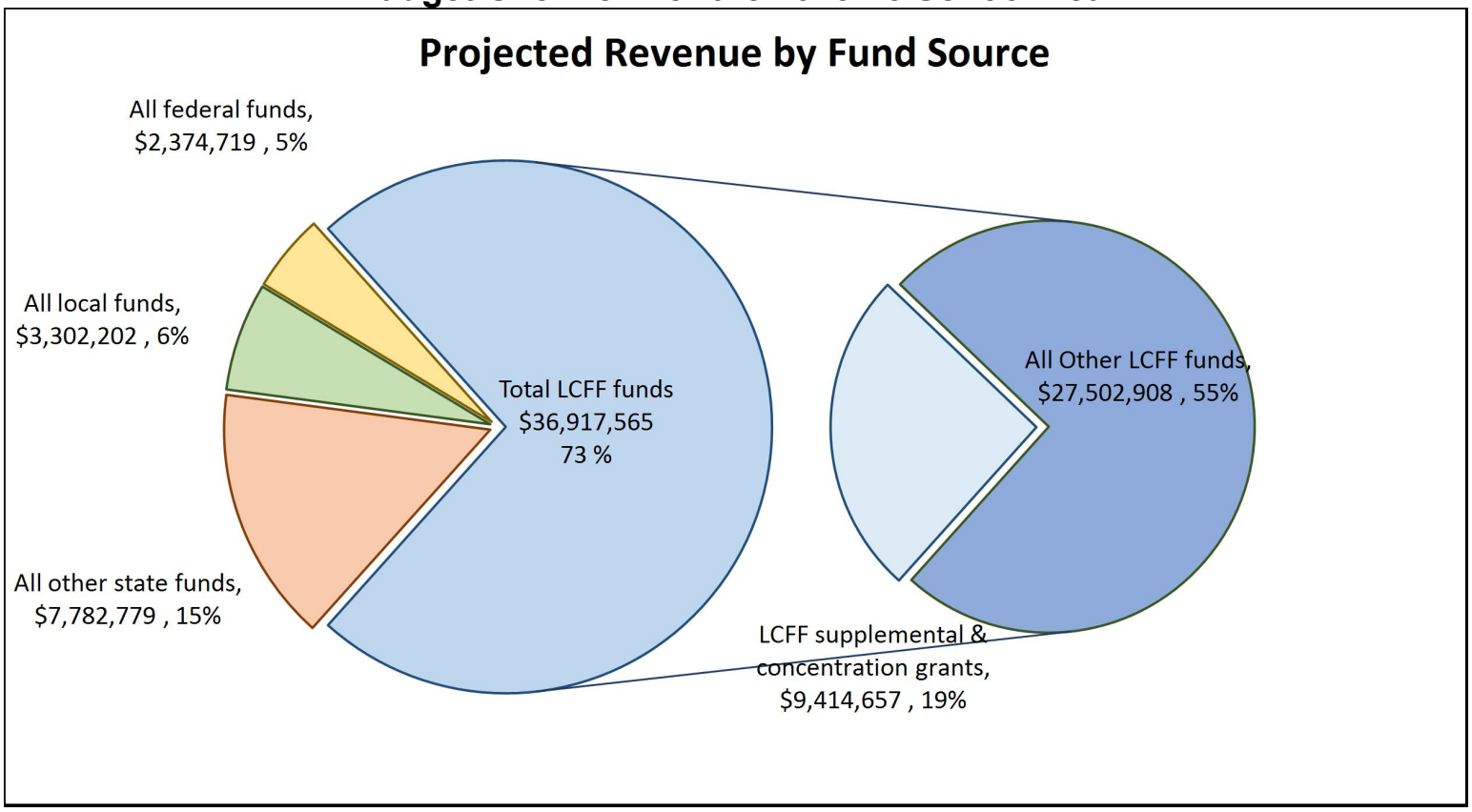
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverbank Unified School District
CDS Code: 50755560000000
School Year: 2025-26
LEA contact information:
Mr. Constantino Aguilar
Superintendent
caguilar@riverbank.k12.ca.us
209-869-2538

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

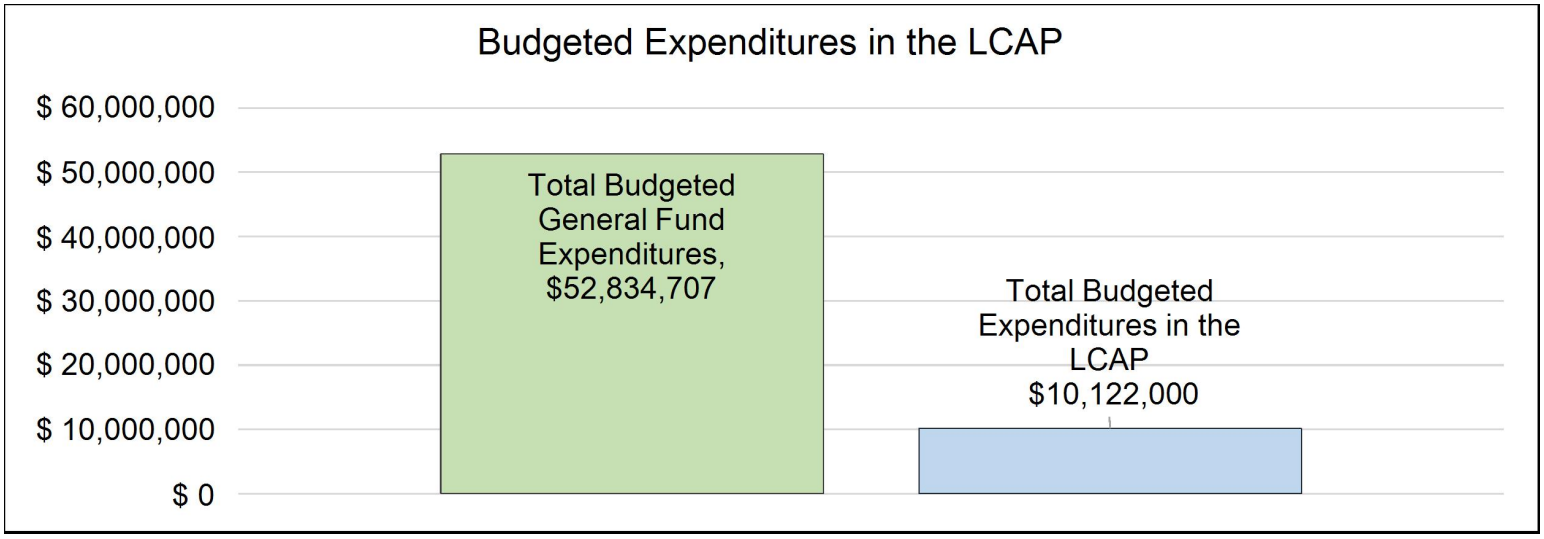


This chart shows the total general purpose revenue Riverbank Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverbank Unified School District is $50,377,265, of which $36,917,565.00 is Local Control Funding Formula (LCFF), $7,782,779.00 is other state funds, $3,302,202.00 is local funds, and $2,374,719.00 is federal funds. Of the $36,917,565.00 in LCFF Funds, $9,414,657.00 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 Riverbank Unified 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: Riverbank Unified School District plans to spend $52,834,707.00 for the 2025-26 school year. Of that amount, $10,122,000.00 is tied to actions/services in the LCAP and $42,712,707 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The district dedicates the majority of its General Fund Budget to educational services for its students. As a service-related organization, the salaries and benefits of employees comprise 80% of Total General Fund expenditures. Five percent of total expenditures go to administration. The remainder supports the day-to-day operations of educating district students.

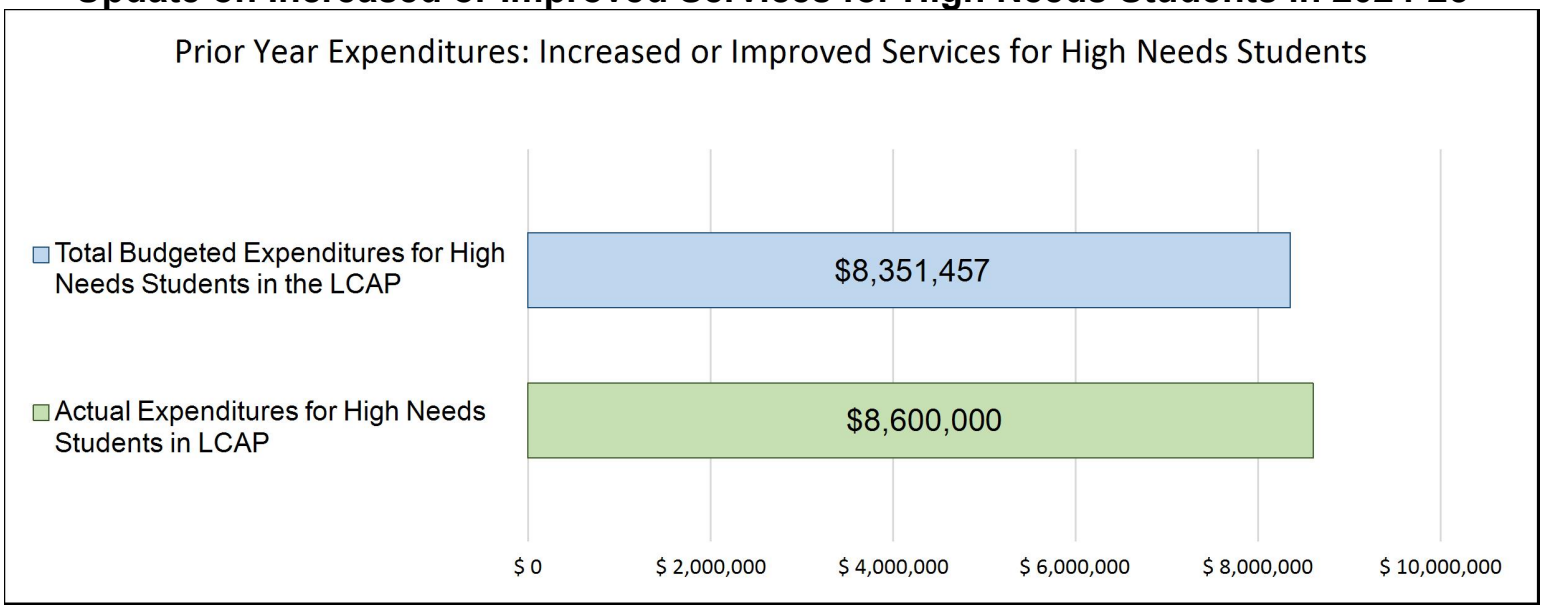
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Riverbank Unified School District is projecting it will receive $9,414,657.00 based on the enrollment of foster youth, English learner, and low-income students. Riverbank Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverbank Unified School District plans to spend $8,465,500.00 towards meeting this requirement, as described in the LCAP.

The difference between the budgeted and the planned expenditures of $949,157.00 is due to the inclusion of one-time Learning Recovery Emergency Block Grant (LREBG) funds. These funds are being used to implement additional services that directly support high needs students and are not included in LCFF-based budget calculations. Specifically, LREBG supports Action 2.8, which provides full-day paraprofessionals in TK, Kindergarten, and Grade 1 classrooms at both elementary schools to deliver differentiated early interventions. It also funds Action 2.28, which assigns certificated intervention teachers to provide tiered reading and math interventions and co-teaching for new math teachers at targeted sites. These actions align with the district's Multi-Tiered System of Support (MTSS) and are designed to accelerate learning and close gaps for unduplicated students. Together, these LREBG-funded actions ensure the LEA meets and exceeds its requirement to improve services for high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Riverbank Unified School District's LCAP budgeted $8,351,457.00 for planned actions to increase or improve services for high needs students. Riverbank Unified School District actually spent $8,600,000.00 for actions to increase or improve services for high needs students in 2024-25.

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
Riverbank Unified School District	Mr. Constantino Aguilar Superintendent	caguilar@riverbank.k12.ca.us 209-869-2538

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.

Riverbank Unified School District is located in a rural agricultural area of the California Central Valley. The city has a reported population of approximately 24,946 that is primarily made up of 59.1% Hispanic and 31% Caucasian residents. The ethnic breakdown of students attending the Riverbank Unified School District is reflective of the community with 79.8% Hispanic, 14.4% Caucasian, and 5.8% of other ethnicities represented. The Riverbank USD has one comprehensive high school, one continuation high school, one middle school, and two elementary schools. Riverbank Unified School District serves the northeastern parts of the city. Residents living in the Riverbank Unified School District area speak, for the most part, English or Spanish as a primary language and are of low to middle income households with 86.1% of the students in the district qualifying for free and reduced-price meals (FRPM). Foster Youth students make up.6% of the student population in Riverbank USD. The number of students identified as English Language Learners is approximately 32.7% for the five schools included in the Riverbank Unified School District. There is also a Dual Language Program Charter located within the attendance boundaries of the Riverbank USD. Riverbank Language Academy (RLA), of which RUSD is the authorizing agent, develops their own plan. Metrics within this plan will focus on the five public schools in RUSD. California Avenue Elementary School is home to the Riverbank Academy of Multilingual Education (RAME), a world language program for students in grades TK-12 to become proficient in speaking, reading, and writing in English, Spanish, and Mandarin Chinese upon graduation and also obtain a Seal of Biliteracy in two or more languages.

Our special education students are primarily served in the district through speech/language services, mild/moderate special day classes, inclusion and/or co-teaching in general education settings, and pull-out support with Ed Specialists. Our district hosts several regionalized programs: Early education for preschoolers and classes for students with severe Autism needs, many of which are Riverbank USD residents. Students served outside our district attend various programs through Stanislaus County Office of Education including programs in Oakdale

and Waterford. Additionally, we have students attending non-public schools located in Stanislaus County, such as Sierra Vista Schools, and Reyn Franca School and East Valley.

Casa Del Rio, a community family resource center, serves the community and students of Riverbank. Casa, as it is known, provides resources for a number of programs and services that benefit the children and families of our district. Casa hosts the Riverbank Community Collaborative which meets monthly. Representatives from local health services, mental health services, groups of worship, and community members attend to collaboratively support community efforts. The Community Collaborative coordinates services and programs with the City of Riverbank and other charitable groups. The goal of the Community Collaborative and Casa Del Rio is to provide families with assistance for a variety of resources including health and family well-being, food, clothing, and some financial assistance resources. Casa also supports the district's adult education programs with funds that offer students and community the opportunity to earn their diploma through independent study courses. Our adult education program also includes classes for families to learn English as a Second Language (ESL). Those classes are held at Adelante High School in the evenings. The district’s goal is to provide as many educational opportunities for our students, families, and community as is resourcefully possible and fiscally responsible.

Riverbank High School (RHS), the district's comprehensive high school, offers eleven AP courses. Students have access to Career Technical Education (CTE) courses that in 2025-26 include Building and Construction, Multimedia, Video Gaming, Ag Welding, Medical Sciences, Ag Sciences, Performing Arts, and Culinary Arts. All CTE programs have course pathways and informational brochures to encourage enrollment in those programs. Through grant funds, district and site administrators prepare to increase offerings and improve CTE pathways. The district also offers CTE course enrollment at RHS for students that attend the continuation school, Adelante High School (AHS). With the feedback from students, the administration is considering options to expand offerings through partnerships with local community college programs and private Industries. The graduation rate for Riverbank High School remains strong with 99% of all students graduating in 2024. In 2024, Adelante High School had a graduation rate of 92.9% which is a nearly 13% increase when compared to the prior school year. Averaged, our district graduation rate is 96.6% with our English Learner student graduation rate increasing to 92.7%. In 2024, both the district's overall graduation rate and the graduation rate for English Learners continues to exceed the state average. Students attending Riverbank High School who find themselves credit deficient can be moved voluntarily to our continuation site, Adelante High School. The total student population at Adelante at any given time during the school year is no more than 60 students. Adelante High School is the only school in the district identified to receive Equity Multiplier funding.

One Town, One Team, One Dream is Riverbank Unified School District's tagline representing the tremendous pride we have in being a part of and serving the Riverbank community, our belief that together we can accomplish anything for our students, and our aspirations to dream big in order to provide numerous and innovative learning experiences for all of our students.

Reflections: Annual Performance

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

As reflected on the 2024 CA Dashboard, Riverbank Unified School District was able to celebrate student growth and development in small increments per approaches outlined and applied in RUSD's 2024-25 LCAP. Gains in data from local assessments reflected the efforts, strategies and instructional practices implemented on behalf of our students. Modest increases highlight the ongoing challenge of addressing

the growth and development of our educational population. This challenge must be met with prioritized efforts and resources to provide options and access for RUSD scholars and families.

Student Progress and Achievement Highlights
-Graduation Rate Improvement: As reflected on the 2024 California Dashboard, the RUSD graduation rate increased by 3.3%, resulting in a performance level/color blue for all students and for the student groups of Hispanic and socioeconomically disadvantaged. English learners, long-term English learners (LTELs) received a performance level/color green. Riverbank High School graduation rate increased 2.7% and Adelante High School graduation rate increased 12.9%.

-English Learner Progress Indicator (ELPI): Performance level/color green on the 2024 California Dashboard demonstrates that 52.4% of English learners in the district are making progress toward English language proficiency. This 4.6% increase in a single year is a result of ongoing professional learning related to differentiating instruction to meet the unique needs of English learners, with a focus on integrated English Language Development (ELD) strategies at all grade levels and in all content areas along with the implementation of new elementary curriculum for daily, designated ELD lessons in grades K-5. ELPI gains were also evident in 22.1% increase at Cardozo Middle School, 3.3% increase at Riverbank High School and 25% increase at Adelante High School.

-Chronic Absenteeism Reduction: Chronic absenteeism in RUSD declined 9.2% with all student groups showing declines ranging from 3.5 to 22.5%. This improvement resulted from concentrated and strategic efforts to inform students, staff, and parents about the negative outcomes of poor attendance and to dedicate site and district resources to promote and recognize good attendance patterns for success in school, career, and life. This was a focus area for Site Intervention Teams (SIT) that coordinated resources and support through our Multi-Tiered System of Support (MTSS) model and involved office staff, teachers, school administrators, Student Assistant Specialists (SAS) contracted by the Center for Human Services, counselors, mental health support providers, and the Child Welfare and Attendance (CWA) Liaison.

-Mathematics Achievement: Increases in overall student achievement in mathematics were exhibited by 11.5% at California Avenue Elementary School yielding a performance level/color of yellow. The district and the other school sites, both elementary and secondary, decreased in mathematics achievement, resulting in performance level/color of orange or red in this indicator.

-English Language Arts (ELA) Achievement: Increases in overall student achievement in ELA were exhibited by 4% at California Avenue Elementary School and 3.6% at Mesa Verde Elementary School. Changes in ELA achievement resulted in performance level/color of orange for the district and all school sites.

-Suspension Rates: Suspension rates in the district declined by 3%, resulting in a performance level/color of yellow. All students, along with the student groups of English learners, Hispanic, White, students with disabilities, and socioeconomically disadvantaged, also saw decreased suspension rates, resulting in a performance level/color of yellow. The only student group with increases in suspension rates was two or more races, resulting in performance level/color of red. Suspension rates for foster youth were the largest decline of 4.5%, resulting in performance level/color of blue. Overall suspension rates at Cardozo Middle School and Adelante High School resulted in a performance level/color of red. To address this, opportunities to develop alternative disciplinary measures and support student behavior through tiered interventions will be implemented in 2025-26.

Areas of Continued Growth

-College and Career Indicator (CCI): The CCI indicated that 24.3% of students are "prepared," with the district rating lower than the state's average of 45.3%. Although 28.1% of RUSD students are "approaching prepared," 47.7% are not prepared. This indicator is crucial as we plan for 2025-26, aligning efforts to ensure that English learners, Hispanic, and socioeconomically disadvantaged student groups increase in preparedness as measured by Career Technical Education (CTE) pathway completion, college credit courses, advanced placement, UC/CSU requirements, and the State Seal of Biliteracy.

-Academic Performance: Academic Performance Indicators in English Language Arts (ELA) showed small increases or maintained performance levels/colors of orange for the district and each school site while mathematics showed declines or maintained performance levels/colors of orange and red for all school sites and the district, respectively. The exception to this was the increase in mathematics at California Avenue Elementary School with a performance level/color of yellow. English learners, long-term English learners, homeless, Hispanic, students with disabilities, and socioeconomically disadvantaged student groups performed at the level/color of red in both ELA and mathematics. The only student group to perform at the level/color of orange in both ELA and mathematics was the White student group. Cardozo Middle School and Riverbank High School performed at the level/color of red in both ELA and mathematics. The academic achievement of all students, particularly our English learners, long-term English learners, Hispanic, students with disabilities, and socioeconomically disadvantaged students, remains an area of concern given their lowest performance levels at one or more schools in our district. Goals and actions in the 2025-26 plan emphasize the district's commitment to ensuring high levels of learning for all students and student groups.

-English Learners: From 2023-24 to 2024-25, RUSD enrolled an increasing number of newcomer students, English learners enrolled in school less than 12 months. In that same period, the number of long-term English learners (LTELs), English learners who are not reclassified as proficient in English after six or more years, decreased almost 1%, reflecting our district-wide efforts to address the needs of LTELs and At-Risk of LTELs which decreased 2.4%. The English learner student group has been a major focus at the elementary and secondary levels with particular attention to ensuring that master schedules allow for daily designated English Language Development (ELD). Additionally, professional learning opportunities for all TK-12 teachers included research-based instructional practices in integrating ELD in all grades and subjects. At California Avenue Elementary and Mesa Verde Elementary where English learners scored at the performance level/color of orange on the English Learner Progress Indicator (ELPI), teacher training concentrated on incorporating instructional strategies, such as GLAD (Guided Language Acquisition Design) to help English learners develop language, communication, and social interaction skills.

Dashboard-Identified Low-Performance Sites & Groups

Performance by Subject & Site (Red Indicators):
-Mathematics: Mesa Verde Elementary (English learners, Hispanic, students with disabilities); California Avenue Elementary (English learners, Hispanic); Cardozo Middle School (English learners, long-term English learners, Hispanic, socioeconomically disadvantaged, students with disabilities; Riverbank High School (English learners, long-term English learners, Hispanic, socioeconomically disadvantaged)
-English Language Arts (ELA) Indicator: Mesa Verde Elementary (students with disabilities); California Avenue Elementary (Hispanic); Cardozo Middle School (English learners, long-term English learners, students with disabilities); Riverbank High School (English learners, long-term English learners)
-Suspension Rate: Mesa Verde Elementary (students with disabilities); California Avenue Elementary (socioeconomically disadvantaged, White); Cardozo Middle School (students with disabilities); Adelante High School (Hispanic, socioeconomically disadvantaged)
-Chronic Absenteeism: Cardozo Middle School (White)

Schools with Lowest Overall Performance (Red Indicators):
-California Avenue Elementary (Suspension)
-Cardozo Middle School (Math)
-Riverbank High School (Math)
-Adelante High School (Suspension)

Strategic Investments for 2025-26

To address low performance in reading and math among elementary and middle school students, particularly at sites with red performance levels in English Language Arts (ELA) and mathematics, a comprehensive needs assessment was conducted. This process included input from district committees (e.g., Curriculum Council, Assessment Committee, K–5 Report Card Committee) and the LCAP Educational Partner Committee. It identified a clear need for increased academic support, especially for students performing below grade level. In response, approximately $960,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds will be used in 2025–26 to fund the following actions.
-Action 2.8 Transitional Kindergarten, Kindergarten, and 1st Grade Paraprofessional Support: Each TK, K, and Grade 1 classroom at Mesa Verde Elementary and California Avenue Elementary will be assigned a full-day paraprofessional to support early intervention and provide differentiated, small-group instruction for students not meeting grade-level expectations.
-Action 2.27 Learning Recovery Academic Support: This action will be revised in 2025-26 to fund certificated staff (1.0 FTE at Mesa Verde Elementary, 2.0 FTE at California Avenue Elementary, and 0.5 FTE at Cardozo Middle School). These educators will provide tiered interventions in reading and/or math for identified students. At Cardozo, staff will also co-teach and coach new math teachers alongside experienced educators.

These actions align with the allowable uses of LREBG funds by:
-Expanding instructional time and support through reduced student-to-staff ratios and designated intervention blocks during the school day.
-Accelerating learning with small-group instruction and early literacy support targeted to students' specific needs.
-Enhancing instruction through the use of progress monitoring and coaching to strengthen teaching practice and track student growth.

Research supports these strategies. Studies from the Institute of Education Sciences (IES) show that paraprofessionals are most effective when trained and supervised by teachers. Small-group interventions led by trained specialists have also been shown to significantly improve student outcomes in decoding, number sense, and problem-solving, especially in early grades. Targeted instruction from certificated staff has also been proven to close learning gaps in both reading and math. To evaluate the impact of these LREBG-funded actions, the district will monitor:
-Student progress using data from six-week intervention cycles
-Local benchmark assessments in reading and math
-Student placement and progress in Tier 2 and Tier 3 intervention groups

RUSD is dedicated to improving academic outcomes for all students, with an intentional emphasis on equity and support for our most vulnerable student groups. In 2025–26, the district will prioritize strategic implementation, ongoing progress monitoring, and data-informed adjustments to ensure measurable gains reflected in future California Dashboard results. Our efforts will center on evidence-based practices

that promote growth across all student populations, with targeted attention to each group's unique needs. For detailed data on schools and student groups with low performance, see Appendix F: 2024 Red/Orange Dashboard Indicators by Site.

Based on the 2023 California Dashboard, the district was able to celebrate student growth and development in small increments per approaches outlined and applied in RUSD's 2023-24 LCAP. Gains in data from local assessments reflected the efforts, strategies and instructional practices implemented on behalf of our students. See the attached Appendix C: 2023 Red Dashboard Indicators by Site.

Reflections: Technical Assistance

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

Based on the 2023 Dashboard, Riverbank Unified School District continues to meet the eligibility criteria for Differentiated Assistance in the following areas:

-Student Achievement, Math/ELA (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)
-School Climate, Suspension (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)
-Outcomes in a Broad Course of Study, College and Career (English Learners)

RUSD is working with the Stanislaus County Office of Education to support continuous improvement regarding the student groups and indicators listed above. Based on a collaborative review of data, systems strengths, and challenges, Differentiated Assistance efforts will focus on:

-Evidence-based practices for mathematics and literacy instruction: Action 1.4 Professional Learning and Action 1.14 Site Leadership Summits
-Strengthen Multi-Tiered System of Support to promote positive school climate: Action 3.10 PBIS and SEL Programs
-Engaging with Math Framework Professional Learning Network for an identified team of leaders: Action 1.4 Professional Learning and Action 1.12 Standards-Aligned Instructional Materials

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.

There are no schools in RUSD that are eligible for comprehensive support and improvement.

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
LCAP Educational Partners - Students, Parents/Guardians, Teachers, Classified Staff, Certificated and Classified Union Presidents, School and District Administrators and Community Members	Engaging with LCAP Educational Partners in quarterly meetings is a structured and collaborative process designed to ensure continuous feedback and involvement from all stakeholders. At the beginning of the year, a schedule of quarterly meetings is established and shared with all LCAP Partners, including parents, teachers, students, administrators, classified staff, bargaining unit presidents, and community members who all volunteer to serve on the committee. Meeting agendas focus on specific topics such as current LCAP goals and strategies with outcomes presented to highlight both successes and areas for improvement. Relevant data and reports from the California Dashboard are prepared and distributed to participants to facilitate informed discussions. Open forums allow partners to share their observations, concerns, and suggestions, and smaller group discussions may be organized to focus on specific topics or issues in greater detail. Feedback is systematically collected through discussion notes and artifacts that capture committee members' recommendations. This feedback is used to refine and adjust the LCAP strategies and actions. Partners are kept informed of how their feedback has influenced decisions and changes in the plan. Spanish translation is available during the meetings. This iterative process ensures that LCAP Educational Partners are actively involved in the decision-making process, fostering a sense of ownership and commitment to the educational goals and outcomes. In 2024-25, LCAP Educational Partner participation continued to increase and included communitiy partners, the district's Student Resource Officer,

Educational Partner(s)	Process for Engagement
	and one or more parents representing each school in the district. Student representation from middle school and high school also increased in 2024-25 which provided all LCAP partners with the opportunity to hear directly from students regarding the impact and outcome of LCAP actions. Student voice provided key insights into actions for continuation or revision in the development of the 2025-26 LCAP.
Community Collaboratives - Program, School and District Administrators and Community Members	The monthly community collaborative meetings hosted by the district's Casa del Rio Family Resource Center are designed to foster community engagement, provide support, and address local needs. A yearly schedule of these meetings is established and shared with the community to ensure consistent participation. Each meeting is centered around specific themes or topics relevant to the community, such as health, education, employment, or social services. Guest speakers or representatives from local organizations present on the theme of the month, offering valuable information and resources. A dedicated segment of each meeting focuses on reviewing LCAP goals and actions, presenting updates, and discussing progress and challenges. Interactive sessions, such as Q&A, workshops, or group discussions, are conducted to engage participants and address specific community concerns. Opportunities for networking and collaboration are provided, allowing participants to connect with one another and with local service providers. Feedback is gathered through open discussions during the meetings to understand district needs and community resources that can support these needs, including feedback on LCAP goals and actions. Participants are encouraged to share their thoughts, experiences, and suggestions for topics or improvements. Collaboration with local organizations and service providers ensures that the Community Collaboratives effectively address the needs of students, families, and the community, promoting a sense of unity and support among participants while keeping everyone informed and involved in the educational planning process. For 2025-26, LCAP Goals #2 and #3 and corresponding actions generated a great deal of interest and input from Community Collaborative partners who represent agencies and organizations that work in tandem with the district and community to engage students and families in a variety of support programs and

Educational Partner(s)	Process for Engagement
	resources related to behavior, social-emotional development, safety, mental health, and adult education.
Lead Instructional Team - School and District Administrators	The process for engaging the district's Lead Instructional Team (LIT), which consists of school Principals, Assistant Principals, and district administrators, on a monthly basis is designed to ensure alignment, collaboration, and continuous improvement in instructional practices. This includes the development of the LCAP and the effective use of Equity Multiplier Funds at Adelante High School (AHS). Each meeting is planned around specific themes or topics relevant to instructional leadership, such as updates on district goals, instructional strategies, and LCAP development. Meeting topics are regularly supported by data from local measures, such as iReady and grades 6-12 district writing tests, along with reports from the California Dashboard, Smarter Balanced Summative Assessment (SBAC) in ELA and mathematics, and English Language Proficiency Assessments for California (ELPAC). New in 2024-25, the district implemented Ellevation software to support the identification and reclassification of English learners. Ellevation reports were reviewed by Principals and Assistant Principals throughout the year at regular intervals. All data sources provide progress monitoring of district goals and initiatives, focusing on areas such as student achievement, curriculum implementation, and the allocation and impact of budgets, including local, state, and federal funding sources. Opportunities for sharing successes, challenges, and innovative practices are provided, allowing team members to learn from one another. This has been particularly beneficial in identifying best practices to address chronic absenteeism and the lagging performance of English Learners. In addition, Ed Site Summits hosted by each school site once during the school year, provides an opportunity for LIT members to join our county Differentiated Assistance (DA) partners and the district's administrative Cabinet to participate in classroom walkthroughs and engage in collaborative discussion around a school site's identified problem of practice illuminate in state and local data. The LIT is actively engaged in the decision-making process, fostering a culture of collaboration and continuous improvement in instructional leadership, LCAP development, and the effective use of all funds to align actions and resources effectively.

Educational Partner(s)	Process for Engagement
School Site Council and English Language Advisory Council - Students, Parents/Guardians, Teachers, Classified Staff and School Administrators	Engaging the School Site Council (SSC) and the English Language Advisory Council (ELAC) in LCAP development involves a structured and inclusive process that ensures active participation from all stakeholders, elected by their peers to serve two-year terms. SSC meetings are held at least five times during the school year, and ELAC meetings are held at least three times per year. Similar to LCAP Educational Partner meetings, the agendas for SSC and ELAC meetings focus on site-specific topics such as current goals, strategies, and outcomes supported by relevant data. Each meeting agenda also includes opportunities for parent input related to school plans and/or LCAP. Spanish translation is available during both SSC and ELAC meetings. ELAC agendas include specific opportunities for members to address issues unique to English language learners and to gather targeted feedback on LCAP goals impacting these students. Additionally, each SSC participates in an annual School Plan for Student Achievement (SPSA) writing day. This event brings elementary and secondary school sites together for a comprehensive needs assessment, data analysis, site-specific goal development aligned to the LCAP, and a systematic process to determine which actions or strategies to keep, delete, or substitute. In addition to site-based data analysis, a portion of the SPSA writing day is dedicated to reviewing district-wide data as it relates to LCAP goals and actions. California Dashboard reports serve as the primary metric for discussion and analysis during this day, and feedback is gathered to ensure alignment with educational objectives and community expectations. This structured approach ensures that both the SSC and ELAC play an active role in shaping the LCAP, fostering a culture of collaboration and continuous improvement.
District English Language Advisory Council - Parents/Guardians, Teachers, Classified Staff and School and District Administrators	Gathering LCAP feedback from the District English Learner Advisory Committee (DELAC) is essential to ensure that the needs and perspectives of English language learners and their families are well-represented in the Local Control and Accountability Plan. DELAC meetings are scheduled three times per year, with some meetings specifically aligned with key milestones in the LCAP development timeline. To ensure full understanding and participation, all documents and materials for DELAC meetings are translated into English and Spanish, the primary languages spoken by DELAC members. During

Educational Partner(s)	Process for Engagement
	these meetings, current progress on LCAP goals and actions that directly affect English learners is discussed. Members address specific questions about the effectiveness of current strategies and identify any necessary changes. In the 2023-24 school year, a key focus for DELAC members was the district's process for identifying, supporting, monitoring, and reclassifying English learners. Specific LCAP actions related to English learners were reviewed, along with longitudinal performance data such as the English Language Proficiency Assessments for California (ELPAC) results and Reclassified Fluent English Proficiency (RFEP) rates. Feedback gathered from DELAC meetings is used to better inform the 2025-26 LCAP development. For example, a specific action related to improving parent communication was added based on DELAC input. The purchase of Parent Square, a communication tool, was a direct result of DELAC feedback.
Parent Coffee Events - Students and Staff (as appropriate), Parents/Guardians and School Administrators	Parent Coffee events at each school play a vital role in informing decision-making by providing a relaxed and open forum for parents to share their insights, concerns, and suggestions. Held monthly, these events encourage parents to attend and participate without the pressures of a formal meeting, building trust and fostering open communication between parents and school staff. During these gatherings, parents share their observations and experiences regarding their children’s education, school environment, and district-specific programs or initiatives. Informal conversations often reveal emerging issues or concerns that might not be captured through formal surveys or meetings. Regular Parent Coffee events attract a diverse group of parents, strengthening relationships between parents and school staff, making parents more likely to share valuable feedback, and ensuring that the feedback reflects a wide range of perspectives and experiences. Feedback from these events is documented and reviewed by school administrators. Common themes, concerns, and suggestions are analyzed and considered in the decision-making process. This input can influence various areas, including curriculum development, school policies, resource allocation, and the implementation of new programs. By utilizing the insights gained from Parent Coffee events, the district can make more informed, responsive, and effective decisions during LCAP

Educational Partner(s)	Process for Engagement
	development, ultimately enhancing the educational experience for all students.
Adelante High School (AHS) - Students, Teachers, Counselor, Classified Staff, Parents/Guardians and School Administrator	The development of the Equity Multiplier funds focus goal and related allocation of funds for AHS was determined through a collaborative process at the school site, with the Principal soliciting input from students, teachers, and staff members to ensure that financial resources are effectively distributed to meet the school's needs and priorities. This process included both informal discussions and formal approaches, such as staff meetings. The prioritization of Equity Multiplier funds for AHS is based on criteria such as impact on student learning, alignment with school goals, and immediate need.
SELPA	RUSD participates in monthly Compliance and Improvement Monitoring (CIM) Technical Assistance Meetings with the CDE's state consultants and the SELPA Director. The purpose of collaborating with the CIM Technical Assistance Team is to build district and site-level capacity to improve student outcomes through the LCAP process. Throughout the school year, multiple sources of data are reviewed and cross-referenced with LCAP goals. For the 2024-25 school year, monitoring the implementation of the Co-Teaching model, with an emphasis on ELA and math across all grade levels, was prioritized. Although the Co-Teaching model was fully implemented, collaboration with the CIM team, district stakeholders, and SELPA revealed the need to add an elementary SDC program for special education students in Tier 3 who required additional support and modifications to access the general education program. Additionally, quarterly progress reports are provided to the CDE.

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

The 2025-26 Local Control and Accountability Plan (LCAP) was significantly shaped by the valuable feedback of our educational partners. Throughout the development process, we actively engaged parents, teachers, students, support staff, and community members to gather their insights and recommendations. District committees such as the Curriculum Council, Assessment Committee, Impact Team, and LCAP Educational Partner Committee, alongside school site input and MTSS team discussions, all contributed to a thorough review of existing actions and metrics.

Through this comprehensive consultation process, actions 2.8 and 2.27, funded through the Learning Recovery Emergency Block Grant (LREBG), were identified as highly effective in supporting student needs. These include increased staffing for academic intervention, diagnostic assessments and progress monitoring every six weeks, classroom resources for intervention, and real-time co-teaching and

coaching support, especially in critical areas like mathematics at Cardozo Middle School. These actions align with targeted instruction blocks within our elementary and middle school MTSS models, where students identified through local metrics and formative assessments receive Tier 2 and Tier 3 interventions.

In addition to affirming these successful strategies, educational partners identified the urgent need for ongoing professional development to strengthen instructional practices in reading and math. With the expiration of one-time pandemic-related funds previously used to support professional learning, stakeholders emphasized the importance of allocating new, ongoing funding for high-quality, job-embedded professional development. This investment is essential to ensure that all teachers, new and veteran and especially those supporting students below grade level, are equipped with effective, evidence-based strategies to improve academic growth.

Educational partners also prioritized new actions to expand student access to early college and career readiness opportunities and proactive academic supports. These include the replacement of action 2.18 with action 1.13, replacing iReady as a screening and monitoring tool with mClass Dibels and mClass math to serve as K-5 reading difficulties screener and intervention program for students, the addition of action 3.13, aCollege and Career Fair to introduce students in grades 7-12 to diverse postsecondary pathways, and the addition of action 2.29, a new partnership with the UC Merced Early Academic Outreach Program (EAOP) to support a strong college-going culture beginning in the middle grades.

Feedback further highlighted the need to enrich the overall student experience through expanded extracurricular and enrichment opportunities. As a result, field trip opportunities were broadened to increase TK–8 student engagement with core content standards and real-world learning experiences. To sustain educator effectiveness, we also expanded access to professional development in alignment with identified needs, including new training opportunities to be made possible through targeted LCAP investments filling the gap left by expiring one-time funds. Additionally, platforms such as Ellevation Education were implemented to support data-driven instruction and monitor the progress of English learners more effectively, including long-term English learners, a student group of particular importance to all educational partners, but specifically our ELAC and DELAC committee members.

Targeted actions to improve student outcomes and engagement at Adelante High School (AHS) were prioritized for Equity Multiplier funding, ensuring that the needs of our most underserved students remain central to our educational strategy.

This collaborative and ongoing approach to LCAP development ensures that our plan remains responsive, equitable, and aligned with the shared aspirations of our community. We are committed to continuous dialogue with our educational partners, whose insights remain essential to refining and advancing our goals for student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Riverbank Unified School District will increase student achievement by delivering effective academic instruction, led by highly qualified teachers, emphasizing the development of literacy skills and equitable preparation for success in the California Standards and 21st Century Learning, ultimately enabling all students to graduate college, career, and life ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 was developed to prioritize the academic and well-being needs of all students in RUSD. Specific actions within this goal are designed to ensure students are prepared for post-secondary education and career endeavors upon graduating from high school. This goal was established for several key reasons based on the district's 2023 California Dashboard data results and identified needs:

-Academic Performance Concerns: The district's Academic Performance Indicators in English Language Arts (ELA) and mathematics showed declines or maintained low performance levels/colors of yellow and red. This is particularly concerning for groups such as English learners, homeless, Hispanic, students with disabilities, and socioeconomically disadvantaged students. By focusing on effective academic instruction and literacy skills development, the district aims to address these performance gaps and improve overall student achievement.

-College and Career Preparedness: The College and Career Indicator (CCI) revealed that only 22.7% of students are "prepared," with a significant portion (47.4%) not prepared. Enhancing academic instruction and aligning it with 21st Century Learning skills are critical to ensuring that more students, particularly those in underserved groups, are adequately prepared for college, careers, and life.

-Qualified Teaching Staff: Effective instruction is best delivered by highly qualified teachers. By emphasizing the recruitment, retention, and continuous professional development of highly qualified teachers, the district can ensure that instructional practices are effective, up-to-date, and impactful.

-Equitable Education: The data highlighted disparities in academic performance and suspension rates among different student groups. By emphasizing equitable preparation and support, the district seeks to ensure that all students, regardless of their background, have access to high-quality education and the necessary resources to succeed.

-21st Century Learning Skills: Preparing students for success in the modern world requires a focus on 21st Century Learning skills, including critical thinking, collaboration, communication, and creativity. These skills are essential for students to thrive in college, careers, and beyond.

-Literacy Skills Development: Literacy is foundational to all learning. By prioritizing the development of strong literacy skills, particularly in the primary grades, the district aims to equip students with the ability to read, write, and communicate effectively, which are crucial for academic success and lifelong learning.

By setting this comprehensive goal, Riverbank Unified School District seeks to address the immediate needs identified through data, foster an environment of high expectations and support, and ensure that all students are prepared for future success. Baseline data will serve as a starting point for measuring and monitoring students' academic growth throughout the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Credentialed Teachers (Local Indicator)	2023-24: Standard Met 84.2% of teachers fully credentialed for their teaching assignment.	2024: Standard Met 85.2% of teachers fully credentialed for their teaching assignment.		90% of teachers will be fully credentialed for their teaching assignment.	1% increase of teachers fully credential for their teaching assignment.
1.2	Implementation of Academic Standards (Local Indicator)	2023-24: Standard Met All students have access to standards-aligned instructional materials, including ELD, in RUSD as identified through the curriculum adoption process and monitored through Williams	2024-25: Standard Met All students have access to standards- aligned instructional materials, including ELD, in RUSD as identified through the		Full Implementation and Sustainability in all areas.	Standard met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		monitoring and/or annual sufficient textbook resolutions.	curriculum adoption process and monitored through annual sufficient textbook resolutions.			
1.3	Broad Course of Study (Local Indicator)	2023-24: Standard Met All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.	2024-25: Standard Met All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.		Maintain access for all students.	Standard met.
1.4	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23 All Students: 62.4 points below standard 24.84% Met/Exceeded Standard English Learners: 86.9 points below standard 5.53% Met/Exceeded Standard Homeless: 99.6 points below standard 12% Met/Exceeded Standard	2023-24 All Students: 66.7 points below standard 23.62% Met/Exceeded Standard English Learners: 89.7 points below standard 5.35% Met/Exceeded Standard Homeless:		All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 50%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 25%.	All Students: 4.3 points increase below standard Decreased 1.22% Met/Exceeded standard English Learners: 2.8 points increase below standard Decreased .18% Met/Exceeded standard Homeless:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 71.3 points below standard 22.04% Met/Exceeded Standard Students with Disabilities: 122.4 points below standard 4.38% Met/Exceeded Standard	115.5 points below standard 14.06% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.2 points below standard 22.35% Met/Exceeded Standard Students with Disabilities: 136.6 points below standard 4.80% Met/Exceeded Standard			15.9 points increase below standard Increased 2.06% Met/Exceeded standard Socioeconomically Disadvantaged: .1 point increase below standard Increased .31% Met/Exceeded standard Students with Disabilities: 14.2 points increase below standard Increased .42% Met/Exceeded standard
1.5	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23 All Students: 99.7 points below standard 12.54% Met/Exceeded Standard English Learners: 117.1 points below standard 2.76% Met/Exceeded Standard Hispanic:	2023-24 All Students: 103 points below standard 11.89% Met/Exceeded Standard English Learners: 123.8 points below standard		All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 45%. All Student Groups: Improve points below by at least 20 points; Increase	All Students: 3.3 points increase below standard Decreased .65% Met/Exceeded Standard English Learners: 6.7 points increase below standard Decreased 1.44% Met/Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		105.1 points below standard 10.28% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.7 points below standard 11.26% Met/Exceeded Standard	1.32% Met/Exceeded Standard Hispanic: 110.2 points below standard 9.02% Met/Exceeded standard Socioeconomically Disadvantaged: 106.8 points below standard 10.09% Met/Exceeded Standard		Met/Exceeded Standard to 20%.	Hispanic: 5.1 points decrease below standard Increased 1.26% Met/Exceeded Standard Socioeconomically Disadvantaged: 1.7 points increase below standard Increased 1.17% Met/Exceeded Standard
1.6	Academic Indicator: Science (Dashboard: CAST scores)	2022-23: 15.79% Met/Exceeded Standard	2023-24: 13.86% Met/Exceeded Standard		Increase Met/Exceeded Standard to 30%	Decreased 1.93%
1.7	High School Graduation Rate Indicator (Dashboard)	2022-23: 93.3%	2023-24: 96.6%		Increase to 98%	Increased 3.3%
1.8	Dropout Rates (Local Data and Dataquest)	2022-23: .4% (2 students) at Cardozo Middle School 3% at Riverbank High School	2023-24: 0% at Cardozo Middle School 1% at Riverbank High School		Maintain a rate below .5% in middle school and maintain or decrease rate of 3% or below in high school.	Decreased .4% at CMS Decreased 2 % at RHS
1.9	A-G Completion Rates	2022-23: 19.5%	2023-24: 23.7%		Increase to 50%	Increased 4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dataquest)					
1.10	College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 22.7% of students are prepared	2023-24: 24.3% of students are prepared		Increase to 40%	Increased 1.6% of students prepared
1.11	Advanced Placement Participation Rate and Test Pass Rate (Local Data and Dataquest)	2022-23 AP Course Participation Rate: 9.3% (76 students) are enrolled in one or more AP courses 2022-23 AP Test Pass Rate: 22.7% students with AP exam scores 3 or higher	2023-24 AP Course Participation Rate: 16% (124 students) are enrolled in one or more AP courses 2023-24 AP Test Pass Rate: 40.4% students with AP exam scores 3 or higher		Increase AP course participation rates to 25%. Increase AP test pass rate to 48%.	AP Course Participation: Increased 6.7% (48 students) enrolled in one or more AP courses AP Test Pass Rate: Increased 17.7% students with AP exam scores of 3 or higher
1.12	Early Assessment Program (EAP) Preparedness Rate (Dataquest)	2022-23: ELA Standard Met/Exceeded: 34.77% Math Standard Met/Exceeded: 12.5%	2023-24: ELA Standard Met/Exceeded: 30.82% Math Standard Met/Exceeded: 9.30%		ELA: Increase to 50% Math: Increase to 30%	ELA: Decreased 3.95% Math: Decreased 3.2%
1.13	Career Technical Education (CTE) Pathway Completion Rate (Dashboard Additional Report)	2022-23: 27.2%	2023-24: 23.7%		Increase to 50%	Decreased 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	English Language Progress Indicator (ELPI) % Making Progress (Dashboard)	2022-23: 46.19% of students are making progress toward English language proficiency	2023-24: 52.4% of students making progress toward English language proficiency		Increase to 65%	Increased 6.21%
1.15	English Learner Reclassification Rates (Local Data)	2023-24: 10% of EL students were reclassified	2024-25: 45% of EL students were reclassified		Increase to 25%	Increased 35%
1.16	Long-Term English Learner (LTEL) Rates (Dataquest)	2023-24: 25% LTELs (6+ years)	2024-25: 14% LTELs (6+ years)		Improve to 10% or lower	Decreased 11%
1.17	3rd Grade Reading Level Rates (Dashboard: Gr. 3 ELA CAASPP scores)	2022-23: 20.36% of 3rd grade students reading at or above grade	2023-24: 23.53% of 3rd grade students reading at or above grade		Increase to 50%	Increased 3.17%

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.

Overall, planned actions in Goal 1 were fully implemented to support and increase student achievement through effective instruction in preparation for students to graduate college, career, and life ready. Substantive differences in planned actions and actual implementation of some actions that were partially implemented or not implemented due to research and exploration include the following:

- Action 1.1 Educational Programs Oversight: This action was not implemented in 2024-25. A job description was finalized mid-year, and the Director of State and Federal Programs and Accountability was hired in late spring 2025. The director will assume responsibilities beginning in the 2025–26 school year, and this action is expected to be fully implemented moving forward
- Action 1.2: Instructional Coaches: 3.6 FTEs were planned for, but one coaching position remainved vacant in the 2024-25 school year. To better meet the needs of new and veteran teachers, this action will be revised to 3.0 FTEs for instructional coaching for the 2025-26 school year, placing one instructional coach and/or instructional technology coach at each school site
- Action 1.13 Early Literacy Programs: The district Assessment Committee and the Reading Difficulties Risk Screener Adoption Committee worked throughout the 2024-25 school year to identify the most appropriate assessment tools and programs to meet

student needs. This process culminated in last spring 2025. mClass Dibels, an early literacy screening and intervention tool, will be implemented beginning in 2025-26.

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 actions in Goal 1 were implemented as planned, with estimated actual expenditures closely aligned with budgeted allocations. However, there were several material differences in both spending and service delivery percentages due to implementation delays or shifts in funding strategy. These are detailed below:

- Action 1.1
- Action 1.2
- Action 1.13

The planned percentage of improved services for unduplicated students was modestly affected by the non-implementation or partial implementation of the above actions. The overall impact is that estimated actual expenditures were slightly below budgeted totals for Goal 1, and the estimated percentage of improved services was somewhat lower than planned due to the unspent LCFF funds tied to the actions noted above.

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

Effective Actions

- 1.3 Instructional Technology Coach: Supported the integration of digital tools and technology-enhanced instruction, contributing to increased AP pass rates (+17.7%) and greater instructional consistency across sites (metric 1.11).
- 1.4-1.5 Professional Learning and PLC Process: Ongoing professional development and collaboration through professional learning communities led to strong educator outcomes, including a +6.21% increase in the English Learner Progress Indicator (ELPI) and a 35% increase in English learner reclassification, signaling improved instructional practices for English learners (metrics 1.14 and 1.15).
- 1.6 Professional Learning Days: Supported early-career teachers through mentorship and induction, contributing to a +1% increase in fully credentialed teachers and a +3.17% gain in 3rd grade reading proficiency, indicating positive impact on early literacy instruction (metrics 1.1 and 1.17).
- 1.7 Reduction of Class Sizes (TK - 3) Allowed the reduction of class sizes to focus on addressing the needs of the students by integrating intervention supports in early reading and behavioral support. The designated metrics resulted in an increase of RFEP students to 35% and also in a 3.17% increase in grade 3 reading level.
- 1.8 Counseling Services: Improved student support systems contributed to a +3.3% increase in graduation rates, while dropout rates were reduced to 0% at Cardozo Middle School and 1% at Riverbank High School. Expanded access to advanced coursework, resulting in a +6.7% increase in AP participation and a +17.7% increase in AP pass rates, improving college readiness outcomes (metrics 1.7, 1.8 and 1.11).

- 1.9-1.10 Dual Language and RAME: These programs provided targeted English learner supports in home language (Spanish) and mandarin to support mulilingualism; outcomes include a +6.21% increase in ELPI and a drop in LTEL rates from 25% to 14%, showing strong progress in EL achievement (metrics 1.14 and 1.16).
- 1.12 Standards-Aligned Instruction: Full implementation of aligned curriculum and pacing guides helped maintain instructional rigor, with the district again meeting the Local Indicator: Standard Met (metric 1.2).
- 1.14 Site Leadership Summits: Ongoing meetings and administrative walkthroughs supported data-driven instructional planning, contributing to gains in English learner progress and reduced dropout rates (metrics 1.8, 1.10, 1.11 and 1.17)
- 1.15 and 1.16 Assistant Principals: Elementary site leadership reinforced MTSS implementation and ensured students had access to standards-aligned, board-adopted instructional materials, enhancing overall school climate and instructional leadership (metrics 1.2, 1.14, 1.15, 1.16 and 1.17)

Partially Effective Actions

- 1.2 Instructional Coaches: Planned for 3.6 FTE, but impact was limited due to one unfilled position, prompting a revised 3.0 FTE site-based model for 2025-26.However, the action still contributed to reclassification and AP success.

Actions Not Implemented

- 1.1 Educational Programs Oversight: Not executed in 2024–25. Although a Director of State and Federal Programs and Accountability was hired in late spring 2025, the position was not active during the year, resulting in no implementation outcomes for this action.
- 1.13 Early Literacy Programs: The adoption of mClass DIBELS was completed in spring 2025 following a long research process by the reading screener and assessment committees. Implementation will begin in 2025-26, so there was no impact on 2024-25 metrics.

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.

There are no changes to the planned goal, metrics, or target outcomes for Goal 1. However, based on educational partner feedback, analysis of student outcome data, and district needs identified through the comprehensive needs assessment, several actions in Goal 1 will be revised in 2025-26 to improve effectiveness and better meet student needs:

- Action 1.1 Educational Programs Oversight: The description will be revised to specify the position as 1.0 FTE Director of State and Federal Programs and Accountability. This change reflects the finalized hiring and role clarification that occurred at the end of 2024-25.
- Action 1.2 Instructional Coaches: The action will be revised to reduce staffing from 3.6 FTE to 3.0 FTE, aligning with the district's shift toward placing one instructional or instructional technology coach at each school site.
- Action 1.4 Professional Learning: The total funds budgeted will increase to support expanded training in literacy and mathematics, addressing areas of need identified in student performance data and compensating for the expiration of previous professional development funding sources.

- Action 1.13 Early Literacy Programs: Funding will be increased to support the purchase and implementation of mClass DIBELS as the district's early literacy screening and intervention tool. This decision was informed by partner input and 2024 CA Dashboard data indicating that only 11% of 3rd grade students are reading at or above grade level.
- Actions 1.15 and 1.16 Elementary Assistant Principals (California Avenue & Mesa Verde): Descriptions will be revised to clarify the role of the .5 FTE assistant principals at each site in addressing academic and behavioral needs. Changes are aimed at improving ELA performance levels (orange at both sites) and math (orange at Mesa Verde) and suspension rates with the goal of progressing from red (California Avenue) and orange (Mesa Verde) to higher performance levels while maintaining gains reflected in current yellow performance levels.

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	Educational Programs Oversight	Employ a Director, State and Federal Programs and Accountability (1.0 FTE) as Ed Services personnel to ensure educational programs and services meet standards of compliance, quality and effectiveness. Collaborate with teachers, support staff and administration utilizing data to monitor English learner progress and reclassification.	$200,000.00	Yes
1.2	Instructional Coaches	Provide Instructional Coaching positions (from 3.6 FTE to 3.0 FTE in 2025-26) to support high-quality first instruction through professional development for teacher growth. Support teachers and/or collaborative teacher teams with implementation of instructional practices related to the California Standards, use of assessments (Benchmarks, iReady, Reading Assessments, CAASPP), analysis of student data to identify areas of strength and areas for growth, and development of action plans to differentiate instruction to meet the diverse needs of students.	$470,000.00	Yes
1.3	Instructional Technology Coach	Employ an Instructional Technology Coach (1.0 FTE) to support increased use of technology by students and teachers in the educational process and implementation of technological tools to support differentiated lesson design and increase access to core programs for all students including English learners and students with disabilities.	$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Learning	Provide professional learning for California standards and content area frameworks in English Language Arts (ELA), Math, Next Generation Science Standards (NGSS), and History/Social Science. Provide professional learning for research-based instructional practices and differentiated instruction for English learners in core classes and literacy development of all students in grades K-12. Provide professional learning for TK teachers on effective instruction for young learners in early education classes. • Substitute teachers for teachers on school business • Hourly pay for teachers • Registration for training and conferences	$350,000.00	Yes
1.5	Professional Learning Community Process	Provide certificated staff with regularly scheduled collaborative teacher time for the ongoing analysis of student performance and progress by supporting the Professional Learning Community process at all RUSD schools.	$800,000.00	Yes
1.6	Professional Learning Days	Provide one professional learning day for all certificated staff prior to the start of the school year by adding one day to the teacher's contract and provide two additional professional learning days for all newly hired teachers in the district prior to the start of the school year.	$160,000.00	Yes
1.7	Reduction of Class Sizes (TK - 3)	Reduce class sizes to focus on addressing the needs of students most at-risk of early reading failure through maintaining additional teachers in grades TK-3.	$350,000.00	Yes
1.8	Riverbank High School Academic and Career Counseling	Provide academic and career counseling through additional high school counselors (1.6 FTE) at Riverbank High School to support students and increase awareness and access/enrollment in A- G courses, Career and Technical (CTE) courses and programs, work-based learning experiences and dual-enrollment options and in support of increased graduation rates.	$185,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Riverbank Academy of Multilingual Education (RAME)	Employ certificated staff (16.2 FTE) to provide a district world language program with courses in English, Spanish and Mandarin Chinese to students in grades TK-12 known as RAME.	$2,100,000.00	Yes
1.10	Mandarin Teachers	Employ Mandarin teachers (2.2 FTE) to teach language and culture for the RUSD RAME program in grades K-12.	$260,000.00	No
1.12	Supplemental Standards-Aligned Instructional Materials	Purchase California standards-aligned instructional materials for all student groups, including materials for English Language Development that consider all levels of English learners with particular emphasis on the unique needs of newcomers and long-term ELs.	$150,000.00	Yes
1.13	Early Literacy Programs	Implement a comprehensive Early Literacy Program, mClass DIBELS to construct a strong foundation in literacy which supports the development of student content knowledge using curricular resources, assessments (including screening, diagnostic, and progress monitoring tools), supplemental materials, and teacher training to increase the number of students reading at or above grade level by 3rd grade.	$50,000.00	Yes
1.14	Site Leadership Summits	Conduct monthly walkthroughs with school and district administrators that make up the Lead Instructional Team (LIT). Site Leadership Summits to provide administration with feedback and support in instructional and programmatic approaches observed in classroom and site visits.	$1,500.00	No
1.15	California Avenue Elementary Assistant Principal	Employ an Assistant Principal (from 1.0 FTE in 2024-25 to .5 FTE in 2025-26) at California Avenue Elementary School to provide instructional leadership, support staff and student needs, foster parent/family engagement, and contribute to safe and orderly campuses.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Mesa Verde Elementary Assistant Principal	Employ an Assistant Principal (from.4 FTE in 2024-25 to .5 FTE in 2025-26) at Mesa Verde Elementary School to provide instructional leadership, support staff and student needs, foster parent/family engagement, and contribute to safe and orderly campuses.	$90,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Riverbank Unified School District will provide comprehensive academic and social support for all students, including access to interventions, differentiated instruction, and enrichment opportunities beyond the core curriculum, all while fostering positive well-being crucial for every student to thrive in the school environment and achieve success.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #2 was written to prioritize the academic performance and well-being of all students in RUSD. Specific actions within this goal are designed to address academic performance gaps, improve college and career preparedness, and ensure equitable access to resources. The following were important considerations in developing this goal.

-Academic Performance Concerns: The data highlighted that many student groups, particularly English learners, homeless, Hispanic, students with disabilities, and socioeconomically disadvantaged students, showed declines or maintained low performance levels in English Language Arts (ELA) and mathematics. By focusing on comprehensive academic support, including interventions and differentiated instruction, the district aims to close these performance gaps and improve overall student achievement.

-College and Career Preparedness: The College and Career Indicator (CCI) revealed a low percentage of students who are "prepared," with a significant portion not prepared for post-secondary education or careers. Providing enrichment opportunities beyond the core curriculum can help better prepare students for college and career pathways, particularly those from underserved groups.

-Equitable Education and Support: The data indicated disparities in academic performance and suspension rates among different student groups. By offering differentiated instruction and equitable access to resources, the district seeks to ensure that all students receive the support they need to succeed, regardless of their background.

-Student Well-Being: Suspension rates increased, and there were concerns about student behavior and attendance. Fostering positive well-being and providing social support are crucial for creating a safe and supportive school environment. This focus can help reduce suspension rates and improve overall student behavior and engagement.

-21st Century Learning Skills: Preparing students for success in the modern world requires skills such as critical thinking, collaboration, communication, and creativity. Enrichment opportunities beyond the core curriculum can help develop these 21st Century Learning skills, ensuring students are well-equipped for future challenges.

By providing comprehensive academic and social support, including interventions, differentiated instruction, and enrichment opportunities, RUSD strives to create learning environments where every student can thrive. The district's Multi-Tiered System of Support (MTSS) model provides for the integration of academic and social supports to meet students' holistic needs, promoting achievement and personal well-being. This approach allows for continuous improvement and adjustment of strategies to meet evolving student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23 All Students: 62.4 points below standard 24.84% Met/Exceeded Standard English Learners: 86.9 points below standard 5.53% Met/Exceeded Standard Homeless: 99.6 points below standard 12% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.3 points below standard 22.04% Met/Exceeded Standard	2023-24 All Students: 66.7 points below standard 23.62% Met/Exceeded Standard English Learners: 89.7 points below standard 5.35% Met/Exceeded Standard Homeless: 115.5 points below standard 14.06% Met/Exceeded Standard Socioeconomically Disadvantaged:		All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 50%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 25%.	All Students: 4.3 points increase below standard Decreased 1.22% Met/Exceeded standard English Learners: 2.8 points increase below standard Decreased .18% Met/Exceeded standard Homeless: 15.9 points increase below standard Increased 2.06% Met/Exceeded standard Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 122.4 points below standard 4.38% Met/Exceeded Standard	71.2 points below standard 22.35% Met/Exceeded Standard Students with Disabilities: 136.6 points below standard 4.80% Met/Exceeded Standard			.1 point increase below standard Increased .31% Met/Exceeded standard Students with Disabilities: 14.2 points increase below standard Increased .42% Met/Exceeded standard
2.2	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23 All Students: 99.7 points below standard 12.54% Met/Exceeded Standard English Learners: 117.1 points below standard 2.76% Met/Exceeded Standard Hispanic: 105.1 points below standard 10.28% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.7 points below standard	2023-24 All Students: 103 points below standard 11.89% Met/Exceeded Standard English Learners: 123.8 points below standard 1.32% Met/Exceeded Standard Hispanic: 110.2 points below standard 9.02% Met/Exceeded standard		All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 45%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 20%.	All Students: 3.3 points increase below standard Decreased .65% Met/Exceeded Standard English Learners: 6.7 points increase below standard Decreased 1.44% Met/Exceeded Standard Hispanic: 5.1 points decrease below standard Increased 1.26% Met/Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.26% Met/Exceeded Standard	Socioeconomically Disadvantaged: 106.8 points below standard 10.09% Met/Exceeded Standard			Socioeconomically Disadvantaged: 1.7 points increase below standard Increased 1.17% Met/Exceeded Standard
2.3	Academic Indicator: Science (Dashboard: CAST scores)	2022-23: 15.79% Met/Exceeded Standard	2023-24: 13.86% Met/Exceeded Standard		Increase Met/Exceeded Standard to 30%	Decreased 1.93%
2.4	Broad Course of Study (Local Indicator)	2023-24: Standard Met Master schedules allocate the required number of daily instructional minutes for core instruction in ELA/ELD, Mathematics, Science, History, Physical and Health Education. Intervention periods are included at elementary and secondary levels, including support for English learners. ELD courses and services are provided at the levels necessary by classroom teachers (K-6) and an ELD teacher (7-12), addressing the needs of all ELs and LTELs to achieve	2024-25: Standard Met All students have access to a broad course of study in all grade spans, including unduplicated students and students with disabilities.		Maintain access for all students.	Standard met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reclassification status in English.				
2.5	English Learner Progress Indicator (ELPI) % Making Progress (Dashboard)	2022-23: 46.19% of students making progress toward English language proficiency	2023-24: 52.4% of students making progress toward English language proficiency		Increase to 65%	Increased 6.21%
2.6	English Learner Reclassification Rates (Local Data)	2023-24: 10% of EL students were reclassified	2024-25: 45% of EL students were reclassified		Increase to 25%	Increased 35%
2.7	Long-Term English Learner (LTEL) Rates (Dataquest)	2023-24: 25% LTELs (6+ years)	2024-25: 14% LTELs (6+ years)		Improve to 10% or lower	Decreased 11%
2.8	AVID Class Enrollment (Local Data)	2023-24: 125 students in grades 7-12 Gr. 7 - 21 Gr. 8 - 23 Gr. 9 - 37 Gr. 10 - 23 Gr. 11 - 9 Gr. 12 - 12	2024-25: 124 students in grades 7-12 Gr. 7 - 13 Gr. 8 - 25 Gr. 9 - 30 Gr. 10 - 17 Gr. 11 - 28 Gr. 12 - 11		Increase the number of students enrolled in AVID to 25 or more in all grades.	Decrease of 1 student in grades 7-12. Gr. 7 - Decreased 8 students Gr. 8 - Increased 2 students Gr. 9 - Decreased 7 students Gr. 10 - Decreased 5 students Gr. 11 - Increased17 students Gr. 12 - Decreased 1 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Seal of Biliteracy Completion Rate CDE Participation Data)	2022-23: 5% (11 students)	2023-24: 11.3% (23 students)		Increase to 15%	Increased 6.3% (additional 12 students)
2.10	High School Graduation Rate Indicator (Dashboard)	2022-23: 93.3%	2023-24: 96.6%		Increase to 98%	Increased 3.3%
2.11	Chronic Absenteeism Indicator (Dashboard)	2022-23: 35.5%	2023-24: 26.3%		Improve to 10% or lower	Decreased 9.2%
2.12	Suspension Rate Indicator (Dashboard)	2022-23 All Students: 8.9% English Learners: 10.9% Hispanic: 9.1% Socioeconomically Disadvantaged: 10.1% Students with Disabilities: 11.3% White: 8.9%	2023-24 All Students: 5.9% English Learners: 6.3% Hispanic: 5.5% Socioeconomically Disadvantaged: 6.3% Students with Disabilities: 8.6% White: 5.8%		Improve to 5% or lower for all students including all student groups.	All Students: Decreased 3% English Learners: Decreased 4.6% Hispanic: Decreased 3.6% Socioeconomically Disadvantaged: Decreased 3.8% Students with Disabilities: Decreased 2.7% White: Decreased 3.1%
2.13	College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 22.7% of students are prepared	2023-24: 24.3% of students are prepared		Increase to 40%	Increase of 1.6% of students prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Activities/Athletics/Clubs Participation for RIverbank High School (Local Data)	2023-24: At least 66% of students are participating in one or more activities, athletics or clubs in grades 9-12. See Appendix A	2024-25: At least 60% of students are participating in one or more activities, athletics or clubs in grades 9-12. See Appendix D		Increase to 75%	Decreased 6%
2.15	Summer Program Participation (Local Data)	2022-23 Grade spans: Grade K-4: 95 students Grade 5-8: 57 students Grade 9-12: 110 students	2023-24 Grade spans: Grade K-4: 203 students Grade 5-8: 51 students Grade 9-12: 174 students		Increase K-4 to 150 students Increase 5-8 to 100 students Decrease 9-12 to 75 students or less	Grade K-4: Increased 108 students Grade 5-8: Decreased 6 students Grade 9-12: Increased 64 students
2.16	Kindergarten Readiness (Local Data)	New metric in 2024-25; baseline to be determined	Metric not administered in 2024-25.		TBD based on baseline data in 2024-25	N/A
2.18	School Climate Survey (Local Indicator)	New metric in 2024-25. Baseline: Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory		District average for overall and each indicator to be 80 or above (effective)	Difference to be determined in year 2 outcome.
2.19	3rd Grade Reading Level Rates	2022-23: 20.36% of	2023-24: 23.53% of 3rd grade		Increase to 35%	Increased 3.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Gr. 3 ELA CAASPP scores)	3rd grade students reading at or above grade	students reading at or above grade			

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.

Overall, Goal 2 was effectively implemented in 2024-25 with nearly all planned actions fully carried out. Actions such as the expansion of EL supports (Action 2.6 English Learner Resource Assitants) contributed to measurable gains in EL reclassification (+35%), reduction in LTELs (-11%). Academic enrichment programs along (Actions 2.10-2.15) contributed to increased participation in summer and school climate surveys of satisfactory district-wide. The district also saw significant declines in chronic absenteeism (-9.2%) and suspension rates across all student groups.

A substantive difference in implementation occurred with Action 2.16 - Busing for Mesa Verde Tutoring. While the action was identified as a priority through the School Plan for Student Achievement and included in the LCAP, it was not implemented. This was due to (1) the inability to secure a consistent after-school tutor and (2) the determination that transportation was not a barrier for students when tutoring was offered. As a result, busing services were not activated.

These refinements and the strong implementation of MTSS-aligned academic and behavioral supports reflect the district’s commitment to closing performance gaps and promoting student well-being.

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.

For Goal 2, most actions were fully implemented as planned in 2024-25 and estimated actual expenditures closely aligned with budgeted amounts. However, there was one notable material difference:

- Action 2.16 was not implemented

However, the majority of contributing actions in Goal 2 were implemented with fidelity, and LCFF expenditures were utilized to support increased and improved services for unduplicated student groups (English learners, foster youth, and low-income students) through interventions, staffing, and academic supports.

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

Effective Actions

- 2.4 AVID Program: Increased enrollment of students in grades 9-12 (metric 2.8)
- 2.5 MTSS: Academic Support Elementary: Contributed to +3.17% improvement in 3rd grade reading rates (metric 2.19).
- 2.6 English Learner Resource Assistants (ELRAs): Contributed to a significant 11% drop in LTEL rates (from 25% to 14%) and a 35% increase in English Learner reclassification, supporting both academic achievement and progress toward English proficiency (metric 2.5, 2.6 and 2.7).
- 2.10–2.12 Elementary Enrichment (Art, Music, Computer Science): Provided equitable access to a broad course of study across elementary grades; Local Indicator: Standard Met was maintained (metric 2.4).
- 2.13–2.15 Enrichment Field Trips (TK–8): Expanded enrichment access, including 6th grade outdoor education and college/career field trips for 7th and 8th graders. This supported increased engagement and readiness (metric 2.11 and 2.18)
- 2.8 TK, K, 1st Grade Paraprofessionals: Full implementation contributed to early academic support, aligning with observed +3.17% improvement in 3rd grade reading rates (metric 2.19).
- 2.9 Transitional Kindergarten Readiness: While baseline data was not established, the expansion of early childhood supports was maintained and seen as effective based on partner input, including increased participation in summer school programs (metric 2.15).
- 2.20, 2.21 and 2.22: Psychologist, Mental Health Therapist and Student Assistant Specialist: Behavioral and emotional supports resulted in marked 9.2% reduction of chronic absenteeism, from 35.5% to 26.3%, with all student groups improving attendance. Suspension rates decreased across all student groups, including a 4.6% drop among English learners and a 3.8% drop among socioeconomically disadvantaged students (metrics 2.11 and 2.12).
- 2.17 Summer School Program: Increased elementary student participation by +108 students (K–4) and +64 students (9–12), indicating expanded access to supplemental learning (metric 2.15).
- 2.19 Ellevation Education: The implementation of Ellevation allowed for continous monitoring and tracking of student progress for English Learners. (metric 2.6). The designated metrics resulted in an increase of RFEP students to 35% for 2024-2025. Additionally, there was a reduction of 11% for long-term English Learners (LTEL's).
- 2.23 Program Specialist: Increased the role of the Program Specialist to a full time position to effectively support special education. The metrics for this goal incidate an increase in the EL Reclassification Rates by 35%, a reduction in the long-term EL rates by 11%, an increase of 6.35 in the high school graduation rate and also a decrease in the suspension rate by 3%.
- 2.25 Middle School Spanish Elective: Access to foreign language participation in middle school resulted in increased Seal of Biliteracy completion rates (metric 2.9).
- 2.26 and Middle School ELD Teacher and Learning Recovery Academic Support: Contributed to English Learner Progress Indicator improvement by +6.21%, reaching 52.4% of English learners making progress. Gains reflect the impact of designated ELD instruction and integrated support strategies (metrics 2.5, 2.6 and 2.7).

Partially Effective Actions

- 2.1–2.2 High School Class Size Reduction (English & Math): Despite staffing support, ELA and Math CAASPP performance declined slightly, indicating the need for deeper instructional shifts.
- 2.18 iReady Assessment: This assessment will be replaced by the mClass DIBELS as the district's primary early literacy screening and progress monitoring tooll.

- 2.27 Learning Recovery Academic Support: 3rd Grade Reading proficiency improved by +3.17%, yet overall percentage remains low at 23.53%, far from the 50% target. Indicates positive trend but continued need.

Actions Not Implemented or Not Effective

- 2.16 Busing for Mesa Verde Tutoring: Not implemented in 2024-25 due to a lack of consistent after-school tutoring sessions. Although identified as a priority, transportation was ultimately not a barrier.
- 2.3 Academic Indicator: Science (CAST): Performance declined by 1.93% in students meeting or exceeding standards, showing science-related instructional support is a need.

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.

There are no changes to the planned goal, metrics, or target outcomes. However, based on reflections on prior practice through educational partner input, analysis of outcome data, and findings from the comprehensive needs assessment, the following revisions and additions to Goal 2 actions will be implemented in 2025-26:

- Action 2.3 AVID Director: Due to the addition of the Director of State and Federal Programs and Accountability (Action 1.1), this action will no longer have LCFF funds allocated for the AVID Director position in 2025-26. AVID responsibilities will be absorbed into the new role to promote efficiency.
- Action 2.6 English Learner Resource Assistants (ELRAs): Revise the action to increase staffing to 2.0 FTE at Cardozo Middle School. This increase is aimed at enhancing support for newcomers and English learners in academic content areas and at reducing the percentage of long-term English learners (LTELs) in middle grades.
- Action 2.7 ELPAC Support: Increase funding allocation, as previous budgets did not meet the actual costs of providing staffing for initial and summative ELPAC administration across K–12.
- Action 2.8 TK, K, and 1st Grade Paraprofessionals: Leverage unexpended Learning Recovery Emergency Block Grant (LREBG) funds to continue academic support services aimed at improving early literacy and numeracy outcomes.
- Action 2.18 iReady Assessment: Remove LCFF funding for this action due to the adoption of mClass DIBELS as the district's primary early literacy screening and progress monitoring tool (now under Action 1.13).
- Action 2.22 Student Assistance Specialist: Revise to add one additional specialist, increasing total staffing to six, to better support student mental health and reduce chronic absenteeism and suspension rates.
- Action 2.23 Program Specialist: Increase the role from 0.4 FTE to 1.0 FTE to more effectively support both general and special education teachers and students.
- Action 2.28 Learning Recovery Academic Support: Leverage unexpended Learning Recovery Emergency Block Grant (LREBG) funds for academic supports and update description to reflect staffing adjustments aligned with MTSS needs at California Avenue, Mesa Verde Elementary, and Cardozo Middle School. These sites are targeted due to orange performance levels in ELA (all three schools) and in math (Mesa Verde: orange; Cardozo: red).
- Action 2.29 UC Merced Early Academic Outreach Program (EAOP): New action for 2025-26 to strengthen academic readiness and college preparedness for students in grades 6–12 through a formal partnership.

- Action 2.30 College/Career Fair: New action for 2025-26 to expand college and career exploration opportunities for students in grades 7–12 and build early awareness of postsecondary pathways.

These changes reflect the district's ongoing commitment to data-driven improvement, equitable support for unduplicated pupils, and alignment of resources with areas of highest need.

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	High School English Teacher	Maintain an English Teacher (1.0 FTE) at Riverbank High School to reduce class sizes.	$120,000.00	Yes
2.2	High School Math Teachers	Maintain math positions (2.0 FTE) at Riverbank High School to reduce class sizes and provide targeted interventions for freshmen and sophomore students, including English learners, in order to complete required math courses for graduation.	$225,000.00	Yes
2.3	Advancement Via Individual Determination (AVID) Director - Discontinued	Employ an AVID District Director (.4 FTE) to support students and teachers with AVID program implementation at Cardozo Middle School and Riverbank High School and facilitate college and career readiness. Action removed in 2025-26.		
2.4	AVID Program	Implement the AVID Program in grades 7-12 at Cardozo Middle School and Riverbank High School including costs for teachers, materials, subscriptions, training and field trips.	$150,000.00	Yes
2.5	MTSS: Academic Support Elementary	Through a multi-tiered system of support (MTSS), certificated staff support elementary students in need of tiered reading and/or math interventions. Support is provided for all identified students by one	$260,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interventionist/Reading Specialist/Learning Lab teacher at California Avenue Elementary (1.0 FTE) and Mesa Verde Elementary (1.0 FTE).		
2.6	English Learner Resource Assistants (ELRAs)	Employ an English Learner Resource Assistant (ELRA) for each school site and one additional ELRA for California Avenue, Cardozo Middle School, and Riverbank High School due to EL student enrollment for a total of seven ELRAs in 2025-26.	$420,000.00	Yes
2.7	Additional ELPAC Support	Coordinated by Ed Services, itinerant personnel will be hired and trained to provide each school site with initial and summative ELPAC testing and support, providing for expedited testing schedules and providing English learners with small group testing environments and reduced time out of core instruction. Total funds substantially increased in 2025-26.	$60,000.00	No
2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action	Provide paraprofessional support for each TK, Kindergarten and 1st grade class at Mesa Verde Elementary and California Avenue Elementary. · Full-day paraprofessionals · Additional paraprofessional substitutes during the first two-weeks of the school year in TK and K Research supports this action. Studies from the Institute of Education Sciences (IES) show that paraprofessionals are effective in reducing student-to-staff ratios and providing small-group instruction and early literacy support targeted to student's specific needs. Metrics to monitor impact of this action: 2.1, 2.2, 2.6 and 2.19 $700,000 funded with LREBG in 2025-26.	$0.00	Yes
2.9	Transitional Kindergarten and	Support KinderCamp and Kinder FACTTS programs to provide incoming TK/K students and parents with school readiness information and skill	$44,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Kindergarten Readiness Programs	development to ensure a successful start upon enrollment in these early grades including materials and teaching and support staff.		
2.10	Elementary Art Teacher	Employ an Art teacher (1.0 FTE) to teach art in the elementary schools.	$150,000.00	No
2.11	Elementary Music Teacher	Employ a Music teacher (1.0 FTE) to teach classroom and instrumental music in the elementary schools.	$130,000.00	Yes
2.12	Elementary Computer Science Teacher	Employ a Computer Science teacher (1.0 FTE) to teach computer science/coding in the elementary schools.	$145,000.00	Yes
2.13	Elementary Field Trips	Provide all students in grades TK-5 with one field trip per year as part of the core program that extends or expands grade level standards/curriculum.	$35,000.00	Yes
2.14	6th Grade Outdoor Education	Fund the participation in Foothill Horizons for all grade 6 students at Cardozo Middle School.	$30,000.00	Yes
2.15	Gr. 7-8 College/Career Field Trip	Fund the participation of one college/career field trip for all grade 7-8 students at Cardozo Middle School.	$6,500.00	Yes
2.16	Busing for Mesa Verde Tutoring	Provide an after school bus for Mesa Verde Elementary students that participate in after school tutoring.	$10,000.00	Yes
2.17	Summer School Program	Provide Summer School Program for students in grades 9-12 with remediation/intervention, credit recovery and enrichment including certificated, classified and administrative staff supports along with	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials. Summer School Program for students in grades K-8 to be funded outside of the LCAP in 2025-26.		
2.18	iReady Assessment - Discontinued	Implement iReady online assessment platform to screen and monitor student progress in ELA and math in grades K-5. Action removed in 2025-26.		
2.19	Ellevation Education	Contract with Ellevation Education for implementation of an online platform to improve instructional planning for English learners at all levels, including newcomers, LTELs, and at-risk of becoming LTELs and streamline processes for digital EL/RFEP monitoring and workflows.	$30,000.00	Yes
2.20	School Psychologist	Maintain an additional school psychologist (1.0 FTE) to support the evaluation process for students referred for services, provide MTSS support to students directly and provide consultation to the Site Intervention Team (SIT).	$135,000.00	Yes
2.21	Mental Health Therapist	Employ one district wide Mental Health Therapist (1.0 FTE) to support and provide social-emotional program support to students and staff.	$160,000.00	Yes
2.22	Student Assistant Specialists (SAS)	Contract with the Center for Human Services to provide one Student Assistant Specialist (SAS) at each school site and one additional SAS in 2025-26 to support students' emotional well-being.	$360,000.00	Yes
2.23	Program Specialist	Employ a Program Specialist (from .4 FTE to 1.0 FTE in 2025-26) to provide consultation to general and special education teachers regarding MTSS, student placement, curriculum, and special education procedures.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.25	Middle School Spanish Language Elective	Provide a Spanish language elective at Cardozo Middle School for grades 7-8.	$110,000.00	Yes
2.26	Middle School English Language Development (ELD) Teacher	Employ a teacher (1.0 FTE) at Cardozo Middle School to provide designated ELD instruction to English learners in grades 7-8, identified by ELPAC level.	$110,000.00	Yes
2.27	Learning Recovery Academic Support - LREBG Action	Through a multi-tiered system of support (MTSS), certificated staff support elementary students in need of tiered reading and/or math interventions. Support provided to all identified students in 2025-26 by two Learning Recovery teachers at California Avenue Elementary (2.0 FTE), one Learning Recovery teacher at Mesa Verde Elementary (from 2.0 to 1.0 FTE), and one additional Learning Recovery teacher at Cardozo Middle School (.5 FTE) to provide targeted mathematics instruction for students in grades 6-8 and co-teaching mathematics instruction. LREBG funds for this action in 2025-26. Research supports strategy. Studies show small-group interventions led by trained specialists have also been shown to significantly improve student outcomes in decoding, number sense, and problem-solving, especially in early grades. Targeted instruction from certificated staff has also been proven to close learning gaps in both reading and math. In addition, Learning Recovery staff expand instructional time and support through reduced student-to-staff ratios and designated intervention blocks during the school day. Metrics to monitor impact of this action: 2.1, 2.2, 2.6 and 2.19 $400,000 funded with LREBG in 2025-26.		Yes
2.28	College and Career Fair	Provide for the planning and implementation of an annual College & Career Fair at Riverbank High School, targeting students in grades 7-12. The fair is designed to expose students to a variety of post-secondary pathways, including four-year universities, community colleges, trade		Yes

Action #	Title	Description	Total Funds	Contributing
		schools, military options, and career opportunities across diverse industries. The event includes interactive booths, guest speakers, hands-on demonstrations, and breakout sessions that promote exploration and informed decision-making about future academic and career plans. New action in 2025-26.		
2.29	UC Merced Early Academic Outreach Program	Partner with UC Merced Early Academic Outreach Program to provide targeted college readiness services for middle and high school students. The program includes academic advising, college application support, financial aid workshops, test preparation, and summer enrichment opportunities—all designed to increase A-G completion and college eligibility. New action in 2025-26.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Riverbank Unified School District will increase parent and student involvement by providing a safe and inclusive atmosphere, along with implementing programs that promote community engagement and encourage active participation in the educational process.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #3 was developed based on several key insights from the 2023 California Dashboard data:

-Academic Performance Gaps: The data revealed that many student groups, particularly English learners, homeless, Hispanic, students with disabilities, and socioeconomically disadvantaged students, are struggling academically. Increased parent and student involvement can provide additional support and resources to these students, helping to close the achievement gaps and improve overall academic performance.

-College and Career Preparedness: With the College and Career Indicator (CCI) showing a low percentage of students being prepared, fostering greater involvement from parents and the community can help support students in their post-secondary planning. Engaged parents are better able to guide and encourage their children in pursuing college and career opportunities.

-Suspension Rates: The increase in suspension rates, particularly among certain student groups, highlights the need for a more supportive and inclusive school environment. By promoting parent and student involvement, the district can work towards creating a safer and more inclusive atmosphere that addresses behavioral issues through positive reinforcement and community support rather than punitive measures.

-Student Well-Being: A safe and inclusive atmosphere is crucial for student well-being, which directly impacts their ability to succeed academically. Programs that encourage community engagement and active participation help build a supportive network around students, contributing to their social-emotional development and overall well-being.

-Equitable Education: The data highlighted disparities in academic performance and suspension rates among different student groups. By increasing parent and student involvement, the district can ensure that all voices are heard and that diverse needs are met, promoting equity in education.

-21st Century Learning Skills: Engaging parents and the community in the educational process helps to reinforce the development of 21st Century Learning skills such as collaboration, communication, and critical thinking. These skills are essential for student success in college, careers, and beyond.

The involvement of parents and students in the educational process fosters a strong partnership between the school and the community. This collaboration is vital for creating a positive school culture and ensuring that educational initiatives are supported and sustained. By writing this goal, Riverbank Unified School District aims to leverage the power of student voices along with community and family engagement to address academic and behavioral challenges, promote equity, and create a supportive and inclusive educational environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parental Involvement and Family Engagement Self-Reflection Tool (Local Indicator)	New metric in 2024-25. Baseline: District Overall Family & Community Engagement: 69 - Needs Improvement School & Family Partnerships: 64 - Needs Improvement Family Engagement: 80 - Effective Community Engagement: 66 - Needs Improvement	District Overall Family & Community Engagement: 69 - Needs Improvement School & Family Partnerships: 64 - Needs Improvement Family Engagement: 80 - Effective Community Engagement: 66 - Needs Improvement		District average for overall and each indicator to be 80 or above (effective)	Difference to be determined in year 2 outcome.
3.2	Facilities Survey (Local Data)	2022-23 Teacher responses: 82% The classroom is a safe environment.	Not administered in 2023-24.		Increase teacher perceptions in each category to 70% or higher.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		73% The classroom is clean on a consistent basis 61% The classroom is sustainable & attractive 56% The school facilities are adequate. 85% The school grounds are well maintained See Appendix B for further details				
3.3	Instances where Facilities do no Meet the "Good Repair" Standard (Local Indicator)	2022-23: 0 instances below "Good Repair" See Appendix B for FIT Audit (December 2023)	2024-25: All sites rated as "Good" or above See Appendix E for FIT Audit (November 2024)		Maintain "Good" or "Exemplary" Standard for all facilities.	No change; 0 instances below "Good Repair"
3.4	Disciplinary Referrals to Office (Local Data)	2023-24: 496 referrals	2024-2025: 431		Decrease the number of student office referrals by 25%	Decreased by 65 referrals; 13% reduction in office referrals.
3.5	Suspension Rate Indicator (Dashboard)	2022-23 Suspended at least one day All Students: 8.9% English Learners: 10.9% Hispanic: 9.1%	2023-24 Suspended at least one day All Students: 5.9% English Learners: 6.3% Hispanic: 5.5%		Improve to 5% or lower for all students and all student groups	All Students: Decreased 3% English Learners: Decreased 4.6% Hispanic: Decreased 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 10.1% Students with Disabilities: 11.3% White: 8.9%	Socioeconomically Disadvantaged: 6.3% Students with Disabilities: 8.6% White: 5.8%			Socioeconomically Disadvantaged: Decreased 3.8% Students with Disabilities: Decreased 2.7% White: Decreased 3.1%
3.6	Expulsion Rate (Dataquest)	2022-23: 0%	2023-24: 0%		Maintain a rate below 0.5%	0% Expulsion Rate; no change
3.7	District Attendance Rate (Local Data)	2023-24: 92.31%	2024-25: 93.05%		Increase to 95% or higher	Increased .74%
3.8	Chronic Absenteeism Indicator (Dashboard)	2022-23: 35.5%	2023-24: 26.3%		Improve to 10% or lower	Decrease 9.2%
3.9	College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 22.7% of all students are prepared 1.8% of English Learners are prepared	2023-24: 24.3% of all students are prepared 7.3% of English Learners are prepared		Increase all students to 40% Increase ELs to 25%	All students: Increased 1.6% English Learners: Increased 5.5%
3.10	Academic Indicator: ELA (Dashboard: CAASPP scores)	2022-23 All Students: 62.4 points below standard 24.84% Met/Exceeded Standard English Learners:	2023-24 All Students: 66.7 points below standard 23.62% Met/Exceeded Standard		All Students: Improve points below by at least 30 points; Increase Met/Exceeded Standard to 50%.	All Students: 4.3 points increase below standard Decreased 1.22% Met/Exceeded standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86.9 points below standard 5.53% Met/Exceeded Standard Homeless: 99.6 points below standard 12% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.3 points below standard 22.04% Met/Exceeded Standard Students with Disabilities: 122.4 points below standard 4.38% Met/Exceeded Standard	English Learners: 89.7 points below standard 5.35% Met/Exceeded Standard Homeless: 115.5 points below standard 14.06% Met/Exceeded Standard Socioeconomically Disadvantaged: 71.2 points below standard 22.35% Met/Exceeded Standard Students with Disabilities: 136.6 points below standard 4.80% Met/Exceeded Standard		All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 25%.	English Learners: 2.8 points increase below standard Decreased .18% Met/Exceeded standard Homeless: 15.9 points increase below standard Increased 2.06% Met/Exceeded standard Socioeconomically Disadvantaged: .1 point increase below standard Increased .31% Met/Exceeded standard Students with Disabilities: 14.2 points increase below standard Increased .42% Met/Exceeded standard
3.11	Academic Indicator: Math (Dashboard: CAASPP scores)	2022-23 All Students: 99.7 points below standard 12.54% Met/Exceeded Standard	2023-24 All Students: 103 points below standard		All Students: Improve points below by at least 30 points; Increase	All Students: 3.3 points increase below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 117.1 points below standard 2.76% Met/Exceeded Standard Hispanic: 105.1 points below standard 10.28% Met/Exceeded Standard Socioeconomically Disadvantaged: 105.7 points below standard 11.26% Met/Exceeded Standard	11.89% Met/Exceeded Standard English Learners: 123.8 points below standard 1.32% Met/Exceeded Standard Hispanic: 110.2 points below standard 9.02% Met/Exceeded standard Socioeconomically Disadvantaged: 106.8 points below standard 10.09% Met/Exceeded Standard		Met/Exceeded Standard to 45%. All Student Groups: Improve points below by at least 20 points; Increase Met/Exceeded Standard to 20%.	Decreased .65% Met/Exceeded Standard English Learners: 6.7 points increase below standard Decreased 1.44% Met/Exceeded Standard Hispanic: 5.1 points decrease below standard Increased 1.26% Met/Exceeded Standard Socioeconomically Disadvantaged: 1.7 points increase below standard Increased 1.17% Met/Exceeded Standard
3.14	School Climate Survey (Local Indicator)	New metric in 2024-25. Baseline: Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory		District average for overall and each indicator to be 80 or above (effective)	Difference to be determined in year 2 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

Overall, actions in Goal 3 were fully implemented as planned during the 2024-25 school year, supporting the district's efforts to promote positive school climate, student well-being, and safe learning environments for all students. A variety of coordinated strategies were implemented through site and district-level structures to promote engagement, reduce disciplinary incidents, and strengthen mental health support systems. These included social-emotional learning initiatives, counseling services, behavior support programs, and strong site-level MTSS practices.

Both attendance and suspension metrics showed improvement in 2024-25. Chronic absenteeism decreased by 9.2%, and suspension rates dropped across all student groups, with a notable decline among English learners and socioeconomically disadvantaged students. These outcomes were supported by the collaborative efforts of site intervention teams, the district mental health team, and the Child Welfare and Attendance (CWA) liaison, who provided targeted outreach and tiered interventions aligned to student needs.

Despite overall improvements, challenges remain in reducing chronic absenteeism for specific student groups and ensuring consistent behavior support implementation. Continued efforts in 2025-26 will focus on refining targeted interventions and promoting equity in school climate outcomes.

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.

Two actions in Goal 3 were planned with LCFF funds, but were instead implemented using grant funding, representing a material difference in resource allocation:

- Action 3.3 Increase Attendance Rates
- Action 3.4 Decrease Suspension Rates

In both cases, the planned LCFF expenditures were offset by the availability of specialized grant funding designated for attendance recovery and school climate improvement efforts. These funds were leveraged to maintain or enhance services without duplicating expenditures.

One action in Goal 3, while fully implemented, resulted in a notable material difference between budgeted and estimated actual expenditures:

- Action 3.12 Parent Institute for Quality Education (PIQE)

Although fully implemented, the estimated actual expenditure was significantly lower than the budgeted amount. This variance was due to lower-than-anticipated program delivery costs. Despite the underspending, the program was well-received. Parent participation data, school climate survey results, and educational partner feedback all indicated strong satisfaction with PIQE's impact on family engagement and perceptions of school culture. Based on this input, PIQE will continue in 2025-26, but the allocated funding will be adjusted downward to better reflect actual program costs.

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

Effective Actions

- 3.1 Communication Platform (Parent Square): Used districtwide to communicate in multiple languages and formats, increasing improved family access to information, including information regarding safety and security (metrics 3.1 and 3.14).
- 3.2 Parent Education and Involvement: Families report stronger school connections and increased participation at parent summit, volunteering, committees, and/or parent coffees (metrics 3.13 and 3.14).
- 3.3 Increase Attendance Rates: Implemented through the efforts of site intervention teams, the district CWA liaison, and mental health staff. Chronic absenteeism decreased by 9.2%, demonstrating strong progress toward improving student engagement and attendance (metrics 3.7 and 3.8).
- 3.4 Decrease Suspension Rates: Resulted in a reduction in suspension rates across all student groups, including a 4.6% drop for English learners and a 3.8% drop for socioeconomically disadvantaged students. Effective site-based MTSS practices and increased behavioral supports contributed to this outcome (metrics 3.4, 3.5 and 3.6).
- 3.5 School Resource Officer (SRO): Ensured safety and supported student discipline and de-escalation, contributing to low safety incident levels and high climate school ratings (metrics 3.6, 3.7 and 3.8).
- 3.6 Middle School Campus Monitor: This position supports student safety, discipline, and positive school climate. This position will increase from 1.0 FTE (2024-2025) to 2.0 FTE in 2025-26 to further support improvements in chronic absenteeism and suspension rates at Cardozo Middle School.Overall, there was a 3% decrease in student suspensions. There was an increase of 0.74% in the overall average daily attendance data.
- 3.7 High School Custodian: Assists in providing a safe, clean and welcoming school environment to all students. The data from the FIT report indicates that all sites were rated as "Good" or above.
- 3.8 Bus Transportation: Supports student attendance and access to core academic programs.There was a 9% reduction in chronic absenteeism and a 0.74% gain the average daily attendance.
- 3.10 PBIS and SEL Programs: Implemented SEL curriculum and behavior support systems across sites, improving school culture and student safety (metrics 3.4, 3.5, 3.6, 3.7 and 3.8).
- 3.11 Saturday Academy: Implemented as a strategy to recover lost instructional time, provide additional learning opportunities, and improve average daily attendance (metrics 3.7 and 3.8).
- 3.12 Parent Institute for Quality Education (PIQE): Successfully engaged families, particularly those of English learners and underrepresented groups. School climate surveys and parent feedback reflected high levels of satisfaction with leadership opportunities and communication, supporting stronger home-school partnerships (metrics 3.1 and 3.14).

All actions under Goal 3 were implemented in 2024-25. Based on metrics and feedback from LCAP Educational Partners, none of the Goal 3 actions are designated as partially implemented or showing limited effectiveness. Adjustments in funding sources are planned for 2025-26.

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.

Metric 3.6 Middle School Campus Monitor: The baseline year updated to 2022-23 to correct a typo.

The metrics 3.1 and 3.14 have been updated to include a Target for Year 3 Outcome.

There are no changes to the planned goal statement or target outcomes. However, based on educational partner feedback, outcome data analysis, and needs identified through the comprehensive needs assessment process, the following revisions and removals will be made to actions under Goal 3:

- Action 3.1 Communication Platform: A substantial decrease in budgeted funds is planned for 2025-26 based on actual program costs.
- Action 3.3 Increase Attendance Rates: The action will be discontinued in 2025-26 as its objectives are now supported through other funding sources.
- Action 3.4 Descrease Suspension Rates: This action will also be discontinued as similar services and supports are funded through grants and other supplemental programs.
- Action 3.6 Middle School Campus Monitor: The description will be revised to increase staffing from 1.0 FTE to 2.0 FTE in 2025-26 to further support improvements in chronic absenteeism and suspension rates at Cardozo Middle School.
- Action 3.8 Bus Transportation: Due to actual costs exceeding budgeted amounts, this action will receive an increase in allocated funds to ensure transportation services support student attendance and access to academic programs.
- Action 3.11 Saturday Academy: Although the goals of ADA recovery and learning opportunities remain a priority, this action will be discontinued as an LCFF-funded action in 2025-26 and supported through other funding sources, if continued.
- Action 3.12 Parent Institute for Quality Education (PIQE): PIQE programming will continue; however, funding will be substantially reduced to better align with actual expenditures while maintaining effective parent engagement outcomes.

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	Communication Platform	Implement Parent Square for District and school site communication with stakeholders, including parents/guardians, via websites, phone, email, text, and voicemail with automatic two-way translation in home language preference.	$20,000.00	Yes
3.2	Parent Education and Involvement	Support parent participation in parent education events, informational meetings, parent coffees, volunteering at school and the annual Parent Summit.	$10,000.00	Yes
3.3	Increase Attendance Rates - Discontinued	In cooperation with the Child Welfare and Attendance (CWA) Liaison and Site Intervention Teams (SIT), increase site attendance rates through the use of parent education opportunities, attendance review meetings, counseling support services and student recognition for improved attendance. Action removed in 2025-26.		
3.4	Decrease Suspension Rates - Discontinued	Decrease suspension rates through the use of restorative practices, cultural and equity awareness, targeted interventions identified through the MTSS process and training for teachers, support staff and administrators. Action removed in 2025-26.		
3.5	School Resource Officer (SRO)	Contract with County and City law enforcement to employ a School Resource Officer (1.0 FTE) to support student safety and provide public safety assistance to district sites.	$145,000.00	Yes
3.6	Middle School Campus Monitor	Support Cardozo Middle School with campus monitors (from 1.0 FTE to 2.0 FTE in 2025-26) working 8.0 hours per day to assist with student safety and supervision.	$125,000.00	Yes
3.7	High School Custodian	Maintain a custodian at Riverbank High School (1.0 FTE) to assist in providing a safe, clean and welcoming school environment.	$110,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Bus Transportation	Provide student transportation to and from school via school buses increasing attendance and access to core programs for all students, including English learners, homeless/foster youth, socioeconomically disadvantaged and students with disabilities.	$950,000.00	Yes
3.9	MTSS: Behavior Support Secondary	Provide itinerant support for other means of correction to Cardozo Middle School and Riverbank High School for students at-risk of suspension and academic intervention support for students with chronic absenteeism.	$45,000.00	Yes
3.10	PBIS and SEL Programs	Implement Positive Behavior Intervention Support (PBIS) and social-emotional learning (SEL) programs including resources for teacher training and classroom materials.	$35,000.00	Yes
3.11	Saturday Academy Program - Discontinued	Implement Saturday Academy, a positive program for all students with the goal to provide an extended learning opportunity for students and create an environment for meaningful relationships with our students and the community. The desired outcomes are to provide remedial and enrichment learning opportunities for all students, including students with low academic performance, and recover lost instructional time when students are absent and improve average daily attendance (ADA). Action removed in 2025-26.		
3.12	Parent Institute for Quality Education (PIQE) Family Leadership Program	Contract to provide family engagement through PIQE to support positive educational environments both at home and school, ultimately enhancing attendance, social-emotional health and academic success, including support for parents in navigating the school system and accessing information on college admission.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Riverbank Unified School District will utilize the Equity Multiplier funds granted by the State of California to improve the academic and social-emotional outcomes of students at Adelante Continuation High School (AHS).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #4 was written in alignment with the broader district priorities of improving student outcomes and ensuring that all students, regardless of their circumstances, have access to high-quality education and support services. The Equity Multiplier funds provide a unique opportunity to invest in programs and initiatives that can make a significant difference in the lives of students at Adelante Continuation High School (AHS). The development of this goal and related allocation of funds for AHS was determined through a collaborative process at the school site, with the Principal soliciting input from students, teachers, and staff members. Based on identified needs, the goal ensures that these funds are used effectively to achieve measurable improvements in student outcomes.

-Targeted Support: Students at continuation high schools often face unique challenges and may require additional support to succeed academically and socially. This goal addresses the need for targeted interventions to meet the specific needs of AHS students.

-Academic Outcomes: AHS student performance in English Language Arts (ELA) and mathematics declined according to the 2023 California Dashboard. The goal focuses on utilizing the Equity Multiplier funds to implement programs and strategies that will enhance academic achievement and help close performance gaps.

-Social-Emotional Well-Being: Many students at continuation high schools struggle with social-emotional issues that can impact their learning and overall well-being. The goal aims to provide resources and support to address these issues, fostering a positive school environment where students can thrive both academically and emotionally.

-Equity Gaps: The Equity Multiplier funds are specifically designed to address disparities in educational outcomes. By focusing on Adelante Continuation High School, the district is prioritizing equity and ensuring that students who may be at a disadvantage receive the necessary resources and support to succeed.

-At-Risk Students: Continuation high schools typically serve students who are at risk of not graduating. This goal underscores the district's commitment to supporting these students by providing additional academic and social-emotional interventions to help them stay on track for graduation and future success.

By setting this goal, Riverbank Unified School District demonstrates its commitment to leveraging available resources to support one of its most vulnerable student populations, ensuring that students at Adelante Continuation High School receive the necessary support to succeed academically and socially.

The actions within this goal are funded by Equity Multiplier as well as Federal Title Funds, Student Behavioral Health Incentive Program (SBHIP) Grant, and Non-LCFF Multiplier General Funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	AHS Graduation Rate Indicator (Dashboard)	2022-23: 80%	2023-24: 92.9%		Increase to at least 90%	Increased 12.9%
4.2	AHS Suspension Rate Indicator (Dashboard)	2022-23: 2.5%	2023-24: 20%		Maintain suspension rate at 2.5% or less	Increased 17.5%
4.3	AHS English Language Progress Indicator (ELPI) % Making Progress (Dashboard)	2022-23: 33.3% of students making progress toward English language proficiency	2023-24: 58.3% of students making progress toward English language proficiency		Increase to 45%	Increased by 25% of students making progress toward English language proficiency
4.4	School Climate Survey (Local Indicator)	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory	Overall: 74 - Satisfactory Leadership: 74 - Satisfactory Culture: 76 - Satisfactory Academics: 73 - Satisfactory		District average for overall and each indicator to be 80 or above (effective)	Difference to be determined in year 2 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	AHS College/Career Indicator (CCI) % Prepared (Dashboard)	2022-23: 0% Prepared	2023-24: 3.6% Prepared		Increase to 10%	Increased 3.6%
4.6	Academic Indicator: ELA and Math (Dashboard: CAASPP scores)	2022-2023 All Students: 20.59% Met/Exceeded Standard for ELA 2.94% Met/Exceeded Standard for Math	2023-24: All Students: 0% Met/Exceeded Standard for ELA 0% Met/Exceeded Standard for Math		Increase to 30% ELA and 25% Math	All Students: ELA decreased 20.59% Math decreased 2.94%
4.7	Parental Involvement and Family Engagement Self-Reflection Tool (Local Indicator)	AHS Overall Family & Community Engagement: 66 - Needs Improvement School & Family Partnerships: 57 - Needs Improvement Family Engagement: 84 - Effective Community Engagement: 64 - Needs Improvement	AHS Overall Family & Community Engagement: 66 - Needs Improvement School & Family Partnerships: 57 - Needs Improvement Family Engagement: 84 - Effective Community Engagement: 64 - Needs Improvement		Site average for overall and each indicator to be 80 or above (effective)	Difference to be determined in year 2 outcome.

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 under Goal 4 were fully implemented in 2024-25 as planned. There were no substantive deviations in implementation. All services were delivered at the expected scale. AHS staff and students participated actively in the development and refinement of these actions, and their input continues to shape program delivery.

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

There are no material differences in the planned vs. actual percentages of improved services because none of the Goal 4 actions were contributing actions toward unduplicated student percentage calculations.

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

All actions under Goal 4 demonstrated positive impact on the target student group at Adelante High School.

- Action 4.1 Academic and Career Counseling: Helped to increase AHS's College/Career Indicator (CCI) "Prepared" rate from 0% to 3.6%, demonstrating early progress toward a 10% target.
- Action 4.2 Student Assistant Specialist (SAS): Contributed to a safe and supportive school climate, particularly for at-risk youth.
- Action 4.3 Leader in Me: Promoted student leadership and SEL development, helping improve culture, confidence, and engagement in the classroom environment.

While AHS academic performance in ELA and math remains below target (0% met/exceeded standard in 2023-24), these actions are important investments for future improvement, especially in terms of student readiness and wellness.

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.

There are no changes to the goal, metrics, outcomes, or actions for the 2025-26. Educational partner feedback from Adelante staff and students strongly supported the continuation of all actions. Therefore, the district will maintain full implementation of counseling, mental health, and leadership programming in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Adelante High School Academic and Career Counseling	Provide academic and career counseling through a high school counselor at Adelante High School (.4 FTE) to support students and increase awareness and access/enrollment in graduation requirements, Career and Technical (CTE) courses and programs, and work-based learning experiences.	$60,000.00	No
4.2	Student Assistant Specialist (SAS)	Contract with the Center for Human Services to provide one SAS to address and support students' emotional well-being at Adelante High School.	$63,000.00	No
4.3	Leader in Me Program	Implement "The 7 Habits of Highly Effective People" to empower Adelante High School students with leadership and life skills necessary for success in the 21st century, including social-emotional learning. Allocation of Equity Multiplier funds to support teacher training, student materials and supplies.	$17,000.00	No

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
$$9,414,657.00	$1,144,210.00

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
35.058%	0.000%	$0.00	35.058%

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:** Educational Programs Oversight **Need:** ELs and low-income students performed at the lowest levels districtwide and at one or more school sites in ELA, math and the CCI. The need for monitoring student progress and growth for all student groups was made evident by LCAP educational partners.	By providing oversight for unduplicated student groups across the LEA, the collection, reporting, and communication of progress for ELs, foster youth and low-income students can be standardized and centralized. Implementing this action LEA-wide, personnel can also support each school site in data analysis and planning, ensuring accuracy, compliance and efficacy in tracking and improving student outcomes.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.14 CTE 1.18 LTEL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Instructional Coaches **Need:** Student performance across the district on a variety of measures indicates a need to "shore up the core" program, including low performance of unduplicated student groups in ELA, math and the CCI. To support teachers in best practices for good first teaching, instructional coaches are an effective strategy and their continued use in RUSD was overwhelmingly supported by LCAP educational partners. **Scope:** LEA-wide	By addressing classroom instructional practices, assessment, and the identification of students for intervention, ELs, foster youth and low-income students can receive tailored support for core instruction and interventions based on data. Additionally, providing support LEA-wide for all teachers in these areas ensures that instructional strategies are effectively implemented, improving academic outcomes for all student groups, including those who performed red on the Dashboard.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.13 EAP 1.18 LTEL
1.3	**Action:** Instructional Technology Coach **Need:** Student performance across the district on a variety of measures indicates a need to "shore up the core" program, including low performance of unduplicated student groups in ELA, math, reclassification rates, LTEL status and the CCI. ELs, foster youth and low-income student needs require differentiated support in response to their academic outcomes.	By implementing this action LEA-wide, the district technology coach is available to meet with teachers individually or in collaborative teams across the district to address specific data points indicating that ELs, foster youth and low-income students would benefit from engaging lesson designs and technological scaffolds and supports. Through direct support to teachers in implementing best practices for 21st-century classrooms, the district technology coach helps integrate technology to meet the needs of all students, who require differentiated support due to their low performance on academic measures,	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.18 LTEL

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	particularly in ELA and math. Providing a coach LEA-wide guarantees consistency in access to technology resources across all schools, ensuring equal access for all students within the district.	
1.4	**Action:** Professional Learning **Need:** Concerns about the low performance of ELs, foster youth and low-income student groups in ELA and math highlight the need for ongoing professional development for all teachers and is supported by all LCAP educational partners. **Scope:** LEA-wide	By providing all RUSD teachers with frequent professional learning opportunities, the core academic program becomes more accessible to the varied needs of all students, including ELs, foster youth and low-income students. Providing teacher PD LEA-wide ensures that instruction is delivered by highly-qualified teaching staff and supports teachers in deeply engaging with content standards and frameworks, as well as implementing research-based best practices to improve academic outcomes for all students, including unduplicated student groups and groups who performed red on the Dashboard.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading 1.18 LTEL
1.5	**Action:** Professional Learning Community Process **Need:** Concerns about the low performance of ELs, foster youth and low-income student groups in ELA and math highlight the need for ongoing, job-embedded professional development for all teachers and is supported by all LCAP educational partners. As a proven strategy for increasing student achievement, teacher collaboration through the PLC process is supported by LCAP educational partners. **Scope:** LEA-wide	By providing all district teachers with frequent opportunities for collaboration, teacher clarity on standards, learning outcomes, and student achievement for ELs, foster youth and low-income students is improved. Collaboration among teachers leads to sharing best practices, refining instructional strategies and creating a more cohesive approach to addressing diverse learner needs across the district.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading 1.18 LTEL

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
1.6	**Action:** Professional Learning Days **Need:** Concerns about the low performance of ELs, foster youth and low-income student groups in ELA and math across the district highlight the need for ongoing professional development for all teachers to engage in deeper learning of content standards/frameworks and research-based best practices and is supported by all LCAP educational partners. **Scope:** LEA-wide	By providing all new and veteran teachers LEA-wide with additional professional learning opportunities, the core academic program becomes more accessible to the varied needs of all students, including English learners, foster youth and low-income students, ensuring students have equal access to a strong academic program and the opportunity to succeed.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI 1.9 RFEP 1.15 Academic Standards 1.16 Walkthrough data 1.17 Grade 3 Reading 1.18 LTEL
1.7	**Action:** Reduction of Class Sizes (TK - 3) **Need:** ELs and low-income students performed at the lowest levels in ELA and math at both elementary schools indicating to LCAP educational partners that reading success in the primary grades is foundational to proficiency in subsequent grades. **Scope:** LEA-wide	By providing this action LEA-wide, smaller class sizes in this grade span decreases the student-to-teacher ratios. ELs, foster youth and low-income students are provided with equal access to differentiated, small group, targeted instruction necessary to develop as grade level readers in the primary grades.	1.9 RFEP 1.17 Grade 3 Reading
1.8	**Action:** Riverbank High School Academic and Career Counseling **Need:**	By addressing the needs of unduplicated student groups through college/career counseling at RHS, ELs, foster youth and low-income high school students are provided with increased awareness and monitoring of their college/career options and	1.4 Graduation 1.5 A-G 1.6 CCI 1.8 Dropout 1.12 AP

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
	RHS students are not prepared for college/career readiness per CAASPP ELA/Math achievement levels and the CCI. Of equal concern is the low participation rates in rigorous coursework of ELs and low-income students as evidenced by A-G participation rates and AP participation rates. Improving the district's CCI is a priority for LCAP educational partners. **Scope:** Schoolwide	ensures that they remain on track to graduate on time.	1.13 EAP 1.14 CTE
1.9	**Action:** Riverbank Academy of Multilingual Education (RAME) **Need:** Unduplicated student groups participate in the district's RAME program and their low performance is included in the academic measures of ELA and math at all participating RAME schools. Students in this multi-lingual program are expected to make the same rates of progress in English language proficiency as their monolingual peers. **Scope:** Schoolwide	By providing access to multilingual programs provided on a schoolwide basis at identified school campuses, the LEA is providing opportunities for cultural appreciation and understanding, positively impacting school climate and developing ELs, foster youth and low-income students' ability to meet rigorous expectations leading to improved measures of academic performance and college/career readiness.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.5 A-G 1.6 CCI 1.7 ELPI 1.9 RFEP 1.12 AP 1.13 EAP 1.18 LTEL
1.12	**Action:** Supplemental Standards-Aligned Instructional Materials **Need:**	By providing this action LEA-wide, unduplicated students have access to standards-aligned materials and ensures that teachers have access to materials that provide the necessary scaffolds and supports to meet the needs of ELs, foster	1.1 ELA 1.2 Math 1.3 CAST/Science 1.6 CCI 1.7 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners, foster youth and low-income students performed at the lowest levels in ELA, math and the CCI at one or more schools in the district, resulting in the need to ensure core programs and intervention programs, such as ELD, have adequate and rigorous supplemental learning materials. **Scope:** LEA-wide	youth and low-income students as well as student groups that performed in red on the Dashboard.	1.9 RFEP 1.15 Academic Standards 1.16 Walkthrough data 1.17 Grade 3 Reading 1.18 LTEL
1.13	**Action:** Early Literacy Programs **Need:** Approximately 20% of RUSD 3rd graders are reading at or above grade level as measured by CAASPP ELA outcomes. This means that 80%, or the majority of our students in the district, are exiting 3rd grade reading below grade level expectations. ELs, foster youth and low-income students are included with student groups not meeting grade level proficiency standards. **Scope:** Schoolwide	By implementing this action LEA-wide in the primary grades at both elementary schools, remediation of foundational skills such as phonics and phonemic awareness will result in greater access for ELs, foster youth and low-income students to maintain higher rates of literacy and improved comprehension as they move out of the primary grades and into the secondary levels.	1.17 Grade 3 Reading
1.15	**Action:** California Avenue Elementary Assistant Principal **Need:** Safe and orderly learning environments contribute to learning at high levels for all	By addressing the need for instructional leadership at California Avenue Elementary, all teachers are provided with additional administrative support. Schoolwide teacher-administrator collaboration supports learning environments that meet the diverse learning needs of all student groups,	1.1 ELA 1.2 Math 1.3 CAST/Science 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading

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. Instructional leadership and student/staff/parent support was a priority for LCAP educational partners in support of ELs, foster youth and low-income students performing at the lowest level in ELA and math at California Avenue Elementary. **Scope:** Schoolwide	including ELs, foster youth and low-income students.	
1.16	**Action:** Mesa Verde Elementary Assistant Principal **Need:** Safe and orderly learning environments contribute to learning at high levels for all students. Instructional leadership and student/staff/parent support was a priority for LCAP educational partners in support of ELs, FY and LI students performing at the lowest level in ELA and math at Mesa Verde Elementary. **Scope:** Schoolwide	By addressing the need for instructional leadership at Mesa Verde Elementary, all teachers are provided with additional administrative support. Schoolwide teacher-administrator collaboration supports learning environments that meet the diverse learning needs of all student groups, including ELs, foster youth and low-income students.	1.1 ELA 1.2 Math 1.3 CAST/Science 1.7 ELPI 1.9 RFEP 1.17 Grade 3 Reading
2.1	**Action:** High School English Teacher **Need:** ELs and low-income students performed at the lowest levels in ELA measures and on the CCI at RHS. This indicated to LCAP educational partners that additional ELA teachers are needed to provide smaller class sizes.	By lowering class sizes in English at RHS, teachers are able to deliver core instruction and targeted support more effectively, addressing the literacy needs of all students schoolwide, including ELs, foster youth and low-income students and all student groups performing red or orange on the Dashboard.	2.1 ELA 2.10 Graduation 2.13 CCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.2	**Action:** High School Math Teachers **Need:** ELs and low-income students performed at the lowest levels in math measures and on the CCI at RHS. This indicated to LCAP educational partners that additional math teachers are needed to provide smaller class sizes and targeted interventions to RHS students in support of increased math outcomes, graduation rates and college/career preparedness. **Scope:** Schoolwide	By lowering class sizes in math at RHS, teachers are able to deliver core instruction and targeted support more effectively, addressing the literacy needs of all students schoolwide, including ELs, foster youth and low-income students and all student groups performing red or orange on the Dashboard.	2.2 Math 2.10 Graduation 2.13 CCI
2.4	**Action:** AVID Program **Need:** ELs and low-income students performed at the lower levels in ELA and math at CMS and RHS. Additionally, these same student groups performed at the lowest level on the CCI at RHS. This indicated to LCAP educational partners that programs to support an emphasis on college readiness and skill development is needed for these student groups.	AVID provides substantial benefits to ELs and low-income students by offering a structured support system schoolwide that enhances academic skills, fosters a college-going culture and provides personal mentoring and guidance. Program oversight ensures fidelity to program implementation for maximum student benefit, including student groups performing red or orange on the Dashboard.	2.8 AVID Enrollment 2.10 Graduation 2.13 CCI 2.17 Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.5	**Action:** MTSS: Academic Support Elementary **Need:** Unduplicated student groups performed at the lower levels in ELA and math measures at California Avenue Elementary and Mesa Verde Elementary. In addition, reclassification rates and at-risk of LTEL status are concerns at the elementary level with 27% of ELs at California Avenue at-risk of LTEL and 19% of ELs at Mesa Verde at risk-of LTEL according to 2023-24 DataQuest data. **Scope:** LEA-wide	By providing targeted, intensive and personalized academic support LEA-wide through small group and one-on-one instruction, intervention teachers help ELs, foster youth and low-income students who need Tier 2 or Tier 3 interventions to overcome their academic and linguistic challenges, improving outcomes for all student groups, including those who performed red on the Dashboard.	2.1 ELA 2.2 Math 2.3 CAST/Science 2.4 Master Schedules 2.5 ELPI 2.6 RFEP 2.7 LTEL
2.8	**Action:** Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action **Need:** ELs and low-income students performed at the lowest levels in ELA and math at both elementary schools indicating to LCAP educational partners that academic success in the primary grades is foundational to proficiency in subsequent grades.	By providing paraprofessional support in this grade span LEA-wide, we reduce the adult-to-student ratios in all the primary classrooms in the district, enabling ELs, foster youth and low-income students to engage in differentiated, small group and targeted instruction. This additional instructional support helps unduplicated students develop grade-level skills in the primary grades.	2.5 ELPI 2.6 RFEP 2.16 Kindergarten Readiness 2.19 Grade 3 Reading

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		
2.9	**Action:** Transitional Kindergarten and Kindergarten Readiness Programs **Need:** ELs and LI students performed at the lowest levels in ELA and math at both elementary schools indicating to LCAP educational partners that academic success in the early grades (TK/K) is foundational to proficiency in subsequent grades. **Scope:** LEA-wide	By implementing this action LEA-wide, programs that focus on school readiness ensure that ELs, foster youth and low-income students, along with their parents, are well-prepared to start school with the skills and confidence they need for a successful transition and academic success.	2.15 Summer Program 2.16 Kindergarten Readiness
2.11	**Action:** Elementary Music Teacher **Need:** ELs, foster youth and low-incomes students performed in the lower levels in ELA and math at California Avenue Elementary and Mesa Verde Elementary. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners overwhelmingly support the need for expanding learning opportunities for elementary students. **Scope:**	By implementing an elementary music teacher, we are integrating arts education into the elementary curriculum across the LEA and expanding the course of study for ELs, foster youth and low-income students with the goal of providing enjoyable and relevant courses that increase student motivation to attend school and participation in courses.	2.11 Chronic Absenteeism 2.17 Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.12	**Action:** Elementary Computer Science Teacher **Need:** ELs, foster youth and low-incomes students performed in the lower levels in ELA and math at California Avenue Elementary and Mesa Verde Elementary. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners overwhelmingly support the need for expanding learning opportunities for elementary students. **Scope:** LEA-wide	By implementing an elementary computer science teacher, we are expanding the elementary curriculum across the LEA to include computer science which exposes ELs, foster youth and low-income students to new learning opportunities, helps develop 21st-century skills, makes learning more enjoyable and relevant and increases overall student engagement, motivating them to attend school and participate actively.	2.11 Chronic Absenteeism 2.17 Broad Course of Study
2.13	**Action:** Elementary Field Trips **Need:** ELs, foster youth and low-incomes students performed in the lower levels in ELA and math at California Avenue Elementary and Mesa Verde Elementary. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners overwhelmingly support the need for expanding learning opportunities for elementary students.	By implementing this action LEA-wide, ELs, foster youth and low-income students are exposed to new opportunities and environments, joining their peers in engaging activities that connect classroom learning to real-world experiences. This positively impacts academic performance and broadens the elementary course of study LEA-wide.	2.11 Chronic Absenteeism 2.17 Broad Course of Study

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		
2.14	**Action:** 6th Grade Outdoor Education **Need:** Unduplicated students performed in the lower levels in ELA and math at CMS and 5.79% meeting/exceeding CAST/Science standards in RUSD, indicating a need to improve academic outcomes in these areas. In addition, LCAP educational partners and the CHKS results support the need for expanding learning opportunities. These students groups have had low participation rates in Outdoor Education in the past due to the prohibitive cost for some families. **Scope:** Schoolwide	By funding the participation of all CMS 6th grade students in Outdoor Education, ELs, foster youth and low-income students can join their peers in experiencing a new environment. This positively impacts their academic performance schoolwide and provides a meaningful way to engage in learning.	2.3 CAST/Science 2.17 Broad Course of Study 2.18 CHKS
2.15	**Action:** Gr. 7-8 College/Career Field Trip **Need:** ELs, foster youth and low-income students performed in the lower levels in ELA and math all schools in the district and on the CCI at RHS. In addition, district attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results	By implementing this action at the middle school, ELs, foster youth and low-income students in grades 7-8 at CMS are exposed to college/career experiences, joining their peers in experiencing a new environment. This positively impacts their educational and career aspirations and provides a meaningful way to engage in learning schoolwide.	2.11 Chronic Absenteeism 2.13 CCI 2.17 Broad Course of Study 2.18 CHKS

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
	support the need for expanding learning opportunities. **Scope:** Schoolwide		
2.16	**Action:** Busing for Mesa Verde Tutoring **Need:** Based on indicators of low ELA and math performance at Mesa Verde Elementary, ELs, foster youth and low-income students can benefit from additional instructional time after school to mitigate achievement gaps. LCAP educational partners prioritized busing for Mesa Verde students in order to remove a potential barrier to accessing after school tutoring options. **Scope:** Schoolwide	By providing transportation to Mesa Verde's after school tutoring sessions, ELs, foster youth and low-income students can consistently attend tutoring sessions and benefit fully from the individualized support and resources provided by the schoolwide program.	2.1 ELA 2.2 Math 2.9 After School Tutoring
2.17	**Action:** Summer School Program **Need:** Unduplicated student groups performed at the lowest levels in ELA and math at every school in the district and on the CCI at RHS. RHS students who are credit deficient rely on summer school to recover credits and graduate on time. LCAP educational partners prioritized the need for summer programs help prevent students from losing academic gains	By implementing summer school LEA-wide, ELs, foster youth and low-income students are provided with academic support, social-emotional development, physical health activities, and access to resources. Further, LEA-wide summer programs support the overall well-being and success of ELs, foster youth and low-income students, and student groups who performed red on the Dashboard.	2.1 ELA 2.2 Math 2.10 Graduation 2.15 Summer Program Participation

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
	made during the school year especially for student groups that may not have access to educational resources at home. **Scope:** LEA-wide		
2.20	**Action:** School Psychologist **Need:** Unduplicated student groups performed in the lower levels in suspension rates at Mesa Verde, CMS and RHS. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the continued need for creating supportive and nurturing school environments at all school sites. **Scope:** Schoolwide	By implementing this action, a school psychologist is able to provide consultation and resources to the Site Intervention Team (SIT) regarding pre-referral, referral and student placement; and providing MTSS Tier 1-2 support (e.g., group counseling, SEL Lessons, etc.), school psychologists support ELs, foster youth and low-income students LEA-wide with academic, social, emotional, and behavioral needs.	2.11 Chronic Absenteeism 2.12 Suspension
2.21	**Action:** Mental Health Therapist **Need:** Unduplicated student groups performed in the lower levels in suspension rates at Mesa Verde, CMS and RHS. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern.	By providing access to mental health support LEA-wide, therapists help improve students' focus, motivation, and overall academic performance. Healthy mental well-being is closely linked to academic success of ELs, foster youth and low-income students and their engagement in school activities.	2.11 Chronic Absenteeism 2.12 Suspension 2.14 High School Participation 2.18 CHKS

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
	LCAP educational partners and the CHKS results support the continued need for creating supportive and nurturing school environments at all school sites. **Scope:** LEA-wide		
2.22	**Action:** Student Assistant Specialists (SAS) **Need:** Unduplicated student groups performed in the lower levels in suspension rates at Mesa Verde, CMS and RHS. District attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the continued need for creating supportive and nurturing school environments at all school sites. **Scope:** LEA-wide	By implementing this action LEA-wide, the SAS is able to provide counseling, mentoring and behavior interventions to ELs, foster youth and low-income students, encouraging participation in extracurricular activities and helping unduplicated students to positively engage in all school communities.	2.11 Chronic Absenteeism 2.12 Suspension 2.14 High School Participation 2.18 CHKS
2.23	**Action:** Program Specialist **Need:** Unduplicated student groups performed at the lowest levels in ELA and math at every school in the district and on the CCI at RHS. These student groups require targeted assistance	By implementing this action LEA-wide, the program specialist provides guidance and resources to all teachers, administrators and Site Intervention Teams (SIT) regarding pre-referral, referral, assisting in the appropriate identification of ELs referred for special education, and ensuring ELs, foster youth and low-income students receive the appropriate interventions and support for improved academic and behavior outcomes.	2.1 ELA 2.2 Math 2.5 ELPI 2.6 RFEP 2.7 LTEL 2.13 CCI

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
	and resources tailored to meet their unique needs. **Scope:** LEA-wide		
2.25	**Action:** Middle School Spanish Language Elective **Need:** ELs, foster youth and low-income students perform at low levels on the CCI at RHS indicating a need to develop proficiencies, and biliteracy is one way to improve college/career readiness as measured by the CCI. **Scope:** Schoolwide	By implementing this action schoolwide, the linguistic and cultural backgrounds of ELs are recognized and equitable learning opportunities for low-income students are provided. Inclusive and supportive educational environments foster a sense of belonging and improve educational outcomes for ELs, foster youth and low-income students.	2.4 Master Schedules 2.17 Broad Course of Study 2.18 CHKS
2.27	**Action:** Learning Recovery Academic Support - LREBG Action **Need:** ELs, foster youth and low-income students performed at the lower levels in ELA and math measures at California Avenue Elementary and Mesa Verde Elementary. In addition, reclassification rates and LTEL status are concerns at Riverbank High School with approximately 20% of ELs as LTEL and 16% at risk-of LTEL according to 2023-24 DataQuest data.	By providing targeted, intensive and personalized support through small group and one-on-one instruction, elementary intervention teachers help ELs, foster youth and low-income students schoolwide who need Tier 2 or Tier 3 interventions to achieve academic success. For ELs at RHS, designated ELD develops their English language skills, accelerates language acquisition and helps all ELs, including newcomers, to access core curriculum schoolwide in all subject areas.	2.1 ELA 2.2 Math 2.3 Master Schedules 2.5 ELPI 2.6 RFEP 2.7 LTEL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.28	**Action:** College and Career Fair **Need:** Foster youth, English learners, and low-income students often have limited access to college and career planning resources. This fair provides equitable exposure to a range of opportunities, raising aspirations and supporting informed post-secondary planning. ELs, foster youth and low-income students performed in the lower levels in ELA and math all schools in the district and on the CCI at RHS. In addition, district attendance rates have declined, and while chronic absenteeism has only improved in the last year at these schools, it remains a concern. LCAP educational partners and the CHKS results support the need for expanding learning opportunities. **Scope:** Schoolwide	By implementing this action schoolwide, ELs, foster youth and low-income students in grades 7-8 at CMS and 9-12 at RHS are exposed to college/career experiences, joining their peers in experiencing a new environment. This positively impacts their educational and career aspirations and provides a meaningful way to engage in learning schoolwide.	2.11 Chronic Absenteeism 2.13 CCI 2.17 Broad Course of Study 2.18 CHKS/MRA School Climate
2.29	**Action:** UC Merced Early Academic Outreach Program **Need:** ELs, foster youth and low-income students performed in the lower levels in ELA and math all schools in the district and on the CCI at	By implementing this action schoolwide, EAOP directly supports foster youth, English learners, and low-income students by removing barriers to college access. Through individualized guidance and structured programming, unduplicated students gain critical skills, information, and confidence needed to pursue higher education	2.8 AVID 2.10 Graduation 2.13 CCI 2.15 Summer School 2.18 CHKS/MRA School Climate

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
	RHS. College preparedness courses, such as AVID, support college awareness, but LCAP partners identified earlier opportunities to plan for college as a priority. LCAP educational partners and the CHKS results support the need for expanding academic counseling. **Scope:** Schoolwide	pathways—improving long-term academic and life outcomes.	
3.1	**Action:** Communication Platform **Need:** All LCAP educational partners have strongly emphasized the need for a comprehensive, user-friendly, two-way communication platform with multilingual translation capabilities. This need was consistently highlighted at multiple DELAC meetings. To address the linguistic needs of our parent community and enhance parent, family, and community engagement for all unduplicated student groups, ParentSquare was selected. **Scope:** LEA-wide	By implementing this action LEA-wide, the needs of all educational partners to receive the most up-to-date information from teachers, school sites, and the district are addressed. Further, this communication tool can better support ELs and low-income students and families and foster improved home-school partnerships that ultimately benefit students.	3.12 Parent Engagement
3.2	**Action:** Parent Education and Involvement **Need:** Parents across all grade levels have emphasized the need to enhance the quality and variety of parent education and events.	By implementing LEA-wide opportunities for parent education and involvement, support for the parents of ELs, foster youth and low-income students is increased through training sessions, access to resources, and educating parents on topics of interest, including sessions available at the annual district Parent Summit.	3.1 Agendas/Sign-in Sheets 3.12 Parent Engagement

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
	Both DELAC members and LCAP educational partners have consistently highlighted the importance of providing parents with access to meaningful school events, including the annual Parent Summit, which aims to foster parental support for achieving positive academic and social outcomes for students in the district. Parents of ELs and low-income students face participation challenges that can be mitigated by ensuring that event topics are relevant to parents' interests and that translation services are available. **Scope:** LEA-wide		
3.5	**Action:** School Resource Officer (SRO) **Need:** At least 50% of all students in grades 5, 7, and 9-11 indicated on the CHKS that they feel safe at school. District attendance rates have declined for all students (92%), including rates of unduplicated student groups. While chronic absenteeism has only improved in the last year, it remains a concern. All LCAP educational partners overwhelmingly support employing a School Resource Officer (SRO) to enhance safety at all school sites, particularly for our unduplicated student groups who are performing at the lowest levels in ELA and/or Math at all schools.	By implementing this action LEA-wide, the SRO enhances community engagement and removes barriers to learning for all students, particularly those in unduplicated student groups. This LEA-wide approach to improving attendance and addressing student perceptions of safety, contributes to safe and supportive learning environments that promote academic success and well-being at all school sites.	3.7 Attendance 3.14 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Middle School Campus Monitor **Need:** Approximately 50-60% of students in grades 5, 7, and 9-11 indicated on the CHKS that they feel safe at school. District attendance rates have declined, and while chronic absenteeism has only improved in the last year, it remains a concern. Unduplicated student groups and students with disabilities have high rates of suspension at Cardozo Middle School and low performance in ELA and math. Behavior referrals increased in 2024-25. **Scope:** Schoolwide	By implementing this action, the campus monitor assists in providing a safe and supportive environment and helps unduplicated student groups overcome barriers to their education such as poor attendance. Campus monitors also provide visibility, mentoring and support to at-risk students, helping to address these issues and improve academic performance across all schools.	3.4 Office Referral 3.5 Suspension 3.6 Expulsion Rates 3.14 CHKS
3.8	**Action:** Bus Transportation **Need:** Between 50-60% of RUSD students in grades 5, 7, and 9-11 report feeling connected to school. District attendance rates have declined, and while chronic absenteeism has shown some improvement over the past year, it remains a significant concern. English learners, foster youth, Hispanic, and low-income students have performed at low levels in ELA or math across all schools that bus riders attend in the district. LCAP educational	By implementing this action LEA-wide, unduplicated students are provided with reliable and equitable access to education, positively impacting attendance, reducing absenteeism and tardiness, and ensuring continuity in learning for all students. For foster youth who may experience frequent changes in living situations, school buses offer a stable and consistent mode of transportation. This stability helps them maintain regular school attendance despite changes in their home environment. This transportation support allows families to feel confident that their children have a safe and dependable way to get to and from school, ensuring that unduplicated student	3.7 Attendance 3.8 Chronic Absenteeism 3.10 ELA 3.11 Math 3.14 CHKS

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
	partners prioritized bus transportation for RUSD students. **Scope:** LEA-wide	groups can be present and engaged in learning with reliable access.	
3.9	**Action:** MTSS: Behavior Support Secondary **Need:** The CHKS results highlight the need for improved school climate indicators in grades 7, and 9-11. Educational partners have identified behavior and social-emotional supports as priorities for supporting students. This need is further emphasized by the low performance of ELs, Hispanic students, students with disabilities, and low-income students in the area of suspensions at Cardozo Middle School and Riverbank High School. **Scope:** Schoolwide	By implementing behavior supports schoolwide, unduplicated student groups are provided with access to resources for improving attendance and behaviors that lead to suspensions and/or expulsions, as well as enhancing overall feelings of school safety and connectedness. CMS and RHS behavior support staff can provide coaching and support through alternative corrective measures.	3.4 Office Referral 3.5 Suspension 3.6 Expulsion Rates 3.7 Attendance 3.8 Chronic Absenteeism
3.10	**Action:** PBIS and SEL Programs **Need:** The CHKS results highlight the need for improved school climate indicators in grades 5, 7 and 9-11. This need is further emphasized by the low performance of ELs, Hispanic students, students with disabilities, and low-income students in the area of suspensions at	By implementing PBIS and SEL programs LEA-wide, ELs, foster youth and low-income students have access to systems and structures for promoting positive behavior outcomes, supporting social-emotional development, reducing behavior referrals and suspensions, and enhancing overall feelings of school safety and connectedness.	3.4 Office Referral 3.5 Suspension 3.6 Expulsion Rates 3.14 CHKS

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
	Cardozo Middle School and Riverbank High School. Educational partners have identified behavior and social-emotional supports as priorities for supporting students. **Scope:** LEA-wide		
3.12	**Action:** Parent Institute for Quality Education (PIQE) Family Leadership Program **Need:** Parents of students in all grades have emphasized the need to improve the quality and type of parent education and events available. DELAC members and LCAP partners repeatedly emphasized the need for parent access to meaningful school events including ways to support reading at home, developing social-emotional skills at home and building parent networks in support of shared interests and goals for student success. Parents of ELs and low-income students face challenges to participation that can be overcome with ensuring that events and session topics are of interest to parents and translation is available. **Scope:** LEA-wide	By implementing PIQE's Family Leadership Program in two 8-week sessions during the school year, parents of ELs and low-income students LEA-wide will have access to training and support in English and Spanish to facilitate their involvement and engagement. This LEA-wide program specifically supports unduplicated student groups by equipping their families with the tools and knowledge needed to improve their educational experience and success.	3.7 Attendance 3.12 Parent Engagement 3.13 PIQE

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
2.6	**Action:** English Learner Resource Assistants (ELRAs) **Need:** ELs make up 35% of the RUSD student population. This student group performed in the lower levels on ELA and math indicators at all schools in the district and on the CCI at RHS. While almost half of the ELs in RUSD made progress towards proficiency in 2022-2023, only 12% were eligible for reclassification in 2023-2024 and 17% of all ELs are LTELs. LCAP educational partners prioritized the need for ELRA support. **Scope:** Limited to Unduplicated Student Group(s)	ELRA's engage and support students in both ELD and core classes LEA-wide, providing targeted assistance to all ELs, including newcomers, and facilitating student engagement and academic success.	2.5 ELPI 2.6 RFEP 2.7 LTEL
2.19	**Action:** Ellevation Education **Need:** ELs make up 35% of the RUSD student population. Unduplicated student groups performed at the lowest levels in ELA and math at every school in the district and on the CCI at RHS. Monitoring their progress through initial and summative testing cycles is required by law and provides valuable data to inform instruction and program improvements.	By providing comprehensive data and analytics, Ellevation software empowers all educators LEA-wide to make informed decisions about instruction and intervention for ELs and improves academic outcomes and progress toward English proficiency.	2.5 ELPI 2.6 RFEP 2.7 LTEL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.26	**Action:** Middle School English Language Development (ELD) Teacher **Need:** ELs performed in the lower level in ELA indicators, and in 2023-2024, 31% of the 290 ELs at CMS, were LTELs. **Scope:** Limited to Unduplicated Student Group(s)	Designated ELD develops English language skills, accelerates language acquisition and helps all ELs, including newcomers, to access core curriculum in all subject areas.	2.1 ELA 2.5 ELPI 2.6 RFEP 2.7 LTEL

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.

All Riverbank Unified school sites have above a 55% unduplicated pupil percentage. RUSD plans to use the additional concentration grant add-on funding to increase the number of the following credentialed and classified staff positions whose work will focus on providing direct services to unduplicated student groups:
1.8 Riverbank High School Academic and Career Counseling
2.27 Middle School English Language Development (ELD) Teacher
2.8 Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support
2.5 MTSS: Academic Support Elementary

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		1:23
Staff-to-student ratio of certificated staff providing direct services to students		1:17

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$26,854,412.00	$9,414,657.00	35.058%	0.000%	35.058%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,030,000.00	$154,500.00	$0.00	$937,500.00	$10,122,000.00	$7,108,000.00	$3,014,000.00

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	Educational Programs Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,000.00	$0.00	$100,000.00			$100,000.00	$200,000.00	
1	1.2	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$470,000.00	$0.00	$117,500.00			$352,500.00	$470,000.00	
1	1.3	Instructional Technology Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$170,000.00	$0.00	$42,500.00			$127,500.00	$170,000.00	
1	1.4	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$350,000.00	$350,000.00				$350,000.00	
1	1.5	Professional Learning Community Process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$800,000.00	$800,000.00				$800,000.00	
1	1.6	Professional Learning Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$160,000.00	$160,000.00				$160,000.00	
1	1.7	Reduction of Class Sizes (TK - 3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary	Ongoing	$350,000.00	$0.00	$350,000.00				$350,000.00	

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
							TK-3									
1	1.8	Riverbank High School Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank High School 9-12	Ongoing	$185,000.00	$0.00	$185,000.00				$185,000.00	
1	1.9	Riverbank Academy of Multilingual Education (RAME)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Cardozo Middle School and Riverbank High School TK-12	Ongoing	$2,100,000.00	$0.00	$2,100,000.00				$2,100,000.00	
1	1.10	Mandarin Teachers	All	No			Specific Schools: California Avenue Elementary, Cardozo Middle School and Riverbank High School K-12	Ongoing	$0.00	$260,000.00	$260,000.00				$260,000.00	
1	1.12	Supplemental Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.13	Early Literacy Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-3	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	

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	1.14	Site Leadership Summits	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.15	California Avenue Elementary Assistant Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary School TK-5	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.16	Mesa Verde Elementary Assistant Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary School TK-5	Ongoing	$90,000.00	$0.00	$90,000.00				$90,000.00	
2	2.1	High School English Teacher	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Riverbank High School 9-12	Ongoing	$120,000.00	$0.00	$120,000.00				$120,000.00	
2	2.2	High School Math Teachers	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Riverbank High School 9-10	Ongoing	$225,000.00	$0.00	$225,000.00				$225,000.00	
2	2.3	Advancement Via Individual Determination (AVID) Director - Discontinued														
2	2.4	AVID Program	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 7-12	Ongoing	$120,000.00	$30,000.00	$150,000.00				$150,000.00	
2	2.5	MTSS: Academic Support Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$260,000.00	$0.00	$260,000.00				$260,000.00	
2	2.6	English Learner Resource Assistants (ELRAs)	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	$420,000.00	$0.00	$250,000.00			$170,000.00	$420,000.00	

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
					cated Student Group(s)											
2	**2.7**	Additional ELPAC Support	ELs	No			All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
2	**2.8**	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-K-1	Ongoing	$0.00	$0.00	$0.00				$0.00	2.6
2	**2.9**	Transitional Kindergarten and Kindergarten Readiness Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK and Kindergarten	Ongoing	$40,000.00	$4,000.00	$44,000.00				$44,000.00	
2	**2.10**	Elementary Art Teacher	All	No			Specific Schools: California Avenue Elementary and Mesa Verde Elementary K-5	Ongoing	$150,000.00	$0.00	$10,000.00	$140,000.00			$150,000.00	
2	**2.11**	Elementary Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	

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
							1-5									
2	2.12	Elementary Computer Science Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary K-5	Ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	
2	2.13	Elementary Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-5	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
2	2.14	6th Grade Outdoor Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 6	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.15	Gr. 7-8 College/Career Field Trip	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 7-8	Ongoing	$0.00	$6,500.00	$4,500.00	$2,000.00			$6,500.00	
2	2.16	Busing for Mesa Verde Tutoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.17	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,000.00	$0.00	$100,000.00			$100,000.00	$200,000.00	
2	2.18	iReady Assessment - Discontinued														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.19	Ellevation Education	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$30,000.00	$22,500.00			$7,500.00	$30,000.00	
2	2.20	School Psychologist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,000.00	$0.00	$135,000.00				$135,000.00	
2	2.21	Mental Health Therapist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$160,000.00	$0.00	$97,000.00			$63,000.00	$160,000.00	
2	2.22	Student Assistant Specialists (SAS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$360,000.00	$0.00	$360,000.00				$360,000.00	
2	2.23	Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$160,000.00	$0.00	$160,000.00				$160,000.00	
2	2.25	Middle School Spanish Language Elective	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	
2	2.26	Middle School English Language Development (ELD) Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Cardozo Middle School 7-8	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	
2	2.27	Learning Recovery Academic Support - LREBG Action	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Mesa Verde Elementary and Riverbank High School K-8	Ongoing								2.60

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.28	College and Career Fair	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	Ongoing								
2	2.29	UC Merced Early Academic Outreach Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.1	Communication Platform	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$20,000.00	$10,000.00			$10,000.00	$20,000.00	
3	3.2	Parent Education and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$7,500.00			$2,500.00	$10,000.00	
3	3.3	Increase Attendance Rates - Discontinued														
3	3.4	Decrease Suspension Rates - Discontinued														
3	3.5	School Resource Officer (SRO)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	
3	3.6	Middle School Campus Monitor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle SchoolCardozo Middle School 6-8	Ongoing	$125,000.00	$0.00	$125,000.00				$125,000.00	
3	3.7	High School Custodian	All	No			Specific Schools: Riverbank High SchoolRiverbank	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School 9-12									
3	3.8	Bus Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$950,000.00	$950,000.00				$950,000.00	
3	3.9	MTSS: Behavior Support Secondary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	Ongoing	$45,000.00	$0.00	$45,000.00				$45,000.00	
3	3.10	PBIS and SEL Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.11	Saturday Academy Program - Discontinued						Ongoing								
3	3.12	Parent Institute for Quality Education (PIQE) Family Leadership Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.1	Adelante High School Academic and Career Counseling	All	No			Specific Schools: Adelante High School	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
4	4.2	Student Assistant Specialist (SAS)	All	No			Specific Schools: Adelante High School	Ongoing	$63,000.00	$0.00	$63,000.00				$63,000.00	
4	4.3	Leader in Me Program	All	No			Specific Schools: Adelante High School	Ongoing	$0.00	$17,000.00		$12,500.00		$4,500.00	$17,000.00	

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
$26,854,412.00	$9,414,657.00	35.058%	0.000%	35.058%	$8,465,500.00	5.200%	36.724 %	**Total:**	$8,465,500.00
								LEA-wide Total:	$4,563,500.00
								Limited Total:	$382,500.00
								Schoolwide Total:	$3,519,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Educational Programs Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.2**	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,500.00	
1	**1.3**	Instructional Technology Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,500.00	
1	**1.4**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
1	**1.5**	Professional Learning Community Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,000.00	
1	**1.6**	Professional Learning Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Reduction of Class Sizes (TK - 3)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-3	$350,000.00	
1	1.8	Riverbank High School Academic and Career Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank High School 9-12	$185,000.00	
1	1.9	Riverbank Academy of Multilingual Education (RAME)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Cardozo Middle School and Riverbank High School TK-12	$2,100,000.00	
1	1.12	Supplemental Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.13	Early Literacy Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-3	$50,000.00	
1	1.15	California Avenue Elementary Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary School TK-5	$90,000.00	
1	1.16	Mesa Verde Elementary Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary School TK-5	$90,000.00	
2	2.1	High School English Teacher	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverbank High School 9-12	$120,000.00	
2	2.2	High School Math Teachers	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverbank High	$225,000.00	

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 (%)
						School 9-10		
2	**2.4**	AVID Program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 7-12	$150,000.00	
2	**2.5**	MTSS: Academic Support Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	
2	**2.6**	English Learner Resource Assistants (ELRAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$250,000.00	
2	**2.7**	Additional ELPAC Support				All Schools	$60,000.00	
2	**2.8**	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support - LREBG Action	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-K-1	$0.00	2.6
2	**2.9**	Transitional Kindergarten and Kindergarten Readiness Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK and Kindergarten	$44,000.00	
2	**2.11**	Elementary Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary 1-5	$130,000.00	
2	**2.12**	Elementary Computer Science Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary K-5	$145,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	Elementary Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary and Mesa Verde Elementary TK-5	$35,000.00	
2	2.14	6th Grade Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 6	$30,000.00	
2	2.15	Gr. 7-8 College/Career Field Trip	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School Gr. 7-8	$4,500.00	
2	2.16	Busing for Mesa Verde Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesa Verde Elementary	$10,000.00	
2	2.17	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.19	Ellevation Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$22,500.00	
2	2.20	School Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
2	2.21	Mental Health Therapist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,000.00	
2	2.22	Student Assistant Specialists (SAS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,000.00	
2	2.23	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
2	2.25	Middle School Spanish Language Elective	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School	$110,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.26	Middle School English Language Development (ELD) Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Cardozo Middle School 7-8	$110,000.00	
2	2.27	Learning Recovery Academic Support - LREBG Action	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: California Avenue Elementary, Mesa Verde Elementary and Riverbank High School K-8		2.60
2	2.28	College and Career Fair	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12		
2	2.29	UC Merced Early Academic Outreach Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	$50,000.00	
3	3.1	Communication Platform	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
3	3.2	Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
3	3.5	School Resource Officer (SRO)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	
3	3.6	Middle School Campus Monitor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School 6-8	$125,000.00	
3	3.7	High School Custodian				Specific Schools: Riverbank High School 9-12	$110,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Bus Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$950,000.00	
3	3.9	MTSS: Behavior Support Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cardozo Middle School and Riverbank High School 6-12	$45,000.00	
3	3.10	PBIS and SEL Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.12	Parent Institute for Quality Education (PIQE) Family Leadership Program	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,842,733.00	$9,248,500.00

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**	Educational Programs Oversight	Yes	$200,000.00	$0
1	**1.2**	Instructional Coaches	Yes	$400,000.00	$467,000.00
1	**1.3**	Instructional Technology Coach	Yes	$150,000.00	$159,000.00
1	**1.4**	Professional Learning	Yes	$125,000.00	$125,000.00
1	**1.5**	Professional Learning Community Process	Yes	$800,000.00	$700,000.00
1	**1.6**	Professional Learning Days	Yes	$160,000.00	$113,000.00
1	**1.7**	Reduction of Class Sizes (TK - 3)	Yes	$330,000.00	$325,000.00
1	**1.8**	Riverbank High School Academic and Career Counseling	Yes	$176,000.00	$170,000.00
1	**1.9**	Riverbank Academy of Multilingual Education (RAME)	Yes	$1,900,000.00	$1,500,000.00
1	**1.10**	Mandarin Teachers	No	$242,000.00	$240,000.00
1	**1.12**	Supplemental Standards-Aligned Instructional Materials	Yes	$177,000.00	$292,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Early Literacy Programs	Yes	$35,000.00	$0
1	1.14	Site Leadership Summits	No	$1,500.00	$1,500.00
1	1.15	California Avenue Elementary Assistant Principal	Yes	$155,000.00	$151,000.00
1	1.16	Mesa Verde Elementary Assistant Principal	Yes	$60,000.00	$58,000.00
2	2.1	High School English Teacher	Yes	$110,000.00	$130,000.00
2	2.2	High School Math Teachers	Yes	$220,000.00	$260,000.00
2	2.3	Advancement Via Individual Determination (AVID) Director	Yes	$50,000.00	$62,000.00
2	2.4	AVID Program	Yes	$150,000.00	$150,000.00
2	2.5	MTSS: Academic Support Elementary	Yes	$225,000.00	$226,000.00
2	2.6	English Learner Resource Assistants (ELRAs)	Yes	$390,000.00	$350,000.00
2	2.7	Additional ELPAC Support	No	$28,000.00	$50,000.00
2	2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support	Yes	$680,000.00	$760,000.00
2	2.9	Transitional Kindergarten and Kindergarten Readiness Programs	Yes	$44,000.00	$30,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Elementary Art Teacher	No	$140,000.00	$147,000.00
2	2.11	Elementary Music Teacher	Yes	$110,000.00	$111,000.00
2	2.12	Elementary Computer Science Teacher	Yes	$110,000.00	$130,000.00
2	2.13	Elementary Field Trips	Yes	$35,000.00	$25,000.00
2	2.14	6th Grade Outdoor Education	Yes	$30,000.00	$25,000.00
2	2.15	Gr. 7-8 College/Career Field Trip	Yes	$5,500.00	$5,500.00
2	2.16	Busing for Mesa Verde Tutoring	Yes	$10,000.00	$0
2	2.17	Summer School Program	Yes	$225,000.00	$227,000.00
2	2.18	iReady Assessment	Yes	$40,000.00	$40,000.00
2	2.19	Ellevation Education	Yes	$30,000.00	$30,000.00
2	2.20	School Psychologist	Yes	$125,000.00	$140,000.00
2	2.21	Mental Health Therapist	Yes	$155,000.00	$144,000.00
2	2.22	Student Assistant Specialists (SAS)	Yes	$300,000.00	$200,000.00
2	2.23	Program Specialist	Yes	$90,000.00	$87,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.25	Middle School Spanish Language Elective	Yes	$55,000.00	$55,000.00
2	2.26	Middle School English Language Development (ELD) Teacher	Yes	$110,000.00	$94,000.00
2	2.28	Learning Recovery Academic Support	Yes		
3	3.1	Communication Platform	Yes	$34,000.00	$10,000.00
3	3.2	Parent Education and Involvement	Yes	$10,000.00	$10,000.00
3	3.3	Increase Attendance Rates	Yes	$10,000.00	$0
3	3.4	Decrease Suspension Rates	Yes	$25,000.00	$0
3	3.5	School Resource Officer (SRO)	Yes	$135,000.00	$143,000.00
3	3.6	Middle School Campus Monitor	Yes	$62,000.00	$68,000.00
3	3.7	High School Custodian	No	$90,000.00	$75,000.00
3	3.8	Bus Transportation	Yes	$802,233.00	$929,000.00
3	3.9	MTSS: Behavior Support Secondary	Yes	$40,500.00	$40,500.00
3	3.10	PBIS and SEL Programs	Yes	$35,000.00	$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.11**	Saturday Academy Program	Yes	$40,000.00	$10,000.00
3	**3.12**	Parent Institute for Quality Education (PIQE) Family Leadership Program	Yes	$40,000.00	$10,000.00
4	**4.1**	Adelante High School Academic and Career Counseling	No	$60,000.00	$65,000.00
4	**4.2**	Student Assistant Specialist (SAS)	No	$63,000.00	$63,000.00
4	**4.3**	Leader in Me Program	No	$17,000.00	$10,000.00

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)
$8,468,301.00	$8,351,457.00	$8,600,000.00	($248,543.00)	2.720%	2.720%	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	Educational Programs Oversight	Yes	$100,000.00	$0		
1	1.2	Instructional Coaches	Yes	$100,000.00	$470,000.00		
1	1.3	Instructional Technology Coach	Yes	$37,500.00	$159,000.00		
1	1.4	Professional Learning	Yes	$125,000.00	$125,000.00		
1	1.5	Professional Learning Community Process	Yes	$800,000.00	$700,000.00		
1	1.6	Professional Learning Days	Yes	$160,000.00	$113,000.00		
1	1.7	Reduction of Class Sizes (TK - 3)	Yes	$330,000.00	$325,000.00		
1	1.8	Riverbank High School Academic and Career Counseling	Yes	$176,000.00	$170,000.00		
1	1.9	Riverbank Academy of Multilingual Education (RAME)	Yes	$1,900,000.00	$1,500,000.00		
1	1.12	Supplemental Standards-Aligned Instructional Materials	Yes	$177,000.00	$292,000.00		
1	1.13	Early Literacy Programs	Yes	$35,000.00	$0		
1	1.15	California Avenue Elementary Assistant Principal	Yes	$155,000.00	$151,000.00		
1	1.16	Mesa Verde Elementary Assistant Principal	Yes	$60,000.00	$58,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	High School English Teacher	Yes	$110,000.00	$130,000.00		
2	2.2	High School Math Teachers	Yes	$220,000.00	$260,000.00		
2	2.3	Advancement Via Individual Determination (AVID) Director	Yes	$50,000.00	$62,000.00		
2	2.4	AVID Program	Yes	$150,000.00	$150,000.00		
2	2.5	MTSS: Academic Support Elementary	Yes	$225,000.00	$226,000.00		
2	2.6	English Learner Resource Assistants (ELRAs)	Yes	$244,724.00	$350,000.00		
2	2.8	Transitional Kindergarten, Kindergarten and 1st Grade Paraprofessional Support	Yes	$680,000.00	$760,000.00		
2	2.9	Transitional Kindergarten and Kindergarten Readiness Programs	Yes	$44,000.00	$30,000.00		
2	2.11	Elementary Music Teacher	Yes	$110,000.00	$111,000.00		
2	2.12	Elementary Computer Science Teacher	Yes	$110,000.00	$130,000.00		
2	2.13	Elementary Field Trips	Yes	$35,000.00	$25,000.00		
2	2.14	6th Grade Outdoor Education	Yes	$30,000.00	$25,000.00		
2	2.15	Gr. 7-8 College/Career Field Trip	Yes	$3,500.00	$5,500.00		
2	2.16	Busing for Mesa Verde Tutoring	Yes	$10,000.00	$0		
2	2.17	Summer School Program	Yes	$125,000.00	$227,000.00		
2	2.18	iReady Assessment	Yes	$40,000.00	$40,000.00		
2	2.19	Ellevation Education	Yes	$22,500.00	$30,000.00		
2	2.20	School Psychologist	Yes	$125,000.00	$140,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.21	Mental Health Therapist	Yes	$92,000.00	$144,000.00		
2	2.22	Student Assistant Specialists (SAS)	Yes	$300,000.00	$200,000.00		
2	2.23	Program Specialist	Yes	$90,000.00	$87,000.00		
2	2.25	Middle School Spanish Language Elective	Yes	$55,000.00	$55,000.00		
2	2.26	Middle School English Language Development (ELD) Teacher	Yes	$110,000.00	$94,000.00		
2	2.28	Learning Recovery Academic Support	Yes			2.72	2.72
3	3.1	Communication Platform	Yes	$17,000.00	$10,000.00		
3	3.2	Parent Education and Involvement	Yes	$7,500.00	$10,000.00		
3	3.3	Increase Attendance Rates	Yes	$10,000.00	$0		
3	3.4	Decrease Suspension Rates	Yes	$25,000.00	$0		
3	3.5	School Resource Officer (SRO)	Yes	$135,000.00	$143,000.00		
3	3.6	Middle School Campus Monitor	Yes	$62,000.00	$68,000.00		
3	3.8	Bus Transportation	Yes	$802,233.00	$929,000.00		
3	3.9	MTSS: Behavior Support Secondary	Yes	$40,500.00	$40,500.00		
3	3.10	PBIS and SEL Programs	Yes	$35,000.00	$35,000.00		
3	3.11	Saturday Academy Program	Yes	$40,000.00	$10,000.00		
3	3.12	Parent Institute for Quality Education (PIQE) Family Leadership Program	Yes	$40,000.00	$10,000.00		

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)
26,044,972.00	$8,468,301.00	0.00%	32.514%	$8,600,000.00	2.720%	35.740%	$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).

California Department of Education
November 2024



Appendix A

2024 Activity Participation

LCAP 2024

Appendix A

Site	Activity Type	Number of Students	Participation % 2023-24 783 Students
RHS	ASSETS	519	66.28%
RHS	FFA	235	30.01%
RHS	Drama	42	5.36%
RHS	Art	29	3.70%
RHS	National Honor Society	51	6.51%
RHS	Skills USA	395	50.45%
RHS	Link Crew	50	6.39%
RHS	Women Empowerment Club	31	3.96%
RHS	Yearbook	22	2.81%
RHS	CSF	16	2.04%
RHS	Football	50	6.39%
RHS	Cross Country	24	3.07%
RHS	Girls Volleyball	36	4.60%
RHS	Girls Golf	6	0.77%
RHS	Boys Soccer	44	5.62%
RHS	Girls Soccer	32	4.09%
RHS	Boys Basketball	32	4.09%
RHS	Girls Basketball	20	2.55%
RHS	Wrestling	19	2.43%
RHS	Cheer	8	1.02%



Appendix B

M.O.T Facilities Survey and F.I.T Inspections

MOT Facilities Survey

Survey Results	*The Classroom is a safe enviornment*	*The classroom is clean on a consistent basis.*	*The classroom is sustainable and attractive.*	*The school facilities are adequate.*	*The school grounds are well maintained.*
2018					
1. Strongly Disagree	2	1	2	1	0
2. Disagree	1	5	4	8	0
3. Do Not Agree or Disagree	5	8	9	11	3
4. Agree	29	28	33	30	32
5. Stongly Agree	21	16	10	8	23
Percent of Agree/Strongly Agree	93%	76%	74%	66%	95%
2019					
1. Strongly Disagree	0	1	1	1	0
2. Disagree	1	4	5	12	2
3. Do Not Agree or Disagree	7	9	17	11	4
4. Agree	32	33	30	40	35
5. Stongly Agree	40	33	27	16	39
Percent of Agree/Strongly Agree	90%	83%	71%	70%	93%
2020					
1. Strongly Disagree	2	2	2	2	5
2. Disagree	2	4	1	11	2
3. Do Not Agree or Disagree	4	15	17	13	1
4. Agree	44	31	46	35	29
5. Stongly Agree	28	28	14	19	43
Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2021					
1. Strongly Disagree	2	2	2	2	5
2. Disagree	2	4	1	11	2
3. Do Not Agree or Disagree	4	15	17	13	1
4. Agree	44	31	46	35	29
5. Stongly Agree	28	28	14	19	43
Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2023					
1. Strongly Disagree	4	2	3	3	3
2. Disagree	2	6	6	8	2
3. Do Not Agree or Disagree	5	9	15	16	4
4. Agree	28	26	25	21	27
5. Stongly Agree	23	19	13	14	26
Percent of Agree/Strongly Agree	82%	73%	61%	56%	85%

Survey Results	*The Classroom is a safe enviornment*	*The classroom is clean on a consistent basis.*	*The classroom is sustainable and attractive.*	*The school facilities are adequate.*	*The school grounds are well maintained.*
2018 Percent of Agree/Strongly Agree	93%	76%	74%	66%	95%
2019 Percent of Agree/Strongly Agree	90%	83%	71%	70%	93%
2020 Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2021 Percent of Agree/Strongly Agree	90%	74%	75%	68%	90%
2023 Percent of Agree/Strongly Agree	82%	73%	61%	56%	85%

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
California Ave		K-5	41
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/24 at 11:20am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	47	51	51	51	22	50	51	2	51	49	2	51
	Number of "D"s:	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0
56	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	7	7	7	7	5	5	5	33	6	5	54	5	7	54	5
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	95.92%	100.00%	100.00%	100.00%	95.65%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			95.92%	100.00%		100.00%	97.83%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: | **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → | 99.22% | **SCHOOL RATING**** → | EXEMPLARY |

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Mesa Verde Elementary		K - 5	26
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 10:56AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	32	32	32	29	32	32	32	8	31	32	1	32	32	32	32
	Number of "D"s:	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
32	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	24	1	0	31	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.63%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			90.63%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.83%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Cardozo Middle School		6TH - 8TH	23
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 9:45AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	43	49	49	49	13	49	49	49	49	49	2	49
	Number of "D"s:	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
49	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	36	0	0	0	0	0	47	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	91.49%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			91.49%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.94%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Riverbank High School		9th - 12th	45
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O Coordinator		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/2024 at 10:45am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	59	59	59	46	59	59	53	51	53	59	59	58	59	53	59
	Number of "D"s:	0	0	0	11	0	0	6	0	0	0	0	1	0	0	0
59	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	8	6	0	0	0	0	6	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.70%	100.00%	100.00%	89.83%	100.00%	100.00%	100.00%	100.00%	98.31%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.70%	100.00%		89.83%	100.00%		100.00%		99.16%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	96.21%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Adelante High School		Grades 9-12	4
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 8:30am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	9	10	9	10	10	10	3	6	10	10	10	10	1	10
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	0	1	0	0	0	7	4	0	0	0	0	9	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



Appendix C

2023 Dashboard Indicators by Site/Group

2023 Dashboard Indicators by Site/Group

		English Language Arts Ponts Below Standard	Math Ponts Below Standard	English Learner Progress % Making Progress	Chronic Absenteeism % of students absent 10% or more days	Suspension Rate % Suspended at least one day	Graduation Rate % of students who receive a standard High School Diploma	College and Career Indicator % of High School Students "Prepared"
Metric to Measure Progress		1.4, 1.19, 2.6, 2.7	1.5, 2.15			2.12, 3.6		1.9, 1.10, 1.11, 1.13, 2.9
Action(s) to Address Need		1.2, 1.3, 1.5, 1.7, 1.13, 2.1, 2.5, 2.8, 2.16, 3.11	1.2, 1.3, 1.5, 2.2, 2.5, 2.8, 2.16, 3.11			1.15, 1.16, 2.20, 2.21, 2.22, 3.4, 3.5, 3.6, 3.9, 3.10		1.8, 2.4, 3.1
Riverbank Unified		EL - 86.9 HOM - 99.6 SED - 71.3 SWD - 122.4	EL - 117.1 HIS - 105.1 SED - 105.7			EL - 10.9% HIS - 9.1% SED - 10.1% SWD - 11.3% WH - 8.9%		EL - 1.8%
Elementary	**California Avenue Elementary School**	EL - 99.6 HIS - 93.4 SED - 98.4	EL - 105.1 HIS - 98.3					
Elementary	**Mesa Verde Elementary School**	EL - 124.1 HIS - 97.1 SED - 87.7	EL - 103.8			SWD - 10.1%		
Secondary	**Cardozo Middle School**	SWD - 130				EL - 12.6% SED - 12.5% SWD - 14.8%		
Secondary	**Riverbank High School**	EL - 88.1	EL - 181.1 HIS - 128.9			EL - 28.3% HIS - 19.5% SED - 21.9% SWD - 22.7% WH - 15.8%		EL - 2.3%
Secondary	**Adelante High School**							

KEY: EL: English Learners HIS: Hispanic HOM: Homeless SED: Socioeconomically Disadvantaged SWD: Students with Disabilities WH: White



Appendix D

2025 Activity Participation

LCAP 2025

Appendix D

Site	Activity Type	Number of Students	Participation % 2024-25 727 Students
RHS	ASSETS	435	59.8%
RHS	FFA	239	32.9%
RHS	Drama	Unreported	n/a
RHS	Art	Unreported	n/a
RHS	National Honor Society	60	8.3%
RHS	Skills USA	421	57.9%
RHS	Link Crew	223	30.7%
RHS	Women Empowerment Club	20	2.8%
RHS	Yearbook	Unreported	n/a
RHS	CSF	Unreported	n/a
RHS	Football	57	7.8%
RHS	Cross Country	22	3%
RHS	Girls Volleyball	40	5.5%
RHS	Girls Golf	5	.6%
RHS	Boys Soccer	44	6.1%
RHS	Girls Soccer	37	5.1%
RHS	Boys Basketball	36	4.9%
RHS	Girls Basketball	21	2.8%
RHS	Wrestling	19	2.6%
RHS	Cheer	26	3.2%



Appendix E

M.O.T Facilities Inspection Tool

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
California Ave		K-5	41
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/24 at 11:20am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	47	51	51	51	22	50	51	2	51	49	2	51
	Number of "D"s:	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0
56	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	7	7	7	7	5	5	5	33	6	5	54	5	7	54	5
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	95.92%	100.00%	100.00%	100.00%	95.65%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			95.92%	100.00%		100.00%	97.83%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: | **DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** → | 99.22% | **SCHOOL RATING**** → | EXEMPLARY |

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Mesa Verde Elementary		K - 5	26
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 10:56AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	32	32	32	29	32	32	32	8	31	32	1	32	32	32	32
	Number of "D"s:	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
32	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	24	1	0	31	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.63%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			90.63%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.83%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Cardozo Middle School		6TH - 8TH	23
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 9:45AM	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	49	49	49	43	49	49	49	13	49	49	49	49	49	2	49
	Number of "D"s:	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
49	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	36	0	0	0	0	0	47	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	91.49%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			91.49%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	98.94%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Riverbank High School		9th - 12th	45
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O Coordinator		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/27/2024 at 10:45am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	59	59	59	46	59	59	53	51	53	59	59	58	59	53	59
	Number of "D"s:	0	0	0	11	0	0	6	0	0	0	0	1	0	0	0
59	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	2	0	0	0	8	6	0	0	0	0	6	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.70%	100.00%	100.00%	89.83%	100.00%	100.00%	100.00%	100.00%	98.31%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.70%	100.00%		89.83%	100.00%		100.00%		99.16%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	**DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE** →	96.21%	**SCHOOL RATING**** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Riverbank Unified School District		Stanislaus	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Adelante High School		Grades 9-12	4
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
SAVAS ESTRADA	M & O COORDINATOR		
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
11/26/24 at 8:30am	50		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	9	10	9	10	10	10	3	6	10	10	10	10	1	10
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	0	1	0	0	0	7	4	0	0	0	0	9	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



Appendix F

2024 Dashboard Indicators by Site/Group

2024 Dashboard Indicators by Site/Group

		English Language Arts Ponts Below Standard	Math Ponts Below Standard	English Learner Progress % Making Progress	Chronic Absenteeism % of students absent 10% or more days	Suspension Rate % Suspended at least one day	Graduation Rate % of students who receive a standard High School Diploma	College and Career Indicator % of High School Students "Prepared"
Metric to Measure Progress		1.4, 1.19, 2.6, 2.7	1.5, 2.15			2.12, 3.6		1.9, 1.10, 1.11, 1.13, 2.9
Action(s) to Address Need		1.2, 1.3, 1.5, 1.7, 1.13, 2.1, 2.5, 2.8, 2.16, 3.11	1.2, 1.3, 1.5, 2.2, 2.5, 2.8, 2.16, 3.11			1.15, 1.16, 2.20, 2.21, 2.22, 3.4, 3.5, 3.6, 3.9, 3.10		1.8, 2.4, 3.1
Riverbank Unified		EL - 89.7 HIS - 71.4 HOM - 115.5 LTEL - 105.5 SED - 71.2 SWD - 136.6	EL - 123.8 HIS - 110.2 HOM - 129.1 LTEL - 156.4 SED - 106.8 SWD - 160.3			EL - 10.9% HIS - 9.1% SED - 10.1% SWD - 11.3% WH - 8.9%		EL - 7.3% LTEL - 5.6%
Elementary	**California Avenue Elementary School**	HIS - 91.2	EL - 105.1 HIS - 98.3	EL - 95.7		SED - 3.8% WH - 8.2%		
Elementary	**Mesa Verde Elementary School**	SWD - 154.2	EL - 116.3 HIS - 103.6 SWD - 147.4	EL - 40.2%		SWD - 10.1%		
Secondary	**Cardozo Middle School**	EL - 76.7 LTEL - 102.8 SWD - 135.9	EL - 125.1 HIS - 113.2 LTEL - 144.8 SED - 111 SWD - 177.4		WH - 31.4%	SWD - 20.3%		
Secondary	**Riverbank High School**	EL - 108.4 LTEL - 110	EL - 194.9 HIS - 138.1 LTEL - 205.9 SED - 132.2					EL - 8.8% HIS - 25.9% LTEL - 7%
Secondary	**Adelante High School**					HIS - 21.3 % SED - 19.4%		

KEY: EL: English Learners HIS: Hispanic HOM: Homeless SED: Socioeconomically Disadvantaged SWD: Students with Disabilities WH: White