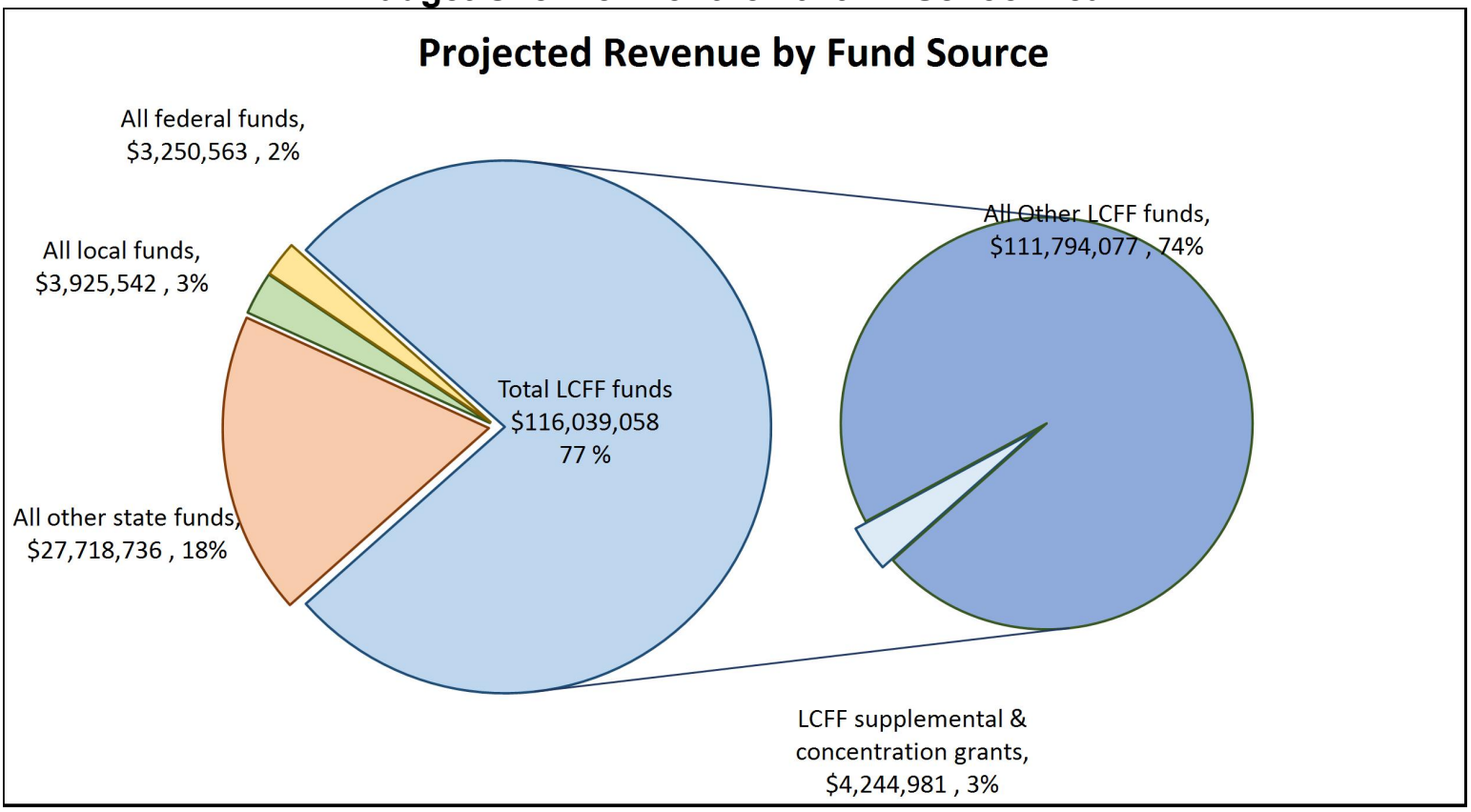
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redondo Beach Unified School District
CDS Code: 19075341 0000000
School Year: 2026-27
LEA contact information:
Roy Lopez Jr.
Executive Director, Educational Services
rlopez@rbusd.org
(310) 379-5449

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

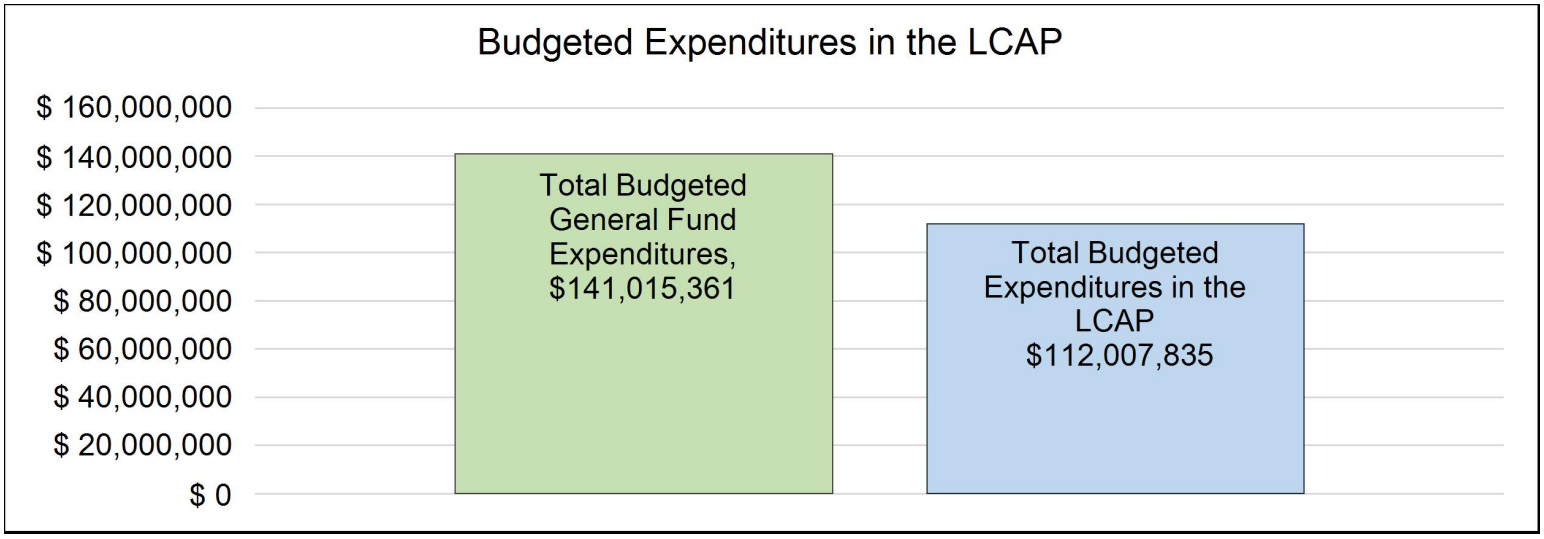


This chart shows the total general purpose revenue Redondo Beach Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redondo Beach Unified School District is $150,933,899, of which $116,039,058 is Local Control Funding Formula (LCFF), $27,718,736 is other state funds, $3,925,542 is local funds, and $3,250,563 is federal funds. Of the $116,039,058 in LCFF Funds, $4,244,981 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 Redondo Beach 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: Redondo Beach Unified School District plans to spend $141,015,361 for the 2026-27 school year. Of that amount, $112,007,835 is tied to actions/services in the LCAP and $29,007,526 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

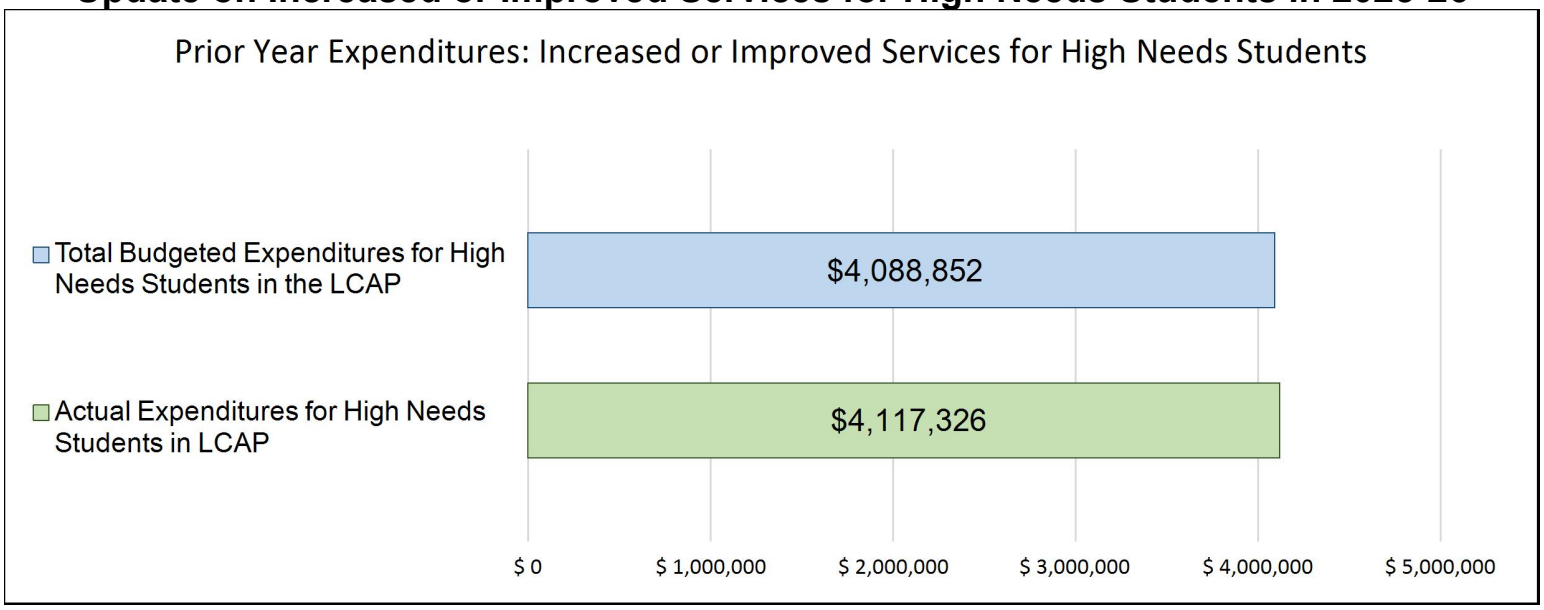
In addition to the budgeted expenditures in the LCAP, the General Fund includes expenditures for the 2026-2027 school year that are not included in the Local Control Accountability Plan (LCAP). Expenditures not included in the plan include costs for salaries and benefits for all district office personnel, district administrators, and classified staff. Contracted services such as outside behavioral contractors, physical therapists, and mental health providers are funded from the General Fund as are classroom furniture and supplies. In addition, new curriculum adoptions will be conducted for social studies K-8 and high school English. The General Fund also includes expenditures for nutrition services and administrative costs such as insurance and attorney costs and fees. Lastly, additional expenditures for the school year include transportation services, workability program, SCROC, worker's compensation, benefits, and Beginning Teacher Induction Program.

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

In 2026-27, Redondo Beach Unified School District is projecting it will receive $4,244,981 based on the enrollment of Foster Youth, English learner, and low-income students. Redondo Beach Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redondo Beach Unified School District plans to spend $4,244,981 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 Redondo Beach 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 Redondo Beach 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, Redondo Beach Unified School District's LCAP budgeted $4,088,852 for planned actions to increase or improve services for high needs students. Redondo Beach Unified School District actually spent $4,117,326 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
Redondo Beach Unified School District	Roy Lopez Jr. Executive Director, Educational Services	rlopez@rbusd.org (310) 379-5449

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 Redondo Beach Unified School District (RBUSD) was established in 1993 and currently serves approximately 9,500 enrolled students in Transitional Kindergarten through 12th grade. The district operates eight elementary schools (TK-5), two middle schools (6-8), one comprehensive high school, one continuation alternative high school and an adult school. The RBUSD employs approximately 1,160 people and operates with a budget of approximately $150 million.

RBUSD students reflect a diverse learning community with a student population of 40.3% White, 25.2% Hispanic or Latino, 13% Asian, 3.2% African American, 17% Two or More Races, 1% Filipino, 0.1% American Indian or Alaska Native and 0.1% Pacific Islander. Additionally, 16.9% are classified as Socioeconomically Disadvantaged,12.7% are Students with Disabilities, 4.5% are English Learners, 0.1% are Foster Youth, and 0.1% are Homeless Youth.

Redondo Beach is primarily a residential community in the South Bay region of Los Angeles with a population of 68,075. Located along the coastal edge of Los Angeles County, just twenty miles from downtown Los Angeles and seven miles south of Los Angeles International Airport, Redondo Beach has been a preferred resort destination for more than a century. As a school district, Redondo Beach Unified boasts incredibly collaborative and supportive relationships with its Parent Teacher Associations (PTA) and the Redondo Beach Education Foundation (RBEF). Additionally, community partnerships such as Beach Cities Health District, the Redondo Beach City Council, and the Rotary Club are invaluable sources of support for its school community.

The district's mission and guiding principles are as follows:

‘Passionate, progressive, positive. At the Redondo Beach Unified School District, we promote and celebrate our students’ academic, social, emotional, and physical well-being. We take pride in fostering lifelong learning by providing the highest level of educational programs at each of our award-winning schools.

We’re committed to hiring, supporting, and promoting excellence and innovation in teaching and learning, maintaining high expectations for all students and staff, and ensuring safety and security in modernized learning environments. With respect and empathy, we welcome our families and our wonderfully diverse community in partnering with us on this important journey.’

U.S. News & World Report has awarded Redondo Union High School a U.S. News Best High School Award Badge, with a California ranking of 136 out of 2,586, and a national ranking of 1,039. Further, two RBUSD schools have been recognized as National Blue Ribbon schools: Alta Vista Elementary and Tulita Elementary. California Distinguished Schools inludee Birney Elementary School, Jefferson Elementary School, and Lincoln Elementary School, all recognized in 2024, and Adams Middle School in 2026. Lastly, Patricia Dreizler Continuation High School has been recognized by the California Department of Education as a Model Continuation High School. There are no schools in the Redondo Beach Unified school District that qualify for Equity Multiplier.

RBUSD has a robust extracurricular program with a plethora of opportunities for students to engage in starting as young as elementary school through high school. Programs such as visual and performing arts, athletics, robotics, esports, and more. Further, the district is currently enhancing its Career Technical Education program, along with a growing Science, Technology, Engineering and Math (STEM) options to meet the demands of 21st century careers.

The Redondo Beach community has approved a bond in recent years for facilities modernization and technology updates to ensure RBUSD is able to keep pace with the demands of 21st century learning.

Reflections: Annual Performance

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

RBUSD uses data from the CA Dashboard to identify areas of growth in the development of the LCAP. Additional sources of pertinent data and information include: local measures such as MAP Growth, Data Quest, the CA Healthy Kids Survey (CHKS), RBUSD’s Student Information System, and CALPADS.

Per the CA Dashboard, 2025 CAASPP assessments results highlight several areas of growth. As indicated by the data below, there continues to be a disparity between the overall performance of RBUSD students and students from subgroups indicated below. Although we have seen positive growth for students in several of these subgroups, they continue to perform below their grade level peers as indicated by the results of the 2025 CAASPP.

English Language Arts (ELA): 50 points above the standard
Mathematics: 36.2 points above the standard

African American Students: Students identifying as African American performed below other ethnicity subgroups at 10.8 points below the

standard in ELA, and 35.6 points below the standard in Math. African American students represent 3.2% of the student population.

Hispanic or Latino Students: Students identifying as Hispanic or Latino performed below other ethnicity subgroups at 19.2 points above the standard in ELA, and 5.8 points below the standard in Math. Hispanic students represent 25.2% of the student population.

English Learners (ELs): EL students performed far below their grade-level peers at 4.7 points below the standard in ELA and 6.6 points above the standard in Math. English Learners represent 3.5% of the student population.

Long-Term English Learners (LTELs): LTEL students performed far below their grade-level peers at 86.1 points below the standard in ELA and 113.5 points below the standard in Math. Long-Term English Learners represent 17% of the EL student population.

Socioeconomically Disadvantaged: Socioeconomically Disadvantaged students performed well below their grade-level peers at 2.4 points above the standard in ELA and 11.7 points below the standard in Math. Socioeconomically Disadvantaged students represent 15.2% of the student population.

Students with Disabilities: Students with disabilities performed significantly below their grade-level at 42.5 points below the standard in ELA and 58.3 points below the standard in Math. Students with Disabilities represent 12% of the student population.

Chronic Absenteeism, as reported by the CA Dashboard, is another area of growth for RBUSD. Overall, students had a performance level of ‘Yellow’ on the Dashboard with 7.1% chronically absent. Further, the following student groups had a performance level of 'Orange': 13.9% African American students, 28.6% Homeless, 6.8% Two Or More Races, 13.6% Socioeconomically Disadvantaged students, 12.8% Students with Disabilities and 6.7% of White students. In addition, in the 'Yellow' performance level are 9.4% of Hispanic students chronically absent.

The graduation rate maintained a performance level of ‘Blue’ as indicated by the 2025 CA Dashboard, with a 97.7% graduation rate, an increase of 0.7% from the previous year. None of the district subgroups were in the red, yellow, or orange performance levels.

The Suspension Rate for all students declined from the previous year by 0.4% to 1.2% for all students suspended at least one day, with a performance level of ‘Green’. Three student subgroups had a performance level lower than "Yellow": 8.3% of Long-Term English Learner students were suspended at least one day in "Red" performance level; 2.2% of Filipino Students and 2.2% of English Learner students were suspended at least one day as indicated in the "Orange" performance level.

The data derived from the West Ed CA Healthy Kids Survey (CHKS) identifies areas of growth for RBUSD in meeting students’ social and emotional needs. On the 2026 survey, 12% of students in grade 5 report they experience frequent sadness “most” or “all” of the time. At the secondary level, 21% of students in grade 7 report “yes” to chronic sad or hopeless feelings, 22% report these feelings in grade 9 and 24% in grade 11. Additionally, as students matriculate up in grade, their sense of safety and connectedness to the school declines each year, from 98% reporting a sense of safety in 5th and 82% a sense of connectedness, to 80% reporting a sense of safety in 11th and 69% a sense of connectedness. On a locally administered survey, school climate results indicate 45.4% of students in grades 3-12 report a sense of belonging to the school.

Based on state and local data, RBUSD will monitor and address academic performance, chronic absenteeism, and school climate through its

LCAP goals and actions. To this end, RBUSD and its school teams will continue to use local diagnostic measures to monitor students' growth, provide data to identify intervention needs, and provide ongoing progress data to inform instruction and determine the effectiveness of intervention efforts. Additionally, RBUSD will support schools' efforts to address the disparity in academic performance by allocating resources for in and out of school tutoring; provide professional development opportunities to build teacher efficacy through instructional rounds; provide targeted professional development for teachers in addressing the specific needs of English learners including designated ELD instruction and Observation Protocol for Teachers of English Learners (OPTEL) training; and strengthen core content offerings through the implementation of newly adopted secondary math curriculum adoption. Further RBUSD will continue to provide during the school year credit recovery opportunities as well as summer programming for students not meeting grade level standards. These efforts will support students' academic achievement in ELA and math as well as address low graduation rates for identified subgroups.

Additional efforts in the upcoming year will include expanding counseling for students to support identified social-emotional needs; continued use of a district-level MTSS coordinator to support site-based academic interventions and Positive Behavior Intervention and Supports (PBIS) efforts; and wellness spaces at all secondary sites.

Additionally, three schools within RBUSD had student subgroups with a 'red' performance level on the 2023 CA Dashboard:

- Lincoln Elementary School – Students with Disabilities were chronically absent 21.4%
- Tulita Elementary School – Students with Disabilities were chronically absent 20.3%
- Washington Elementary School – English Learners were chronically absent 20.5%

Although RBUSD had three schools with subgroups in the "red" for chronic absenteeism on the 2023 CA Dashboard, there is a marked improvement in chronic absenteeism rates from the previous two years. To address the 'red' areas of concern ensure a continued focus on improving attendance, RBUSD will continue to utilize an attendance management system (Action 2.1) to provide early warning indicators of chronic absenteeism allowing us to intervene and provide supports to improve student attendance. The system has been utilized for the last three years with positive results in both years. Additionally, RBUSD will utilize a district-level support services employee to support schools' efforts to reduce suspensions and increase attendance (Action 2.6).

Lastly, in order to address the increase in suspension overall as well as the high suspension rates for identified subgroups, RBUSD will reinforce the utilization of PBIS at all schools; increase awareness and professional development to support the implementation of other means of corrective actions; provide additional counseling support through its community partners; utilize Tobacco Use Prevention Education (TUPE) resources; increase training for school administration in addressing discipline behaviors; and utilize juvenile diversion programs.

RBUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds from the 2025-2026 school year and will utilize the funds during the 2026-2027 school year. Goal 1, Action 1.12 Implement District-wide Benchmark, satisfies Education Code (EC) Section 32526(c)(2)(A-F) allowable use of funds for LREBG: (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. Based on local needs assessment, Action 1.12 addresses EC Section 32526 (d) (2) Identifies pupils in the greatest need of learning recovery supports and the interventions that the LEA has selected to address pupils' needs. The following metrics found within Goal 1 were incorporated into the local needs assessment and will assist the District in monitoring student academic progress: 1.4, 1.5, 1.12, 1.14, 1.15, 1.18, and 1.19.

Reflections: Technical Assistance

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

This is not applicable to RBUSD.

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.

This is not applicable to RBUSD.

Support for Identified Schools

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

This is not applicable to RBUSD.

Monitoring and Evaluating Effectiveness

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

This is not applicable to RBUSD.

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
RBUSD LCAP Advisory Committee Parents Local Bargaining Units (classified and certificated staff) Students Administrators	The Redondo Beach Unified School District strives to provide its educational partners with multiple opportunities to provide input and give feedback. RBUSD's Local Control Accountability Plan (LCAP) Committee is comprised of individuals from all educational partner groups including RBUSD students; RBUSD parents and community members; RBUSD elementary and secondary school administrators; Redondo Beach Teachers' Association (RBTA); Redondo Beach Classified Employee Association (CSEA); Redondo Beach's American Federation of Teachers (AFT); and Redondo Beach's District English Learning Advisory Group (DELAC). Once formed, the committee established meeting dates over the course of the year: December 4, 2025, February 5, 2026, April 16, 2026, and May 7, 2026. The committee's work began with training the group on the Local Control Accountability Plan (LCAP); its purpose as a three-year plan that describes the goals, actions, services and expenditures to positively impact student outcomes; and their role and responsibilities as an advisory committee. Once committee members were trained, they began the work of taking a deep dive into RBUSD’s data. This included reviewing the district’s CA Dashboard data; analysis of performance on state and local indicators; and available social-emotional data. The committee was also tasked with reviewing the LCAP goals to determine if they were still aligned to RBUSD’s priorities and needs, as identified by the data and stakeholder input. Their work resulted in refinement to RBUSD’s current goals while

Educational Partner(s)	Process for Engagement
	supporting college and career readiness, student engagement, and students social-emotional well-being. Lastly, both the district's LCAP and Strategic Plan will simultaneously move to Year 3 in the following school year and a common Educational Partner Feedback Survey was administered in Spring 2026. The results of the survey were reviewed by the LCAP Committee and the group offered recommendations for actions and services based on feedback and needs as identified in the data.
RBUSD bargaining units Students School site administrators Other district administration	RBUSD administration has solicited feedback from meetings held with the superintendent and bargaining units and in monthly leadership and principal meetings. Additional student feedback was garnered through the superintendent’s Student Advisory Council as well as participation in the annual administration of the California Healthy Kids Survey (CHKS), and district-disseminated surveys such as the Beach Cities Tri-District Student Survey.
RBUSD students Teachers Other school personnel Administrators Parents	A common LCAP and RBUSD Strategic Plan 2026 Educational Partner Feedback Survey was administered district-wide to parents/guardians, RBUSD staff and students in spring 2026. For the purposes of the LCAP, the survey provided an opportunity for feedback on the educational program, current actions and services, and priorities for the development of the 2026-2027 LCAP.
Special Education Local Plan Area (SELPA) Special Education Advisory Committee (SEAC) District English Learner Advisory Committee (DELAC) School site ELACs	RBUSD holds ongoing consultation meetings with the SELPA to garner feedback in the development of the LCAP and goals and actions. RBUSD administers annual needs assessments through school-site ELACs to the families of its English learners to inform the development of the LCAP, and RBUSD administration met directly with the DELAC on April 2, 2026 to present the LCAP and provide an opportunity to provide input on the development of the LCAP and the services and action there within in support of RBUSD’s English learners.
RBUSD Community	On May 29, 2026, a public hearing notification was shared with the RBUSD community, and members of the public were notified of the opportunity to submit written comments regarding actions and expenditures in the LCAP. This was publicized via the District's website with a link to comment. On June 5, 2026 a final draft of the RBUSD 2025-2026 was posted on the district website with public access to all stakeholders for review, comment, and/or questions via

Educational Partner(s)	Process for Engagement
	the link or directly by emailing the Superintendent's designee. Currently, there are no comments or feedback that require the Superintendent or designee to respond in writing. Further, any written responses will be sent to the advisory committee members via email, if any are received, and addressed accordingly. On June 9, 2026, the RBUSD 2026-2027 Local Control Accountability Plan was presented to the RBUSD Board of Education for a first review and opened for public comment. After final revisions and edits were made through the review process with the Los Angeles County Department of Education, on June 16, 2026, a final draft of the LCAP was presented to the RBUSD Board of Education for a final review and approval to adopt. The Local Indicators were presented at the same meeting in which the LCAP and budget were presented for adoption, June 16, 2025.

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

Throughout the LCAP process, RBUSD worked collaboratively with community partners to obtain input in the development of the plan. Feedback from educational partners began with the formation of the LCAP committee. Over the course of multiple meetings, committee members analyzed CAASPP student achievement data; graduation and 'a-g' completion rates; English language learner progress and reclassification data; and California Dashboard data. They also reviewed current LCAP goals to see if they were in alignment to district priorities and needs as indicated by the disaggregation of the data and stakeholder input. Their work and input resulted in refinement of the 2024-2027 RBUSD LCAP actions related to goals 1 thru 4, as well as recommendations for additional services and programs.

In addition to multiple in-person meetings, RBUSD administered an annual LCAP survey to all educational partner groups. Respondents were well represented across all partner groups: total number of surveys received (from all stakeholder groups): 2,563 valid responses received as of 21 May (test/QA submissions excluded); 2,031 (79%) were completed end-to-end. Of these, 1,354 respondents (parents 309, staff 196, students 849) answered the priorities open-ended question.. The results were analyzed and served to provide additional input towards the development of the plan. Below are primary recommendations for improvement across educational partner groups based on meetings and survey results.

Students:

- Academic Rigor and Curriculum Quality
- Teacher Quality and Engaging Instruction
- Bathrooms, Campus Cleanliness and Facilities
- Electives, Sports and Activities
- Student Mental Health, SEL and Wellness

- Bullying Prevention, Safety, Kindness and Discipline
- Food, Lunch and Nutrition
- Student Voice and Listening to Students

Additional concerns: college, career and real-world/life skills, inclusive supports for neurodivergent and struggling learners, schedule, breaks and class time, homework load and workload balance, ai use and policy, phones, screens, Chromebook and tech use, attendance and student engagement.

Parents:

- Academic Rigor, Curriculum Quality and Advanced Learner Pathways
- Reduce Screen Time and Phone Usage in Classrooms
- Arts, Electives and Foreign Language Programs
- Smaller Class Sizes and Facilities
- College and Career Readiness
- Student Mental Health, SEL and Wellness Support
- Teacher Quality, Retention and Professional Development
- Discipline, Safety, and Substance Enforcement

Additional concerns: inclusive supports for IEP/504 and struggling learners, parent communication and district transparency, ai literacy and technology preparedness, attendance and student engagement.

Staff:

- Academic Rigor, Curriculum Consistency and Intervention
- Teacher and Staff Support: PD, Morale, Workload, Pay
- Inclusive Supports for IEP/504 and Special Education
- Behavior, Discipline and Classroom Management
- Class Size and Facilities
- Leadership, Administration and District Communication
- Reduce Screen Time, Phones and Chromebook Reliance

Additional concerns: student mental health, SEL and wellness, ai literacy and technology policy, college and career readiness, arts, electives and foreign language, attendance and student engagement.

The data and recommendations resulted in action items and the allocation of resources as follows:

- Continue monthly parent education series that supports LCAP goals and diversify access to these offerings (i.e. in-person, virtual, recordings posted to district website) (Actions 4.2, 4.3)
- Continue to provide increased counseling services for all students, elementary through secondary, to student mental health, social emotional learning, and wellness (Actions 1.4, 1.7, 1.17)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement to ensure college and career readiness through access to diverse course offerings, and the implementation of research-based instructional strategies and professional development as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed with a primary focus on student achievement with an intent to ensure students are prepared for post-secondary education and beyond. A key vehicle to accomplish this is through research-backed instructional practices and by providing employees quality professional development. The LCAP Advisory Committee refined this goal to incorporate a focus on providing all students access to diverse course offerings. Through this, their goal is to ensure students will be provided opportunities to explore their interests and talents, preparing them for college majors or career fields. Additionally, they believe it is important to speak directly to what educational research says improves student achievement including quality employee professional development and data-driven instruction. The actions and services in Goal 1 were identified to align with the intent of the goal as well as what experience and research demonstrates makes for student academic success. The metrics in goal 1 are measurable indicators that will allow RBUSD to closely monitor progress toward meeting the overarching goal of increasing student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Basic Services - Fully Credentialed and Appropriately Assigned Teachers	In the 2022-2023 school year, 99.82% of teachers were fully credentialed and appropriately assigned	In the 2023-2024 school year, 99.85% of teachers were fully credentialed and	In the 2024-2025 school year, 98% of teachers were fully credentialed and appropriately	100% of teachers are fully credentialed and appropriately assigned as	Current difference from baseline, percentage of teachers that are fully credentialed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		as reported in CalSASS.	appropriately assigned as reported in CalSASS.	assigned as reported in CalSASS.	reported in CalSASS	from the 23-24 to the 24-25 school year is a decrease of 1.82%.
1.2	Basic Services - Materials	In the 2023-2024 school year, there was 100% compliance of all students having CCSS-aligned instructional materials as measured by the Williams Act Compliance.	In the 2024-2025 school year, there was 100% compliance of all students having CCSS-aligned instructional materials as measured by the Williams Act Compliance.	In the 2025-2026 school year, there was 100% compliance of all students having CCSS-aligned instructional materials as measured by the Williams Act Compliance.	100% compliance of all students having CCSS-aligned instructional materials	Current difference from baseline, 0% compliance of all students having CCSS aligned instructional materials.
1.3	Basic Services - Facilities	In the 2023-2024 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the quarterly administered Facilities Inspection Tool (FIT).	In the 2024-2025 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the quarterly administered Facilities Inspection Tool (FIT).	In the 2025-2026 school year, 100% of RBUSD's facilities were deemed in "good" repair as measured by the quarterly administered Facilities Inspection Tool (FIT).	100% compliance on Williams Act with 100% of school facilities in good to exemplary status as measured by the Facilities Inspection Tool.	Current difference from baseline, 0% compliance of school facilities in good to exemplary status as measured by the Facilities Inspection Tool.
1.4	Pupil Achievement - English Language Arts CA School Dashboard *Results for Long-term English Learners were not represented on the 2023 Dashboard. Results will be available	2023 CA Dashboard Indicator-State Measure, English Language Arts All Students: +53.2 DFS or “Blue” English Learners (EL): -10.3 DFS or “Orange”	2024 CA Dashboard Indicator-State Measure, English Language Arts All Students: +53.8 DFS or “Blue”	2025 CA Dashboard Indicator-State Measure, English Language Arts All Students: +50 DFS or “Blue”	As measured by the CA Dashboard, increase the performance of all students on the ELA indicator by 5 points above 2023 baseline.	Current difference from baseline, 2023 to 2025 CA Dashboard Indicator-State Measure, English Language Arts Decreased performance by:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for this group on the 2024 Dashboard.	Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: +10.3 DFS or “Green” Students with Disabilities (SWD): -34.7 DFS or “Orange” African American: +18.4 DFS or “Green” Asian: +85.3 DFS or “Blue” Hispanic: +24.3 DFS or “Green” Filipino: +84 DFS or “Blue” Two or More Races: +65 DFS or “Blue” White: +57.7 DFS or “Blue” New measure as of 2024: Long-Term English Learners* (LTEL): -65 DFS	English Learners (EL): -16.4 DFS or “Orange” Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: +9.5 DFS or “Yellow” Students with Disabilities (SWD): -36.6 DFS or “Orange” African American: +9 DFS or “Yellow” Asian: +84.8 DFS or “Blue” Hispanic: +23.5 DFS or “Green” Filipino: +94.2 DFS or “Blue” Two or More Races: +67.2 DFS or “Blue” White: +58 DFS or “Blue”	English Learners (EL): -4.7 DFS or “Green” Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: +2.4 DFS or “Yellow” Students with Disabilities (SWD): -42.5 DFS or “Orange” African American: -10.8 DFS or “Orange” Asian: +83.9 DFS or “Blue” Hispanic: +19.2 DFS or “Green” Filipino: +75.7 DFS or “Green” Two or More Races: +64.9 DFS or “Blue”		All Students: -3.2 DFS English Learners (EL): +5.6 DFS Socioeconomically Disadvantaged Youth: -7.9 DFS Students with Disabilities (SWD): -7.8 DFS African American: -29.2 DFS Asian: -1.4 DFS Hispanic: -5.1 DFS Filipino: -8.3 DFS Two or More Races: -0.1 DFS White: -2.1 DFS, Long-Term English Learners (LTEL): -21.1 NPC: Foster Youth, Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White: +55.6 DFS or “Blue” Long-Term English Learners (LTEL): -86.1 DFS or "Red"		
1.5	Pupil Achievement - Mathematics CA School Dashboard *Results for Long-term English Learners were not represented on the 2023 Dashboard. Results will be available for this group on the 2024 Dashboard.	2023 CA Dashboard Indicator-State Measure, Mathematics All Students: +35 DFS or “Blue” English Learners (EL): -16.2 DFS or “Orange” Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: -19.8 DFS or “Green” Students with Disabilities (SWD): -50.8 DFS or “Yellow” African American: -22.2 DFS or “Green” Asian: +87.7 DFS or “Blue” Hispanic: -6 DFS or “Orange”	2024 CA Dashboard Indicator-State Measure, Mathematics All Students: +40.2 DFS or “Blue” English Learners (EL): -2.5 DFS or “Green” Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: -11.2 DFS or “Green” Students with Disabilities (SWD): -50.4 DFS or “Orange” African American: -28.8 DFS or “Orange”	2025 CA Dashboard Indicator-State Measure, Mathematics All Students: +36.2 DFS or “Blue” English Learners (EL): +6.6 DFS or “Green” Foster Youth: NPC Homeless Youth: NPC Socioeconomically Disadvantaged Youth: -17.7 DFS or “Yellow” Students with Disabilities (SWD): -58.3 DFS or “Orange” African American: -35.6 DFS or “Orange”	As measured by the CA Dashboard, increase the performance of all students on the math indicator by 5 points above 2023 baseline.	Current difference from baseline, 2023 to 2025 CA Dashboard Indicator-State Measure, Mathematics Increased performance by: All Students: +1.2 DFS English Learners (EL): +22.8, from below standard to above DFS Socioeconomically Disadvantaged Youth: +2.1, however performance remains below standard Hispanic: +.2 DFS, however performance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: +70.8 DFS or “Blue” Two or More Races: +51.8 DFS or “Blue” White: +40.4 DFS or “Blue” New measure as of 2024: Long-term English Learners* (LTEL): -89.7 DFS	Asian: +85.7 DFS or “Blue” Hispanic: +2.3 DFS or “Green” Filipino: +72.3 DFS or “Blue” Two or More Races: +56.4 DFS or “Blue” White: +44.9 DFS or “Blue”	Asian: +89.2 DFS or “Blue” Hispanic: -5.8 DFS or “Yellow” Filipino: +67 DFS or “Blue” Two or More Races: +53.8 DFS or “Blue” White: +42.1 DFS or “Blue” Long-Term English Learners (LTEL): -113.5 DFS or "Red"		remains below standard Two or More Races: +2 DFS White: +1.7 DFS Asian: +1.5 DFS Decreased performance by: Students with Disabilities (SWD): -7.5 DFS Filipino: -3.8 DFS African American: -13.4 DFS Long-Term English Learners (LTEL): -23.8 NPC: Foster Youth, Homeless Youth
1.6	Pupil Achievement - Science CA Science Test (CAST)	2022-2023 CAST Results: All Students: 53.83% “Met or Exceeded” Standards	2023-2024 CAST Results: All Students: 53.96% “Met or Exceeded” Standards	2024-2025 CAST Results: All Students: 60.59% “Met or Exceeded” Standards	75% of students will score 'meet' or 'exceeded' as measured by the California CAST science test	Current difference from baseline, 2023 to 2025 CA CAST Increased performance by:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 53.22% “Met or Exceeded” Standards Grade 8: 52.63% “Met or Exceeded” Standards Grade 11: 51.41% “Met or Exceeded” Standards	Grade 5: 62.08% “Met or Exceeded” Standards Grade 8: 53.60% “Met or Exceeded” Standards Grade 11: 55.77% “Met or Exceeded” Standards	Grade 5: 63.65% “Met or Exceeded” Standards Grade 8: 58.38% “Met or Exceeded” Standards Grade 11: 59.29% “Met or Exceeded” Standards		All Students: +6.76% “Met or Exceeded” Standards Grade 5: +10.43% “Met or Exceeded” Standards Grade 8: +5.75% “Met or Exceeded” Standards Grade 11: +7.88 “Met or Exceeded” Standards
1.7	College and Career Readiness - a-g Completion Rate	The percentage of students who graduated in 2023 with 'a-g' completion status as measured by the CA Dashboard a-g Completion Rate: All Students: 70.1% Socioeconomically Disadvantaged: 50.3% English Learners: 39.3% Foster Youth: Data Not Displayed Homeless Youth: Data Not Displayed	The percentage of students who graduated in 2024 with 'a-g' completion status as measured by the CA Dashboard a-g Completion Rate: All Students: 67.3% Socioeconomically Disadvantaged: 49.5% English Learners: 37.9%	The percentage of students who graduated in 2025 with 'a-g' completion status as measured by the CA Dashboard a-g Completion Rate: All Students: 74.8% Socioeconomically Disadvantaged: 58.3% English Learners: 31.6%	Increase a-g completion rates for all students as measured by the CA Dashboard: All Students: 80% Socioeconomically Disadvantaged: 65% English Learners: 55%	Current difference from baseline, 2023 to 2025 CA Dashboard Indicator - 'a-g' completion status Increased performance by: All Students: +4.7% Socioeconomically Disadvantaged: +8.0% Decreased performance by:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Baseline percentages were updated to accurately reflect 2023 CA Dashboard reporting.	Foster Youth - Data Not Displayed Homeless Youth: Data Not Displayed *Year 1 Outcome percentages were updated to accurately reflect 2024 CA Dashboard reporting.	Foster Youth - Data Not Displayed Homeless Youth: Data Not Displayed		English Learners: -7.7% Data Not Displayed: Foster Youth Homeless Youth
1.8	College and Career Readiness - CTE Pathway Completion Rate	The percentage of students graduating with CTE Pathway Completion in 2022-2023 as measured by the CA Dashboard: 0.3%	The percentage of students graduating with CTE Pathway Completion in 2023-2024 as measured by the CA Dashboard: 0% *Year 1 Outcome percentage was updated to accurately reflect 2024 CA Dashboard reporting.	The percentage of students graduating with CTE Pathway Completion in 2024-2025 as measured by the CA Dashboard: 8.6%	Increase the percentage of students graduating with CTE completion by 2% as measured by the CA Dashboard	Current difference from baseline 2023 to 2025, College and Career Readiness - CTE Pathway Completion Increased performance by +8.3%
1.9	College and Career Readiness - a-g Eligible and CTE Pathway Completion Rate	The percentage of students graduating a-g eligible and with CTE Pathway Completion in 2022-2023 as	The percentage of students graduating a-g eligible and with CTE Pathway	The percentage of students graduating a-g eligible and with CTE Pathway	Increase the percentage of students graduating a-g eligible and with	Current difference from baseline 2023 to 2025, College and Career Readiness - a-g

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		measured by the CA Dashboard: 0.1%	Completion in 2023-2024 as measured by the CA Dashboard: 0%	Completion in 2024-2025 as measured by the CA Dashboard: 5.8%	CTE completion by 2% as measured by the CA Dashboard	Eligible and CTE Pathway Completion Rate Increased performance by +5.7%
1.10	EL Proficiency - At-risk and Long-term English Learner Progress	In the 2023-2024 school year, the percentage of English learners who were At-risk or Long-term English Learners was 15%.	In the 2024-2025 school year, the percentage of English learners who were At-risk or Long-term English Learners was 16%.	In the 2025-2026 school year, the percentage of English learners who were At-risk or Long-term English Learners was 20%.	Decrease by 5% the percentage of English learners who are At-risk or Long-term English Learners.	Current difference from baseline 2023 to 2025, increased by 5% the percentage of English learners who were At-Risk or Long-Term English Learners.
1.11	EL Proficiency - Reclassification	In the 2022-2023 school year, the percentage of English learners reclassifying Reclassified Fluent English Proficient(RFEP) was 55.9% as measured by DataQuest.	In the 2023-2024 school year, the percentage of English learners reclassifying Reclassified Fluent English Proficient(RFEP) was 53.4% as measured by DataQuest.	In the 2024-2025 school year, the percentage of English learners reclassifying Reclassified Fluent English Proficient(RFEP) was 54.4% as measured by DataQuest.	Increase the percentge of English learners reclassifying Reclassified Fluent English Proficient(RFEP) by 5% as measured by DataQuest.	Current difference from baseline, 2023 to 2025 as measured by DataQuest - EL Proficiency, Reclassification Decreased reclassification percentage by 1.5%
1.12	EL Proficiency - English Learners making progress toward English Proficiency on the CA Dashboard English Learner Proficiency Indicator (ELPI)	In the 2022-2023 school year, the percentage of students who maintained or progressed at least one ELPI level as measured on the CA Dashboard: 52.6% ELs Progressed at least one ELPI Level;	In the 2023-2024 school year, the percentage of students who maintained or progressed at least one ELPI level as measured on the CA Dashboard:	In the 2024-2025 school year, the percentage of students who maintained or progressed at least one ELPI level as measured on the CA Dashboard:	Increase by 5% the percentage of ELs who maintained ELPI level 4 or progressed at least one ELPI level as measured by the CA Dashboard.	Current difference from baseline, 2023 to 2025 as measured by CA Dashboard - ELPI Decreased performance percentage by ELs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.7% ELs Maintained ELPI Level 4 19.3% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 22.4% ELs Decreased at least one ELPI Level	53.3% ELs Progressed at least one ELPI Level; 5.1% ELs Maintained ELPI Level 4 27.8% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 13.7% ELs Decreased at least one ELPI Level	48.6% ELs Progressed at least one ELPI Level; 2.8% ELs Maintained ELPI Level 4 26.9% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 21.7% ELs Decreased at least one ELPI Level	Decrease by 5% the percentage of Els who decreased at least one ELPI level as measured by the CA Dashboard.	whom progressed at least one ELPI level: -4% Decreased performance percentage by ELs whom maintained ELPI level 4: -2.9% Increased performance percentage by ELs whom Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: +7.6% Decreased performance percentage by ELs whom decreased at least one ELPI level: -0.7
1.13	Advanced Placement (AP) Passage Rate	In the 2022-2023 school year, 90% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	In the 2023-2024 school year, 92% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	In the 2024-2025 school year, 92% of RUHS students taking the Advanced Placement Exam scored a 3, 4, or 5.	Increase the rate of RUHS students receiving a score of 3, 4, or 5 on Advanced Placement (AP) exams to 93%.	Current difference from baseline, 2023 to 2025 as measured by AP Passage Rate Increased performance of RUHS students receiving a score of 3, 4, or 5 on AP exams: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	EAP 11th Grade CAASPP-ELA	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts: 77.78% Exceeded or Met the Standard in 2022-2023 and are defined as ready for college-level coursework	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts: 79.46% Exceeded or Met the Standard in 2023-2024 and are defined as ready for college-level coursework	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts: 72.36% Exceeded or Met the Standard in 2024-2025 and are defined as ready for college-level coursework	Increase the percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts by 3%	Current difference from baseline, 2023 to 2025, of EAP 11th Grade CAASPP ELA as reported by DataQuest Decreased percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in English language arts by -5.42%
1.15	EAP 11th Grade CAASPP-Mathematics	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics: 52.81% Exceeded the Standard in 2022-2023 and are defined as ready for college-level coursework	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics: 54.73% Exceeded the Standard in 2023-2024 and are defined as ready for college-level coursework	Percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics: 50.36% Exceeded the Standard in 2024-2025 and are defined as ready for college-level coursework	Increase the percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics by 3%	Current difference from baseline, 2023 to 2025, of EAP 11th Grade CAASPP Mathematics as reported by DataQuest Decreased percentage of grade 11 students defined as college-ready by the Early Assessment Program (EAP) in mathematics by -2.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Other Pupil Outcomes - State Seal of Biliteracy	In the 2022-2023 school year, 13.6% of graduating high school students achieved the State Seal of Biliteracy as measured by DataQuest.	In the 2023-2024 school year, 12.2% of graduating high school students achieved the State Seal of Biliteracy as measured by DataQuest.	In the 2024-2025 school year, 17.8% of graduating high school students achieved the State Seal of Biliteracy as measured by DataQuest.	Increase the percentage of students achieving the State Seal of Biliteracy by 10%	Current difference from baseline, 2023 to 2025, of graduating students achieved the State Seal of Biliteracy reported by DataQuest Increased percentage of students achieving the State Seal of Biliteracy by +4.2%
1.17	Other Pupil Outcomes - Golden State Seal Merit Diploma	In the 2022-2023 school year, 49.1% of graduating high school students earned a Golden State Seal Merit Diploma as measured by DataQuest.	In the 2023-2024 school year, 30.5% of graduating high school students earned a Golden State Seal Merit Diploma as measured by DataQuest.	In the 2024-2025 school year, 55% of graduating high school students earned a Golden State Seal Merit Diploma as measured by DataQuest.	Increase the percentage of students achieving the Golden State Seal Merit by 10%	Current difference from baseline, 2023 to 2025, of graduating high school students that earned a Golden State Seal Merit Diploma as reported by DataQuest Increased percentage of graduating high school students that earned a Golden State Seal Merit Diploma by 5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Local Indicator - MAP Growth English Language Arts (ELA)	In Spring 2024, the percentage of students who met their ELA growth projections as measured by MAP Growth is as follows: 1st Grade: 63% 2nd Grade: 59% 3rd Grade: 53% 4th Grade: 48% 5th Grade: 51% 6th Grade: 43% 7th Grade: 39% 8th Grade: 39% 9th Grade: 42% 10th Grade: 35%	In Spring 2025, the percentage of students who met their ELA growth projections as measured by MAP Growth is as follows: 1st Grade: 60% 2nd Grade: 59% 3rd Grade: 53% 4th Grade: 58% 5th Grade: 59% 6th Grade: 54% 7th Grade: 49% 8th Grade: 48% 9th Grade: 54% 10th Grade: 50%	In Spring 2026, the percentage of students who met their ELA growth projections as measured by MAP Growth is as follows: 1st Grade: 77% 2nd Grade: 77% 3rd Grade: 78% 4th Grade: 73% 5th Grade: 73% 6th Grade: 76% 7th Grade: 70% 8th Grade: 70% Spring Reading MAP Growth was not administered to 9th and 10th Grade.	Increase the percentage of students who meet their end-of-year growth projection by 5%	Current difference from baseline, Spring 2024 to Spring 2026 MAP Growth ELA growth projections: Difference from Baseline, increases in all grades assessed: 1st Grade: +14% 2nd Grade: +18% 3rd Grade: +25% 4th Grade: +25% 5th Grade: +22% 6th Grade: +33% 7th Grade: +31% 8th Grade: +31% No difference from baseline, as grades 9th and 10th were not administered Spring '26 Reading MAP Growth.
1.19	Local Indicator - MAP Growth Math	In Spring 2024, the percentage of students who met their mathematics growth projections as measured by MAP Growth is as follows: 1st Grade: 70% 2nd Grade: 68%	In Spring 2025, the percentage of students who met their mathematics growth projections as measured by MAP Growth is as follows:	In Spring 2025, the percentage of students who met their mathematics growth projections as measured by MAP Growth is as follows:	Increase the percentage of students who meet their end-of-year growth projection by 5%	Current difference from baseline, Spring 2024 to Spring 2026 MAP Growth Math growth projections: Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade: 77% 4th Grade: 84% 5th Grade: 72% 6th Grade: 84% 7th Grade: 72% 8th Grade: 77% 9th Grade:58% 10th Grade:54%	1st Grade: 69% 2nd Grade: 72% 3rd Grade: 80% 4th Grade: 80% 5th Grade: 83% 6th Grade: 74% 7th Grade: 59% 8th Grade: 61% 9th Grade: 68% 10th Grade: 60%	Spring 2026 Results TBD 1st Grade: 77% 2nd Grade: 79% 3rd Grade: 83% 4th Grade: 80% 5th Grade: 74% 6th Grade: 80% 7th Grade: 79% 8th Grade: 72% Spring Mathematics MAP Growth was not administered to 9th and 10th Grade.		Increases in grades, 1st Grade: +7% 2nd Grade: +11% 3rd Grade: +6% 5th Grade: +2% 7th Grade: +7% Decreases in grades, 4th Grade: -4% 6th Grade: -4% 8th Grade: -5% No difference from baseline, as grades 9th and 10th were not administered Spring '26 Mathematics MAP Growth.
1.20	Implementation of State Standards - Teaching staff indicating a need for more professional development in meeting student needs on the CA School Staff Survey (CSSS)	In the 2023 spring administration, the percentage of teaching staff that indicate a need for more professional development as measured by the CSSS is as follows: Elementary: 39% Middle: 37% High: 41%	In the 2024 spring administration, the percentage of teaching staff that indicate a need for more professional development as measured by the CSSS is as follows: Elementary: 36.8% Middle: 50% High: 31.6%%	In the 2025 spring administration, the percentage of teaching staff that indicate a need for more professional development as measured by the CSSS is as follows: Elementary: 24% Middle: 38% High: 32%	Decrease the percentage of teaching staff that indicate a need for more professional development in meeting academic standards by 5% at each level: Elementary: 34% Middle: 32% High: 36%	Current difference from baseline, 2023 to 2025 spring administration of CSSS: Decreased by Elementary: 15% High: 9% Increased by Middle: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	College and Career Indicator	On the 2023 CA Dashboard, the percentage of students deemed "Prepared" as measured by the College and Career Indicator: All students: 61.8% Prepared Socioeconomically Disadvantaged: 38.5% English Learners: 37% Students with Disabilities: 12.4%	On the 2024 CA Dashboard, the percentage of students deemed "Prepared" as measured by the College and Career Indicator: All students: 65.3% Prepared Socioeconomically Disadvantaged: 44.6% English Learners: 27.6% Students with Disabilities: 11.8%	On the 2025 CA Dashboard, the percentage of students deemed "Prepared" as measured by the College and Career Indicator: All students: 74.8% Prepared Socioeconomically Disadvantaged: 58.3% English Learners: 31.6% Students with Disabilities: 29.2%	Increase the percentage of students deemed "Prepared" as measured by the College and Career Indicator. All students: 66% Prepared Socioeconomically Disadvantaged: 45% English Learners: 44% Students with Disabilities: 18%	Current difference from baseline, 2023 to 2025 CA Dashboard Indicator - College Career Indicator Increased performance of students deemed "Prepared" All students +13%, Socioeconomically Disadvantaged +19..8% Students with Disabilities - +16.8% Decreased performance of students deemed "Prepared" English Learners - 5.4%,

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.

See below for an overall implementation summary of planned actions. All Actions were fully implemented except 1.23 which was partially implemented.

1.1- Highly Qualified Teaching Staff: Provide appropriately assigned and fully credentialed teachers in all grades and subject areas. Action includes salary and benefits. There were no substantive differences in planned actions and actual implementation.

1.2- Materials and Supplies: Provide classroom equipment and supplies to support the instructional program. There were no substantive differences in planned actions and actual implementation.
1.3- School Facilities and Maintenance & Operations: Maintain school and District facilities as state of the art learning environments. Action includes materials, supplies, and employee salary and benefits. There were no substantive differences in planned actions and actual implementation.
1.4- School-based Counseling: Provide school-based counselors in all elementary and secondary schools for all students in grades TK-12. There were no substantive differences in planned actions and actual implementation.
1.5- Supplemental Academic Support for Secondary English Learners: ELD support teacher will provide supplementary academic and advisement services for high school English learner and Long-term English learner students to support language acquisition and academic achievement. There were no substantive differences in planned actions and actual implementation.
1.6- English Learner Site Specialists: Provide all schools with a dedicated EL specialist to monitor EL programs, provide additional interventions for English learner and Long-term English learner students, and support professional development of teachers in addressing the needs of ELs and LTELs. There were no substantive differences in planned actions and actual implementation.
1.7- Supplemental School-based Counseling Services for Unduplicated Pupils: Provide supplemental school-based counseling services for unduplicated pupils to support 'a-g' readiness, college planning, credit recovery, and social-emotional monitoring. There were no substantive differences in planned actions and actual implementation.
1.8- Middle School Teachers on Special Assignment: Provide Middle School Teachers on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation.
1.9- District-level MTSS Coordinator: Provide a district-level MTSS Coordinator to work with all schools to establish systems of support for their low income (LI), English Learners (EL), and foster youth (FY). Due to a promotion within the District , costs of salary and benefits associated with the coordinator position increased more than expected. There was a substantive difference in the budgeted amount, however the planned actions and actual implementation were fully implemented.
1.10- High School Credit Recovery: Provide high school credit recovery for low-income (LI) students, English Learners (EL), and foster youth (FY) students to recover credits, improve grades, and increase a-g eligibility. Due to increased costs for teacher extra duty pay and contracted services, there was a substantive difference in the budgeted amount, however the planned actions and actual implementation were fully implemented.
1.11- Teacher Professional Development to Support LTEL Progress and Language Acquisition: Provide teacher professional development on strategies and best practices to support English Learners and Long-term English Learners' progress and language acquisition. There were no substantive differences in planned actions and actual implementation.
1.12- Implement District-wide Benchmark: Implement a district-wide benchmark (MAP Growth) in English language arts and math to monitor students' academic growth; provide data to identify intervention needs; and provide ongoing progress data to inform instruction. There were no substantive differences in planned actions and actual implementation.
1.13- Tutoring Support for Unduplicated Students: Partner with a tutoring company to provide access for all secondary low income (LI), English Learners (EL), and foster youth (FY) students to academic tutoring support, as needed. Tutoring was provided by secondary staff and not contracted with an outside tutoring company, therefore costs remained the same and there no substantive differences in planned actions and actual implementation.
1.14- Teacher Professional Development Day: Provide teachers an opportunity to participate in a PD day designed to provide them with a deeper understanding of language acquisition, implementing differentiated instruction to meet diverse linguistic and academic needs of ELs. The planned action of professional development was offered to district teachers on the PD Day, however multiple offerings on this day were

differentiated to meet the unique professional development needs for a variety of teaching levels (elementary, middle and high school) and for support staff that did not include a session on ELs.
1.15- Replenish Textbooks, Instructional Materials, and Digital Licenses: Replace unusable or damaged textbooks in all subjects, and renew, as needed, expired, district-adopted core curriculum digital licenses. There were no substantive differences in planned actions and actual implementation. However there was a significant increase in funds used to purchase instructional materials.
1.16- District-level Teacher on Special Assignment (TOSA): Provide a district-level Teacher on Special Assignment (TOSA) to collaborate with teachers across RBUSD school sites to enhance instructional practices through site-based professional development, modeling, in-class coaching, and strategies specifically designed to support low-income students, English Learners (EL), and foster youth (FY). An additional part time TOSA was incorporated into Educational Services to support district initiatives and students, therefore costs of salary and benefits increased more than expected. There was a substantive difference in the budgeted amount, however the planned actions and actual implementation were fully implemented.
1.17- Supplemental Academic and Social-Emotional Counseling: Provide supplemental school-based counseling services for elementary-level unduplicated students to address their academic, social, and emotional needs to enhance overall student well-being and academic success. There were no substantive differences in planned actions and actual implementation.
1.18- Conferences and External Professional Development Opportunities: Teachers, classified staff, and administration participate in professional development through outside conferences and workshops, to increase efficacy around a research-based instructional program (core content, instructional practices, accelerating learning, research-based assessments, etc.). There was a significant increase of conferences and external PD opportunities during the current school year District staff. There was a substantive difference in the implementation of the action as this action was intended only for district teacher participation in conference attendance and PD opportunities, whereas conferences and PD's were attended by all District staff. The amount included in the planned expenditure requires adjustment. The actual expenditure is $4.5 million, and the correction will be reflected in the following fiscal year.
1.19- High School Teacher on Special Assignment (TOSA): Provide high school a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students. There were no substantive differences in planned actions and actual implementation.
1.20- Elementary Support Staff to Implement and Oversee Programming for English Learners (EL) low-income (LI) students, and foster youth (FY) students: Provide elementary support staff to implement and oversee programs to support the academic achievement and social-emotional well-being of unduplicated students. There was a substantive difference in the budgeted amount as another funding source was utilized, however there were no differences in planned actions and actual implementation.
1.21- School Site Instructional Leadership Team Coaching Support: Provide a consultant to coach and support school leadership teams on data analysis and cycles of inquiry, with an emphasis on interpreting student performance data to inform instructional decisions for low-income students, English learners, and foster youth. Coaching support was provided by Educational Services rather than with an outside consultant and costs associated to the action included substitute release time allowing teacher ILT participation . The support provided to district schools included leading professional development sessions and collaborative workshops, equipping staff with the skills to conduct effective data-driven discussions and implement continuous improvement strategies that address the specific challenges and needs of these student groups. The goal is to enhance the capacity of school teams to use data effectively, driving targeted interventions and improving student outcomes for low-income students, English learners, and foster youth. There was substantive difference in the budgeted amount, however the planned actions and actual implementation were fully implemented.
1.22- Secondary Schools Mathematics Curriculum Adoption: Secure secondary standards-aligned mathematics curriculum for adoption. This action includes materials, teacher professional development and implementation support. RBUSD convened a Pilot & Implementation Committee (PIC) that included teachers, parents, administrators, the Superintendent, and a Board member. All secondary math teachers

provided input on the “short list” of curricula for PIC consideration. Committee teachers were trained using the selected math pilot materials. After reviewing and scoring options against RBUSD’s internal criteria, the PIC narrowed the field to two programs and selected one to recommend to the Board for adoption.
1.23- Professional Development Science Instruction: provide teacher professional development and implementation support. There were no substantive differences in planned actions, however it was partially implemented.

As indicated above, most actions were implemented as planned, with a number of actions that were successfully implemented.
-The actions related to school-based counselors and academic and social emotional counseling support services for students (Actions 1.4, 1.7, 1.17) were fully implemented to address the needs of all students in grades TK-12, in addition to providing supplemental school-based counseling services (academic and SEL) for unduplicated pupils at the elementary and secondary levels. School counselors provide comprehensive academic and social-emotional support for TK–12 students through a multi-tiered system, including schoolwide initiatives, classroom lessons, targeted interventions, and individual counseling. They have expanded their expertise with training in mental health best practices such as substance use intervention, suicide prevention, and trauma-informed care. A key challenge has been adapting to new documentation and billing requirements under the California Youth Behavioral Health Initiative, which has increased administrative workload. However, this system also creates opportunities for reimbursement that could sustain and expand services.
-The actions related to English learner and ELD support associated with Actions 1.5 and 1.6 were fully implemented to address the needs of ELs K-12, LTELs, and ELs with disabilities. The actions were successfully supported and fulfilled by each school’s EL Specialist and the high school’s ELD support teacher. EL Specialists monitor their schools respective EL program, including annual EL and RFEP language proficiency and academic monitoring, and supporting ELs trajectory toward reclassification. The RUHS ELD teacher/EL Specialist provides supplementary services (academic and advisement services) both in the ELD class period and in the student’s general education classes to support language acquisition and academic support. In addition, secondary ELD teachers received professional development from Loyola Marymount University's Center for Equity for English Learners with a focus on Journalism for EL students that addresses the four language development domains: listening, speaking, reading, and writing.
-The district professional development day as described in Action 1.14 was fully implemented, yet planned PD offerings proved both successful and challenging. The morning session was content-specific PD for teachers and in the afternoon session, staff had the opportunity to select two sessions from a menu of offerings that best met their needs at this time. Unfortunately, the afternoon offerings did not include a session with a focus on English learners and English Language Development as there was limited interest when staff was surveyed for potential offerings that would support a specific session on this topic. The overall results from the feedback survey indicated that 70% of staff felt that the PD day successfully met their needs.
-Each school established Instructional Leadership Teams (ILT), composed of the school’s principal and teacher leaders, fully implementing Action 1.21. ILT’s received direct coaching and guidance from Educational Services on establishing an instructional goal based on academic data and developed a school plan to address areas of need. Teams successfully participated in a collaborative inquiry cycle, reflecting and revising their school plans based on their inquiries.
-Action 1.22 was successfully implemented as a secondary mathematics curriculum was formally adopted. The established math committee continuously met throughout the school year to identify a viable curriculum for implementation. The funding identified for the adoption was not related to the LCFF funds.
-Action 1.23- Professional Development Science Instruction: provide teacher professional development and implementation support. 74 elementary teachers successfully participated in science focused professional development at the October PD Day.

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.

Overall, there are a number of differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for Goal 1.

-Action 1.4- School-based Counseling: Provide school-based counselors in all elementary and secondary schools for all students in grades TK-12. Reason for difference: Approved increases to salary and related contributions to benefits during the current school year.
-Action 1.7- Supplemental School-based Counseling Services for Unduplicated Pupils: Provide supplemental school-based counseling services for unduplicated pupils to support 'a-g' readiness, college planning, credit recovery, and social-emotional monitoring. Reason for difference: This action was budgeted with the highest salary schedule for the counseling position, however the personnel were placed in the lower salary schedule than anticipated.
-Action 1.9- District-level MTSS Coordinator: Provide a district-level MTSS Coordinator to work with all schools to establish systems of support for their low income (LI), English Learners (EL), and foster youth (FY). Reason for difference: Due to a staffing promotion in Educational Services and increases in salary and benefits. The action was implemented as planned.
-Action 1.10- High School Credit Recovery: Provide high school credit recovery for low-income (LI) students, English Learners (EL), and foster youth (FY) students to recover credits, improve grades, and increase a-g eligibility. Reason for difference: Teachers extra duty pay increased and the contracted services cost was more than anticipated.
-Action 1.14-Teacher Professional Development Day: Provide teachers an opportunity to participate in a PD day designed to provide them with a deeper understanding of language acquisition, implementing differentiated instruction to meet diver linguistic and academic needs of ELs. Reason for difference: Costs associated to the PD day were less than expected as sessions were lead by District staff and sessions lead by contracted providers, service costs were less than anticipated and other available funding sources were utilized.
-Action 1.15- Replenish Textbooks, Instructional Materials, and Digital Licenses: Replace unusable or damaged textbooks in all subjects, and renew, as needed, expired, district-adopted core curriculum digital licenses. Reason for difference: Costs associated to replenish and to purchase new textbooks and instructional materials exceeded the budgeted expenditures.
-Action 1.16- District-level Teacher on Special Assignment (TOSA): Provide a district-level Teacher on Special Assignment (TOSA) to collaborate with teachers across RBUSD school sites to enhance instructional practices through site-based professional development, modeling, in-class coaching, and strategies specifically designed to support low-income students, English Learners (EL), and foster youth (FY). Educational Services added an additional TOSA to support district students and schools. Reason for difference: An additional part-time TOSA was added to support students and Educational Services initiatives and approved increases to salary and related contributions to benefits during the current school year.
-Action 1.18- Conferences and External Professional Development Opportunities: Teachers, classified staff, and administration participate in professional development through outside conferences and workshops, to increase efficacy around a research-based instructional program (core content, instructional practices, accelerating learning, research-based assessments, etc.). Reason for difference: Actual expenditures exceeded the budgeted amount due to a significant increase in conference attendance and external professional development opportunities for District staff, particularly costs associated with general administration participation. The amount included in the planned expenditure requires adjustment. The actual expenditure is $4.5 million, and the correction will be reflected in the following fiscal year.
-Action 1.19-High School Teacher on Special Assignment (TOSA): Provide high school a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students. Reason for difference: approved increases to salary and related contributions to benefits during the current school year.

-Action 1.21- School Site Instructional Leadership Team Coaching Support: Provide a consultant to coach and support school leadership teams on data analysis and cycles of inquiry, with an emphasis on interpreting student performance data to inform instructional decisions for low-income students, English learners, and foster youth. Coaching support was provided by Educational Services rather than with an outside consultant. The support provided to district schools included leading professional development sessions and collaborative workshops, equipping staff with the skills to conduct effective data-driven discussions and implement continuous improvement strategies that address the specific challenges and needs of these student groups. The goal is to enhance the capacity of school teams to use data effectively, driving targeted interventions and improving student outcomes for low-income students, English learners, and foster youth. This action did not require an outside consultant, Educational Services provided coaching and support to Instructional Leadership Teams. There were no substantive differences in planned actions and actual implementation. Reason for difference: The cost for teacher release time was more than the cost of contracted service.
-Action 1.22-Secondary Schools Mathematics Curriculum Adoption: Secure secondary standards-aligned mathematics curriculum for adoption. This action includes materials, teacher professional development and implementation support. Reason for difference: Costs associated to the purchase of the selected and approved mathematics adoption was less than the budgeted amount.
-Action 1.23- Professional Development Science Instruction: provide teacher professional development and implementation support. Reason for difference: Action was partially implemented as elementary teachers participated in professional development during the school year.

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

In year two of the current LCAP, our school district continues to implement a comprehensive set of research-based actions aimed at increasing academic achievement and college and career readiness. The actions associated with Goal 1 have been instrumental in supporting increased student achievement. To best capture how Goal 1 actions have proven effective or ineffective the following summary will categorize actions in detail.

State Priority 1: Basic (Conditions of Learning)
According to the 2025 California Dashboard for RBUSD, the following three actions associated with Goal 1 received the Standards Met rating contributing to the effectiveness of State Priority 1.
Action 1.1, Highly Qualified Teaching Staff, was effective as measured by the consistently high percentage of teachers who were appropriately credentialed for the assignment in which they were employed, regardless of a decrease of 1.82% from the 23-24 (99.82%) to 24-25 (98%) school year.
Actions 1.2 Materials and Supplies and 1.15 Replenish Textbooks, Instructional Materials and Digital Licenses, was effective. Evidence of the effectiveness includes continued 100% compliance of all students having Common Core State Standards aligned instructional materials as measured by the Williams Act Compliance.
Action 1.3, School Facilities and Maintenance and Operations, was effective. Evidence of the effectiveness includes 100% of RBUSD's facilities were deemed in "good" repair as measured by the quarterly administered Facilities Inspection Tool.

State Priorities: 2 (State Standards) , 4 (Pupil Achievement), & 7 (Course Access)
Action 1.12, Implement a District-Wide Benchmark, was mostly effective. Evidence of the effectiveness includes students benchmark growth in ELA and Math from baseline year (2023) to the current year (2026) as measured by the Spring administration of MAP Growth. Referencing

Goal 1, metric 1.19, in ELA all tested grade-levels increased proficiency from Spring 2024 to Spring 2026 and in mathematics, five of eight grade-levels tested increased proficiency from Spring 2024- to Spring 2026.
The following RBUSD actions contributed to improved services for unduplicated students for state priorities 2, 4, & 7 and have proven to be partially effective.
RBUSD has identified and included specific staff in the LCAP to support unduplicated students. Actions 1.8 Middle School Teachers on Special Assignment (TOSA), 1.9 District-level MTSS Coordinator, 1.16 District-Level Teacher on Special Assignment (TOSA), and 1.19 High School Teacher on Special Assignment (TOSA) was partially effective in supporting students. Evidence of the partial effectiveness includes the following from the 2025 CA Dashboard:
College and Career Readiness - a-g Completion Rate
LI students increased performance by +8.0%
EL decreased performance by -7.7%
FY NPC

Action 1.10 High School Credit Recovery was partially effective. Evidence of the effectiveness includes the identified total number of students that participated in Saturday school, 423 students were identified for support and invited. 130 students participated and completed one session and of those students, 90 have completed two sessions . 98 students were able to raise their grade to a “C” or higher for a-g eligibility. Additionally, 98 students were able to recover credits they did not earn in the first semester in order to stay on track for graduation.
This action is in response to the 2025 CA College and Career Readiness - a-g Completion Rate
LI students increased performance by +8.0%
EL decreased performance by -7.7%
FY NPC

Action 1.13 was partially effective. Evidence of the effectiveness includes 403 student participants that have taken advantage of on-site tutoring support. This school year tutoring support included the following content areas: English (all levels), History (any subject), Chemistry, Biology, AP Environmental Science, Spanish, French, and Chinese.

Evidence of the effectiveness includes the following from the 2025 CA Dashboard ELA:
All Students: +50 DFS or “Blue”
English Learners (EL): increase of performance, -4.7 DFS or “Green”
Long-term English Learners (LTEL): decrease of performance, -86.1 DFS or “Red”
Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

State Priority 8: Other Pupil Outcomes

-Action 1.4 School Based Counseling was effective as all district schools (TK-12) have identified counselors to support students. According to the CHKS Student Survey 71% of 5th graders (an increase from 58% in 24-25), 65% (an increase from 64% in 24-25) of 7th graders, and 72% (an increase from 66% in 24-25) of 11th graders report that they agree or strongly agree they established caring adult relationships with school staff. *9th graders were not administered the CHKS survey in the 25-26 SY.

The following RBUSD actions contributed to improved services for unduplicated students for state priority 8.
RBUSD has identified and included specific actions to support ELs and LTELs in the LCAP. Actions 1.5 Supplemental Academic Support for Secondary English Learners and 1.6 English Learner Site Specialists were partially effective. The total number and percentage of ELs that reclassified in the current school year is 77 students, that represents 19% of ELS that have reclassified to RFEP in 2025-2026 school year. In comparison to 24-25 school year, 22% of ELs reclassified. In addition, according to CDE Dataquest, the percentage of RFEP students in the overall total number of Ever-ELs is 56.3%. In addition, according to the 2025 CA Dashboard. ELs were -4.7 DFS in ELA while all students were +50 DFS. Additionally, in math they were +6.6 DFS compared to all students who were +36.2 DFS.

-Actions 1.7 Supplemental School-based Counseling Services for Unduplicated Pupils Action, 1.17 Supplemental Academic and Social Emotion Counseling, and Action 1.20 Elementary Support Staff to implement and Oversee Programming for EL, LI, and FY were partially effective. According to the California Healthy Kids Survey, RBUSD experienced increases at the secondary level from 2023-2024 to 2025-2026 for students reporting “pretty much true” and “Very much true” to Caring Relationships-adults in school (Grade 7, 63% to 65%; Grade 11 66% to 72%; no Grade 9 results available) and School Connectedness (Grade 7, 62% to 69%; and Grade 11 62% to 69%; no Grade 9 results available). However, at the elementary level, Grade 5 experienced slight decreases for students reporting “pretty much true” and “Very much true” to Caring Relationships-adults in school (76% to 71%) and School Connectedness (Grade 5 84% to 82%).

Evidence of the effectiveness includes the following from the 2025 CA Dashboard ELA:
All Students: +50 DFS or “Blue”
English Learners (EL): increase of performance, -4.7 DFS or “Green”
Long-term English Learners (LTEL): decrease of performance, -86.1 DFS or “Red”
Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

College and Career Readiness - a-g Completion Rate
LI students increased performance by +8.0%
EL decreased performance by -7.7%
FY NPC

-Actions 1.14 Teacher Professional Development Day and 1.18 Conferences and External Professional Development Opportunities were effective. At the district hosted professional development day, 223 staff completed the PD feedback survey, with nearly 70% of staff reporting that their PD experience met their needs and nearly 69% reported they participated in meaningful collaboration.

Evidence of the effectiveness includes the following from the 2025 CA Dashboard ELA:
English Learners (EL): increase of performance, -4.7 DFS or “Green”

-Action 1.18 Conferences and External Professional Development Opportunities has proven partially effective. Conferences and PD opportunities for staff is to directly support students academically, social-emotionally, and behaviorally.
2025 CA Dashboard Indicator-State Measure:

-English Language Arts, All Students: +50 DFS or “Blue”, a decrease of -3.8 DFS from 2024 to 2025.
-Mathematics, All Students: +36.2 DFS or “Blue”, a decrease of -4 DFS from 2024 to 2025.
2025 CA Dashboard, the percentage of students deemed "Prepared" as measured by the College and Career Indicator: All students: 74.8% Prepared, an increase of +9.5% from 2024 to 2025.

-Action 1.21, School Site Instructional Leadership Team coaching support. Evidence of the partial effectiveness includes full participation by all twelve district schools, each completing a three cycles of inquiry based on their identified school goals. Referencing Goal 1, metrics 1.18 and 1.19, in ELA all tested grade-levels increased proficiency from Spring 2024 to Spring 2026 and in mathematics, five of eight grade-levels tested increased proficiency from Spring 2024- to Spring 2026. In addition, 2025 CA Dashboard Indicator-State Measure:
-English Language Arts, All Students: +50 DFS or “Blue”, a decrease of -3.8 DFS from 2024 to 2025.
English Learners (EL): increase of performance, -4.7 DFS or “Green”
Long-term English Learners (LTEL): decrease of performance, -86.1 DFS or “Red”
-Mathematics, All Students: +36.2 DFS or “Blue”, a decrease of -4 DFS from 2024 to 2025.
English Learners (EL): increase of performance, +6.5 DFS or “Green”
Long-term English Learners (LTEL): decrease of performance, -113.5 DFS or “Red”

College and Career Readiness - a-g Completion Rate
LI students increased performance by +8.0%

Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

-Actions 1.22, Secondary Schools Mathematics and Curriculum Adoption and 1.11 Teacher Professional Development to Support LTEL Progress and Language Acquisition, was fully implemented and successfully completed in the current school year. Evidence of partial effectiveness, referencing Goal 1, metric 1.19, in mathematics, five of eight grade-levels tested increased proficiency from Spring 2024- to Spring 2026. In addition, 2025 CA Dashboard Indicator-State Measure:
-Mathematics, All Students: +36.2 DFS or “Blue”, a decrease of -4 DFS from 2024 to 2025.

Although there was a decrease in the percentage of English Learners that progressed one ELPI level from 2024 to 2025, district English Learners overall maintained levels of progress on the ELPI. In addition, according to the 2025 CA Dashboard, district English Learner students increased proficiency in English Language Arts and Mathematics.

-Action 1.23- Professional Development Science Instruction: provide teacher professional development and implementation support. The action was partially effective as 74 elementary teachers successfully participated in science focused professional development at the October PD Day. Participating teachers were surveyed and 70% agreed that the the PD day was relevant to their professional needs.

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

Based on our analysis of the effectiveness of Goal 1, we have made no changes to the broad goal.

Increase funding from LCAP 25-26 to 26-27:
Actions 1.9, 1.10, 1.11, 1.16, 1.18, 1.20

Action 1.11 the title and description has been updated to include supplemental ELD curriculum.
Action 1.12 is now funded with LREBG.
Action 1.18 the action now encompasses all district staff.
Action 1.20 from 25-26 LCAP will be discontinued for 26-27 SY.
Action 1.20 for 26-27 LCAP was formerly 1.21 from 25-26 SY.
Action 1.21 for 26-27 LCAP was formerly 1.23 from 25-26 SY.
Action 1.22 from 25-26 LCAP will be discontinued for 26-27 SY.
New Actions 1.22, 1.23, and 1.24 are related to CTE for 26-27. These actions are funded by CTE-related grants, that require actions and funding to be incorporate into LCAP.

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	Highly Qualified Teaching Staff	Provide appropriately assigned and fully credentialed teachers in all grades and subject areas. Action includes salary and benefits.	$55,089,039.00	No
1.2	Materials and Supplies	Provide classroom equipment and supplies to support the instructional program.	$2,714,594.00	No
1.3	School Facilities and Maintenance & Operations	Maintain school and District facilities as state of the art learning environments. Action includes materials, supplies, and employee salary and benefits.	$11,764,804.00	No
1.4	School-based Counseling	Provide school-based counselors in all elementary and secondary schools for all students in grades TK-12.	$3,456,996.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Supplemental Academic Support for Secondary English Learners	ELD support teacher will provide supplementary academic and advisement services for high school English learner and Long-term English learner students to support language acquisition and academic achievement.	$130,000.00	Yes
1.6	English Learner Site Specialists	Provide all schools with a dedicated EL specialist to monitor EL programs, provide additional interventions for English learner and Long-term English learner students, and support professional development of teachers in addressing the needs of ELs and LTELs.	$50,000.00	Yes
1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Provide supplemental school-based counseling services for unduplicated pupils to support 'a-g' readiness, college planning, credit recovery, and social-emotional monitoring.	$341,443.00	Yes
1.8	Middle School Teachers on Special Assignments (TOSA)	Provide Middle School Teachers on Special Assignments (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students.	$300,000.00	Yes
1.9	District-level MTSS Coordinator	Provide a district-level MTSS Coordinator to work with all schools to establish systems of support for their low income (LI) and English Learners (EL).	$237,000.00	Yes
1.10	High School Credit Recovery	Provide high school credit recovery for low-income (LI) students, English Learners (EL), and foster youth (FY) students to recover credits, improve grades, and increase a-g eligibility.	$139,100.00	Yes
1.11	Supplemental English Language Development	Purchase supplemental English Language Development curriculum and provide teacher professional development on strategies and best practices	$432,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Curriculum and Teacher Professional Development to Support EL and LTEL Progress and Language Acquisition	to support English Learners and Long-term English Learners' progress and language acquisition.		
1.12	Implement District-wide Benchmark	LREBG Action: Implement a district-wide benchmark in English language arts and math to monitor students' growth; provide data to identify intervention needs; and provide ongoing progress data to inform instruction. Research states that Diagnostic and benchmark assessments are essential tools in education because they provide valuable information about student learning, help educators make informed instructional decisions, and support continuous academic improvement. Together, these assessments enable schools and districts to identify learning needs, monitor progress, and ensure that students are on track to meet academic standards. Metrics to monitor this action: 1.4, 1.5, 1.18, 1.19. LREBG funds supporting this action: $200,000 per year through 2027-28.	$200,000.00	No
1.13	Tutoring Support for Unduplicated Students	Partner with a tutoring company to provide access for all secondary low income (LI), English Learners (EL), and foster youth (FY) students to academic tutoring support, as needed.	$50,000.00	Yes
1.14	Teacher Professional Development Day	Provide teachers an opportunity to participate in a PD day designed to provide them with a deeper understanding of instructional supports and strategies, language acquisition, and implementing differentiated instruction to meet diverse linguistic and academic needs, including of ELs.	$350,000.00	Yes
1.15	Replenish Textbooks, Instructional Materials, and Digital Licenses	Replace unusable or damaged textbooks in all subjects, and renew, as needed, expired, district-adopted core curriculum digital licenses.	$1,038,455.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	District-level Teachers on Special Assignment (TOSA)	Provide district-level Teachers on Special Assignment (TOSA) to collaborate with teachers across RBUSD school sites to enhance instructional practices through site-based professional development, modeling, in-class coaching, and strategies specifically designed to support low-income students and English Learners (EL)	$280,000.00	Yes
1.17	Supplemental Academic and Social-Emotional Counseling	Provide supplemental school-based counseling services for elementary-level unduplicated students to address their academic, social, and emotional needs to enhance overall student well-being and academic success.	$180,000.00	Yes
1.18	Conferences and External Professional Development Opportunities	Teachers, classified staff, and administration participate in professional development through outside conferences and workshops, to increase efficacy around research-based instructional program (core content, instructional practices, accelerating learning, research-based assessments, etc.).	$4,214,436.00	No
1.19	High School Teacher on Special Assignment (TOSA)	Provide high school a Teacher on Special Assignment (TOSA) to support the schools' intervention efforts; provide parent education opportunities; and monitor the academic needs and progress of low income (LI), English Learners (EL), and foster youth (FY) students.	$155,000.00	Yes
1.20	School Site Instructional Leadership Team Coaching Support	Coach and support school leadership teams on data analysis and cycles of inquiry, with an emphasis on interpreting student performance data to inform instructional decisions for low-income students, English learners, and foster youth. ILT members will receive professional development sessions and collaborative workshops, equipping staff with the skills to conduct effective data-driven discussions and implement continuous improvement strategies that address the specific challenges and needs of these student groups. The goal is to enhance the capacity of school teams to use data effectively, driving targeted interventions and improving student outcomes for low-income students, English learners, and foster youth.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	Professional Development Science Instruction	Provide teacher professional development to support science instruction.	$20,000.00	No
1.22	1.22 Upgrade CTE labs and equipment to meet current industry and postsecondary standards, ensuring students are prepared for career and college pathways.	Provide students with up-to-date, industry-level, and post-secondary equipment and materials. (Funding Source: CTEIG Grant, GSPP Grant)	$1,030,007.00	No
1.23	Professional development for CTE teachers on industry trends, instructional strategies, and integrated academics.	Provide professional development opportunities on curriculum alignment to CTE standards and industry certifications and to increase teachers obtaining a CTE credential.(Funding Source: CTEIG Grant, GSPP Grant, Perkins Grant)	$1,076,379.00	No
1.24	Expand dual enrollment and postsecondary options.	Increase access to dual enrollment and articulated college credit opportunities within CTE pathways, while strengthening student transition support services. Partnerships with El Camino College and other postsecondary institutions will be expanded to align coursework and streamline pathways into postsecondary education and training.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student resiliency, student engagement, and school climate through social, emotional development, whole child engagement, and by maximizing physical and emotional safety as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 was developed with the intent to ensure a balance between an emphasis on students' academic achievement and their social-emotional well-being. Research shows a strong link between a student's emotional well-being and their academic performance. The advisory committee felt strongly that the language in this goal should intentionally speak to RBUSD's focus on prioritizing both facets of students' school experience. To this end, language that encompassed a focus on student engagement and physical and emotional safety was added to this goal. Additionally, resiliency equips students with the ability to bounce back from setbacks, handle stress, and adapt to change. In a post-COVID era, the committee felt strongly that being intentional in language and subsequent actions and metrics was imperative. Lastly, RBUSD has maintained a concerted focus in the last decade on prioritizing the whole child, and it was important to ensure Goal 2 spoke to this priority. The actions in Goal 2 are directly aligned to the goal's intent, such as elementary music and PE to promote student engagement. The metrics outlined in this goal are measurable and will ensure RBUSD is able to accurately assess progress toward meeting the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Engagement - Average Daily Attendance (ADA) Rate	For the 2023-2024 school year, RBUSD maintained the following average daily attendance (ADA) rate: All Students: 95.4%	For the 2024-2025 school year, RBUSD maintained the following average daily attendance (ADA) rate:	For the 2025-2026 school year, RBUSD maintained the following average daily attendance (ADA) rate:	Achieve and maintain an ADA rate of >96% for all student groups	Current difference from baseline, average daily attendance (ADA) rate: All students: Increased by .1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 94.3% Homeless Youth: 88.9% Foster Youth: 95.62% Students with Disabilities: 93.4%	All Students: 95.4% English Learners: 96% Homeless Youth: 88% Foster Youth: 95% Students with Disabilities: 93%	All Students: 95.5% English Learners: 95.27% Homeless Youth: 92.86% Foster Youth: 92.83 Students with Disabilities: 93.75%		English Learners: increased by +.97% Homeless Youth: Increased by 3.96% Foster Youth: Decreased by 2.79% Students with Disabilities: Increased by .35%
2.2	Pupil Engagement - Chronic Absenteeism	RBUSD chronic student absenteeism rate in the 2022-2023 school year as measured by the CA Dashboard was as follows: All students: 9.7% Socioeconomically Disadvantaged: 18.5% English Learners: 15.3% Foster Youth: Data Not Displayed Homeless Youth: Data Not Displayed Students with Disabilities: 14.5%	RBUSD chronic student absenteeism rate in the 2023-2024 school year as measured by the CA Dashboard was as follows: All students: 6.6% Socioeconomically Disadvantaged: 12.2% English Learners: 12% Foster Youth: Data Not Displayed Homeless Youth: 66.7%	RBUSD chronic student absenteeism rate in the 2024-2025 school year as measured by the CA Dashboard was as follows: All students: 7.1% Socioeconomically Disadvantaged: 13.6% English Learners: 9.5% Foster Youth: Data Not Displayed Homeless Youth: 28.6%	Achieve and maintain a chronic student absenteeism rate <3.5% for all student groups	Current difference from baseline, 2023 to 2025 CA Dashboard Chronic Absenteeism All students: Decreased by 2.6% Socioeconomically Disadvantaged: Decreased by 4.9% English Learners: Decreased by 5.8% Foster Youth: Data Not Displayed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Measure as of 2024: Long-Term English Learners: 7.1%	Students with Disabilities: 11.5%	Students with Disabilities: 12.8%		Homeless Youth: 28.6%, No Data Displayed in 2023 Students with Disabilities: Decreased by 1.7%
2.3	Graduation Rate - CA Dashboard	2022-2023 Graduation Rate as measured by the 2023 CA Dashboard: All Students: 93.9% Socioeconomically Disadvantaged: 88.4% English Learners: Data Not Displayed Foster Youth: Data Not Displayed Homeless Youth: Data Not Displayed Students with Disabilities: 79.5	2023-2024 Graduation Rate as measured by the 2024 CA Dashboard: All Students: 97% Socioeconomically Disadvantaged: 98.1% English Learners: 89.7%, no Dashboard performance color attributed Foster Youth: Data Not Displayed Homeless Youth: Data Not Displayed Students with Disabilities: 87%	2024-2025 Graduation Rate as measured by the 2025 CA Dashboard: All Students: 97.7% Socioeconomically Disadvantaged: 96.8% English Learners: 94.7%, no Dashboard performance color attributed Foster Youth: Data Not Displayed Homeless Youth: Data Not Displayed	Achieve and maintain a graduation rate >95%	Current difference from baseline, 2023 to 2025 CA Dashboard Graduation Rate Increased Performance by: All Students: 3.8% Socioeconomically Disadvantaged: 8.4% English Learners: 94.7%, no Dashboard performance color attributed Foster Youth: Data Not Displayed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: 96.7%		Homeless Youth: Data Not Displayed Students with Disabilities: 17.2%
2.4	Middle School Dropout Rate	In 2022-2023, the middle school dropout rate was 0% as measured by DataQuest.	In 2023-2024, the middle school dropout rate was 0% as measured by DataQuest.	In 2024-2025, the middle school dropout rate was 0% as measured by DataQuest.	Maintain <1% dropout rate for all students	Current difference from baseline, 2023 to 2025 Maintained at 0% all students.
2.5	High School Dropout Rate	In 2022-2023, the high school dropout rate was 4.9% as measured by DataQuest.	In 2023-2024, the high school dropout rate was 0.55% as measured by DataQuest.	In 2024-2025, the high school dropout rate was 0.19% as measured by DataQuest.	Maintain <1% dropout rate for all students	Current difference from baseline, 2023 to 2025 decreased by 4.7% all students.
2.6	Suspension Rate	In 2022-2023, the suspension rate were as follows as measured by the CA Dashboard. All students: 1.6% African American Students: 2.5% Hispanic or Latino: 2.4% English Learners: 2.1% Homeless Youth: 3% Foster Youth: 5%	In 2023-2024, the suspension rate were as follows as measured by the CA Dashboard. All students: 1.6% African American Students: 5.1% Hispanic or Latino: 2.7% English Learners: 1.4% Homeless Youth: 5%	In 2024-2025, the suspension rate were as follows as measured by the CA Dashboard. All students: 1.2% African American Students: 3.9% Hispanic or Latino: 1.5% English Learners: 2.2% Homeless Youth: No Data Displayed	Achieve and maintain a suspension rate of <1% for all student groups	Current difference from baseline, 2023 to 2025 CA Dashboard Suspension Rate All students: Decreased by .04% African American Students: Increased by 1.4% Hispanic or Latino: Decreased by 0.9% English Learners: Increased by .1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 3.2% Students with Disabilities: 2.7%	Foster Youth: 8.3% Socioeconomically Disadvantaged: 2.9% Students with Disabilities: 3.1%	Foster Youth: No Data Displayed Socioeconomically Disadvantaged: 2% Students with Disabilities: 2.5%		Homeless Youth: No Data Displayed Foster Youth: No Data Displayed Socioeconomically Disadvantaged: Decreased by 1.2% Students with Disabilities: Decreased by .2%
2.7	Expulsion Rate	In 2022-2023, the overall expulsion rate was 0% as measured by DataQuest.	In 2023-2024, the overall expulsion rate was 0% as measured by DataQuest.	In 2024-2025, the overall expulsion rate was 0% as measured by DataQuest.	Maintain an expulsion rate of <1%	Current difference from baseline, 2023 to 2025 Maintained at 0% all students.
2.8	Student Perception of Safety	As measured by the 2024 California Healthy Kids Survey (CHKS), students reporting a sense of safety yields the following: 89% of 5th graders feel safe at school 65% of 7th graders feel safe at school 60% of 9th graders feel safe at school	As measured by the 2025 California Healthy Kids Survey (CHKS), students reporting a sense of safety yields the following: 99% of 5th graders feel safe at school 65% of 7th graders feel safe at school	As measured by the 2026 California Healthy Kids Survey (CHKS), students reporting a sense of safety yields the following: 98% of 5th graders feel safe at school 77% of 7th graders feel safe at school	Increase by 10% students reporting feeling safe while at school	Current difference from baseline for Year 1, California Healthy Kids Survey (CHKS): Increased by 9% of 5th graders feel safe at school 12% of 7th graders feel safe at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		63% of 11 graders feel safe at school	71% of 9th graders feel safe at school 65% of 11 graders feel safe at school	80% of 11 graders feel safe at school *9th Grade not administered CHKS in 26-27 SY		17% of 11th graders feel safe at school *No available difference from baseline year data for grade 9
2.9	Student Perception of Connectedness	As measured by the 2024 California Healthy Kids Survey (CHKS), students reporting a sense of connectedness yields the following: 84% of 5th graders feel connected to their school 62% of 7th graders feel connected to their school 59% 9th graders feel connected to their school 62% 11th graders feel connected to their school	As measured by the 2025 California Healthy Kids Survey (CHKS), students reporting a sense of connectedness yields the following: 78% of 5th graders feel connected to their school 64% of 7th graders feel connected to their school 64% 9th graders feel connected to their school 63% 11th graders feel connected to their school	As measured by the 2026 California Healthy Kids Survey (CHKS), students reporting a sense of connectedness yields the following: 82% of 5th graders feel connected to their school 69% of 7th graders feel connected to their school 69% 11th graders feel connected to their school *9th Grader administered CHKS in 26-27 SY	Increase by 10% students reporting feeling connected to school	Current difference from baseline for Year 1, California Healthy Kids Survey (CHKS): Decreased by 2% of 5th graders feel connected at school Increased by 7% of 7th graders feel connected at school Increased by 7% of 11 graders feel connected at school *No available difference from baseline year data for grade 9
2.10	Student Perception of Caring Relationships	As measured by the 2024 California Healthy	As measured by the 2025 California	As measured by the 2026 California	Increase by 10% students reporting	Current difference from baseline for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kids Survey (CHKS), students reporting a sense of caring relationships with adults at school: 76% of 5th graders feel they have caring relationships with adults at school 63% of 7th graders feel they have caring relationships with adults at school 61% 9th graders feel they have caring relationships with adults at school 66% 11th graders feel they have caring relationships with adults at school	Healthy Kids Survey (CHKS), students reporting a sense of caring relationships with adults at school: 68% of 5th graders feel they have caring relationships with adults at school 64% of 7th graders feel they have caring relationships with adults at school 65% 9th graders feel they have caring relationships with adults at school 66% 11th graders feel they have caring relationships with adults at school	Healthy Kids Survey (CHKS), students reporting a sense of caring relationships with adults at school: 71% of 5th graders feel they have caring relationships with adults at school 65% of 7th graders feel they have caring relationships with adults at school 72% 11th graders feel they have caring relationships with adults at school *9th Graders not administered CHKS in 26-27 SY	a sense of caring relationships with adults at school	Year 1, California Healthy Kids Survey (CHKS): Decreased by 5% of 5th graders feel safe at school Increased by 2% of 7th graders feel safe at school 6% of 11th graders feel safe at school *No available difference from baseline year data for grade 9
2.11	Staff Perception of School Safety	As measured by the 2024 California School Staff Survey (CSSS), 37% of teachers and staff “Strongly agree” to the construct "school is a safe place for staff".	As measured by the 2025 California School Staff Survey (CSSS), 35% of teachers and staff “Strongly agree” to the	As measured by the 2026 California School Staff Survey (CSSS), 43% of teachers and staff “Strongly agree” to the	Increase by 10% staff "strongly agreeing" to the construct "school is a safe place for staff"	Current difference from baseline for Year 1, California School Staff Survey (CSSS): Increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			construct "school is a safe place for staff".	construct "school is a safe place for staff".		6% teachers and staff “Strongly agree” to the construct "school is a safe place for staff"
2.12	Staff Perception of School Connectedness	As measured by the 2024 California School Staff Survey (CSSS), 51% of teachers and staff “Strongly agree” to the construct "caring relationships exist for students”.	As measured by the 2025 California School Staff Survey (CSSS), 43% of teachers and staff “Strongly agree” to the construct "caring relationships exist for students”.	As measured by the 2026 California School Staff Survey (CSSS), 50% of teachers and staff “Strongly agree” to the construct "caring relationships exist for students”.	Increase by 5% staff "strongly agreeing" to the construct "caring relationships exist for students”	Current difference from baseline for Year 1, California School Staff Survey (CSSS): Decreased by 1% of teachers and staff “Strongly agree” to the construct "caring relationships exist for students”
2.13	Parental Perception of Safety	As measured by the 2024 California School Parent Survey (CSPS), 40% of parents responded "strongly agree" that their school is a safe place for students.	As measured by the 2025 California School Parent Survey (CSPS), 43% of parents responded "strongly agree" that their school is a safe place for students.	As measured by the 2026 California School Parent Survey (CSPS), 63% of parents responded "strongly agree" that their school is a safe place for students.	Increase by 10% parents "strongly agreeing" to the construct "school is a safe place for my child"	Current difference from baseline for Year 1, California School Parent Survey (CSPS): Increased by 23% parents responded "strongly agree" that their school is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						a safe place for students.

Goal Analysis [2025-26]

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

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

See below for an overall implementation summary of planned actions:

2.1- District-wide Student Attendance and Chronic Absenteeism System: Utilize a district-wide Student Attendance and Chronic Absenteeism System to improve student attendance and address chronic absenteeism following a Multi-Tiered System of Support (MTSS). There were no substantive differences in planned actions and actual implementation.
2.2- California Healthy Kids Survey Administration: Administer annually the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and the California School Parent Survey (CSPS) to garner student and educational partner data regarding connectedness, safety, and professional development. There were no substantive differences in planned actions and actual implementation.
2.3- Local SEL Survey Administration: Administer a local Social-Emotional survey to students in grades 3-12 to garner student data regarding emotional well-being, connectedness and belonging. There were no substantive differences in planned actions and actual implementation.
2.4- Support and Promote Student Connectedness Initiatives: Support Connectedness programs and initiatives in secondary schools to promote connectedness, school and district pride, and foster a sense of belonging. Programs include WEB and LINK Crew transition programs, Young Leaders of RBUSD, ASB, school-site clubs, Start with Hello and No One Eats Alone days. There were no substantive differences in planned actions and actual implementation.
2.5- Whole Child Education Programming: Institute programs supporting the social, emotional, and physical well-being of all students through "whole child" education. Such programs include elementary physical education at all eight elementary schools; vocal music instruction in grades K-5; band instruction offered in grades 5-12; Hands On Art; student generated clubs at all secondary schools; school site recycling programs; eSports at secondary schools; intramural sports at the middle schools; and robotics. There were no substantive differences in planned actions and actual implementation.
2.6- District-level Support Services Liaison: Provide a District-level Support Services employee to act as a liaison and oversee restorative justice practices to support the reduction of unduplicated students' suspension rates, increase school attendance, provide mental health resources and support, and provide tutoring services. There were no substantive differences in planned actions and actual implementation.
2.7- Social-Emotional Learning Curriculum: Explore and secure a Social-Emotional Learning (SEL) curriculum for students in grades 9-12. There were no substantive differences in planned actions and actual implementation.
2.8- Mental Health Services: Provide additional mental health services through external therapists to students identified by school staff in need of additional social-emotional, well-being counseling. Due to an increase in utilization of services for students, there was a substantive difference in the budgeted amount, however no change in planned actions and actual implementation.

As indicated above, all actions were implemented as planned for Goal 2, several of which were successfully implemented, with few challenges.

Action 2.1 continues to benefit students, families, and schools by monitoring attendance closely. The online attendance platform successfully provides an automated approach to attendance intervention letters to communicate with parents/guardians, provides a centralized communications hub to create meaningful connections with student's families, and real-time attendance data for monitoring attendance year-long. The District has seen incremental growth in ADA, in the the 24-25 SY ADA was 95.43 and in 25-26 SY it was 95.48%.

-The California Healthy Kids Survey (CHKS) and the Tri-District Student Survey (Actions 2.2 and 2.3), have successfully provided vital information that supports Goal 2. Whereas CHKS provides a confidential survey of school climate and safety, student wellness, and youth resiliency, the Tri-District survey focuses on helping schools understand how students are feeling in relation to their sense of belonging at their school and administered once a year. With an increase in district-wide surveys to be completed by students, there was a challenge in increasing response rates at all grade-levels that are administered by the CHKS. Survey response rates from school year 24-25 to 25-26 for grades 5 (47% to 61%, increase of 14%), grade 7 (94% to 92%, decrease of 2%), and a significant increase in responses for grade 11 (14% to 76%, increase of 62%). Grade 9 was not administered the survey during the 2025-2026 school year. For the Tri-District survey, 5,819 student responses were recorded for the Fall administration, the survey was not administered during the winter administration.

-Action 2.7, has also successfully been realized as RBUSD now implements a common district-wide curriculum supporting a comprehensive, articulated, across the grade levels SEL program that has been vetted by the Collaborative for Academic, Social, and Emotion Learning (CASEL). District students in grades TK-12 are provided instruction that helps develop the human skills that serve as building blocks to achieve their goals, overcome obstacles, and develop meaningful relationships. These skills are essential for academic achievement, workforce readiness, digital well-being, and conflict management.

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.

Overall, there were few differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in Goal 2.

2.8- Mental Health Services: Provide additional mental health services through external therapists to students identified by school staff in need of additional social-emotional, well-being counseling. Reason for difference: The actual cost of services was more than anticipated.

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

In year one of the current LCAP, our school district continues to implement a comprehensive set of research-based actions aimed at increasing student engagement. The actions associated with Goal 2 have been instrumental in supporting increased student engagement and connectedness. To best capture how Goal 2 actions have proven effective or ineffective the following summary will categorize actions in detail.

State Priorities 5, 6, & 8: Pupil Engagement, School Climate, and Other Pupil Outcomes
All actions in Goal 2 were partially effective.

2.1- District-wide Student Attendance and Chronic Absenteeism System: Utilize a district-wide Student Attendance and Chronic Absenteeism System to improve student attendance and address chronic absenteeism following a Multi-Tiered System of Support (MTSS) has been effective for the district. Referring to Goal 2, metric 21., The District has seen incremental growth in ADA, in the the 24-25 SY ADA was 95.43 and in 25-26 SY it was 95.48%.

2.2- California Healthy Kids Survey Administration: Administer annually the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and the California School Parent Survey (CSPS) to garner student and educational partner data regarding connectedness, safety, and professional development was partially effective. Referring to Goal 2:
Metric 2.8 (student perception of safety): increased perception of safety from 5th, 7th and 11th grade students.
Metric 2.9 (student perception of connectedness): increase perception of safety from 7th and 11th grade students, and decrease form 5th grade.

2.3–Local SEL Survey Administration: Administer local social-emotional learning (SEL) surveys to students in grades 3–12 to collect data on students' emotional well-being, connectedness, belonging, and engagement. There were no substantive differences between the planned action and its implementation, however results of the the following surveys indicates the action to be partially effective for student engagement and SEL. RBUSD utilizes two student surveys to monitor progress toward Goal 2: the California Healthy Kids Survey (CHKS) (Action 2.2) and the Tri-District Student Survey (Action 2.3). Together, these surveys provide valuable data to inform the District's efforts to strengthen student engagement, school connectedness, and social-emotional well-being. The 2025–26 CHKS results indicate that the percentage of students reporting a sense of school connectedness was 85% in Grade 5, 69% in Grade 7, and 69% in Grade 11. (Grade 9 connectedness results were not reported.) Results from the Tri-District Student Survey show mixed trends between the Fall and Winter administrations. Student agreement with the statement, "Most days I'm excited to go to school," decreased from 47.0% (Strongly Agree/Agree) in the fall to 42.4% in the winter. Conversely, student agreement with the statement, "I participate in clubs and/or activities at my school," increased slightly from 60.0% to 61.5%. These survey results provide meaningful information to guide continuous improvement efforts related to student engagement and school climate.

2.4- Support and Promote Student Connectedness Initiatives: Support Connectedness programs and initiatives in secondary schools to promote connectedness, school and district pride, and foster a sense of belonging. Programs include WEB and LINK Crew transition programs, Young Leaders of RBUSD, ASB, school-site clubs, Start with Hello and No One Eats Alone days were programs that have proven effective. District secondary schools have seen both consistent and increased student participation in these offerings. In addition, the results of the 25-26 CHKS survey yielded the following students reporting a sense of connectedness at 7th grade: 69%.
Whole child education actions such as elementary music, band and physical education (PE) programs (Action 2.5) played a vital role in engaging students in diverse learning experiences and promoting holistic development. These activities provided opportunities for creative expression, collaboration, and physical wellness, contributing to students' overall well-being and sense of belonging. In the current year, all Transitional Kindergarten students participated in the PS Arts program, all 1st-4th grade students participated in vocal music, all 5th grade students participated in band, learning how to play an instrument of choice.

Referring to Goal 2, Metric 2.9 (student perception of connectedness): increase perception of safety from 7th and 11th grade students, and decrease form 5th grade.

2.6- District-level Support Services Liaison: Provide a District-level Support Services employee to act as a liaison and oversee restorative justice practices to support the reduction of unduplicated students' suspension rates, increase school attendance, provide mental health resources and support, and provide tutoring services proved partially effective.
Action 2.6 contributed to improved services for unduplicated students for state priorities 5, 6 & 8.

Suspension rates were as follows on the 2025 CA Dashboard:
All students: 1.2%
English Learners: Increased by .8% to 2.2% (Yellow)
Socioeconomically Disadvantaged: Declined by 1% to 2% (Green)
Foster Youth: 0% ((locally calculated due to n=size)

2.7- Social-Emotional Learning Curriculum: Explore and secure a Social-Emotional Learning (SEL) curriculum for students in grades 9-12 proved partially effective as the SEL curriculum that was piloted at the high school would compliment the common curriculum Second Step that would be used TK-12 for the 2025-2026 school year. Curriculum lesson completion rates (average by level): Elementary, 80%; Middle, 51%; High, 25%. Referring to Goal 2, Metric 2.9 (student perception of connectedness): increase perception of safety from 7th and 11th grade students, and decrease form 5th grade.

2.8- Mental Health Services: Provide additional mental health services through external therapists to students identified by school staff in need of additional social-emotional, well-being counseling proved partially effective. Each school has been allotted hours for any mental health support that a student needs beyond what the school can provide. According to the California Healthy Kids Survey, RBUSD experienced increases at the secondary level from 2023-2024 to 2025-2026 for students reporting "pretty much true" and "Very much true" to Caring Relationships-adults in school (Grade 7, 63% to 65%; Grade 11 66% to 72%; no Grade 9 results available) and School Connectedness (Grade 7, 62% to 69%; and Grade 11 62% to 69%; no Grade 9 results available). However, at the elementary level, Grade 5 experienced slight decreases for students reporting "pretty much true" and "Very much true" to Caring Relationships-adults in school (76% to 71%) and School Connectedness (Grade 5 84% to 82%).

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

Based on our analysis of the effectiveness of Goal 2, we have made no changes to the broad goal, nor actions.

Metric 2.1 FY data has been updated in the baseline and Year 1 outcome.

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	District-wide Student Attendance and Chronic Absenteeism System	Utilize a district-wide Student Attendance and Chronic Absenteeism System to improve student attendance and address chronic absenteeism following a Multi-Tiered System of Support (MTSS).	$110,000.00	No
2.2	California Healthy Kids Survey Administration	Administer annually the California Healthy Kids Survey (CHKS), California School Safety Survey (CSSS), and the California School Parent Survey (CSPS) to garner student and educational partner data regarding connectedness, safety, and professional development needs.	$3,300.00	No
2.3	Local SEL Survey Administration	Administer a local Social-Emotional survey to students in grades 3-12 to garner student data regarding emotional well-being, connectedness and belonging.	$0.00	No
2.4	Support and Promote Student Connectedness Initiatives	Support Connectedness programs and initiatives in secondary schools to promote connectedness, school and district pride, and foster a sense of belonging. Programs include WEB and LINK Crew transition programs, Young Leaders of RBUSD, ASB, school-site clubs, Start with Hello and No One Eats Alone days.	$1,000.00	No
2.5	Whole Child Education Programming	Institute programs supporting the social, emotional, and physical well-being of all students through "whole child" education. Such programs include elementary physical education at all eight elementary schools; vocal music instruction in grades K-5; band instruction offered in grades 5-12; Hands On Art; student generated clubs at all secondary schools; school site recycling programs; eSports at secondary schools; intramural sports at the middle schools; and robotics.	$900,000.00	No
2.6	District-level Support Services Liaison	Provide a District-level Support Services employee to act as a liaison and oversee restorative justice practices to support the reduction of unduplicated students' suspension rates, increase school attendance,	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide mental health resources and support, and provide tutoring services.		
2.7	Social-Emotional Learning Curriculum	Implement SEL curriculum for grades TK-12 to ensure consistency across the district.	$50,000.00	No
2.8	Mental Health Services	Provide additional mental health services through external therapists to students identified by school staff in need of additional social-emotional, well-being counseling.	$759,391.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve inclusive practices to support equity, access, connectedness, and achievement for all learners as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 was newly developed in the previous LCAP cycle as the LCAP advisory committee strived to place a concerted focus on improving inclusive practices to support equity and diversity in RBUSD. Yearly trends indicate a disparity between the overall achievement of students and specific student subgroups. The committee responded to educational partner feedback that indicated improving outcomes for students with disabilities, students of color, students from low-income families, and English learners as priority areas for the district. This goal speaks directly to this priority. The actions within Goal 3 are designed to both address the disparity and to ensure there are targeted actions in place to meet the goal. Aligned metrics are measurable and have a focus on monitoring progress toward closing the gap between overall student performance and student subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students responding favorably to the construct of sense of belonging on a locally administered social-emotional screener	In the spring 2024 administration: Grades 3-5: 80% of students responded favorably to the prompt "Overall, I feel like I belong at my school." Grades 6-12: 55% of students responded favorably to prompt	RBUSD will no longer use the Panorama Survey, it will use a locally developed SEL survey.	In the 2025-2026 school year: Grades 3-12: 77% of students responded favorably to the prompt, "Overall I feel like I belong at my school."	The percentage of students who respond favorably to the prompt, "Overall, I feel like I belong at my school." Grades 3-12 85%	Current difference from baseline, 2024-2025 to 2025-2026, an increase of 2% of students in Grades 3-12 responding favorably to the prompt, "Overall I feel like I belong at my school."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Overall, I feel like I belong at my school." New baseline per a new locally designed SEL survey in the 2024-2025 school year: Grades 3-12: 75% of students responded favorably to the prompt, "Overall I feel like I belong at my school."				
3.2	Percentage of students by program, responding favorably to the construct of "connectedness" as measured by a locally administered social-emotional screener	In the spring 2024 administration: Students with disabilities in grades 3-5: 74% responded favorably to the construct of "connectedness" English Language Learners in grades 6-12: 75% responded favorably to the construct of "connectedness"	RBUSD will no longer use the Panorama Survey.	RBUSD will no longer use the Panorama Survey.	Increase the percentage of students with disabilities in grades 3-5: 74% responded favorably to the construct of "connectedness" to 85%. Increase English Language Learners in grades 6-12 who respond favorably to the construct of "connectedness" to 85%.	Will no longer be used as a metric.
3.3	Access to a Broad Course of Study - Enrollment in high level courses (Compacted	In the 2023-24 school year, enrollment rates for all students targeted subgroups:	In the 2024-25 school year, enrollment rates for all students and	In the 2025-26 school year, enrollment rates for all students and	Increase the overall percentage of students in targeted	Current difference from Baseline, 2024 to 2026:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math, Honors, AP) for designated subgroups of students (race, EL, LI, disability status)	6th grade compacted math – 41% White, 25% Asian, 16% Two or More Races, 2.35% African American, 14.7% Hispanic, 0% English Learner 9th grade Honors English – 45% White, 17% Asian, 20% Two or More Races, 1.7% African American, 16.3% Hispanic, 0% English Learner Honors Biology - 39% White, 24% Asian, 18% Two or More Races, 1.3% African American, 17.2% Hispanic, 0% English Learner AP Computer Science Principals - 40% White, 25% Asian, 18% Two or More Races, 2.2% African American, 15.7% Hispanic, 0% English Learner	targeted subgroups: 6th grade compacted math– 42% White, 22.8% Asian, 15.8% Two or More Races, 2.08% African American, 16.36% Hispanic, 1.04% English Learner 9th grade Honors English– 41.1% White, 6% Asian, 14.38% Two or More Races, 1.5% African American, 32.38% Hispanic, 4.64 % English Learner Honors Biology - 37% White, 31% Asian, 3.13% African American, 20% Two or More Races, 7.81% Hispanic, 1.56% English Learner AP Computer Science Principals - 44% White, 18% Asian, 0% African	targeted subgroups: 9th grade Honors English– 43.18% White, 18.18% Asian, 18.94% Two or More Races, 1.14% African American, 17.42% Hispanic, 0% English Learner Honors Biology - 37.69% White, 25.13% Asian, 1.0% African American, 18.59% Two or More Races, 17.59% Hispanic, .50% English Learner AP Computer Science Principals - 42% White, 26% Asian, 2% African American, 12% Hispanic, 17% Two or Races, 0% English Learner 6th grade compacted math is no longer offered as of the 2025-	subgroups enrolled in advanced middle school math, HS honors biology and AP Computer Science Principals by 5-10%. Increase the overall percentage of students in targeted subgroups who earn honors designation in 9th grade English by 5-10%.	9th grade Honors English -Decrease of 1.82% White -Increase of 1.18% Asian -Decrease of 1.06% Two or More Races -Decreased by .56% African American -Increase of 1.12% Hispanic -Maintained 0% English Learner Honors Biology -Decrease of 1.31% White -Increase of 1.13% Asian -increase of .59% of Two or More Races -Decreased by .3% African American -Increase by .39% Hispanic -Increase by .50% English Learner AP Computer Science Principals -Increase of 2% White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			American, 14.89% Hispanic, 20%Two or Races 3.19% English Learner	2026 school year. All district 6th grade students are enrolled in new Math 6+ course in preparation for the newly established middle school math pathways.		-Increase of 1% Asian -Decrease by 1% Two or More Races -Decrease by .2% African American -Decrease by 3.7% Hispanic -Maintained 0% English Learner 6th grade compacted math is no longer offered as of the 2025-2026 school year. All district 6th grade students are enrolled in new Math 6+ course in preparation for the newly established middle school math pathways.
3.4	Percentage in students with disabilities' instructional time in general education classrooms (80% or more)	In 2023-2024, 73% of students with disabilities were instructed in general education at least 80%.	In 2024-2025, 76% of students with disabilities were instructed in general education at least 80%.	In 2025-2026, 70% of students with disabilities were instructed in general educational at least 80%.	Increase percentage of students with disabilities instructed in general education to 78% during the school year at least 80% of the school day.	Current difference from Baseline for Year 1: A decrease of 3% from 23-24 to 25-26 of students with disabilities that were instructed in general education at least 80%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Student suspension rates for designated subgroups of students (race, EL, SED, disability status)	In 2022-2023, suspension rates for designated groups were as follows according to the CA Dashboard: African American Students: 2.5% Hispanic or Latino: 2.4% English Learners: 2.1% Homeless Youth: 3% Foster Youth: 5% Socioeconomically Disadvantaged: 3.2% Students with Disabilities: 2.7%	In 2023-2024, suspension rates for designated groups were as follows according to the CA Dashboard: African American Students: 5.1% Hispanic or Latino: 2.7% English Learners: 1.4% Homeless Youth: 5% Foster Youth: 8.3% Socioeconomically Disadvantaged: 2.9% Students with Disabilities: 3.1%	In 2024-2025, the suspension rate were as follows as measured by the CA Dashboard. African American Students: 3.9% Hispanic or Latino: 1.5% English Learners: 2.2% Homeless Youth: No Data Displayed Foster Youth: No Data Displayed Socioeconomically Disadvantaged: 2% Students with Disabilities: 2.5%	Decrease suspension rates for designated subgroups of students to 1% or less according to the CA Dashboard	Current difference from baseline, 2023 to 2025 CA Dashboard Suspension Rate African American Students: Increased by 1.4% Hispanic or Latino: Decreased by 0.9% English Learners: Increased by .1% Homeless Youth: No Data Displayed Foster Youth: No Data Displayed Socioeconomically Disadvantaged: Decreased by 1.2% Students with Disabilities: Decreased by .2%
3.6	4-year graduation rates for students with disabilities	In 2022-2023, 4-year adjusted cohort graduation rate for students with disabilities was 79.5%.	In 2023-2024, 4-year adjusted cohort graduation rate for students with disabilities was 87%.	In 2024-2025, 4-year adjusted cohort graduation rate for students with disabilities was 96.8%.	Increase 4-year adjusted cohort graduation rate for students with disabilities to 85%	Current difference from Baseline for Year 1: Increased 4-year adjusted cohort

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						graduation rate for students with disabilities increased by 17.3%.
3.7	Percentage of RBUSD staff that respond "Strongly agree" to the construct of "Respect for Diversity" as measured by the California School Staff Survey (CSSS)	2024 CSSS, 41% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	2025 CSSS, 41% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	2026 CSSS, 43% of RBUSD Staff reported "strongly agree" to the construct of "Respect for Diversity."	As measured by the CSSS, increase to 65% the percentage of RBUSD Staff who report "strongly agree" to the construct of "Respect for Diversity."	Current difference from Baseline from 2024 to 2026: Increase of 2% of RBUSD Staff who report "strongly agree" to the construct of "Respect for Diversity."
3.8	Percentage of RBUSD staff that respond "Strongly agree" to the construct of "Instructional Equity" as measured by the California School Staff Survey (CSSS)	As measured by the 2024 CSSS, 33% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	As measured by the 2025 CSSS, 31% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	As measured by the 2026 CSSS, 32% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."	Increase the percentage of RBUSD Staff who report "strongly agree" to the construct of "Instructional Equity" to 40% as measured by the CSSS	Current difference from Baseline for Year 1: Decrease of 1% of RBUSD Staff reported "strongly agree" to the construct of "Instructional Equity."
3.9	Percentage of RBUSD staff that respond "Agree" and "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and linguistically diverse students" as measured	As measured by the 2024 CSSS, 80% of RBUSD Staff responded "Agree" and "Strongly agree" to the statement "This schools provides the supports needed for teaching culturally and	As measured by the 2025 CSSS, 76% of RBUSD Staff responded "Agree" and "Strongly Agree" to the statement "This schools provides the	As measured by the 2026 CSSS, 76% of RBUSD Staff responded "Agree" and "Strongly Agree" to the statement "This schools provides the	Increase the percentage of RBUSD Staff who respond "Agree" "Strongly Agree" o the statement "This schools provides the supports needed	Current difference from Baseline for Year 1: Decrease of 4% of RBUSD Staff responded "Agree" and "Strongly agree" to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the California School Staff Survey (CSSS)	linguistically diverse students".	supports needed for teaching culturally and linguistically diverse". students".	supports needed for teaching culturally and linguistically diverse". students".	for teaching culturally and linguistically diverse students". to 85% as measured by the CSSS	statement "This schools provides the supports needed for teaching culturally and linguistically diverse.

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.

See below for an overall implementation summary of planned actions:

3.1- Co-teach Co-planning Days: Provide co-teachers quarterly co-planning days to provide dedicated time for instructional planning to support in-class delivery of services to students with disabilities in the general education setting. Provide co-teaching teams (new and veteran) two additional planning days prior to the start of the school year to refine practices around co-planning, co-teaching, and co-assessing. A challenge was that this opportunity was underutilized by teachers. There were no substantive differences in planned actions and actual implementation.
3.2- Special Education Programming: Special education programming to support students with Individualized Education Plans (IEPs). To include hiring appropriately credentialed and highly-qualified special education teachers and support staff, provide ongoing professional development, and instructional materials and supplies to support the special education instructional program. There were no substantive differences in planned actions and actual implementation.
3.3- Expand Career and Technical Education Pathways and Opportunities: Provide opportunities for secondary students to explore Southern California Regional Occupational Center Transportation (SoCal ROC) offerings. There were no substantive differences in planned actions and actual implementation.
3.4- Unduplicated Students Backpack Materials Giveaway: Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level. There were no substantive differences in planned actions and actual implementation.
3.5- Provide site-based supplemental services for English learners (EL), Foster Youth (FY), and Low Income (LI) students. Services include:

- English learner instructional aides to support in-class reading intervention
- Instructional materials to support schools' "WIN" (What I Need) time
- Certificated staff to provide in-school intervention support such as reading and math intervention as well as academic counseling
- Non-engaged and chronic absenteeism specialists to monitor student attendance, provide PBIS-based incentives for positive attendance and engagement, and make house visits, as needed

- Site-based after-school intervention opportunities
- Site-based after-school homework support
- Site-based enrichment opportunities
- Need-specific materials such as books to support volume of reading, “Summer Slide” backpacks, and summer material novel purchases for English learners

There were no substantive differences in planned actions and actual implementation.
3.6- After-school Enrichment for Unduplicated Pupils: Provide after-school enrichment opportunities for all elementary-age low income (LI), English Learners (EL), and foster youth (FY) students. This included STEAM-related activities such as coding, science exploration, art, and music. During the current school year, 360 unduplicated TK-6th grade students participate in the Expanded Learning Opportunities Program and no additional after-school enrichment was offered. There were no substantive differences in planned actions and actual implementation.

As indicated above, all actions were fully implemented as planned, with a number of actions that were successfully implemented for Goal 3.
-Actions 3.1 and 3.2 were successfully implemented as they contribute to the overall program for students with disabilities. In a co-teach model, students with disabilities and general education students are in a common classroom and are supported by two teachers with expertise to support the needs of the students. In addition, students with disabilities are supported during the year by prepared teachers.
-Action 3.3- Expand Career and Technical Education Pathways and Opportunities was successfully implemented as approximately 60 participated in field trips to explore Southern California Regional Occupational Center (SoCal ROC) offerings.
-Action 3.5 fulfilled a commitment from RBUSD to support unduplicated students by providing a backpack with essential materials and supplies prior to the start of the school year. Over 500 students successfully benefited from this action at the beginning of the current school year.
-Action 3.6, After-School Enrichment for Unduplicated Pupils was successfully implemented. 365 TK-6 grade unduplicated students are enrolled in the afterschool Expanded Learning Opportunities Program (ELOP). The current educational partner and provider currently incorporates enrichment experiences for students as part of their curriculum.

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.

Overall, there were few differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in Goal 3.

3.1- Co-teach Co-planning Days: Provide co-teachers quarterly co-planning days to provide dedicated time for instructional planning to support in-class delivery of services to students with disabilities in the general education setting. Provide co-teaching teams (new and veteran) two additional planning days prior to the start of the school year to refine practices around co-planning, co-teaching, and co-assessing. Reason for difference: The actual cost for providing co-planning for co-teachers was less than anticipated than previously budgeted.
3.6- After-School Enrichment for Unduplicated Pupils was successfully implemented. Reason for difference: The EL, LI, FY student participation was lower than anticipated.

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

In year one of the current LCAP, our school district continues to implement a comprehensive set of research-based actions aimed at improving inclusive practices to support equity, access, connectedness, and achievement for all learners. The actions associated with Goal 3 have been instrumental in supporting and improving inclusive practices. To best capture how Goal 3 actions have proven effective or ineffective the following summary will categorize actions in detail.

State Priorities 2, 6, & 7: State Standards, School Climate, Course Access
3.1- Co-teach Co-planning Days: Provide co-teachers quarterly co-planning days to provide dedicated time for instructional planning to support in-class delivery of services to students with disabilities in the general education setting was partially effective as 15 co-teach staff have completed over 166 instructional planning hours collectively. And, 3.2- Special Education Programming: Special education programming to support students with Individualized Education Plans (IEPs). To include hiring appropriately credentialed and highly-qualified special education teachers and support staff, provide ongoing professional development, and instructional materials and supplies to support the special education instructional program proved partially effective.
CA Dashboard Indicator-State Measure comparison, 2024 to 2025
-English Language Arts: Students with Disabilities (SWD), -36.6 DFS or "Orange" (2024) to -42.5 DFS or “Orange” (2025), an increase of students DFS in ELA
-Mathematics: Students with Disabilities (SWD), -50.4 or "Orange" (2024) to -58.3 DFS or “Orange” (2025), an increase of students DFS in Mathematics

3.3- Expand Career and Technical Education Pathways and Opportunities: Provide opportunities for secondary students to explore Southern California Regional Occupational Center Transportation (SoCal ROC) offerings. Approximately 60 students, similar to 2024, participated in one or two field trips to SoCal ROC during the current school year. This action proved partially effective as it contributed to student exposure to CTE offerings at SoCal ROC. The College and Career Indicator demonstrates that according to the 2024 to 2025 CA Dashboard, there was 9.5% increase in performance of student deemed "prepared" for college and career (from 65.3% to 74.8%).

Actions 3.4, 3.5, and 3.6 contributed to improved services for unduplicated students for state priorities 2, 6 & 7. These actions were partially effective.
3.4-Unduplicated Students Backpack Materials Giveaway: Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level.
3.5-Site-based Supplemental Services for Unduplicated Students: Provide site-based supplemental services for English learners (EL), Foster Youth (FY), and Low Income (LI) students.
3.6-After-school Enrichment for Unduplicated Pupils: Provide after-school enrichment opportunities for all elementary-age low income (LI), English Learners (EL), and foster youth (FY) students. This will include STEAM-related activities such as coding, science exploration, art, and music.

The College and Career Readiness Indicator- a-g Completion rates demonstrates the following from the 2024 to 2025 CA Dashboard:
LI students increased performance by +8.8%
EL decreased performance by -6.3%
FY: NPC

Pupil Achievement on CA Dashboard ELA demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3.8 DFS
EL students: increased performance of +11.7 DFS, however the EL subgroup continues to perform below standard
LI students: decreased performance o -7.1 DFS

Pupil Achievement on CA Dashboard Math demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3 DFS
EL students: increase performance of +4.1 DFS, EL subgroup now performing above standard
LI students: decrease performance of -6.5

Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

3.4- Unduplicated Students Backpack Materials Giveaway: Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level proved effective. Approximately 500 students, similar to 2024, participated in this school year's giveaway. This action proved partially effective.

Pupil Achievement on CA Dashboard ELA demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3.8 DFS
EL students: increased performance of +11.7 DFS, however the EL subgroup continues to perform below standard
LI students: decreased performance o -7.1 DFS

Pupil Achievement on CA Dashboard Math demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3 DFS
EL students: increase performance of +4.1 DFS, EL subgroup now performing above standard
LI students: decrease performance of -6.5

Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

3.5- Provide site-based supplemental services for English learners (EL), Foster Youth (FY), and Low Income (LI) students. Services include:

- English learner instructional aides to support in-class reading intervention
- Instructional materials to support schools' "WIN" (What I Need) time
- Certificated staff to provide in-school intervention support such as reading and math intervention as well as academic counseling
- Non-engaged and chronic absenteeism specialists to monitor student attendance, provide PBIS-based incentives for positive attendance and engagement, and make house

visits, as needed

- Site-based after-school intervention opportunities
- Site-based after-school homework support
- Site-based enrichment opportunities
- Need-specific materials such as books to support volume of reading, “Summer Slide” backpacks, and summer material novel purchases for English learners

This action proved partially effective.

Pupil Achievement on CA Dashboard ELA demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3.8 DFS
EL students: increased performance of +11.7 DFS, however the EL subgroup continues to perform below standard
LI students: decreased performance o -7.1 DFS

Pupil Achievement on CA Dashboard Math demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3 DFS
EL students: increase performance of +4.1 DFS, EL subgroup now performing above standard
LI students: decrease performance of -6.5

Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

3.6- After-school Enrichment for Unduplicated Pupils: Provide after-school enrichment opportunities for all elementary-age low income (LI), English Learners (EL), and foster youth (FY) students. This will include STEAM-related activities such as coding, science exploration, art, and music. During the current school year, 365 unduplicated TK-6th grade students participate in the Expanded Learning Opportunities program and no additional after-school enrichment was offered. This action proved partially effective.

Pupil Achievement on CA Dashboard ELA demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3.8 DFS
EL students: increased performance of +11.7 DFS, however the EL subgroup continues to perform below standard
LI students: decreased performance o -7.1 DFS

Pupil Achievement on CA Dashboard Math demonstrates the following from the 2024 to 2025:
All students: decrease performance of -3 DFS
EL students: increase performance of +4.1 DFS, EL subgroup now performing above standard
LI students: decrease performance of -6.5

Foster Youth: From 2024 to 2025, FY students maintained math achievement at 60% 'Met' or 'Exceeded" standards. In ELA, FY students

increased achievement by 20%, where in 2024 40% 'Met' or 'Exceeded' standards and in 2025 60% 'Met' or 'Exceeded' standards. (locally calculated due to n=size)

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.

New Actions 3.7 and 3.8. are related to CTE for 26-27. These actions are funded by CTE-related grants, that require actions and funding to be incorporate into LCAP.

Metric 3.2 is no longer used.

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	Co-teach Co-planning Days	Provide co-teachers quarterly co-planning days to provide dedicated time for instructional planning to support in-class delivery of services to students with disabilities in the general education setting. Provide co-teaching teams (new and veteran) 2 additional planning days prior to the start of the school year to refine practices around co-planning, co-teaching, and co-assessing.	$30,000.00	No
3.2	Special Education Programming	Special education programming to support students with Individualized Education Plans (IEPs). To include hiring appropriately credentialed and highly-qualified special education teachers and support staff, provide ongoing professional development, and instructional materials and supplies to support the special education instructional program.	$24,312,685.00	No
3.3	Expand Career and Technical Education Pathways and Opportunities	Provide opportunities for secondary students to explore Southern California Regional Occupational Center Transportation (SoCal ROC) offerings.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Unduplicated Students Backpack Materials Giveaway	Provide low income (LI), English Learners (EL), and foster youth (FY) students a backpack of materials and supplies prior to the start of the school year to ensure access to necessary school supplies for the upcoming grade level.	$40,000.00	Yes
3.5	Site-based Supplemental Services for Unduplicated Students	Provide site-based supplemental services for English learners (EL), Foster Youth (FY), and Low Income (LI) students. Services include: • English learner instructional aides to support in-class reading intervention • Instructional materials to support schools' "WIN" (What I Need) time • Certificated staff to provide in-school intervention support such as reading and math intervention as well as academic counseling • Non-engaged and chronic absenteeism specialists to monitor student attendance, provide PBIS-based incentives for positive attendance and engagement, and make house visits, as needed • Site-based after-school intervention opportunities • Site-based after-school homework support • Site-based enrichment opportunities • Need-specific materials such as books to support volume of reading, "Summer Slide" backpacks, and summer material novel purchases for English learners	$400,000.00	Yes
3.6	After-school Enrichment for Unduplicated Pupils	Provide after-school enrichment opportunities for all elementary-age low income (LI), English Learners (EL), and foster youth (FY) students. This will include STEAM-related activities such as coding, science exploration, art, and music.	$700,000.00	Yes
3.7	Expand and strengthen CTE Pathways	Expand and enhance sequenced Career Technical Education (CTE) pathways aligned to high-wage, high-demand industry sectors. Efforts will focus on increasing student access, concentrator and completer rates, and postsecondary readiness. (Funding Source: CTEIG Grant, Perkins Grant)	$329,070.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Develop a Comprehensive Work-Based Learning Continuum.	Develop and implement a structured continuum of work-based learning opportunities including career awareness, exploration, and preparation. Activities will include field trips, guest speakers, internships, job shadowing, industry mentorships, and school-based and virtual enterprises. Partnerships with the Southern California Regional Occupational Center, employers, the South Bay Workforce. (Funding Source: CTEIG Grant, LCFF)	$532,698.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote parent, family, and community engagement, involvement, and satisfaction as measured by state and local metrics	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 was developed to address Priority area 3-Parental Involvement. RBUSD values and appreciates its strong parental support, and Goal 4 was developed to ensure there is a concerted focus on promoting family involvement and engagement. Additionally, parent satisfaction is important in the partnership between RBUSD and parents around their child's educational experience, so the LCAP Advisory Committee intentionally incorporated language that speaks directly to this. The actions in Goal 4 all have a similar focus of providing parent opportunities for involvement, increasing parent and community engagement in RBUSD schools, and improving parent satisfaction. Metrics used to monitor progress toward RBUSD reaching this goal are data-driven and measurable.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parental Participation-School Encouragement	As measured by the 2024 California School Parent Survey (CSPS), 90% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the 2025 California School Parent Survey (CSPS), 87% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the 2026 California School Parent Survey (CSPS), 88% of parents responded "strongly agree" or "agree" that their school encourages them to be an active partner.	As measured by the CSPS, increase to 95% the percentage of parents responding "strongly agree" or "agree" that their school encourages them to be an active partner.	Difference from Baseline, 2024 to 2026, decrease of 2%, of parents responding "strongly agree" or "agree" that their school encourages them to be an active partner.
4.2	Parental Participation-Parent/Teacher Conference Participation	As measured by the 2024 California School Parent Survey (CSPS), 96% of parents reported	As measured by the 2025 California School Parent Survey (CSPS),	As measured by the 2026 California School Parent Survey (CSPS),	As measured by the CSPS, maintain a response rate of	Difference from Baseline, 2024 to 2026, decreased of 11% of parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participating in a regularly scheduled parent-teacher conference with their child's teacher.	86% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.	85% of parents reported participating in a regularly scheduled parent-teacher conference with their child's teacher.	95% or higher to parents reporting participation in a regularly scheduled parent-teacher conference with their child's teacher.	reported participating in a regularly scheduled parent-teacher conference with their child's teacher.
4.3	Parental Participation-Quality Counseling and Support	As measured by the 2024 California School Parent Survey (CSPS), 69% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the 2025 California School Parent Survey (CSPS), 70% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the 2026 California School Parent Survey (CSPS), 64% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	As measured by the CSPS, increase to 75% the percentage of parents responding "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.	Difference from Baseline, 2024 to 2026, decease of 5% of parents responded "strongly agree" or "agree" that their school provides quality counseling or other ways to help students with social emotional needs.
4.4	Parental Participation-Input on Decision Making	As measured by the 2024 California School Parent Survey (CSPS), 63% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of parents before making important decisions.	As measured by the 2025 California School Parent Survey (CSPS), 65% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of parents before making important decisions.	As measured by the 2026 California School Parent Survey (CSPS), 61% of RBUSD parents responded "strongly agree" or "agree" that their school actively seeks the input of parents before making important decisions.	As measured by the CSPS, increase to 68% the percentage of parents responding "strongly agree" or "agree" to the construct that their school actively seeks the input of parents before making important decisions.	Difference from Baseline, 2024 to 2026, decrease of 2% of parents “Strongly Agree” or “Agree” that their school actively seeks the input of parents before making important decisions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Parental Participation-Welcome to Participate	As measured by the 2024 California School Parent Survey (CSPS), 82% of parents “Strongly Agree” or “Agree” to the prompt “Parents feel welcome to participate in this school”.	As measured by the 2025 California School Parent Survey (CSPS), 83% of parents “Strongly Agree” or “Agree” to the prompt “Parents feel welcome to participate in this school”.	As measured by the 2026 California School Parent Survey (CSPS), 84% of parents “Strongly Agree” or “Agree” to the prompt “Parents feel welcome to participate in this school”.	As measured by the CSPS, increase to 85% the percentage of parents responding "strongly agree" or "agree" to the prompt “Parents feel welcome to participate in this school”.	Difference from Baseline, 2024 to 2026, increase of 2% of parents “Strongly Agree” or “Agree” to the prompt “Parents feel welcome to participate in this school”.
4.6	Parental Participation-Volunteer Opportunities	As measured by the 2024 California School Parent Survey (CSPS), 77% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.	As measured by the 2025 California School Parent Survey (CSPS), 64% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.	As measured by the 2026 California School Parent Survey (CSPS), 67% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.	As measured by the CSPS, increase to 80% the percentage of parents reporting they serve as a volunteer in their child's classroom.	Difference from Baseline, 2024 to 2026, decrease of 10% of parents reported they serve as a volunteer in their child's classroom or elsewhere in the school as a measure of school connectedness.
4.7	Parental Participation-Targeted Subgroup Parent Participation	As measured by the 2024 California School Parent Survey (CSPS), parents responding “Yes” by subgroup to the prompt “School encourages me to be an active partner”: English learner families: 50%	As measured by the 2025 California School Parent Survey (CSPS), parents responding “Yes” by subgroup to the prompt “School encourages me to be an active partner”:	As measured by the 2026 California School Parent Survey (CSPS), parents responding “Yes” by subgroup to the prompt “School encourages me to be an active partner”:	As measured by the CSPS, increase by 10% the percentage of parents responding “Yes” by subgroup to the prompt “School encourages me to be an active partner”.	Difference from Baseline, 2024 to 2026, for parents responding “Yes” by subgroup to the prompt “School encourages me to be an active partner”:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with IEPs families: 45%	English learner families: 57% Students with IEPs families: 40%	English learner families: 73% Students with IEPs families: 49%		English learner families: increase of 23% Students with IEPs families: increase of 4%

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.

See below for an overall implementation summary of planned actions:

4.1- Parent Engagement: Provide parents with opportunities for school engagement, including opportunities to participate in stakeholder meetings, site parent meetings, parent/teacher conferences, school/District committees, volunteerism. This includes parents of English Learners (EL), Foster Youth (FY), and Low Income (LI). There were no substantive differences in planned actions and actual implementation.
4.2- Monthly Parent Education Events: Host monthly parent education events to promote active participation in students' learning and provide them with resources and strategies to support academic success at home. These events will cover various topics, such as literacy development, digital citizenship, and social-emotional well-being, fostering stronger school-community partnerships. Although not offered monthly, There were no substantive differences in planned actions and actual implementation.
4.3- Increased Parent Education Opportunities for Parents of Unduplicated Pupils: Provide parents of English learners (EL), low-income (LI) students, and foster youth (FY) increased opportunities for school engagement, parent education, home to school connections, in addition to current parent/family engagement offerings. (e.g. Additional college information nights targeted towards EL families, additional 'a-g' informational nights focused on EL/FY/LI students' families, etc.). There were no substantive differences in planned actions and actual implementation.
4.4- Translation Services: Provide translation and interpretation services in the languages of the EL school community for communication, education, and outreach. There were no substantive differences in planned actions and actual implementation.
4.5-Summer Home Learning: Provide ELs summer home learning activities to prevent the summer slide and strengthen the home to school connection. There were no substantive differences in planned actions and actual implementation.

As indicated above, all actions were fully implemented as planned, with a number of actions that were successfully implemented, with few challenges.
-RBUSD successfully implemented Actions 4.1 and 4.3 parent engagement by offering various opportunities for parents to participate in established educational partner meetings, site meetings, parent conferences, and school/District Committees. When needed, translation support was provided to assist parents and schools to remain engaged and communicate effectively.

-RBUSD successfully implemented Action 4.2 and 4.3 as there was an increase in opportunities for parent events and parent workshops were offered, however not on a monthly basis. The district developed a parent event series that covered a host of topics during the 2025-2026 school year.
-RBUSD successfully implemented Action 4.5, providing English learners with summer home learning activities. Over 300 EL students in grades TK-6 received a summer learning backpack that contains standards-based activities and immersive books to keep students engaged at home with grade-appropriate content during the summer break.

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.

Overall, there were few differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in Goal 4.

4.3-Increased Parent Education Opportunities for Parents of Unduplicated Students. Reason for difference: The actual cost utilized was less than budgeted.

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

In year two of the current LCAP cycle, our school district implemented a range of effective actions aimed at promoting parent, family, and community engagement, involvement, and satisfaction. These actions have been instrumental in fostering partnerships between schools, families, and the broader community, leading to increased support for student success and a stronger sense of belonging among educational partners as related to Goal 4.

State Priority 3: Parental Involvement
According to the 2025 California Dashboard for RBUSD, the district received a Standard Met rating for parent and family engagement. The following three actions associated with Goal 4 contributed to the effectiveness of State Priority 3.
Actions 4.1 Parent Engagement, 4.2 Monthly Parent Education Events, and 4.3 Increased Parent Education Opportunities for Parents of Unduplicated Pupils was effective as measured by the number of educational partner events, school/district committees and family oriented events that were offered and the number of parents and families in attendance, both in-person and virtually. These events empowered RBUSD parents to actively participate in their child's education and school community. The increase in parent participation in such events is attributed to the focused workshops, speaker events on topics such as academic support, parenting skills, college and career readiness and more, parents have gained valuable knowledge and resources to support their child's learning. Additionally, volunteer opportunities have enabled parents to contribute their time, skills, and expertise to school activities and events, fostering a sense of ownership and investment in the school community. The effectiveness of these actions is demonstrated in the results of the CA Schools Parent Survey 2026 where 88% of parents agreed that their school encourages them to be active partners in school and volunteer opportunities exist at their school. This represented an increase of +2% from 2025- to 2026

Actions 4.4 and 4.5 proved effective as the percentage of students reclassifying increased by 1% as represented by reclassification rates from 23-24 to 24-25.
4.4- Translation Services: Provide translation and interpretation services in the languages of the EL school community for communication, education, and outreach has assisted school staff to effectively communicate with parents/guardians during teacher conferences and school/community events.
4.5-Summer Home Learning: Provide ELs summer home learning activities to prevent the summer slide and strengthen the home to school connection, over 300 students received a backpack.

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

Based on our analysis of the effectiveness of Goal 4, we have made no changes to the broad goal, nor the planned actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement	Provide parents with opportunities for school engagement, including opportunities to participate in stakeholder meetings, site parent meetings, parent/teacher conferences, school/District committees, volunteerism. This includes parents of English Learners (EL), Foster Youth (FY), and Low Income (LI).	$10,000.00	No
4.2	Monthly Parent Education Events	Host monthly parent education events to promote active participation in students' learning and provide them with resources and strategies to support academic success at home. These events will cover various topics, such as literacy development, digital citizenship, and social-emotional well-being, fostering stronger school-community partnerships and will be offered in a diverse format when applicable (i.e. in-person, virtually, recordings posted to website).	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Increased Parent Education Opportunities for Parents of Unduplicated Pupils	Provide parents of English learners (EL), low-income (LI) students, and foster youth (FY)increased opportunities for school engagement, parent education, home to school connections, in addition to current parent/family engagement offerings. (e.g. Additional college information nights targeted towards EL families, additional 'a-g' informational nights focused on EL/FY/LI students' families, etc.).	$10,000.00	No
4.4	Translation Services	Provide translation and interpretation services in the languages of the EL school community for communication, education, and outreach.	$20,000.00	Yes
4.5	Summer Home Learning	Provide ELs summer home learning activities to prevent the summer slide and strengthen the home to school connection.	$40,000.00	Yes

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
$4,244,981.00	$0

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
3.807%	0.000%	$0.00	3.807%

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
1.9	**Action:** District-level MTSS Coordinator **Need:** RBUSD's data shows there is a disparity of outcomes between all students, English learners (EL), and low-income (LI) students, in both ELA and Math, as measured on the 2025 CA Dashboard. ELA	Based on the needs assessment, MTSS Coordinator will work with school teams to develop a comprehensive and tiered system of support that includes both academic and social-emotional supports. This will include a system of early identification of learning issues, allowing for timely interventions; tiered intervention; continuous monitoring and data collection to inform instruction and interventions; and positive behavioral supports to promote inclusivity and sense of belonging.	CA Dashboard: ELA and Math ELPI Graduation Rate a-g Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students: +50 DFS EL students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LI students: -17.7 Educational partners' feedback and a needs assessment show that English learners' (EL) limited language proficiency can make it difficult for them to access and comprehend content and places them at risk of falling behind, and low-income (LI) students who have limited access to resources. These students can benefit from a strong tiered system of support tailored to their individual needs. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis to maximize the overall impact of all students having access to a comprehensive system of support that addresses both their learning needs and their social-emotional well-being. This is the most effective use of funds for English learners (EL) and low-income (LI) students because research shows that MTSS promotes educational equity by ensuring all students, regardless of their background, have access to the necessary resources and interventions. This is particularly beneficial for marginalized groups such as low-income students and English Learners.	
1.16	**Action:** District-level Teachers on Special Assignment (TOSA) **Need:** RBUSD's data shows there is a disparity of outcomes between all students and English learners (EL) and low-income (LI) students, in both ELA and Math, as measured on the 2025 CA Dashboard. ELA All students: +50 DFS	Based on the needs assessment, District-level TOSA will work with teachers across RBUSD school sites to develop and refine their instructional practices. The TOSA will offer site-based professional development, helping teachers stay current with best practices, new methodologies, and effective interventions. They will provide modeling opportunities in the delivery of core content as well in-class coaching. Lastly, the TOSA will help teachers develop specific strategies for supporting low-income students, English Learners (EL). This targeted support can include differentiated instruction, culturally	CA Dashboard: ELA & Math ELPI Graduation Rate a-g Completion Rate

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 students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LI students: -17.7 Consultation with educational partners and a needs assessment reveal that these disparities arise from language barriers faced by English learners (EL), insufficient and often inaccessible resources for low-income (LI) students. Feedback and educational research indicates students can benefit from access to high-quality, differentiated instruction. An experienced TOSA can provide consistent, ongoing support, ensuring teachers receive invaluable coaching and modeling; and provide a reliable resource to turn to for guidance and assistance. This consistency helps maintain a high standard of instruction and support for English Learners (EL) and low-income (LI) students. **Scope:** LEA-wide	responsive teaching, and effective classroom management techniques tailored to these students' needs This action is being provided on an LEA-wide basis to maximize the overall impact of all students having access to high-quality, differentiated instruction, resulting in improved academic outcomes. This is the most effective use of funds for English learners (EL) and low-income (LI) students because research shows that high-quality instruction is strongly associated with improved academic achievement. Effective teaching practices lead to better student performance in all content areas. Further, high-quality instruction is particularly effective in closing achievement gaps among different student groups. Low-income students (LI) and English Learners (EL) will benefit significantly from high-quality teaching, which helps bridge gaps in learning and provides equitable educational opportunities.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Supplemental Academic Support for Secondary English Learners **Need:** RBUSD's data indicates a disparity of outcomes between English learners and all students. in both ELA and Math, as measured on the 2025 CA Dashboard. ELs were -4.7 DFS in ELA while all students were +50 DFS. Additionally, in math they were +6.6 DFS compared to all students who were +36.2 DFS. Educational partners have been consulted and feedback based on needs assessment shows that language barriers may be impacting ELs' ability to engage in and comprehend content, and they could benefit from additional academic and counseling support. **Scope:** Limited to Unduplicated Student Group(s)	Based on the identified needs, an additional ELD support teacher will provide supplementary academic support and counseling to high school English learners to help them develop their language skills and improve their academic advisement. This will include push-in small group support, individual tutoring as needed, academic counseling including data chats and a-g preparedness.	ELPI Reclassification Rate CA Dashboard: ELA & Math
1.6	**Action:** English Learner Site Specialists **Need:** RBUSD's data indicates a disparity of outcomes between English learners and all students. in both ELA and Math, as measured	In order to support English learners' academic progress and language acquisition, a trained EL site specialist at each school site will monitor the ELD program to ensure fidelity to implementation of ELD instruction, provide academic intervention as needed, and provide ongoing teacher	ELPI Reclassification Rate CA Dashboard: ELA & Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	on the 2025 CA Dashboard. ELs were -4.7 DFS in ELA while all students were +50 DFS. Additionally, in math they were +6.6 DFS compared to all students who were +36.2 DFS. Feedback from consultation with educational partners indicates that English learners' academic performance and language development may be impeded by cultural adjustments to a new school and/or language. Given this, they could benefit from an individual whose role is to provide academic support as well as a consistent and trusted person to provide academic and social-emotional support, as needed. **Scope:** Limited to Unduplicated Student Group(s)	professional development on best practices in supporting English learners.	
1.7	**Action:** Supplemental School-based Counseling Services for Unduplicated Pupils **Need:** a-g completion rate data reveals a disparity between all students and low-income and English learners. While all students' completion rate as measured by 2025 CA Dashboard was 74.8%, low-income students' completion rate was 58.3%, and English learners was 31.6%. FY NPC Consultation with educational partners and a needs assessment reveal that these disparities arise from language barriers faced	Based on identified needs, supplementary counselors will be provided at all school sites to provide guidance on short and long-term academic planning,counseling on a-g eligibility requirements, providing information and access to school and community tutoring and intervention resources, and support low-income students' and other unduplicated pupils social and emotional needs.	Graduation Rate CA Dashboard: ELA & Math a-g Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	by English learners (EL), insufficient and often inaccessible resources for low-income (LI) students, and inconsistent support for foster youth (FY) due to frequent changes in their living situations. Supplementary counseling services to support understanding of a-g eligibility, assist with college planning and support accessing resources such as tutoring and during the school year credit recovery would benefit EL, Foster Youth and low-income students. **Scope:** Limited to Unduplicated Student Group(s)		
1.8	**Action:** Middle School Teachers on Special Assignments (TOSA) **Need:** RBUSD's data indicates a disparity of outcomes between the academic performance of unduplicated pupils and all students in both ELA and Math, as measured on the 2025 CAASPP. 71.82% of all students in grade 6 'Met' or 'Exceeded' standards in ELA and 67.35% 'Met' or 'Exceeded' standards in math. In comparison, 55.65% low-income students 'Met' or 'Exceeded' standards in ELA and 41.13% 'Met' or 'Exceeded' standards in math. 20.69% of 6th grade ELs 'Met' or 'Exceeded' standards in ELA and 24.13% 'Met' or 'Exceeded' standards in math.	In order to support and improve the academic performance of English Learners (EL), low-income (LI) students, and foster youth (FY) students at the middle school level, each school will have a Teacher on Special Assignment (TOSA). These teachers will provide individual and small group intervention, identify and oversee intervention programs to support targeted groups specific needs, design and facilitate parent education opportunities, and track the needs and progress of low-income (LI) students, English Learners (EL), and foster youth (FY).	CAASPP ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In 7th grade, 69.97% of all students ‘Met’ or ‘Exceeded’ standards in ELA and 66.06% ‘Met’ or ‘Exceeded’ standards in math. In comparison, 54.55% low-income students ‘Met’ or ‘Exceeded’ standards in ELA and 42.11% ‘Met’ or ‘Exceeded’ standards in math. 14.29% of 7th grade ELs ‘Met’ or ‘Exceeded’ standards in ELA and 33.3% ‘Met’ or ‘Exceeded’ standards in math. In 8th grade, 66.62% of all students ‘Met’ or ‘Exceeded’ standards in ELA and 61.16% ‘Met’ or ‘Exceeded’ standards in math. In comparison, 47.11% low-income students ‘Met’ or ‘Exceeded’ standards in ELA and 35.24% ‘Met’ or ‘Exceeded’ standards in math. 9.09% of 8th grade ELs ‘Met’ or ‘Exceeded’ standards in ELA and 18.18% ‘Met’ or ‘Exceeded’ standards in math. In 2025, 40% of FY students 'Met' or 'Exceeded" standards in Math, and 80% 'Met' or 'Exceeded' in ELA. (locally calculated due to n=size) The needs assessment indicates these disparities are due to language barriers for EL students, lack of resources for low-income students, and inconsistency of support for foster youth students. A dedicated staff to conduct academic intervention and provide teachers with instructional support as needed. **Scope:** Limited to Unduplicated Student Group(s)		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** High School Credit Recovery **Need:** A-G completion rate data reveals a disparity between all students and low-income (LI) and English Learners (EL). While all students' completion rate as measured by 2025 CA Dashboard was 74.8%, low-income students' completion rate was 58.3%, and English learners was 31.6%. Further, all students' graduation rate according to 2024-2025 DataQuest was 97.7%, while low-income students (LI) graduation rate was 96.8%, English learners (EL) was 94.7% (there were too few foster youth in the 2025 graduating class to be statistically significant). Consultation with educational partners and a needs assessment reveals that these disparities stem from language barriers English learners (EL) face, insufficient and often hard to access resources for low-income (LI) students, and inconsistent support for foster youth (FY) as a result of frequency in movement in their homelife. Feedback and previous experience indicates students can benefit from varied and multiple opportunities to recover high school credits and improve academic grades, thereby increasing post secondary opportunities. **Scope:** Limited to Unduplicated Student Group(s)	A high school level credit recovery program will be offered allowing English Learners (EL), low-income (LI) students, and foster youth (FY) students opportunities to recover course credits, improve academic grades, and increase their a-g eligibility. This will include a summer credit recovery program as well as a Saturday school credit recovery/grade improvement opportunity for unduplicated students.	a-g Completion Rates Graduation Rates College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Supplemental English Language Development Curriculum and Teacher Professional Development to Support EL and LTEL Progress and Language Acquisition **Need:** According to DataQuest, 2025-2026 RBUSD data shows 7.6% of its English learners are LTELs or at risk of becoming long-term English learners as measured by DataQuest. Further, RBUSD's data shows there is a disparity of outcomes between all students and English learners (EL) in both ELA and Math, as measured on the CA 2025 Dashboard. ELA All students: +50 DFS EL students: -4.7 DFS LTEL students: -86.1 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LTEL students: -113.5 English learners' (EL) limited language proficiency can make it difficult for them to access and comprehend content and places them at risk of falling behind. These students can benefit from targeted, strategic instruction to support language acquisition and best practices specific to addressing their needs. **Scope:** Limited to Unduplicated Student Group(s)	Based on needs, the purchase of supplemental ELD curriculum and teacher professional development will support targeted strategies and resources designed to enhance instruction for English learners and long-term English learners, focusing on advanced language acquisition and academic language proficiency. Additionally, training will be provided to help teachers implement best practices and data-driven interventions tailored to the unique needs of long-term English learners.	LTEL Percentages per DataQuest CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.13	**Action:** Tutoring Support for Unduplicated Students **Need:** RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA 2025 Dashboard. ELA All students: +50 DFS EL students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LI students: -17.7 In 2025, 40% of FY students 'Met' or 'Exceeded" standards in Math, and 80% 'Met' or 'Exceeded' in ELA. (locally calculated due to n=size) Educational partner consultation indicates the disparity may reside in the language barriers ELs face, lack of access to resources for low-income (LI) students, and inconsistent resources and support for foster youth (FY) students, all which can have an impact on students' academic performance. Secondary English Learners (EL), low-income (LI) students, and foster youth (FY) can greatly benefit from academic tutoring. It offers	To mitigate this, all secondary ELs, low-income (LI) students, and foster youth (FY) students will be provided outside of school access to high-quality tutoring through a contracted agency. Services will be content specific and designed to provide individualized and small group support.	CA Dashboard: ELA & Math ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	personalized support tailored to their specific learning needs, helping to close educational gaps and enhance their grasp of difficult subjects. Additionally, tutoring provides consistent academic encouragement and mentorship, which fosters greater confidence and resilience in these students. **Scope:** Limited to Unduplicated Student Group(s)		
1.14	**Action:** Teacher Professional Development Day **Need:** RBUSD's data indicates a disparity of outcomes between English learners (ELs) and all students. In both ELA and Math, as measured on the CA 2025 Dashboard. ELs were -4.7 DFS in ELA while all students were +50 DFS. Additionally, in math they were +6.6 DFS compared to all students who were +36.2 DFS. Educational partners' feedback and a needs assessment show that English learners' (EL) limited language proficiency can make it difficult for them to access and comprehend content and places them at risk of falling behind. These students can benefit from high-quality instruction from teachers trained in language acquisition and differentiating instruction to meet their needs. **Scope:**	Based on the needs assessment, teachers will participate in a PD day to provide them with a deeper understanding of language acquisition, implementing differentiated instruction to meet diver linguistic and academic needs of ELs, develop skills to effectively integrate language development with content area instruction, and understanding the ELPI and how to use assessment data to inform instruction.	CA Dashboard ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.17	**Action:** Supplemental Academic and Social-Emotional Counseling **Need:** RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, both academically and socially-emotionally, as measured on the 2025 CA Dashboard. Chronic Absenteeism All Students: 7.1% Chronically absent (Green) EL students: 9.5% Chronically absent (Yellow) LI students: 13.6% Chronically absent (Yellow) FY students: 20.83% (locally calculated due to n=size) ELA All students: 71.39% Met or Exceeded Standards EL students: 18.42% Met or Exceeded Standards LI students: 51.96% Met or Exceeded Standards FY students: NPC Math All students: 67.46% Met or Exceeded Standards EL students: 33.54% Met or Exceeded Standards	RBUSD will support the academic needs of unduplicated students by providing individualized academic planning, tutoring resources, and targeted interventions to address learning gaps. Additionally, the counselor will offer social-emotional support through one-on-one counseling sessions, group workshops, and programs designed to build resilience, self-esteem, and positive peer relationships among low-income students, English learners, and foster youth.	Chronic Absenteeism Rates CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LI students: 44.56% Met or Exceeded Standards FY students: NPC In 2025, 40% of FY students 'Met' or 'Exceeded" standards in Math, and 80% 'Met' or 'Exceeded' in ELA. (locally calculated due to n=size) Needs assessment from educational partners and past practices indicates English learners (EL), low-income (LI) students, and foster youth (FY) students can greatly benefit from high-quality, targeted academic and counseling support designed to meet their unique needs. **Scope:** Limited to Unduplicated Student Group(s)		
1.19	**Action:** High School Teacher on Special Assignment (TOSA) **Need:** Data reveals a disparity of college readiness outcomes between all students and English learners (EL) and low-income (LI) students. A-G Completion Rate The percentage of students who graduated in 2025 with 'a-g' completion status: All Students 74.8% Socioeconomically Disadvantaged 58.3% English Learners 31.6% Foster Youth - NPC	In order to support and improve college readiness rates for English Learners (EL) low-income (LI) students, and foster youth (FY) students at the high school level, it will have a Teacher on Special Assignment (TOSA). This teacher will oversee the schools intervention efforts including in-school and after school tutoring, analyze student data to determine intervention needs, meet with students to academic counsel and goal set, design and facilitate parent education opportunities focused on a-g readiness, and track the needs and progress of low-income (LI) students, English Learners (EL), and foster youth (FY).	CA Dashboard: ELA & Math A-G Completion Rates Graduation Rates College and Career Index

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Needs assessment and feedback from educational partners shows language barriers ELs face as well as limited access to resources for Low-income and foster youth (FY) students attribute to the disparity. Students at the high school level could benefit from having a dedicated person providing them access to school resources, provide academic counseling, and meet with them regularly to ensure they are on track to meet graduation requirements. **Scope:** Limited to Unduplicated Student Group(s)		
1.20	**Action:** School Site Instructional Leadership Team Coaching Support **Need:** RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA 2025 Dashboard. ELA All students: +50 DFS EL students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS	Provide a consultant to coach and support school leadership teams on data analysis and cycles of inquiry, providing expertise in interpreting targeted subgroup performance data to inform instructional decisions. This consultant will lead professional development sessions, collaborative workshops, and data-driven discussions specifically around meeting the needs of English learners (EL), low-income (LI) students, and foster youth (FY) students. They will engage in continuous improvement strategies including student work analysis and learning walks. The goal is to enhance the capacity of school teams to use data effectively, identify and implement school-specific programs to support unduplicated students, and improve unduplicated student outcomes.	CA Dashboard: ELA & Math ELPI a-g Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LI students: -17.7 In 2025, 40% of FY students 'Met' or 'Exceeded" standards in Math, and 80% 'Met' or 'Exceeded' in ELA. (locally calculated due to n=size) Needs assessment from educational partners and educational research indicates English learners (EL), low-income (LI) students, and foster youth (FY) students can greatly benefit from high-quality, differentiated instruction designed to meet their unique needs. **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** District-level Support Services Liaison **Need:** Suspension data demonstrates a disparity in suspension data between all students and English learners (EL), low-income (LI) students, foster youth (FY) students, and homeless students as measured by suspension rates on the 2025 CA Dashboard. Suspension rates were as follows on the 2025 CA Dashboard: All students: 1.2% English Learners: 2.2% Socioeconomically Disadvantaged: 2% Foster Youth: < 1% Low-income (LI), foster youth (FY) and	RBUSD will act as a homeless and foster youth liaison to oversee district-wide restorative justice practices, support the reduction of unduplicated students' suspension rates, improve school attendance, provide mental health resources and support, and provide family resources and parent education opportunities. This person will work with school teams to provide professional development on restorative justice practices, strengthen PBIS practices, and establish systems for other means or correction. The expected outcome is the suspension rate for targeted student groups will will decrease	Suspension Rates Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	homeless students often face external stressors including trauma which can lead to emotional and behavior challenges. Further, language barriers can lead to misunderstandings and miscommunication between English learners (EL) and teachers or among peers, resulting in misinterpretations being seen as defiance or non-compliance. EL, FY, and LI students need specific staff that can advocate for restorative practices, attendance, mental health and resources. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** Unduplicated Students Backpack Materials Giveaway **Need:** RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA 2025 Dashboard. ELA All students: +50 DFS EL students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LI students: -17.7	In order to support and improve the academic performance of English Learners (EL), low-income (LI) students, and foster youth (FY) students, they will be provided a backpack of materials that are age-specific and designed to ensure they have necessary materials to engage with the learning tasks of their grade level. Supplies will include backpacks, notebooks, binders, lined paper, materials to annotate such as highlighters and post-its, writing materials, and calculators.	CA Dashboard: ELA & Math ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In 2025, 40% of FY students 'Met' or 'Exceeded" standards in Math, and 80% 'Met' or 'Exceeded' in ELA. (locally calculated due to n=size) Educational partner feedback indicates the disparity in outcomes are due to language barriers ELs face, lack of resources for low-income students, and inconsistency of support for foster youth students. Providing English learners (EL), low-income (LI) students, and foster youth (FY) with materials and supplies at the start of the school year ensures they have the tools needed for academic success from day one. This support can help to create a more equitable learning environment, reduce stress for students and families, and allow students to focus on their education without the barrier of inadequate resources **Scope:** Limited to Unduplicated Student Group(s)		
3.5	**Action:** Site-based Supplemental Services for Unduplicated Students **Need:** RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA 2025 Dashboard.	Support is provided to school sites to enhance site-based services for English learners (EL), low-income (LI) students, and foster youth (FY) students. Depending on the specific needs of their students, this can include English learner instructional aides to support in-class reading intervention; certificated intervention specialists to provide academic counseling and access to in-school intervention support such as reading and math intervention; site-based after-school intervention and enrichment opportunities; after-school homework support; and need-specific	CA Dashboard: ELA & Math ELPI Reclassification Rates a-g Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA All students: +50 DFS EL students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LI students: -17.7 In 2025, 40% of FY students 'Met' or 'Exceeded" standards in Math, and 80% 'Met' or 'Exceeded' in ELA. (locally calculated due to n=size) Our goal is for EL, LI, and FY students to achieve grade level proficiency in state adopted standards and 21st Century learning skills. English learners (EL), low-income (LI) students, and foster youth (FY) students face barriers that impact their ability to achieve this goal. To address and mitigate barriers, students can benefit from site-based resources, intervention, and materials resourced specifically to meet their individualized needs. **Scope:** Limited to Unduplicated Student Group(s)	material purchases such as books and summer reading materials. School teams know their students best, and are provided the resources to design programs to best support their students' needs. The support listed has been reviewed and approved to by the superintendent to be implemented at school sites.	
3.6	**Action:** After-school Enrichment for Unduplicated Pupils **Need:**	All elementary-age English learners (EL), low-income (LI) students, and foster youth (FY) students will be provided afterschool, STEAM-related enrichment opportunities to provide an enriching experience and reinforce academic content and learning.	ELPI Reclassification Rates CA Dashboard: ELA & Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	RBUSD's data indicates a disparity of outcomes between all students and English learners (EL), low-income (LI) students, and foster youth (FY) students, in both ELA and Math, as measured on the CA 2025 Dashboard. ELA All students: +50 DFS EL students: -4.7 DFS LI students: +2.4 DFS Math All students: +36.2 DFS EL students: +6.6 DFS LI students: -17.7 Additionally, RBUSD local data indicates English learners are underrepresented in the Gifted and Talented Education (GATE) program: less than 1% off all GATE-identified students. Providing English learners enrichment opportunities will give them additional opportunities to practice and develop language skills. Similarly, foster youth (FY) and low-income (LI) students often lack the resources to engage in enrichment opportunities. Providing these opportunities will allow them to participate in activities that promote integration into the community and friendship building, and engage in meaningful and joyful learning experiences. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
4.4	**Action:** Translation Services **Need:** There is a disparity in survey data between families of English learners (EL), as measured by the CA School Parent Survey (CSPS). As measured by the 2025 California School Parent Survey (CSPS), parents responding "Yes" by subgroup to the prompt "School encourages me to be an active partner": All students families: 88% English learner families: 73% Educational partner feedback indicates language is a factor. Providing translation services will enable families of English learners (EL) to fully understand school policies, participate in their children's education, and access essential resources and information. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide translation services to families of English learners (EL) to ensure effective communication between the school and home and foster a collaborative partnership for student success. This will include both written and oral translation for activities such as parent/teacher conferences, school events, and district events.	CSPS ELPI Reclassification Rates
4.5	**Action:** Summer Home Learning **Need:** RBUSD's data indicates a disparity of outcomes between all students and English learners (EL) students, in both ELA and Math, as measured on the 2025 CAASPP.	English learners in grades K-7 will be provided a backpack of summer instructional materials prior to the close of the school year to prevent the "Summer Slide" and maintain and enhance their language skills. These materials will offer structured opportunities for continued practice, helping students retain vocabulary and comprehension abilities gained during the school	Reclassification Rates ELPI CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA All students: 73.56% Met or Exceeded Standards EL students: 18.95% Met or Exceeded Standards Math All students: 69.47% Met or Exceeded Standards EL students: 35% Met or Exceeded Standards RBUSD's goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills. English learners (EL) students face barriers that impact their ability to achieve this goal. To address and mitigate barriers, students can benefit from summer learning opportunities to stave off the "Summer Slide" and ensured continued learning. **Scope:** Limited to Unduplicated Student Group(s)	year. Additionally, it will bridge the home to school connection.	

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

N/A

Additional Concentration Grant Funding

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

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	$111,502,552.00	4,244,981.00	3.807%	0.000%	3.807%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$108,088,681.00	$2,925,410.00	$901,000.00	$92,744.00	$112,007,835.00	$89,458,255.00	$22,549,580.00

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	Highly Qualified Teaching Staff	All	No			All Schools	Ongoing	$55,089,039.00	$0.00	$55,089,039.00				$55,089,039.00	0%
1	1.2	Materials and Supplies	All	No			All Schools	Ongoing	$0.00	$2,714,594.00	$2,714,594.00				$2,714,594.00	0%
1	1.3	School Facilities and Maintenance & Operations	All	No			All Schools	Ongoing	$7,662,664.00	$4,102,140.00	$11,764,804.00				$11,764,804.00	0%
1	1.4	School-based Counseling	All	No			All Schools	Ongoing	$3,456,996.00	$0.00	$3,456,996.00				$3,456,996.00	0%
1	1.5	Supplemental Academic Support for Secondary English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RUHS	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	0%
1	1.6	English Learner Site Specialists	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	0%
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$341,443.00	$0.00	$341,443.00				$341,443.00	0%
1	1.8	Middle School Teachers on Special Assignments (TOSA)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Adams and Parras Middle Schools	Ongoing	$300,000.00	$0.00	$300,000.00				$300,000.00	0%

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	1.9	District-level MTSS Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$237,000.00	$0.00	$237,000.00				$237,000.00	0%
1	1.10	High School Credit Recovery	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RUHS	Ongoing	$0.00	$139,100.00	$139,100.00				$139,100.00	0%
1	1.11	Supplemental English Language Development Curriculum and Teacher Professional Development to Support EL and LTEL Progress and Language Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$432,438.00	$432,438.00				$432,438.00	0%
1	1.12	Implement District-wide Benchmark	All	No			All Schools	Ongoing	$0.00	$200,000.00		$200,000.00			$200,000.00	0%
1	1.13	Tutoring Support for Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools-Adams, Parras, RUHS	Ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	0%
1	1.14	Teacher Professional Development Day	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$350,000.00	$0.00	$350,000.00				$350,000.00	0%
1	1.15	Replenish Textbooks, Instructional Materials, and Digital Licenses	All	No			All Schools	Ongoing	$0.00	$1,038,455.00	$1,038,455.00				$1,038,455.00	0%
1	1.16	District-level Teachers on Special Assignment (TOSA)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$280,000.00	$0.00	$280,000.00				$280,000.00	0%
1	1.17	Supplemental Academic and Social-Emotional Counseling	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$180,000.00	$0.00	$180,000.00				$180,000.00	0%
1	1.18	Conferences and External Professional Development Opportunities	All	No			All Schools	Ongoing	$0.00	$4,214,436.00	$4,214,436.00				$4,214,436.00	0%
1	1.19	High School Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	Specific Schools: RUHS	Ongoing	$155,000.00	$0.00	$155,000.00				$155,000.00	0%

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
					Group(s)											
1	1.20	School Site Instructional Leadership Team Coaching Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One year	$150,000.00	$0.00	$150,000.00				$150,000.00	0%
1	1.21	Professional Development Science Instruction	All	No			All Schools	One Year	$20,000.00	$0.00	$20,000.00				$20,000.00	0%
1	1.22	1.22 Upgrade CTE labs and equipment to meet current industry and postsecondary standards, ensuring students are prepared for career and college pathways.	All	No			All Schools	On-Going	$0.00	$1,030,007.00		$1,030,007.00			$1,030,007.00	0
1	1.23	Professional development for CTE teachers on industry trends, instructional strategies, and integrated academics.	All	No			All Schools	on-Going	$0.00	$1,076,379.00		$1,030,007.00		$46,372.00	$1,076,379.00	0
1	1.24	Expand dual enrollment and postsecondary options.	All	No			All Schools	On-going	$0.00	$100,000.00		$100,000.00			$100,000.00	0
2	2.1	District-wide Student Attendance and Chronic Absenteeism System	All	No			All Schools	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	0%
2	2.2	California Healthy Kids Survey Administration	All	No			All Schools	Ongoing	$0.00	$3,300.00	$3,300.00				$3,300.00	0%
2	2.3	Local SEL Survey Administration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	0%
2	2.4	Support and Promote Student Connectedness Initiatives	All	No			All Schools	Ongoing	$0.00	$1,000.00			$1,000.00		$1,000.00	0%
2	2.5	Whole Child Education Programming	All	No			All Schools	Ongoing	$500,000.00	$400,000.00			$900,000.00		$900,000.00	0%
2	2.6	District-level Support Services Liaison	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$250,000.00	$0.00	$250,000.00				$250,000.00	0%
2	2.7	Social-Emotional Learning Curriculum	All	No			Specific Schools: RUHS	One Year Cost	$0.00	$50,000.00	$50,000.00				$50,000.00	0%
2	2.8	Mental Health Services	All	No			All Schools	Ongoing	$0.00	$759,391.00	$759,391.00				$759,391.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Co-teach Co-planning Days	All	No			All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	0%
3	3.2	Special Education Programming	Students with Disabilities	No			All Schools	Ongoing	$19,869,331.00	$4,443,354.00	$24,312,685.00				$24,312,685.00	0%
3	3.3	Expand Career and Technical Education Pathways and Opportunities	All	No			Specific Schools: High School	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	0%
3	3.4	Unduplicated Students Backpack Materials Giveaway	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	0%
3	3.5	Site-based Supplemental Services for Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$241,782.00	$158,218.00	$400,000.00				$400,000.00	0%
3	3.6	After-school Enrichment for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$700,000.00	$700,000.00				$700,000.00	0%
3	3.7	Expand and strengthen CTE Pathways	All	No			All Schools	On-going	$0.00	$329,070.00		$282,698.00		$46,372.00	$329,070.00	0
3	3.8	Develop a Comprehensive Work-Based Learning Continuum.	All	No			All Schools	On-going	$0.00	$532,698.00	$250,000.00	$282,698.00			$532,698.00	0
4	4.1	Parent Engagement	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	4.2	Monthly Parent Education Events	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0
4	4.3	Increased Parent Education Opportunities for Parents of Unduplicated Pupils	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	4.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	0%
4	4.5	Summer Home Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	0%

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
					cated Student Group(s)											

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
$111,502,552.00	4,244,981.00	3.807%	0.000%	3.807%	$4,244,981.00	0.000%	3.807 %	**Total:**	$4,244,981.00
								LEA-wide Total:	$517,000.00
								Limited Total:	$3,727,981.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Supplemental Academic Support for Secondary English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RUHS	$130,000.00	0%
1	1.6	English Learner Site Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	0%
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$341,443.00	0%
1	1.8	Middle School Teachers on Special Assignments (TOSA)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Adams and Parras Middle Schools	$300,000.00	0%
1	1.9	District-level MTSS Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	$237,000.00	0%
1	1.10	High School Credit Recovery	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RUHS	$139,100.00	0%
1	1.11	Supplemental English Language Development	Yes	Limited to Unduplicated	English Learners	All Schools	$432,438.00	0%

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 (%)
		Curriculum and Teacher Professional Development to Support EL and LTEL Progress and Language Acquisition		Student Group(s)				
1	1.13	Tutoring Support for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools-Adams, Parras, RUHS	$50,000.00	0%
1	1.14	Teacher Professional Development Day	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$350,000.00	0%
1	1.16	District-level Teachers on Special Assignment (TOSA)	Yes	LEA-wide	English Learners Low Income	All Schools	$280,000.00	0%
1	1.17	Supplemental Academic and Social-Emotional Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$180,000.00	0%
1	1.19	High School Teacher on Special Assignment (TOSA)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: RUHS	$155,000.00	0%
1	1.20	School Site Instructional Leadership Team Coaching Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$150,000.00	0%
2	2.6	District-level Support Services Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$250,000.00	0%
3	3.4	Unduplicated Students Backpack Materials Giveaway	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$40,000.00	0%
3	3.5	Site-based Supplemental Services for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$400,000.00	0%
3	3.6	After-school Enrichment for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$700,000.00	0%
4	4.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Summer Home Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$102,580,755.00	$111,405,530.00

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**	Highly Qualified Teaching Staff	No	$53,318,323.00	52,981,468.00
1	**1.2**	Materials and Supplies	No	$4,015,590.00	3,808,110.00
1	**1.3**	School Facilities and Maintenance & Operations	No	$11,660,544.00	11,781,870.00
1	**1.4**	School-based Counseling	No	$2,148,267.00	3,244,793.00
1	**1.5**	Supplemental Academic Support for Secondary English Learners	Yes	$130,000.00	120,671.00
1	**1.6**	English Learner Site Specialists	Yes	$50,000.00	50,000.00
1	**1.7**	Supplemental School-based Counseling Services for Unduplicated Pupils	Yes	$690,852.00	568,735.00
1	**1.8**	Middle School Teachers on Special Assignments (TOSA)	Yes	$280,000.00	294,567.00
1	**1.9**	District-level MTSS Coordinator	Yes	$120,000.00	232,475.00
1	**1.10**	High School Credit Recovery	Yes	$50,000.00	139,100.00

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	1.11	Teacher Professional Development to Support LTEL Progress and Language Acquisition	Yes	$10,000.00	10,000.00
1	1.12	Implement District-wide Benchmark	No	$75,000.00	75,000.00
1	1.13	Tutoring Support for Unduplicated Students	Yes	$50,000.00	50,000.00
1	1.14	Teacher Professional Development Day	Yes	$563,000.00	345,000.00
1	1.15	Replenish Textbooks, Instructional Materials, and Digital Licenses	No	$300,000.00	3,422,646.00
1	1.16	District-level Teacher on Special Assignment (TOSA)	Yes	$160,000.00	322,119.00
1	1.17	Supplemental Academic and Social-Emotional Counseling	Yes	$180,000.00	180,000.00
1	1.18	Conferences and External Professional Development Opportunities	No	$10,000.00	4,617,780.00
1	1.19	High School Teacher on Special Assignment (TOSA)	Yes	$125,000.00	149,740.00
1	1.20	Elementary Support Staff to Implement and Oversee Programming for English Learners (EL) low-income (LI) students, and foster youth (FY) students	Yes	$150,000.00	150,000.00
1	1.21	School Site Instructional Leadership Team Coaching Support	Yes	$80,000.00	100,000.00
1	1.22	Secondary Schools Mathematics Curriculum Adoption	No	$1,500,000.00	1,275,000.00
1	1.23	Professional Development Science Instruction	No	$50,000.00	12,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	District-wide Student Attendance and Chronic Absenteeism System	No	$110,000.00	110,000.00
2	2.2	California Healthy Kids Survey Administration	No	$3,300.00	3,300.00
2	2.3	Local SEL Survey Administration	No	$0.00	0.00
2	2.4	Support and Promote Student Connectedness Initiatives	No	$1,000.00	1,000.00
2	2.5	Whole Child Education Programming	No	$900,000.00	900,000.00
2	2.6	District-level Support Services Liaison	Yes	$250,000.00	244,868.00
2	2.7	Social-Emotional Learning Curriculum	No	$50,000.00	50,000.00
2	2.8	Mental Health Services	No	$175,000.00	759,391.00
3	3.1	Co-teach Co-planning Days	No	$50,000.00	28,061.00
3	3.2	Special Education Programming	No	$24,084,879.00	24,187,685.00
3	3.3	Expand Career and Technical Education Pathways and Opportunities	No	$5,000.00	5,000.00
3	3.4	Unduplicated Students Backpack Materials Giveaway	Yes	$40,000.00	40,000.00
3	3.5	Site-based Supplemental Services for Unduplicated Students	Yes	$400,000.00	360,051.00
3	3.6	After-school Enrichment for Unduplicated Pupils	Yes	$700,000.00	700,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Parent Engagement	No	$10,000.00	10,000.00
4	**4.2**	Monthly Parent Education Events	No	$5,000.00	5,000.00
4	**4.3**	Increased Parent Education Opportunities for Parents of Unduplicated Pupils	No	$20,000.00	10,000.00
4	**4.4**	Translation Services	Yes	$20,000.00	20,000.00
4	**4.5**	Summer Home Learning	Yes	$40,000.00	40,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,067,376	$4,088,852.00	$4,117,326.00	($28,474.00)	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	1.5	Supplemental Academic Support for Secondary English Learners	Yes	$130,000.00	120,671.00	0%	0%
1	1.6	English Learner Site Specialists	Yes	$50,000.00	50,000.00	0%	0%
1	1.7	Supplemental School-based Counseling Services for Unduplicated Pupils	Yes	$690,852.00	568,735.00	0%	0%
1	1.8	Middle School Teachers on Special Assignments (TOSA)	Yes	$280,000.00	294,567.00	0%	0%
1	1.9	District-level MTSS Coordinator	Yes	$120,000.00	232,475.00	0%	0%
1	1.10	High School Credit Recovery	Yes	$50,000.00	139,100.00	0%	0%
1	1.11	Teacher Professional Development to Support LTEL Progress and Language Acquisition	Yes	$10,000.00	10,000.00	0%	0%
1	1.13	Tutoring Support for Unduplicated Students	Yes	$50,000.00	50,000.00	0%	0%
1	1.14	Teacher Professional Development Day	Yes	$563,000.00	345,000.00	0%	0%
1	1.16	District-level Teacher on Special Assignment (TOSA)	Yes	$160,000.00	322,119.00	0%	0%
1	1.17	Supplemental Academic and Social-Emotional Counseling	Yes	$180,000.00	180,000.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	High School Teacher on Special Assignment (TOSA)	Yes	$125,000.00	149,740.00	0%	0%
1	1.20	Elementary Support Staff to Implement and Oversee Programming for English Learners (EL) low-income (LI) students, and foster youth (FY) students	Yes	$150,000.00	150,000.00	0%	0%
1	1.21	School Site Instructional Leadership Team Coaching Support	Yes	$80,000.00	100,000.00	0%	0%
2	2.6	District-level Support Services Liaison	Yes	$250,000.00	244,868.00	0%	0%
3	3.4	Unduplicated Students Backpack Materials Giveaway	Yes	$40,000.00	40,000.00	0%	0%
3	3.5	Site-based Supplemental Services for Unduplicated Students	Yes	$400,000.00	360,051.00	0%	0%
3	3.6	After-school Enrichment for Unduplicated Pupils	Yes	$700,000.00	700,000.00	0%	0%
4	4.4	Translation Services	Yes	$20,000.00	20,000.00	0%	0%
4	4.5	Summer Home Learning	Yes	$40,000.00	40,000.00	0%	0%

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)
$107,191,334.00	$4,067,376	0%	3.795%	$4,117,326.00	0.000%	3.841%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024