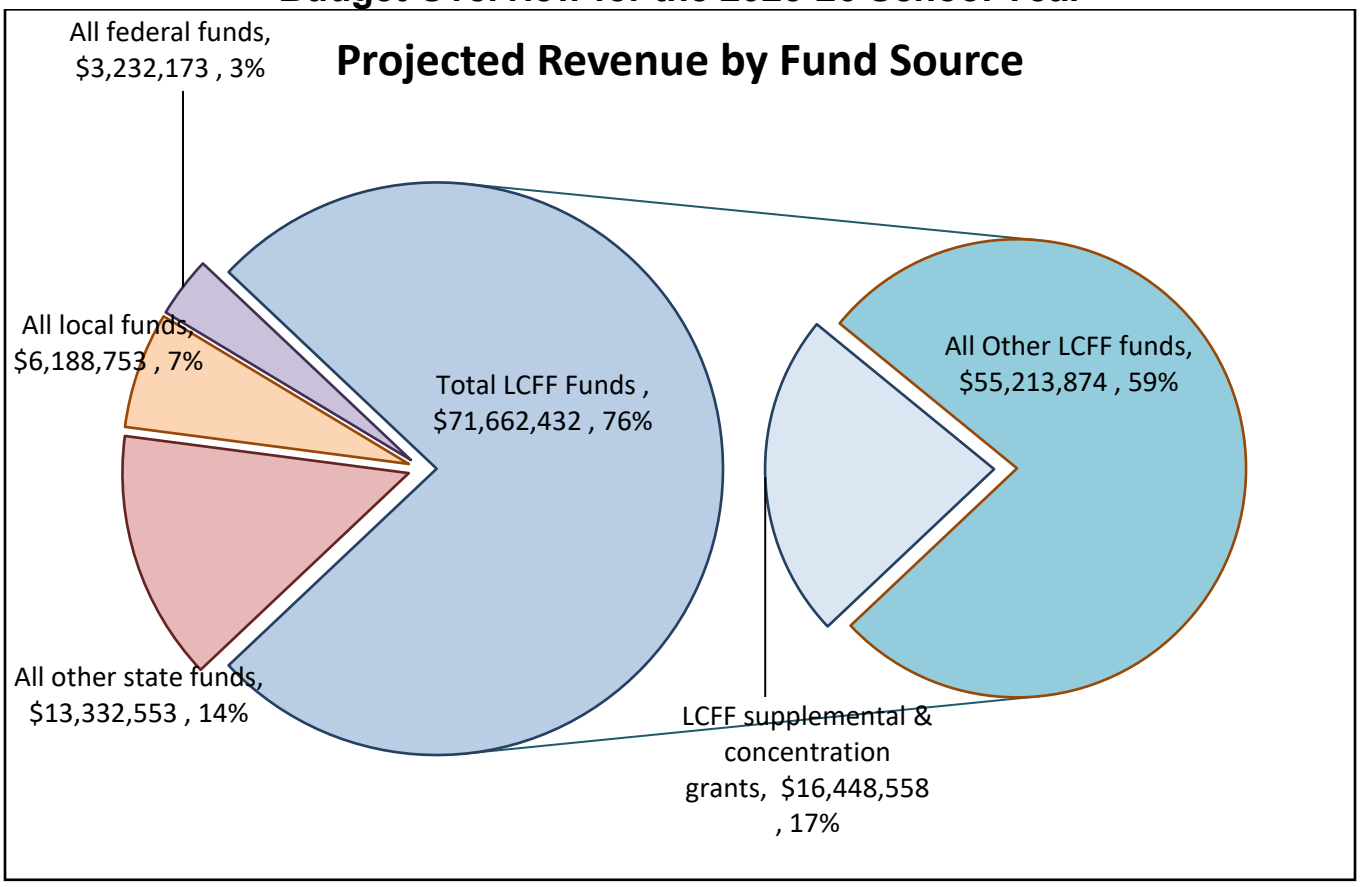
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Elementary School District
CDS Code: 56725610000000
School Year: 2025-26
LEA contact information:
John Puglisi
Superintendent
jpuglisi@rioschools.org
(805) 485-3111

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

Budget Overview for the 2025-26 School Year

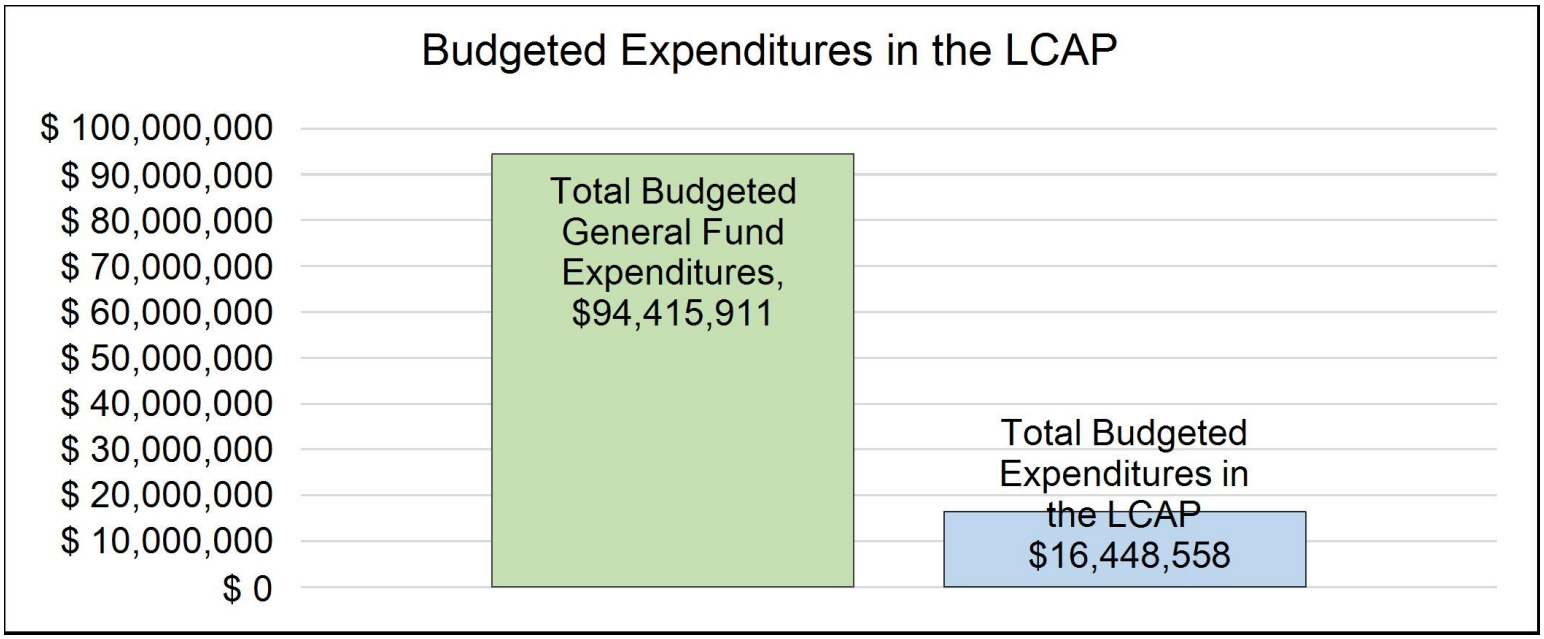


This chart shows the total general purpose revenue Rio Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rio Elementary School District is $94,415,911, of which $71,662,432 is Local Control Funding Formula (LCFF), $13,332,553 is other state funds, $6,188,753 is local funds, and $3,232,173 is federal funds. Of the $71,662,432 in LCFF Funds, $16,448,558 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Rio Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rio Elementary School District plans to spend $94,415,911 for the 2025-26 school year. Of that amount, $16,448,558 is tied to actions/services in the LCAP and $77,967,353 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures, not described in the LCAP, are used for salary and benefits for the core instructional program.

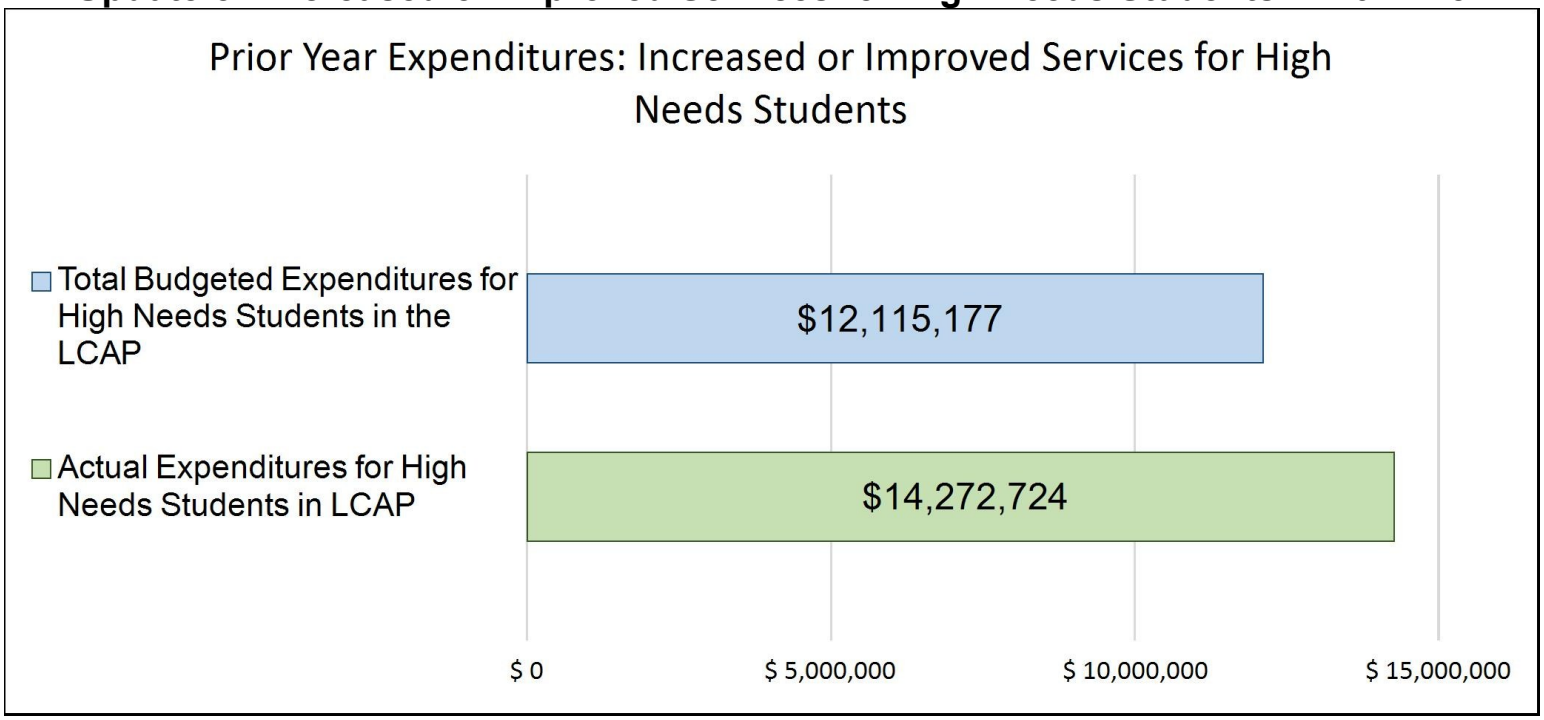
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Rio Elementary School District is projecting it will receive $16,448,558 based on the enrollment of foster youth, English learner, and low-income students. Rio Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Elementary School District plans to spend $16,448,558 towards meeting this requirement, as described in the LCAP.

Rio Elementary School District plans to spend $16,448,558 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Rio Elementary School District's LCAP budgeted $12,115,177 for planned actions to increase or improve services for high needs students. Rio Elementary School District actually spent $14,272,724 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,157,547 had the following impact on Rio Elementary School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Elementary School District	John Puglisi Superintendent	jpuglisi@rioschools.org (805) 485-3111

Plan Summary [2025-26]

General Information

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

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

In the 2024-2025 school year, the Rio School District served 5,251 students with a broad range of demographics. 86% of students served are Hispanic, 5% are White, 3% are Filipino, 2% are Asian, 2% are African American, and less than 1% of students are of American Indian or Pacific Islander descent. Our English Learner Population is 34% (decrease for two previous years), Special Education represents 15% (increase for two previous year), socioeconomically disadvantaged represent 75% (increase for two previous years), and foster youth/homeless make up 15% (increase from two previous years) of our student population. The district encompasses five elementary schools, one of which is transitioning into a dual language school, two comprehensive middle schools, one TK-8 STEAM Academy, and one TK-8 Dual Language Academy. The core of our work in each of our schools is to focus on helping students develop a love of learning while becoming "interested and competent readers."

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

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

Reflections: Annual Performance

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

According to the CA Dashboard's "District Performance by County for 2023" report, the Rio School District has an "yellow" (maintained medium) status level for progress of English Learners. The 2023 CA Dashboard "English Learner Progress Indicator" report shows that 51% of English Learners are making progress towards English proficiency (above the CA state progress which is 48.7%). Just over 83% of English Learners maintained or progressed at least one English Language Proficiency Level (ELPI), despite high levels of chronic absenteeism for this student subgroup.

Overall CA Dashboard's "District Performance by County for 2024" report indicates levels for chronic absenteeism and suspension improved to "yellow" (high) status from "orange" (very high) status the previous year. Math, English Language Arts and English Learner levels have an "orange" or needing improvement level. All schools must look at rebuilding student and family connectedness through increased feelings of safety and engagement in learning during and after the school day in order for students to have increased access to courses and academic progress.

Based on a review of all 23/24 School Accountability Report Cards (SARC), 5 of 9 schools showed growth in the number of students who "met/exceeded" on the English Language Arts CAASPP from the 2022/2023 school year. This data shows that 8 of 9 schools demonstrated growth in the number of students who "met/exceeded" on the Math CAASPP and that 6 of 9 schools demonstrated growth in the number of students who "met/exceeded" on Science CAASPP from the 2022/2023 school year

Based on review of the 24/25 CA Dashboard, English Learners, Long-term English Learners, Homeless students and students with disabilities are in the "red" (Lowest performance level) for English Language Arts and Math. Long-term English Learners also have the highest rate of chronic absenteeism; they are in the "red" (very high) status. Focusing on the need of these subgroups will help address the overall needs and accountability measures on the CA Dashboard.

Reduction of chronic absenteeism and suspension rates continue to be a significant need. The chronic absenteeism rate on the CA Dashboard for 2024 is indicated as having an "yellow" status or "high" status level. Rio School District staff has been working closely with families of students with chronic absenteeism and suspensions in order to support and improve school engagement and academic progress which is impacted by the significant absenteeism rates. Upon post-pandemic return, teachers, principals and parents reported the need to

address student social, emotional and behavioral well being. Students self reported the need to support student behaviors in the classroom and at school. Parents continue to stress the importance of reengaging families with schools by increasing the activities and opportunities for parents to be on campus. Addressing these social, emotional and behavioral needs, along with the perception of school safety and school connectedness for families, will support increased school engagement and access to daily academic instruction.

As part of the LCAP Focus Goal, Rio School District increased mental health services and support staff to assist with student social, emotional and behavioral needs. In addition to maintaining the number of counselors at the comprehensive middle schools (2 full time counselors) and one full time counselor at the elementary schools, the district has hired mental health clinicians to support students at the comprehensive middle schools and to assist with the start up of their wellness centers. Starting in the 25/26 school year, each of the TK-8 schools will have two counselors which will bring parity to all middle schools and two of our largest schools.

Based on the 2023 and the 2024 California School Dashboard, the following areas were identified as lowest performing. Actions within the 2024-27 LCAP are designed to address the specific areas and student groups identified as lowest performing on the 2023 and the 2024 California School Dashboard, with a focus on improving chronic absenteeism, suspension rates, and overall school engagement for the identified student groups and schools.
Acronyms used:
EL– English Learners; , LTEL-Long Term English Learners; FY–Foster Youth; LI–Low Income; SWD–Students with Disabilities; HOM–Homeless Youth; AA: African American Students; FI–Filipino Students; HI–Hispanic or Latino Students; WH–White Students

School(s) within the LEA performing in the lowest performance level "red" on one or more state indicators on the 2024 Dashboard:
ELPI: none
ELA: Rio Plaza (ALL)
Math: Rio Vista Middle (ALL) and Rio del Valle (ALL)
Suspension Rate: none
Chronic Absenteeism: Rio Vista (ALL)

Student group(s) within the LEA performing in the lowest performance level on one or more state indicators on the 2024 Dashboard:
ELA: HOM, SWD, EL, LTEL
Math: SWD, HOM, EL, LTEL
Suspension Rate: AA
Chronic Absenteeism: LTEL

Student group(s) within school(s) within the LEA performing at the lowest performance, "red," level on one or more state indicators on the 2024 Dashboard:

Rio Del Mar:
Chronic Absenteeism: none
Suspension: none
ELPI :none
ELA: none

Math: none

Rio del Norte:
Chronic Absenteeism: HOM, SWD
Suspension: none
ELPI :none
ELA: EL, SWD
Math: SWD

Rio del Sol:
Chronic Absenteeism: none
Suspension: SWD
ELPI :none
ELA: none
Math: SWD

Rio Lindo Elementary:
Chronic Absenteeism: SWD
Suspension: none
ELPI :none
ELA: SWD
Math: SWD

Rio Plaza Elementary:
Chronic Absenteeism: SWD
Suspension: none
ELPI :none
ELA: ALL school placement, EL, HOM, LI, HI
Math: HOM

Rio Real Elementary:
Chronic Absenteeism: none
Suspension: none
ELPI :none
ELA: SWD, HOM
Math: SWD

Rio Rosales:
Chronic Absenteeism: none
Suspension: none

ELPI :none
ELA: SWD
Math: SWD

Rio del Valle Middle:
Chronic Absenteeism: SWD, EL, LI, HI
Suspension: EL, LTEL, LI
ELPI :none
ELA: SWD, HOM, LTEL
Math: ALL school placement, LTEL, HOM, EL, LI, SWD, HI

Rio Vista Middle:
Chronic Absenteeism: ALL school placement, HOM, SWD, HI, WH, EL, LI
Suspension: none
ELPI :none
ELA: HOM, EL, LTEL, LI, HI
Math: ALL school placement, EL, LTEL, LI, HOM, SWD, HI

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

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

Rio School District continues to see steady enrollment in the various courses offered. Barriers that prevent enhanced learning opportunities include staffing challenges.

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Board of Education Community Members	Monthly Board Meetings Public Hearing Open meetings Board adoption A public hearing was held on June 5, 2024 and no comments from the public were provided. The RSD Board Adoption occurred on June 26, 2024 The public hearing for the 25/26 LCAO is on June 4, 2025. The RSD Board meeting for LCAP adoption is scheduled for June 25, 2025.
Parent Advisory Committee Open to community Parent leaders are invited, SSC and ELAC parents are invited Certificated leadership invited Classified leadership invited Bargaining units invited, RTA/CSEA representatives Site principals Community Educational Partners are invited Department leadership (directors) are invited	Open meetings: 10/5/23, 11/8/23, 1/23/24, 3/4/24, 3/12/24, 4/23/24, 10/7/24, 11/4/24, 1/27/25, 2/24/25, 4/28/24, Opportunity for dialogue (two-way communication) Ongoing review of LCAP and student services Reduction of barriers: translation provide, food and childcare provided, transportation continues to be a barrier Meeting location centralized Meeting time is after work hours to increase accessibility Top themes of input and needs: Student safety: SRO, Screenagers and social media education for parents Academic Achievement & Enrichment: SPED support, intensive behavior support & engage students with

Educational Partner(s)	Process for Engagement
	clubs, dance classes, electives, Communication and access: invite Mixteco families, dinner meetings, childcare and translation Wellness Centers at schools: bring community resources in Community leadership retreat: vision building, articulation and student representation Parents want additional Family Nights: Literacy Night, Math games night, Family outreach, SEL training for parents, Family cook nights, BINGO nights, sporting nights, training on healthy relationships, Family Farm, Family Art classes, etc. Due to increased needs to address digital safety concerns, it continues to be a need to increase support to monitor and address social media, internet safety, device handling and online etiquette.
District - Parent English Learner Advisory Committee Open to community Parents of English Learners are invited Certificated leadership invited Classified leadership invited Site principals attend Community Educational Partners are invited Department leadership (directors) are invited Community liaisons are invited District translators attend	Open meetings: 10/24/23, 11/30/23, 2/27/24, 10/22/24, 11/12/24, 2/11/25, 2/24/25 Opportunity for dialogue (two-way communication) Ongoing review of LCAP and student services Reduction of barriers: translation provide, food and childcare provided Meeting location centralized Meeting time is after work hours to increase accessibility DELAC input at PAC meeting: Parents are happy with the variety of programs the district offers. Parents would like to see more spots open in after school programs. There are some single moms who need help with child care after school. Parents would like schools and the district to use the 'phone call' option to invite parents to meetings. Some parents do not read and need the voice message to better understand. Parents are requesting

Educational Partner(s)	Process for Engagement
	that a brief explanation of what the meeting is about be part of the voice message going out to parents. Parents shared that many parents live with other families and there is a lack of space to do homework or school projects. Often, there is no one to help with homework because many work multiple jobs. This should be communicated with school staff.
Student Roundtables Superintendent & Student Roundtable Student representatives and superintendent attend Youth Truth Student Roundtable Student representatives, parents, counselors and principals attend	Student feedback: 1/23/24, 3/4/24 , 10/17/24, 1/23/25, 2/6/25 Dialogue and activities to share feedback and input related to student engagement and academic progress. Reports of "what is going well" include: Academics, Math and homework School Events, Fall Festival Friends, People compromising Rocket League, Minecraft, Cheer, ASB, Choir, Plays and Sports Nice teachers and classes Science Class is fun Reports of "what is a challenge" include: Academics, Math and passing ELD Percentages, fractions and decimals Perception of rude peer behavior and "drama' with peers in middle school Talking to new people and losing focus Bullies and mean people What students want to change: Academics & Math: decimals and fractions Talking to new people, help working with people I don’t know and when people talk and I lose focus Bullies, some people are mean More fun games outside - More swings & soccer at recess Start school at 9:00 (5 hours of school) CA assessments More movie nights

Educational Partner(s)	Process for Engagement
	Make education fun PE: running Students need to behave better in class More field trips Homework is hard Pizza Fridays Make lunch longer & make classes shorter Better bathrooms (open all bathrooms) & add mirrors
LCAP SELPA consultation District director attends consult meeting	Attend county level consultation meetings November 2023 May 2024 February 18, 2025
Curriculum Council Meetings Teachers on Special Assignment Teachers attend: specific to grade level band or content areas TK Expansion Council	TK Curriculum Council: 11/13, 1/22, 3/19 K-2nd Curriculum Council: 11/7, 2/25, 5/12 3rd-5th Curriculum Council: 12/2, 2/13 Puberty Ed Curriculum Council: 10/7, 10/28 PE and Health Curriculum Council: 11/14 Science Curriculum Council: 11/4, 2/5 K-8 Math Curriculum Council: 10/14, 1/27, 4/29 Middle School Math collaborative: 3/25 Social Studies (Adoption Timeline): 4/22 to finalize recommendation Data chats: 2/18 (Lindo), 2/19 (Plaza), 3/5 (Vista/Valle), 3/24 (Mar)
Parent and Community Meetings Liaisons and community members, targeting unduplicated families such as low-income, homeless, foster, English language learners and students with disabilities Family support and feedback	Parent & Community feedback (liaison meetings): Increase more opportunities to participate in schools Parents are appreciative of childcare at the schools Parents are appreciative of ceremonies, events and awards Parents are grateful that the district cares about the well-being of families (food and clothing giveaways with partner agencies)

Educational Partner(s)	Process for Engagement
	Parents like the assistance with filling out packets and they appreciate that staff went to Nyeland to help them (1st day ready and other district forms)
Surveys Youth Truth Survey California Healthy Kids Survey Annual LCAP Survey Transportation Survey	Youth Truth - November 2023 and 2024 California Healthy Kids Survey - February 2024 Annual LCAP Survey - March 2024 and 2025 Annual Transportation Survey -April 2024 and 2025 Educational partner input indicates that the district needs to continue with a focus on addressing the safety and educational enrichment programs for all students. Digital safety, student safety, pro-social behaviors, positive communication and student engagement will be focus areas for the upcoming year. In order to address these needs, the district will continue to provide opportunities for students to remain engaged in positive activities during and after the school day, thereby allowing increased opportunities for student and adult connectedness which will positively impact overall health, mental wellness, attendance and overall school engagement. The Annual 2023/24 LCAP responses indicate a variety of areas that the Rio School District should continue to prioritize. These include maintaining open communication and safety for all students, improving the quality of school meals, enhancing the curriculum with engaging activities, and providing additional supervision during recess and lunch. Some respondents also suggested increasing the introduction of technology, art, field trips, and/or sports courses during vacations. Areas of concern include hiring passionate and courteous staff, improving facilities, and addressing issues of bullying and disrespectful behavior. There were also suggestions for better parent-teacher communication, more school activities, and support for students with Individualized Education Programs (IEPs). Some respondents expressed satisfaction with the current state of the district, while others suggested improvements in specific areas such as student safety, mental health, and academic support.

Educational Partner(s)	Process for Engagement
	Summary: 24/25 LCAP Survey Participants generally feel positive about the school's safety, policies, and support systems, though there are some areas where improvements may be needed. Common themes in the 24/25 LCAP survey is as follows: School Environment: There is a general overall positive perception. Ensuring that school environments remain safe, clean, and in good condition is a priority, as a significant number of participants highlighted this. Well-maintained facilities contribute to a positive learning environment and student well-being. Policies on Bullying and Cyberbullying: There is strong support for taking a proactive stance on handling these types of issues. Effective policies against bullying and cyberbullying are critical, and while many participants agree with the current policies, continuous improvement is necessary. Such policies foster a safe and respectful school culture. Learning Materials and Broad Course Offerings: There is a positive reflection of the district’s commitment to providing comprehensive resources and opportunities for students. Additional curriculum resources and attention are needed for Dual Immersion and ELD programs. Support for Students and Parents: Opinions are mixed with an understanding of Common Core standards. Parents need more support to understand standards and expectations. Most parents feel welcome at school with some work to do related to communication with parents. Student Opportunities and Well-being: There is strong support and feedback from parents that the district should continue to provide well-rounded educational experiences. Participants expressed satisfaction with the broad course offerings, suggesting that this should continue

Educational Partner(s)	Process for Engagement
	to be a focus. Providing diverse learning opportunities supports student engagement and prepares them for various future paths.
Budget meeting and LCAP Collective Bargaining Unit, RTA, HR, Business department and LCAP lead are invited	June 2024 April 22, 2025 Opportunity to review the budget and hear input from teacher leadership
Homeless and Foster consultation with Ventura County Office of Education District Director attends	9/12/24 11/7/24 1/9/25 5/15/25

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

The district dashboard indicators are used to support the actions and services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators https://www.caschooldashboard.org/about/faq, To view our district local indicators, please visit https://www.caschooldashboard.org/

Goal 1: The goal actions were moved to better align with the LCAP goals.

Goal 2: The goal actions were moved to demonstrate the district's support for school site flexibility to meet the unique needs of their student population.

Goal 3: Surveys, roundtables, parent meetings and conferences provide opportunities to gain insight and feedback from all educational partner groups. Parents and guardians provide feedback on the following key themes.

These themes are incorporated into RSD's Goal 3, focus goal.
1) School Culture.
2) School Safety
3) Engagement & Empowerment
4) Relationships
5) Communication & Feedback
6) Resources

Rio School District continues to seek feedback from certificated and support staff members. Both instructional and support staff have the opportunity to provide feedback with regards to the following core themes:
1) Culture & Communication
2) Engagement & Empowerment
3) Relationships
4) And Communication & Feedback

Relationships, culture, and engagement align across the three groups and data is reviewed with all educational partners as we continue to improve the school climate and continue to provide a welcoming and caring school environment.

In 2024/25 the Common themes for LCAP development are similar and will continue to support the district's focus goal, broad goal and maintenance goal.
Participants generally feel positive about the school's safety, policies, and support systems, though there are some areas where improvements may be needed.

Common themes in the 24/25 LCAP survey is as follows:

School Environment (Goal 2): There is a general overall positive perception. Ensuring that school environments remain safe, clean, and in good condition is a priority, as a significant number of participants highlighted this. Well-maintained facilities contribute to a positive learning environment and student well-being.

Policies on Bullying and Cyberbullying (Goal 2 and Goal 3): There is strong support for taking a proactive stance on handling these types of issues. Effective policies against bullying and cyberbullying are critical, and while many participants agree with the current policies, continuous improvement is necessary. Such policies foster a safe and respectful school culture.

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

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

Student Opportunities and Well-being (Goal 1 and Goal 3): There is strong support and feedback from parents that the district should continue to provide well-rounded educational experiences. Participants expressed satisfaction with the broad course offerings, suggesting that this should continue to be a focus. Providing diverse learning opportunities supports student engagement and prepares them for various future paths.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

State priority #2, Implementation of State Standards, and State Priority #4, Pupil Achievement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, educational partner surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. This analysis and alignment strengthens the district's support for all students in making progress toward life, college, and/or career. The data and analysis show where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low-income students, foster youth, and services for our students with disabilities and any other groups with unique needs. The most recent California Dashboard from 2023 indicated slight overall growth in ELA and Math, although not yet back to pre-pandemic levels, as indicated on the CAASPP.

Data Quest reports indicate that reclassification rates of English Learners are improving and reclassified students are performing the same or better than English only subgroups on the CAASPP. The California Dashboard also indicated 53% of English Learners made progress (medium status) based on the state ELPAC assessment [Due to the COVID-19 pandemic, state law allows the 2022-2023 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.] As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. It is important for attendance to remain high and chronic absenteeism to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement, State Priority #7, Course Access and State Priority #8, Other Pupil Outcomes. To ensure access and basic conditions of learning are addressed, the district supports student progress through State Priority #1, Fully Credentialed and Appropriately Assigned Teachers, access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study ensures student readiness for a rigorous and aligned curriculum that supports the 5Cs; Critical Thinking, Creativity, Communication, Collaboration, and Caring.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) – Statewide Assessment Percent of All Grades students Met (Level 3) or Exceed Standard (Level 4)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP)		Source: 2025-26 DataQuest California Assessment of Student Performance and Progress (CAASPP)	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of All Grades students Nearly Met (Level 2) (State Priority 4A)	ALL: 34.95% EL: 16.79% LTEL: 5.37% FY: Student group too small to report HOM: 18.54% LI: 28.60% SWD: 7.84% Level 2 ALL: 24.73% EL: 26.47% FY: Student group too small to report HOM: 27.27% LI: 24.58% SWD: 15.68% Source: 2022-23 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -78.1 Students with Disabilities (SWD) group: SWD: -120.5	Level 3 or 4 (Met/Exceeded) ALL: 33.68% EL:13.84% RFEP: 51.84% LTEL: 6.25% FY: Student group too small to report HOM: 19.30% LI: 28.41% SWD: 8.20% Level 2 (Nearly Met) ALL: 23.84% EL: 25.76% RFEP: 22.91% LTEL: 20.31% FY: Student group too small to report HOM: 22.31% LI: 23% SWD: 13.82% Source: 2023-24 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards:		Level 3 or 4 ALL: 38% EL: 49% FY: Student group too small to report HOM: 22% LI: 32% SWD: 11% Level 2 ALL: 20% EL: 20% FY: Student group too small to report HOM: 24% LI: 20% SWD: 13% Source: 2025-26 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -70 Students with Disabilities (SWD) group: SWD: -115	Level 3 or 4 ALL: -1.27% EL: -2.95% LTEL: .88% FY: Student group too small to report HOM: .76% LI: - .19% SWD: .36% Level 2 ALL: - .89% EL: - .71% FY: Student group too small to report HOM: -4.96% LI: -1.58% SWD: -1.86% Source: 2023-24 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -81 from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless student group: HOM: -81 from standard Students with Disabilities (SWD) group: SWD: -120.9 from standard English Learners (ELs): -70.3 from standard Long-term English Learners (LTEL): -87.3 from standard			Students with Disabilities (SWD) group: SWD: -120.9 from standard English Learners (ELs): -70.3 from standard Long-term English Learners (LTEL): -87.3 from standard
1.2	Math – Statewide Assessment Percent of All Grades students Met (Level 3) or Exceed Standard (Level 4) Percent of All Grades students Nearly Met (Level 2) (State Priority 4A)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 24.08% EL: 11.49% LTEL: .49% FY: Student group too small to report HOM: 13.98% LI: 18.61% SWD: 7.35% Level 2 ALL: 25.39% EL: 26.60% LTEL: 11.17%	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 24.03% EL:10.94% RFEP: 28.96% LTEL: 2.59% FY: Student group too small to report HOM: 16.17% LI: 20.14% SWD:5.9% Level 2		Source: 2025-26 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 28% EL: 36% FY: Student group too small to report HOM: 17% LI: 22% SWD: 11% Level 2 ALL: 20%	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: -0.05% EL: -0.55% LTEL: 2.1% FY: Student group too small to report HOM: 2.19% LI: 1.53% SWD: -1.45% Level 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: Student group too small to report HOM: 22.58% LI: 24.70% SWD: 11.37% Student groups with "Red" Indicators based on the Distance from the Standards: Students with Disabilities (SWD) group: SWD: -138.7	ALL: 26.91% EL: 24.98% RFEP: 26.25% LTEL: 12.44% FY: Student group too small to report HOM: 23.13% LI: 25.97% SWD: 14.39% Source: 2023-24 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -102.9 from standard Students with Disabilities (SWD) group: SWD: -141.4 from standard English Learners (ELs): -97.9 from standard Long-term English Learners (LTEL): -150.9 from standard		EL: 22% FY: Student group too small to report HOM: 18% LI: 20% SWD: 9% Student groups with "Red" Indicators based on the Distance from the Standards: Students with Disabilities (SWD) group: SWD: -125.	ALL: 1.52% EL: -1.62% LTEL: 1.27% FY: Student group too small to report HOM: .55% LI: 1.27% SWD: 3.02% Source: 2023-24 Dashboard Student groups with "Red" Indicators based on the Distance from the Standards: Homeless student group: HOM: -102.9 from standard Students with Disabilities (SWD) group: SWD: -141.4 from standard English Learners (ELs): -97.9 from standard Long-term English Learners (LTEL): -150.9 from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	California Science Test (CAST) – Statewide Assessment Percent of All Grades students Met (Level 3) or Exceed Standard (Level 4) Percent of All Grades students Nearly Met (Level 2) (State Priority 4A)	Source: 2022-23 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 18.90% EL: 3.13% FY: Student group too small to report HOM: 9.89% LI: 12.78% SWD: 6.67% Level 2 ALL: 62.28% EL: 68.66% FY: Student group too small to report HOM: 51.65% LI: 64.61% SWD: 40.74%	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 18.28% EL: 3.38% RFEP: 24.04% LTEL:0% FY: Student group too small to report HOM: 8.15% LI: 14.30% SWD: 2.0% Level 2 ALL: 59.14% EL: 64.0% RFEP: 58.91% LTEL: 52.50% FY: Student group too small to report HOM: 60% LI: 59.82% SWD: 45.33%		Source: 2025-26 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: 22% EL: 30% FY: Student group too small to report HOM: 13% LI: 16% SWD: 10% Level 2 ALL: 58% EL: 55% FY: Student group too small to report HOM: 48% LI: 60% SWD: 36%	Source: 2023-24 DataQuest California Assessment of Student Performance and Progress (CAASPP) Level 3 or 4 ALL: -0.62% EL: 0.25% FY: Student group too small to report HOM: -1.74% LI: 1.52% SWD: -4.67% Level 2 ALL: -3.14% EL: -4.66% FY: Student group too small to report HOM: 8.35% LI: -4.79% SWD: 4.59%
1.5	English Learner - Reclassification Rate	Data Quest - RFEP enrollment report 2022-2023	Data Quest - ELs & RFEP enrollment by		Data Quest - RFEP enrollment report 2025-2026	Data Quest - ELs & RFEP enrollment by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Long-term English learners (LTEL report) (State Priority 4F)	District: All ELs: 38.9% 2,019 students RFEP (reclassified students) 8.0% , 413 students English Learners classified as Long Term English Learners (LTELs) 24.8%	ELAS report 2023-2024 District: ALL ELs: 36.2% 1,886 students RFEP (reclassified students) : 9.2%, 481students English Learners classified as Long Term English Learners (LTELs) 6th grade: 63 7th grade: 92 8th grade: 43		Decrease the percentage of ELs that are classified as LTELs by 2% each year.	ELAS report 2023-2024 District: ALL ELs: 36.2% 1,886 students RFEP (reclassified students) : 9.2%, 481students English Learners classified as Long Term English Learners (LTELs) 6th grade: 63 7th grade: 92 8th grade: 43
1.6	ELPAC Assessment (State Priority 4E)	Data Quest - ELPAC Assessment 2022/2023 English Learners (EL) making progress towards English language proficiency District: All ELs: 38.9% 2,019 students Overall Performance Level 4: 16.50% Level 3: 33.77%	Data Quest - ELPAC Assessment 2023/2024 English Learners (EL) making progress towards English language proficiency District: ALL ELs: 36.2% 1,886 students Overall Performance		Data Quest - ELPAC Assessment 2025/2026 Increase the percentage of students increasing a performance level by 2% each year. By 2026 57% of EL learners will be making progress toward English	Data Quest - ELPAC Assessment 2023/2024 English Learners (EL) making progress towards English language proficiency District: ALL ELs: 36.2% 1,886 students Overall Performance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2: 29.40% Level 1: 20.33%	Level 4: 16.69% Level 3: 30.57% Level 2: 28.87% Level 1: 23.87%		Language Proficiency	Level 4: 16.69% Level 3: 30.57% Level 2: 28.87% Level 1: 23.87%
1.7	Local Indicator Reflection: Implementation of all California state standards, including how ELs will access the CCSS and ELD standards (Priority 2A & 2B) Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priorities 2A & 2B)	Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5	Source: 2023-2024, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4		Source: 2025-2026, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	Source: 2023-2024, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 5

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

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

Goal Analysis [2024-25]

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

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

All actions were fully implemented.

Successes experienced with the implementation process:

Action 1.1 Implementation of State Standards: This action was fully implemented. The district worked with teachers through curriculum council to update and ensure standards aligned curriculum is accessible in all content areas. The district provided materials for teachers to teach K-5 PE, puberty education, science, math and completed the process to adopt a new social studies curriculum for K-6th grades. Partnerships with local universities such as UCLA History Project and the CA Physical Education Project has supported efforts to review CA Frameworks for full implementation.

Action 1.2 Dual Immersion, Multilingual Learners and ELD: This action was fully implemented. Teachers engaged in a cohort of SEAL-Sobratto professional development to support research based instructional practices in district Dual Immersion programs and in district designated and integrated ELD. Professional coaching was also in place for Rio Plaza, while Rio Real utilized TOSA coaching support for ongoing curriculum development. The district continues to maintain its Newcomer program at Rio Real Dual Immersion Academy. The Dual Immersion program will expand into 5th grade at Rio Plaza during the 25/26 school year.

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

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

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

Implementation Challenges:

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

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

Action 1.2 Dual Immersion, Multilingual Learners and ELD: Relevant and engaging ELD support in the middle school is an identified need. Currently, students who are required to take a designated ELD elective do not have access to an elective of their choice unless they take a Zero period class to free up a period. In order to increase equity of access to engaging STEAM related electives, the district needs to support curriculum development and professional development in this area.

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

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

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

Action 1.1 Implementation of State Standards: The budgeted Expenditure amount was $595,495., and the estimated Actual Expenditure was $865,574. The difference was caused by additional alignment of supplemental materials to support the implementation of Common Core instructional content and standards which resulted in additional requests for supplemental materials and software. Additional cost was incurred because the district improved services by providing support to update curriculum and provided ongoing support to purchase materials for current supplemental programs.

Action 1.4 Course Access: The budgeted Expenditure amount was $252,218., and the estimated Actual Expenditure was $945,158. Six additional elective teachers were added to the LCAP at 1st Interim. Additional cost was incurred because the district improved services by maintaining robust access to engaging and relevant courses, clubs and activities to students and while providing ongoing support to purchase materials for current supplemental programs.

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

Effective actions:

Action 1.1 Implementation of State Standards: Based on the 2024-25 survey of materials, the district effectively improved puberty education, social studies education, science education and TK education by updating curriculum and supplies at all schools.

Action 1.2 Multilingual support for English Learners – Dual Immersion Programs: The district successfully expanded the Dual Immersion program to 4th grade at Rio Plaza Elementary School. Teachers received professional development focused on effective instructional practices for English Learners (ELs). These actions demonstrate the district's commitment to supporting language acquisition and academic achievement for EL students. Based on the 24/25 survey feedback, master schedule and parent input these actions demonstrate the district's commitment to supporting language acquisition and academic achievement for EL students.
The district effectively supported the monitoring of English Learners (ELs), including Long-Term English Learners (LTELs) and reclassified students, through the efforts of classified staff, site coordinators, and specialized monitoring software. The purchase of the ELD curriculum for grades K-8 further strengthened the district's ability to meet the unique needs of EL students. Additionally, the ongoing partnership with the Mixteco/Indígena Community Organizing Project (MICOP) continues to provide valuable support to Rio's Mixtec student population.

Action 1.3 Professional Development: The district successfully implemented professional development aligned with action items, with TOSAs providing effective coaching support for collaboration and instructional strategies aligned to Common Core State Standards. Just-in-time coaching in ELA/ELD, Math, Science/ELD, and Tech/Digital Media and Safety, along with additional collaborative planning time was available to all teachers throughout the district. Based on the survey feedback, the district successfully implemented professional development aligned with action items, with TOSAs providing effective coaching support for collaboration and instructional strategies aligned to Common Core State Standards.

Action 1.4 Course Access: The district successfully provided expanded learning opportunities for enrichment and intervention needs that were accessible to students throughout the district. This action demonstrates the district's commitment to extending learning beyond the traditional school day and offering enriching experiences for all students during the school day. Based on the 23/24 and 24/25 student surveys and participation rates, the district successfully provided engaging expanded learning opportunities accessible to students throughout the district.

Action 1.5 TK and Kindergarten Instructional and Extended Day: The district successfully expanded the Transitional Kindergarten (TK) program and provided Kindergarten push-in teachers to school sites. These actions effectively supported targeted intervention and enabled small-group instruction, enhancing early learning experiences and outcomes for young students. Based on the enrollment trends, master schedules, and class size these actions targeted intervention and enabled small-group instruction, enhancing early learning experiences and outcomes for young students.

No ineffective actions were identified

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

In the coming year, the district plans to work with middle school ELD teachers to develop ELD STEAM units to offer engaging and relevant course access. This will help support access to engaging elective opportunities where EL students have not previously been able to access. This will provide improved services to EL students in grades 6th-8th. In order to support this need, the district needs to increase the funds to action item 1.1 for supplies and action item 1.2 for ELD professional development.

State Priorities No change in the State Priorities, but there was increased emphasis on equity and specific targets for increasing student access to ELD STEAM in the 25/26 LCAP.

Action 1.3 Professional Development: 0.50 FTE of the Math and TK-2 TOSA is being moved into LCAP from the Educator Effectiveness Grant (grant has ended). These actions continue to provide improved services to our students and teachers. The TOSA team effectively provides research-based coaching support, professional development and curriculum development support for all sites.

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

2025-26: No metrics were removed. All metrics will remain the same.

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	Standards Frameworks, supplemental and alternative curriculum and Software	Provide professional development and activities supporting the implementation of state standards, including textbook and supplemental curriculum purchases, software and professional development utilizing evidence-based strategies that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (FY, LI, EL). This includes support from outside organizations, training, materials, and substitutes. Professional development will support the implementation of Next Generation Science Standards (NGSS), ELA/Math Frameworks, Physical Education, and multi-lingual curriculum support for English learners and targeted Spanish instruction. RSD enhances engagement and interactive learning while catering to diverse learning styles and helping to keep students motivated and interested in core subject matters by customization and differentiation to meet the unique needs of individual students or groups of students. Teachers have access to resources that align with specific learning goals and content standards, resources that adapt content to different skill levels,	$1,297,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and provide additional materials to challenge advanced learners or offer extra support to struggling students. This flexibility helps create a more inclusive learning environment and promotes personalized education along with access to up-to-date and diverse digital content that can be regularly updated to reflect the latest knowledge and developments in various fields. This ensures that RSD curriculum can offer a wider range of content from diverse sources, perspectives, and cultural backgrounds. It allows educators to incorporate relevant, real-world examples, and fosters critical thinking and global awareness among students. Input from educational partners indicates a need to assist parents in understanding state standards and frameworks. Parent education will include support and activities to engage parents with a better understanding of state standards. This action addresses the lowest-performing indicators in ELA and Math for various student groups and schools, particularly Students with Disabilities (SWD) and Homeless (HOM) students. The action will provide targeted support for these groups, with a focus on Rio Lindo Elementary, Rio Vista Middle, and Rio del Valle Middle, which showed low performance in ELA and/or Math for multiple student groups.		
1.2	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum. The district will continue its support of the expanding dual immersion program by providing high-quality professional development, social-emotional support for students, and curriculum materials in the targeted language. Professional development may include training on guiding principles of dual language education, the English Learner Roadmap, CABE professional development for trans-languaging and bridging academic language, and professional development in teaching Spanish and Sobrato Early Academic Language program (SEAL).	$642,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students' primary language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Inquiry-based strategies will include outdoor education and expanded learning opportunities such as outdoor camps, Spanish spelling bee, and college AP preparatory opportunities for students and families. Provide content teachers support at the middle school with implementation of English Language Development (ELD) standards. Support may be provided by TOSA and/or outside entities such as CABE, VCOE, Californian's Together, etc. ELD STEAM units will be developed for increased middle school elective course access which will improve services and equity at all middle schools. Provide targeted support of long-term English learners (LTELs) and continue to monitor the progress of re-designated fluent English proficient (RFEP) pupils by building the capacity of educators to develop the language and literacy skills of English learner (EL) children and to maintain the focus of utilizing academical language in all core subject areas for RFEP student continued success. Provide professional development and TOSA coaches to further support the percentage of EL students making adequate annual progress in their English language level proficiency levels. Review data to ensure all ELs eligible for reclassification are reclassified in a timely manner. Provide professional development to improve services where language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework). Provide professional development to ensure teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.		

Action #	Title	Description	Total Funds	Contributing
		Provide professional development and support to develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices specific to English learners. Professional development will improve services and support IEPs that address academic goals that take into account student language development. * Salaries for the testing team and additional hours for extra teacher pay * Substitutes for training and planning * Funds will cover ELPAC testing coordinators, faculty stipends, and materials Improve and engage families of students by providing primary language support for Mixteco families and additional clerical support to assist with improving access and ensuring a welcoming school environment. Funds will be used for direct services and clerical support to directly impact family engagement and improved services for foster/homeless, English learners, and low socio-economic families and students. This action also targets Rio Plaza Elementary's low performance in the English Learner Progress Indicator (ELPI). It will provide enhanced support for English Learners (EL) across all schools, addressing the low ELA performance of EL students at Rio Lindo Elementary and Rio Vista Middle.		
1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Provide certificated professional development in literacy instructional practices, including writing, to increase the quantity, quality, and equitable distribution of student-to-student academic conversations taking place during English and Spanish Language Arts in transitional kindergarten through eighth-grade classrooms. By improving the quality and quantity of literacy, especially for English learners, then increased overall student success in literacy will result. Professional development may include CRLP/Reading Results/CALL Training, and curriculum support from ELA/ELD program/adoption vendors, Rio School District TOSAs, CAASPP Interim Assessment PLCs, etc.	$467,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide certificated professional development in mathematics instructional practices to increase the quantity, quality, and equitable distribution of student-to-student conversations taking place during math in transitional kindergarten through eighth-grade classrooms. By improving the quality and quantity of math academic conversations, especially for English learners, then increased overall student success in math will result. Professional development may include DMTI, UCSB Math Project and curriculum support from math program vendors, Math TOSA, CAASPP Interim Assessment PLCs Provide certificated professional development in the integration of core subjects, specifically social studies and ethnic studies, science, PE and health into math, literacy, and writing practices. RSD collaborates with VCOE to provide new teacher induction support through paid mentors for the two-year induction program. Provide a comprehensive classified professional development that includes districtwide, and onsite demonstrations by VCOE or other inside and outside agencies. Ex. CASBO, VCOE, AALRP, Fred Pryor, Target Solutions, Safe & Civil Schools, and other outside agencies Provide a comprehensive management professional development that includes districtwide, and onsite demonstrations by VCOE or other outside agencies. School Services, AALRP, VCOE, ACSA, CALSA, AASA, or other outside agencies. Provides two days of professional development support prior to the new school year which may include guest speakers, professional development trainers, and materials to support the start of a new school year. This action will address the needs of low-performing student groups, particularly SWD, EL, and HOM students in ELA and Math. Professional development will focus on inclusive practices and strategies to support these student groups across all identified low-performing schools.		

Action #	Title	Description	Total Funds	Contributing
1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	The Rio School District seeks to ensure equity in our schools by engaging students, especially from underrepresented groups such as foster/homeless, English learners, and low-socioeconomic students, in integrated STEAM units of studies to motivate TK-8th graders for academic success and positive attendance practices. Students will be provided a rigorous, intellectually rich curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning will emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for underrepresented groups such as foster/homeless, English learners, and low-socioeconomic students as for all other students in each of the content areas. This support includes increasing access to electives such as music, art, foreign language, horticulture/gardening, and other enriching courses and will be further supported through collaboration with TOSAs and ongoing professional development. * Zero period salaries * Professional Development and substitutes for collaboration and planning * Supplemental electives for K-8 (music, art, drama, dance, foreign language, horticulture/gardening, etc) during the day and after school * Outdoor lab trips to provide background knowledge and experiential learning which increases equity and access to EL learners and low-income students Provide additional district-wide before or after-school courses and activities, that complement the Expanded Learning Opportunity Program, to engage students to promote positive attendance, and to recognize academic growth. Support will include extra pay for certificated and/or classified staff supporting after-school enrichment and invention, supplies and materials for after-school intervention and enrichment, and recognition and awards for students who participate in after-school clubs, intervention, and enrichment programs.	$1,751,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By providing a broad course of study and engaging learning opportunities, this action aims to improve chronic absenteeism rates, particularly for Filipino (FI) students district-wide and for various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. It also addresses engagement issues that may contribute to high suspension rates for Foster Youth (FY) and African American (AA) students.		
1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Rio School District provides access to early education experiences, through quality and joyful learning experiences—where all children, especially English learners, low-income students, foster/homeless youth, and students with disabilities participate in general education classrooms with their peers while engaging in culturally and linguistically supportive environments. The current work has included updating the Learning Foundations, assessments, and curricula that serve as a quality foundation for transitional kindergarten so that all children are ready to transition to kindergarten and beyond. Provide support for the expanded Transitional Kindergarten (including dual immersion TK) and Kindergarten students while specifically targeting foster/homeless youth, English learners, and low-socioeconomic youth to participate in expanded programming. * push in teachers for kindergarten, substitutes for professional development, Instructional Assistants for TK class ratio requirements * social and emotional support for a welcoming and safe environment * family engagement opportunities where students and families gain an understanding of the importance of attendance for lasting habits and progress *expanded outreach to families to encourage more parents of English learners to enroll their children in Transitional Kindergarten and Kindergarten * support for outdoor learning spaces where students can learn through play and experiential learning * parent engagement: workshops, meetings, parent classes, and outreach to better support student learning	$385,176.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This early intervention action aims to set a strong foundation for academic success, particularly targeting the needs of EL and Low Income (LI) students who showed low performance in ELA at Rio Lindo Elementary. This action seeks to prevent achievement gaps that contribute to later performance issues in ELA and Math by providing additional support in the early years.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for use at school and at home: 0%	their own copies of standards-aligned instructional materials for use at school and at home: 0%		of standardsaligned instructional materials for use at school and at home: 0%	their own copies of standards-aligned instructional materials for use at school and at home: 0%

Goal Analysis [2024-25]

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

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

All actions were fully implemented.

Successes and challenges experienced with the implementation process:

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

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

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

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

There were no actions implemented differently from how it was described in the adopted LCAP.

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

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

Action 2.1 Transportation: The budgeted Expenditure amount was $594,866, and the estimated Actual Expenditure was $781,360.There was an increase in planned actions and implementation of the actions in Goal 2 due to the increased bus lease cost. The age of the bus fleet causes increase repairs and required the district to purchase replacement buses. Transportation was provided to the board-approved designated communities and field trip transportation was provided at all schools.

Action 2.2 Technology: The budgeted Expenditure amount was $1,495,292 and the estimated Actual Expenditure was $1,624,963. Technology costs increased due to the need to focus on additional safety measures, software subscriptions and purchase of student and teacher devices. Student and teacher device replacement are set up on a rotation cycle.

Action 2.3 Site based certificated instructional support (maintain bargained class size): The budgeted Expenditure amount was $2,215,559., and the estimated Actual Expenditure was $2,393,391.The additional cost incurred because the district added an additional teacher to this item to support balancing the general fund. This improves services by allowing the district to maintain bargained class sizes and a robust offering of courses.

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

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

Action 2.2 Technology: Based on the Facilities data and LCAP survey results, technology services were effectively provided to all schools and included replacement and repairs, supplemental software support and personnel support to meet the needs of the community. Due to significant demands for improved wifi access to underserved populations and increased demands for tech service and support at all school sites, it continues to be a need to increase financial support to maintain the level of services that are provided to students, families and staff. Due to increased needs to address digital safety concerns, it continues to be a need to increase financial support to support monitoring and educational needs addressing social media, internet safety, device handling and online etiquette. Student and teacher device replacement are set up on a rotation cycle.

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

Action 2.4 School Plan for Student Achievement (SPSA)-School Site Support: The district has effectively maintained its commitment to support the individual needs of each school site. The district has provided guidance and read through all SPSAs to ensure alignment with CA State Priorities and the LCAP plan.

No ineffective actions were identified

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

State Priorities
No change in the State Priorities.

Metrics:
No metrics were removed. All metrics will remain the same.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transportation	Transport students for field trips and expanded learning opportunities and provide transport for students who meet the transportation criteria in board policy from home to school. This includes expenditures of transportation drivers and non-personnel expenditures such as bus maintenance, fuel and lease payments. This action aims to address chronic absenteeism issues, particularly for various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. By providing reliable transportation, the district seeks to improve attendance rates and, consequently, academic performance in ELA and Math for low-performing student groups such as English Learners (EL), Students with Disabilities (SWD), and Low Income (LI) students.	$769,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Technology	Continue to Improve and standardize equitable online environments through the support of the technology department. The technology director will collaborate with district staff to develop a comprehensive plan to integrate 21st-century learning framework into existing district initiatives. This includes funds for department staff, support for learning environments, support for improved services, and equity of access to broadband and WIFI services. * Technology personnel salaries * Non-personnel expenditures: computer parts, equipment and support software, hardware and learning environments for students and personnel, Hot spots, wifi, broadband programs, network infrastructure, and services * Maintenance and replacement of staff and student devices * Website development and support * Safety and monitoring of social-media and student use * Devices specifically for students with disabilities based on IEP needs This action supports improving academic performance in ELA and Math for low-performing student groups, especially SWD and Homeless (HOM) students. It provides access to digital resources and assistive technologies to support learning at Rio Lindo Elementary, Rio Vista and Rio del Valle Middle, and other schools where these student groups showed low performance. Additionally, technology access can enhance engagement, potentially reducing chronic absenteeism and suspension rates.	$2,058,844.00	Yes
2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	A diverse educator workforce benefits all students and advances educational equity. Exposure to a diverse teaching force and educational partners from the workforce increases student's ability to combat stereotypes and explore a variety of foundational skill sets that will motivate the development of sustained kindergarten through 8th-grade career pathway programs that connect businesses, kindergarten through 8th grade (K–8) schools, and community colleges together to better prepare students for the 21st-century workplace.	$2,449,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain and recruit teachers (to maintain established class size reduction) and educational partners to increase student achievement and access to CTE and elective courses in grades TK--8 such as Robotics, MESA, Music, Arts, Media Arts/Technology, etc. to further support access to a broad course of study. Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers: This action addresses the need for high-quality instruction across all low-performing schools, particularly targeting ELA and Math performance at Rio Lindo Elementary and Rio Vista Middle. Smaller class sizes and quality programming can provide more individualized attention to SWD, EL, and HOM students who showed low performance in these areas. It also aims to improve the school climate, potentially reducing suspension rates for Foster Youth (FY) and African American (AA) students.		
2.4	School Plan for Student Achievement (SPSA): School site support	Provides targeted support to meet the needs of underserved student populations, such as low-income students, English learners, foster/homeless youth and students with disabilities. This enables schools to implement programs and services that directly address educational disparities, thereby promoting equity and improved academic outcomes. Schools are provided flexibility in allocating resources, allowing them to tailor solutions to their unique community challenges. *District and site office and library staff *Website maintenance *supplies and stipends *site SPSA budgets School site support: This action allows for targeted interventions at each school site based on their specific low-performing indicators. For example, Rio Plaza Elementary can focus on improving ELPI, while Rio del Valle Middle can address chronic absenteeism and suspension rates. This site-specific approach enables schools to tailor their strategies to the needs of their particular low-performing student groups, such as SWD in ELA and Math at Rio Rosales and Rio del Sol.	$1,286,827.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Educational partner input from 23/24 indicates that the district needs to continue with a focus on addressing the safety and educational enrichment programs for all students. Digital safety, student safety, pro-social behaviors, positive communication and student engagement will be focus areas for the upcoming years. To address these needs, the district will continue to provide opportunities for students to remain engaged in positive activities during and after the school day, thereby allowing increased opportunities for student and adult connectedness which will positively impact overall health, mental wellness, attendance and overall school engagement. Based on the input from various educational partners, a continued focus on SEL support, safety and well being should be prioritized as the focus goal. The district plans to maintain the expanded counseling program while enhancing tiered support through clinicians and outreach specialist to further expand connections with community based agencies who provide services for the whole family. The district will also work to increase experiences the expand student and family engagement on campuses by collaborating with parent groups to increase parent participation opportunities and to build connectedness to the school community.

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

Common themes in the 24/25 LCAP survey continue to support the goals in this 3-year LCAP. Common themes are as follows:

School Environment: There is a general overall positive perception. Ensuring that school environments remain safe, clean, and in good condition is a priority, as a significant number of participants highlighted this. Well-maintained facilities contribute to a positive learning environment and student well-being.

Policies on Bullying and Cyberbullying: There is strong support for taking a proactive stance on handling these types of issues. Effective policies against bullying and cyberbullying are critical, and while many participants agree with the current policies, continuous improvement is necessary. Such policies foster a safe and respectful school culture.

Learning Materials and Broad Course Offerings: There is a positive reflection of the district’s commitment to providing comprehensive resources and opportunities for students. Additional curriculum resources and attention are needed for Dual Immersion and ELD programs.

Support for Students and Parents: Opinions are mixed with an understanding of Common Core standards. Parents need more support to understand standards and expectations. Most parents feel welcome at school with some work to do related to communication with parents.

Student Opportunities and Well-being: There is strong support and feedback from parents that the district should continue to provide well-rounded educational experiences. Participants expressed satisfaction with the broad course offerings, suggesting that this should continue to be a focus. Providing diverse learning opportunities supports student engagement and prepares them for various future paths.

Goal #3 goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous and current LCAP evaluation and reflection, educational partner surveys and input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results. There is a need to enhance social, emotional and behavioral supports for students in order to help support safe and inclusive school environments. Social and emotional supports are built into the school day and into expanded learning opportunities with support from the school counselor and/or wellness clinicians, teachers, and other support staff in order to address the needs to maintain a positive school climate and student engagement. As the metric and reporting results are analyzed, Rio School District may amend or increase actions and services as required. Engagement is a core focus with State Priority #3 , Parent/Family Involvement, State Priority #5, Pupil Engagement, and State Priority #6 School Climate, closely aligned with metrics to measure the effectiveness of the goal/actions.

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

The California Dashboard shows a "red indicator" for foster youth and African American student groups in the area of suspension.
The California Dashboard shows a "red indicator" for the Filipino student group in the area of chronic absenteeism.

State Priority 8 (Other Pupil Outcomes) was added to this goal. This addition allows for a broader consideration of student outcomes, particularly in areas related to engagement, school climate, and non-academic measures of student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rates – Average Daily Attendance (ADA) (State Priority 5A)	Average Daily Attendance (ADA) Source: 2022/23 Q-SIS 92.59%	Average Daily Attendance (ADA) Source: 2023/24 Q-SIS 93%		Average Daily Attendance (ADA) Source: 2022/23 Q-SIS All: 96%	Average Daily Attendance (ADA) Source: 2023/24 Q-SIS 93% an overall slight improvement
3.2	Chronic Absenteeism Blue: Very Low / Declined Significantly Green: Low / Declined Yellow: Medium / Maintained Orange: High / Increased Red: Very High / Increased Significantly (State Priority 5B)	CA School Dashboard 2022/2023 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "Very High" status District ALL: 25.1% EL: 24.3% FY: 14.3% HOM: 21.6% LI: 27.5% SWD: 31.5% Student Subgroups: African American, SWD, and Socioeconomically	CA School Dashboard 2023/2024 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "High" status District ALL: 21.7% EL: 19.9% LTELs: 23.6% FY: 14.3% HOM: 19.1% LI: 24.8% SWD: 30.2% Student		CA School Dashboard 2026/2027 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 10% EL: <10% FY: <10% HOM: <10% LI: <10% SWD: <10% Student Subgroups: Green or Blue Status	CA School Dashboard 2023/2024 Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. RSD overall "High" status District - overall slight improvement in reduction of chronic absenteeism ALL: 21.7% EL: 19.9% LTELs: 23.6% FY: 14.3% HOM: 19.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged Subgroups • Yellow status ELs, Foster Youth, Homeless, Hispanic and White subgroups • Orange status of chronically absent Filipino subgroup • Red status of chronically absent	Subgroups: LTEL subgroup: Red status (very high chronic absenteeism) African American, SWD, and Socioeconomically Disadvantaged Subgroups • Orange status (high chronic absenteeism) ELs, Homeless, Homeless, Hispanic, Asian and White subgroups • Yellow status of chronically absent (medium chronic absenteeism) Filipino subgroup • Green status of chronicall			LI: 24.8% SWD: 30.2% Student Subgroups: LTEL subgroup: Red status (very high chronic absenteeism) African American, SWD, and Socioeconomically Disadvantaged Subgroups • Orange status (high chronic absenteeism) ELs, Homeless, Homeless, Hispanic, Asian and White subgroups • Yellow status of chronically absent (medium chronic absenteeism)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			y absent (low chronic absenteeism) No student groups are in the Blue status (very low chronic absenteeism)			Filipino subgroup • Green status of chronically absent (low chronic absenteeism) No student groups are in the Blue status (very low chronic absenteeism)
3.3	Suspension (State Priority 6A)	CA Dashboard: 2022/2023 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2022-2023 year Student groups: All Students Number of suspensions: 262 Suspended at least once:3.9% Foster Suspended at least once: 20%	CA Dashboard: 2023/2024 Percentage of students who have been suspended for at least one aggregate (total) day during the school 20232-2024 year Student groups: All Students Number of suspensions: 273 Suspended at least once:3.5%		CA Dashboard: 2026/2027 Percentage of students who have been suspended for at least one aggregate (total) day during the school 2026-2027 year Student groups: All students: Suspended at least once: <2.5%	CA Dashboard: 2023/2024 Percentage of students who have been suspended for at least one aggregate (total) day during the school 20232-2024 year Student groups: All Students Number of suspensions: 273 Suspended at least once:3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Suspended at least once: 4.8% Students with disabilities Suspended at least once: 4.1% English Learners Suspended at least once: 4.1% Socioeconomically Disadvantaged Suspended at least once: 4.5% African American Suspended at least once: 7% Asian Suspended at least once: 3.2% Hispanic Suspended at least once: 4% Filipino Suspended at least once: 1.7% White Suspended at least once: 3.6%	Foster Suspended at least once: 5% Homeless Suspended at least once: 2.9% Students with disabilities Suspended at least once: 4.3% English Learners Suspended at least once: 3.4% LTELs Suspended at least once: 12.8% Socioeconomically Disadvantaged Suspended at least once: 3.9% African American Suspended at least once: 7.1% Asian Suspended at least once: 2.1% Hispanic Suspended at least once: 3.6%		Student Subgroups: <2.5% Green or Blue Status	Foster Suspended at least once: 5% Homeless Suspended at least once: 2.9% Students with disabilities Suspended at least once: 4.3% English Learners Suspended at least once: 3.4% LTELs Suspended at least once: 12.8% Socioeconomically Disadvantaged Suspended at least once: 3.9% African American Suspended at least once: 7.1% Asian Suspended at least once: 2.1% Hispanic Suspended at least once: 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipino Suspended at least once: 1.2% White Suspended at least once: 2.1%			Filipino Suspended at least once: 1.2% White Suspended at least once: 2.1%
3.4	Expulsion (State Priority 6B)	Data Quest 2022-2023 expulsions: 0.2%	Data Quest 2023-2024 Unduplicated count of students expelled: African American count: 1 Hispanic count: 14 Expulsion rate: African American: 1% Hispanic: 0.3% Program subgroup: ELs: 0.3% Homeless: 0.5% Low-socioeconomic:0.4% SWD: 0.2% All other student groups and program groups have zero (0) expulsions.		Data Quest 2026-2027 Reduce to 0.1% expulsions (pre-pandemic expulsion percentage)	Data Quest 2023-2024 Unduplicated count of students expelled: African American count: 1 Hispanic count: 14 Expulsion rate: African American: 1% Hispanic: 0.3% Program subgroup: ELs: 0.3% Homeless: 0.5% Low-socioeconomic:0.4% SWD: 0.2% All other student groups and program groups have zero (0) expulsions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						To add additional transparency, student groups and program groups were further defined with specific group data.
3.5	Middle School Dropout Rate (State Priority 5C)	Data Quest 2022-2023 0%	Data Quest 2022-2023 0%		Dataquest 2026-2027 Maintain 0 % rate	Data Quest 2022-2023 0%
3.6	Connectedness & Perceived School Safety (State Priority 6C)	Youth Truth Survey Fall 2023 Grades 3-5: 97% response rate Youth Truth Rating Scale 1-Not very Much 2-Somewhat 3-Very Much Average Rating Engagement: 2.76 Academic Challenge: 2.52 Instructional Methods: 2.56 Relationships: 2.68 Culture: 2.21 Belonging: 2.41	Youth Truth Survey Fall 2024 Grades 3-5: 86% response rate Youth Truth Rating Scale 1-Not very Much 2-Somewhat 3-Very Much Average Rating Engagement: 2.75 Academic Challenge: 2.51 Instructional Methods: 2.57 Relationships: 2.69 Culture: 2.24		Youth Truth Survey (Student Survey) Fall 2026 The percentage of students feeling connected to their school will increase by 5% each year. Grades 3-5 average rating will be maintained between 2-3 on the rating scales Grades 6-8 average rating will be maintained	Youth Truth Survey Fall 2024 Grades 3-5: 86% response rate Youth Truth Rating Scale 1-Not very Much 2-Somewhat 3-Very Much Average Rating Engagement: 2.75 Academic Challenge: 2.51 Instructional Methods: 2.57 Relationships: 2.69 Culture: 2.24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: 2.44 Emotional & Mental Health: 2.4 Grades 6-8: 92% response rate Youth Truth Rating Scale 1-Not at all 3-Somewhat 5-Significantly Average Rating Engagement: 3.36 Academic Challenge: 3.63 Belonging &Peer Collaboration: 3.36 Relationships: 3.36 Culture: 3.31	Belonging: 2.41 School Safety: Emotional & Mental Health: Grades 6-8: 95% response rate Youth Truth Rating Scale 1-Not at all 3-Somewhat 5-Significantly Average Rating Engagement: 3.38 Academic Challenge: 3.65 Belonging &Peer Collaboration: 3.4 Relationships: 3.34 Culture: 3.29		between 3-5 on the rating scales	Belonging: 2.41 School Safety: Emotional & Mental Health: Grades 6-8: 95% response rate Youth Truth Rating Scale 1-Not at all 3-Somewhat 5-Significantly Average Rating Engagement: 3.38 Academic Challenge: 3.65 Belonging &Peer Collaboration: 3.4 Relationships: 3.34 Culture: 3.29
3.7	Parent Survey (LCAP, CHKS, etc.) (State Priority 3A)	Youth Truth Survey - Parents 2022/2023 Elementary Parents: 15% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree	Youth Truth Survey - Parents Fall 2024 Elementary Parents: 29% response rate Youth Truth Rating Scale 1-Strongly disagree		Youth Truth Survey (Parent Survey) Fall 2026 Increase elementary parents response rate to 40% Increase or maintain average	Youth Truth Survey - Parents Fall 2024 Elementary Parents: 29% response rate Youth Truth Rating Scale 1-Strongly disagree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.94 Relationships: 4.29 Culture: 4.15 Communication: 4.05 Resources: 4.02 School Safety: 3.78 Diversity, Equity & Inclusion: 3.99 Middle school parents: 11% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.51 Relationships: 3.97 Culture: 3.75 Communication: 3.63 Resources:3.75 School Safety: 3.44	2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.91 Relationships: 4.3 Culture: 4.11 Communication: 4.13 Resources: 4.08 School Safety: 3.88 Diversity, Equity & Inclusion: 3.97 Middle school parents: 11% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.65 Relationships: 4.1		elementary parent rating: 4.0 in all areas Increase middle school parent response rate to 30% Increase or maintain average middle school parent rating: 4.0 in all areas	2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.91 Relationships: 4.3 Culture: 4.11 Communication: 4.13 Resources: 4.08 School Safety: 3.88 Diversity, Equity & Inclusion: 3.97 Middle school parents: 11% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 3.65 Relationships: 4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Diversity, Equity & Inclusion: 3.79	Culture: 3.92 Communication: 3.73 Resources: 3.97 School Safety: 3.6 Diversity, Equity & Inclusion: 3.89			Culture: 3.92 Communication: 3.73 Resources: 3.97 School Safety: 3.6 Diversity, Equity & Inclusion: 3.89
3.8	Faculty/Support Staff Survey LCAP, CHKS, etc.) (State Priority 6C)	Youth Truth Survey - Faculty/Support Staff 2022/2023 Elementary Faculty/Support Staff: 52% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.27 Relationships: 4.19 Culture: 4.01 Professional Development: 3.82 School Safety: 3.93 Diversity, Equity & Inclusion: 4.22	Youth Truth Survey - Faculty/Support Staff Fall 2024 Elementary Faculty/Support Staff: 42% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.18 Relationships: 4.08 Culture: 3.95 Professional Development: 3.81		Youth Truth Survey (Student Survey) Fall 2026 Increase elementary Faculty/Support Staff response rate to 85% Increase or maintain average elementary Faculty/Support Staff rating: 4.0 in all areas Increase middle school Faculty/Support Staff response rate to 60% Increase or maintain average middle school Faculty/Support	Youth Truth Survey - Faculty/Support Staff Fall 2024 Elementary Faculty/Support Staff: 42% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.18 Relationships: 4.08 Culture: 3.95 Professional Development: 3.81

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle school Faculty/Support Staff: 72% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.0 Relationships: 3.94 Culture: 3.75 Professional Development: 3.44 School Safety: 3.58 Diversity, Equity & Inclusion: 4.11	School Safety: 3.91 Diversity, Equity & Inclusion: 4.26 Middle school Faculty/Support Staff: 50% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.13 Relationships: 4.00 Culture: 3.79 Professional Development: 3.59 School Safety: 3.72 Diversity, Equity & Inclusion: 4.09		Staff rating: 4.0 in all areas	School Safety: 3.91 Diversity, Equity & Inclusion: 4.26 Middle school Faculty/Support Staff: 50% response rate Youth Truth Rating Scale 1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4- Agree 5- Strongly agree Average Rating Engagement: 4.13 Relationships: 4.00 Culture: 3.79 Professional Development: 3.59 School Safety: 3.72 Diversity, Equity & Inclusion: 4.09
3.9	Physical Fitness Test (PFT) (State Priority 8)	2022-2023 PFT only requires participation from 5th and 7th grade students. CDE is not	2023-2024 PFT only requires participation from 5th and 7th grade		2026-2027 PFT Participation rates maintained at 95% or above	2023-2024 PFT only requires participation from 5th and 7th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		asking for data on each of the fitness test components.	students. CDE is not asking for data on each of the fitness test components. Aerobic Capacity 5th - 98 % 7th - 90% Abdominal Strength 5th - 97% 7th - 92% Trunk Strength 5th - 99% 7th - 93% Upper Body Strength 5th - 99% 7th - 92% Flexibility 5th - 99% 7th - 91%			students. CDE is not asking for data on each of the fitness test components. Aerobic Capacity 5th - 98 % 7th - 90% Abdominal Strength 5th - 97% 7th - 92% Trunk Strength 5th - 99% 7th - 93% Upper Body Strength 5th - 99% 7th - 92% Flexibility 5th - 99% 7th - 91%
3.10	Outdoor learning and lab field trip report (transportation) (State Priority 8)	Source Internal Report 2023-2024 Total number of field trips: 335	Source Internal Report 2023-2024 Total number of field trips: 335		Source Internal Report 2026-2027 Total number of field trips: 150	Source Internal Report 2023-2024 Total number of field trips: 335

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total number of student participation: 9,392 Total number of field trip per student: at least 1 field trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c	Total number of student participation: 9,392 Total number of field trip per student: at least 1 field trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c		Total number of student participation: 5,300 Total number of field trip per student: at least 1 field trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?	Total number of student participation: 9,392 Total number of field trip per student: at least 1 field trip https://sites.google.com/rioschools.org/rio-fieldtrips/home?scrlybrkr=9985380c

Goal Analysis [2024-25]

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

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

All actions were fully implemented.

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

Successes and challenges experienced with the implementation process:

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

Action 3.2 Outdoor Education: This action was fully implemented. Outdoor learning experiences help provide equity of access to experiences that are sometimes challenging for the general student population to access. Additional opportunities were provided to students which increased participation and access to learning experiences.
Outdoor learning spaces continue to be multi-funded. Garden spaces at schools are nearly all complete and need maintenance. The Regenerative Farm space is multi-funded through the nutrition department, grants, and LCAP. Science-lab field trips were offered to students. Challenges include long-term braiding of funding to sustain the cost of outdoor learning spaces and labs. Challenges also include significant intricacies of integrating multiple departments and navigation of federal nutrition guidelines to build a comprehensive learning program that also supports local procurement of food for our kitchens. There were no actions implemented differently from how it was described in the adopted LCAP.

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

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

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

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

There were no actions implemented differently from how it was described in the adopted LCAP.

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

Action 3.1 MTSS: There are no significant material differences in budgeted expenditures and estimated actual expenditures.

Action 3.2 Outdoor Education, nutrition, health and wellness: The budgeted Expenditure amount was $115,0000., and the estimated Actual Expenditure was $218,189. There were increase custodial costs to support district facilities. Our garden and nutrition educator continue to be partially funded with LCAP.

Action 3.3 Expanded Learning: There are no significant material differences in budgeted expenditures and estimated actual expenditures.

Action 3.4 Parent and Community Engagement: The budgeted Expenditure amount was $109,131, and the estimated Actual Expenditure was $264,142. Addition clerical support and support for events like the Author's Fair, Math Challenge, Reading Challenge and Music Showcase required additional support from this item. These events provide improved services to engage parents and the community and directly responds to parent request to increase family events and opportunities to participate in the school.

Action 3.5 Health and Wellness: The budgeted Expenditure amount was $1,157,801, and the estimated Actual Expenditure was $1,582,605. This increase is due to increased cost of counselors, parent liaison and wellness clinicians.

Action 3.6 Safety and Wellness: There are no significant material differences in budgeted expenditures and estimated actual expenditures.

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

All actions were fully implemented.

Effective actions:

Action 3.1 Tiered Intervention Resources, MTSS support is in place at all school sites. Data analysts support the monitoring of unduplicated students. Tiered supports, IPTs, SART/SARB processes and increased specialized needs of students require significant resources. The district expanded resources and support systems due to the overwhelming individual needs of students. The impacts of a loss of learning during the pandemic indicate the ongoing need to address prosocial behaviors and the need to rebuild communication and positive attendance practices. Although the actions and support systems are in place, the need continues to be substantial and staffing to support additional expanded opportunities continues to be a challenge. De-escalation and safety training is being provided to instructional assistants. Additional professional development is needed in the area of inclusion.

Action 3.2 Outdoor Education: Field trips, health and wellness support and outdoor education provide experiences of which to build academic language upon. The district has a high low-income percentage rate and this student group often has increased barriers to access of diverse experiences that are critical to understand the world and community around them. By offering these experiences, the district demonstrates its commitment to equity and access to engaging and relevant education.

Action 3.3 Expanding learning opportunities were implemented as planned. There is a need to focus on how to support inclusion practices throughout the district. This will be reflected in future professional development opportunities. After school programs exists at sites that are not funded with ASES grants. Activities that fall outside of ASES and ELOP are supported through the LCAP.

Action 3.4 Parent and Community Engagement: This continues to be a need in order to support overall student and family engagement which will result in lower chronic absenteeism rates.

Action 3.5 Health and Wellness: Counselors are present at all sites, have increased during the last two years and will increase in the next year. Clinicians were hired to staff wellness centers at the comprehensive middle schools. This is multi-funded with an additional grant. Middle schools have assistant principals to support behavioral and site needs.

No ineffective actions were identified

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

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

Goal Description and Explanation
2023-24: Focus goal addressing pupil engagement and positive school climate.
2024-25: The goal description was changed to include additional focus on inclusion and diversity. The goal explanation was changed to include the enhanced focus on unduplicated student groups. Added emphasis on increasing the feeling of positive school safety and reducing chronic absenteeism and suspension rates.
2024-25: The goal description and explanation includes the most current 2024-25 LCAP survey common themes which align to the previous educational partner input.

Metrics:
To add additional transparency to the Expulsion Metrics, student groups and program groups were further defined with specific group data.

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

Action 3.5 Health and Wellness: The budgeted Expenditure amount will increase in order to add an additional counselor. This additional counselor will provide equity of services to all middle schools and two of the largest (TK-8) schools. Currently, Rio Real DI School only has one counselor. They are one of the largest schools with the highest unduplicated pupil count percentage. This will provide services that are equal to the other schools.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	School leaders and educators will be knowledgeable of and responsive to the strengths and needs of students, including foster/homeless youth, English learners and low-socioeconomic communities, and will utilize a data-driven systematic approach to tiered intervention to ensure that all students have access and support to for continued improvement. Schools will provide resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of students. Provide support through Universal Design for Learning (UDL) which involves designing and providing an environment that meets the needs of all learners so that provisions for unique learners' needs are naturally imbedded in the setting, supplies, and lesson planning. This support increases access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. These principles also lend themselves to implementing inclusionary practices in the classroom. * Data analyst support * Safe & Civil Schools/CHAMPS (or similar program) PD for teachers and classified support staff * IEP and EL intervention support * UDL professional development for psychologists, counselors and teachers * Materials and supplies for psychologist and counselors to support the needs of learners with unique needs * De-escalation training to address behavior needs (NCI) * GATE testing, stipends, professional development and enrichment materials * Early identification and support (PK-TK): equity and access to general education, transitions and professional development	$529,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Materials and staff for extra time in school, such as Spring Intersession, after school tutoring, after school enrichment and clubs, Saturday programs, etc. * Reading Task Force - teacher extra pay/stipends, substitutes and materials PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support): This comprehensive action addresses multiple low-performing indicators across schools and student groups. It targets chronic absenteeism for Filipino (FI) students district-wide and various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. The MTSS framework will provide targeted academic interventions for Students with Disabilities (SWD) and Homeless (HOM) students in ELA and Math while also addressing behavioral supports to reduce suspension rates for Foster Youth (FY) and African American (AA) students.		
3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Improve outdoor learning spaces to develop the "Environmentally Green" initiative: Develop inviting, practical, and long-lasting outdoor spaces on school campuses and provide opportunities for students to attend off-site field experiences with environmentally focused community partners. Increase services and programs that improve student outcomes, attendance and help create school climates and campuses that are affirming, inclusive, and safe for all students; especially for underrepresented populations such as homeless/foster youth, English Learners, low-socio economic youth. Increase and expand health and wellness through outdoor learning opportunities and presentations which improve student emotional, intellectual, and behavioral development. Outdoor learning will help foster the development of creativity, problem-solving, independence, and confidence in students. Outdoor experiences support the development of NGSS science standards and help students increase their understanding of their natural and human communities which leads to a sense of place. Through connection to place, students develop stronger environmental attitudes, develop healthier	$252,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		lifestyles, and positive civic behaviors. Outdoor learning experiences are the foundation of raising the next generation of active citizens who take care of their natural and human communities. Outdoor education and play also support emotional, behavioral, and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline, and initiative. * Outdoor gardens, coordination of environmental education and farm-to-school programs for nutritional wellness * Outdoor learning/ science/environmental field trip opportunities * Food Corp member to support garden and nutrition education. * Health and wellness classes and parent education support This action aims to improve student engagement and reduce chronic absenteeism, particularly for FI student group, and students at schools like Rio Lindo Elementary and Rio del Valle Middle. Providing diverse learning experiences may also indirectly support improving ELA and Math performance for low-performing groups such as English Learners (EL) and SWD.		
3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Students will be provided a rigorous, intellectually rich curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning will emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for underrepresented groups such as foster/homeless, English learners, and low socio-economic students as for all other students in each of the content areas. This support includes increasing access to electives such as music, art, foreign language, horticulture/gardening, and other enriching courses and will be further supported through collaboration with TOSAs and ongoing professional development. Schools plan schedules and resources to provide extra time in school and build partnerships with after-school and other entities to provide additional support for students, including foster/homeless youth, English learners,	$202,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with disabilities, and low socioeconomic youth to accommodate the extra challenges these underrepresented groups face in learning English and accessing/mastering all academic subject matter. * Zero (or after school) period salaries * Professional Development and substitutes for collaboration and planning * Supplemental electives for K-8 (music, art, drama, dance, foreign language, horticulture/gardening, etc) during the day and after school * PE and Health professional development and curriculum support * Supplemental support for Visual and Performing Arts (contracts and partnerships) * After school sports programs, uniforms and equipment and coach stipends, development of athletic programs and academy This action addresses engagement issues that contribute to chronic absenteeism and suspension rates. It specifically targets support for ELs, addressing their low ELA performance at schools like Rio Lindo Elementary and Rio Vista Middle. The inclusive nature of these programs may also help reduce suspension rates for FY and AA students.		
3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	The Rio School District values strong family and school partnerships. RSD encourages district educational partner participation in Parent and English Learner Advisory Councils, Parent Advisory Committees, School Site Councils, English Learner Advisory Committees, and other parent engagement opportunities. Rio schools organize and host district-wide parent and family events, including conferences, parent advocacy training, and volunteer and community partnership events. The district motivates students through annual student recognition events and culminating showcase events where families can also offer input and feedback through two-way communication and/or surveys about needs. RSD recognizes that a healthy school climate includes a network of support through community partnerships to increase or improve services for high-need student groups. Examples include partnerships with local universities to expand services, such as MESA, visual and performing arts	$291,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs, and expanded support to improve educational outcomes and the health and wellbeing of students. Educational partner feedback, through the development of the annual LCAP, indicates that community partnerships and increased services are valuable in enhancing and support student learning outcomes. This improved engagement is aligned to further support school connectedness, positive attendance, and improved school and community climate. To build capacity and ensure that site administration, teacher leaders, and educational partners are aware of various state and federal compliance items professional development and training on SPSA, SSC, ELAC compliance requirements, state assessments, advocacy for student groups, program evaluation, equity, and annual notices will be provided. * Childcare, refreshments, materials and supplies for meetings, fliers and outreach * Certificates and supplies for student recognition and annual culminating showcase events * EL Parent Workshops * Parent annual notifications: CAASPP notices, assessment notices, handbooks and parent rights * Parent training (ex. annual SSC/ELAC training) PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc.): By fostering stronger school-family connections, this action aims to improve chronic absenteeism rates across all identified low-performing schools and student groups. It particularly supports EL families, potentially improving ELPI at Rio Plaza Elementary and ELA performance for ELs at other schools.		
3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach,	School counselors design and deliver school counseling programs that improve student outcomes and help create school climates and campuses that are affirming, inclusive, and safe; especially for underrepresented populations such as homeless/foster youth, English Learners, low-socio economic youth, LGBTQ youth and students with disabilities. The school counseling program is integral to the school and district's belief of	$2,110,022.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		behavioral issues. It targets the high suspension rates for FY and AA students and chronic absenteeism for various student groups at Rio Lindo Elementary, Rio del Valle Middle, and Rio Vista Middle. Providing comprehensive support also aims to improve the academic performance of SWD and HOM students in ELA and Math.		
3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	RSD recognizes that a safe and healthy school climate includes a network of support through its collaboration with local school resource officers, school nurses and support staff. In additional to collaboration, the day to day operations and support of campus supervision staff ensure that campuses are safe and secure. * School Resource Officer (SRO) contracts * Nurses and other health professionals * Campus Supervision Staff Campus supervisors, SROs, health, nurses, etc.: This action focuses on creating a safe and supportive school environment, which can help reduce suspension rates, particularly for FY and AA students, and at schools like Rio del Valle Middle. It supports overall student well-being, improving attendance rates and addressing chronic absenteeism issues identified across multiple schools and student groups.	$1,953,688.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$16,448,558	$1,861,009

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
29.963%	0.000%	$0.00	29.963%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Standards Frameworks, supplemental and alternative curriculum and Software **Need:** English Learners, Students with Disabilities, and Low-Income students show lower performance in ELA and Math on state assessments. Specific data point:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population.	CAASPP data, feedback from Educational Partners, survey results

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Expansion support for English language learners through dual immersion program expansion English Learners show lower reclassification rates and academic performance compared to peers. Specific data point: 51% of EL learners are making progress toward English proficiency in 2022-2023. Feedback from educational partners: EL families have requested more primary language support and opportunities for bilingual education. Improvement on current practice: Expanding dual immersion programs and enhancing ELD support across all schools. **Scope:** LEA-wide	Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Expanded access to primary language support instruction Specific skills/topics: Language acquisition, academic vocabulary development, and cross-cultural competence. Expected improvement: 2% annual increase in EL progress and reclassification rates. Why provided LEA-wide: While primarily benefiting ELs, all students gain from a culturally and linguistically diverse learning environment.	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Providing more targeted, job-embedded professional development opportunities. **Scope:** LEA-wide		
1.4	**Action:** Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc) **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Access to electives for EL learners and students with disabilities Unduplicated pupils have historically needed more access to enrichment opportunities and advanced coursework. Specific data point: Lower participation rates of unduplicated pupils in GATE and elective programs. Feedback from educational partners:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Expanded opportunities to be provided by inclusion practices during the regular day program and after school Specific skills/topics: Career exploration, critical thinking, creativity, and collaborative problem-solving. Expected improvement: Increased participation of unduplicated pupils in advanced and elective courses. Why provided LEA-wide: While focusing on increasing access for unduplicated pupils, all students benefit from a broader range of educational opportunities.	Master schedule and attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students and parents have expressed desire for more diverse course offerings and extracurricular activities. Improvement on current practice: Expanding course offerings and ensuring equitable access for all students. **Scope:** LEA-wide		
1.5	**Action:** TK / Kindergarten, push in teachers, IAs, TK/K curriculum **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Access to TK at all schools with targeted outreach to unduplicated students and families Identified Needs: Early intervention is crucial for closing achievement gaps, particularly for unduplicated pupils.	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Accessibility for all students, while prioritizing the needs of unduplicated students, supports the expansion of a two year kindergarten program Specific skills/topics: Early literacy, numeracy, social-emotional skills, and school readiness. Expected improvement: Increased kindergarten readiness and reduced achievement gaps in early primary grades.	Master schedule and attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Specific data point: Kindergarten readiness assessments show lower preparedness among unduplicated pupils. Feedback from educational partners: Families have requested more support for early learners and smoother transitions to kindergarten. Improvement on current practice: Enhancing TK/K programs with additional staff and targeted curriculum. **Scope:** LEA-wide	Why provided LEA-wide: While particularly beneficial for unduplicated pupils, all young learners benefit from enhanced early education programs.	
2.1	**Action:** Transportation **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population.	This action will be implemented on a district basis, in alignment with the board approved targeted areas, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this districtwide action, the district aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Nyeland is the area with the highest need and physically farthest from any neighborhood schools. Transportation is limited to students from Nyeland and the unincorporated area of El Rio.	Technology survey and annual plan

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Board approved routes mainly provide transportation to low-income students and students with disabilities Unduplicated pupils often face transportation barriers impacting school attendance and program access. Specific data point: Higher chronic absenteeism rates among unduplicated pupils, particularly in areas with limited public transportation. Feedback from educational partners: Families who live farther away from school have expressed difficulties in consistently getting students to school and after-school programs. **Scope:** LEA-wide	Specific skills/topics: Improved school attendance, access to extended learning opportunities, and increased parent engagement. Expected improvement: Reduced chronic absenteeism rates and increased participation in school programs for unduplicated pupils. Why provided LEA-wide: While prioritizing high-need areas, the transportation system benefits all eligible students across the district.	
2.2	**Action:** Technology **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population.	Tech department responsiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gap as compared to the general student population. Unduplicated students are provided support and access to technology and wifi services Unduplicated pupils often need more access to technology at home, creating a digital divide. Specific data point: Survey data shows lower home internet and device access rates among unduplicated pupils. Feedback from educational partners: Teachers and families have requested more technology resources and support for home learning. Improvement on current practice: Increasing device availability, improving internet access, and enhancing digital literacy support. **Scope:** LEA-wide	High percentages of unduplicated students throughout the district require support systems across all areas Specific skills/topics: Digital literacy, online research skills, and technology-enhanced learning across all subjects. Expected improvement: Increased technology proficiency and improved academic performance through enhanced digital access. Why provided LEA-wide: While addressing the digital divide for unduplicated pupils, all students benefit from improved technology infrastructure and support.	
2.3	**Action:** Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster	Master schedule, engagement surveys, absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Increase background knowledge and equity through experiences and a broad variety of learning opportunities provides opportunities for teachers to build academic language which supports overall growth and understanding of the world we live in Unduplicated pupils benefit significantly from smaller class sizes and access to high-quality teachers. Specific data point: Achievement data shows stronger growth for unduplicated pupils in classes with qualified teachers. Feedback from educational partners: Teachers, students and parents have emphasized the importance of individualized attention and diverse course offerings. Improvement on current practice: Maintaining bargained class sizes and expanding CTE pathways accessible to all students.	Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Increased access to electives, before and after school activities and lunchtime opportunities Specific skills/topics: Personalized instruction, career-technical skills, and enhanced teacher-student relationships. Expected improvement: Improved academic outcomes and increased attendance rates, particularly for unduplicated pupils. Why provided LEA-wide: While particularly beneficial for unduplicated pupils, all students gain from smaller classes and expanded course options.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** School Plan for Student Achievement (SPSA): School site support **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Provides local control of funding for the unique community needs of each school Each school has unique needs based on its student population, particularly regarding unduplicated pupils. Specific data point: Varied performance data across schools, with some showing larger achievement gaps for unduplicated pupils. Feedback from educational partners:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Unduplicated student counts at each school are monitored and SPSA actions respond to the needs of the student population Specific skills/topics: Site-specific intervention strategies, community engagement, and data-driven decision-making. Expected improvement: More effective, tailored support for unduplicated pupils at each school site. Why provided LEA-wide: While focusing on unduplicated pupils, this approach allows each school to improve outcomes for all its students.	SPSAs, CAASPP scores, absenteeism rates, reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School communities have requested more site-based decision-making to address specific needs. Improvement on current practice: Providing greater autonomy and resources for schools to implement targeted interventions. **Scope:** Schoolwide		
3.1	**Action:** MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support) **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Unduplicated pupils often require more comprehensive support systems to address academic, behavioral, and social-emotional needs. Specific data point:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Specific skills/topics: Tiered academic interventions, positive behavior supports, and integrated student services. Expected improvement: Reduced achievement gaps, improved attendance, and decreased behavioral incidents for unduplicated pupils. Why provided LEA-wide:	Engagement survey responses, absenteeism rates and CAASPP progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Higher rates of chronic absenteeism, disciplinary incidents, and academic struggles among unduplicated pupils. Feedback from educational partners: Teachers and support staff have requested a more coordinated approach to student support. Improvement on current practice: Implementing a more robust MTSS framework with enhanced professional development and resources. **Scope:** LEA-wide	The MTSS framework benefits all students while providing more intensive support for those with the greatest needs.	
3.2	**Action:** Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc. **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population.	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Specific skills/topics: Environmental literacy, agricultural science, nutrition, and overall wellness. Expected improvement:	Master schedule, internal report, LCAP survey of needs and engagement surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increased access to outdoor spaces, high quality nutrition education and spaces that contribute to wellness, calm spaces and positive social and emotional connection to be provided to all students while prioritizing unduplicated student populations Identified Needs: Unduplicated pupils often need more access to enriching outdoor and experiential learning opportunities. Specific data point: Lower participation rates of unduplicated pupils in field trips and outdoor education programs. Feedback from educational partners: Students and families have expressed interest in more hands-on, real-world learning experiences. Improvement on current practice: Expanding outdoor education programs and ensuring equitable access for all students. **Scope:** LEA-wide	Increased engagement, improved science proficiency, and enhanced health awareness among unduplicated pupils. Why provided LEA-wide: While prioritizing access for unduplicated pupils, all students benefit from these enriching educational experiences.	
3.3	**Action:** Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts **Need:**	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the	Master schedule, absenteeism rates and engagement surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. English language learners do not have access to electives at the comprehensive middle schools. The two K-8 schools and elementary schools do provide expanded access. Unduplicated pupils often need more access to extracurricular activities and arts education. Specific data point: Lower participation rates of unduplicated pupils in athletics and arts programs. Feedback from educational partners: Students and families have requested more diverse after-school and enrichment opportunities. Improvement on current practice: Expanding program offerings and implementing targeted outreach to unduplicated pupils. **Scope:**	participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Access to zero period or additional courses outside the day offer access at the comprehensive middle schools. Ongoing support will maintain this access at all other sites. Specific skills/topics: Physical fitness, artistic expression, teamwork, and English language development through diverse activities. Expected improvement: Increased participation of unduplicated pupils in expanded learning programs and improved overall engagement. Why provided LEA-wide: While focusing on increasing access for unduplicated pupils, all students benefit from a rich array of expanded learning opportunities.	

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
	Schoolwide		
3.4	**Action:** Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc) **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Engaging parents and guardians of unduplicated students, including English Learner, Students with Disabilities and Homeless student groups, is needed in order to re-engage families and to reduce high chronic absenteeism rates. Families of unduplicated pupils often face barriers to school engagement and may need additional support to participate fully. Specific data point: Lower attendance rates at school events and parent meetings among families of unduplicated pupils. Feedback from educational partners:	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Provides opportunities for parents to give input and feedback in order to improve systems and outcomes for their child Specific skills/topics: Effective communication strategies, cultural competence, and inclusive family engagement practices. Expected improvement: Increased participation of unduplicated pupils' families in school events and decision-making processes. Why provided LEA-wide: While focusing on removing barriers for unduplicated pupils' families, all families benefit from enhanced engagement opportunities.	Engagement surveys, PAC and PELAC participation, absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Non-English-speaking families have requested more translation services and culturally relevant engagement opportunities. Improvement on current practice: Enhancing translation services, diversifying engagement events, and providing more targeted outreach. **Scope:** LEA-wide		
3.5	**Action:** Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement gap as compared to the general student population. Reduce mental health barriers that are often stigmatized in unduplicated student and family populations	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Provide mental health and wellness support to students, especially targeted unduplicated student populations Specific skills/topics: Social-emotional skills, coping strategies, and access to mental health support. Expected improvement:	Internal counselor reports, engagement surveys, CHKS, attendance rates and staffing reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils often more significant social-emotional challenges and may have limited access to mental health resources. Specific data point: Higher rates of disciplinary incidents and self-reported mental health concerns among unduplicated pupils. Feedback from educational partners: School staff and families have emphasized the need for more comprehensive mental health support. Improvement on current practice: Expanding mental health services and enhancing SEL curriculum implementation. **Scope:** LEA-wide	Reduced behavioral incidents, improved school climate, and enhanced overall well-being for unduplicated pupils. Why provided LEA-wide: While prioritizing support for unduplicated pupils, all students benefit from a strong focus on health and wellness.	
3.6	**Action:** Safety and wellness: Campus supervisors, SROs, health, nurses, etc. **Need:** Unduplicated student groups, specifically English Learners, Students with Disabilities, Homeless and Foster Youth, and low-income student groups face challenges and barriers in accessing resources and engaging opportunities. This results in lower performance levels and a greater achievement	This action will be implemented on a schoolwide basis, with a focus on providing additional support to English Learners, Foster Youth, and Low-Income students. By implementing this schoolwide action, the school aims to increase the participation rates of English Learners, Foster Youth, and Low-Income students in over the next three years, ultimately closing the gap between these student groups and the general student population. Increase the perceived perception of safety and wellness on all campuses	CHKS, Annual LCAP survey and Youth Truth Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	gap as compared to the general student population. Based on LCAP survey results, this is a top priority identified by educational partners Identified Needs: Unduplicated pupils may face more significant safety concerns and health disparities that impact their school experience. Specific data point: Higher rates of reported safety concerns and health-related absences among unduplicated pupils. Feedback from educational partners: Families have expressed concerns about campus safety and needing more health services. Improvement on current practice: Increasing campus supervision, enhancing health services, and implementing more proactive safety measures **Scope:** LEA-wide	Specific skills/topics: Campus safety protocols, health education, and access to basic health services. Expected improvement: Reduced safety incidents, improved attendance rates, and better overall health outcomes for unduplicated pupils. Why provided LEA-wide: While addressing specific concerns of unduplicated pupils, all students benefit from a safer and healthier school environment.	

Limited Actions

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

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

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

NA

Additional Concentration Grant Funding

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Sol 1:74	Mar 1:50 Norte 1:20 Valle 1:36 Lindo 1:18 Plaza 1:63 Real 1:29 Rosales 1:26 Vista 1:38
Staff-to-student ratio of certificated staff providing direct services to students	Sol 1:25	Mar 1:23 Norte 1:21 Valle 1:18 Lindo 1:21 Plaza 1:25 Real 1:15 Rosales 1:25 Vista 1:20

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$54,896,691	$16,448,558	29.963%	0.000%	29.963%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,448,559.00	$0.00	$0.00	$0.00	$16,448,559.00	$12,026,688.00	$4,421,871.00

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	Standards Frameworks, supplemental and alternative curriculum and Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,356.00	$1,279,630.00	$1,297,986.00				$1,297,986.00	
1	1.2	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dual immersion: Rio Real and Rio Plaza; ELD professional development at all schools TK-8	Ongoing	$398,179.00	$243,925.00	$642,104.00				$642,104.00	
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$249,733.00	$217,847.00	$467,580.00				$467,580.00	
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,741,008.00	$10,500.00	$1,751,508.00				$1,751,508.00	
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$345,176.00	$40,000.00	$385,176.00				$385,176.00	
2	2.1	Transportation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Based on	Ongoing	$538,756.00	$230,782.00	$769,538.00				$769,538.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	board adopted policy which primarily serves Rio Lindo, Rio Real, Rio del Valle and Rio Plaza. Special education routes are provided based on IEPs to Rio del Norte, Rio Rosales, Rio Lindo, Rio Vista and Rio del Valle.									
2	2.2	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$1,044,120.00	$1,014,724.00	$2,058,844.00				$2,058,844.00	
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$2,448,032.00	$1,000.00	$2,449,032.00				$2,449,032.00	
2	2.4	School Plan for Student Achievement (SPSA): School site support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$668,118.00	$618,709.00	$1,286,827.00				$1,286,827.00	
3	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$404,105.00	$125,743.00	$529,848.00				$529,848.00	
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		Ongoing	$31,618.00	$221,000.00	$252,618.00				$252,618.00	

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
		education, nutrition education, health and wellness, etc.	Low Income			Low Income										
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		Ongoing	$18,418.00	$184,000.00	$202,418.00				$202,418.00	
3	3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$177,135.00	$114,235.00	$291,370.00				$291,370.00	
3	3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$2,090,246.00	$19,776.00	$2,110,022.00				$2,110,022.00	
3	3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$1,853,688.00	$100,000.00	$1,953,688.00				$1,953,688.00	

2025-26 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
$54,896,691	$16,448,558	29.963%	0.000%	29.963%	$16,448,559.00	0.000%	29.963 %	**Total:**	$16,448,559.00
								LEA-wide Total:	$14,959,314.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,489,245.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Standards Frameworks, supplemental and alternative curriculum and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,297,986.00	
1	1.2	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dual immersion: Rio Real and Rio Plaza; ELD professional development at all schools TK-8	$642,104.00	
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Yes	LEA-wide	English Learners Foster Youth Low Income		$467,580.00	
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,751,508.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		outdoor learning, GATE, etc)						
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income		$385,176.00	
2	2.1	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$769,538.00	
2	2.2	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,058,844.00	
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,449,032.00	
2	2.4	School Plan for Student Achievement (SPSA): School site support	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,286,827.00	
3	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	Yes	LEA-wide	English Learners Foster Youth Low Income		$529,848.00	
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income		$252,618.00	
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Yes	Schoolwide	English Learners Foster Youth Low Income		$202,418.00	
3	3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance	Yes	LEA-wide	English Learners Foster Youth Low Income		$291,370.00	

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 (%)
		requirements, enrollment, community engagement events (art shows, music, recognition events, etc)						
3	**3.5**	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,110,022.00	
3	**3.6**	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,953,688.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,115,717.00	$14,272,724.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Standards Frameworks, supplemental and alternative curriculum and Software	Yes	$595,495.00	$864,074.00
1	**1.2**	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	Yes	$527,133.00	$590,886.00
1	**1.3**	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Yes	$254,419.00	$297,503.00
1	**1.4**	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	Yes	$252,218.00	$950,235.00
1	**1.5**	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Yes	$441,250.00	$431,719.00
2	**2.1**	Transportation	Yes	$594,866.00	$759,105.00
2	**2.2**	Technology	Yes	$1,495,292.00	$1,624,916.00
2	**2.3**	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	Yes	$2,215,559.00	$2,393,367.00
2	**2.4**	School Plan for Student Achievement (SPSA): School site support	Yes	$1,271,773.00	$1,278,888.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	Yes	$732,779.00	$587,774.00
3	3.2	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Yes	$115,000.00	$215,172.00
3	3.3	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Yes	$521,380.00	$582,842.00
3	3.4	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	Yes	$109,131.00	$264,142.00
3	3.5	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	Yes	$1,157,801.00	$1,585,853.00
3	3.6	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	Yes	$1,831,621.00	$1,846,248.00

2024-25 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)
14,272,724	$12,115,717.00	$14,272,724.00	($2,157,007.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards Frameworks, supplemental and alternative curriculum and Software	Yes	$595,495.00	$864,074.00		
1	1.2	Dual Immersion, Multilingual Learners / ELD and ELPAC examiners	Yes	$527,133.00	$590,886.00		
1	1.3	Professional Development (TOSAs & contracts; ex. AVID, SEAL, DMTI, CRLP, Inclusion)	Yes	$254,419.00	$297,503.00		
1	1.4	Course Access (ex. CTE, Electives (music, art, dance), Labs, Clubs, outdoor learning, GATE, etc)	Yes	$252,218.00	$950,235.00		
1	1.5	TK / Kindergarten, push in teachers, IAs, TK/K curriculum	Yes	$441,250.00	$431,719.00		
2	2.1	Transportation	Yes	$594,866.00	$759,105.00		
2	2.2	Technology	Yes	$1,495,292.00	$1,624,916.00		
2	2.3	Site-based certificated instruction: Maintain bargained class sizes and quality programming with credentialed teachers and CTE pathway teachers	Yes	$2,215,559.00	$2,393,367.00		
2	2.4	School Plan for Student Achievement (SPSA): School site support	Yes	$1,271,773.00	$1,278,888.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	MTSS: PD, Intervention, tutoring, GATE, enrichment, attendance, student services, behavioral and academic supports, pupil services (preschool support)	Yes	$732,779.00	$587,774.00		
3	**3.2**	Outdoor education, field trips, Ag/Life Sciences, Farm and Garden education, nutrition education, health and wellness, etc.	Yes	$115,000.00	$215,172.00		
3	**3.3**	Expanded Learning: athletics, PE, inclusion, support of ELs, Visual and Performing Arts	Yes	$521,380.00	$582,842.00		
3	**3.4**	Parent and Community Engagement: PAC, PELAC, translation, compliance requirements, enrollment, community engagement events (art shows, music, recognition events, etc)	Yes	$109,131.00	$264,142.00		
3	**3.5**	Health & Wellness: Student Services such as SEL, Counseling, parent liaisons, outreach, behaviorists, mental health clinicians, etc	Yes	$1,157,801.00	$1,585,853.00		
3	**3.6**	Safety and wellness: Campus supervisors, SROs, health, nurses, etc.	Yes	$1,831,621.00	$1,846,248.00		

2024-25 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)
53,453,782	14,272,724		26.701%	$14,272,724.00	0.000%	26.701%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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