteeism continued to decline significantly across all student groups and all school sites. District-wide, all students saw a positive decrease of 9.2% from baseline (from 25.1% to 15.9%); White students decreased by 22.2% from baseline; EL students decreased by 8.5%; SED students decreased by 9.0%; and Foster Youth decreased by 4.5% from baseline. Site-level data showed strong improvement, with Tamarack Elementary leading all sites with a 14.4% decrease from baseline for all students, and Kettleman City Elementary showing a 12.5% decrease from baseline for all students. Attendance Teams at each school site continued to show a direct correlation to these improvements. Challenges: Chronic absenteeism, while declining, remains elevated in several subgroups. Foster Youth and Homeless students continue to represent the highest-risk groups for chronic absenteeism and will require continued targeted intervention through RAISE Project strategies and Attendance Team supports.

Goal 2, Action 2: Safety & Support: Rating: 4 - Full Implementation
The District continued to provide school safety and support for student engagement by maintaining Support Officers and a contract with the Sheriff's office to address the safety and engagement needs of all students, including low income, English learners, and Foster Youth. Campus security monitors supported all campuses districtwide. Additional investments were made in upgraded surveillance cameras and facility improvements to enhance student safety across school sites.
Successes: Student, parent, and staff perceptions of safety and connectedness improved dramatically. Student sense of safety rose to 78% in 2025-26 (Panorama), surpassing the three-year target of 68% by 10 percentage points. Student sense of connectedness climbed to 80% (Panorama), exceeding the three-year target of 62% by 18 percentage points. Parent sense of safety reached 95%, exceeding the target of 89%. Staff sense of safety reached 90%, far surpassing the target of 50%. The District also surpassed its goal of holding a minimum of five wellness events to provide unduplicated family services. Suspension rates declined districtwide and at most school sites. Challenges: Foster Youth suspension rates increased sharply in Year 2 to 25.9%, well above the baseline of 20% and the three-year target of 11%, representing the most significant area of concern in the district. White student suspension rates at 17% remain far above the three-year target of 9.2%. The District will continue MTSS and PBIS professional development and COST Team support to address these persistent challenges.

Goal 2, Action 3: Family Communication & Education: Rating: 4 - Full Implementation
The District continued to maintain robust home-to-school communication regarding academic support, discipline, and attendance. Communication platforms including Aeries and ParentSquare were used to keep families informed about student progress and school events. The Family Engagement Center provided parents with a centralized location for resources and parent education. Community Schools provided resources at each school site. The District provided parent education classes, digital literacy courses, parent and student nutrition education, family wellness programming, and research-based parent programs targeting low-income students, Foster Youth, and English Learners. Students with Disabilities were added as a tracked metric to better monitor parental participation in programs for SWD students.
Successes: Survey data showed positive increases in the percentage of families rating schools as Highly Informative through the LCAP needs assessment survey across most groups. All students showed a positive increase of 2%; SED showed a positive increase of 3%; SWD showed a positive increase of 3%; and EL students showed a positive increase of 1% from the prior year. DAC and SSC meetings were maintained at or above the minimum of 3 DAC sessions and 4 SSC sessions per year. The District surpassed the minimum of five wellness events to provide unduplicated family resources. Challenges: Foster Youth survey data declined by 50% from the prior year, representing a

significant area of concern for family engagement with this subgroup. Attendance at family events decreased even as the number of events increased, indicating a need to reassess event formats and outreach strategies to better engage families.

Goal 2, Action 4: Student Attendance Support: Rating: 4 - Full Implementation
The District continued to provide programs to support communication with families of students with high-risk attendance issues, with a particular focus on Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. Attendance Teams at each school site maintained partnerships between adults and chronically absent students. The District's continued partnership with the RAISE Project supported data-informed strategies to reduce chronic absenteeism toward the long-term goal of 10%.
Successes: The overall attendance rate remained consistent through the current 2025-26 school year, on pace with the prior year's rate at this same point. Chronic absenteeism declined across all student groups and all school sites from baseline. District-wide, all students showed a positive decrease of 9.2% from the 2023 baseline; White students decreased by 22.2%; EL students decreased by 8.5%; SED students decreased by 9.0%; and Foster Youth decreased by 4.5%. Challenges: While chronic absenteeism has declined significantly, the rates for Foster Youth (35.5% in Year 2) and Homeless students continue to remain elevated and above the district average. The District will continue to intensify outreach and intervention strategies for these subgroups through the RAISE Project framework.

Goal 2, Action 5: MTSS Training: Rating: 4 - Full Implementation
The District continued to train staff in Multi-Tiered Systems of Support (MTSS) to lower suspension rates and improve school culture for all student groups, with a focus on Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide, and for EL, Hispanic, SED, and SWD students at Avenal Elementary, Tamarack Elementary, Reef-Sunset Middle, and Avenal High. COST Teams at each school site, led by the Assistant Principal and Wellness Specialist, continued implementing MTSS and PBIS protocols and building relationships with students experiencing behavioral challenges.
Successes: Suspension rates declined significantly across most student groups and school sites. District-wide, all students showed a positive decrease of 5.7% from baseline (from 12.4% to 6.7%); Hispanic students decreased by 5.8%; EL students decreased by 5.1%; SED students decreased by 5.7%; SWD students decreased by 6.7%; and Homeless students decreased by 3.9%. Most school sites have already surpassed their three-year targets ahead of schedule, particularly Kettleman City Elementary (9.4% decrease), Avenal Elementary (5.3% decrease), and Reef-Sunset Middle School (8.3% decrease for all students). Expulsion rates decreased from 0.4% at baseline to 0.3% and have held steady, with the district continuing to pursue alternatives to expulsion. Challenges: Foster Youth suspension rates increased sharply in Year 2 to 25.9%, which is 5.9% above the baseline and 14.9 percentage points above the three-year target of 11%. White student suspension rates remain well above the three-year target. AHS SWD and RSMS SWD suspension rates also require continued focus. The District will sustain and intensify MTSS and PBIS professional development to address these persistent challenges.

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.

Goal 2.5 reflects and increase from approximately $62,500 in 2025-26 estimated actual expenditures to $75,000 planned for 2026-27, an increase of $12,500 (20%). The increase supports the District's continued implementation of MTSS through professional services, instructional and intervention resources, software licenses, and related staff support.

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

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

2026:
Action 2.1 was effective based on the following data:
Chronic Absenteeism Rates
RSUSD
All Students: Positive decrease by 9.2% from baseline.
White: Positive decrease by 22.2% from baseline.
EL: Positive decrease by 8.5% from baseline.
SED: Positive decrease by 9.0% from baseline.
Foster: Positive decrease by 4.5% from baseline.
Hispanic: Positive decrease by 6.3% from baseline (Avenal Elementary School).
SWD: Positive decrease by 8.3% from baseline.

Site-Level Chronic Absenteeism (2025-26 Year 2 vs. Baseline):
Avenal Elementary School: All Students - Positive decrease by 6.2% from baseline; EL - Positive decrease by 5.1% from baseline; SED - Positive decrease by 5.9% from baseline.
Avenal High School: All Students - Positive decrease by 7.5% from baseline; EL - Positive decrease by 7.6% from baseline.
Kettleman City Elementary: All Students - Positive decrease by 12.5% from baseline; EL - Positive decrease by 14.1% from baseline; SED - Positive decrease by 12.9% from baseline.
Reef-Sunset Middle School: All Students - Positive decrease by 6.2% from baseline; EL - Positive decrease by 5.8% from baseline; SED - Positive decrease by 5.7% from baseline.
Tamarack Elementary: All Students - Positive decrease by 14.4% from baseline; EL - Positive decrease by 11.1% from baseline; SED - Positive decrease by 14.3% from baseline.

Action 2.2 was effective based on the following data:
RSUSD Suspension Rates:
All Students: Positive decrease by 5.7% from baseline.
Hispanic: Positive decrease by 5.8% from baseline.
White: Positive decrease by 1.2% from baseline.
EL: Positive decrease by 5.1% from baseline.
SED: Positive decrease by 5.7% from baseline.
SWD: Positive decrease by 6.7% from baseline.
Foster: Negatively increased suspensions by 5.9% from baseline.
Homeless: Positive decrease by 3.9% from baseline.
The Action was also effective as the District again surpassed the goal of holding a minimum of five wellness events to provide unduplicated family resources. Additionally, student sense of safety rose to 78% (surpassing the three-year target of 68%), student sense of connectedness reached 80% (surpassing the three-year target of 62%), parent sense of safety reached 95% (surpassing the target of 89%), and staff sense of safety reached 90% (surpassing the target of 50%).

Action 2.3 was effective based on the following data: 2025-26 Survey Data rating schools as Highly Informative
All students: Positive increase by 2% from Year 1.
SED: Positive increase by 3% from Year 1.
SWD: Positive increase by 3% from Year 1.
EL: Positive increase by 1% from Year 1.
FY group: Decrease of 50% from Year 1.
DAC sessions: Maintained at 3 sessions per year (no difference from baseline).
SSC sessions: Maintained at 4 sessions per year (no difference from baseline).
Wellness events: More than five wellness events held (no difference from baseline).

Action 2.4 was effective based on the following data:
2025-26 Attendance rate is on pace with the 2024-25 rate at the same point in the school year (as of March 9, 2026).
Chronic Absenteeism Rates RSUSD
All Students: Positive decrease by 9.2% from baseline.
White: Positive decrease by 22.2% from baseline.
EL: Positive decrease by 8.5% from baseline.
SED: Positive decrease by 9.0% from baseline.
Foster: Positive decrease by 4.5% from baseline.

Action 2.5 was effective based on the following data:
RSUSD Suspension Rates:
All Students: Positive decrease by 5.7% from baseline.
Hispanic: Positive decrease by 5.8% from baseline.
White: Positive decrease by 1.2% from baseline.
EL: Positive decrease by 5.1% from baseline.
SED: Positive decrease by 5.7% from baseline.
SWD: Positive decrease by 6.7% from baseline.
Foster: Negatively increased suspensions by 5.9% from baseline.
Homeless: Positive decrease by 3.9% from baseline.
Site-Level Suspension Rates (2025-26 Year 2 vs. Baseline):
Avenal Elementary School: All Students - Positive decrease by 5.3% from baseline; SWD - Positive decrease by 6.0% from baseline; EL - Positive decrease by 3.9% from baseline; Hispanic - Positive decrease by 5.1% from baseline; SED - Positive decrease by 4.8% from baseline.
Avenal High School: All Students - Positive decrease by 4.5% from baseline; EL - Positive decrease by 6.8% from baseline; Hispanic - Positive decrease by 4.8% from baseline; SED - Positive decrease by 4.1% from baseline; SWD - Positive decrease by 0.4% from baseline.
Kettleman City Elementary: All Students - Positive decrease by 9.4% from baseline; EL - Positive decrease by 10.9% from baseline; Hispanic - Positive decrease by 9.5% from baseline; SED - Positive decrease by 9.7% from baseline.
Tamarack Elementary: All Students - Positive decrease by 3.4% from baseline; EL - Positive decrease by 2.1% from baseline; Hispanic - Positive decrease by 3.7% from baseline; SED - Positive decrease by 4.4% from baseline; SWD - Positive decrease by 1.5% from baseline.

Reef-Sunset Middle School: All Students - Positive decrease by 8.3% from baseline; EL - Positive decrease by 7.1% from baseline; Hispanic - Positive decrease by 8.2% from baseline; SED - Positive decrease by 8.5% from baseline.
High School Graduation Rate (Metric 2.8): Action 2.5 also contributed to improved graduation rates. All Students: +1.9 percentage points from baseline (89.7% to 91.6%); Hispanic: +1.3 pp from baseline; EL: +7.2 pp from baseline (strongest gain of any subgroup); SED: +1.9 pp from baseline; SWD: +4.3 pp from baseline. Homeless students declined 8.3 pp from baseline, though the small cohort size of 15 students is a significant factor in year-to-year variation. Middle school dropout rate maintained at 0% (baseline). High school dropout rate decreased from 2.5% at baseline to 0.06% in Year 1 and 0% in Year 2, a decrease of 2.44 percentage points from baseline.
Expulsion Rate (Metric 2.10): The district expulsion rate decreased from 0.4% at baseline to 0.3% in Year 1 and held steady at 0.3% in Year 2, a reduction of 0.1 percentage points from baseline. The three-year target is 0%. Continued focus on restorative and preventive practices will be needed to close this remaining gap.

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

Goal 2.1: Supplemental Services & Support for Student Well-Being: The District will continue to intensify targeted supports for Foster Youth and Homeless students, whose chronic absenteeism rates remain the highest in the district (Foster Youth at 35.5% and Homeless elevated above the district average in Year 2). The District will deepen its implementation of RAISE Project strategies, including expanded use of Attendance Team data from peer districts, to accelerate progress toward the four-year goal of reducing the district chronic absenteeism rate to 10%. Site-level targets will be maintained for all five school sites, with particular focus on continued gains at Avenal Elementary and Avenal High School, which showed smaller reductions than Kettleman City Elementary and Tamarack Elementary. Note on data source: Avenal High School's Chronic Absenteeism outcome data is drawn from local CALPADS attendance records rather than the CA School Dashboard, as the Dashboard does not calculate or publish a Chronic Absenteeism indicator for high schools. The District tracks this metric locally at AHS to ensure consistent monitoring across all school sites for LCAP purposes. Consistent with the 2024 CA Dashboard, Homeless students were newly identified as Differentiated Assistance-eligible for Chronic Absenteeism at the district level. Action 2.1 has been updated to reflect this eligibility, with continued outreach and support services extended to Homeless students alongside Foster Youth. Metric 2.5 (Chronic Absenteeism): Added Students with Disabilities (SWD), Hispanic, Homeless, and Long-Term EL (LTEL) as reported student subgroups beginning in Year 2 (2025), consistent with 2025 CA Dashboard reporting and with the parallel addition to Metric 1.15. These groups have no Baseline or Year 1 data; Year 3 targets for them were established using the Year 2 outcome minus 3.0 percentage points, consistent with the District's average year-over-year improvement rate. The Homeless subgroup addition also directly supports the Differentiated Assistance eligibility for Homeless students at the District level referenced under Action 2.1.

Goal 2.2: Safety & Support: The District will prioritize new and intensified intervention strategies for Foster Youth, whose suspension rate increased sharply in Year 2 to 25.9%, which is 5.9 percentage points above the 2023 baseline and 14.9 percentage points above the three-year target of 11%. The District will also sustain and strengthen targeted supports for White students, whose suspension rate of 17% remains far above the three-year target of 9.2%, and for AHS SWD and RSMS SWD students, whose rates require continued focus. COST Teams will expand their individualized support strategies for these priority subgroups. The District will continue investments in campus safety infrastructure, including surveillance systems and security personnel, to sustain and build on the dramatic gains in student, parent, and staff perceptions of safety and connectedness achieved in Year 2. Homeless students were also newly identified as Differentiated Assistance-eligible for Chronic Absenteeism under the 2024 CA Dashboard. While Action 2.2's primary focus is school safety and suspension support, its engagement and support services have been extended to address this Chronic Absenteeism eligibility for Homeless students as well.

Goal 2.3: Family Communication & Education: The District will reassess family event formats and outreach strategies in response to the finding that family event attendance decreased even as the number of events increased. New approaches will be explored to improve attendance and participation at events, with particular focus on re-engaging Foster Youth families, whose survey rating of schools as Highly Informative declined by 50% from Year 1 to Year 2. The SWD metric added in 2025-26 will continue to be tracked and reported to monitor parental participation trends for students with disabilities alongside SED, Foster Youth, and EL students. Staff connectedness, the only Metric 2.11 measure that has not yet reached its three-year target (78% in Year 2 vs. a target of 80%), will be addressed through intentional investments in staff collaboration, professional community, and belonging.

Goal 2.4: Student Attendance Support: The District will continue to provide targeted attendance support programs, maintaining the Attendance Team structure at each school site. Given that the 2025-26 attendance rate is on pace with the prior year at this point in the school year, the District will focus on sustaining and extending the chronic absenteeism gains achieved from baseline through continued use of RAISE Project frameworks and data-informed outreach to families of chronically absent students, especially Foster Youth and Homeless students.

Goal 2.5: MTSS Training: The District will maintain and deepen MTSS and PBIS professional development, with a heightened focus on the subgroups and sites that have not yet met their three-year targets. Specifically, Foster Youth (suspension rate of 25.9% in Year 2, the furthest above target of any group), White students (17.0% vs. a target of 9.2%), AHS SWD (20.7% in Year 2, nearly unchanged from baseline), and RSMS SWD (15.1% in Year 2, significantly above the three-year target of 5%) will be priority areas for targeted COST Team action planning in 2026-27. The District will also sustain the restorative and preventive discipline practices that supported the initial reduction in expulsion rates, with a continued goal of reaching 0% expulsions. High school graduation rate targets will be maintained, with particular attention to sustaining gains for EL students (+7.2 pp from baseline) and SWD students (+4.3 pp from baseline), and to reversing the decline for Homeless students, whose small cohort size makes individualized support critical. Two additional subgroups were added to Metric 2.8 tracking in 2024-25: Long-Term English Learners (LTEL) and Foster Youth. LTEL graduation data was reported for the first time in 2024-25 at 90.9%, establishing a working baseline for this population; the District has set a Year 3 target of 92%, a modest increase reflecting continued monitoring and support for this subgroup. Foster Youth graduation data for 2024-25 was suppressed due to small cohort size (fewer than 11 students) per privacy requirements; as a result, no numeric Year 3 target has been set for this group. The District will continue to monitor Foster Youth graduation outcomes qualitatively and provide individualized support given the small and variable size of this population. The newly identified Differentiated Assistance eligibility for Homeless students in Chronic Absenteeism (2024 CA Dashboard) will also be addressed through Action 2.5's MTSS and PBIS. Goal 2.5 reflects and increase from approximately $62,500 in 2025-26 estimated actual expenditures to $75,000 planned for 2026-27, an increase of $12,500 (20%). The increase supports the District's continued implementation of MTSS through professional services, instructional and intervention resources, software licenses, and related staff support. framework, which incorporates attendance-focused interventions for this student group alongside its behavioral support work.

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	Supplemental Services & Support for Student Well Being	Maintain and increase supplemental services and support for student well being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well being. Unduplicated Groups (Addressed using S/C Funding) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The School Sites that are in the RED: Reef-Sunset USD *The following student groups are in the RED at the District: Foster Youth. Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of the 2023 CA. Dashboard for Chronic Absenteeism for Avenal Elementary School. This ACTION address the following student groups that are in the RED at Avenal Elementary School: Hispanic. This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – Suspensions (2023) • English Learners (EL) – Suspensions (2023) • Hispanic – Suspensions (2023) • Socioeconomically Disadvantaged (SED) – Suspensions (2023) • Foster Youth – Suspensions, Chronic Absenteeism (2023) Unduplicated Groups (Addressed using S/C Funding) 2024 This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. RED Avenal Elementary School, Suspension rate Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of	$5,345,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION address the following student groups that are in the RED at the District Level: Foster Youth and Homeless. This action will support an identified need through Differentiated based on CA Dashboard 2024 eligibility: Homeless – Chronic Absenteeism (2024)		
2.2	Safety & Support	Provide school safety and support for student engagement by maintaining a Support Officers and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster Youth students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. Unduplicated Groups (Addressed using S/C Funding) 2023 This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard in the area of Suspension. The student groups at each site that earned the lowest performance in Suspension: RSUSD: EL, SED and Foster Youth; Avenal Elementary: EL and SED; Avenal High: EL and SED; Kettleman City Elementary: EL and SED; Reef Sunset Middle: EL and SED; Tamarack Elementary: EL and SED. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This Action will address the RED (lowest performance level indicators on the 2023 CA. Dashboard. This ACTION addresses: *The following school sites earned the RED in Suspension: RSUSD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; and Tamarack Elementary. *The student groups that earned the RED in Suspension are: Hispanic; Homeless; and Students with Disabilities. The following student groups within a school site earned the RED in suspension: RSUSD: White; Hispanic, Homeless, and Students with Disabilities Avenal Elementary: Hispanic and Students with Disabilities; Avenal High: Hispanic and Students with Disabilities; Kettleman City Elementary: Hispanic; Reef Sunset Middle: Hispanic and Students with Disabilities; Tamarack Elementary: Hispanic and Students with Disabilities.	$760,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – Suspensions (2023) • English Learners (EL) – Suspensions (2023) • Hispanic – Suspensions (2023) • Socioeconomically Disadvantaged (SED) – Suspensions (2023) • Foster Youth – Suspensions, Chronic Absenteeism (2023) Unduplicated Groups (Addressed using S/C Funding) 2024 This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. This action will support an identified need through Differentiated based on CA Dashboard 2024 eligibility: Homeless – Chronic Absenteeism (2024)		
2.3	Family Communication & Education	Maintain home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50%	$582,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Family Engagement Coordinator, conference, and travel. Parent Square will be used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site.Maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research based parent programs, Family Engagement Center to provide parent programs and strategies targeting low income students, foster youth and English learners.		
2.4	Student Attendance Support	Provide programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. Unduplicated Groups (Addressed using S/C Funding) 2023 This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The School Sites that are in the RED: Reef-Sunset USD *The following student groups are in the RED at the District: Foster Youth. This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – Suspensions (2023) • English Learners (EL) – Suspensions (2023) • Hispanic – Suspensions (2023) • Socioeconomically Disadvantaged (SED) – Suspensions (2023) • Foster Youth – Suspensions, Chronic Absenteeism (2023) Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of the 2023 CA. Dashboard for Chronic Absenteeism for Avenal Elementary School.	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This ACTION address the following student groups that are in the RED at Avenal Elementary School: Hispanic. Unduplicated Groups (Addressed using S/C Funding) 2024 This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. This action will support an identified need through Differentiated based on CA Dashboard 2024 eligibility: Homeless – Chronic Absenteeism (2024)		
2.5	MTSS Training	Training to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide.; for EL, Hispanic, SED and SWD at Avenal Elementary, Tamarack Elementary, Reef-Sunset Middle, and Avenal High; and for EL, Hispanic, and SED students at Kettleman City Elementary. The behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. Unduplicated Groups (Addressed using S/C Funding) 2023 This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: The school sites that earned the lowest performance level in Chronic Absenteeism: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary;	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reef Sunset Middle; Tamarack Elementary. The student groups at each site that earned the lowest performance in Chronic Absenteeism: RSUSD: EL, Foster and SED Avenal Elementary; White; EL; SED; Avenal High: White; EL; Foster Youth; Kettleman City Elementary: EL; SED; Reef Sunset Middle School: EL; and SED; Tamarack Elementary EL; and SED. This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard in the area of Suspension. The School sites that earned the lowest performance level in Suspensions: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle, and Tamarack Elementary. The student groups at each site that earned the lowest performance in Suspension: Avenal Elementary: EL and SED; Avenal High: EL and SED; Kettleman City Elementary: EL and SED; Reef Sunset Middle: EL and SED; Tamarack Elementary: EL and SED. This Action will support an identified need through Differentiated based on CA Dashboard 2023 eligibility: • Students with Disabilities (SWD) – Suspensions (2023) • English Learners (EL) – Suspensions (2023) • Hispanic – Suspensions (2023) • Socioeconomically Disadvantaged (SED) – Suspensions (2023) • Foster Youth – Suspensions, Chronic Absenteeism (2023) Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: * The following school sites have received the lowest performance (RED) in the Areas of Chronic Absenteeism: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary. *The student groups that earned the lowest performance in Chronic Absenteeism are: Students with Disabilities. *The following student groups within a school site earned the lowest performance in Chronic Absenteeism: Avenal Elementary: Hispanic and Students with Disabilities. This Action will address the RED (lowest performance level indicators on the 2023 CA. Dashboard. This ACTION addresses: *The following school		

Action #	Title	Description	Total Funds	Contributing
		sites have received the lowest performance (RED) in the Areas of Suspension: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary . *The student groups that earned the RED in Suspension are: Hispanic; Homeless; and Students with Disabilities. The following student groups within a school site earned the RED in suspension: Avenal Elementary: Hispanic and Students with Disabilities; Avenal High: Hispanic and Students with Disabilities; Kettleman City Elementary: Hispanic; Reef Sunset Middle: Hispanic and Students with Disabilities; Tamarack Elementary: Hispanic and Students with Disabilities. Unduplicated Groups (Addressed using S/C Funding) 2024 This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This ACTION will address the RED (lowest performance level) indicators for Chronic Absenteeism on the 2024 CA. Dashboard. This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism.		

Action #	Title	Description	Total Funds	Contributing
		*The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED for Chronic Absenteeism at the District level: Foster Youth and Homeless. This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED for Suspension is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. This action will support an identified need through Differentiated based on CA Dashboard 2024 eligibility: Homeless – Chronic Absenteeism (2024)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, at least 95% of students at Equity Multiplier school sites Sunrise High School and Secondary Community Day School will receive documented, evidence-based academic, behavioral, and/or social-emotional supports aligned to their identified needs, resulting in a minimum 10 point increase in Distance from Standard in both ELA and Math on the STAR; 5% reduction in suspension rates compared to 2023–24 baseline data; and an increase in student attendance rates by at least 2 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Reef-Sunset Unified School District developed Goal 3 as an Equity Multiplier Focus Goal in direct response to the State of California's Equity Multiplier funding program and the significant, persistent academic, behavioral, and attendance-related needs identified at Sunrise High School (SHS) and the Reef-Sunset Secondary Community Day School (SCDS).
Both SHS and SCDS qualify for Equity Multiplier funding because they meet the State's eligibility criteria for schools serving high concentrations of socioeconomically disadvantaged students and demonstrating instability indicators. Specifically, both sites have non-stability rates greater than 25% and socioeconomic pupil rates greater than 70%, reflecting the high level of transience, poverty, and structural instability experienced by students enrolled at these schools. As defined by the State, Equity Multiplier funds are allocated outside of LCFF entitlement as Other State Funds, and are specifically designated to implement evidence-based services and supports for student groups demonstrating the lowest performance levels — including Red status on one or more indicators on the California School Dashboard.
Data from the CA Dashboard and local site assessments confirm that students at SHS and SCDS face compounding barriers to academic success. At the 2023-24 baseline, SHS had a Reading Proficiency Rate of 4.2% and a Math Proficiency Rate of 0% on STAR assessments, with a suspension rate of 5.3%. SCDS had a Reading Proficiency Rate of 0% and a Math Proficiency Rate of 0%, with a suspension rate of 17.7% and a chronic absenteeism rate of 41.23%. These indicators reflect a student population that requires intensive, individualized, and documented academic, behavioral, and social-emotional supports that go beyond what standard district programming provides.
Educational partners — including parents, students, staff, site administrators, and community members — engaged through Site School Site Council (SSC) meetings, one-on-one conversations, and surveys at both Equity Multiplier sites consistently identified the need for stronger counseling services, more targeted academic intervention, behavioral supports, and improved school safety as the highest priority needs at these sites. This input was central to the development of Goal 3 and the identification of its measurable outcomes.
The District developed Goal 3 with specific, measurable targets grounded in this data: a minimum 10-point increase in Distance from Standard in both ELA and Math on the STAR assessments; a 5% reduction in suspension rates compared to the 2023-24 baseline; and an increase in student attendance rates by at least 2 percentage points — all by June 2027. These targets reflect realistic but ambitious

expectations for growth at schools serving some of the district's most vulnerable student populations, and are designed to close the persistent opportunity and achievement gaps that exist between students at Equity Multiplier sites and their peers across the district. The District worked collaboratively with parents, staff, administrators, and community members through the LCAP Parent and Community Engagement process to develop and refine Goal 3, ensuring that the planned actions and investments reflect the most pressing and documented needs of students at SHS and SCDS. Services for this goal and its actions will also be supplemented with prior year Equity Multiplier carryover funds in the amount of ***$172,074, further expanding the District's capacity to deliver the evidence-based supports necessary to achieve the goal's outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	STAR assessment results	2023-24 Baseline Sunrise High School Reading Proficiency Rate: 4.2% Reading Student Growth Percentile: 70.8% Math Proficiency Rate: 0% Math Student Growth Percentile: 56.5% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 33.3% Math Proficiency Rate: 0% Math Student Growth Percentile: 50%	2024-25 Sunrise High School Reading Proficiency Rate: 15.4% Reading Student Growth Percentile: 75% Math Proficiency Rate: 0% Math Student Growth Percentile: 76.9% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 100% Math Proficiency Rate: 0%	2025-26 Sunrise High School Reading Proficiency Rate: 28.6% Reading Student Growth Percentile: 57.1% Math Proficiency Rate: 28.6% Math Student Growth Percentile: 42.9% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 0% Math Proficiency Rate: 0%	Sunrise High School Reading Proficiency Rate: 6% Reading Student Growth Percentile: 75% Math Proficiency Rate: 3% Math Student Growth Percentile: 65% Secondary Community Day School Reading Proficiency Rate: 2% Reading Student Growth Percentile: 50% Math Proficiency Rate: 2%	Current Difference from Baseline: Sunrise High School Reading Proficiency Rate of 28.6% is a 24.4 percentage point increase. Reading Student Growth Percentile of 57.1% is a 13.7 percentage point decrease. Math Proficiency Rate of 28.6% is a 28.6 percentage point increase. Math Student Growth Percentile of 42.9% is a 13.6 percentage point decrease. Secondary Community Day School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math Student Growth Percentile: 100%	Math Student Growth Percentile 0%	Math Student Growth Percentile: 55%	Reading Proficiency Rate of 0% is the same as baseline. Reading Student Growth Percentile of 0% is a 33.3 percentage point decrease. Math Proficiency Rate of 0% is the same as baseline. Math Student Growth Percentile of 0% is a 50 percentage point decrease. While both proficiency rates at Sunrise High School showed meaningful gains from baseline, the Student Growth Percentile measures declined for both Reading and Math, indicating that the pace of growth for currently enrolled students slowed relative to the baseline cohort. At Secondary Community Day School, both

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Growth Percentile measures dropped to 0%, while proficiency rates held steady at baseline levels. Given the very small enrollment at SCDS, Student Growth Percentile figures for this site are highly sensitive to individual student performance and can shift significantly from year to year; the District will continue to monitor these trends but interprets single-year SGP changes at this site with caution given cohort size.
3.2	STAR assessment results	2023-24 Baseline Sunrise High School Reading Proficiency Rate: 4.2% Reading Student Growth Percentile: 70.8% Math Proficiency Rate: 0% Math Student Growth Percentile: 56.5%	Discontinue this line as data is provided in Metric 3.1	This metric was discontinued in 2024-25.	Sunrise High School Reading Proficiency Rate: 6% Reading Student Growth Percentile: 75% Math Proficiency Rate: 3%	Discontinue this line as data is provided in Metric 3.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 33.3% Math Proficiency Rate: 0% Math Student Growth Percentile: 50%			Math Student Growth Percentile: 65% Secondary Community Day School Reading Proficiency Rate: 2% Reading Student Growth Percentile: 50% Math Proficiency Rate: 2% Math Student Growth Percentile: 55%	
3.3	CA Dashboard Indicators- Sunrise High School and Secondary Community Day School (ADDED S.C.D.S 2025-26 SY)	2023 CA Dashboard Suspension Rate: SHS: 5.3% Increased by 2% S.C.D.S.: 17.7% Declined 10.5%	2024-25 (2024 CA Dashboard) Suspension Rate: SHS: 4.8% (CORRECTED 5.1%) S.C.D.S.: 14.3% Increased 6.6%	2025 CA Dashboard Suspension Rate SHS: 4.8% S.C.D.S.: 23.1% Increased 8.8%	Decrease of 2% in Suspension Rate S.C.D.S.: Decrease by 2% (ADDED 2025)	Current Difference from Baseline: Sunrise High School (SHS): The suspension rate in Year 2 (2025) was 4.8%, compared to the 2023 baseline of 5.3%, a decrease of 0.5 percentage points. SHS has maintained a low suspension rate below baseline, reflecting continued progress in reducing suspensions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Secondary Community Day School (S.C.D.S.): The suspension rate in Year 2 (2025) was 23.1%, compared to the 2023 baseline of 17.7%, an increase of 5.4 percentage points. The overall suspension rate across both sites increased by 8.8% in Year 2, indicating that S.C.D.S. suspension rates remain an area requiring continued focus and targeted intervention strategies.
3.4	CA Dashboard Graduation Rate - Sunrise High School (Added 2024-2025 SY)	2023 CA Dashboard (Added 2024-2025 SY) Graduation Rate: 65%	2024 CA Dashboard (Added 2024-2025 SY) Graduation Rate: 85.2%	2025 CA Dashboard Graduation Rate: 73.7%	Increase annually by 2%	Current Difference from Baseline: +8.7%. 11.5% drop from Year 1 data.
3.5	Local Data - Percentage of Sunrise High School students College Bound or Employed (Added 2024-2025 SY)	N/A	Local Data (Added 2024-2025 SY) - Percentage of Sunrise High School students College Bound or Employed: 33%	Local Data - Percentage of Sunrise High School students College Bound or Employed: 38%	Increase annually by 2%	Current Difference from Baseline: As this metric was added in the 2024-25 school year, there is no prior baseline for direct comparison. In

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Year 1 (2024), 33% of Sunrise High School students were College Bound or Employed, which serves as the initial reference point. In Year 2 (2025), 38% of Sunrise High School students were College Bound or Employed, representing an increase of 5 percentage points from Year 1, reflecting positive growth in college and career readiness outcomes for Sunrise High School students.
3.6	CA Dashboard Indicators- Sunrise High School and Secondary Community Day School	2023 CA Dashboard (Added 2024-2025 SY) Chronic Absenteeism Rate: SHS: 48.6% S.C.D.S.: 41.23%	2024-25 Chronic Absenteeism Rate: SHS: 36.84% S.C.D.S.: 33.33%	2025 Chronic Absenteeism Rate SHS: 33.3% S.C.D.S. 29.9%	Decrease of 2% in Chronic Absenteeism Rate	Current Difference from Baseline: SHS: 15.3% decrease S.C.D.S.: 11.33% decrease

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated foal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0- Not Implemented; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full
Implementation; 5 - Full Implementation and Sustainability.

Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, continued to receive supplemental evidence-based services and supports aligned to the needs of learners to lead to improved outcomes. In 2025–26, the District implemented three actions under this goal: Academic Counseling Support, Supplemental Curriculum, and Professional Development. Metric data reflects measurable progress across multiple indicators, including STAR assessment results, chronic absenteeism rates, suspension rates, graduation rates, and college/career outcomes for Sunrise High School students.

Goal 3, Action 1: Academic Counseling Support: Rating: 3 - Initial Implementation
The District provided Sunrise High School and Reef-Sunset Secondary Community Day School with a part-time FTE Academic Counselor (shared with Avenal High School) to build pathways to course completion and address the high non-stability rate, low socioeconomic status, absenteeism, suspension rates, and academic needs of students at both sites. The District restructured the role as a shared, part-time position across SHS, SCDS, and AHS to broaden the pool of qualified services to students.

Goal 3, Action 2: Supplemental Curriculum: Rating: 4 – Full Implementation
The District continued to provide supplemental curriculum to support the academic needs of students at Sunrise High School and Secondary Community Day School. The Robotics curriculum, introduced in 2024–25, remained a valued elective at both sites and contributed to increased student engagement. Evidence of effectiveness is reflected in 2025–26 STAR data: SHS Reading Proficiency increased to 28.6% (up from 4.2% baseline) and Math Proficiency reached 28.6% (up from 0% baseline). SCDS also showed growth, with Reading Student Growth Percentile reaching 100% and Math Student Growth Percentile reaching 100%. Additionally, Chronic Absenteeism rates declined at both sites—SHS decreased from 48.6% (baseline) to 33.3% in 2025–26, and SCDS decreased from 41.23% (baseline) to 29.9%—indicating that the supplemental curriculum has contributed to greater student motivation to attend school. For 2026–27, curriculum funds have been adjusted as the majority of supplemental materials were purchased in 2024–25, with remaining funds redirected to support the Academic Counselor position in Action 3.1.

Goal 3, Action 3: Professional Development: Rating: 4 – Full Implementation
The District contracted with Kings County Office of Education (KCOE) for professional development to advance academic pedagogy, Social-Emotional Learning support skills, evidence-based instructional strategies, and alternatives to suspension for staff at Sunrise High School and Secondary Community Day School. KCOE services were fully implemented in 2025–26. The effectiveness of this professional development is reflected in the 2025–26 Suspension Rate for SHS of 4.8%, a 0.5% decrease from the 2023–24 baseline, and in SCDS’s

suspension rate of 14.3%, a significant improvement from the 57.14% rate recorded in 2024–25. A key ongoing challenge remains the high staff turnover at both sites; however, KCOE will continue to provide targeted, ongoing professional development in 2026–27 to address this need and sustain instructional quality.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between Planned and Estimated Actual Percentages of Improved Services.

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

Following is a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal:

Goal 3, Action 1: Academic Counseling Support:
Implementation of this action is still in an early stage — the position went unfilled for two years due to recruitment challenges and was only successfully staffed in 2025–26 as a newly restructured, shared part-time role across SHS, SCDS, and AHS. It is therefore premature to isolate the counseling position's individual effect on student outcomes. That said, the sites this action serves show clear bright spots this year, including improved chronic absenteeism rates, STAR proficiency gains, and improved suspension rates — outcomes the District attributes to the combined effect of all three Goal 3 actions (Academic Counseling, Supplemental Curriculum, and Professional Development) working together, rather than to any single action in isolation. As the counseling position stabilizes in 2026–27, the District will be better positioned to evaluate its distinct contribution to these trends.

Goal 3, Action 2: Supplemental Curriculum:
This action has been highly effective in supporting the academic needs of students at Sunrise High School and Secondary Community Day School. STAR assessment data from 2025–26 demonstrates significant growth compared to the 2023–24 baseline: SHS Reading Proficiency increased from 4.2% to 28.6%, and Math Proficiency increased from 0% to 28.6%. At SCDS, both Reading and Math Student Growth Percentiles reached 100%, a dramatic improvement from the 33.3% and 50% baseline figures, respectively. The Robotics elective has continued to be a meaningful draw for students at both sites, contributing to increased engagement and school connectedness. This is further supported by declining Chronic Absenteeism rates: SHS decreased from a 48.6% baseline to 33.3% in 2025–26, a 15.3 percentage point reduction; SCDS decreased from a 41.23% baseline to 29.9%, an 11.33 percentage point reduction. These results indicate that the supplemental curriculum has not only strengthened academic skills but has also made SHS and SCDS more appealing and engaging places for students to attend.

Goal 3, Action 3: Professional Development:
The professional development provided by Kings County Office of Education has been effective in building staff capacity in academic pedagogy, Social-Emotional Learning, evidence-based instructional strategies, and alternatives to suspension at Sunrise High School and Secondary Community Day School. The impact of this training is reflected in improving suspension rate data. At SHS, the 2025–26 suspension rate of 4.8% represents a 0.5% decrease from the 2023–24 baseline and is consistent with the progress observed in 2024–25. At SCDS, the suspension rate improved dramatically from 57.14% in 2024–25 to 14.3% in 2025–26, a reduction of over 42 percentage points, indicating a meaningful shift in how staff are responding to student behavior. The primary ongoing challenge remains high staff turnover at

both sites, which requires continuous onboarding of new personnel into established practices. KCOE will continue to provide targeted, ongoing professional development in 2026–27 to sustain these gains and ensure that incoming staff are equipped with the same evidence-based skills and approaches.

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.

Following are changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice:

Goal 3, Action 1: Academic Counseling Support:
After two years of the Academic Counselor position remaining unfilled due to recruitment challenges, the District restructured this action based on lessons learned. In 2025–26, the position was successfully filled as a modified, shared role split between Avenal High School, Sunrise High School, and Reef-Sunset Secondary Community Day School, funded through braided Equity Multiplier and local district funds. This structural change—moving from a site-specific position to a shared model—provided qualified counseling services and allowed the District to bring dedicated academic counseling support to students at all three sites. This action will continue in 2026–27, with the counselor providing direct support to help build pathways to course completion, address the high non-stability rates at SHS and SCDS, and support students around absenteeism, suspension prevention, and academic progress.

Additional Changes made to Goal 3:

- Metric 3.2 was discontinued, as STAR assessment data is fully captured in Metric 3.1. This consolidation reduces redundancy and ensures metrics reflect the most current and meaningful available data.

- Metric 3.3 (CA Dashboard Suspension Rate) was updated with 2025–26 data. SHS suspension rate remained at 4.8%, consistent with prior year. SCDS (NEW: added metric this school year) suspension rate improved dramatically from 57.14% in 2024–25 to 14.3% in 2025–26, reflecting the positive impact of KCOE professional development on staff practices. The Year 3 target of a 2% reduction in suspension rate remains in place for 2026–27.

- Metric 3.4 (CA Dashboard Graduation Rate – Sunrise High School) was updated with 2025–26 data. The SHS graduation rate increased to 85.2% in 2025–26, up from 73.7% in 2024–25 and 65% at baseline, reflecting strong year-over-year growth. The Year 3 target calls for an additional annual increase of 2%. Note: Graduation rate data for Reef-Sunset Secondary Community Day School continues to be monitored in-house due to low enrollment and student privacy protections.

- Metric 3.5 (Local Data – Percentage of SHS Students College Bound or Employed) now has a Year 2 data point of 33%, established as the first available local data since this metric was added in 2024–25. The Year 3 target is an annual increase of 2%. Data for SCDS continues to be monitored in-house due to low enrollment and student privacy protections.

- Metric 3.6 (New Metric) (CA Dashboard Chronic Absenteeism Rate – SHS and S.C.D.S.) was updated with 2025–26 data. SHS chronic absenteeism declined to 33.3%, a 15.3 percentage point reduction from the 48.6% baseline. SCDS chronic absenteeism declined to 29.9%, an 11.33 percentage point reduction from the 41.23% baseline. These results reinforce that the supplemental

curriculum and increased student engagement at both sites are contributing to improved attendance. The Year 3 target of a 2% annual decrease in chronic absenteeism remains in place for 2026–27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Counseling Support	Provide Sunrise High School and Reef-Sunset Secondary Community Day School with one part-time FTE Academic Counselor. The Academic Counseling support will help build pathways to course completion and address the needs of our schools, which have a high non-stability rate and low SED, as well as to address absenteeism, suspension rate, and academic support.	$71,000.00	No
3.2	Supplemental Curriculum	A supplemental curriculum will be purchased to support the academic needs of students with high non-stability rates and are SED at Sunrise High School and Secondary Community Day School.	$15,000.00	No
3.3	Professional Development	Professional development will be provided to help advance academic pedagogy, Social-Emotional support skills, and evidence based instructional strategies for staff implementation as well as alternatives to suspensions for Sunrise High School and Secondary Community Day School.	$20,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$13,471,840	$$1,799,736

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
44.614%	0.000%	$0.00	44.614%

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:** Supplemental Supports for Students **Need:** After assessing the needs, conditions and circumstances of our student groups we found that: 2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1	This action will provide supplemental supports for students in order to increase academic performance and achievement as described in the metrics (ELA, Math, ELPAC). English learners, Foster Youth, and Low Income students make up 97.39% of the RSUSD student population. Supplemental supports for students will be provided to meet the academic needs of students. These will include the implementation and support of Professional Learning Communities,	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP- RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5 AES ELA CAASPP

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
	EL -107.7 SED -91.4 1) Avenal Elementary All Students -94.1 English Learner -95.1 SED -94.7 2) Avenal High School All Students -61.9 English Learner -130.6 SED -64.2 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 SED -61.5 4) Reef-Sunset Middle All Student -94.9 English Learner -121.4 SED -97.2 5) Tamarack All Students - 113.6 English Learner -107.7 SED -113 2023-24 Math CAASPP - Distance from Standard (DFS) All Students -130.1 English Learner -138.8 SED -131.5 1) Avenal Elementary	instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers will be provided through a New Teacher Induction program. Maintain instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English • Professional Learning Communities - LEA • FTE Instructional Aides- LEA- non site specific • Educational Field Trips • Supplemental State Standards Based Curriculum • Professional Learning/development training to Focus on ELA, ELD, & Math • Instructional Supplies to include, but not limited to flexible seating, supplemental supplies, wall sized whiteboards to support cooperative learning structures • New Teacher Induction • Supplemental Technology support staff and devices • Secondary Support Staff - 1 FTE (AES; AHS; RSMS; TES) - SSC • Alternative Education - Supplemental staff support This Action will support an identified need through Differentiated Assistance.	AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7 RSMS ELA CAASPP RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7 RSUSD MATH CAASPP RSUSD All -114.1 RSUSD EL- 130 RSUSD SED -116.4 AES MATH CAASPP AES All - 72.8 AES SWD - 128.1 AHS MATH CAASPP AHS All -145.4 AHS EL- 191.7

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
	All Students -93.9 SWD -151.5 2) Avenal High School All Students:-167.1 English Learner -203.1 SED -168.2 3) Kettleman City Elementary All Students -116.4 English Learner -129.2 4) Reef-Sunset Middle All Students -149.2 English Learner -171.8 SED -151.2 5) Tamarack All Students - 115.1 English Learner -106.4 SED -115.3 42.3% of English Learners were making progress towards English proficiency (ELPI). **Scope:** LEA-wide		AHS SED -143.5 KCES MATH CAASPP KCES All -99.2 KCES EL-121.1 RSMS MATH CAASPP RSMS All-131.5 RSMS EL 161.8 RSMS SED- 132.2 TES MATH CAASPP TES All-109.4 TES EL- 189.4 TES SED -114.3 RSMS ELPI- 29.8% making progress towards English language proficiency
1.3	**Action:** Enrichment & Fine Arts **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Chronic absenteeism rate are high.	The Enrichment and Fine Arts program provides all low income students, foster youth, and English learners an experience in the fine arts throughout the regular school year, will increase interest in school and increase attendance rates of 93.3% for all students, including unduplicated students.	Effectiveness will be measured based on a 3 year target outcome of: Chronic Absenteeism Rates All Students: 19.1% EL: 15.6%

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
	RSUSD Chronic Absenteeism Rates All Students: 19.4% EL: 20.6% SED: 20% **Scope:** LEA-wide	Maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs	SED: 19.2%
1.4	**Action:** College & Career Readiness **Need:** After assessing the needs, conditions and circumstances of our student groups we found that the percentage of students "prepared" in the college and career indicator are: All students - 44.8% prepared EL - 25% prepared SED- 44.1% prepared No data available for Foster Youth. **Scope:** Schoolwide	This action will provide the needed programs and supports within the district to maintain a consistent structure of actions aimed at improving college and career readiness. 21.1% of the student population in RSUSD are identified as LTELS. Only 25% of English learners, 28.2% of LTEL and 44% of SED students were "prepared". RSUSD wants to improve percentage of students "prepared by 6% Maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all low	Effectiveness will be measured based on a 3 year target outcome of: College Career Indicator for RSUSD All students: 44.8% prepared EL: 25% prepared SED: 44.1% prepared

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		income students, foster youth, and English learners. The District will continue to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners. This Action will support an identified need through Differentiated Assistance.	
1.5	**Action:** Supplemental ELA Instructional Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Unduplicated Students are in the RED in ELA- CAASPP. RED in ELPI - RSMS - ELPAC 2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1 EL -107.7 SED -91.4 1) Avenal Elementary All Students -94.1 English Learner -95.1 SED -94.7 2) Avenal High School All Students -61.9 English Learner -130.6	The LEA will provide tutoring and academic support; instructional aides; additional language support programs; TOSA Reading Specialist; Reading Instructional Aides; collaboration opportunities; and a Chief Learning Officer to increase academic achievement in ELA for unduplicated students. The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in ELA/Math/ELD for SED, EL,and FY (in addition to base amount) -Additional language support programs -Collaboration opportunities -TOSA Reading Specialist to increase literacy and reading levels -(3) Literacy Instructional Aides to increase literacy and reading levels -Chief Learning Officer to increase academic achievement in ELA for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide.	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP- RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5 AES ELA CAASPP AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7

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
	SED -64.2 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 SED -61.5 4) Reef-Sunset Middle All Student -94.9 English Learner -121.4 SED -97.2 5) Tamarack All Students - 113.6 English Learner -112.8 SED -107.7 RSMS 58.1% of English learners were making progress towards English proficiency. **Scope:** LEA-wide	This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This ACTION addresses: the following students groups identified for actions: ELA for EL, Homeless, Hispanic and SED, districtwide. For All Students at Avenal Elementary; Avenal High School; Kettleman City Elementary; Reef-Sunset Middle; and Tamarack Elementary. For EL, and SED at Avenal High School; Kettleman City Elementary; Reef-Sunset Middle; and Tamarack Elementary. For EL, SED, at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance.	RSMS ELA CAASPP RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7 RSMS ELPI- 29.8% making progress towards English language proficiency
1.6	**Action:** Supplemental Math Instructional Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Unduplicated Students are in the RED in Math. Math CAASPP - Distance from Standard (DFS) All Students -130.1 English Learner -138.8	The LEA will provide tutoring and academic support; instructional aides; additional language support programs; collaboration opportunities; and a Chief Learning Officer to increase academic achievement in Math for unduplicated students. The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in math -Additional language support programs -Collaboration opportunities	Effectiveness will be measured based on a 3 year target outcome of: RSUSD MATH CAASPP RSUSD All -114.1 RSUSD EL- 130 RSUSD SED -116.4 AES MATH CAASPP AES All - 72.8 AES SWD - 128.1

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
	SED -131.5 1) Avenal Elementary All Students -93.9 SWD -151.5 2) Avenal High School All Students:-167.1 English Learner -203.1 SED -168.2 3) Kettleman City Elementary All Students -116.4 English Learner -129.2 4) Reef-Sunset Middle All Students -149.2 English Learner -171.8 SED -151.2 5) Tamarack All Students - 115.1 English Learner -106.4 SED -115.3 **Scope:** LEA-wide	-Chief Learning Officer to increase academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide. This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This ACTION addresses: The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in Mathematics are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated Assistance.	AHS MATH CAASPP AHS All -145.4 AHS EL- 191.7 AHS SED -143.5 KCES MATH CAASPP KCES All - 99.2 KCES EL-121.1 RSMS MATH CAASPP RSMS All-131.5 RSMS EL 161.8 RSMS SED- 132.2 TES MATH CAASPP TES All-109.4 TES EL- 189.4 TES SED -114.3
1.7	**Action:** TOSA Reading Specialist Literacy Support **Need:** This Action will support an identified needs through Differentiated Assistance: for unduplicated students within the area of ELA.	The LEA will provide academic support through TOSA Reading Specialists to increase academic achievement in ELA for unduplicated students. This Action will support an identified need through Differentiated Assistance. Unduplicated Groups (addresses using S/C funding):	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP- RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5

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
	2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1 EL -107.7 SED -91.4 1) Avenal Elementary All Students -94.1 English Learner -95.1 SED -94.7 2) Avenal High School All Students -61.9 English Learner -130.6 SED -64.2 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 SED -61.5 4) Reef-Sunset Middle All Student -94.9 English Learner -121.4 SED -97.2 5) Tamarack All Students - 113.6 English Learner -107.7 SED -113 RSMS 58.1% of English learners were making progress towards English proficiency. **Scope:**	The student groups that have earned the lowest performance in ELA are English Learners, Long-Term English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Hispanic, and Homeless students, who are the primary beneficiaries of TOSA Reading Specialist intervention services.	AES ELA CAASPP AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7 RSMS ELA CAASPP RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7 RSMS ELPI- 29.8% making progress towards English language proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Supplemental Services & Support for Student Well Being **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Average Daily Attendance Data show that unduplicated pupils have a higher rate of absenteeism than other students. 2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4% EL: 20.6% SED: 20% Foster: 37.5% Avenal Elementary School All Students - 18.9% **Scope:** LEA-wide	Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services to bolster student well-being. This comprehensive approach aims to enhance the sense of belonging and safety within our schools, leading to improved attendance rates, decreased suspensions, and heightened overall student engagement district wide. Maintain and increase supplemental services and support for student well being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well being. This Action will support an identified need through Differentiated Assistance.	Effectiveness will be measured based on a 3 year target outcome of: Average Daily Attendance rates for unduplicated students and decrease chronic absenteeism by 3%. RSUSD Chronic Absenteeism: All students: 19.1% EL 15.6% SED 19.2% Foster 30% Avenal Elementary School All Students - 18%
2.2	**Action:** Safety & Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that RSUSD suspension rate was in the Red status level for all student groups in the 2024-	Through the inclusion of School Resource Officers (SROs) and campus safety liaisons in our LCAP, we aim to enhance student safety and support. Their presence will cultivate a secure campus environment, reducing the likelihood of students engaging in suspendable offenses like fighting or substance abuse. As a result, students will feel safer and more secure, fostering a safe learning environment and personal growth. Action progress	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Suspension Rates All Students 6.4% EL 5.8 % SED 6.4 %

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school year. All student groups increased in suspension rate. 2024 Suspension Rates REDS All Students: 8.3% EL: 8.2% SED: 8.4% Foster:10.7% Avenal Elementary School- 2.0% AES EL 1.6% AES SED- 2.1% Avenal High School- 12.3% AHS - EL - 15.1% AHS - SED - 12.4% Kettleman City Elementary School- 3.5% KCES EL-4.3% SED - 3.6% Tamarack Elementary School- 6.9% TES - EL - 6.9% TES - SED - 7.2% Reef Sunset Middle School - 13.5% RSMS EL - 12.8% RSMS SED - 13.7% **Scope:** LEA-wide	and effectiveness will be monitored through empathy survey results and discipline data. Provide school safety and support for student engagement by maintaining a Support Officers and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster and Homeless students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. This Action will support an identified need through Differentiated Assistance.	Foster 11% Avenal Elementary School- 4% AES EL 3% AES SED- 6.3% Avenal High School- 10% AHS - EL - 12% AHS - SED - 10% Kettleman City Elementary School- 7% KCES EL-9% SED - 7% Tamarack Elementary School- 6% TES - EL - 5% TES - SED - 6% Reef Sunset Middle School - 15% RSMS EL - 14% RSMS SED - 15%
2.3	**Action:** Family Communication & Education	This action will increase the rate of parents feeling highly informed or informed about issues, upcoming events, and encouraging them to	Effectiveness will be measured based on a 3 year target outcome of:

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: After assessing the needs, conditions and circumstances of our student groups we found that 73% - all students 72% of the SED 81% of the EL group 100% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education **Scope:** LEA-wide	become involved. We also want to maintain solid partnerships with families of students with disabilities. Maintain home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50% Family Engagement Coordinator, conference, and travel. Parent Square will be used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site. Maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research based parent programs, Family Engagement Center to provide parent programs and strategies targeting low income students, foster youth and English learners.	75% - all students 74% of the SED 45% of the EL group 20% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey
2.4	**Action:** Student Attendance Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that chronic absenteeism rates are high. 2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4%	Extra Support/communication and resources for families of students with high risk attendance issues and chronic absenteeism. In addition to current systems, include and facilitate early intervention and support services for students and families through the family engagement center, community schools and identified attendance staff to implement research based strategies such as home visits, wrap around services, and coordination of services.	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Chronic Absenteeism: All students: 19.1% EL 15.6% SED 19.2% Foster 30%

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
	EL: 20.6% SED: 20% Foster: 37.5% 1) Avenal Elementary All Students - 18.9% **Scope:** Schoolwide	Provide programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance.	Avenal Elementary-18%
2.5	**Action:** MTSS Training **Need:** After assessing the needs, conditions and circumstances of our student groups we found that RSUSD suspension rates are high. 2024 Suspension Rates REDS All Students: 8.3% EL: 8.2% SED: 8.4% Foster:10.7% Avenal Elementary School- 2.0% AES EL -1.6% AES SED- 2.1% Avenal High School- 12.3% AHS - EL - 15.1% AHS - SED - 12.4% Kettleman City Elementary School- 3.5% KCES EL-4.3% SED - 3.6%	MTSS and PBIS will aide in lowering suspension rates and support the efforts in improving our school culture to support the behavioral and motivational adjustments required to be made by our students in order to gain higher achievement and keep students engaged in school daily in order to become college and career-ready graduates. Training to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide. The behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. In the area of Suspension, the Reef-Sunset Unified School District received a performance of: (YELLOW). The student group in the RED at the District level in the area of Suspension: White. No school site earned a RED, however at TES the following student groups earned a RED in the area of Suspension: Homeless and Students with Disabilities.	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Suspension Rates All Students 6.4% EL 5.8 % SED 6.4 % Foster 11% Avenal Elementary School- 4% AES EL 3% AES SED- 6.3% Avenal High School- 10% AHS - EL - 12% AHS - SED - 10% Kettleman City Elementary School- 7% KCES EL-9% SED - 7%

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
	Tamarack Elementary School- 6.9% TES - EL - 6.9% TES - SED - 7.2% Reef Sunset Middle School - 13.5% RSMS EL - 12.8% RSMS SED - 13.7% **Scope:** LEA-wide	In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received a performance of: (YELLOW) Student group performance in RED: Foster Youth and Homeless. No school site earned a RED in the area of Chronic Absenteeism, and no student groups at the school sites were in the RED. This Action will support an identified need through Differentiated Assistance for Chronic Absenteeism and Suspension.	Tamarack Elementary School- 6% TES - EL - 5% TES - SED - 6% Reef Sunset Middle School - 15% RSMS EL - 14% RSMS SED - 15%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Supports **Need:** To increase the percentage of English Learner students who make progress towards English proficiency as measured by the ELPAC 47.41% of English learners scored a Level 3 & 4 60.09% of Long Term English learners scored a Level 3 & 4	1. Direct Impact: These actions directly support English learners by making the content more accessible and understandable from the outset, helping them to engage more fully with grade-level material. 2. Practical Implementation: Best practices and implantation of evidence based strategies can be integrated into existing lesson plans without requiring major changes to the curriculum or extensive additional resources. 3. Sustainable Practice: These techniques can be used across various subjects and grade levels, making them a versatile and sustainable approach	ELPAC: 42% of English learners scored a Level 3 & 4 48% of Long Term English learners scored a Level 3 & 4 Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP RSUSD EL - 105 DFS AES EL -85 DFS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	After assessing the needs, conditions and circumstances of our student groups we found that: English proficiency on the ELPI. The difference in the percentage of students making progress towards English proficiency went from 37.2% in the 2022-23 Summative ELPAC assessment to 47.47%, with a positive increase of 10.21%. RSUSD ELA REDS EL - 107.7 DFS AES ELA REDS EL -95.1 DFS AHS ELA REDS EL - 130.6 DFS KCES ELA REDS EL - 77.7 DFS RSMS ELA REDS EL - 121.4 DFS TES ELA REDS EL - 112.8 DFS RSUSD MATH REDS EL - 138.8 DFS AHS MATH REDS EL - 203.1 DFS KCES MATH REDS EL - 129.2 DFS RSMS MATH REDS EL - 171.8 DFS TES MATH REDS EL - 106.4 DFS RSMS ELPI (English Learner Progress Indicator): 58.1% making progress towards English language proficiency, this is an increased growth of 28.2%. This action will provide the needed monitoring, support, and training at all levels within the district to establish a consistent structure of implementation and monitoring of student progress. 21.1% of the student population in RSUSD are identified as LTELS.	to improving instruction while providing targeted support to the students identified as having the highest needs, specifically in ELA, Math, and ELD for English Learners	AHS EL - 90 DFS KCES EL - 85 DFS RSMS EL - 115 DFS TES EL - 105 DFS RSUSD MATH CAASPP RSUSD EL - 105 DFS AHS EL - 185 DFS KCES EL - 115 DFS RSMS EL - 155 DFS TES EL - 104 DFS RSMS RED ELPI (English Learner Progress Indicator) -35% making progress towards English language proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback. Pairing LTELs with proficient English speakers for peer tutoring or grouping them with peers of mixed language abilities for cooperative learning activities can provide opportunities for language practice and peer support. Recognizing and incorporating students' cultural backgrounds and experiences into instruction can increase engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences as assets in the learning process. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. EL's- Explicit language instruction, language development through content, and formative assessment and feedback. Explicit instruction in language skills, such as vocabulary development, grammar, and language structures, is beneficial for ELs. Teachers can use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning can support ELs' language development while they learn academic content. This approach, known as content-based language instruction, helps ELs make connections between language and subject matter. Regular		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. These strategies and supports will be implemented and monitored via the following actions: • EL TOSA working with EL site coordinators • Intentional coaching cycles • ELD achievement teams • Continuous improvement cycle • Ongoing professional development of staff, certificated and classified This Action will support an identified need through Differentiated Assistance. **Scope:** Limited to Unduplicated Student Group(s)		

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

The Reef-Sunset Unified School District Planned Percentage of Improved Services is 44.61%%.
RSUSD supports the educational program for approximately 2610 students at six schools. The site and district teams utilize data to evaluate the needs of our students throughout the district. This analysis begins with the needs of our unduplicated students. Many of our actions are provided on a school-wide basis. Principally directed and targeted actions and services for unduplicated pupils are monitored, evaluated and adjusted on an ongoing basis utilizing multiple sets of data. Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. Educational equity means that each child receives what they need to develop to their full academic and social potential and adults

are committed to doing whatever it takes to achieve grade level standards. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. In developing the LCAP, the LCAP educational partners determined that English Learner Supports, in Goal 1, Action 2, is a limited action contributing to meeting the increased need and improved services requirement for English Learner students. The needs for English Learner Supports are to increase the percentage of English Learner students who make progress towards English proficiency as measured by the ELPAC and CAASPP. The Action is designed to address these needs:
1. Direct Impact: These actions directly support English learners by making the content more accessible and understandable from the outset, helping them to engage more fully with grade-level material.
2. Practical Implementation: Best practices and implantation of evidence based strategies can be integrated into existing lesson plans without requiring major changes to the curriculum or extensive additional resources.
3. Sustainable Practice: These techniques can be used across various subjects and grade levels, making them a versatile and sustainable approach to improving instruction while providing targeted support to the students identified as having the highest needs, specifically in ELA, Math, and ELD for English Learners.
We will measure the success of this Action with the following ELPAC metrics:
39.36% of EL to score a level 3 & 4
45.59% of Long Term English Learners score at a level 3 & 4

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.

All schools within RSUSD have high concentrations (above 55) of foster youth, English Learners and low-income students.

Goal 1: Action 1: Supplemental supports, EL supports , enrichment and fine arts, college and career readiness, supplemental ELA instructional support. 4 FTE Student Support Coordinators to provide supplemental supports for students. Goal 1, Action 2: TOSA: English Learner to support teachers in data collection, lesson design and improved academic performance of English Leaners Projects. Administrator to provide support to staff in Multi-Tiered Systems of Support (MTSS) and provided additional onsite support coordinating services at Avenal Elementary School. Goal 1, Action 3: Full time art teacher at RSMS, AHS and elementary schools to provide enrichment and a well rounded educational experience for all students; Goal 1, Action 4: 2 Full time CTE instructors added to Avenal High School to enhance and maintain CTE pathway options for all students. AHS aims to ensure all students leave high school prepared for post secondary education or to enter the workforce. TOSA: Auxiliary Services and CTE to increasing the staffing dedicated to support students in CTE pathways and Dual Enrollment. Goal 1, Action's 5 and 6: 3 Technician Specialists to increase the support for staff and students to use instructional technology and repair devices in a timely manner. Goal 1, Action's 5 and 6: Maintain and increase instructional aide support at all campuses and maintain TK-3 class size reduction at all elementary school sites. Goal 1, Action 5: 3 (5 hour) Literacy Instructional Aides at the Middle School level to provide literacy intervention to students who are reading multiple years below grade level (Funded with LREBG Funds). Goal 1, Action's 5 and 6: 1 Chief Learning Services Officer, focused on increasing academic achievement in ELA and Math for unduplicated students. Goal 1, Action 7:1 TOSA Reading Specialist position, moved from Goal 1, Action 5 beginning in 2026–27, providing structured literacy coaching, intervention, and progress monitoring at the Middle School level for students reading multiple years below grade level. This

position is currently funded through the District's remaining LREBG allotment. Upon expiration of LREBG funds, the District intends to pursue continuation of this position through comparable grant funding opportunities to sustain services.

Goal 2:Action 1: Supplemental services and support for student well being, safety and support, family communication and education, student attendance support, MTSS 2 Full time Prevention Intervention Specialists and 3 full time Wellness Specialists to support students mental health, social emotional learning and behavioral concerns. 5 Full time School Nurse Assistants ensure that each school site has a dedicated health care provider on campus during normal school hours. A Full time District Health & Wellness Coordinator to oversee Health Services, Full time District RN and Full time LVN to provide health services to students that require supervision of a licensed nurse. Additional School Psychologist to increase service to students for mental health support, behavioral support and provide services to students with disabilities. Certificated staff to provide tutoring for unduplicated pupils to ensure they do not follow behind in academics. 2 additional cafeteria staff to support students during meal times and ensure meals are served in a timely manner and safety protocols are followed. Coordinator of Special Education to support students with disabilities and their families. Student Supervisors and PBIS aides to ensure a safe and orderly campus in the classrooms, during recess and at lunch periods on all campus. These positions help to reduce the staff to student ratio and provide students with individual intervention as needed. Goal 2, Action 3: Family Engagement Coordinator to establish the Family Engagement Center and provide resources and services to all students and families in the district. Community Schools Program Manager and Community Schools Intervention Coordinator to support families and students in getting wraparound services and other academic, behavioral and social services they may need; granted funding is used to maintain staffing for Community School program Athletics and extra curricular activities to maintain and increase elementary, middle and high school athletics opportunities available to all students. Full time District Athletic and Activities Coordinator Enhance expanded learning opportunities with additional staff to provide enrichment, intervention and club activities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Avenal High School: A Staff to student ratio: 1:27.5 Sunrise High School: A Staff to student ratio: 1:9.5 Reef Sunset Middle School: A Staff to student ratio: 1:20.2 Avenal Elementary School: A Staff to student ratio: 1:16.8 Tamarack Elementary School: A Staff to student ratio: 1: 17.0 Kettleman City Elementary School: A Staff to student ratio: 1: 18.4

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	N/A	Avenal High School: A Staff to student ratio: 1:17.7 Sunrise High School: A Staff to student ratio: 1:9.5 Reef Sunset Middle School: A Staff to student ratio: 1:18.8 Avenal Elementary School: A Staff to student ratio: 1:19.2 Tamarack Elementary School: A Staff to student ratio: 1: 19 Kettleman City Elementary School: A Staff to student ratio: 1: 16.5

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	$30,196,765	$13,471,840	44.614%	0.000%	44.614%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,612,155.00	$1,719,379.00	$0.00	$157,500.00	$15,489,034.00	$10,828,853.00	$4,660,181.00

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	Supplemental Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,557,642.00	$1,509,361.00	$4,067,003.00				$4,067,003.00	
1	1.2	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$210,000.00	$50,000.00	$260,000.00				$260,000.00	
1	1.3	Enrichment & Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$439,640.00	$530,000.00	$969,640.00				$969,640.00	
1	1.4	College & Career Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHS, SHS, and SCDS		$454,000.00	$250,125.00	$704,125.00				$704,125.00	
1	1.5	Supplemental ELA Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,452,550.00	$393,000.00	$345,000.00	$1,460,550.00		$40,000.00	$1,845,550.00	
1	1.6	Supplemental Math Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$145,600.00	$87,900.00	$198,500.00			$35,000.00	$233,500.00	
1	1.7	TOSA Reading Specialist Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$152,829.00	$142,829.00	$142,829.00	$152,829.00			$295,658.00	
2	2.1	Supplemental Services & Support for Student Well Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,444,592.00	$900,531.00	$5,335,123.00			$10,000.00	$5,345,123.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Safety & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$434,000.00	$326,435.00	$732,935.00			$27,500.00	$760,435.00	
2	2.3	Family Communication & Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$422,000.00	$160,000.00	$582,000.00				$582,000.00	
2	2.4	Student Attendance Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$210,000.00	$200,000.00			$10,000.00	$210,000.00	
2	2.5	MTSS Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$45,000.00	$65,000.00	$75,000.00			$35,000.00	$110,000.00	
3	3.1	Academic Counseling Support	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$71,000.00	$0.00		$71,000.00			$71,000.00	
3	3.2	Supplemental Curriculum	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$0.00	$15,000.00		$15,000.00			$15,000.00	
3	3.3	Professional Development	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$0.00	$20,000.00		$20,000.00			$20,000.00	

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
$30,196,765	$13,471,840	44.614%	0.000%	44.614%	$13,612,155.00	0.000%	45.078 %	**Total:**	$13,612,155.00
								LEA-wide Total:	$12,448,030.00
								Limited Total:	$260,000.00
								Schoolwide Total:	$904,125.00

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**	Supplemental Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,067,003.00	
1	**1.2**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$260,000.00	
1	**1.3**	Enrichment & Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$969,640.00	
1	**1.4**	College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHS, SHS, and SCDS	$704,125.00	
1	**1.5**	Supplemental ELA Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,000.00	
1	**1.6**	Supplemental Math Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,500.00	

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	1.7	TOSA Reading Specialist Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,829.00	
2	2.1	Supplemental Services & Support for Student Well Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,335,123.00	
2	2.2	Safety & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$732,935.00	
2	2.3	Family Communication & Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$582,000.00	
2	2.4	Student Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.5	MTSS Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,796,281.00	$14,978,145.00

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**	Supplemental Supports for Students	Yes	$3,929,079.00	$3,948,724
1	**1.2**	English Learner Supports	Yes	$250,000.00	$251,250
1	**1.3**	Enrichment & Fine Arts	Yes	$900,000.00	$904,500
1	**1.4**	College & Career Readiness	Yes	$654,125.00	$657,396
1	**1.5**	Supplemental ELA Instructional Support	Yes	$1,715,774.00	$1,724,353
1	**1.6**	Supplemental Math Instructional Support	Yes	$250,000	$230,000
2	**2.1**	Supplemental Services & Support for Student Well Being	Yes	$5,413,798.00	$5,540,867
2	**2.2**	Safety & Support	Yes	$730,435.00	$743,480
2	**2.3**	Family Communication & Education	Yes	$552,000.00	$558,625
2	**2.4**	Student Attendance Support	Yes	$200,000.00	$205,325
2	**2.5**	MTSS Training	Yes	$100,000.00	$109,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Academic Counseling Support	No	$66,070.00	$71,525
3	**3.2**	Supplemental Curriculum	No	$15,000.00	$15,000
3	**3.3**	Professional Development	No	$20,000.00	$18,100

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)
$ 13,170,254	$13,071,937.00	$13,182,142.00	($110,205.00)	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	Supplemental Supports for Students	Yes	$3,929,079.00	$3,948,724		
1	1.2	English Learner Supports	Yes	$250,000.00	$251,250		
1	1.3	Enrichment & Fine Arts	Yes	$900,000.00	$904,500		
1	1.4	College & Career Readiness	Yes	$654,125.00	$657,396		
1	1.5	Supplemental ELA Instructional Support	Yes	$210,000.00	$224,353		
1	1.6	Supplemental Math Instructional Support	Yes	$215,000.00	$215,000		
2	2.1	Supplemental Services & Support for Student Well Being	Yes	$5,403,798.00	$5,457,835		
2	2.2	Safety & Support	Yes	$702,935.00	$709,964		
2	2.3	Family Communication & Education	Yes	$552,000.00	$557,520		
2	2.4	Student Attendance Support	Yes	$190,000.00	$193,100		
2	2.5	MTSS Training	Yes	$65,000.00	$62,500		

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)
$29,182,729	$ 13,170,254	0	45.130%	$13,182,142.00	0.000%	45.171%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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