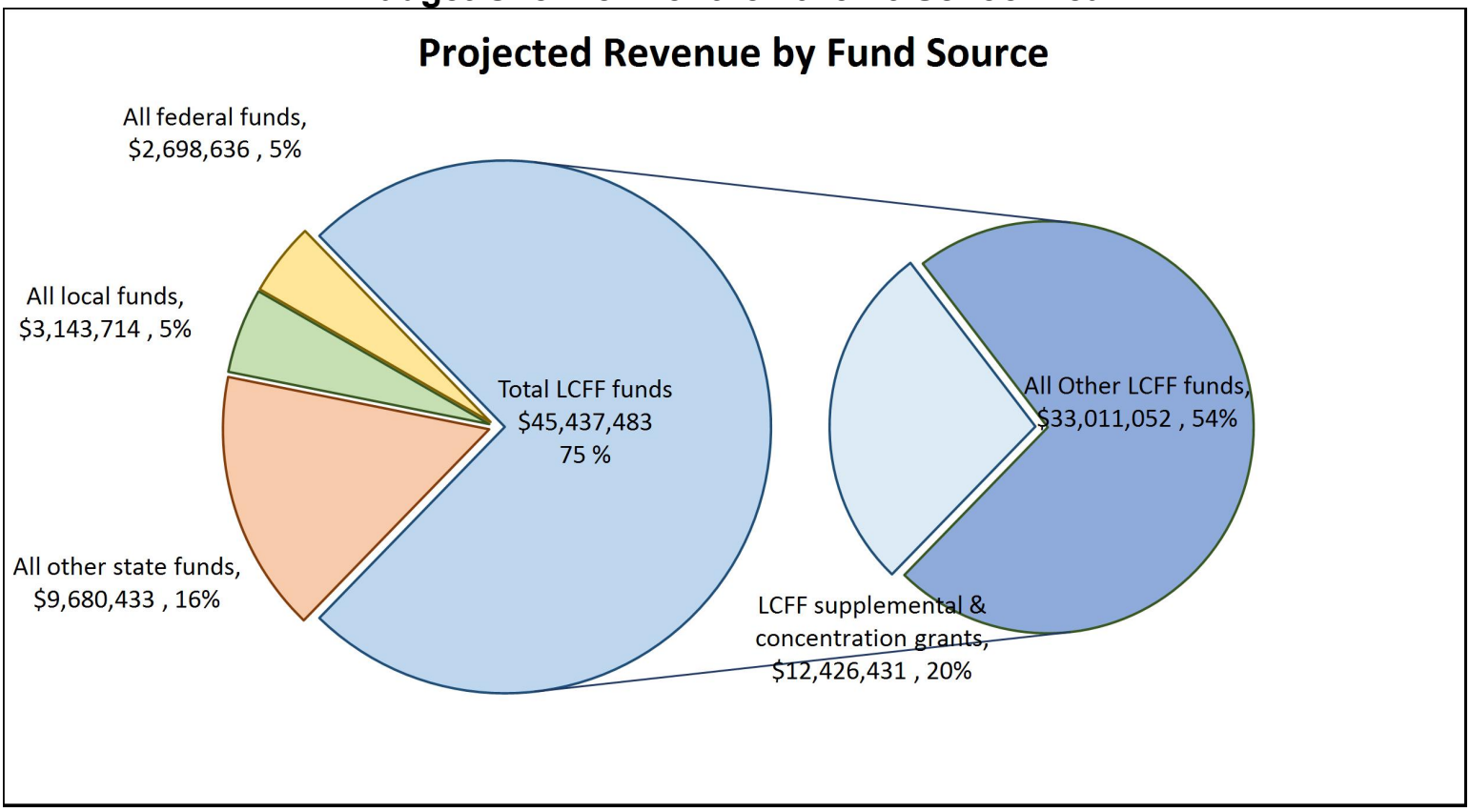
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rita Union School District
CDS Code: 27661910000000
School Year: 2025-26
LEA contact information:
Becky Moore
Assistant Superintendent
bmoore@santaritaschools.org
831-443-7200

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

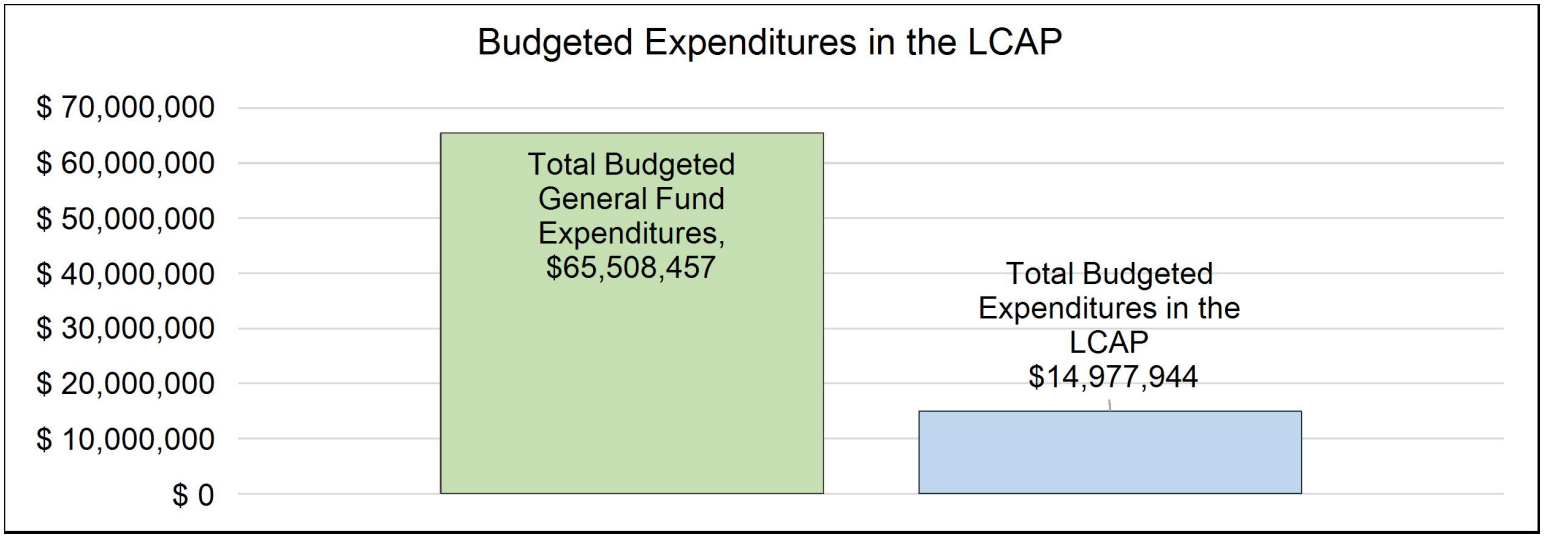


This chart shows the total general purpose revenue Santa Rita Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rita Union School District is $60,960,266, of which $45,437,483 is Local Control Funding Formula (LCFF), $9,680,433.00 is other state funds, $3,143,714.00 is local funds, and $2,698,636.00 is federal funds. Of the $45,437,483 in LCFF Funds, $12,426,431 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 Santa Rita Union 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: Santa Rita Union School District plans to spend $65,508,457.00 for the 2025-26 school year. Of that amount, $14,977,944 is tied to actions/services in the LCAP and $50,390,573 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

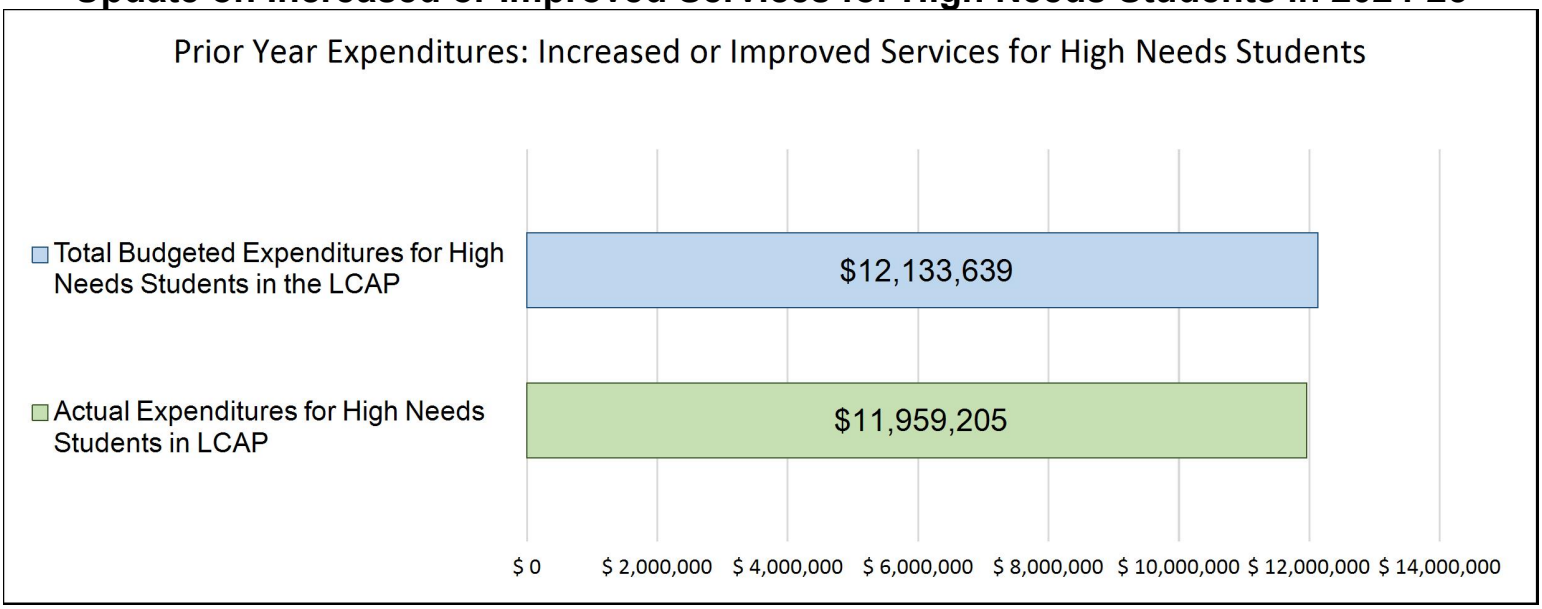
Facilities, Maintenance, IT, Teachers' and Staff Salaries, Mental Health Services, Special Education Salaries and Contract Services, Books/Materials/Supplies, ELOP, Summer Academy, Saturday Academies

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

In 2025-26, Santa Rita Union School District is projecting it will receive $12,426,431 based on the enrollment of foster youth, English learner, and low-income students. Santa Rita Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rita Union School District plans to spend $$12,728,267 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Santa Rita Union 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 Santa Rita Union 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, Santa Rita Union School District's LCAP budgeted $12,133,639.00 for planned actions to increase or improve services for high needs students. Santa Rita Union School District actually spent $11,959,205.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $174,434 had the following impact on Santa Rita Union School District’s ability to increase or improve services for high needs students:

In 2024–25, the Santa Rita Union School District's actual expenditures for services to high-needs students were lower than budgeted. This was due to staffing shortages, and lower participation in some programs. As a result, certain supports were reduced in scale or postponed to the following year.

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
Santa Rita Union School District	Becky Moore Assistant Superintendent	bmoore@santaritaschools.org sprather@santaritaschools.org 831-443-7200

Plan Summary [2025-26]

General Information

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

The Santa Rita Union School District, located on the northernmost edge of Salinas, boasts a storied history and a steadfast dedication to providing quality education. The district encompasses four elementary schools and two middle schools, serving over 3,200 students from Transitional Kindergarten through 8th grade. Over the past five years, SRUSD has undergone significant transitions in both site and district administration, including the appointment of a new superintendent, site principals, and district-level directors. This period of change has highlighted the need for a renewed focus on data analysis and the implementation of targeted interventions to address underperformance across our schools. The California Dashboard has identified underperformance at all district schools, including La Joya Elementary, Gavilan View Middle, John Gutierrez Middle, New Republic Elementary, and McKinnon Elementary. To elevate academic standards in these schools, further analysis and strategic interventions are imperative.

A detailed analysis of academic data for Santa Rita Elementary and Gavilan View Middle School underscores an amplified need for additional supports, particularly for unduplicated student populations. The district acknowledges the unique challenges faced by students at Gavilan View Middle School and Santa Rita Elementary, which have the highest populations of English Language Learners (ELL), McKinney Vento students, and students from low socioeconomic backgrounds (Low SED). These students require specialized support to overcome their additional challenges and succeed academically.

Our commitment is to enhance student engagement and achievement by integrating advanced instructional technology tools and resources. These efforts aim to promote critical thinking, collaboration, and personalized learning, fostering a rigorous and dynamic educational environment that prepares all students for academic and real-world success.

This diverse student population reflects the community's richness, with 76% classified as socio-economically disadvantaged and 45% as English learners. Additionally, the district has seen a significant increase in identified McKinney-Vento students and English learners speaking Mixteco.

The Santa Rita Union School District is deeply committed to addressing the unique needs of its students, including foster youth, homeless students, and English Language Learners (ELL). Recognizing the increased educational and social-emotional needs of these unduplicated student populations post-pandemic, the district has implemented a range of comprehensive educational experiences aimed at fostering both academic and social-emotional growth. This aligns with the district's objective of developing responsible global citizens.

A collaborative approach is crucial in achieving the district's goals. Over 440 dedicated certified and classified personnel provide invaluable support and resources, ensuring that each student's academic journey is well-supported. The partnership between the district and the families it serves is strong, anchored in a shared vision of holistic student development. Parents play an integral role, significantly contributing to preparing their children for career, college, and life.

The district's commitment to fostering an inclusive and exemplary environment is evident through its use of various funding resources, including substantial grants like the COPS Grant for School Safety and the Anti-bias Education Grant. To support academic growth, the district implements Individualized Education Plans (IEPs), Differentiated Instruction, and Response to Intervention (RTI) programs, along with flexible tutoring sessions. For behavioral and social-emotional support, the district has integrated the Behavior Intervention and Support Framework, whole-school behavior management systems, and counseling services. Additional initiatives include the Alternative to Suspension Program and the institution of Restorative Practice Leads at every school.

Despite experiencing declining enrollment, the Santa Rita Union School District remains committed to recognizing and meeting the unique needs of its students, especially those from socio-economically disadvantaged backgrounds, foster youth, homeless students, and ELL students. The district's steadfast dedication to educational success is rooted in community partnership, high-quality education delivery, socio-emotional development, and the holistic development of well-rounded global citizens.

Reflections: Annual Performance

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

The Santa Rita Union School District's performance, as indicated by the California School Dashboard, presents a nuanced picture. Across various indicators such as academic performance, school climate, attendance, and student engagement, the district shows commendable progress in some areas while facing persistent challenges in others, including Mathematics, ELL Progress, and an increase in suspensions and expulsions.

English Language Learner Progress:

According to the California Dashboard data, English Learners in the Santa Rita Union School District face a challenging scenario with ELs scoring 101.5 points below standard in ELA (compared to 99.1 in 2023) and 121.3 points below standard in math (compared to 122.6 in 2023). This paints a picture of significant academic hurdles for this demographic. However, amidst this concerning statistic, there is a glimmer of hope as the district maintained in both the areas of ELA and Math for ELs and did not significantly decline. This suggests a concerted effort by educators and administrators to address the educational needs of English Learners within the district. Despite the daunting numbers, the commitment to progress shines through, reflecting a dedication to ensuring every student's success. With a total of 827 students impacted, it underscores the importance of continued focus and support to bridge this gap and provide equitable opportunities for all learners.

Overall Academic Achievement:

Proficiency rates in English Language Arts declined by 8.5 points, placing the district in “declined’ on the dashboard. This is challenging given that this is 66.9 points below standard. Proficiency rates in Math declined by 4.9 points, placing the district in “declined’ on the dashboard. This continues to be an area of challenge given that this is 97.6 points below standard, suggesting effective instructional strategies and curriculum enhancements are needed across the district. These areas clearly identify that achievement gaps persist among student subgroups, underscoring the need for targeted interventions to ensure equitable outcomes for all learners.

Identified Underperformance:

The clusters of the lowest performance indicator data, organized by school groups, reveal specific challenges faced by various student demographics across the district. Districtwide, the lowest performance indicators are notable among All, English Learner, Hispanic, Homeless, Socio Economically Disadvantaged, and Students with Disabilities in ELA and Math. A new subgroup on the Dashboard in 2024, Long Term English Learners, are significantly behind every other subgroup districtwide except for Students with Disabilities, scoring slightly below LTELs in ELA and slightly above LTELs in Math.

At Gavilan View Middle School, English Learners and homeless youth struggle in ELA, while all students, English Learners, Hispanic, and socioeconomically disadvantaged students face challenges in Math in 2024. Additionally, students with disabilities are significantly impacted by suspension rates. In ELA, EL students maintained and are 111 points below standard. Homeless students declined by 5.2 points and are 87.4 points below standard. In Math, All Students declined by 16 points and are 129.1 points below standard. English Learners declined by 5.2 points and are at 170.03 points below standard. Socioeconomically Disadvantaged Students declined 14 points and are at 138.7 points below standard. The suspension rate for students with disabilities declined by 3.8% with 10% of students suspended at least one day.

John Gutierrez Middle School shows low performance among English Learners and students with disabilities in ELA, with English Learners also struggling in ELPI (English Learner Progress Indicator) and Math, along with "All" and Hispanic students. In 2024 EL students increased by 9.6 points in ELA and are 106.9 points below standard, while Students with Disabilities declined 21.1 points and are 154 points below standard. In Math, EL students maintained at 159.4 points below standard and Hispanic students declined by 5.6 points and are at 115 points below standard. EL students increased 13.8% in ELPI with 44.6% of students making progress.

At La Joya Elementary, White students face challenges in CHRO, and English Learners in ELA. In 2024 White students decreased their CHRO by 16.2%, with 18.2% chronically absent. English Learners maintained in ELA and are 82.3 points below standard.

McKinnon shows low performance in Math among students with disabilities. In 2024 Students with Disabilities declined 10.2 points in Math and are at 121.7 points below standard.
New Republic Elementary indicates all students, students with disabilities, and White students struggle with CHRO, with students with disabilities also facing challenges in Math and White students in suspension rates. In 2024 White students chronic absenteeism was maintained with 30% of students chronically absent, causing New Republic to become eligible for Targeted Support and Improvement (TSI) for the 2025-26 school year. In Math, Students with Disabilities increased by 21.2 points and are at 135.4 points below standard. Suspension rates for White students declined by 3.1%. with 3.3% of students suspended at least one day.
Santa Rita Elementary highlights difficulties among all students, English Learners, Hispanic students, homeless youth, and socioeconomically disadvantaged students in both ELA and Math, with English Learners also struggling in ELPI. In 2024 All Students declined 3.5 points in ELA and are 99.8 points below standard, EL students maintained and are 109.5 points below standard, Hispanic students maintained and are at 99.6 points below standard, Homeless youth maintained and are 116.2 points below standard, and Socioeconomically Disadvantaged students declined 4.2 points and are 101.7 points below standard. In Math All Students increased 3.7 points and are 95 points below standard, EL students increased 4.5 points and are 100.7 points below standard, Hispanic students increased 4 points and are at 95 points below standard, Homeless youth increased 13.6 points and are 105.8 points below standard, and Socioeconomically Disadvantaged students increased 3.9 points and are 95.8 points below standard.

School Climate and Culture:

Examining indicators related to school climate and culture reveals areas of strength and opportunities for growth. Positive trends in preventative approaches to addressing attendance rates and suspension rates have fostered learning environments that promote engagement and well-being. Progress was notably observed within the district, especially in the reduced rates of chronic absenteeism across unduplicated student groups. As there was a decrease of 0.5% suspensions in 2024, the interventions put in place had a positive impact on all subgroups of students except Socioeconomically Disadvantaged, reflecting successful efforts to enhance the school environment and disciplinary methods. Commendable strides in curtailing absenteeism rates were particularly noted among English Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and those categorized under Two or More Races. Further analysis of district survey data and qualitative feedback from stakeholders highlight the need for a continued focus on supports that address school safety, inclusivity, and mental health services.

Special Education and Support Services:

Addressing the diverse needs of students, including those in special education programs, remains a priority for the district. Additional supplemental support and training at Tiers I and II are evident as the district has seen a notable increase in students referred for special education evaluations, as well as those who are qualifying for services and supports related to speech and language, academics, emotional regulation, trauma, and behavior. Evaluation of the data pertaining to special education student achievement indicates that overall, within the district, Special Education students are performing lower than other student subgroups (ELL, SD, MV).

Community Engagement and Partnerships:

Meaningful engagement with parents, community members, and local stakeholders is integral to the district's success. Assessing indicators related to community involvement, such as parent participation in school activities and partnerships with external organizations, provides valuable insights into collaborative efforts aimed at enriching the educational experience and fostering a sense of belonging within the Santa Rita community. LCAP Engagement Sessions were hosted at each school site and by the District to include staff, parents and community partners in reflecting on this year's progress and needs for next year, as well as participate in the comprehensive needs analysis for the Learning Recovery Emergency Block Grant rollover funds. Surveys were administered to gather additional qualitative data from students, staff, and parents.

Local Measures:

iReady Diagnostic results from Fall 2024 to Spring 2025 showed significant improvements. In Reading, students taking the iReady benchmark increased early on, mid, or above grade level by 11.5%, compared to 8% last year Meanwhile, students in Reading who were one or more grade levels below decreased by 34.5%. In Math, SRUSD students taking the iReady benchmark increased early on, mid, or above grade level by 21.5%, compared to 16% last year, with a decrease of 17% in students one/two, or three grade levels below.

Professional Learning Communities (PLCs+ Teams) continued to analyze student data in 2024-25. Teams across the district reflected on benchmark scores and discussed root causes. Appropriate, research-based interventions were implemented in response to the data. SRUSD contracted with Community Human Services, Harmony at Home, Care Solace, Daybreak Health, and Monterey County Behavioral Health. These services support the district in meeting the socio-emotional and behavioral needs of students.

Restorative practices continue to be a focus of the district's progressive discipline and other means of correction matrix. Extensive training was provided to all SRUSD staff and focused certification training was provided to the Restorative Practices Leads. In 2024-2025 an additional district-wide Restorative Practice Teacher on Special Assignment (TOSA) was added to provide services to at-risk students. Additionally, SRUSD continues to implement the Alternative to Suspension Program (ATS). The ATS program provides students with academic support, counseling services, and restorative practices to address the harm that was caused and to reduce of out-of-school suspension.

Conclusion:

The Santa Rita Union School District demonstrates a blend of progress and persistent challenges as highlighted by the California School Dashboard. Noteworthy improvements in local measures and school climate, along with targeted efforts to support English Language Learners and students requiring special education, underscore the district's commitment to fostering an inclusive and supportive educational environment. However, significant gaps in academic achievement, particularly in Mathematics and among specific student demographics, signal the need for continued strategic interventions. The district's proactive approach in engaging community partnerships and implementing restorative practices reflects a holistic strategy aimed at addressing both academic and socio-emotional needs, ensuring that all students are provided equitable opportunities for success.
Goal 1: We noted increased progress in ELA from fall to midyear compared to last year district-wide and at most school sites, attributed to actions 1.1, 1.3, and 1.5. Optional PD hours: Some teachers used all their allocation, while others did not use them at all. Intervention specialist funding will be reduced due to mixed success at different schools. Instead, more diverse intervention opportunities will be offered

using research-based practices. Academic Coaches performed well, supporting teachers effectively. The District is on track for spending in goal one. A new action 1.10 will be added for ELA intervention support through paraprofessionals with $1.3 million allocated from LREBG funds, based on the comprehensive needs analysis.

Goal 2: We noted increased growth in Math from fall to winter compared to last year district-wide and at most school sites. Substitute teaching for a middle school math teacher on a long-term leave was a challenge that will likely impact outcomes for students in those sections. MTSS frameworks are not as far along as hoped, but plans for year two are in place and we did have success in implementing a new Coordination of Services Team (COST) system. Math nights at every school were successful. We are on track for spending, with stipends coming at the end of the year. A new action 2.10 will be added for Math intervention support through paraprofessionals with $0.7 million allocated from LREBG funds, based on the comprehensive needs analysis.

Goal 3: English learners made more growth in Math this year from fall to winter on iReady, compared to last year. ELD Specialists at the two middle schools and at Santa Rita Elementary are proving effective. We will fund one additional EL Specialist out of LCAP for Santa Rita Elementary next year, as they have the highest number of EL students and high need for support. Local assessments show greater progress this year in ELA as English Learners started lower in ELA but made more growth from fall to winter compared to last year.

Goal 4: There has been an increase in students accessing digital platforms and tools, overall, demonstrating the effectiveness of many of the resources available to teachers, staff, and students. It has been noted that many teachers are requesting additional educational applications and programs, and express that they have not explored some of the robust programs available to them. We have also noted that we have many applications and programs that offer duplicative functions. As such, we will narrow the scope of programs available and increase professional development in how to effectively use the programs we adopt. There has been an increase in students accessing digital platforms and tools, overall, demonstrating the effectiveness of many of the resources available to teachers, staff, and students.

Goal 5: While there is no LCAP funding assigned, this goal is targeted towards special education students due to identified needs. Special education students are struggling academically, as noted above, but behavioral improvements have been noted this school year. Human Resources has been successful in hiring support staff. A new curriculum for moderate to severe students has been implemented this year.

Goal 6: Field trips have enhanced educational opportunities. AVID strategies have become integrated within coaching pedagogy. Super substitutes minimized disruptions to learning. Maintaining low class sizes positively impacting educational outcomes.

Goal 7: There have been reductions in chronic absenteeism due to additional office support. Parents have provided positive feedback on the District’s communication efforts. Assistant Principals have been critical in building relationships with students, maintaining safe school campuses, and supporting the MTSS work, including leading the COST meetings at their school sites.

Goal 8: There has been a reduction this year in behavioral threat assessments, however there has been an increase in suspensions at the Middle School level. The Alternative to Suspension Teacher and Restorative Practices TOSA have proven beneficial as they have not only supported students during the suspension or during a conflict, but have also become case managers for at-risk students and provided support to teachers in learning strategies to support these students. They are part of a comprehensive approach to school safety and student supervision.

Goal 9: We hosted a successful new teacher orientation with differentiated support for teachers with various backgrounds. Additionally, new teachers have been supported by monthly professional development as part of their fifteen hours of optional PD. In general, teachers receiving induction and intern coaching are making successful growth.

Goal 10: We have had a successful implementation of antibias, equity, and anti-racism training and there has been an increase in staff reporting strong agreement that they have received PD for cultural bias examination and learning how to address racism. There has been a reduction in students reporting harassment. There have been positive impacts from our partnership with Building Healthy Communities. Additionally, athletics have supported students in feeling a sense of belonging at school, positively impacting school climate.

Summary: The Santa Rita School District's LCAP goals show a mix of successes and areas for improvement. Notable achievements include progress in ELA and Math, effective use of instructional coaches, and positive impacts from restorative practices. Challenges include attendance in professional development and substitute teaching for absent staff. The district plans to continue successful actions, such as maintaining low class sizes and enhancing communication efforts, while reallocating some resources to address specific needs, such as special education support, EL proficiency, and increasing opportunities for equity and inclusion.
As of July 1, 2025, Santa Rita Union School District maintains unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These funds have been strategically applied to two actions within this year's LCAP to support targeted learning recovery for students most impacted by COVID-19-related disruptions.

LREBG funds will be used in Goal 1, Action 1.10 and Goal 2, Action 2.10, both of which provide additional paraeducator staffing to support literacy and mathematics instruction. These actions were selected based on comprehensive site needs assessments, analysis of SBAC and iReady trends, and feedback from staff, parents, and community partners, identifying a need for sustained small-group support in Tier 2 intervention blocks.

These uses align with Education Code Section 32526(c)(2), which permits LREBG expenditures on expanded learning opportunities and learning recovery interventions. The rationale includes leveraging trained paraeducators to provide more personalized academic support, increasing instructional time, and reducing student-to-adult ratios—strategies supported by research on post-pandemic academic recovery.

Each action is monitored using established metrics: iReady diagnostic growth, SBAC English Language Arts and Mathematics Distance from Standard (DFS), and subgroup performance tracking for English Learners and socioeconomically disadvantaged students. These measures allow the district to evaluate the impact of LREBG investments on learning recovery outcomes.

Reflections: Technical Assistance

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

At this time, no technical assistance is being provided.

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.

No schools are identified as CSI for 2025-26

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
Local Collective Bargaining Units: CSEA/Classified Staff	Classified employees participated in the LCAP engagement process through staff meetings at each school site as well as through their participation on SSC and ELAC. In these forums they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Dates: 3/20/25, 4/3/25, 4/4/25, 4/4/25, 4/5/25, 4/6/25, 4/8/25, 4/10/25, 4/17/25
Local Collective Bargaining Units: SRTA/Teachers and Certificated Staff	Certificated employees participated in the LCAP engagement process through staff meetings at each school site as well as through their participation on SSC and ELAC. Additionally, the District Curriculum Council and Academic Coach meetings also provided opportunities for monthly collaboration and feedback on LCAP goals and progress. In these forums they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Additionally, certificated staff contributed feedback via surveys, informing specifically Goals 1, 2, 3, 4, 6, 8, 9, and 10. Dates: 3/20/25, 4/1/25, 4/10/25 4/15/25, 4/17/25, 4/24/25
Community Partner: Building Healthy Communities	Conducted meetings with Building Healthy Communities to integrate strategies for promoting health equity and addressing social determinants of health into the district plan on the following dates: 8/8/23, 11/16/23, 1/24/24, 2/2/24, 3/11/24, 4/4/24, 5/10/24 [August, November, January, February, March, April, May]
Community Partner: Kimball and Associates	Ongoing collaboration with our partners at BHC provided opportunities for discussion and feedback on LCAP goals and

Educational Partner(s)	Process for Engagement
	progress. In these meetings they shared their input on our goals and actions in relation to the work they are doing with our staff and students. They encouraged continued collaboration and focus especially on Goals 8 and 10. Dates: 8/8/24, 1/13/25, 2/12/25, 2/27/25
Parent Advisory Committee: Centro Binacional	Representatives participated in LCAP engagement via Santa Rita Elementary's SSC/ELAC meetings and the district-held community LCAP engagement meeting. In these meetings they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Dates: 3/20/25, 1/25/25
Community Partner: California State University Monterey Bay	Ongoing collaboration with community partners provided opportunities for discussion and feedback on LCAP goals and progress. Specifically, communication around ELA and Math led to refinement of Goals 1 and 2, along with increased partnership between the LEA and CSUMB. Dates: 2/26/25, 3/7/25, 3/21/25, 4/29/25, 5/5/25
Community Partner: Right at School	Representatives participated in LCAP engagement via district-held community LCAP engagement meeting. In this meeting they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. 4/17/25
Other School Personnel: Migrant Education Program	Migrant Education Staff participated in the LCAP engagement process through the LCAP Engagement staff meeting at Santa Rita Elementary as well as through their participation on SSC and ELAC. In these forums they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Dates: 3/20/25, 4/1/25
Community Partner: Monterey County Behavioral Health	MCBH Staff participated in the LCAP engagement process through staff meetings at their assigned school site as well as through their participation on SSC and ELAC. In these forums they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Dates: 3/20/25, 4/1/25, 4/15/25, 4/17/25, 4/24/25
Community Partner: Community Human Services	Monthly collaboration with community partners at CHS provided opportunities for discussion and feedback on LCAP goals and progress. In our conversations we specifically reviewed data in the areas of school climate and safety where they gave their input, contributing to Goals 8 and 10. Dates: 8/12/24, 9/16/24, 10/14/24, 1/13/25, 3/10/25, 4/14/25, 5/12/26

Educational Partner(s)	Process for Engagement
English Language Parent Advisory Committee: DELAC	Members of the DELAC committee reviewed state and local data and the LCAP goals and actions, providing feedback throughout the meeting. Their input specifically contributed to Goals 1, 2, 3, 8, and 10. Parents also responded to an LCAP engagement survey regarding parent involvement and family events, contributing to multiple actions in the LCAP. Date: 1/25/25
Parents: CA Center for School Climate	Parents from five school sites participated on a panel sharing their feedback on academics, school climate, and opportunities for participation in their child's education. This feedback was relevant to most of our LCAP goals and proved valuable in the refinement of the LCAP. Date: 1/16/25, 1/17/25
Students: CA Center for School Climate	Students in grades TK-8 participated in LCAP engagement via surveys in the areas of ELA, Math, and ELD. Their feedback was helpful in refining Goals 1, 2, and 3. Students in grades 5-8 also shared their feedback via student listening circles, informing Goals around academics and school climate. 1/16/25, 1/17/25, 4/7/25, 4/14/25, 4/21/25
Parent: Mixteco Parent Group	Members of the Mixteco Parent group reviewed state and local data and the LCAP goals and actions during a SSC/DELAC meeting at Santa Rita Elementary, providing feedback throughout the meeting. Their input specifically contributed to Goals 1, 2, 3, 8, and 10. Parents also responded to an LCAP engagement survey regarding parent involvement and family events, contributing to multiple actions in the LCAP. 3/20/25, 4/7/25
Parent-: Migrant Group	Members of the Migrant Parent group reviewed state and local data and the LCAP goals and actions during a DELAC meeting, providing feedback throughout the meeting. Their input specifically contributed to Goals 1, 2, 3, 8, and 10. Parents also responded to an LCAP engagement survey regarding parent involvement and family events, contributing to multiple actions in the LCAP. 1/25/25
Other School Personnel: Foster and Homeless Collaboration Team	Representatives participated in LCAP engagement via their school site's LCAP engagement staff meeting. In these meetings they reviewed state and local data, our goals and actions, and noted specific feedback for each goal. Dates: 3/20/25, 4/1/25, 4/15/25, 4/17/25, 4/24/25

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area Administration-SELPA Directors Cabinet and SELPA Executive Committee	Consulted with SELPA on a monthly basis to ensure alignment between LCAP goals and special education services. Additionally, our District's SELPA representatives participated in LCAP engagement during the Principals/Administrators LCAP Engagement meeting during which they reviewed state and local data and each Goal and Action. They provided specific feedback on each Goal, leading to the refinement of the LCAP. Students with disabilities are a priority subgroup within our LCAP and their feedback informed us in refining our goals and actions, as well as adding funding to Goal 5.
Certificated Management: Principals and District Administrators	Conducted a LCAP Engagement session during a Principals' Meeting on DATE. Reviewed relevant data and collected feedback on each of the LCAP goals. The meeting served as a Training of Trainers that the Principals then replicated during faculty/staff meetings and various parent meetings at each site.

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

Students

Based on student surveys across all elementary (TK-2, 3-5) and middle school (6-8) grades, students report positive educational experiences with clear, structured instruction that breaks down complex topics into manageable steps in both ELA and Math. Engaging and interactive learning experiences, including collaborative activities, group work, and the use of visual and practical aids, are consistently valued. Teachers who provide readily available support, offer clarifying examples, and encourage questions are seen as crucial for understanding. In ELA, structured essay guidance and interactive vocabulary activities are effective, while in Math, the use of diverse tools and step-by-step explanations aids learning. For ELD, interactive peer discussions and teacher-provided sentence starters significantly contribute to vocabulary acquisition and confidence. Younger students particularly benefit from playful and collaborative approaches, while older students appreciate strategies that enhance academic writing and critical thinking.

Despite these positive aspects, students also express challenges and offer suggestions for improvement. In both ELA and Math, some students feel overwhelmed by complex concepts and desire clearer, simpler explanations and more varied teaching methods to maintain engagement. Concerns about the pace of instruction and the difficulty of assignments are also noted. In ELA, some students seek more personalized support and a desire for more engaging reading materials. In Math, there's a call for making lessons more fun and incorporating real-world applications. For ELD learners, nervousness about using new vocabulary, particularly regarding pronunciation and memory, persists, highlighting a need for continued support and strategies that build confidence in speaking. Across all subjects, creating a comfortable and supportive classroom environment where students feel safe to ask questions and take risks is emphasized as essential for overcoming learning challenges.

Parents

The LCAP Parent Survey on Family Nights revealed mixed experiences and opinions. Parents who attended events generally appreciated the communication and organization, the enthusiasm of teachers, and the opportunity to connect with staff and other families. Some found the events informative, particularly those that included interactive activities supporting student learning. Effective communication, such as text notifications and bilingual support, was seen as fostering an inclusive school environment.

However, a significant portion of parents were unable to attend events, primarily due to work commitments and scheduling conflicts, often citing events held during work hours or without sufficient advance notice. There's a clear desire for more frequent and accessible opportunities for family involvement, with suggestions for more convenient times (evenings or weekends), advanced notice, and translations in Spanish. Some parents also called for more engaging activities, better organization, improved logistical aspects like parking and seating, and increased opportunities for interaction with teachers and students to foster a more inclusive environment.
Parent feedback from site-based LCAP Engagement Sessions highlight several key areas of satisfaction and significant needs for improvement across the LCAP goals.

Strengths identified by parents include the current levels of paraprofessional support, Accelerated Reader, Heggerty, Phonics for Reading (Goal 1), math kits, materials, and teacher/para training (Goal 2), materials and supplies for EL support (Goal 3), campus cameras, library media technicians, and ViewSonic displays (Goal 4), sped staff attending PD and sped/gen ed PD support (Goal 5), the presence of super subs and smaller class sizes (Goal 6), office clerks, interpreters, assistant principals, classified hours for family engagement, and the KSBW contract (Goal 7), Playworks training and extra hours for classified staff (Goal 8), coaching for intern/pre-intern teachers (Goal 9), and PIQE, after-school sports/coaching, and the partnership with Building Healthy Communities (Goal 10).

Parents desire increased math intervention support during and outside of the school day and a more structured intervention program for struggling SDC students in ELA and Math. They also emphasize the critical need for improved, regular home-school communication regarding academic progress and at-home support. Specific requests include more reading specialists, earlier and increased tutoring and paraprofessional support, expanded math programs and tutoring (before/after school), enhanced EL support (resources, one-on-one help, parent guidance, extended learning), better technology (more IT staff, hotspots, updated devices, relevant apps, increased library support), more SPED resources (paras, funding, specialized staff, emotional support, parent involvement, recognition), more collaboration and hands-on activities, more field trips, more community liaisons and attendance recognition, more extracurricular funding, more behavior aids and SPED paras, improved staff support (higher pay, recognition, well-being), classified staff/paraprofessional training, multicultural events, additional ELD training, a tech survey for piloting resources, a 6th-grade tech elective, a multicultural day, and parent education on social media such as “Wait Until 8th.”

Community Partners

Community partners (CBDIO and Right at School) provided areas of focus and suggestions focused on specific LCAP goals. To support trilingualism (Goal 3), they suggest intentionally hiring trilingual staff and creating a pipeline by engaging high school student volunteers with CBDIO. For after-school programs (Goal 5), they recommend establishing SE2 outcomes-based measures for Right at School in the 2025-26 school year. To enhance student exposure (Goal 6), they advocate for continuing field trips and utilizing "super subs" to build consistent

relationships. Regarding parent engagement (Goal 7), they propose workshops on navigating school systems, understanding data/reports, accessing resources/platforms, and the parent role in education, emphasizing the need for language accessibility. Finally, for community engagement (Goal 10), they suggest community workshops and activities like "noche cultural," presentations on cultural/indigenous backgrounds, and dedicated interactive spaces for parents to share with teachers, fostering two-way communication.
District Administrators.

District administrators highlighted several strengths within the educational system. They emphasized the value of dedicated staff, specifically mentioning the importance of EL Specialists, paraprofessionals, and Academic Coaches. The positive impact of initiatives like Harmony at Home and Sticks and Stones for safety and anti-bullying efforts, as well as the effectiveness of attendance clerks in improving attendance, were also noted. The existing teacher induction support was recognized as a strength, and the potential for teacher-led cultural clubs and the continuation of student circles and anti-bias PD were seen as positive avenues for growth. The adoption of English 3D was viewed favorably, and a need to ensure it is implemented with fidelity was noted.

Areas for improvement and recommendations focused on strengthening core systems and providing targeted support. A key priority is to bolster Tier 2 interventions in reading and math to prevent students from progressing to Tier 3, alongside embedding intervention within the daily schedule and utilizing universal assessments. More robust professional development on effective instructional practices, particularly in math (including fidelity to Eureka Math Squared) and rigorous instruction, is needed. For English Learners, strengthening the newcomer program and providing more training on designated and integrated ELD are crucial. Technology integration requires further PD for teachers, a balanced approach to online/offline learning, and a system to address Chromebook misuse. Enhancements to student support include providing safety training, social skills curriculum, increased inclusion opportunities, and behavior technician support. Finally, improving parent engagement through education on special education and attendance policies, along with fostering better communication, remains a key area for development.

Certificated Staff

The School Climate Teacher LCAP Engagement survey on Restorative Practices (RP) and Second Step, with responses from only 23 teachers, revealed a mixed landscape of implementation and effectiveness. These teachers reported successes using RP to resolve conflicts through circles and discussions, fostering empathy and improved relationships among students. Some observed positive social-emotional growth, including improved emotional regulation, communication skills, self-advocacy, and increased responsibility after engaging with RP and Second Step. Integration of Second Step into daily routines, through mini-lessons and consistent activities, was noted by some as contributing to better emotional awareness and management in students.

However, the limited number of respondents also highlighted challenges. Some expressed dissatisfaction with the Second Step curriculum, citing student resistance, particularly in older grades, and questioning its age-appropriateness and overall effectiveness. Time constraints and the perception of these programs as additional burdens on already packed schedules were frequently mentioned as barriers to consistent implementation. Overcoming these challenges often involved teachers independently adapting strategies, such as integrating mini-lessons or scheduling specific times, indicating a need for more targeted and integrated support at the district level.
Combining the feedback from both elementary and middle school teachers at their site-based LCAP Engagement Sessions reveals shared priorities and distinct needs across the grade levels for the LCAP goals.

Both elementary and middle school teachers emphasized the need for more professional development, particularly in effective instructional practices for core subjects like math and ELA, as well as specific areas like ELD and technology integration (including AI feedback tools). All groups also highlighted the importance of additional staffing, including more paraprofessionals to support diverse learners and EL specialists. The need for increased mental health support, including counselors and resources, and anti-bullying programs were shared concerns, as was the importance of support for teachers. Both levels recognized the value of parent involvement and suggested various strategies to increase engagement, including parent education classes. The desire for educational field trips was strongly voiced by both groups. Finally, the importance of targeted interventions and curriculum, including newcomer supports in ELD and Mixteco language support, was a common thread.

Elementary teachers placed a strong emphasis on the need for specific curriculum and resources, mentioning programs like Heggerty, Scholastic News, and Accelerated Reader, while also requesting leveled math groups. They highlighted early literacy and foundational skills, requesting training on the science of reading and more library time. Specific requests included classroom budgets for books and hands-on learning materials, age-appropriate technology and practical tech needs. For student support, they mentioned Playworks and increased collaboration between general and special education teachers, along with materials to help SEL students. Attendance initiatives included celebrating perfect attendance and parenting classes. Elementary teachers are seeking curriculum updates (writing, Language Arts, social studies), resources for early learners (ESGI assessment, playground improvements, accessible technology), and instructional support (math intervention training, ELD training). They also desire enrichment activities (music/PE, field trips, family nights), SEL programs, and changes to school operations (recess before school, smaller class sizes)

Middle school teachers focused on the effectiveness of specific PD opportunities and requested more math training. They suggested structural supports like paying teachers for lunchtime homework centers and offering after-school math help & programs. Technology requests included an AI policy and a better monitoring system than Classwize, along with an AI tech tool for instantaneous writing feedback. For student support, they specifically mentioned PBIS and co-teaching models for high SPED populations. Attendance initiatives included perfect attendance incentives, rewards for improved attendance, and Saturday school transportation for chronically absent students. Additionally, middle school teachers emphasized literacy and academic achievement, calling for frequent reading activities, a new ELA curriculum with training, and reinforcement of basic math skills, including fact fluency at the elementary level. They advocated for school-wide discussions on the value of learning and stronger home-school connections. Teachers also discussed technology's role in reading instruction and the need for equal tech access, a full-time EL paraprofessional, and clear behavioral training protocols. Concerns about student behavior and support were prominent, with requests for improved student respect for substitutes (and related sub training), smaller class sizes, increased student motivation, consistent consequences for disruption, clear expectations, and positive incentives. Logistically, they suggested parents schedule appointments outside of school hours, more support for administrators so they can focus on student discipline, consistency across sites, more internal PD, communication about staff incentives for teacher attendance, and addressing staff workload and compensation. Finally, teachers stressed prioritizing academic success, acknowledging student achievement, and improving racism training with a focus on intervention.

Classified Staff

Classified staff highlighted several positive aspects across the goals. They appreciated the extra hours for teachers and paraprofessionals, resources like Accelerated Reader, materials and supplies, and the support provided by paraprofessionals. Initiatives such as after-school tutoring, MTSS planning, iReady, workshops for educational programs, technology accessibility, reward systems, peer interactions, SPED

push-in, field trips, super subs, more teachers and smaller classes, spirit days, a positive school environment, administrative support, extra hours for classified staff, Playworks training, counseling programs, a one-time bonus, coaching for new teachers, listening circles, and student council were also recognized as strengths.

Areas for improvement consistently emerged around enhancing parent engagement through events like family nights, back-to-school night, open houses, and conferences. Staff also emphasized the need for more resources, including materials, supplies, updated technology, and specific curriculum for EL and SPED students. Increased paraprofessional support, more hands-on activities, better behavior management strategies, smaller class sizes, more training opportunities for all staff, improved staff retention, addressing teacher absences, fostering career growth, offering incentives and recognition, increasing yard supervisors and behavior aides, and ensuring equitable treatment for all students were also identified as key areas for development.

In summary, there are five major themes that emerge from the feedback across all groups (Students, Parents, Community Partners, District Administrators, Certificated Staff, and Classified Staff):

1. Instructional clarity and support: There's a consistent emphasis on the importance of clear, structured instruction and the need for readily available support for students. Students desire clearer explanations and varied teaching methods, while staff highlight the value of effective instructional practices and interventions.

2. Engagement and relevance: Feedback indicates a need for engaging and relevant learning experiences and materials. Students seek more engaging reading materials and real-world applications in Math, while parents desire more engaging activities at school events.

3. Communication and collaboration: Effective communication and collaboration are crucial across all groups. Parents want improved communication regarding academic progress and more opportunities for involvement, and community partners suggest workshops on navigating school systems and fostering two-way communication.

4. Resources and support: The availability and allocation of resources and support systems are a recurring theme. Parents and staff acknowledge the importance of paraprofessional support, materials, and technology, while staff also emphasize the need for more staffing and mental health support.

5. Professional development and improvement: There's a strong call for ongoing professional development and a focus on continuous improvement. Staff express a need for more training on instructional practices, technology integration, and other areas, and district administrators also highlight areas for improvement in interventions and support systems.

This feedback was key in reflecting on our goals and actions and in making decisions for improvement in our plan. For instance, funding that was used for iReady professional development in ELA and Math (Goals 1 and 2) will be shifted next year to instead provide Math training specific to our adopted curriculum, based on feedback from teachers. Additionally, based on feedback from classified staff and parents, a new system for processing and checking in parents and volunteers at each school site will be purchased and implemented next year supporting Goal 8. Goal 5, focusing on Special Education, was not funded in the 24-25 school year. Feedback from staff and community partners recommended adding funding to support actions 1 and 3, including the funding of a School Social Worker to support student behavior and funds to support work on the MTSS plan.

Learning Recovery Emergency Block Grant (LREBG)

Our comprehensive needs analysis for LREBG funds involved a multi-faceted approach to ensure alignment with the purpose of the grant and local needs. We began by thoroughly reviewing various data points, including subgroup data (state and local), dashboard indicators ("reds"), and the district's Local Control and Accountability Plan (LCAP) goals. This detailed examination of data helped us pinpoint specific areas of challenge and opportunity across different student populations.

Crucially, our process integrated feedback gathered from all LCAP engagement sessions. This inclusive approach ensured that the perspectives of parents, community partners, certificated and classified staff, and district administrators were considered. We also maintained a clear focus on the allowable expenses under LREBG, specifically emphasizing research-based interventions. By synthesizing the data review, including a close look at subgroup performance, stakeholder feedback, and the parameters of LREBG, we were able to develop a comprehensive understanding of our needs and identify targeted, evidence-based strategies for utilizing these funds effectively to address disparities and promote equitable outcomes, resulting in two new actions, 1.10 and 2.10, to further bolster targeted student interventions within the school day in the areas of ELA and Math with the support of paraprofessionals and small group instruction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure significant growth in student achievement in English Language Arts (ELA) by providing professional development for teachers, implementing data-driven instructional methods, personalized learning, and instructional coaching. This initiative aims to address the needs of identified student groups, including English Language Learners (ELL), students with disabilities (SPED), homeless students, Hispanic students, and socioeconomically disadvantaged students. It specifically targets New Republic Elementary (SPED), district-wide groups (English Learner, Hispanic, Socioeconomically Disadvantaged), and Santa Rita Elementary (All Students, English Learner, Hispanic, Homeless Youth, Socioeconomically Disadvantaged), as highlighted in the red on the California Dashboard. Through these focused actions, the goal is to enhance the percentage of students meeting or exceeding grade-level standards in ELA by the end of 2026.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal to enhance support for English Language Arts (ELA) is designed with a comprehensive approach to meet several state priorities by not only identifying the areas of need but also outlining specific strategies for improvement. To tackle Priority 2: State Standards, the strategy involves a detailed analysis of ELA standards through the lens of data gathered from the California Dashboard and local formative assessments like iReady. This data-driven approach allows for the identification of gaps in the current curriculum, leading to the development of targeted interventions aimed at elevating the ELA standards to meet state expectations.

Regarding Priority 3: Parental Involvement, the initiative recognizes the critical role of families in the educational process. The strategy here is to enhance parental involvement by providing resources and training that enable parents to effectively support their children's learning at home. This may include workshops, educational materials, and online platforms that offer guidance on how to assist with homework and foster a conducive learning environment at home.

For Priority 4: Pupil Achievement, the focus is on diminishing the performance disparities observed among unduplicated student groups, such as English Language Learners (ELL) and students with disabilities. The approach includes the implementation of specialized instructional strategies and the provision of additional resources tailored to meet the unique needs of these students. By doing so, the goal is to ensure that every student, regardless of their background or challenges, has the opportunity to achieve academic success in ELA.

Lastly, in addressing Priority 5: Pupil Engagement, the goal aims to create a more engaging and supportive learning environment. This involves increasing instructional support and fostering opportunities for collaboration among students. The strategy includes the integration of interactive and collaborative learning activities that are designed to engage students in early literacy and middle school interventions. By enhancing the quality of instruction and providing opportunities for peer interaction, the goal is to ensure that students are not only supported in their learning but are also actively engaged and motivated to achieve their full potential in ELA.

The district has developed the goal of ensuring significant growth in meeting or exceeding English Language Arts (ELA) standards through targeted professional development for teachers, implementation of data-driven instructional methods, and provision of supplemental tutoring to address the pressing needs highlighted in the red areas on the California Dashboard. By focusing on English Learners districtwide and specific student groups, including all students, English Learners, Hispanic, Homeless Youth, and Socioeconomically Disadvantaged students at Santa Rita Elementary; English Learners and Homeless students at Gavilan View Middle School; English Learners and Special Education students at John Gutierrez; and English Learners at La Joya, the district aims to elevate ELA proficiency and close achievement gaps. This comprehensive approach ensures that educators are well-equipped with the necessary skills and strategies, and students receive the targeted support they need to succeed, ultimately fostering a more equitable and effective learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pupil Achievement- Percent of students in grades 3-8 who meet or exceed standard in ELA	Baseline: 2022-23 SBAC ELA % of students who meet or exceed standard District Wide All=29% Hispanic=28% EL=10% Homeless=22% Socioeconomic=25% SPED 8% Santa Rita Elementary All=13% Hispanic=13% EL=8% Homeless=8% Socioeconomic=13%	2023-24 SBAC ELA % of students who meet or exceed standard District Wide All= 26% Hispanic= 24% EL= 5% Homeless= 18% Socioeconomic= 22.% SPED= 5% Santa Rita Elementary All=13% Hispanic=13%		Increasing proficiency rates for all students to 50%, for Hispanic students 47%, for ELL f30%, for homeless students from 42%, for socioeconomically disadvantaged students 45%, and for SPED students 23%. Santa Rita Elementary aims to increase rates for all students to 36%, for Hispanic students 36%, for	Difference in % of students who meet or exceed standard (ELA) District Wide All: -3% Hispanic: -4% EL: -5% Homeless: -4% Socioeconomic: -3% SPED: -3% Santa Rita Elementary All: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		La Joya EL=15% Gavilan View Middle School EL=6% Homeless=3% John Gutierrez EL=3% SPED=13%	EL= 5% Homeless= 6% Socioeconomic= 12% La Joya EL=12% Gavilan View Middle EL= 1% Homeless= 21% John Gutierrez EL= 0% SPED= 3%		ELL 24%, for homeless students 24%, and for socioeconomically disadvantaged students 36%. La Joya targets raising ELL proficiency to 35%. Gavilan View Middle School aims for an increase in ELL to 22% and in homeless students 18%. John Gutierrez aims to increase ELL proficiency to 20% and SPED proficiency to 30%.	Hispanic: No change EL: -3 Homeless: -2 Socioeconomic: -1% La Joya EL: -3% Gavilan View Middle EL= -5% Homeless= +18% John Gutierrez EL= -3% SPED= -10%
1.2	Pupil Achievement-Points below standard in ELA	Baseline 2022-23 SBAC ELA Distance From Standard: District Wide All=-61 points Hispanic=-63 points EL=-111 points Homeless=-82 points Socioeconomic=-71 points SPED=-142 points Santa Rita Elementary All=-76 points Hispanic=-98 points	2023-24 SBAC ELA Distance From Standard: District Wide All = -67 points Hispanic = -70 points EL = -102 points Homeless = -88 points Socioeconomic = -76 points SPED = -135 points		District-wide goals include a 30-point improvement for all students, reaching -31 points. Hispanic students will improve by 30 points to -33 points ELL students by 45 points to -66 points Homeless students by 30 points to -52 points Socioeconomically disadvantaged students by 30	Difference in Distance From Standard: District Wide All: -6 points Hispanic: -7 points EL: +9 points Homeless: -6 points Socioeconomic: -5 points SPED: +7 points Santa Rita Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL=-116 points Homeless=-118 points Socioeconomic=-102 points La Joya EL=-84 points Gavilan View Middle School EL=-127 points Homeless=-84 points John Gutierrez EL=- 137 points SPED=-153 points	Santa Rita Elementary All = -100 points Hispanic = -100 points EL = -110 points Homeless = -116 points Socioeconomic = -102 points La Joya EL = -82 points Gavilan View Middle School EL = -111 points Homeless = -87 points John Gutierrez EL = -107 points SPED = -154 points		points to -41 points SPED students by 45 points to -97 points. Santa Rita Elementary aims for a 30-point improvement for all students to -46 points, Hispanic students improving by 45 points to -53 points, ELL students by 30 points to -86 points, homeless students by 45 points to -73 points, and socioeconomically disadvantaged students by 30 points to -72 points. La Joya targets a 30-point improvement for ELL students to -54 points. Gavilan View Middle School aims for a 45-point improvement for ELL students to -82 points and a 30-point improvement for homeless students to -54 points. John	All: -24 points Hispanic: -2 points EL: +6 points Homeless: +2 points Socioeconomic: No change La Joya EL: +2 points Gavilan View Middle School EL: +16 points Homeless: -3 points John Gutierrez EL: +30 points SPED: -1 point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Gutierrez sets goals for a 45-point improvement for ELL students to -92 points and for SPED students to -108 points.	
1.3	Pupil Achievement-Percent of students performing at or above grade level on local formative assessment	Baseline: 2023-24 iReady ELA Diagnostic 3 District Wide All=31% Hispanic=31% EL=17% Homeless=28% Socioeconomic=30% SPED=11% Foster Youth-33% Santa Rita Elementary All=19% Hispanic=21% EL=14% Homeless=21% Socioeconomic=20% La Joya EL=24% Gavilan View Middle School EL=1%	2024-25 iReady ELA Diagnostic 3 District Wide All=35% Hispanic=34% ELL=20% Homeless=28% Socioeconomic=32% SPED=9% Foster Youth-28% Santa Rita Elementary All=24% Hispanic=23% ELL=19% Homeless=17% Socioeconomic=23% La Joya ELL=25%		District-wide objectives include raising the percentage to 45% for all students, 45% for Hispanic students, 32% for ELL, 43% for homeless students, 44% for socioeconomically disadvantaged students, 26% for SPED, 47% for foster youth. Santa Rita Elementary aims for an increase to 34% for all students, 36% for Hispanic students, 29% for EL, 36% for homeless students, and 35% for socioeconomically	District Wide All=+4% Hispanic=+3% ELL=+3% Homeless=No change Socioeconomic=+2% SPED= -2% Foster Youth = -5% Santa Rita Elementary All=+5% Hispanic=+2% ELL=+5% Homeless= -4% Socioeconomic=+3% La Joya ELL=+1% Gavilan View Middle School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless=20% John Gutierrez EL=4% SPED=9%	Gavilan View Middle School English Learners=5% Homeless=23% John Gutierrez ELL=9% SPED=4%		disadvantaged students. La Joya aims for EL students to increase to 39%. Gavilan View Middle School's goal is an increase to 16% for EL and 35% for homeless students. John Gutierrez targets increases to 19% for EL and 24% for SPED students.	English Learners=+4% Homeless=+3% John Gutierrez ELL=+5% SPED=-5%
1.4	Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)	On 2023-24 CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for Positive Student Learning Environment. EL =50% Hispanic=46% SPED=66% On 2023-24 CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for School Motivates Students to Learn EL =61%	On 2024-25 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for Positive Student Learning Environment. EL =43% Hispanic=37% SPED=34% On 2024-25 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for School		CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for Positive Student Learning Environment. EL =65% Hispanic=63% SPED=80% On 2023-24 CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for School	Current Baseline Difference Information: • Positive Student Learning Environment • EL: -7% • Hispanic: -9% • SPED: -32% • School Motivates Students to Learn

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=50% SPED=71%	Motivates Students to Learn EL =48% Hispanic=42% SPED=35%		Motivates Students to Learn EL =75% Hispanic=65% SPED=85%	• EL: -13% • Hispanic: -8% • SPED: -36%
1.5	Basic-Percentage of appropriately credentialed teachers	Baseline: 2022-23 84% of teachers were appropriately credentialed and assigned	2023-24 84% of teachers were appropriately credentialed and assigned		96% -appropriately credentialed and assigned teachers	No change
1.6	Basic/State Standards-Access to state adopted ELA curriculum	Baseline 2023-24 100% of students have access to state board of education adopted ELA curriculum	100% of students have access to state board of education adopted ELA curriculum		100% of students have access to state board of education adopted ELA curriculum	No change
1.7	Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST	Baseline: 2022-23-Overall 14% of 5th and 8th grade students scored at or above standard on CAST 3% of EI students scored scored at or above standard on CAST 11% Socio Econ. Dis. students scored scored at or above standard on CAST	2023-24- Overall 15% of 5th and 8th grade students scored at or above standard on CAST 1% of EI students scored at or above standard on CAST 13% Socio Econ. Dis. students scored at or above standard on CAST		Overall 20% of 5th and 8th grade students scored at or above standard on CAST 8% of EI students scored scored at or above standard on CAST 17% Socio Econ. Dis. students scored scored at or above standard on CAST 19% Hispanic students scored	ALL: +1% EL: -2% SED: +2% Hispanic: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13% Hispanic students scored scored at or above standard on CAST	14% Hispanic students scored at or above standard on CAST		scored at or above standard on CAST	

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 ten actions under Goal 1 were implemented during the 2024–25 school year, with strong alignment to planned timelines and fiscal allocations. The district maintained its core structures for professional development, instructional coaching, site support, and materials distribution. However, differentiated implementation outcomes across school sites—particularly around intervention effectiveness—prompted a strategic reassessment of staff utilization and a new action for 2025–26 (Action 1.10).

Action 1.1: Empowering Educators for Enhanced Student Growth
Optional professional development hours were provided for teachers to strengthen instructional practice. However, participation varied significantly; some educators used all available hours, while others did not engage at all. This variance highlighted the need for improved outreach to increase utilization.

Action 1.2: Strengthening Family Engagement
Workshops and interactive activities were implemented as expected. Family engagement levels were stable across sites, and participation in events was consistent. This action is expected to continue without structural change. Based on parent feedback, an emphasis on earlier announcement of events and increased communication about them.

Action 1.3: iReady Implementation and Monitoring
The iReady program was implemented successfully, with strong midyear growth data. However, there is a need for improvement in the consistency of students meeting weekly minutes on My Path and a stronger focus on pacing and monitoring is needed for the coming year.

Action 1.4: Intervention Specialist Support at Two Schools
Implementation of the Reading Lab elective for struggling readers at the middle school level had minimal success this school year. While eight (8) students across the two sites progressed two or more grade levels in iReady, the majority of students made typical progress (one year's progress in one year's time), 18 students, or maintained at the same grade level performance. 10 students performance in iReady decreased by one or more grade level. Due to this data, we have decided to discontinue funding Intervention Specialists next year and invest

instead in embedded reading intervention within each ELA classroom. This will be supported with professional development, coaching, and subject level release for analyzing data and planning.

Action 1.5: Instructional Coaching and Curriculum Support
Coaches were active at all sites and received positive feedback from classroom teachers. Coaches provided modeling, observation, coaching cycles, professional development, data analysis, and curriculum support across grades. This action was implemented as planned and will continue in 2025–26.

Action 1.6: Improving ELA Proficiency at Santa Rita Elementary
Specific materials and supplies were allocated to targeted elementary schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.7: Improving ELA Proficiency at Gavilan View
Specific materials and supplies were allocated to targeted elementary schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.8: Improving ELA Proficiency at John Gutierrez
Specific materials and supplies were allocated to targeted elementary schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

Action 1.9: Improving ELA Proficiency at La Joya
Specific materials and supplies were allocated to targeted elementary schools. There were no implementation barriers. This action is expected to continue as part of ELA proficiency efforts for underperforming sites.

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.

Santa Rita Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

Action 1.1 – Planned: $254,581.00; Actual: $274,447.00. Actual expenditures exceeded the planned budget, due to additional costs, including stipends provided to grade-level leads for their leadership responsibilities.

Action 1.2 – Planned: $5,000.00; Actual: $5,000.00. No material differences.

Action 1.3 – Planned: $219,257.00; Actual: $207,254.00. Actual spending was slightly below budget. After surveying teachers at each school site, it was determined that not all of the amount was needed for the program.

Action 1.4 – Planned: $242,573.00; Actual: $257,473.00. Spending exceeded the budget due to a change in staffing.

Action 1.5 – Planned: $490,848.00; Actual: $494,110.00. No material differences.

Action 1.6 – Planned: $1,875.00; Actual: $1,875.00. No material differences.

Action 1.7 – Planned: $1,875.00; Actual: $1,875.00. No material differences.

Action 1.8 – Planned: $1,875.00; Actual: $1,875.00. No material differences.

Action 1.9 – Planned: $1,875.00; Actual: $1,875.00. No material differences.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal One helped make progress towards the LEA's goal:

Action 1.1 – Empowering Educators for Enhanced Student Growth in English Language Arts
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.4
Analysis Statement:
This action offered teachers additional paid hours for optional professional development to strengthen instruction. While many staff members utilized this opportunity, participation varied, indicating inconsistent uptake. The action contributed positively to professional learning outcomes where participation was high. Effectiveness is reflected in classroom walkthrough data and professional learning request/completion forms. Teacher PD participation currently stands at 35% of teachers based on PD completion forms. Districtwide, ELA proficiency declined by 3 percentage points overall (from 29% to 26%), with similar declines for Hispanic (-4%), English Learner (-5%), Homeless (-4%), and Socioeconomically Disadvantaged (-3%) students. Districtwide, iReady ELA Diagnostic 3 scores increased by 4 percentage points between 2023–24 and 2024–25, indicating growth in foundational literacy.

Family feedback showed a slight decline in the number of parents who felt encouraged to be active partners in their child's learning, suggesting the need for more visible and accessible strategies to engage families, especially multilingual households.

Action 1.2 – Strengthening Family Engagement to Enhance Student Success in English Language Arts
Effectiveness Rating: 2
Metrics: 1.4

Analysis Statement:
Family workshops and engagement opportunities were offered at all school sites. These events promoted collaboration between families and school personnel and created positive conditions for learning. Effectiveness is measured through parent feedback and through the CHKS survey in how parents respond to the prompt about being encouraged to be active partners in learning (Metric 1.4). While the data in this metric indicates a decrease from the 23-24 school year to 24-25, it should also be noted that there was a significant increase in parent esponses to the CHKS survey in 24-25, from 222 parent responses in 23-24 to 517 in 24-25, therefore representing a better picture than the original baseline data.

Action 1.3 – Enhancing ELA Engagement and Achievement through Personalized Learning and Data Driven Instruction
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.4
Analysis Statement:
This action provided school sites with access to literacy coaches who supported teachers in strengthening instruction, analyzing data, and implementing targeted reading strategies. Homeless students showed growth in ELA proficiency, improving from 22% to 18%, a gain of 4 percentage points.

i-Ready implementation was successful districtwide. Benchmark participation was high, and Spring diagnostic data showed gains in both ELA and Math. ELA proficiency for students scoring early on, mid, or above grade level increased from 31% in 2023–24 to 35% in 2024–25. Math proficiency increased from 25% to 29% for the same groupings. The district continues to focus on improving weekly MyPath completion rates to ensure students receive the full benefit of personalized learning tools.
While family engagement data showed a slight decline, the instructional impact of this action was positive.

Action 1.4 – Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.4
Analysis Statement:
This action had mixed results. While some students demonstrated more than one year’s academic growth in ELA, most made typical gains, and some declined. According to CAASPP results (Metric 1.1), ELA proficiency declined across both targeted schools. At Gavilan View, English Learner proficiency dropped from 6% to 1%, and Homeless student proficiency increased significantly from 3% to 21%. At John Gutierrez, English Learner proficiency decreased from 3% to 0%, and Students with Disabilities dropped from 13% to 3%.
Districtwide, Metric 1.3 (local benchmark) reflected stronger outcomes: i-Ready ELA scores increased from 31% to 35% of students scoring early, mid, or above grade level. As a result of limited impact at the middle school level, this action model will be phased out. In 2025–26, support will shift to embedded in-class interventions with added professional development, coaching, and instructional materials.

Metric 1.4 (CHKS parent survey) showed a slight decline in parent perception of support for learning at home, even as total parent responses increased substantially (from 222 to 517). This indicates a need for clearer communication with families about interventions provided and how they can support their student’s ELA progress.

Action 1.5 – Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3
Analysis Statement:
Academic coaches provided real-time support, co-planning, and modeling for classroom teachers. Staff feedback and coach reports reflect strong implementation, and this action is considered effective in driving improvements in instructional practice. All Academic Coaches worked with every teacher at their assigned sites in some capacity, with detailed logs showing collaboration with 67 teachers over the course of the year.

Local assessment data (Metric 1.3) reflect districtwide growth in reading achievement: the percentage of students performing at or above grade level on the i-Ready ELA Diagnostic increased from 31% in 2023–24 to 35% in 2024–25. CAASPP ELA results (Metric 1.1) showed a districtwide decline in proficiency from 29% to 26%, with subgroup declines for English Learners (from 10% to 5%) Homeless (22% to 18%), and Socioeconomically Disadvantaged students (from 25% to 22%). Parent feedback on the CHKS survey saw a slight decline in the percentage of families who felt encouraged to support learning at home.

Action 1.6 – Improving ELA Proficeincy and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.7
Analysis Statement:
This action supported the implementation of the i-Ready diagnostic and MyPath personalized learning tools, helping monitor and tailor instruction in ELA and Math. Initial indicators suggest growth in ELA proficiency for most targeted student groups at Santa Rita Elementary. Outcome data shows that 24% of all students, 23% of Hispanic students, 19% of English Learners, and 23% of socioeconomically disadvantaged students scored at or above grade level on the Spring i-Ready ELA diagnostic. Homeless students, however, declined to 17%. Additional focus will be give to homeless students at Santa Rita next year.

Districtwide i-Ready results showed progress: the percentage of students scoring at early, mid, or above grade level increased from 31% to 35% in ELA and from 25% to 29% in Math between 2023–24 and 2024–25. In Science, CAST results showed that 15% of all 5th and 8th grade students met or exceeded standards.

Parent feedback on the CHKS survey showed a slight decline in positive perceptions of the school-home partnership To strengthen impact, the district will continue monitoring MyPath completion rates and will increase supports for teachers and students in underperforming subgroups.

Action 1.7 – Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.7
Analysis Statement:

Initial indicators suggest modest growth in ELA proficiency for targeted student groups at Gavilan View Middle School. Outcome data from the Spring i-Ready Diagnostic shows that 5% of English Learners and 23% of homeless students achieved grade level or above in reading. CAASPP ELA scores showed improvement for homeless students, who increased from 3% to 21% proficiency (+18), but English Learners at Gavilan View declined from 6% to 1%.

At Gavilan View, 13.09% of all students met or exceeded standards on the CAST Science assessment. English Learners and homeless youth showed continued performance gaps. CHKS results indicated a need for improved communication between staff and families to support learning at home.

Action 1.8 – Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.7
Analysis Statement:
Initial indicators suggest modest growth in ELA proficiency for one targeted student group at John Gutierrez. Outcome data shows that at John Gutierrez 9% of EL students achieved grade level or above on the Spring iReady Diagnostic. SPED students declined in this Metric with an outcome of 4%. Additional focus will be given to SPED students at John Gutierrez next year.
At the site, benchmark data showed a slight increase, consistent with district trends. However, CAASPP ELA results declined for English Learners, declined to 0%, and for students with disabilities, decreasing from 13% to 3%.

At John Gutierrez, 13.99% of all students met or exceeded standards on the CAST Science assessment. CHKS survey feedback highlighted an opportunity to strengthen family support for learning at home. This reinforces the value of expanding differentiated instruction and inclusive practices to support all students.

Action 1.9 – Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.7
Analysis Statement:
Initial indicators suggest modest growth in ELA proficiency for targeted student groups at La Joya Elementary. Outcome data from the Spring i-Ready Diagnostic shows that 25% of English Learners achieved grade level or above in reading. CAASPP ELA proficiency for English Learners at La Joya slightly decreased from 15% to 12%.

At La Joya Elementary, 22.22% of all students met or exceeded standards on the CAST Science assessment.

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.

As a result of implementation review and analysis of outcomes across Goal 1 actions, the district is making three substantive adjustments to the coming year’s plan: (1) the reduction in budget for Action 1.1, decreasing the allocation for optional professional development and for

classified professional development (2) the reduction and partial redesign of Action 1.4, and (3) the addition of Action 1.10 focused on paraeducator intervention support, funded by Learning Recovery Emergency Block Grant (LREBG) carryover.

The first change pertains to Action 1.1. While this action produced positive outcomes, it was over-budgeted. Funds will be re-allocated to be used more effectively next school year.

The second change is in Action 1.4, which funded intervention specialist support at two specific school sites. Given the lack of desired results, the district will reduce funding for this action and reallocate the remaining resources toward a more sustainable intervention model.

The third change is the addition of Action 1.10: Improve ELA Proficiency via Paraeducators. This new action will begin in 2025–26 and will provide direct academic support for unduplicated pupils through targeted, small-group instruction delivered by paraeducators during the school day. This action will be implemented districtwide and funded using approximately $1.3 million in LREBG carryover funds. It will be tracked through metric1.3.

In addition to these action changes, we also updated the baseline, Year 1 outcome, and Year 3 target values for Metrics 1, 2, 3, and 7. These updates were necessary due to the discovery of inaccuracies in data inputted last year. By correcting these figures, we ensure that each metric reflects accurate starting points and progress measures, which strengthens monitoring and evaluation moving forward.

No changes are being made to the goal language or to the desired outcomes and core metrics listed under Goal 1. However, implementation experience from 2024–25 prompted strategic refinements in delivery models and staffing support strategies to improve the consistency and equity of impact across all school sites.

Overarching Changes:

No major amendments are planned for Goal 1. The reallocation of Local Budget Grant funds to support paraprofessionals reflects a strategic shift to bolster instructional support, anticipated to improve student achievement in ELA.

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	Empowering Educators for Enhanced Student	Ensuring Student Growth in English Language Arts Provide additional professional development opportunities for certificated and classified staff to address the needs of identified student groups, including English Language Learners (ELL), students with disabilities (SPED), homeless	$265,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Growth in English Language Arts	students, Hispanic students, and socioeconomically disadvantaged students within English Language Arts. Spending Items: 15 hours of optional PD for certificated staff Additional hours for collaboration and planning Hourly pay for classified PD Supplemental materials and supplies		
1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	To bolster student success in English Language Arts, we aim to increase family engagement in student learning by building family efficacy and providing at-home learning opportunities. By empowering families with the knowledge and resources they need to support their children's education, we can create a collaborative and supportive learning environment that extends beyond the classroom. This initiative includes workshops, resource guides, and interactive activities designed to help families understand and engage with the English Language Arts curriculum. By fostering a stronger home-school connection, we aim to enhance students' literacy skills and overall academic performance, ensuring that every student has the support they need to thrive.	$12,957.00	Yes
1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Providing opportunities for personalized, engaging English Language Arts (ELA) lessons and activities. Facilitating instruction and practice in ELA domains using research-based, active, supportive, and relevant learning methods. Implementing iReady for beginning, middle, and end-of-year assessments to inform data-driven instructional decisions. Recognizing student achievements and fostering the discovery of new interests through Accelerated Reader to create a culture of reading. Encouraging increased reading to improve overall academic performance. Spending Items: iReady Accelerated Reader Supplemental Materials and Supplies	$105,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Implement targeted, research-based interventions in English Language Arts (ELA) for students performing significantly below basic proficiency levels on local and state assessments. Utilize reading intervention specialists to provide intensive support. Deliver individualized and small-group instruction tailored to each student's needs to enhance performance and close achievement gaps.	$46,070.00	Yes
1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Implement and continuously update a rigorous, standards-aligned ELA curriculum across all grade levels. Assign instructional coaches to support teachers in delivering effective ELA instruction, utilizing formative assessments to guide teaching strategies. Coaches will provide comprehensive support through instructional coaching, lesson planning assistance, intervention planning, and data analysis, ensuring all students receive high-quality education and targeted interventions for optimal learning outcomes.	$504,459.00	Yes
1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven	Improving ELA proficiency and academic achievement at Santa Rita Elementary involves targeted interventions for homeless, Hispanic, low-income, and English Learner (ELL) students, as well as the broader student body. The initiative focuses on addressing areas highlighted in red on the California Dashboard through a data-driven approach, which includes analyzing student performance to tailor instruction effectively. Equitable support services, such as additional professional development for educators, personalized learning plans, and enhanced resources, are integral to this strategy. By fostering a supportive and inclusive learning environment, the initiative aims to bridge achievement gaps and ensure all students at Santa Rita Elementary have the opportunity to succeed academically.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instruction and Equitable Support Services			
1.7	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	At Gavilan View Middle School, the initiative to improve ELA proficiency and academic achievement for homeless, Hispanic, and English Learners focuses on addressing areas of concern highlighted in the red on the California Dashboard. This comprehensive approach includes implementing data-driven instructional strategies, providing targeted interventions, and offering equitable support services tailored to the unique needs of these student groups. By leveraging professional development for educators, fostering a supportive learning environment, and consistently monitoring student progress, the school aims to bridge achievement gaps and ensure all students have the resources and opportunities necessary to succeed academically and thrive within the school community.	$1,500.00	Yes
1.8	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	At John Gutierrez Middle School, we are committed to improving ELA proficiency and academic achievement for English Learners (ELL) by addressing areas marked in red on the California Dashboard. Our approach focuses on implementing data-driven instruction and equitable support services tailored to the unique needs of ELL students. This includes regular assessment and analysis of student performance data to inform targeted instructional strategies, professional development for educators to enhance their capacity in supporting ELL students, and providing comprehensive resources and interventions. By fostering an inclusive and supportive learning environment, we aim to close the achievement gap and ensure all English Learners reach their full academic potential.	$1,500.00	Yes
1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary is a focused initiative designed to address areas marked in red on the California Dashboard. This comprehensive plan emphasizes data-driven instruction to tailor educational strategies that meet the specific needs of English Learners. By leveraging detailed student performance data, the initiative aims to implement targeted interventions, provide equitable support services, and enhance	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	instructional practices. Professional development for educators will be integral, ensuring they are equipped with the skills and resources needed to foster an inclusive and effective learning environment. The goal is to significantly boost ELA proficiency and overall academic achievement, thereby closing the achievement gap and ensuring that all students at La Joya Elementary have the opportunity to succeed.		
1.10	Assign paraprofessionals to provide targeted, evidence-based reading intervention support.	LREBG Action Assign paraprofessionals to provide targeted, evidence-based reading intervention support. Research consistently shows that paraprofessionals increase individualized attention, allowing students to receive more frequent and focused practice, immediate feedback, and tailored support. Paraprofessionals under this action will provide reading intervention to students identified with reading difficulties, thereby increasing individualized instructional time and improving reading proficiency outcomes across grade levels in the 2025–26 school year. This action aligns with the use of LREBG funds to implement or expand evidence-based learning supports such as small-group interventions. The LEA identified reading achievement gaps through its LREBG needs assessment, especially among students performing in the lowest achievement levels on local assessments and the Dashboard. This intervention targets those students with additional instructional time and personalized literacy support. Metric being used to monitor the action: Metric 1.3 LREBG funds supporting this action: $1,300,000	$1,300,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance mathematics proficiency for all students by ensuring access to standards-aligned instructional materials and providing comprehensive professional learning opportunities for teachers. This goal focuses on nurturing critical thinking and problem-solving skills through the integration of real-world problems into the curriculum. Additionally, it aims to increase parental involvement by incorporating their feedback and providing resources and training to support their children's math learning at home. The goal also addresses pupil achievement by analyzing performance data to identify and support struggling student groups, particularly ELL, Hispanic, and socioeconomically disadvantaged students, through targeted interventions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To effectively address Priority 1, the primary goal was set to enhance mathematics proficiency across the board. This was to be achieved by ensuring that all students have access to instructional materials that are closely aligned with the current standards. Moreover, a significant emphasis was placed on providing comprehensive professional learning opportunities for teachers. These opportunities were designed to enrich teachers' instructional strategies, enabling them to better support student learning and engagement with the mathematical content. The implementation of various strategies aimed at meeting the rigorous academic content and performance standards set forth. A particular focus was on nurturing critical thinking and problem-solving skills among students. This was done in collaboration with educational partners who highlighted the importance of these skills in the current educational landscape. The strategies included the integration of real-world problems into the curriculum, encouraging students to apply their learning in meaningful contexts.

As the goals relates to parental involvement, the goal involves a two-pronged approach. Firstly, there will be a concerted effort to incorporate feedback from parents regarding their challenges in supporting their children’s learning at home. Recognizing the crucial role parents play in their children's education, plans were formulated to provide them with additional resources. These resources ranged from online tools to workshops aimed at equipping parents with strategies to effectively support their children. Additionally, training sessions were planned to help parents understand the curriculum and the expectations of the standards. Priority 4, focusing on "Pupil Achievement," was approached by conducting a thorough analysis of student performance data, specifically SBAC and iReady scores. This analysis helped in identifying student groups that were struggling, particularly among ELL, Hispanic, and socioeconomically disadvantaged students. In response, targeted

interventions were developed to address the specific needs of these groups. The interventions included personalized learning plans, tutoring programs, and the integration of culturally relevant materials to enhance engagement and comprehension.

The goal involves a multifaceted approach to address issues of chronic absenteeism and low engagement in mathematics. Recognizing the impact of student interest on engagement, efforts were made to enhance the delivery of math instruction. This was achieved through the adoption of more engaging and interactive instructional methods, as well as creating supportive learning environments that encourage participation and curiosity. Additionally, initiatives were put in place to foster a positive school culture that values and promotes regular attendance and active participation in learning activities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Achievement- Percent of students in grades 3-8 who meet or exceed standard in math	Baseline 2022-23 SBAC Math % of students who meet or exceed standards Baseline 2022-23 SBAC District: 17% meet or exceed standard, EL Students=8%, SED=14%, Homeless=13%. Hispanic=15%, Special Education=3% Santa Rita Elementary: 11% meet or exceed standard, EL Students=8%, SED=10%, Homeless=7%, Hispanic=12%, Special Education=5% Gavilan View MS:	2023-24 SBAC Math % of students who meet or exceed standards District Wide All= 15% EL= 5% SED= 13% Homeless= 11% Hispanic= 14% Special Education= 4% Santa Rita All= 10% EL= 5% SED= 10% Homeless= 5% Hispanic= 5% Special Education= 5% Gavilan View MS		SBAC District: 21% meet or exceed standard, EL Students=12%, SED=18%, Homeless=18%. Hispanic=20%, Special Education=6% Santa Rita Elementary: 15% meet or exceed standard, EL Students=11%, SED=13%, Homeless=15%, Hispanic=15%, Special Education=10% Gavilan View MS: 16% meet or exceed standard,	Differences in % of students who meet or exceed standards on the SBAC Math: District Wide All= -2% EL= -3% SED= -2% Homeless= -2% Hispanic= -1% Special Education= +1% Santa Rita All= -1% EL= -3% SED= No change Homeless= -2% Hispanic= -7% Special Education= No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13% meet or exceed standard, EL Students=0%, SED=9%, Homeless=10%, Hispanic=11%, Special Education=1% John Gutierrez: 15% meet or exceed standard, EL Students=0% , SED=12%, \Homeless=8%, Hispanic=14%, Special Education=2% La Joya: 20% meet or exceed standard, EL Students=13%, SED=18%, Homeless=21%, Hispanic=18%, Special Education=0% McKinnon: 20% meet or exceed standard, EL Students=18%, SED=21%, Homeless=15%, Hispanic=22%, Special Education=5%	All= 10% EL= 9 SED= 9% Homeless= 9% Hispanic= 9% Special Education= 1% John Gutierrez All= 14% EL= 1% SED= 19% Homeless= 21% Hispanic= 19% Special Education= 12% La Joya All= 20% EL= 10% SED= 19% Homeless= 21% Hispanic= 19% Special Education= 12% McKinnon All= 18% EL= 7% SED= 15% Homeless= 8% Hispanic= 18% Special Education= 6% New Republic All= 29%		EL Students=3%, SED=12%, Homeless=15%, Hispanic=15%, Special Education=4% John Gutierrez: 20% meet or exceed standard, EL Students=5% , SED=15%, Homeless=12%, Hispanic=17%, Special Education=5% La Joya: 25% meet or exceed standard, EL Students=16%, SED=20%, Homeless=25%, Hispanic=22%, Special Education=3% McKinnon: 25% meet or exceed standard, EL Students=21%, SED=24%, Homeless=20%, Hispanic=25%, Special Education=8%	Gavilan View MS All= -3% EL= +9% SED= No change Homeless= -1% Hispanic= -2 Special Education= No change John Gutierrez All= -1% EL= +1% SED= +7% Homeless= +13% Hispanic= +5% Special Education= +10% La Joya All= No change EL= -3 SED= +1 Homeless= No change Hispanic= +1 Special Education= +12% McKinnon All= -2% EL= -11% SED= -6% Homeless= -6% Hispanic= -4% Special Education= +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Republic: 29% meet or exceed standard, EL Students=18%, SED=24%, Homeless=29%, Hispanic=26%, Special Education=3%	EL= 15% SED= 27% Homeless= 24% Hispanic= 25% Special Education= 3%		New Republic: 32% meet or exceed standard, EL Students=23%, SED=27%, Homeless=33%, Hispanic=30%, Special Education=6%	New Republic All= No change EL= -3% SED= +3% Homeless= -5% Hispanic= -1% Special Education= No change
2.2	Pupil Achievement-Points below standard in math	Baseline 2022-23 SBAC Distance from Standard: District: All=-95 Points DFS, EL=-111 DFS, SED=-84 DFS, Hispanic=-81 DFS, Homeless=-109 DFS,	2023-24 Math SBAC Distance from Standard: District Wide All= -98 EL= -121 SED = -106 Hispanic = -101 Homeless= -115		District: Improve DFS by an additional 15 points English Learners (EL): Improve DFS by an additional 15 points Socioeconomically Disadvantaged (SED): Improve DFS by an additional 12 points Hispanic: Improve DFS by an additional 12 points Homeless: Improve DFS by an additional 15 points	Difference in Math SBAC Distance from Standard: District Wide All= -3 EL= -10 SED = -22 Hispanic = -20 Homeless= -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Pupil Achievement- Percent of students performing at or above grade level on math local formative assessment	Baseline: 2022-23 iReady Diagnostic 3 Math overall on or above grade level District=25%, Hispanic=29%, EL=14%, Homeless=22%, SED=23%, SPED.=8%	2023-24 iReady Diagnostic 3 Math overall on or above grade level District=29%, Hispanic=28%, EL=18.5%, Homeless=25%, SED=24%, Special Ed =7%		3-Year Goal District: 40% Hispanic: 44% English Learners (EL): 29% Homeless: 37% SED:38% Special Education:18%	District=+4% Hispanic=+0% EL=+0.5% Homeless=+3% SED=+1% Special Ed= -1%
2.4	Parent Involvement- Percent of families who report feeling prepared to support students math learning at home	On 2023-24 CHKS 93% of parents report that " School encourages me to be an active partner with the school in educating my child". 93% of parents report "Teachers communicate with parents about what students are expected to learn in class" 92% of parents report " Teacher letting you know how your child is doing in school between report cards	On 2024-25 CHKS 91% of parents report that " School encourages me to be an active partner with the school in educating my child". 90% of parents report "Teachers communicate with parents about what students are expected to learn in class" 93% of parents report " Teacher letting your know how your child is doing in school between report cards		99% of parents report that " School encourages me to be an active partner with the school in educating my child". 99% of parents report "Teachers communicate with parents about what students are expected to learn in class" 99% of parents report " Teacher letting you know how your child is doing in school between report cards	• School encourages me to be an active partner with the school in educating my child: -2.00% • Teachers communicate with parents about what students are expected to learn in class: -3.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• Teacher letting you know how your child is doing in school between report cards: +1.00%
2.5	Basic-Percentage of teachers who are appropriately credentialed	Baseline 2021-22 84% of teachers credentialed and appropriately assigned	2022-23 84% of teachers credentialed and appropriately assigned		96% of teachers credentialed and appropriately assigned	+0%

Goal Analysis [2024-25]

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

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

The implementation of Goal 2 in the Santa Rita Union School District's LCAP aimed to enhance student achievement in mathematics through strategic actions.

Action 2.1 focused on professional development in effective and inclusive math instruction strategies, directly linked to Metric 2.1, which showed that 15.27% of students met or exceeded the standard on the 2023-24 SBAC District assessment. This action was executed smoothly, with no implementation challenges reported. While the perecentage of students exceeding the standard on the 2023-24 SBAC assessment, iReady Diagnostic 3 administered in May 2025 indicates a 4% increase of students on or above grade level, reflecting the improvement in instruction in the 2024-25 school year.

Action 2.2 aimed to enhance math instruction and curriculum alignment across all grade levels was implemented. Implementation of the District Scope and Sequence Guides at each grade level and Academic Coaches supported the efforts. Despite these efforts, walkthrough data indicated that not all teachers were adherering to the Scope and Sequence in its pilot year and the metrics indicate that the percentage of students meeting or exceeding standards on the iReady Diagnostic 3 increased by 4% Districtwide, there was not a significant increase across all subgroups. For example, Hispanic students and Special Education students meeting or exceeding standards decreased.

For Action 2.3, which involved developing and implementing a Multi-Tiered System of Supports (MTSS) framework for mathematics, the implementation did not progress as far as anticipated in the first year. Although professional development was offered and progress monitoring was conducted, the targeted instructional strategies were still in progress. The district-wide distance from standard, as measured by Metric 2.2, showed a distance of -111.66 points DFS, indicating that while targeted interventions were in place, the overall impact on reducing the distance from standard was minimal.

Action 2.4 involved data-driven student achievement monitoring and improvement planning, linked to both Metric 2.1 and Metric 2.2. The use of data to monitor and improve student performance was intended to increase the percentage of students meeting standards and decrease the distance from standard. However, significant progress was not observed in the first year.

Action 2.5, which focused on fostering family and community engagement in math education, was successful, with math nights at every school being well-received and 91% of parents reporting feeling encouraged to be active partners in their child's education. This indicates a notable success in increasing family engagement.

Actions 2.6, 2.7, and 2.8 targeted specific student groups at Santa Rita Elementary, Gavilan View Middle School, and John Gutierrez Middle School, respectively. These actions aimed to enhance math proficiency and academic achievement for homeless, Hispanic, low-income, and English Learner students. Metric 2.1 showed that 9.64% of students at Santa Rita Elementary, 10.88% at Gavilan View MS, and 21.57% at John Gutierrez MS met or exceeded standards. These outcomes indicate varying levels of success across the schools, with John Gutierrez MS showing a relatively higher percentage of students meeting standards. Metric 2.3, which measured performance on local assessments in the Spring of 2025, indicated a 4% increase Districtwide, foreshadowing the impact we hope to see on the 2024-25 SBAC scores.

Action 2.9 aimed to enhance math proficiency for targeted student groups district-wide, with outcomes measured by Metric 2.1 and Metric 2.3. The data showed that the district-wide percentage of students meeting or exceeding standards increased by 4% on the iReady Diagnostic 3, indicating that the action's impact was positive in the first year.

Overall, the year 1 data indicates that while various actions were implemented to enhance math proficiency, the metrics show that mixed progress was achieved, highlighting areas for continued focus and improvement. The district is on track with its spending and has seen positive outcomes in certain areas, such as community engagement and overall academic growth on local data. Modifications are planned for Goal 2, including the addition of paraprofessionals for math to enhance proficiency and academic achievement, funded with an allocation of $700,000 from LREBG carryover funds. The metrics for Goal 2 will remain the same. There is a plan to continue with the targeted instructional strategies into the second year to address the specific progress delays experienced in the first year.

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.

Santa Rita Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

Action 2.1 – Planned: $39,999.00; Actual: $45,552.00. Actual expenditures exceeded the planned budget, due to additional professional development sessions and expanded instructional resources for math strategies.

Action 2.2 – Planned: $490,854.00; Actual: $498,112.00. No material differences.

Action 2.3 – Planned: $25,000.00; Actual: $22,006.00. Actual spending was slightly below budget, due to cost savings in implementing the MTSS framework for mathematics.

Action 2.4 – Planned: $41,305.00; Actual: $41,305.00. No material differences.

Action 2.5 – Planned: $15,000.00; Actual: $15,000.00. No material differences.

Action 2.6 – Planned: $1,875.00; Actual: $1,875.00. No material differences.

Action 2.7 – Planned: $1,875.00; Actual: $0.00. Actual spending was below budget, due to the action not being implemented during the year.

Action 2.8 – Planned: $1,875.00; Actual: $0.00. Actual spending was below budget, due to the action not being implemented during the year.

Action 2.9 – Planned: $1,875.00; Actual: $1,875.00. No material differences.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action 2.1 – Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3
Analysis Statement:
Action 2.1 enhanced student achievement in mathematics through professional development. The focus on improving instructional strategies is directly linked to Metric 2.1, which measures the percentage of students meeting or exceeding math standards. The Year 1 outcome of 15% meeting or exceeding the standard indicates progress, though it remains below expectations. Professional development initiatives contributed to the observed increase in math proficiency, as evidenced by internal benchmark assessments showing a 4% increase in students achieving the levels of at or above grade level.

Action 2.2 – Enhance Math Instruction and Curriculum Alignment Across all Grade Levels
Effectiveness Rating: 2
Metrics: 2.1, 2.2, 2.3
Analysis Statement:
Action 2.2 was partially effective in enhancing math instruction and curriculum alignment. The action aimed to improve student performance on standardized assessments, as measured by Metric 2.1. The Year 1 outcome of 15% meeting or exceeding the standard reflects some progress, but the inconsistency in implementation of the Scope and Sequence Guides was a challenge. Despite this challenge, instructional coaching contributed to significant gains among students receiving Tier I and Tier II instruction and interventions, indicating a positive impact where fully implemented.

Districtwide Distance from Standard (DFS) in math declined from -95 to -98, reflecting a drop of 3 points overall. Subgroups such as socioeconomically disadvantaged students (-22), and homeless students (-6) also saw a decline in DFS.
On the i-Ready Diagnostic, the percentage of students performing at or above grade level in Math increased from 25% to 29%, a 4-point gain. While the action contributed to growth, next steps include reinforcing consistency in the use of Scope and Sequence tools and increasing coaching access to ensure every classroom benefits from aligned support.

Action 2.3 – Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics
Effectiveness Rating: 1
Metrics: 2.2, 2.3
Analysis Statement:
Action 2.3 was ineffective in fully achieving its targeted outcomes in Year 1. The MTSS framework is designed to improve overall student achievement, as measured by the percentage of students meeting or exceeding math standards on CAASPP. However, progress was not as far along as hoped, with the Year 1 outcome of 15% meeting or exceeding the standard. The ongoing development of the MTSS framework suggests that further implementation and refinement are needed. The progress toward creating the framework did not move as far as intended for Year 1; however, plans are in place to continue the development of the MTSS Framework for Mathematics in Years 2 and 3.

Districtwide Distance from Standard (DFS) in math declined from -95 to -98, with declines among students with disabilities (-3), homeless students (-6), and socioeconomically disadvantaged students (-22). Local i-Ready data showed a 4% increase in students performing at or above grade level in math, increasing from 25% to 29%. A coordinated districtwide approach will continue to help maximize the impact of the MTSS model.

Action 2.4 – Data-Driven Student Achievement Monitoring and Improvement Planning
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3
Analysis Statement:
Action 2.4 was effective in its implementation, focusing on data-driven improvement planning to enhance student performance. This action is directly related to Metric 2.1, with a Year 1 outcome of 15.27% meeting or exceeding the standard, and Metric 2.2, which measures the distance from standard. The use of data to monitor and improve student performance contributed to the observed growth in student

performance of 4% from Spring 2024 to Spring 2025 in Metric 3. The absence of reported implementation challenges further supports the effectiveness of this action.

Action 2.5 – Fostering Family and Community Engagement in Math Education
Effectiveness Rating: 3
Metrics: 2.1, 2.2, 2.3
Analysis Statement:
Action 2.5 was effective in fostering family and community engagement in math education. This action is directly measured by parental involvement metrics, and the success of math nights at every school indicates strong community participation. Families engaged in hands-on learning and received tools to support math at home, contributing to the overall effectiveness of the action.
Students receiving Tier II and Tier III interventions showed growth, with i-Ready Math scores increasing from 25% to 29% at or above grade level, a 4% gain. Although overall SBAC Math proficiency declined from 17% to 15%, homeless students improved from 13% to 11%, and students with disabilities from 3% to 4%. These gains suggest that targeted outreach efforts helped increase access and confidence in learning for these groups.

Action 2.6 – Enhancing Math Proficiency and Academic Achievement for Homeless, Hispanic, low-income, English Learners, and all students groups in the Red at Sant Rita Elementary
Effectiveness Rating: 3
Metrics: 2.1, 2.2
Analysis Statement:
The targeted interventions and personalized instruction at Santa Rita Elementary are intended to improve student achievement, as measured by Metric 2.1 and 2.2. As a likely indicator of the 2024–25 SBAC scores (which will be represented in Metric 2.1), 29% of Santa Rita Elementary students scored at or above grade level on the i-Ready Diagnostic 3 in May 2025, compared to 19% on the same assessment in May 2024. In addition, on the i-Ready Diagnostic 3, homeless students improved by 3%, while English Learners showed a slight gain of 0.5%. Socioeconomically Disadvantaged students improved by 1%, and Hispanic students maintained their prior performance with no change. This significant improvement supports the effectiveness of this action. Districtwide Distance from Standard (DFS) in math declined overall by 3 points, early growth at Santa Rita shows the intervention model is working, and continued improvements will help maintain and expand progress, especially for underserved students.

Action 2.7 – Enhancing Math Proficiency and Academic Achievement for Hispanic, low income, and English Learner students in the Red at Gavilan View Middle School
Effectiveness Rating: 3
Metrics: 2.1, 2.2
Analysis Statement:
Action 2.7 focused on targeted interventions for specific student groups at Gavilan View Middle School and is directly related to improving the percentage of students meeting or exceeding standards, as measured by Metric 2.1, with a Year 1 outcome of 10%. Local data on the iReady Diagnostic in May 2025 indicates that overall, 29% of students scored at or above grade level compared to 25% overall on the same assessment last year. In addition, on the iReady Diagnostic 3, Hispanic students decreased by 1%, and Socioeconomically Disadvantaged students improved by 1%, and EL students improved by 4.5%.

Action 2.8 – Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS
Effectiveness Rating: 3
Metrics: 2.1, 2.2
Analysis Statement:
Action 2.8 focused on targeted interventions and personalized instruction at John Gutierrez MS are intended to improve student achievement, as measured by Metric 2.1, with a Year 1 outcome of 14% meeting or exceeding the standard. Local data on the iReady Diagnostic in May 2025 indicates that overall, 29% of students scored at or above grade level compared to 25% overall on the same assessment last year. In addition, on the iReady Diagnostic 3, EL students improved by 4.5%.

Action 2.9 – Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD
Effectiveness Rating: 2
Metrics: 2.1, 2.2
Analysis Statement:
Action 2.9 focused on district-wide interventions for targeted student groups, which should improve overall student achievement, as measured by Metric 2.1 and 2.2, with a Year 1 outcome of 15% meeting or exceeding the standard. Local data on the iReady Diagnostic in May 2025 indicates that Socioeconomically Disadvantaged increased the number of students at or above grade level by 1% from 2023-24 to 2024-25.

Districtwide Distance from Standard (DFS) in mathematics declined from -95 to -98, a 3-point drop. Subgroups such as homeless students and students with disabilities also experienced DFS declines. The district will continue refining its intervention approach, with an emphasis on aligning support structures across all schools.

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.

Action 2.1 Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies: No modifications are planned. This action has demonstrated effectiveness, evidenced by observed growth in math proficiency from spring to spring, aligning with the district's strategic focus on professional development.

Action 2.2 Enhance Math Instruction and Curriculum Alignment Across All Grade Levels: No modifications are planned. The action remains aligned with district goals and has shown progress in curriculum alignment efforts.

Action 2.3 Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics: No modifications are planned. Although the MTSS framework implementation has not progressed as hoped, plans are in place to address this in the second year with a focus on targeted instructional strategies, expected to enhance support structures for students.

Action 2.4 Data-Driven Student Achievement Monitoring and Improvement Planning: No modifications are planned. This action continues to be effective in providing valuable insights into student performance, supporting data-driven decision-making processes that contribute to improved academic outcomes.

Action 2.5 Fostering Family and Community Engagement in Math Education: No modifications are planned. The engagement strategies have been effective in building partnerships with families and the community, contributing to a supportive learning environment for students.

Action 2.6 Enhancing math proficiency and overall academic achievement for homeless, Hispanic, low-income, English Learners, and all students at Santa Rita Elementary No modifications are planned. The current strategies have been effective in promoting math proficiency, as evidenced by the district's observed growth in math achievement.

Action 2.7 Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School: No modifications are planned. The targeted support for these student groups has been effective, contributing to observed improvements in math proficiency.

Action 2.8 Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez Middle School: No modifications are planned. The action has been effective in addressing the needs of these student groups, as indicated by the growth in math achievement.

Action 2.9 Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD: No modifications are planned. The strategies implemented have been effective in supporting the targeted student groups, contributing to the district's overall growth in math proficiency.

Action 2.10 Addition of Paraprofessionals for Math: This is a new action introduced to enhance math proficiency and academic achievement through the use of paraprofessionals, funded through LEBG. The addition of paraprofessionals is expected to provide targeted support and individualized instruction, addressing specific student needs and enhancing overall math outcomes. The allocation of a $700,000 budget reflects the district's commitment to improving math proficiency, with anticipated positive impacts on student achievement metrics.

In addition to the new action, updates were made to Metrics 1 and 2 to correct inaccurate data inputted last year. Specifically, we revised the baseline, Year 1 outcome, Year 3 target, and current difference from baseline to ensure the integrity and accuracy of our performance tracking. These corrections will improve our ability to monitor impact and measure progress across math-focused initiatives.

Overall, the addition of paraprofessionals represents a strategic shift in resource allocation to bolster math support, reflecting the district's response to observed growth in math and the need for continued emphasis on enhancing student 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
2.1	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Enhance student achievement in mathematics by implementing continuous professional development focused on effective instructional strategies. This includes differentiated instruction, data-driven decision-making, and the integration of technology within the classroom. Provide training on culturally responsive teaching practices to ensure that all students, including English learners and students with disabilities, have access to high-quality mathematics instruction.	$197,945.00	Yes
2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Implement and continually enhance a rigorous, standards-aligned mathematics curriculum across all grade levels. Provide instructional coaches to support educators in delivering high-quality math instruction and utilizing formative assessments to inform and improve teaching practices.	$545,355.00	Yes
2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Establish and execute a comprehensive Multi-Tiered System of Supports (MTSS) framework specifically for mathematics to ensure that all students, particularly unduplicated students, receive appropriate, tiered interventions. This framework will include targeted instructional strategies, continuous progress monitoring, and professional development for educators to enhance their capacity to deliver effective math interventions. By implementing this MTSS framework, we aim to improve mathematical proficiency and close achievement gaps for all student groups, fostering a supportive and equitable learning environment.	$18,445.00	Yes
2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Utilize data from state and district assessments to monitor student progress and identify areas for improvement. Conduct regular data meetings to analyze student performance, set targets, and plan interventions.	$71,000.00	Yes
2.5	Fostering Family and Community	Enhance student achievement in mathematics by actively engaging families through workshops, resources, and regular communication about	$6,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Engagement in Math Education	student progress. Additionally, establish partnerships with community organizations to provide supplementary resources and support, ensuring a comprehensive and collaborative approach to math education. This initiative aims to create a strong support network that empowers students to excel in mathematics by leveraging the combined efforts of families, educators, and community partners.		
2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Enhance math proficiency and overall academic achievement for homeless, Hispanic, low-income, English Learners, and all students at Santa Rita Elementary through targeted interventions, personalized instruction, and comprehensive support systems. Provide additional math support through small group instruction, and one-on-one mentoring. Utilize data from formative assessments to continuously monitor progress and adjust instructional strategies, ensuring personalized and effective learning experiences for every student.	$1,500.00	Yes
2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Improve math proficiency and overall academic achievement for Hispanic, low-income, and English Learner students at Gavilan View Middle School (GVMS). This will be achieved through targeted interventions such as small group instruction, and one-on-one mentoring. By utilizing data from formative assessments, the school will continuously monitor student progress and adjust instructional strategies to provide personalized and effective learning experiences, thereby addressing the areas identified in red on the California Dashboard.	$1,500.00	Yes
2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Increase math proficiency and overall academic achievement for Hispanic students, English Learners, and all students at JGMS who have been identified in the red on the California Dashboard. This will be achieved through targeted interventions, personalized instruction, and comprehensive support systems. The plan includes providing additional math support one-on-one mentoring. Utilize data from formative assessments to continuously monitor student progress and adjust instructional strategies, ensuring personalized and effective learning experiences for every student.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Enhance math proficiency and overall academic achievement for Hispanic, low-income, and English Learner (ELL) students district-wide, who have been identified in the red on the California Dashboard, through targeted interventions, personalized instruction, and comprehensive support systems. Provide additional math support through small group instruction and one-on-one mentoring. Utilize data from formative assessments to continuously monitor progress and adjust instructional strategies to ensure personalized and effective learning experiences.	$1,500.00	Yes
2.10	Assign paraprofessionals to provide targeted, evidence-based Math intervention support.	Research consistently shows that paraprofessionals increase individualized attention, allowing students to receive more frequent and focused practice, immediate feedback, and tailored support. Paraprofessionals will be assigned to provide Math intervention support to students identified with math difficulties, increasing individualized instructional time and improving reading proficiency outcomes across grade levels in the 2025-26 school year. Metric being used to monitor the action: Metric 2.3 LREBG funds supporting this action: $949,677	$949,677.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empowering Educators to Support Multilingual Students and Enhance Equitable Learning Opportunities: The goal is to ensure equitable learning opportunities for all students by providing additional resources and professional learning opportunities for teachers, particularly to support multilingual students. This initiative empowers educators with the skills needed to reduce achievement gaps and align instructional strategies with state standards, improving outcomes on assessments such as the CAASPP. Emphasizing the tracking of English learners' progress and their reclassification as proficient correlates with improved academic performance and readiness for college and careers. Promoting a positive school climate fosters regular attendance and active engagement, ensuring students feel valued and motivated. The goal also guarantees multilingual students access to a broad and inclusive curriculum, enriching their educational experience and supporting their interests and talents. Overall, this goal aims to enhance academic success and create a more inclusive educational landscape through targeted support, resources, and a supportive school environment.	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)

An explanation of why the LEA has developed this goal.

The goal ensures equitable learning opportunities for all students by providing additional resources and professional learning opportunities for teachers. This initiative focuses on empowering educators with the skills and knowledge necessary to effectively support multilingual students, aiming to reduce achievement gaps and ensure that every student, regardless of their background, has access to the education they deserve.

Aligned with State Standards, the goal seeks to enhance the performance of English learners by closely aligning instructional strategies with these standards. Through targeted professional development and resources, teachers will be better equipped to deliver content that meets state benchmarks, thereby improving outcomes on assessments such as the CAASPP and elevating the academic success of English learners.

For Pupil Achievement, the goal emphasizes meticulously tracking the progress of English learners and working towards their reclassification as proficient. This process is crucial as it correlates with improved academic performance and greater readiness for college and careers. Systematic tracking and support mechanisms will ensure that students are meeting and exceeding academic expectations.

In promoting Pupil Engagement, the goal aims to foster a positive school climate that encourages multilingual students to attend school regularly and engage actively in their learning. By creating an environment where students feel valued and supported, the goal helps to motivate students towards academic excellence and personal growth.

Furthermore, the goal ensures that multilingual students have equitable access to a broad and inclusive curriculum, allowing them to explore a wide range of subjects and learning opportunities. This approach enriches their educational experience and supports the notion that all students, regardless of their linguistic background, should have the opportunity to pursue their interests and talents to the fullest extent.

Overall, this goal is meticulously developed to advance these priorities through targeted support for multilingual students, enhancing their academic success and overall school experience. By focusing on resources, professional learning, and a supportive school climate, the goal sets a foundation for a more inclusive and equitable educational landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil Achievement-Progress by at least one level on the ELPAC	Baseline Data 2022-23: District-Wide 32% of ELL students advanced at least one level 54% of ELL students maintained 14% of ELL decreased by 1 or more levels John Gutierrez Middle School 38% of ELL students advanced at least one level	2023-24 District-Wide 40% of EL students advanced at least one level 42% of EL students maintained 18% of EL decreased by 1 or more levels John Gutierrez Middle School		ELL students advanced at least one level 50% of ELL students maintained 10% of ELL decreased by 1 or more levels John Gutierrez Middle School 47% of ELL students advanced at least one level 48% of ELL students maintained 8% of ELL decreased by 1 or more levels	District-Wide: +8% of EL students advanced at least one level -12% of EL students maintained District-Wide: +4% of EL decreased by 1 or more levels John Gutierrez Middle School: +6% of EL students advanced at least one level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52% of ELL students maintained 11% of ELL decreased by 1 or more levels Santa Rita Elementary 33% of ELL students advanced at least one level 51% of ELL students maintained 1 6% of ELL decreased by 1 or more levels	44% of EL students advanced at least one level 43% of EL students maintained 13% of EL students decreased by 1 or more levels Santa Rita Elementary 37% of EL students advanced at least one level 46% of EL students maintained 18% of EL decreased by 1 or more levels		Santa Rita Elementary 40% of ELL students advanced at least one level 48% of ELL students maintained 12% of ELL decreased by 1 or more levels	-9% of EL students maintained +2% of EL students decreased by 1 or more levels Santa Rita Elementary +4% of EL students advanced at least one level -5% of EL students maintained +12% of EL decreased by 1 or more levels
3.2	Pupil Achievement-Reclassification Rates	Baseline Data 2022-23: District-Wide 92 students (6%) Red Dashboard Indicator Schools John Gutierrez Middle School 27 students (20%) Santa Rita Elementary 22 students (5%)	District-Wide 137 students (10%) Red Dashboard Indicator Schools John Gutierrez Middle School 44 students (29%) Santa Rita Elementary16 students (3%)		District-Wide: Increase to 24% John Gutierrez Middle School: Increase to 50% Santa Rita Elementary: Increase to 20%	District-Wide +10 students (+4%) Red Dashboard Indicator Schools John Gutierrez Middle School +17 students (+9%) Santa Rita Elementary -6 students (-2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Pupil Achievement- Reduction in number of LTELS	Baseline Data 2023-24: District-Wide 23% Red Dashboard Indicator Schools John Gutierrez Middle School 86% EL	District-Wide 2024-25: 44 (3%) students SRUSD EL Students are LTELS Red Dashboard Indicator Schools John Gutierrez Middle School 9 (6%) EL Students are LTELS		Reduce the percentage of LTELs to 10%. John Gutierrez Middle School Reduce the percentage of LTELs to 30%	District-wide = -20% John Gutierrez Middle School = -80%
3.4	Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA	Baseline Data 2022-23: District: EL Students=17% Santa Rita Elementary: EL Students=14% Gavilan View MS: EL Students=1% John Gutierrez: EL Students=4% La Joya: EL Students=15%	2023-24 CAASPP ELA District: EL Students= 7% Santa Rita Elementary: EL Students= 7% Gavilan View MS: EL Students= 1% John Gutierrez: EL Students= 2% La Joya: EL Students= 15%		District EL Students=23% Santa Rita Elementary: EL Students=20% Gavilan View MS: EL Students=7% John Gutierrez: EL Students=10% La Joya: EL Students=36%	District: EL Students: -10% Santa Rita Elementary: EL Students: +6% Gavilan View MS: EL Students: -No change John Gutierrez: EL Students: -2% La Joya: EL Students: No change
3.5	Pupil Achievement/Implementation of State Standards- - EL students who meet	Baseline Data 2022-23: District:	2023-24 CAASPP Math District:		District: 23% meet or exceed standard, EL Students=14%	Difference in % District: All: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or exceed standard in Math	All: 17% meet or exceed standard, EL Students=8% Santa Rita Elementary: EL Students=8% Gavilan View MS: EL Students=0% John Gutierrez: EL Students=0% La Joya: EL Students=13% McKinnon: EL Students=18% New Republic: EL Students=18%	All: 15% EL Students= 5% Santa Rita Elementary: EL Students= 5% Gavilan View MS: EL Students= 1% John Gutierrez: EL Students= 1% La Joya: EL Students= 10% Mckinnon: EL Students= 7% New Republic: EL Students= 15%		Santa Rita Elementary: EL Students=14% Gavilan View MS: EL Students=6% John Gutierrez: EL Students=6% La Joya: EL Students=19% McKinnon: EL Students=24% New Republic: EL Students=24%	EL Students: -3% Santa Rita Elementary: EL Students: -3% Gavilan View MS: EL Students: +1% John Gutierrez: EL Students: +1% La Joya: EL Students: -3% Mckinnon: EL Students: -11% New Republic: EL Students: -3%
3.6	Parent Input in Decision-making	CHKS 2024 : "School Encourages me to be an active partner": Overall=45% strongly agree, EL=50%, SPED=71%, Hispanic=44%	CHKS 2024-25 : "School Encourages me to be an active partner": Overall=91% strongly agree, EL=39%, SPED=33%, Hispanic=37%		Overall - "School Encourages me to be an active partner": Overall=60% strongly agree, EL=70%, SPED=80%, Hispanic=60%	Overall: +46% EL: -11% SPED: -38% Hispanic: -7%
3.7	Pupil Engagement-Middle School Drop Out Rate	Baseline: 2022-23 0% of middle school students dropped out of	2023-24 0% of middle school students dropped		0% of middle school students dropped out of	ALL: Maintained EL: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school including EL, Hispanic, Homeless, SED, SPED	out of school including EL, Hispanic, Homeless, SED, SPED		school including EL, Hispanic, Homeless, SED, SPED	Hispanic: Maintained Homeless: Maintained SED: Maintained SPED: Maintained
3.8	Basic Materials-Access to designated and integrated ELD materials	Baseline Data 2022-23: 100% of English Learners have access to designated and integrated ELD materials	2023-24: 100% of English Learners have access to designated and integrated ELD materials		100% of English Learners have access to designated and integrated ELD materials	ALL: Maintained
3.9	Basic-Percentage of appropriately credentialed teachers	Baseline Data 2022-23: 1 teacher was not appropriately credentialed to teach English Learners	2023-24: 100% of teachers were appropriately credentialed to teach English Learners		100% teachers appropriately credentialed to teach English Learners	+1
3.10	Parent Engagement-Attendance rates a frequency of workshops, informational sessions, and engagement events specifically aimed at parents of unduplicated students.	Baseline Data 2023-24: < 2 events per month per site (6 sites)	2024-25: Average of 2.20 events per month per site (6 sites)		3+ events per month per site	+2.2 events per month

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.

The implementation of Goal 3, aimed at empowering educators to support multilingual students and enhance equitable learning, has been observed through data-driven metrics. Action 3.1, focusing on instructional strategies at Santa Rita Elementary and John Gutierrez Middle School, showed advancements in language proficiency. District-wide, 23.53% of ELL students advanced at least one level, with John

Gutierrez Middle School showing a similar rate of 22.73%. This indicates that targeted strategies positively contributed to language proficiency as measured by the ELPAC. Additionally, 17.92% of district-wide ELL students met or exceeded standards in ELA, with 29.75% at John Gutierrez Middle School, aligning with the goal of improving ELA outcomes through evidence-based practices. However, only 15.27% of district-wide students met or exceeded the standard in Math, with ELL students at John Gutierrez Middle School achieving 8.65%.

The deployment of three EL specialists at Santa Rita Elementary and both middle schools was a significant success, leading the teaching and monitoring of English Learner students. This staffing strategy has been a positive step. Financial management for Goal 3, particularly for Action 1, was on track, indicating successful oversight. Better progress in math for English Learners compared to the previous year was noted as a positive outcome.

Challenges were identified, including The fact that EL students started at a lower performance level in 24-25, compared to 23-24, impacted their ability to meet goals despite growth from fall to spring. While EL students made gains in ELA and Math as evidenced by the iReady Spring Diagnostic data, 24-25 Summative ELPAC data indicates only a 0.5% increase in the percentage of students advancing at least one level on ELPAC. One planned modification to Goal 3 is the funding of an additional EL Specialist at Santa Rita Elementary, funded in the 24-25 year by their CSI allocation. As the additional EL Specialist is making a meaningful impact, evidenced by the site specific data for ELs, this position will be included in the LCAP in order for it to continue.

Action 3.2 aimed to enhance EL students' academic progress and language proficiency, with 23.53% advancing at least one level, aligning with the action's focus on assessments and strategy adaptation. 82 students (6%) were reclassified, showing a need for additional focus on ELD next year. Challenges were presented in this action as not all ELD teachers implemented the embedded assessments in the newly adopted curriculum. Consistent utilization of these assessments will be monitored in the 25-26 school year. In addition, 37, or 3% of SRUSD EL students remained Long-Term English Learners (LTELs), indicating that additional support is needed.

Action 3.3 concentrated on enhancing English Learner progress in ELA and Mathematics, with 17.92% of ELL students meeting or exceeding standards in ELA. This reflects the action's emphasis on professional development and resource provision. Similarly, 15.27% of students met or exceeded the standard in Math, with ELL students achieving 6.36%, suggesting further efforts are needed to enhance math performance. Local assessments (Spring iReady Diagnostic) indicate that districtwide EL students made gains in both ELA and Math with the following percentages of students at or above grade level: in ELA, 20% of EL students scored at or above grade level in 24-25, compared with 17% in 23-24; in Math, 19% of EL students scored at or above grade level in 24-25, compared with 14% in 23-24.

100% of English Learners had access to designated and integrated ELD materials, highlighting successful resource provision.

Overall, the implementation of Goal 3 is proceeding smoothly in staffing and financial management, with effective deployment of EL Specialists and on-track spending. Challenges remain in increasing the performance levels of EL students. The metrics provide a clear picture of progress and challenges in enhancing equitable learning opportunities for EL students.

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.

Santa Rita Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

Action 3.1 – Planned: $347,116.00; Actual: $373,467.00. Actual expenditures exceeded the planned budget, due to expanded instructional interventions and additional resources to support both Santa Rita Elementary and John Gutierrez Middle School.

Action 3.2 – Planned: $0; Actual: $5,000.00. This action had no initial budget allocation, $5,000 was spent to support data analysis and supplemental assessment tools needed during implementation.

Action 3.3 – Planned: $0; Actual: $5,000.00. This action was initially budgeted at $0, $5,000 was expended to provide targeted professional development sessions and instructional coaching based on educator feedback.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Three helped make progress towards the LEA’s goal:

Action 3.1 – Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School
Effectiveness Rating: 3
Metrics: 3.1, 3.3, 3.4, 3.5
Analysis Statement:
Action 3.1 (EL Specialists): Instructional specialists continued to support designated ELD and EL/RFEP Monitoring. Student feedback, site walkthroughs, and assessment data indicated improved language scaffolds and increased student participation in academic discourse. Progress monitoring reports confirmed that students receiving regular designated ELD instruction demonstrated growth aligned with English language proficiency expectations.
Districtwide, 40.4% of English Learners advanced at least one level on the ELPAC in 2023–24. Santa Rita Elementary 37% and John Gutierrez 44% EL students advanced at least one level.

On the 2023–24 CAASPP, English Learners' ELA proficiency dropped slightly from 10% to 5% districtwide, while Math proficiency decreased from 17% to 15%. Despite these statewide assessment declines, site-level data and classroom observations suggest instructional quality and student engagement in ELD improved. These findings support the continued implementation of EL specialists as a high-leverage strategy, particularly when paired with refined monitoring tools and differentiated instructional support.

Action 3.2 – Enhancing Academic Progress and Language Proficiency of ELL students

Effectiveness Rating: 2
Metrics: 3.1, 3.2, 3.3
Analysis Statement:
Action 3.2 (ELD Progress Monitoring): Although the assessments within the ELD curriculum were administered inconsistently, i-Ready diagnostic data was used to monitor the progress of EL students. i-Ready Diagnostic 3 results in ELA demonstrate that 3% more of EL students reached a score of at or above grade level compared to the previous year in ELA, and 4.5% more in Math. In Year 2 of this LCAP, the administration of assessments within the ELD curriculum will be monitored more closely to ensure consistent and actionable progress tracking.
Districtwide ELPAC data showed that 40% of English Learners progressed at least one level in 2023–24, an increase from 32% in the previous year. The reclassification rate increased from 6% to 10%.

Action 3.3 – Enhancing English Learner Progress in ELA and Mathematics
Effectiveness Rating: 2
Metrics: 3.1, 3.3, 3.4, 3.5, 3.8
Analysis Statement:
Participating educators reported increased confidence applying integrated ELD strategies. Walkthrough evidence showed increased use of sentence frames, structured talk opportunities, and culturally responsive scaffolds. However, implementation fidelity varied across sites. Districtwide, 40% of English Learners advanced at least one ELPAC level. The reclassification rate increased to 10%, and CAASPP scores for ELs in ELA and Math declined, with ELA proficiency dropping from 10% to 5%, and Math from 8% to 5%. All English Learners continued to have access to designated and integrated ELD instructional materials.

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

In response to internal reflection, educational partner input, and data from the 2024–25 cycle, Santa Rita Union School District will make targeted refinements to Goal 3 for 2025–26 to strengthen impact and coherence.

Expanded Support Staffing (Action 3.1): A fourth English Learner Specialist position will be added and assigned to Santa Rita Elementary School, which has the district's highest EL enrollment. This was prioritized based on the success of having the additional EL Specialist, funded this year through CSI allocations, and feedback from site administrators, staff, and families.

Digital Tools : the District will fund the ELLevation platform through the LCAP next year, ensuring the continuity of use for EL Progress Monitoring using the OPTEL and providing EL strategies for teachers to implement.

No changes will be made to the overarching goal statement or LCFF priorities addressed. Core metrics (e.g., [Metric 3.1 – ELPAC Progress] and [Metric 3.2 – Reclassification Rate]) will remain in place. Adjustments focus on enhancing coherence between staffing, coaching, family engagement, and monitoring systems to ensure multilingual learners receive consistently high-quality services across the district.

In addition, several metric entries from the prior year were incorrect and have been updated to ensure accurate tracking and reporting:

Metric 3.1: Updated baseline, Year 1 outcome, target for Year 3 outcome, and current difference from baseline.

Metric 3.2: Updated Year 1 outcome and current difference from baseline.

Metric 3.3: Updated Year 1 outcome, target for Year 3 outcome, and current difference from baseline.

Metric 3.4: Updated baseline, Year 1 outcome, target for Year 3 outcome, and current difference from baseline.

Metric 3.5: Updated baseline, Year 1 outcome, and current difference from baseline.

These changes were made to reflect accurate student progress data, correcting prior year mis-entries and aligning targets with verified assessment 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	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Develop and implement targeted instructional strategies and interventions specifically designed for English Language Learner (ELL) students who are struggling the most, as indicated by their red status on the California Dashboard. Evidence-based practices, including sheltered instruction and differentiated learning, will be utilized to address the unique needs of ELs and LTELs through the provision of 3 FTE English Learner Specialist (1 Santa Rita Elementary, 1 JGMS, 1 GVMS)	$411,169.00	Yes
3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Implement a comprehensive professional development program for teachers to enhance their instructional strategies in support of English Language Learner (ELs &LTELs) students. This program will utilize many existing district resources and materials. The focus will be on equipping teachers with effective techniques for differentiated instruction, classroom management, and culturally responsive teaching practices. By leveraging current resources, the goal is to ensure that EL/LTEL students receive high-quality instruction that meets their unique needs and promotes their academic and language proficiency.	$45,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Enhancing English Learner Progress in ELA and Mathematics	This goal aims to improve the academic performance of English Learner (ELL) students in English Language Arts (ELA) and Mathematics by providing ongoing professional development for teachers and staff. The focus is on effective strategies for teaching ELL students, including language development and culturally responsive teaching. Educators will be equipped with the necessary resources, such as supplemental English Language Development (ELD) materials, bilingual materials, and technology tools, to support ELL students' learning and engagement. By enhancing the instructional capacity of educators and providing targeted resources, this goal seeks to foster an inclusive and supportive learning environment that promotes the academic success of ELL students in ELA and Mathematics.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Integrating Advanced Instructional Technology for Enhanced Educational Outcomes: The initiative to integrate advanced instructional technology tools and resources aims to foster a stimulating and supportive educational environment, addressing several state priorities by ensuring equitable access to technology for all students and teachers, achieved by improving resource alignment and enhancing professional learning opportunities. The personalized approach utilizes technology to tailor learning experiences to individual needs, providing formative assessments to prepare students for college and careers. By leveraging technology to create engaging and interactive learning experiences, the initiative also addresses pupil engagement, aiming to increase attendance and reduce dropout rates. This comprehensive approach ensures that students are more invested in their education, leading to higher levels of success.	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)

An explanation of why the LEA has developed this goal.

The goal of integrating advanced instructional technology tools and resources was crafted with the aim to foster a stimulating and supportive educational environment. This initiative directly addresses several state priorities through precise measures. For Priority 1, the approach was to ensure equitable access to technology for all students and teachers. This was achieved by improving the alignment of resources and enhancing professional learning opportunities for educators, thereby making the educational resources more accessible and effective. This alignment supports the curriculum and instruction, thereby enhancing student engagement and achievement. By integrating technology in a way that complements the state's standards, the goal ensures that students are not only more engaged in their learning process but are also achieving at higher levels.

For Pupil Achievement, the goal took a personalized approach by utilizing technology to tailor learning experiences to individual student needs and providing formative assessments. This personalized approach helps prepare students for college and careers by offering them a more tailored educational experience that meets their individual needs and learning styles. Addressing Pupil Engagement, the goal leveraged technology to make learning experiences more engaging and interactive. This effort aimed to increase student attendance and reduce dropout rates by making the learning process more appealing to students. By creating more engaging and interactive learning experiences through technology, students are more likely to be invested in their education and, as a result, more likely to succeed.

Overall, the goal to integrate advanced instructional technology tools and resources is a multi-faceted approach designed to enhance the educational environment by addressing critical state priorities through innovative and targeted strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Standards Implementation-Percentage of classrooms regularly utilizing educational technology tools to enhance instruction.	SY 2023-24 The average baseline for the percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 70%.	SY 2023-24 The average percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 100%		Annual increase on the average baseline for the percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 85%	+30%
4.2	State Standards Implementation-Number of professional development hours provided to teachers on the effective use of educational technology.	SY 2023-24 Required and Optional Professional Development Hours Provided: 15 hours in the past year. Teacher Participation Rate: 35% of teachers participated.	SY 2024-25 Required and Optional Professional Development Hours Provided: 15 hours Teacher Participation Rate: 34% of teachers participated.		Required and Optional Professional Development Hours Provided: 15 hours in the past year. Teacher Participation Rate: 50% of teachers participated.	-1%
4.4	Pupil Achievement-Tracking student progress and achievement through digital platforms and tools	SY 2023-24 Average of 32 min. spent per week per student on digital learning activities-ELA (iReady). Average of 44 min. spent per week per student on digital learning activities-Math (iReady)	SY 2024-25 Average of 31 min. spent per week per student on digital learning activities-ELA (iReady). Average of 35 min. spent per week per student on digital		Average of 45 min. spent per week per student on digital learning activities-ELA (iReady). Average of 45min. spent per week per student on digital learning activities-Math (iReady)	-1 minute per week in ELA -9 minutes per week in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			learning activities-Math (iReady)			
4.5	Basic Materials-Ensuring all students have access to necessary technology and resources.	SY 2023-24 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use 14% of EL- DELAC parents not having access to reliable home based internet at home	SY 2024-25 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use. 0% of EL- DELAC parents not having access to reliable home based internet at home		SY 2023-24 100% of EL, Homeless, SED, SPED students have access to devices at school 100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use 0% of EL- DELAC parents not having access to reliable home based internet at home	EL: Maintained Homeless: Maintained SED: Maintained SPED: Maintained EL-DELAC: -14 percentage points
4.6	Parent Involvement-Provision of support and resources to students and families to facilitate technology use at home (# of Hot Spots)	SY 2023-24 Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	SY 2024-25 Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%		Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	Homeless: Maintained EL: Maintained SED: Maintained Hispanic: Maintained

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.

The implementation of Goal 4, focused on enhancing student engagement and achievement through advanced instructional technology, achieved notable successes and faced challenges. Action 4.1 integrated technology into classroom instruction, with 100% of classrooms regularly utilizing educational technology tools during the 2024-25 school year. This success was supported by purchasing devices and improving connectivity, demonstrating significant classroom incorporation of these tools. However, challenges arose from teachers' preferences for additional apps or programs, leading to costs for duplicative programs. This highlights the need to streamline technology offerings to avoid unnecessary expenditures.

Professional development was a key component of Action 4.1, with Metric 4.2 reporting 15 hours of training offered, yet only 34% of teachers participated. This participation rate indicates room for increased involvement to fully realize the action's goals. Continuous assessment of current technology is essential to ensure resources meet educational needs effectively, potentially enhancing teacher engagement by aligning training with the most relevant technology tools.

Equitable access to technology resources was a focus of Action 4.1, as evidenced by Metric 4.5, which reported that 100% of EL, Homeless, SED, and SPED students had access to devices at school, with the same percentage of 3rd-8th grade students from these groups taking devices home. This outcome highlights success in providing devices to underserved students. The district's success in increasing student access to digital platforms and tools indicates effective utilization of technology resources by students.

Metric 4.6 supported the action's goal of improving internet connectivity by reporting the availability of hotspots, ensuring home internet access with 100% availability for Homeless, EL, SED, and Hispanic families. This provision represents a notable success in ensuring equitable access to technology for students and their families. The district is on track with its implementation goals and plans to narrow the scope of technology programs offered, leading to more efficient resource use and better alignment with educational goals, addressing financial considerations highlighted by the mention of paying for duplicative programs.

Overall, the implementation of Goal 4 is progressing well, with significant progress in providing technology access and training. Challenges related to technology preferences and resource duplication need to be addressed to optimize resource use and ensure technology investments align with educational needs. The increase in student access to digital tools is a significant success, indicating that the district's efforts to integrate technology into education are yielding positive results. The decision to narrow the scope of technology programs will further enhance the effectiveness and efficiency of Goal 4's implementation, ensuring resources are used strategically to support student engagement and achievement.

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

Action 4.1 – Planned: $1,401,691.00; Actual: $1,429,708.00.
Actual expenditures exceeded the planned budget, due to increased allocation of resources toward technology and digital platforms as more students accessed these tools. While this investment supports the goal of improving digital access, an analysis revealed challenges with technology spending, specifically in the purchase of duplicative programs. Teachers have requested additional applications or programs even when existing ones fulfill the required functions, leading to overspending based on preferences rather than necessity. A strategic plan has been developed to narrow the scope of programs offered, optimize spending, and eliminate unnecessary expenditures on multiple programs serving the same purpose. This adjustment will improve budget efficiency, ensure effective use of funds, and maintain equitable access to digital resources for unduplicated pupils.

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

Action 4.1 aimed to enhance student engagement and achievement by leveraging advanced instructional technology. This action increased student access to digital platforms, as evidenced by the rise in student engagement with digital resources. The effectiveness is supported by Metric 4.1, which measures the percentage of classrooms regularly utilizing educational technology tools. The purchase of additional devices including ViewSonic displays and improvements in internet connectivity contributed to the increased use of technology in classrooms, aligning with the goal of enhancing instructional technology use.

Action 4.1 included offering professional development to teachers, aligning with Metric 4.2, which tracks the number of professional development hours provided. This training aimed to improve teachers' ability to integrate technology into classroom instruction, thereby enhancing the quality and frequency of technology use. Challenges were noted in aligning teacher preferences with available resources, indicating a need for continued assessment of technology needs and preferences. In relation to Metric 4.4, which involves tracking student progress through digital platforms, Action 4.1 promoted the use of digital tools for monitoring and supporting student learning. The focus on personalized learning experiences and digital literacy contributed to this metric by encouraging the use of technology to improve student outcomes.

Action 4.1 also supported Metric 4.5 by ensuring equitable access to technology resources. The emphasis on providing additional devices and improving connectivity ensured that all students had access to necessary technological resources, aligning with the goal of equitable access.

While Action 4.1 indirectly supported Metric 4.6, which involves facilitating technology use at home, its primary focus was on classroom engagement and infrastructure. The improvements in internet connectivity may have enhanced home access to technology, but this was not the direct focus of the action.

Overall, Action 4.1 achieved its targeted outcomes, as demonstrated by increased student access to digital tools and enhanced teacher training. However, the duplication of programs and the need for ongoing assessment of technology preferences highlight areas for improvement in optimizing resource allocation and addressing teacher needs.

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

No changes have been made to the structure of Goal 4 or to its core metrics. All services under Action 4.1 will continue in 2025–26. However, the district has identified two areas for ongoing improvement that will influence implementation focus:
The district will work to streamline duplicative digital platforms by narrowing the scope of programs offered to teachers and aligning tools more directly with student needs and staff capacity.

These refinements will enhance the consistency of schoolwide implementation while preserving the full structure of Goal 4 as currently adopted.
In addition, several metric entries from the prior year were incorrect and have been updated to ensure accurate tracking and reporting. This includes:

Metric 4.2: Updated professional hours proved to 15 from 18.

Metric 4.3: Updated baseline, Year 1 outcomes, target for Year 3 outcome, and current difference from baseline.

Metric 4.5: Updated current difference from baseline.

These updates correct prior year data entries and better reflect actual progress toward Goal 4 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
4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	The goal is to enhance student engagement and achievement by leveraging advanced instructional technology. This includes conducting a comprehensive assessment of the current technology infrastructure to identify areas of need and establishing a strategic plan to provide equitable technology resources. Key actions involve purchasing additional devices, improving internet connectivity, and offering teacher training to effectively integrate technology into classroom instruction. The initiative aims to ensure that every student has access to the necessary technological resources and tools to fully engage with the curriculum and develop critical digital literacy skills essential for success in the modern world. By ensuring equitable access to educational technology, the school district will foster a	$1,457,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
		dynamic learning environment that promotes digital literacy, innovation, and personalized learning experiences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This goal focuses on improving the cognitive, emotional, and behavioral engagement of special education students, with a particular emphasis on English learners, foster youth, and students from low-income families. The initiative will utilize differentiated instructional strategies, provide targeted professional development for educators, and implement evidence-based interventions. This goal is a critical focus area, aiming to promote equity, enhance student engagement, and ensure that educational practices are inclusive and legally compliant, ultimately fostering a supportive learning environment for all special education students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal is strategically developed to ensure a sustained allocation of resources towards hiring specialized staff, procuring necessary materials, and implementing programs specifically designed to meet the unique needs of special education students. This ambitious objective aims to enhance the educational landscape by incorporating regular professional development sessions focused on inclusive teaching practices. Additionally, it mandates the periodic assessment of Individualized Education Programs (IEPs) to ensure they are effectively meeting students' needs. This approach is pivotal in creating an inclusive and supportive learning environment that caters to the diverse requirements of special education students.

The goal emphasizes the importance of data-driven decision-making. This involves the consistent use of formative and summative assessments to meticulously inform instructional planning and implement evidence-based interventions. By doing so, educators can tailor their teaching strategies to better meet the learning needs of their students, thereby improving academic outcomes. This goal underscores the importance of leveraging data to guide educational practices and interventions, ensuring that they are both effective and efficient.

The goal is committed to ensuring that special education students are provided with a broad spectrum of course offerings and enrichment opportunities. This is achieved by regularly reviewing and adjusting accommodations to ensure that all students have equitable access to the curriculum. This proactive approach to curriculum access is essential in promoting an inclusive educational environment where all students, regardless of their unique needs, have the opportunity to engage in diverse learning experiences. By doing so, the goal supports the broader aim of fostering equity, enhancing student engagement, and adhering to legal and ethical standards in education.

This comprehensive methodology effectively addresses various state priorities by focusing on promoting equity among students, enhancing their engagement in the learning process, and ensuring that all educational provisions are both legal and ethical. Through these focused efforts, the goal seeks to create a more inclusive and supportive educational system for special education students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Pupil Achievement-Distance from standard for special education students in ELA and Mathematics.	Baseline 2022-23: SPED ELA -142 DFS Math -167 DFS	Year 1 Outcome 2023-24: SPED ELA -135 DFS Math -163.2 DFS		ELA -75 DFS Math -90 DFS	SPED ELA: -7 points Math: -4 points
5.2	Pupil Achievement-Average growth for special education students on the CAST.	Baseline: 2022-23 SPED CAST 2% of special education students met or exceeded standard on the CAST	2023-24 SPED CAST 9.0% of special education students met or exceeded standard on the CAST		15% of special education students met or exceeded standard on the CAST	SPED: +7%
5.3	Parent Involvement-Percentage of EL parents reporting satisfaction with special education services within the EL Annual Needs Assessment	Baseline: 2023-24 ELL Needs Assessment 91% of EL parents reported that they know a little to nothing about special education services	2024-25 EL Needs Assessment 59% of EL parents reported that they know a little to nothing about special education services		61% of EL parents report that they know a little to nothing about special education services	EL: -32%
5.4	School Climate: Percentage of GVMS special education students receiving suspensions	Baseline 2023-24: 30% suspension rates for SPED at GVMS	2024-25 10% suspension rates for SPED at GVMS		15% suspension rates for SPED at GVMS	-20% suspension rate for SPED at GVMS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Pupil Engagement- Average daily attendance rate for special education students.	Baseline: 2023-24 77% SPED attendance rate	2024-25 83% SPED attendance rate		88% attendance rate	+6%
5.6	Pupil Engagement- Percentage of special education students identified as chronically absent	Baseline 2023-24 24% SPED Chronically Abs.	2024-25 20% SPED Chronically Abs.		14% of sped students chronically absentent	-4%

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.

In 2024–25, Santa Rita Union School District implemented all four actions under Goal 5, which is focused on improving academic achievement and behavioral outcomes for students with disabilities. These actions supported inclusive education, individualized support strategies, and a districtwide framework for addressing student needs through both special education services and early interventions aligned to Multi-Tiered System of Supports (MTSS).

Under Action 5.1, the district sustained the services of a Board-Certified Behavior Analyst (BCBA) who supported students through Functional Behavior Assessments (FBAs), designed individualized behavior intervention plans, and coached staff on implementation. This service was delivered through a structured schedule coordinated with site administration and the special education department.

Action 5.2 supported paraprofessionals and behavior aides assigned to special education classrooms. These classified staff were key to supporting inclusive access and behavior regulation throughout the instructional day. Staffing was responsive to enrollment changes and IEP team decisions. These staff members have been included in monthly training to further develop their skills.

Through Action 5.3, the district continued to operationalize its MTSS model. In 24-25 the Coordination of Services Team (COST) system was fully implemented, including training for team members and observation and feedback of the process at each school site.

Action 5.4 focused on improving academic achievement in ELA and math for students with IEPs. Teachers used formative assessments to drive small-group instruction and identify needed accommodations.

Implementation across all four actions was systematic and adapted as needed to meet student needs throughout the year. Collaboration among administrators, instructional coaches, and special education leadership ensured service continuity, real-time problem-solving, and responsive shifts based on IEP data, school climate data, and classroom observations.

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.

Santa Rita Union School District's planned expenditures and actual spending were fully aligned for this goal, reflecting consistent implementation as intended. The following provides a summary by action:

Action 5.1 - Planned: $0.00; Actual: $0.00. No material differences.

Action 5.2 – Planned: $0.00; Actual: $0.00. Paraprofessional staffing was consistent throughout the school year, with staffing levels aligned to student ratios and needs.

Action 5.3 – Planned: $0.00; Actual: $0.00. The district sustained a Board-Certified Behavior Analyst (BCBA) to provide behavioral support across schools. The goal was implemented as planned with no material differences.

Action 5.4 – Planned: $0.00; Actual: $0.00. New curriculum (core for Moderate to Severe Special Day Classes and supplemental curriculum for Mild Moderate Special Education Students) was purchased and implemented in the 2024–25 school year to support student growth in ELA and Math. Professional development in these new programs, as well as broader PD for Math and ELA, was provided throughout the year. Teachers also engaged in focused PLC time centered on academic data and the new curriculum.

While this goal was not funded through LCAP, the estimated actual percentage of improved services for unduplicated students remained consistent with projections, indicating that the goal of enhancing equity for special education students was effectively supported.

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

The actions under Goal 5 have demonstrated preliminary effectiveness in strengthening inclusive practices, supporting positive behavior, and improving instructional alignment for students with disabilities. Evaluation was based on disaggregated student outcome data, staff implementation feedback, and internal monitoring tools aligned with the district's metrics.

Action 5.1, which intended to enhance the capacity of staff, including paraprofessionals, teachers, and aides, in behavior management techniques and inclusive teaching strategies, was evaluated through PD sign-in sheets, staff feedback forms, and review of Functional Behavior Assessment (FBA) data. Staff at multiple sites reported increased clarity in behavior plan development and noted that coaching led to more consistent use of intervention strategies. The number of completed behavior plans aligned with projections and classroom observations reflected higher implementation fidelity over time.

Action 5.2, focused on paraprofessional and behavior aide staffing, provided consistent support for students with disabilities across general education and special education settings. Paraprofessionals contributed to IEP goal delivery and supported daily routines, which staff indicated led to increased time in the least restrictive environment. Effectiveness was assessed through staffing rosters and classroom walkthroughs.
Action 5.3 supported MTSS implementation, with an emphasis on early identification and documented tiered interventions. Data showed that more students were referred to Coordination of Services Teams (COST) with progress monitoring of of Tier I and Tier II interventions. This was verified through COST team notes and the COST referral tracking form. Schools showed improvement in tracking pre-referral intervention efforts, and instructional teams reported increased confidence in intervention decision-making.

Action 5.4 targeted academic growth for students with IEPs in ELA and Math. Teachers used collaborative planning time to align accommodations with curriculum pacing. However, walkthroughs identified the need for more structured coaching and modeling of tiered supports in across grade levels.

Collectively, these actions advanced key systems for behavioral, instructional, and programmatic support. Staff capacity, cross-department collaboration, and documented intervention usage all improved. The district will focus next year on improving paraprofessional training, continued collaboration between general education and special education staff, and more coaching of tiered supports.

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.

The goal statement was changed for the 25-26 school year to reomove the statement that is was not funded through LCAP. Metrics across all goals indicate that students with disabilities must be a priority in our LCAP and as a result, funding was added to this goal for the upcoming year.

Action 5.1 Enhancing Behavioral Support and Training for Educators and Staff:
No modifications are planned for this action. Effectiveness is demonstrated by noted improvements in behavior from the previous year. The implementation of behavioral support and training has been completed successfully. While suspensions remain proportionately high, the current strategy effectively addresses behavioral issues.

Action 5.2 Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides:
The hiring process for paraprofessionals and behavior aides has been successful, contributing to improved behavior among students. This indicates that the strategy of enhancing support through additional staffing is working effectively, as reflected in the positive outcomes observed. A modification to this action will be to add funding for a School Social Worker to support students in Special Education.

Action 5.3 Enhanced Support and Outcomes for Special Education and Unduplicated Students:
No modifications are planned for this action. The introduction of coordination of services teams as part of the Multi-Tiered System of Supports (MTSS) has been implemented to enhance support and outcomes through better coordination and identification of student needs. This strategic shift is expected to continue yielding positive results.

Action 5.4 Enhance Achievement of Special Education Students in ELA and Mathematics:
No modifications are planned for this action. New curriculum implementation for special education services in ELA and Math has begun at schools where Moderate/Severe Special Day Classes are held. Additionally, Special Education teachers collaborated with general education teachers around the ELA and Math curriculum during PD and PLC to enhance instruction in these areas. Metric 5.1 indicates a reduction in the Difference from Standard for both ELA and Math. The commitment to this new approach is expected to continue to enhance achievement in ELA and Mathematics for special education students.

In addition, several metrics were updated to reflect corrections to inaccurate data reported in the prior year. These changes improve the accuracy of performance tracking and outcome evaluation:
Metric 5.1: Updated baseline and current difference from baseline

Metric 5.2: Updated baseline and current difference from baseline

Metric 5.4: Updated baseline, target for Year 3 outcome, and current difference from baseline

Metric 5.6: Updated baseline, Year 1 outcome, and current difference from baseline

These metric updates ensure accurate monitoring and better alignment with observed outcomes in behavioral and academic support for special education and unduplicated students.

Overall, these actions reflect a strategic focus on refining support structures and implementing new strategies to improve outcomes for special education students. Adjustments are driven by the need to address ongoing challenges, such as high suspension rates, and to build on successful initiatives like effective hiring practices.

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
5.1	Enhancing Behavioral Support and Training for Educators and Staff	The goal is to enhance the capacity of staff, including paraprofessionals, teachers, and aides, in behavior management techniques and inclusive teaching strategies. This includes providing targeted interventions and support tailored to the needs of students with behavioral challenges, fostering a more inclusive learning environment. A Behavior Analyst (BCBA) will train staff in these techniques, conduct regular behavioral assessments, and evaluate the progress of intervention strategies, making necessary adjustments to ensure effective support for all students.		No

Action #	Title	Description	Total Funds	Contributing
5.2	Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides	Hiring additional paraprofessionals and behavior aides will significantly decrease the student-to-adult ratio, enabling more specialized attention and support for special education students. This initiative aims to foster a more supportive and effective learning environment, addressing both academic and behavioral needs. By adding 15 special education paraprofessionals, 8 behavior aide positions, and 5 contracted behavior aides, the action seeks to enhance the educational experience for students with diverse needs, ensuring they receive the necessary assistance to thrive academically and behaviorally.		No
5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	Implement the Multi-Tiered System of Supports (MTSS) to provide targeted interventions for at-risk and special education students. Conduct comprehensive reviews of Individualized Education Plans (IEPs) to identify and address gaps in support structures. Ensure that necessary resources and ongoing training are provided to educators by the Special Education Program Specialist, enabling effective implementation of MTSS strategies. Regularly update IEPs to ensure personalized and effective support for unduplicated special education students. Provide tailored interventions, ensuring access to appropriate resources for academic and social success.	$149,731.00	Yes
5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	To improve the achievement of special education students in English Language Arts (ELA) at John Gutierrez Middle School and in Mathematics at New Republic and McKinnon Elementary Schools, targeted intervention programs will be implemented in response to their red status on the California Dashboard. This initiative focuses on providing specialized instructional strategies, resources, and support tailored to the unique needs of special education students. By addressing these specific academic areas, the goal is to bridge the achievement gap and ensure that all students receive equitable educational opportunities to reach their full potential. Regular progress monitoring and professional development for educators will be integral components of this effort to foster a supportive and effective learning environment.	$18,445.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Enhancing Academic Success and College Readiness through Rigorous Instruction and Support: The District aims to deliver rigorous instruction and enriching learning opportunities, particularly emphasizing unduplicated student groups. By implementing the AVID program, the District will foster essential skills for academic success and college readiness. Smaller class sizes and well-trained substitutes will enhance student engagement and support. This goal is intricately designed within the AVID framework, addressing the State's priorities by establishing a comprehensive structure to bolster students' capabilities in essential academic and college readiness skills. Emphasizing study skills, critical thinking, and engagement in rigorous coursework, this initiative significantly advances Pupil Achievement, promoting improved performance on standardized tests and preparing students for the academic challenges of higher education. The goal supports School Climate by ensuring equitable access to educational resources and a nurturing environment. Implementing strategies that foster a sense of belonging and support enhances cognitive, behavioral, and emotional engagement among students. Such an environment is crucial for promoting a positive school climate and a conducive learning atmosphere. Furthermore, the goal proactively addresses educational disparities by aiming to close the achievement gap. Setting consistent educational standards across the district, this initiative prepares students comprehensively for their future careers and higher education pursuits. This holistic approach elevates educational outcomes and equips students with the skills needed for success in an ever-evolving academic and professional landscape.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District aims to deliver rigorous instruction and enriching learning opportunities, with a particular emphasis on unduplicated student groups. By implementing the AVID program, the District will foster essential skills for academic success and college readiness. Smaller class sizes and well-trained substitutes will enhance student engagement and support.

Integration within the AVID Framework:
This goal is intricately designed within the AVID framework, addressing the State's priorities by establishing a comprehensive structure to bolster students' capabilities in essential academic and college readiness skills. Emphasizing study skills, critical thinking, and engagement in rigorous coursework, this initiative significantly advances pupil achievement, promoting improved performance on standardized tests and preparing students for the academic challenges of higher education.

Supporting School Climate:
The goal supports school climate by ensuring equitable access to educational resources and a nurturing environment. Implementing strategies that foster a sense of belonging and support enhances cognitive, behavioral, and emotional engagement among students. Such an environment is crucial for promoting a positive school climate and a conducive learning atmosphere.

Addressing Educational Disparities:
Furthermore, the goal proactively addresses educational disparities by aiming to close the achievement gap. Setting consistent educational standards across the district, this initiative prepares students comprehensively for their future careers and higher education pursuits. This holistic approach elevates educational outcomes and equips students with the skills needed for success in an ever-evolving academic and professional landscape. By emphasizing study skills, critical thinking, and engagement in rigorous coursework, the goal significantly contributes to advancing pupil achievement through improved performance on standardized tests and meticulous preparation for the academic challenges of higher education.

In parallel, the goal ensures that every student has equitable access to educational resources and a nurturing environment. This is realized by implementing strategies that foster a sense of belonging and support, thereby enhancing cognitive, behavioral, and emotional engagement among students. Such an environment is crucial for promoting a positive school climate and, by extension, a more conducive learning atmosphere.

By taking a proactive stance in addressing educational disparities, this goal aims to close the achievement gap. It does so by setting consistent educational standards across the district and preparing students comprehensively for their future careers and higher education pursuits. This holistic approach not only elevates educational outcomes but also ensures that students are well-equipped for success in an ever-evolving academic and professional landscape.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	School Climate-CHK Parent School Environment	CHKS Question "Positive Student Learning Environment" Strongly Agree Overall=46%	2024-25 CHKS Question "student learning environment" Strongly Agree		CHKS Question "Positive Student Learning Environment"	CHKS Question "student learning environment" Strongly Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=46% EL=50% SPED=66%	Overall=35% Hispanic=37% EL=43%. SPED=34%		Strongly Agree Overall=60% Hispanic=60% EL=65% SPED=78%	Overall=-11% Hispanic=-9% EL=-7%. SPED=32%
6.2	School Climate-CHK Parent Motivation to Learn	CHKS Question "Positive Motivation to Learn" Strongly Agree Overall=50% Hispanic=50% EL=61% SPED=71%	CHKS Question "Positive Motivation to Learn" Strongly Agree Overall=33% Hispanic=42% EL=48% SPED=35%		CHKS Question "Positive Motivation to Learn" Strongly Agree Overall=60% Hispanic=60% EL=70% SPED=80%	CHKS Question "Positive Motivation to Learn" Strongly Agree Overall=-17% Hispanic=-8% EL=-13% SPED=-36%
6.3	School Climate-CHK Parent Opportunities for Meaningful Participation	CHKS Question "Opportunities for Meaningful Participation" Strongly Agree Overall=46% Hispanic=45% EL=44% SPED=67%	CHKS Question "Parental involvement in school" Yes Overall=47% Hispanic=46% EL=44% SPED=46%		CHKS Question "Opportunities for Meaningful Participation" Strongly Agree Overall=56% Hispanic=56% EL=56% SPED=77%	CHKS Question "Parental involvement in school" Yes Overall=+1% Hispanic=+1% EL=maintained SPED=-21%
6.4	CAASPP ELA	Baseline 2022-23 SBAC ELA % of students who meet or exceed standard District Wide All=29%	2023-24 SBAC ELA District Wide All=26% meet or exceed standard		2025-26 SBAC ELA District Wide % of students who meet or exceed standard 50%	-3%
6.5	CAASPP Math	Baseline 2022-23 SBAC Math District: 17% meet or exceed standard	2023-24 SBAC Math District: 15% meet or exceed standard		2025-26 SBAC Math Districtwide students who meet	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					or exceed standard 21%	

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.

The implementation of Goal 6 in the school district's Local Control and Accountability Plan (LCAP) was designed to enhance academic success and college readiness through targeted actions. Action 6.1, aimed at delivering rigorous instruction and enriching opportunities through hands-on learning experiences such as field trips, was successfully implemented. The field trips progressed smoothly and adhered to the budget, enhancing educational opportunities with a challenge of some teachers at some sites not planning field trips. In some cases, when this challenge was identified, District leadership was able to support in planning field trips, however not all teachers who opted out were brought forward in time to make this happen. This success aligns with the intended outcome of fostering meaningful student participation and engagement outside the traditional classroom setting. The data in Metric 6.3 is stable in comparison to the baseline; however, it should be noted that there was a significant increase in the number of parents responding to the CHKS survey in 24-25, compared to 23-24, resulting in new data more representative of our community.

In contrast, the implementation of Action 6.2, involving the AVID program, faced challenges. The district decided to reduce the focus on AVID by not attending the conference next year. This decision was driven by the need to reallocate funds to other areas, highlighting a challenge in balancing resources across different initiatives. Despite this reduction, the integration of AVID strategies within the coaching pedagogy progressed well, with the conference attended this year proving beneficial. This suggests a successful transfer of knowledge and skills, contributing positively to Metrics 6.2 and 6.1, which measure "Positive Motivation to Learn" and the "Positive Student Learning Environment," respectively. However, underspending in the AVID program due to fewer AVID leads than initially budgeted resulted in reallocating funds to Goal 10, Action 2 where funds were needed to fully implement the action.

Action 6.3, aimed at ensuring consistent substitute teachers for continuous learning support, was successfully implemented through the hiring of 18 "super subs" across school sites. These substitutes provided additional support by covering teacher absences and teacher release for professional development sessions and collaboration, minimizing disruptions to learning and contributing to a stable and positive learning environment. This strategic move addressed potential staffing challenges related to teacher absences, aligning with Metric 6.1's focus on maintaining a "Positive Student Learning Environment."

Action 6.4 involved reducing class sizes to enhance the learning environment and improve student-teacher interaction. This action was successfully maintained, positively impacting educational outcomes and aligning with both Metric 6.1 and Metric 6.2. Smaller class sizes allowed for more personalized instruction and improved student-teacher interaction, fostering a supportive and engaging classroom atmosphere. This approach adhered to the budget and is set to continue next year, indicating a successful strategy in improving the learning

environment and enhancing students' motivation to learn. Average class sizes in K-3 were 22 (with a target of 24), in 4-5 average class sizes were 24 (with a target of 29), and average class sizes in Middle School core subjects were 25 (with a target of 29).

Overall, the implementation of Goal 6 was marked by strategic adjustments in resource allocation and staffing, successful integration of educational strategies, and a focus on maintaining a conducive learning environment. The challenges faced were primarily related to budget reallocation and the decision to reduce the focus on certain programs, which were managed effectively to support the overall goal. The ability to reallocate funds from underspending in the AVID program to other goals highlights effective budget management and adaptability in resource allocation. The use of instructional coaches to implement AVID strategies suggests a focus on professional development and leveraging existing staff to sustain program benefits. Each of the metrics for this goal is based on parent feedback on the CHKS Survey. While the data in these metrics overall indicate decreases from the 23-24 school year to 24-25, it should also be noted that there was a significant increase in parent responses to the CHKS survey in 24-25, from 222 parent responses in 23-24 to 517 in 24-25, therefore representing a better picture than the original baseline data.

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.

Santa Rita Union School District observed differences between planned expenditures and actual spending for some actions under this goal, reflecting implementation adjustments made during the year. The following summarizes the variances by action:

Action 6.1 – Planned: $54,000.00; Actual: $54,001.00. No material differences.

Action 6.2 – Planned: $78,732.00; Actual: $73,498.00. Actual spending was below budget due to an adjustment in implementation—incorporating AVID strategies into the work of Academic Coaches rather than rolling out a full sitewide AVID program, eliminating the need for AVID lead stipends. In addition, some grade levels/sites did not schedule field trips, leading to further underspending. A portion of these unspent funds was reallocated to Goal 10, Action 2, to support extracurricular activities and belonging.

Action 6.3 – Planned: $945,218.00; Actual: $984,537.00. The “super substitute” staffing plan was implemented as intended, ensuring consistent instructional coverage throughout the school year. Due to increased demand for substitute coverage, especially during peak illness periods and unanticipated staff vacancies, the actual costs exceeded the planned amount by approximately $39,319.

Action 6.4 – Planned: $2,721,273.00; Actual: $2,470,911.00. There was a material difference between planned and actual expenditures. The difference of $250,362 resulted primarily from cost savings related to staffing adjustments, including lower-than-anticipated benefit costs and some midyear attrition that did not impact class size ratios.

In terms of proportionality, portions of Actions 6.1 and 6.4 were coded as contributing to increased or improved services for unduplicated students. Despite the midyear reallocation within Action 6.2, the estimated actual percentage of increased or improved services remained consistent with the planned percentage. All services continued to be principally directed to, and effective in, supporting unduplicated students.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Six helped make progress towards the LEA's goal:

Action 6.1 – Delivering Rigourous Instruction and Enriching Opportunities for Students
Effectiveness Rating: 2
Metric: 6.1
Analysis Statement:
Action 6.1, which provided students with opportunities for hands-on instructional experiences through field trips, was partially effective. While many teachers requested more funding for field trips, some school sites did not plan these experiences, resulting in inconsistencies across grade levels and campuses. To improve equity, district leadership will take a more active role in assisting with planning and monitoring the scheduling of field trips in the coming year.

CHKS survey results measuring parent perception of a "positive student learning environment" (Metric 6.1) declined in 2024–25. Overall, the percentage of parents who strongly agreed fell from 46% to 35%, a decrease of 11 percentage points. Subgroup declines included Hispanic (-9%), English Learners (-7%), and students with disabilities (-32%). These results highlight an opportunity to strengthen family engagement efforts and create more inclusive learning environments that reflect the needs and voices of all families.

Action 6.2 – AVID (Advancement Via Individual Determination)
Effectiveness Rating: 2
Metrics: 6.1, 6.2, 6.3, 1.1, 2.1
Analysis Statement:
Action 6.2, focused on AVID implementation, had mixed effectiveness. While some sites maintained consistent use of AVID strategies such as focused note-taking, binder organization, and academic discourse, not all sites implemented at the same level. As a result, the district shifted focus to embedding college and career readiness strategies into general instruction. Feedback from leadership indicates a preference for broader instructional equity practices that benefit a wider range of learners.
CHKS survey data showed an 11-point decline in parents strongly agreeing that schools provide a positive learning environment (Metric 6.1). The percentage of students who felt that schools help them understand college and career options dropped by 6 points, from 49% to 43% (Metric 6.2). Academic counseling access also declined by 9 points among students, from 65% to 56% (Metric 6.3).
CAASPP results showed that ELA proficiency for all students declined from 29% to 26%, and Math proficiency decreased from 17% to 15%.

Action 6.3 – Ensuring Consistent Substitute Teachers for Continuous Learning Support
Effectiveness Rating: 3
Metrics: 6.1, 6.2, 6.3, 1.1, 2.1

Analysis Statement:
Action 6.3 was effective in ensuring consistent instruction during teacher absences. Sub coverage data was reviewed quarterly through the district's human resources reports and substitute tracking system. Data shows a decrease in the number of unfilled substitute assignments from 86% in 2023–24 to 95% in 2024–25. Site leaders and teachers reported that using known substitutes familiar with school expectations contributed to improved classroom stability.

CAASPP ELA proficiency (Metric 1.1) and Math proficiency (Metric 2.1) declined slightly overall, classrooms with consistent substitute coverage reported less instructional disruption.
Parent perceptions of the learning environment (Metric 6.1) declined. Student responses regarding their understanding of college and career options (Metric 6.2) and access to academic counseling (Metric 6.3) also declined slightly, indicating a potential need for better integration of support services during periods of student absence. Overall, this action contributed positively to classroom stability and is expected to further improve outcomes as additional training and scheduling supports are put in place.

Action 6.4 – Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction
Effectiveness Rating: 3
Metrics: 6.1, 6.2, 6.3, 1.1, 1.2, 2.1, 2.2
Analysis Statement:
Action 6.4, which maintained reduced class sizes in select grades, was assessed through enrollment monitoring tools and classroom walkthroughs. Teachers in these classrooms also indicated that smaller class sizes improved their ability to provide individualized academic feedback and small group instruction. These observations align with quarterly enrollment reviews, and average class sizes remain below our target.
Though overall CAASPP ELA proficiency (Metric 1.1) and Math proficiency (Metric 2.1) decreased slightly (ELA -3%, Math -2%), Distance from Standard (DFS) in both ELA and Math (Metrics 1.2 and 2.2) declined across most student groups, indicating a continued need for deeper instructional support.
CHKS survey results showed a drop in parent perception of a positive learning environment (Metric 6.1), as well as decreases in student-reported college/career understanding and access to academic counseling (Metrics 6.2 and 6.3). This highlights the importance of pairing class size reduction with consistent academic and social-emotional supports.

This action remains an effective component of a broader instructional equity strategy, especially when paired with coaching, progress monitoring, and family engagement.

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.

Action 6.1 Delivering Rigorous Instruction and Enriching Opportunities for Students:
No modifications are planned for this action. Effectiveness is demonstrated by consistent improvements in student performance metrics and positive feedback from educational assessments. Current strategies align with the goal's objectives and continue to support rigorous instruction and enriching opportunities effectively.

Action 6.2 AVID (Advancement Via Individual Determination):
The modifications planned for this action include reducing the focus on AVID as a program and increasing the focus on college and career readiness within AVID and beyond. Despite the reduction in focus on the AVID program, core strategies will continue to be integrated through instructional coaches. This approach leverages existing staff to maintain continuity and sustainability, ensuring AVID strategies remain part of the instructional framework without additional resource allocation.

Action 6.3 Ensuring Consistent Substitute Teachers for Continuous Learning Support:
No modifications are planned for this action. Effectiveness is proven in minimizing classroom disruptions and maintaining continuity in student learning, as evidenced by improved student engagement and feedback from teachers. The strategy of employing consistent substitute teachers aligns with the goal's objectives and supports continuous learning effectively.

Action 6.4 Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction:
No modifications are planned for this action. Maintaining reduced class sizes has been successful in enhancing the learning environment and improving student-teacher interaction, as indicated by positive student outcomes and teacher evaluations. This action continues to align with the goal's objectives and supports effective learning environments.

In addition, Metric 6.1's current difference from baseline was updated to reflect corrected data from the previous year. This change ensures more accurate performance tracking for equity in student access to field experiences.

Overall, the overarching changes reflect a strategic refinement in resource allocation, focusing on sustaining successful practices while reallocating resources to areas of greater need. The reduction in emphasis on the AVID program and the integration of its strategies through instructional coaches are expected to enhance future outcomes by optimizing resource use and maintaining effective instructional practices. These adjustments are data-driven and aim to improve student outcomes by ensuring resources are directed towards the most impactful areas.

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
6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Enhance students' learning experiences by providing opportunities for hands-on learning outside the classroom. This initiative involves planning a series of field trips to local museums, science centers, historical landmarks, and nature reserves that align with different grade-level curriculums. Coordination with educators will ensure each trip is educational and enjoyable, integrating activities that deepen understanding	$61,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the subject matter. Partnerships with local organizations will be secured to offer cost-effective or sponsored trips, ensuring accessibility for all students. The budget for these field trips will be managed at the site level to facilitate these enriching opportunities.		
6.2	AVID (Advancement Via Individual Determination)	Implementing the AVID (Advancement Via Individual Determination) program district-wide to empower all students by developing essential skills for academic success and college readiness. Supporting historically underserved student groups, including first-generation college students, low-income families, and students previously not considering higher education. Providing targeted instruction, peer support, and a curriculum focused on critical thinking and study skills to foster a college-going mindset. Improving and increasing services to promote academic achievement and equity across the district.	$15,500.00	Yes
6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Deliver uninterrupted coverage during teacher absences, professional development sessions, and release time for SST/IEP through the implementation of the super substitute program. Ensure continuous learning by assigning three super substitutes to each site, prepared to provide seamless classroom coverage when needed. Offer targeted intervention by tasking super substitutes with extra classroom support on days when no immediate coverage is required. This initiative provides increased and improved services for unduplicated student groups by ensuring they receive consistent and targeted instructional support, minimizing disruptions in their learning and maximizing their opportunities for academic success.	$1,191,012.00	Yes
6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Maintain smaller class sizes to create a supportive learning environment. Ensure class sizes do not exceed 24 students per teacher for kindergarten through 3rd grade and 29 students per teacher for 4th through 8th grade. Facilitate personalized instruction and improve student engagement through increased teacher attention to individual learning needs.	$2,407,712.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By fostering stronger connections between parents and schools, informed and engaged parents can contribute positively to their child's educational journey. To enhance pupil engagement, strategies include involving families in the educational process and implementing peer mentorship programs to create a sense of belonging and community, emphasizing the importance of regular attendance. For pupil achievement, the focus is on addressing academic and socio-emotional needs by providing tailored resources and programs, and using data analytics to identify absenteeism patterns for proactive support. To improve school climate, comprehensive staff training on positive relationship building, implementing school climate surveys, and initiatives to foster inclusivity aim to reduce absenteeism by ensuring students feel supported and valued.	Broad 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.

To positively impact unduplicated student attendance, our goal is to enhance parental involvement through the expansion of communication channels, including newsletters, emails, and social media platforms. Additionally, we will develop resources in multiple languages to ensure all parents, regardless of language proficiency, receive timely and comprehensible updates about their child's attendance and academic progress. By fostering stronger connections between parents and schools, we believe that informed and engaged parents will contribute positively to their child's educational journey.

For Pupil Engagement, the goal emphasizes strategies that integrate families into the educational process, highlighting the critical role regular attendance plays in student success. We aim to institute peer mentorship programs to create a sense of belonging and community among students. These programs will pair younger students with upperclassmen, providing them with role models who stress the importance of engagement and consistent attendance through shared experiences and guidance.

With Pupil Achievement, our goal is to enhance student success by addressing both academic and socio-emotional needs. Recognizing the direct correlation between regular attendance and academic achievement, the District will provide a variety of resources and programs tailored to meet the diverse needs of our student body. These include tutoring sessions and mental health support. Moreover, by utilizing data analytics, the District can identify patterns of absenteeism and proactively tailor interventions to support students, ensuring that each child receives the specific support they need to succeed.

To address School Climate, our goal is to create a supportive and inclusive learning environment. This will be achieved through comprehensive staff training programs focused on positive relationship building, the implementation of school climate surveys to gather feedback from the school community, and initiatives designed to foster a sense of inclusivity. By prioritizing a positive school atmosphere, we believe we can significantly reduce absenteeism, as students are more likely to attend school when they feel supported and valued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Pupil Engagement-Chronic Absenteeism Rates	2023 Dashboard Data for Chronic Absenteeism: District: Asian 26% White 28% Hispanic 17% ELs 14% SED 18% Sped 28% New Republic: SPED 44%, White 30% La Joya: White 34%	2024 Dashboard Data for Chronic Absenteeism: District: Asian 13% White 22% Hispanic 17% ELs 13% SED 17% Sped 27% New Republic: SPED 32%, White 30% La Joya: White 18%		Chronic Absenteeism Districtwide: Asian 17% White 22% Hispanic 11% ELs 8% Low Income 12% Sped 22% New Republic: SPED 30%, White 15% La Joya: White 20%	District: Asian: -13% White: -6% Hispanic: No change ELs: -1% SED: -1% Sped: -1% New Republic: Sped: -12% White: No change La Joya: White: -16%
7.2	Parental Involvement-Communication that Builds Relationships	Baseline Data (as of 4/22/24): Facebook Post Reach: 7,666 Facebook Post Engagement: 601 ThoughtExchange Participation (January	2024-25 Data (8/1/24 to 4/30/25) Facebook Reach: 83.1K Facebook Post Engagement (content interactions): 2.9K ThoughtExchange/ Parsec Real Participation		Facebook Post Reach: Increase to 10,500 Facebook Post Engagement: Increase to 1,200 ThoughtExchange Participation: Increase to 400 participants	Facebook Post Reach: +75,434 Facebook Post Engagement: +2,299 ThoughtExchange/ Parsec Real Participation: +1128

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024): 244 (staff, parents, community)	LCAP: 1372 (staff, students, parents)			
7.3	School Climate-CHKS School Boredom Report: Analyzing Student Perceptions of Value and Engagement Levels	2024 CHKS School boredom Report High value and Low boredom (Optimal): 22% High value and Moderate boredom: 28% High value and High boredom: 23% Moderate value and Moderate boredom: 5% Moderate value and High boredom: 12% Low value and High boredom (Suboptimal): 10%	2024-25 CHKS School boredom Report High value and Low boredom (Optimal): 22% High value and Moderate boredom: 28% High value and High boredom: 16% Moderate value and Moderate boredom: 10% Moderate value and High boredom: 10% Low value and High boredom (Suboptimal): 10%		2023- 2024 CHKS School boredom Report High value and Low boredom (Optimal): 29% High value and Moderate boredom: 35% High value and High boredom: 20% Moderate value and Moderate boredom: 2% Moderate value and High boredom: 8% Low value and High boredom (Suboptimal): 6%	boredom Report High value and Low boredom (Optimal)= maintained High value and Moderate boredom=maintained High value and High boredom= -7% Moderate value and Moderate boredom= +5% Moderate value and High boredom= -2% Low value and High boredom (Suboptimal)= maintained
7.4	Pupil Engagement-Attendance Rates	All students=86% ELL=89% Foster=60% Hispanic=86% Homeless=86%	All students=88% ELL=91% Foster=88% Hispanic=89% Homeless=87%		All students=92% ELL=94% Foster=66% Hispanic=92% Homeless=92%	All students=+2% ELL=+2% Foster=+28% Hispanic=+3% Homeless=+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economical=85% SPED=77% White=81%	Socio-Economical=88% SPED=83% White=80%		Socio-Economical=91% SPED=83% White=87%	Socio-Economical=+3% SPED=+6% White=-1%

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.

The implementation of Goal 7, focused on improving student attendance through enhanced family engagement and student connectedness, demonstrated both significant progress and areas for continued focus.

A key success was the addition of Clerk IIs at school sites. These staff members played a critical role in targeted outreach to families when students were absent, providing clear and timely follow-up when patterns of absenteeism began to emerge. Their consistent efforts led to earlier interventions and improved communication with families. This targeted outreach helped not only to improve attendance but also to strengthen students' sense of connection to school, as evidenced by results from both our Universal Mental Health Screener and the California Healthy Kids Survey (CHKS).

Assistant principals were instrumental in the success of Goal 7. Their presence on campus provided direct support to students, ensured consistent implementation of behavior expectations, and strengthened relationships with families. Their leadership in school safety, coordination of services, and restorative practices contributed to a more supportive school climate. Assistant principals also led the Coordination of Services Team (COST) process, a key component of our Multi-Tiered System of Supports (MTSS), which has helped reduce disciplinary incidents and improve student wellness and attendance.

The work of community liaisons and our Family Resource Centers further expanded our ability to support families. Community liaisons provided direct outreach, facilitated access to school services, and helped build trusting relationships between home and school. The Family Resource Centers served as a hub for connecting families with clothing, food, counseling, and other essential services. Additionally, interpretation services ensured that families could engage in school activities, meetings, and decision-making in the language they are most comfortable with, removing barriers and fostering equity in family engagement.

We also allocated funds to support our homeless families, providing short-term hotel vouchers (up to three days) in emergency situations. This immediate support helped stabilize students and keep them in school during times of crisis. In collaboration with county agencies, we were also able to connect families to more sustainable, long-term housing solutions, demonstrating our commitment to whole-child and whole-family support.

Action 7.1 targeted reducing chronic absenteeism, particularly among SPED and White student populations. While efforts were made to support these groups, Metric 7.1 revealed continued high absenteeism: SPED students had rates of 32.7% at New Republic and 27.4% district-wide, while White students reported 30.0% at New Republic and 34% at La Joya. These results indicate that additional, targeted interventions are necessary to fully address the needs of these groups. Still, the improvements we saw overall show that our strategies, including additional office and leadership support, have made a positive impact.

Action 7.2 focused on improving communication with families, particularly those from diverse linguistic and cultural backgrounds. Metric 7.2, which tracked social media reach and engagement, showed a reach of 7,666 and engagement of 601, exceeding our Year 3 goal. While these numbers are promising, the goal moving forward is to deepen relationships and strengthen two-way communication. Parent and community feedback indicated appreciation for more consistent and accessible communication.

Action 7.3 aimed to foster a positive school climate and improve student behavior. According to Metric 7.3, 22% of students reported high value and low boredom, while 16% reported high value but high boredom—signaling a need to continue focusing on instructional engagement and school climate initiatives. The continued presence of assistant principals, supported by site staff and social-emotional learning strategies, will remain vital to this work.

Encouragingly, student perception data also reflects the success of our efforts to strengthen connectedness and support. When comparing year-over-year data, we observed improvement across nearly all student groups. The overall percentage of students reporting positive school experiences increased from 86% to 88%, with especially strong gains among English Learners (from 89% to 91%), Hispanic students (from 86% to 89%), and socioeconomically disadvantaged students (from 85% to 88%). Foster Youth showed the most significant increase, rising from 60% to 88%, a reflection of targeted outreach and support. Students with disabilities also improved, from 77% to 83%. These gains reinforce that our multi-tiered supports are making a difference in how students experience school.

Overall, the implementation of Goal 7 resulted in measurable gains in attendance, student wellness, and family engagement. The strategic staffing of Clerk IIs, assistant principals, and community liaisons, paired with investments in housing support, interpretation services, and family resource access, contributed to meaningful progress. While persistent attendance challenges remain among certain student groups, we have established strong systems and partnerships to address these issues with greater precision moving forward. Effective budget management and collaboration across departments also supported the successful implementation of these initiatives.

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.

Santa Rita Union School District’s planned expenditures and actual spending were closely aligned for all three actions under this goal, reflecting consistent implementation as intended. The following summarizes the expenditures by action:

Action 7.1 – Planned: $701,375.00; Actual: $628,581.00. Staffing for attendance outreach and clerical support was maintained as planned. The district funded designated time for site office staff to support early intervention and student tracking. Ongoing training for attendance staff was delivered throughout the year, and outreach materials were produced in multiple languages using pre-budgeted resources.

Action 7.2 – Planned: $222,279.00; Actual: $197,023.00. Budgeted funds supported multilingual communication tools, translated communications, family engagement events, and interpreter services. All scheduled training and outreach activities were delivered as planned, with no changes to funding levels required.

Action 7.3 – Planned: $1,063,880.00; Actual: $1,097,608.00. Salaries for Assistant Principals at each site were funded to enhance school climate and safety, with actual expenditures closely matching projections.

The estimated actual percentage of increased or improved services for unduplicated pupils did not differ from the percentage originally projected in the LCAP. Each Goal 7 action was designed to support all students, with targeted access and interventions for students with the greatest attendance and behavior challenges.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Seven helped make progress towards the LEA's goal:

Action 7.1 – Family Engagement Inititative to Combat Chronic Absenteeism
Effectiveness Rating: 3
Metrics: 7.1, 7.4
Analysis Statement:
This action focused on building strong school-to-home partnerships to reduce chronic absenteeism, particularly among high-need student groups. Efforts such as targeted outreach by Clerk IIs, earlier interventions, and expanded support services contributed to measurable improvements in student connectedness and engagement, key indicators tied to consistent school attendance.

Chronic absenteeism data (Metric 7.1) improved for several subgroups. The district's chronic absenteeism rate for students with disabilities dropped from 28% to 27%, for socioeconomically disadvantaged students from 18% to 17%, and for English Learners from 14% to 13%. Pupil engagement attendance rates increased from 86% to 88% (Metric 7.4).

Action 7.2 – Enhancing Communication and Engagement with Diverse Families
Effectiveness Rating: 3
Metrics: 7.1, 7.4
Analysis Statement:
Action 7.2 focused on strengthening family-school communication and ensuring that families from all backgrounds felt informed, welcomed, and engaged. This action was highly effective, as demonstrated by both qualitative and quantitative metrics.
The district reached over 83,000 people through digital communication platforms, with more than 3,000 instances of engagement, far surpassing the Year 3 target. Parent survey results and direct feedback confirmed that families felt more connected and better informed

about school events and expectations. Interpretation services were critical to this success, ensuring that families could access and understand information in their preferred language. These outcomes, tracked through parent perception survey data (Metric 7.2), affirm that this action successfully improved communication and strengthened community trust.

Improved engagement also contributed to gains in student connectedness (Metric 7.4), with the percentage of students reporting positive school experiences rising from 86% to 88%, including notable growth among English Learners, foster youth, and socioeconomically disadvantaged students. This increase in connectedness also supported a 5.9% decline in the chronic absenteeism rate compared to the previous year.

Action 7.3 – Fostering Positive Behavior and School Climate for Student Success
Effectiveness Rating: 3
Metrics: 3.1, 3.3, 3.4, 2.5, 3.8
Analysis Statement:
This action focused on improving school climate and student behavior, both of which are key drivers of student attendance and engagement. Data from the Student Information System showed improved attendance and reductions in student discipline at several school sites, pointing to the effectiveness of this action.

The 2024 CHKS Boredom Report revealed that 22% of students reported high value and low boredom, a positive sign of engagement. However, 16% reported high value but high boredom, highlighting the need to further refine instructional and engagement strategies to sustain student interest. The role of assistant principals was especially impactful, as they supported schoolwide behavior expectations, built strong student relationships, and led the implementation of COST teams as part of the MTSS framework.

These efforts were tracked using schoolwide behavior intervention monitoring (Metric 7.3) and were supported by outcomes across several other key metrics. English Learner performance showed growth, with 40% advancing at least one level on the ELPAC (Metric 3.1).LTELs districtwide reduced from 99 to 44 (Metric 3.3).

Additionally, the implementation of social-emotional supports (Metric 2.5) and student feedback from the California Healthy Kids Survey (Metric 3.8) indicate improved perceptions of school climate. However, the data also highlight a need for deeper engagement across all student groups. Overall, the action was effective in promoting positive behavior and strengthening the school climate, creating a solid foundation for future academic and emotional development. Despite these improvements, Metric 3.4 shows a significant decline in the percentage of English Learner students meeting or exceeding the ELA standard, dropping from 17% to 7%.

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.

Action 7.1 Reducing Chronic Absenteeism through Family Engagement and Support: No modifications are planned. This action has demonstrated effectiveness, evidenced by reductions in chronic absenteeism attributed to additional office support. The strategy is on track with the budget and will continue due to its success in improving student attendance.

Action 7.2 Enhancing Communication and Engagement with Diverse Families: No modifications are planned. Positive feedback has been received regarding communication efforts, indicating success. The action is on track with the budget, and the current approach is yielding positive results, so no changes are necessary for the upcoming year.

Action 7.3 Fostering Positive Behavior and School Climate for Student Success: No modifications are planned. The presence of assistant principals at each school site has been crucial in supporting school safety, student engagement, and leading MTSS work. Improvements in attendance and reductions in student discipline at some sites have been observed, demonstrating effectiveness. The action is on track with the budget.

In addition, several metric updates were made to correct data entries from the prior year, ensuring more accurate reflection of attendance and climate-related progress:
Metric 7.1: Updated baseline, Year 1 outcome, and current difference from baseline

Metric 7.2: Updated baseline and Year 1 outcome

Metrics 7.3 and 7.4: Updated current difference from baseline

These updates strengthen the accuracy of performance monitoring related to attendance outreach, family engagement, and school climate supports.

Overall, while no formal changes to the goal or its metrics are planned, the actions under this goal are being continued due to their success, and the current strategies are being maintained. The focus remains on sustaining the positive outcomes achieved so far.

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
7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through	Proactively engage parents and guardians to combat chronic absenteeism by fostering stronger connections between families and the educational community through targeted outreach efforts. This initiative focuses on supporting students at risk of chronic absenteeism by involving their families more directly in their educational journey, addressing barriers to regular attendance, and promoting a supportive home environment for learning to enhance student attendance and overall academic success.	$751,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)			
7.2	Enhancing Communication and Engagement with Diverse Families	Implement diverse two-way communication channels to enhance interaction and engagement between schools and families. This initiative will utilize school messaging systems, social media platforms, and direct contact methods with school administration. It will be supported by comprehensive language access services for interpretation and translation to ensure all families, regardless of their primary language, can receive important school information and provide feedback effectively. By targeting linguistically diverse families and those facing barriers to traditional communication forms, this strategy aims to improve the inclusiveness and responsiveness of educational services, fostering a more inclusive school environment.	$90,620.00	Yes
7.3	Fostering Positive Behavior and School Climate for Student Success	This goal provides assistant principals at each site to enhance the implementation of school-wide behavior expectations and foster an inclusive, supportive environment. They will ensure consistent student support through positive reinforcement and interventions, create a welcoming atmosphere where all students feel valued, collaborate with teachers, counselors, and families to address absenteeism, and contribute to a positive school climate that promotes student success and well-being.	$1,115,526.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Foster a nurturing, inclusive, and healing school environment by prioritizing student well-being, maintaining safe and welcoming facilities, and supporting mental health, equity, and inclusion. Promote extracurricular activities and monitor campus safety, ensuring a holistic approach to student care. Assess the effectiveness of these initiatives through regular surveys and data analysis throughout the academic year to continuously improve and adapt strategies for optimal student support and engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To create a nurturing and inclusive environment, SRUSD will implement comprehensive actions that ensure the well-being and equitable treatment of every student. These actions include developing and enforcing school-wide programs that promote inclusivity, providing ongoing training for staff on cultural competence and bias awareness, and establishing safe spaces for student support and self-expression. Proactive mental health support is crucial, integrating mental health education into the curriculum, increasing access to counselors and psychologists, and implementing wellness check-ins and mindfulness activities. To promote equity and combat bias, the district should regularly assess policies to address systemic inequities, create student-led equity committees, and ensure diverse representation in curriculum materials and activities. Enhancing extracurricular programs is also essential, focusing on social connections, teamwork, leadership, and community service, while ensuring compliance with the Williams Act for facilities upkeep and maintenance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Pupil Engagement- Effectively respond to and manage student mental health needs	2022-23 California Healthy Kids Survey (CHKS) Elementary School: Access to Mental Health Supports Average percent of	Due to slight changes in the questions asked and reported on the CHKS 2024-		California Healthy Kids Survey (CHKS) Elementary School: Access to Mental Health	Due to slight changes in the questions asked and reported on the CHKS 2024-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		respondents reporting "yes, most/all of the time" Overall, 76% Hispanic 83% 2023 California Healthy Kids Survey (CHKS) Middle School: Average percent of respondents reporting "Pretty Much True" or Very True " Social Emotional Distress Overall, 20% Hispanic 19% Parents: % of parents believe that staff is available and capable of supporting their child's social-emotional needs per CHKS 2023 Overall 81% ELL 84% Hispanic 82%	25, metrics have been modified. 2024–25 California Healthy Kids Survey (CHKS) Mental Health Indicators Average percent of respondents reporting "Pretty Much True" or "Very Much True" (unless otherwise noted) Chronic Sadness Overall: 23% State Average: 34% Considered Suicide Overall: 9% State Average: 16% Social Emotional Distress Overall: 19% State Average: 28% Life Satisfaction Overall: 68% State Average: 65%		Supports Average percent of respondents reporting "yes, most/all of the time" Overall, 78% Hispanic 85% California Healthy Kids Survey (CHKS) Middle School: Average percent of respondents reporting "Pretty Much True" or Very True " Social Emotional Distress Overall, 25% Hispanic 24% Parents: % of parents believe that staff is available and capable of supporting their child's social-emotional needs. Overall 86% ELL 90% Hispanic 87%	25, metrics have been modified. Middle School Students reporting social emotional distress decreased by 1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Optimism Overall: 52% State Average: 49% 2024–25 California Student Wellness Index (CHKS) Standardized Index Score (Mean = 100, SD = 15) Overall: 105.7 State Average: 101.6			
8.2	Course Access-Implementation of SEL Curriculum	2023-24 school year 100% classes have access to SecondStep SEL curriculum and in that year the Lesson Completion Percentage by site GVMS=16% JGMS=22% LJ=42% McK=21% NR=44% SR=27%	100% classes have access to SecondStep Lesson Completion Percentage by site GVMS=29% JGMS=41% LJ=44% McK=51% NR=59% SR=23%		100% classes have access to SecondStep SEL curriculum Lesson Completion Percentage GVMS=30% JGMS=35% LJ=60% McK=35% NR=60% SR=45%	Classes have access to SecondStep =Maintained Lesson Completion Percentage by site GVMS=+13% JGMS=+19% LJ=+2% McK=+7% NR=+15% SR=-4%
8.3	School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students	Overall Suspension Rate: 4%	2024-25 Overall Suspension Rate: 3%		Overall suspension rate less than 2%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.4	School Climate-Number of behavioral threat assessments conducted monthly	2023-24 Baseline Data 14 Middle School Behavioral Threat Assessments (average of 1.4 per month)	2024-25 Baseline Data 7 Middle School Behavioral Threat Assessments (average of .8 per month)		8 Middle School Behavioral Threat Assessments (average of .8 per month)	-7 Behavioral Threat Assessments (avg decreased by .6 per month)
8.5	School Climate-California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School	Baseline 2023-24: California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School Middle School Overall=58% Hispanic-57% EL=54% SPED=68% Baseline 2023-24: California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School Overall=79% Hispanic=85%	Due to change in questions and reporting within the CHKS metric has been updated to reflect the current reporting. 2024–25 California Healthy Kids Survey (CHKS) Middle School: Supports and Engagement Average percent of respondents reporting “Pretty much true,” “Very much true,” “Agree,” or “Strongly agree” School Connectedness Overall: 54% State Average: 55% Caring Adult Relationships Overall: 54%		California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School Middle School Overall=65% Hispanic-62% EL=60% SPED=73% Baseline 2023-24: California Healthy Kids Survey MS Average percent of respondents reporting "yes, most/all of the time" Feel Safe at School Overall=85% Hispanic=90%	Due to change in questions and reporting within the CHKS metric has been updated to reflect the current reporting. Perceived safety at Middle School declined 4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			State Average: 56% Perceived School Safety Overall: 54% State Average: 53% 2024–25 California Healthy Kids Survey (CHKS) Middle School: Low Violence and Safety Climate Average percent of respondents reporting “no incidents” in past 12 months Low Violence Victimization Overall: 45% State Average: 67% No Harassment Overall: 98% State Average: 60% No Mean Rumors Overall: 52% State Average: 63%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No Fear of Getting Beaten Up Overall: 80% State Average: 76% 2024–25 California Healthy Kids Survey (CHKS) Middle School: Other School Climate Indicators Promotion of Parental Involvement Overall: 69% State Average: 52%			
8.6	Basic-School Facilities Maintained in Good Repair (Williams Act)	100% compliance with all areas of 2023-24 Williams' review	100% compliance with all areas of Williams’ review		100% compliance with all areas of Williams' review	Maintained

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.

In 2024–25, Santa Rita Union School District implemented all three actions under Goal 8 to support student mental health, reduce discipline disparities, and promote inclusive, safe school environments. Implementation was monitored through site pacing guides, walkthrough data, staff training logs, and aggregated suspension reports. Formal metric reporting reflected progress on survey-based SEL access, lesson delivery, and exclusionary discipline.

Action 8.1 supported student wellness through structured social-emotional learning (SEL), mental health supports, and staff capacity-building in trauma-informed and culturally responsive practices. SEL instruction was scheduled weekly at each school, with implementation monitored through walkthroughs and the digital curriculum platform usage data. Based on these tools, districtwide schools are completing an average of 41% of Second Step lessons. Professional development for teachers and administrators on equity and trauma-informed practices was

delivered on district Professional Development days, with staff post participation feedback survey results showing high engagement, value and implementability of the content . The 2024–25 California Healthy Kids Survey results demonstrate that Santa Rita Union Elementary School District continues to make strong progress in supporting student mental wellness, with outcomes that not only exceed state averages but also reflect improvement from the previous year. The percentage of students reporting chronic sadness decreased to 23%, down from 28% in 2024, and those who considered suicide dropped to 9%, compared to 11% the prior year. Social emotional distress also declined from 24% to 19%. Positive indicators such as life satisfaction and optimism increased to 68% and 52%, respectively, both higher than state averages. The district's California Student Wellness Index score rose to 105.7—up from 102.8 last year—further highlighting the district's growing effectiveness in promoting student well-being and emotional resilience.

Action 8.2 focused on reducing discipline disproportionality through restorative practices, alternatives to suspension and behavior-focused staffing. The district's Restorative Practices TOSA and Alternative-to-Suspension teacher worked directly with schools to implement Tier II intervention plans, facilitate restorative conferences, and support re-entry following suspensions. The current year suspension data for Santa Rita Union Elementary School District reflects a mixed pattern across school sites, with notable areas of improvement and continued focus needed at others. Overall, the district recorded 126 total suspension incidents, involving 93 students, with 33 students experiencing multiple suspensions. Approximately 32% of 4th–8th grade suspensions were redirected through the Alternative to Suspension Program, demonstrating a strong commitment to restorative approaches.
Compared to the previous year's California Dashboard data, La Joya and Gavilan View showed contrasting trends. La Joya saw a 1% reduction in both incidents and students suspended, while Gavilan View experienced a 3% increase in incidents but a 1% decrease in the number of students suspended, suggesting repeated suspensions among fewer students.McKinnon and John Gutierrez schools both experienced a 2% increase in suspension incidents, highlighting a need for deeper intervention and behavioral support. Santa Rita Elementary and New Republic maintained steady suspension rates of 1% and 0%, respectively, with no year-over-year change. Demographically, 95% of suspended students were Hispanic, 56% were male, and 27% were students with disabilities (SPED)—data that underscores the importance of equity-focused behavioral support and culturally responsive intervention strategies moving forward.

Action 8.3 supported the creation of inclusive and supportive school climates through structured recess routines, positive behavior reinforcement, and equity-centered professional development. To support a safe and welcoming learning environment for all students, staff, and families, the district took a comprehensive approach this year—combining increased supervision, structured play, staff training, and campus upkeep. One key part of this work, Action 8.3, focused on creating positive school climates through consistent routines, proactive behavior support, and stronger adult-student relationships.
At the elementary level, Playworks coaching helped bring more structure and inclusivity to recess, turning unstructured time into opportunities for connection and engagement. Assistant Principals and site leads used school culture rubrics during campus walkthroughs to monitor implementation, and classroom-based behavior recognition systems were introduced and tracked weekly during team meetings. Middle school data from the 2024–25 California Healthy Kids Survey shows these efforts are making a difference. This year, 54% of students reported feeling connected to their school, 54% said they had caring adult relationships, and 54% felt safe at school, right in line with or slightly above state averages. In areas directly tied to student safety, the district outperformed the state significantly: 98% of students said they had not experienced harassment (compared to 60% statewide), 80% reported no fear of being beaten up (state average: 76%), 69% felt that their school promotes parent involvement (well above the 52% state average). These results suggest that our focus on relationship-building, trauma-informed practices, and organized supervision is helping students feel more supported and secure at school.

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

Santa Rita Union School District's planned expenditures and actual spending were closely aligned for all three actions under this goal, with only minor variances due to strategic use of grant funding. The following summarizes the expenditures by action:

Action 8.1 – Planned: $967,883.00; Actual: $977,196.00. All planned expenditures to support student mental health were implemented as expected. Six counselors/social workers were fully funded along with required benefits, clinical supervision, SEL supplies, and additional hours for mental health support. A minor variance occurred when the district successfully used acquired grant funds to cover professional development costs initially planned under this action. Despite this reallocation, all services, including participation in the California Healthy Kids Survey, were delivered as planned, with no change in the overall level of improved services.

Action 8.2 – Planned: $455,411.00; Actual: $455,013.00. No material differences. Funds were used as planned to support the ATS/RP TOSA, behavior aides, the CHS/DAISY Program, and necessary materials. Staffing shortages required contracting behavior aides at equivalent rates to ensure continuity of services, which maintained consistent implementation of restorative practices and proactive behavior strategies across school sites.

Action 8.3 – Planned: $914,975.00; Actual: $887,094.00. No material differences. Budgeted safety-related items, including Kimball WGYB/Active Crisis training, campus health supervisors, yard supervisors, and emergency response tools (Raptor system, radios, K9 services), were funded as planned. The Playworks program and Transfinder tool supported structured supervision and safer recess and transportation environments, meeting or exceeding planned service levels, especially for unduplicated students needing additional supervision and trauma-informed interventions.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Eight helped make progress towards the LEA's goal:

Action 8.1 – Enhancing Student Well-being and Safety through Comprehensive Mental Health, bullying Prevention, and Crisis Intervention Measures
Effectiveness Rating: 3
Metrics: 8.1, 8.3, 8.4, 8.5
Analysis Statement:
Action 8.1 was effective in promoting student well-being through daily SEL instruction, counseling access, and trauma-informed professional development. Staff survey feedback and qualitative interviews indicated increased teacher confidence in addressing students' mental health needs and integrating SEL into weekly routines. Site administrators and support teams also reported stronger use of SEL language and

emotion regulation strategies among students. However, full daily implementation of the Second Step curriculum remains an area for continued focus to ensure consistency across classrooms and sites.

Middle school students reporting social-emotional distress decreased by 1% (Metric 8.1). The district's overall suspension rate also declined, dropping from 4% to 3% (Metric 8.3). In addition, the number of middle school behavioral threat assessments was reduced by half, from 14 to 7, averaging fewer than one per month (Metric 8.4). In terms of school safety, 65% of students now report feeling safe at school, reflecting an increase from the previous year. These improvements reflect the district's commitment to proactive mental health and safety supports. Further work will focus on increasing SEL fidelity and expanding culturally responsive mental health services.

Action 8.2 – Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle and White students at New Republic Elementary
Effectiveness Rating: 2
Metrics: 8.3, 8.4
Analysis Statement:
Action 8.2 contributed to a reduction in suspension disproportionality and expanded access to restorative practices and alternatives to suspension. The Alternative-to-Suspension (ATS) teacher and Restorative Practices (RP) TOSA facilitated re-entry plans and conferencing protocols that were particularly effective for students with IEPs, as reported by assistant principals and special education teams.
While restorative leads played an important role in supporting school climate, feedback from teachers indicated that balancing this responsibility alongside their instructional duties was challenging. Many student behavior needs arise during times when teachers are actively engaged in teaching, making it difficult to provide timely support. As a result, the decision has been made to eliminate site-based Restorative Practice (RP) leads for the 2025–26 school year. To ensure equitable and consistent implementation across all sites, the district's RP TOSA will assume these responsibilities moving forward.
Suspension data (Metric 8.3) declined from 4% to 3% districtwide. In addition, behavioral threat assessments (Metric 8.4) decreased from 14 to 7 across middle schools, indicating progress in early intervention and safety practices.

Action 8.3 – Cultivate a Safe and Secure Learning Environment
Effectiveness Rating: 3
Metrics: 8.1, 8.3, 8.4, 8.5, 8.6
Analysis Statement:
Action 8.3 effectively reinforced safe and inclusive school climates through structured recess routines, positive behavior systems, and staff training. CHKS data reflected strong outcomes, with students reporting high levels of perceived safety, school connectedness, and low rates of harassment. Playworks routines were implemented with fidelity at most elementary sites, contributing to more consistent behavioral expectations and increased student engagement during unstructured times like recess.

However, implementation at Santa Rita Elementary faced challenges due to staffing transitions and competing site priorities. To address this, additional Playworks training and coaching support will be provided in 2025–26 to strengthen implementation and ensure consistent practices across all campuses. While many staff reported feeling confident in managing typical student behaviors, they expressed a need for more training and support when handling escalated or persistent behavior. This feedback will inform future district professional development and systemwide intervention strategies.

Suspension rates declined from 3.6% to 3.1% (Metric 8.3), and the number of behavioral threat assessments in middle schools was reduced from 14 to 7 (Metric 8.4). In addition, 54% of students reported feeling connected to their school (Metric 8.5), and 100% of facilities were maintained in good repair (Metric 8.6).

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.

Action 8.1: No modifications are planned for this action.

Action 8.2: No modifications are planned for this action.

Action 8.3 No modifications are planned for this action.

In addition, Metric 8.3 was updated to correct prior year data entry errors. Specifically, the Year 1 outcome and current difference from baseline were revised to ensure accurate tracking of school climate trends.

While no formal changes to the goal or its core metrics are planned, there was a slight shift in how some California Healthy Kids Survey (CHKS) indicators are reported beginning in 2024–25 due to updates in survey questions and reporting formats. These adjustments may affect year-over-year comparisons but still provide meaningful insight into school climate and student well-being.

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
8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	Implement comprehensive measures to enhance student well-being and safety by focusing on mental health, bullying prevention, social-emotional wellness, and crisis intervention. Adopt evidence-based bullying prevention programs and provide a continuous social-emotional learning (SEL) curriculum to address the root causes of bullying and promote a culture of empathy and respect. Equip students with skills to manage their emotions, resolve conflicts, and make responsible decisions, fostering a positive school climate. Establish robust crisis intervention protocols to ensure effective responses to mental health emergencies and other crises, and train staff to proactively identify and address mental health concerns,	$1,395,816.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing immediate support and referrals during a crisis to safeguard students' well-being and maintain a stable learning environment.		
8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	To address the disproportionality of suspensions within SRUSD, with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary, the district will implement a comprehensive initiative. This plan includes adding a Restorative Practice TOSA to support efforts in addressing the disproportionate suspension rates and to assist students identified in the red for suspensions on the California Dashboard. The initiative aims to reduce suspension rates district-wide through proactive measures, such as alternatives to at-home suspension, other means of correction, and the implementation of restorative practices. These strategies will help students build relationships, recognize harm, and repair it, facilitating their reintegration into the school community and promoting a positive school environment.	$471,738.00	Yes
8.3	Cultivate a Safe and Secure Learning Environment	To cultivate a safe and secure learning environment for all students, staff, and community members, we will implement a multi-faceted approach involving effective communication, comprehensive training, strategic facilities design, and proactive behavioral threat monitoring and intervention. This goal includes increasing student support and supervision through dedicated campus health and safety supervisors who will foster relationships with students to address discipline and safety proactively. Organized play activities will be provided during unstructured times to ensure a positive environment. We will offer extensive training in Big 5, Active Crisis Response, and trauma-informed practices to enhance the safety of students and staff. Additionally, maintaining well-kept facilities and campus grounds will ensure safe access to the school and promote a conducive learning atmosphere.	$1,006,351.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	SRUSD will improve staff recruitment and retention within the district to ensure continuity in staffing and enhance student achievement. Key actions will include offering competitive salaries and benefits, implementing wellness programs, and providing professional development opportunities through memberships in relevant professional organizations. By prioritizing staff well-being and growth, the district aims to create a stable and supportive environment that benefits both educators and students. This approach provides increased and improved services for unduplicated student groups by ensuring they have access to experienced and committed educators who can offer consistent and high-quality support, ultimately leading to better educational outcomes for this student population.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal of ensuring a smooth transition for new hires, along with providing ongoing support and professional development, has been designed to address several critical State priorities. By focusing on professional learning and the alignment of resources, the goal directly tackles the issue of teacher misassignment. This approach ensures that educators are not only well-prepared but are also positioned in roles where they can excel, thereby addressing Basic needs. This, in turn, positively impacts employee retention and satisfaction, leading to a more consistent and higher quality of education.

Moreover, by aligning this goal with the priority of ensuring Student Access to Standards-Aligned Instructional Materials, the district is able to enhance cost efficiency without compromising educational standards. This is achieved through careful selection and provision of instructional materials that meet rigorous standards, thereby ensuring that students have access to high-quality learning resources.

The goal contributes to promoting a Positive School Climate by fostering a positive organizational culture that is both compliant and adheres to best practices. This is accomplished by implementing comprehensive measures aimed at providing continuous professional growth and support to educators. Such measures include targeted professional development opportunities, mentorship programs, and a supportive community that values feedback and collaboration. By doing so, the goal enhances overall educational outcomes through a multifaceted approach that benefits educators, students, and the broader educational community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Basic Conditions for Learning-Staff retention rates	90% Certificated staff retention (2023-24)	87% of Certificated staff were retained from 23-24 to 24-25		95% Certificated staff retention	-3%
9.2	Basic Conditions for Learning-Certificated Absences	3408 (10%) Teacher Absences in 2023-24 School Year	2705 (13%) Teacher Absences in the 2024-25 School Year.		Teacher Absences 5% or less.	-703 (+3%)
9.3	SBAC ELA	2022-2023 SBAC ELA % of students who meet or exceed standard District Wide: All= 29% Hispanic= 27% EL= 7% Homeless= 11% SED= 25% SPED= 8%	2023-2024 SBAC ELA % of students who meet or exceed standard District Wide: All= 26% Hispanic= 24% EL= 5% Homeless= 18% SED= 22% SPED= 5%		Increasing proficiency rates for all students to 50%, Hispanic students to 47%, ELs to 30%, Homeless 42%, SED 45%, and SPED 23%.	District Wide All= -3% Hispanic= -3% EL= -2% Homeless= +7% SED= -3% SPED -3%
9.4	CAASP Math	2022-2023 SBAC Math % of students who meet or exceed standard District Wide: All= 17% EL= 6% SED= 14% Homeless= 8% Hispanic= 15% Special Education= 2%	2023-2024 SBAC Math % of students who meet or exceed standard District Wide: All= 15% EL= 5% SED= 13% Homeless= 11% Hispanic= 14% Special Education= 4%		SBAC District: 21% meet or exceed standard, EL Students=12%, SED=18%, Homeless=18%. Hispanic=20%, Special Education=6%	Difference: All= -2% EL= -1% SED= -1% Homeless= +3% Hispanic= -1% Special Education= +2%

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.

The implementation of Goal 9, aimed at improving staff recruitment and retention to enhance student achievement, demonstrated successes and challenges. Action 9.1, involving the Comprehensive Onboarding and Staff Retention Program, was directly linked to Metric 9.1, which measures certificated staff retention rates. The program's structured orientation, mentorship, professional development, and recognition systems were designed to maintain a 90% retention rate for the 2023-24 school year. Year 1 outcome data showed that this rate declined slightly, indicating a need for continued focus on this action. The successful implementation of a new teacher orientation program provided differentiated support for new teachers, effectively aiding their integration into the district. Teachers who participated in induction and intern coaching showed successful growth, indicating that the support mechanisms in place are effectively contributing to teacher development and retention.

In addition to retention, Action 9.1 was considered in relation to certificated absences, as tracked by Metric 9.2. While analyzing the data for this metric that the baseline data was incorrect: it was stated that there were 3408 absences representing 10% of the school year, however in reviewing the absence reports, the actual absences for the 2023-24 school year were 3006, representing 17% of the school year. This correction has been noted in the metric. The emphasis on mentorship and professional development was intended to foster a supportive work environment, reducing teacher absences. Year 1 data indicated a reduction from 17% to 13%. This suggests the program had a positive impact on reducing absences.

The district's budget management was noted as a success, with anticipated underspending on the budget allocated the teaching induction program and induction coach stipends. These expenses were moved out of LCAP to another appropriate District budget. This indicates effective budget management and resource allocation, as less funding was required than initially estimated. The district's conservative budget planning allowed for flexibility in resource allocation, which could be reallocated or saved for future needs. However, there were no planned modifications or revisions to the metrics for this goal.

Overall, the implementation of Goal 9 was smooth, with successful onboarding and support programs for new teachers contributing to their professional growth. The effective budget management reflects a well-planned financial strategy, though it will benefit from adjustments to better align with actual needs for the 2025-26 school year. The implementation successes, particularly in new teacher orientation, teacher development, and attendance highlight the program's strengths, while the challenges related to metric revisions and absence rates suggest areas for future focus.

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.

Santa Rita Union School District’s planned expenditures and actual spending for this goal were closely aligned, with a minor variance due to efficiencies in implementation. The following summarizes the expenditures by action:

Action 9.1 – Planned: $185,389.00; Actual: $196,689.00. The district budgeted for teacher induction program costs and induction coaching stipends based on anticipated needs. Less funding was ultimately required from the LCAP due to the successful implementation of new teacher orientation funded through another budget source. This allowed the program to achieve its objectives without using the full amount budgeted under this goal. The underspending did not change the scope or scale of the onboarding and retention program, which includes teacher induction, nor did it reduce the quality or reach of services.

Overall, the budget variances for Goal 9 did not materially impact implementation. The anticipated underspending was managed effectively, ensuring program outcomes were achieved without compromising service quality. There were no implications for unduplicated pupils, as this goal was not designated as contributing toward increased or improved services, and no differences were noted in the planned versus actual percentages of improved services.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Nine helped make progress towards the LEA's goal:

Action 9.1 – Comprehensive Onboarding and Staff Retention Program
Effectiveness Rating: 3
Metrics: 9.1, 9.2, 9.3, 9.4
Analysis Statement:
The Comprehensive Onboarding and Staff Retention Program was implemented to strengthen recruitment and retention through structured orientation, mentorship, professional development (PD), and recognition systems. This action met its intended outcomes. Metric 9.1 shows an 87% retention rate for certificated staff in 2024–25. While slightly below the 90% baseline, this rate still reflects a supportive, growth-oriented environment contributing to instructional stability.

Qualitative feedback via Thought Exchange highlights that new teachers found the introductory session on Santa Rita Union School District's history and services particularly effective in promoting ownership and understanding. PD sessions on curriculum implementation and IEP accommodations were rated as essential to supporting all learners. Sessions on ELPAC/ELD strategies helped address diverse student needs, while "Intro to SPED" and "Family Engagement" content was especially valued by elementary teachers. Training on Aeries and use of instructional tools like EDU Protocols supported practical instructional improvement. The effectiveness of the program is further supported by increased participation in intern coaching and teacher induction. Anticipated underspending on coaching and stipends indicates efficient use of resources and adequate allocation.

This action monitored staff well-being and attendance through data-informed planning, workload analysis, and wellness supports. Metric 9.2 reports 2,705 teacher absences in 2023–24, representing a 13% absence rate, down from 17% (3,006 absences) the prior year. This 4% improvement suggests a positive impact on attendance.

While retention and well-being remain primary, integrated support systems and staff recognition likely contributed to reduced stress and higher satisfaction. HR and site leader reports cite flexible PD scheduling and recognition efforts as key to maintaining morale during high-demand periods. The district's use of absence data to assess workload and support needs reflects a proactive, responsive approach.

Instructional Impact: Consistency in teacher presence remains vital to student outcomes. In ELA (Metric 9.3), homeless students improved by 7 percentage points. However, English Learners (–2%), socioeconomically disadvantaged (–3%), and Hispanic students (–3%) declined. In Math (Metric 9.4), the districtwide proficiency rate declined 2 points, though gains were seen among homeless students (+3%) and students with disabilities (+2%). Ongoing monitoring and strategic supports will be key to sustaining gains and further addressing chronic absenteeism.

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.

Action 9.1 Comprehensive Onboarding and Staff Retention Program: No modifications are planned for this action. This action has demonstrated effectiveness as evidenced by the successful implementation of the new teacher orientation and the positive outcomes from the induction and intern coaching programs. The current approach effectively supports teacher growth and retention, as reflected in the Certificated Staff Retention Rate (Metric 9.1) and Teacher Absences (Metric 9.2). Therefore, the structure of the action will remain unchanged, ensuring continuity and stability in staff support efforts.

In addition to the individual action analysis, there is an overarching adjustment in budget allocation for the comprehensive onboarding and staff retention program. The budgeted amount for the induction program and coaching was moved to a different funding source, leading to anticipated underspending. This refinement in resource allocation reflects a more efficient use of resources based on actual needs and experiences from the current year. By aligning budget expectations with actual spending needs, the district optimizes resource utilization, thereby enhancing the effectiveness of the program and contributing to improved staff retention and student outcomes.

Metrics 9.3 and 9.4 have been updated to correct previously inaccurate data entries. Specifically, updates were made to the baseline, Year 1 outcome, target for Year 3 outcome, and current difference from baseline to ensure accurate tracking of professional learning and staff experience indicators.

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
9.1	Comprehensive Onboarding and Staff Retention Program	Implement a comprehensive onboarding and staff retention program to ensure a seamless transition for new hires and provide ongoing support, training, and recognition. This action will enhance staff recruitment and retention by implementing a structured orientation for new employees, facilitating regular mentorship meetings for guidance and support, conducting continuous professional development sessions to enhance skills, and establishing a recognition system to acknowledge achievements. The action aims to foster a culture of continuous support and growth, ensuring that staff feel valued, engaged, and equipped for long-term success within the organization.	$239,774.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Enhancing School Community Capacity to Address Racism, Discrimination and Bias: Focus on the impact of racism on student wellbeing and success. Build the capacity of school leaders, staff, students, and parents through comprehensive and mandatory training programs focused on recognizing and addressing discrimination, anti-blackness, and bullying. This action aims to foster a consistent and informed approach across the district, ensuring transparency in communication and response to racism, bias and hate speech. By offering dedicated support services for affected students, including counseling and academic assistance, we strive to promote students academic and personal development. Additionally, we will conduct regular reviews and revisions of existing policies to address any gaps or weaknesses, related to discrimination and hate speech, ensuring a safe and inclusive educational environment for all.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SRUSD is implementing the action of enhancing school community capacity to address racism, discrimination, and bias to directly tackle the negative impact of racism on student wellbeing and success. This initiative is driven by the need to build the capacity of school leaders, staff, students, and parents through comprehensive and mandatory training programs focused on recognizing and addressing discrimination, anti-blackness, and bullying.

The district has identified an increase in acts of racism and hate speech, necessitating a proactive and consistent approach across all schools. This action aims to ensure transparency in communication and response to incidents of racism, bias, and hate speech. By offering dedicated support services for affected students, including counseling and academic assistance, the district strives to promote both the academic and personal development of all students.

By championing a culture that celebrates diversity and inclusivity, SRUSD is committed to ensuring that all students, particularly those from underserved communities, have access to equitable educational outcomes and opportunities. This is achieved through tailored learning programs, increased access to resources, and professional development for educators to better understand and address the varied needs of their students.

A significant emphasis is placed on pupil engagement, underscoring the necessity of cultivating a positive school climate conducive to student success. This is approached through the implementation of active anti-bias and anti-racism initiatives designed to create a school

environment where every student feels safe, valued, and encouraged to engage fully in their educational journey. These initiatives aim to dismantle barriers to participation and instill a sense of belonging among students, fostering a more inclusive and supportive educational setting.

Furthermore, the action aligns closely with the priority of family and community engagement. It recognizes the power of open communication and collaboration among students, teachers, and families in building strong, supportive school-community ties. By encouraging this dialogue and partnership, SRUSD seeks to enhance educational outcomes through collective effort, ensuring that every member of the community feels involved in and responsible for the success of its students. This collaborative approach is pivotal in creating a unified front to address educational challenges and work towards shared objectives, making it an essential component of the goal's overarching strategy to improve the educational landscape.

To ensure a safe and inclusive educational environment for all, SRUSD will conduct regular reviews and revisions of existing policies to address any gaps or weaknesses related to discrimination and hate speech. This continuous policy review process is crucial in maintaining an environment where all students can thrive academically and personally, free from the detrimental effects of racism and discrimination.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	School Climate-Respect for Diversity Staff	Baseline: 2023-24 CHKS 76% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias	2024-25 CHKS 79% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias		100% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias	+3%
10.2	Basic Materials-District Curriculum Council meetings that include curriculum unit reviews to determine diverse perspectives and address issues of bias, equity, and racism.	Baseline: 2023-24 0/8 meetings	2024-25 1/8 meetings		3/8 meetings	+1 meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.3	School Climate-Incidents related to bias, discrimination, or racism.	Harassment Based on Race, Ethnicity, or National Origin 6th Grade: 18% 7th Grade: 16% 8th Grade: 14% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: 8% 7th Grade: 5% 8th Grade: 10% Harassment for Religion 6th Grade: 8% 7th Grade: 8% 8th Grade: 9% Harassment for Sexual Orientation 6th Grade: 15% 7th Grade: 12% 8th Grade: 9% Harassment for Physical or Mental Disability 6th Grade: 7% 7th Grade: 4% 8th Grade: 6%	Harassment Based on Race, Ethnicity, or National Origin 6th Grade: 18% 7th Grade: 17% 8th Grade: 13% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: 9% 7th Grade: 6% 8th Grade: 6% Harassment for Religion 6th Grade: 7% 7th Grade: 5% 8th Grade: 5% Harassment for Sexual Orientation 6th Grade: 12% 7th Grade: 8% 8th Grade: 7% Harassment for Physical or Mental Disability 6th Grade: 5% 7th Grade: 5% 8th Grade: 5%		Harassment Based on Race, Ethnicity, or National Origin 6th Grade: 12% 7th Grade: 10% 8th Grade: 8% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: 5% 7th Grade: 3.5% 8th Grade: 7% Harassment for Religion 6th Grade: 5% 7th Grade: 5% 8th Grade: 6% Harassment for Sexual Orientation 6th Grade: 9% 7th Grade: 7.5% 8th Grade: 6% Harassment for Physical or Mental Disability 6th Grade: 4%	Harassment Based on Race, Ethnicity, or National Origin 6th Grade: maintained 7th Grade: +1% 8th Grade: -1% Harassment for Being an Immigrant or Perceived as an Immigrant 6th Grade: +1% 7th Grade: +1% 8th Grade: -4% Harassment for Religion 6th Grade: -1% 7th Grade: -3% 8th Grade: -4% Harassment for Sexual Orientation 6th Grade: -3% 7th Grade: -4% 8th Grade: -2% Harassment for Physical or Mental Disability 6th Grade: -2% 7th Grade: +1% 8th Grade: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					7th Grade: 2.5% 8th Grade: 3%	
10.4	Pupil Achievement-Rates of disparities in academic achievement across different student demographics.	Baseline: 2022-23 SBAC ELA: (Distance from Standard) White -8 DFS Hispanic -63 DFS African American -49 DFS Male -69 DFS Female -49 DFS Math: White -49 DFS Hispanic -98 DFS African American -100 DFS Male -88 DFS Female -100 DFS	2023-24 SBAC ELA: (Distance from Standard) White -27 DFS Hispanic -70 DFS African American -59 DFS Male -64 DFS Female -78 DFS Math: White -58 DFS Hispanic -101 DFS African American -84 DFS Male -93 DFS Female -102 DFS		ELA (Distance from Standard) White: +5 DFS Hispanic:-20 DFS African American: -15 DFS Male -25 Female -15 Math (Distance from Standard) White: -5 DFS Hispanic: -40 DFS African American: -45 DFS Male -30 DFS Female -45 DFS	ELA: (Difference) White: -19 points Hispanic: -7 points African American: -10 points Male +5 points Female -29 points Math: White: -9 points Hispanic: -3 points African American: +16 points Male: -5 points Female -2 points
10.5	School Climate-Rate of suspension and expulsion by race/ethnicity	Baseline 2023-24: Suspensions Race/Ethnicity SRUSD 184/203 Hispanic (91%) 14/203 White (7%) 4/203 Multi-Racial (2%) 1/203 Asian (.05%) SRE 26/30 Hispanic (87%) 4/30 White (13%)	2024-25 Suspensions Race/Ethnicity SRUSD 125/131 Hispanic (95%) 5/131 White (0%) 1/131 Multi-Racial (0%) 0/131 Asian (0%) SRE 5/5 Hispanic (100%)		SRUSD Hispanic (70%) White (1%)* Multi-Racial (0%) Asian (0%) SRE Hispanic (60%) White (2%) McK Hispanic (15%)	SRUSD Hispanic +4% White -7% Multi-Racial -2% Asian -.5% SRE Hispanic +13% White -13% McK Hispanic No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		McK 20/20 Hispanic (100%) LJ 23/28 Hispanic (82%) 5/28 White (18%) NR 5/5 White (100%) JGMS 27/30 Hispanic (90%) 3/30 Multi-racial (10%) GVMS 88/91 Hispanic (97%) 1/91 Multi-racial (1%) 1/91 Asian (1%) 1/91 White(1%)	0/5 White (0%) McK 22/22 Hispanic (100%) LJ 6/7 Hispanic (86%) 1/7 White (1%) NR 0/1 White (0%) JGMS 28/30 Hispanic (93%) 0/30 Multi-racial (0%) GVMS 64/68 Hispanic (94%) 0/68 Multi-racial (0%) 0/68 Asian (0%) 2/68 White(0%)		LJ Hispanic (50%) White (2%) NR White (15%) GVMS Hispanic (70%) Multi-racial (0%) Asian (0%) White(0%)	LJ Hispanic +4% White -17% NR White -100% JGMS Hispanic +3% Multi-racial -10% GVMS Hispanic - 3% Multi-racial -1% Asian -1% White -1%
10.6	School Climate-CHKS Parents	CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=53% Hispanic=53% EL=58% SPED=67%	2024-25 CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=43% Hispanic=45% EL=52% SPED=43%		CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=60% Hispanic=60% EL=68% SPED=75%	Overall=-10% Hispanic=-8% EL=-6% SPED=-24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.7	School Climate-CHKS Parents	CHKS Question response Strongly Agree "School Promotes Respect for Cultural Beliefs and Practices" Overall=48% Hispanic=49% EL=59% SPED=71%	2024-25 Cultural Beliefs and Practices" Overall=36% Hispanic=38% EL=46% SPED=39%		CHKS Question response Strongly Agree "School Promotes Respect for Cultural Beliefs and Practices" Overall=57% Hispanic=62% EL=68% SPED=80%	Overall=-12% Hispanic=-10% EL=-7% SPED=-32%

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.

In 2024–25, Santa Rita Union School District carried out Goal 10 through two primary districtwide actions focused on increasing staff and student capacity in anti-racism, cultural responsiveness, and inclusive school climate. Overall, implementation aligned closely with planned actions, with minor adjustments based on real-time data and stakeholder feedback. The goal was supported by ongoing review of disaggregated CHKS, SBAC, and suspension data, as well as site-based equity structures and community engagement efforts.

Action 10.1 – Professional Learning and Equity-Aligned Instructional Practice was implemented as planned, with a strong emphasis on staff development. The district launched the year with centralized anti-bias and equity training for all staff, then shifted to site-based facilitation in response to feedback that smaller, context-specific sessions led to greater engagement and reflection. According to the 2024–25 CHKS, 79% of staff agreed or strongly agreed that the district provides professional development that helps them examine their own cultural bias—an increase from the prior year and a key indicator of growing staff awareness and support. The Curriculum Council also began to integrate equity into instructional planning by dedicating time to review materials through a culturally responsive lens. While only one meeting was held for this purpose, it resulted in a defined equity review protocol, which will be fully implemented during the 2025–26 math curriculum adoption process. Student CHKS data identified harassment and discrimination as ongoing challenges. Reports of harassment based on race, ethnicity, or national origin were highest in 6th grade (18%), with similar trends in immigration status (up to 9%), sexual orientation (7–12%), and disability or religion (each 5%). In response, the district worked with the California Center for School Climate to facilitate student and parent listening circles, reviewed incident reporting systems, and updated and advertised anonymous reporting systems to ensure students had clear, safe ways to report bias-based harm. Discipline data underscored the need for a more integrated approach to supporting student needs. In 2024–25, schools strengthened the implementation of the Coordination of Services Team (COST) process to ensure students' academic, social, emotional, and behavioral needs were addressed holistically. COST meetings became a central structure for identifying underlying causes of behavior, coordinating interventions, and connecting students with appropriate supports. To promote consistent

practices across sites, the district also prioritized ensuring that all school staff clearly understood the SRUSD Discipline Matrix, including expectations around progressive discipline and the use of other means of correction prior to suspension. Professional development and administrative coaching emphasized using these tools not only for compliance, but as a framework for equity-driven decision-making. These efforts helped shift school culture toward proactive, supportive discipline aligned with the district's commitment to inclusion and restorative practices.

Action 10.2 emphasized inclusive culture and elevating student voice. Implementation followed the planned structure, with schools expanding student-led events and forums. These efforts were informed by family feedback collected through the CHKS. While parent response data indicated positive perceptions of respect and inclusion, results varied across school sites, prompting tailored strategies. In 2024–25, the district made meaningful progress toward enhancing student voice and promoting equity by implementing a series of actions aimed at empowering unduplicated students and creating inclusive, engaging school environments. Student-led clubs were successfully launched across all middle schools, with a focus on identity, advocacy, and leadership. Each club operated with the support of a faculty mentor, ensuring that students had adult allies to guide discussions and activities. These spaces empowered students, particularly English Learners, Foster Youth, Homeless Youth, and students from historically underserved backgrounds, to share their experiences, express their needs, and lead initiatives that reflect their values and cultures.
Schools also organized awareness campaigns and school-wide events tied to cultural heritage months, anti-bullying efforts, and equity education. These events provided platforms for student leadership while educating the broader school community and fostering a stronger sense of belonging. Students reported increased confidence in expressing their perspectives and engaging with school leadership on issues that matter to them. Restorative Practice (RP) team played a critical role by providing direct support to students and staff. RP Leads facilitated conflict resolution, supported reentry planning after absences or disciplinary events, and helped eliminate barriers to participation in extracurricular activities. Their presence contributed to a more inclusive campus climate and improved peer relationships. To further strengthen student connection and engagement, the district expanded athletic programs, clubs, and enrichment activities. New offerings included intramural sports, Black student leadership club, and lunchtime activities designed to provide accessible opportunities for all students to get involved. Participation increased notably among unduplicated student groups, with many students exploring new interests and discovering talents in supportive, low-pressure environments Together, these efforts supported a more inclusive and engaging school experience. Students not only found new avenues for expression and leadership but also developed stronger ties to their school communities. Moving into 2025–26, the district will build on this foundation by scaling successful student-led models, deepening mentorship structures, and expanding opportunities for student input in school decision-making.
Goal 10 was carried out with a high degree of alignment to its original plan. The district effectively leveraged real-time data and staff input to make strategic adjustments that improved equity-focused training, student support systems, and community engagement. While progress was made in many areas, continued focus is needed in addressing disproportionality in discipline, building inclusive school climates, and closing persistent achievement gaps. These areas will remain a top priority in the 2025–26 school year.

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.

Santa Rita Union School District's planned expenditures and actual spending for this goal were closely aligned, with both actions implemented as scheduled and within budget. The following summarizes the expenditures by action:

Action 10.1 – Planned: $35,000.00; Actual: $34,718.00. Professional development funds were fully utilized as budgeted to support anti-bias and equity training across all sites. Session frequency and format evolved in response to site feedback, shifting from centralized PD to more embedded, site-specific facilitation. This adjustment represented a delivery refinement rather than a change in scope or intent, with no deviations in planned expenditures.

Action 10.2 – Planned: $200,000.00; Actual: $217,652.00. Implemented as described, this action supported student-led forums, cultural celebrations, and community partner events at all school sites. Some schools opted to host additional events or tailor student engagement strategies based on their local CHKS data; these efforts were accommodated within the originally allocated funds and did not represent a material change. All planned student leadership forums and parent outreach events were delivered as scheduled.

No unanticipated staffing changes, timeline delays, or resource reallocations occurred under this goal. The district adhered to the approved LCAP action plan for Goal 10, and expenditures aligned closely with the budgeted totals in the action tables.

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

Santa Rita Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Ten helped make progress towards the LEA's goal:

Action 10.1 – Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support
Effectiveness Rating: 2
Metrics: 10.6, 10.7
Analysis Statement:
Action 10.1, which focused on building staff capacity through anti-bias and equity-focused training, had a noticeable impact on staff confidence and engagement. According to the 2024–25 CHKS, 79% of staff agreed that the professional development they received helped them address cultural bias—an increase from 76% the previous year, showing growth in awareness and readiness to engage in equity work. This growth was supported by investments through Action 1, which included targeted professional development such as BHC anti-bias training, as well as the purchase of equity and bias-related materials and classroom reflection protocols.
Sites like La Joya and Gavilan View, which paired PD with structured follow-up and reflection, reported stronger engagement. The Curriculum Council held one formal meeting dedicated to reviewing materials through an equity lens. While still early in development, this effort lays the groundwork for a systematic equity review process beginning with the 2025–26 math adoption.
Student climate data showed small but important shifts. Reports of race- or origin-based harassment decreased slightly among middle school students. Harassment based on race or national origin dropped to 12% in 6th grade and 10% in 7th grade. Incidents tied to religion, sexual orientation, and disability also trended downward across most grades. In response to ongoing concerns, schools launched listening circles, improved incident reporting procedures, and increased student voice initiatives in middle grades.
However, parent perceptions of respect and inclusion declined this year. Only 43% of all parents strongly agreed that the school treats all students with respect (down from 53%), and 36% strongly agreed that the school promotes respect for cultural beliefs (down from 48%)

(Metrics 10.6 and 10.7). These findings suggest that while staff-focused training made an internal impact, external communication and visible practices need strengthening to rebuild family trust.

On the academic side, outcomes remained uneven. CAASPP results showed all subgroups scoring -80.42 DFS in ELA and -111.66 in Math, with slight improvements only in schools that targeted multilingual and low-income students. Discipline data highlighted disproportionality, with Hispanic students comprising 3.8% of suspensions compared to under 1% for all other subgroups.
These results reinforce the need for sustained, systemwide implementation of equity-centered coaching, greater use of student data to guide decisions, and more visible practices that align with family expectations of inclusion and respect.

Action 10.2 – Empowering Student Voices and Expanding Opportunities for Equity and Inclusion
Effectiveness Rating: 3
Metrics: 10.3, 10.4, 10.5
Analysis Statement:
Action 10.2, which centered on student voice and inclusive school culture, saw strong results. Schools expanded student-led events, heritage celebrations, and leadership forums, giving students meaningful platforms to be seen, heard, and valued. These efforts were supported by investments in student engagement programming, such as PIQUE and Centro Binacional's family support during the school day, as well as restorative materials and supplies that helped guide student and parent discussions around equity and inclusion.
A key highlight this year was the district's continued collaboration with Centro Binacional, which helped expand culturally responsive family outreach. Through this partnership, a Mixteco-speaking staff member was placed in the Family Resource Center to support Mixteco-speaking families in accessing school-based services and staying connected to their children's learning. This direct support helped eliminate barriers to communication and built stronger bridges between families and schools, especially for those who previously felt disconnected or underserved.

Reports of harassment declined in several areas, including a 3% drop in 6th grade related to sexual orientation and a 2% decrease in 8th grade related to physical or mental disability (Metric 10.3). ELA scores declined for most student groups, with the largest drops among females (–29) and Hispanic students (–7), while math scores showed gains for African American students (+16) and a few others (Metric 10.4). Suspension rates also dropped for Hispanic students in some schools, with reductions at SRE (–27%) and McK (–85%). However, White student suspension rates declined districtwide (–7%) but increased at certain school sites (Metric 10.5).

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.

Action 10.1 Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support:
No modifications are planned for this action. The action aligns with the planned budget, indicating successful implementation and resource allocation.

Action 10.2 Empowering Student Voices and Expanding Opportunities for Equity and Inclusion:

No modifications are planned for this action. The action aligns with the planned budget, supporting continued implementation without changes.

Current strategies are effective, and the focus remains on continuing successful initiatives to maintain the goal's trajectory.

In addition, Metric 10.4 has been updated for baseline, Year 1 outcome, and current difference from baseline.
Metric 10.5 has been updated for baseline, Year 1 outcome, target for Year 3 outcome, and current difference from baseline.
These updates ensure more accurate monitoring of equity, inclusion, and student engagement progress following corrections to previously reported data.

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
10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	We will implement annual training on anti-bias, equity, and anti-racism practices for all school community members to foster an inclusive and supportive educational environment. This initiative will establish continuous learning opportunities and collaboration with external diversity and inclusion organizations to raise awareness, develop skills, and create a culture of inclusivity. Build the capacity of school leaders, staff, students, and parents to address the harmful effects of racism and discrimination. Professional development will focus on recognizing and addressing discrimination, anti-blackness, and bullying, ensuring a consistent and informed approach across the district. We will establish transparent communication and response plans to address incidents of racism, bias, and hate speech. Dedicated support services, including counseling and academic assistance, will be provided for affected students to promote their academic and personal development. Regular reviews and revisions of existing policies will be conducted to address any gaps or weaknesses related to discrimination and hate speech, ensuring a safe and inclusive educational environment for all.	$16,000.00	Yes
10.2	Empowering Student Voices and Expanding	Enhance student voices by focusing on equity and anti-racism through the creation of student-led clubs with faculty mentorship, empowering unduplicated students, fostering community, and amplifying their voices.	$267,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Opportunities for Equity and Inclusion	Implement school-wide campaigns and events to raise awareness, educate, and provide opportunities for skill development, ensuring unduplicated students feel supported and valued in the school community. Integrate restorative practice leads to offer direct support to both students and staff, eliminating barriers to participation in school and extracurricular activities. Expand and increase offerings in athletics, activities, and clubs to enhance the educational experience and strengthen school connections. Provide varied opportunities for students to try new things, discover talents, and create a deeper connection with the school community.		

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
$12,426,431.00	$1,561,857.

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
37.917%	1.349%	$444,286.00	39.266%

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:** Empowering Educators for Enhanced Student Growth in English Language Arts **Need:** The 2023 California dashboard shows all students are 58.4 points below the standard in ELA, English learner students are 99.1 points below standard, low-income students are 67 points below standard, homeless students are	Providing professional development opportunities for both certificated and classified staff, focusing on the diverse needs of identified student groups such as English Language Learners, students with disabilities, homeless students, Hispanic students, and socioeconomically disadvantaged students will foster a more inclusive and supportive learning environment, where educators are equipped with specialized skills and strategies to address the unique challenges and strengths of each student	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Points below standard in ELA Metric 3: Pupil Achievement-Percent of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	80.5 points below standard, students with disabilities are 126.8 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	demographic. Supplemental materials and supplies will also be provided to enhance instructional practices and meet specific student needs. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	students performing at or above grade level on local formative assessment Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)
1.2	**Action:** Strengthening Family Engagement to Enhance Student Success in English Language Arts **Need:** Based on the feedback from our engagement partners, who have emphasized the importance of family engagement, addressing the identified needs of unduplicated students in this area is crucial for their academic success and overall well-being **Scope:** LEA-wide	The identified needs of unduplicated students in SRUSD for this action focus on increasing family engagement to bolster student success in English Language Arts. Unduplicated students, including English Language Learners, students with disabilities, homeless students, and socioeconomically disadvantaged students. To address these challenges, SRUSD aims to build family efficacy and provide at-home learning opportunities. By empowering families with the knowledge and resources to support their children's education, we create a collaborative learning environment that extends beyond the classroom. This initiative includes workshops, resource guides, and interactive activities to help families engage with the English Language Arts curriculum. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students. By fostering a stronger home-school connection, we enhance students' literacy skills and overall academic performance, ensuring every student has the support they need to thrive.	Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (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
1.3	**Action:** Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction **Need:** The 2023 California dashboard shows all students are 58.4 points below the standard in ELA, English learner students are 99.1 points below standard, low-income students are 67 points below standard, homeless students are 80.5 points below standard, students with disabilities are 126.8 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	Personalized instruction and ongoing assessments are essential for focusing on the diverse needs of identified student groups (English Language Learners, students with disabilities, homeless students, Hispanic students, and socioeconomically disadvantaged students) in order to address the unique learning needs and challenges of each individual. Personalized instruction tailors educational approaches to the specific strengths, weaknesses, and interests of students, fostering a more engaging and effective learning experience. Ongoing assessments provide continuous feedback on student progress, allowing educators to make data-driven decisions and promptly adjust instructional strategies. This dynamic approach is crucial for closing achievement gaps and promoting equity. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Points below standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)
1.4	**Action:** Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools **Need:** The 2023 California dashboard shows all students at Gavilan View are 54.5 points below the standard in ELA, GVMS English learner students are 110.3 points below standard ELA, GVMS homeless students are 82.2 points below standard ELA.	This action addresses the diverse needs of identified student groups: English Learners, Homeless, and Students with Disabilities by implementing targeted, research-based interventions in English Language Arts (ELA). We recognize that all students may benefit from these services, so they are being implemented school-wide to promote academic success for all students focusing on unduplicated students and those performing significantly below basic proficiency levels on local and state assessments. By utilizing reading intervention specialists to provide intensive support, the initiative ensures that each student receives individualized and small-group instruction tailored to their specific needs. This	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Points below standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 4: Parent Involvement-Percent of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 California dashboard shows all JGMS students are 51.5 points below the standard in ELA, JGMS English learner students are 116.5 points below standard ELA, JGMS students with disabilities are 132.9 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Schoolwide	personalized approach enhances performance and helps close achievement gaps, ensuring that all students, including English Language Learners (ELL), students with disabilities (SPED), and socioeconomically disadvantaged students, receive the support they need to succeed academically.	families who report that they are encouraged to be active partners in learning (CHKS)
1.5	**Action:** Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration **Need:** The 2023 California dashboard shows all students are 58.4 points below the standard in ELA, English learner students are 99.1 points below standard, low-income students are 67 points below standard, homeless students are 80.5 points below standard, students with disabilities are 126.8 points below standard. These disparities highlight the need for professional development that equips educators with the strategies and tools to effectively address the diverse needs of unduplicated students. By enhancing their	This action meets the needs of unduplicated students by implementing and continuously updating a rigorous, standards-aligned ELA curriculum across all grade levels, ensuring consistency and equity in educational quality. By assigning instructional coaches to support teachers, the action ensures effective ELA instruction tailored to diverse student needs. Utilizing formative assessments to guide teaching strategies allows for real-time adjustments to address individual learning gaps. Coaches provide comprehensive support through instructional coaching, lesson planning assistance, intervention planning, and data analysis, ensuring all students, especially those identified as unduplicated, receive high-quality education and targeted interventions for optimal learning outcomes. We recognize that all students may benefit from these services, so	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA

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
	understanding of differentiated instruction, culturally responsive teaching, and inclusive practices, educators can create an environment where all students have the opportunity to thrive academically and socially. **Scope:** LEA-wide	they are being implemented LEA-wide to promote academic success for all students.	
1.6	**Action:** Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 96.3 points below the standard in ELA, English learner students are 107.8 points below standard ELA, low-income students are 97.5 points below standard ELA, homeless students are 117.8 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Schoolwide	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that all targeted students, including homeless, Hispanic, low-income, and English Learners, receive equitable opportunities to succeed. This comprehensive approach aims to create a supportive and inclusive educational environment that promotes academic excellence for all students at Santa Rita Elementary.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
2.1	**Action:**	There has been a demonstrated need across the district to address the declining math achievement	Metric 1: Pupil Achievement-Percent of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	for all students. SRUSD is over 88% unduplicated students. There needs to be a specific focus on supporting ELL students in math given the district currently serves 1450 ELL students (46%).	students in grades 3-8 who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment
2.2	**Action:** Enhance Math Instruction and Curriculum Alignment Across All Grade Levels **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet	Unduplicated students within SRUSD have demonstrated a need for rigorous, standards-aligned math curriculum and the support of instructional coaches to ensure they receive equitable, high-quality math education. This approach helps bridge knowledge gaps, provides consistent and effective instruction, and supports SRUSD teachers in meeting the diverse needs of identified students through tailored strategies and continuous professional development. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment

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
	diverse learning needs, enhance teacher readiness, and foster comprehensive student growth.Many ELL and LI families lack the resources, tools and supports needed to provide at home math support. Families would benefit from opportunities to preview skills and concepts to better support at home learning. **Scope:** LEA-wide		
2.3	**Action:** Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics **Need:** District-wide English Language Learners are not meeting bThe 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** LEA-wide	Establishing and executing a comprehensive Multi-Tiered System of Supports (MTSS) framework specifically for mathematics addresses the needs of unduplicated students within SRUSD by ensuring they receive tailored, tiered interventions that match their individual learning requirements. The SRUSD framework prioritizes targeted instructional strategies and continuous progress monitoring, enabling educators to identify and address learning gaps promptly. Professional development for SRUSD teachers and staff enhances their capacity to deliver effective math interventions, ensuring that all students, particularly those struggling with math, receive the support they need to succeed. By implementing the SRUSD MTSS framework, we aim to improve mathematical proficiency, close achievement gaps, and foster a supportive, equitable learning environment that meets the diverse needs of all student groups, including English Language Learners, students with disabilities, and those from socioeconomically disadvantaged backgrounds. We recognize that all students may benefit from these services, so they are being implemented	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment

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 to promote academic success for all students.	
2.4	**Action:** Data-Driven Student Achievement Monitoring and Improvement Planning **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in math, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. Utilizing data from state and district assessments to monitor progress and conducting regular data meetings to analyze performance and plan interventions are key strategies to achieve this goal. **Scope:** LEA-wide	The 2023 California Dashboard reveals a significant need to address educational inequalities within our district, which is composed of 88% unduplicated students. Data shows all students are 92.7 points below the standard in math, with English learners 122.6 points below, low-income students 100.6 points below, homeless students 109 points below, and students with disabilities 154 points below. These figures underscore the critical necessity for district-wide implementation of this action to meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. By utilizing state and district assessment data to monitor student progress and identify areas for improvement, we can ensure targeted support and interventions. Regular data meetings will be conducted to analyze student performance, set achievable targets, and plan effective interventions, ensuring that no student is left behind and that all have the opportunity to succeed academically. We recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote academic success for all students.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment
2.5	**Action:** Fostering Family and Community Engagement in Math Education **Need:**	This act aims to enhance the educational experience for unduplicated student groups, who constitute over 88% of the district's population. By focusing on their unique needs, the district ensures that all students benefit from improved instructional strategies and resources. This holistic	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math

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
	The 2023 California dashboard shows all students are 92.7 points below the standard in ELA, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, homeless students are 109 points below standard, students with disabilities are 154 points below standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. Engaging families and partnering with community organizations are critical components of a comprehensive strategy to support unduplicated students in their math learning. These efforts ensure that students receive the necessary support both at home and in the community, leading to improved academic outcomes and overall success. **Scope:** LEA-wide	approach promotes educational equity and excellence for the entire student body.	Metric 2: Pupil Achievement-Points below standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment
2.6	**Action:** Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary **Need:** The 2023 California dashboard shows all students are 98.7 points below the standard in math, English learner students are 105.3 points below standard math, low-income	This initiative directly addresses the needs of unduplicated students at Santa Rita Elementary by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment

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 are 99.7 points below standard math, homeless students are 119.4 points below standard math, Hispanic students 99 points below standard math This underscores the importance of addressing educational inequalities, catering to diverse learning needs, enhancing teacher preparedness, and promoting holistic student development. **Scope:** Schoolwide	data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	Metric 2: Pupil Achievement-Points below standard in math
2.8	**Action:** Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS. **Need:** The 2023 California dashboard shows all students are 105.7 points below the standard in math, English learner students are 161.1 points below standard math, low-income students are 111.9 points below standard math, Hispanic students 109.4 points below standard math, Special Education students 160 points below standard math This underscores the importance of addressing educational inequalities, catering to diverse learning needs, enhancing teacher preparedness, and promoting holistic student development. **Scope:**	This initiative directly addresses the needs of unduplicated students at JGMD by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.1	**Action:** Enhancing Student Engagement and Achievement Through Advanced Instructional Technology **Need:** Based on feedback from our engagement partners, there is a need to enhance student engagement and achievement through the use of advanced instructional technology **Scope:** LEA-wide	The goal of enhancing student engagement and achievement by leveraging advanced instructional technology directly addresses the needs of unduplicated pupils, including English Language Learners (ELL), students with disabilities (SPED), socioeconomically disadvantaged students, and other marginalized groups. These students often face barriers to accessing high-quality educational resources, which can hinder their academic progress. By conducting a comprehensive assessment of the current technology infrastructure, the initiative identifies specific areas of need, ensuring that all students have equitable access to essential technology. Key actions such as purchasing additional devices, improving internet connectivity, and providing teacher training to integrate technology effectively into classroom instruction are crucial for creating an inclusive learning environment. This LEA-wide approach ensures consistency and equity across all schools in the district, fostering a dynamic learning environment that promotes digital literacy, innovation, and personalized learning experiences for every student. By addressing these needs on a broad scale, the initiative ensures that all students, particularly those who are unduplicated, have the necessary tools and support to succeed in the modern digital world.	Metric 5: Basic Materials-Ensuring all students have access to necessary technology and resources. Metric 6: Parent Involvement-Provision of support and resources to students and families to facilitate technology use at home.
5.3	**Action:** Enhanced Support and Outcomes for Special Education and Unduplicated Students **Need:**	his action ensures that unduplicated pupils with disabilities receive the personalized and equitable support they need by strengthening MTSS implementation and improving the quality and effectiveness of IEPs. Through the leadership of the Special Education Program Specialist,	5.1-5.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils, particularly those with disabilities, often face significant barriers to academic achievement and social-emotional development due to inconsistent implementation of interventions and gaps in individualized support plans. These students may not receive timely or appropriate services, resulting in missed learning opportunities and lower outcomes. There is a critical need to strengthen the district's Multi-Tiered System of Supports (MTSS) and ensure that Individualized Education Plans (IEPs) are regularly reviewed and aligned with students' evolving needs. Educators require dedicated training and support to implement evidence-based strategies effectively and provide unduplicated students with the interventions, accommodations, and resources necessary for equitable access to education. **Scope:** LEA-wide	educators across the district receive consistent training, resources, and support to identify learning barriers early and apply tiered interventions with fidelity. Conducting regular, comprehensive IEP reviews ensures that gaps in services are addressed and that plans are responsive to each student's academic and social-emotional needs. Providing this action LEA-wide guarantees that unduplicated students—regardless of school site—benefit from a cohesive, data-driven system of support, promoting educational equity and improved outcomes for our most vulnerable learners.	
5.4	**Action:** Enhance Achievement of Special Education Students in ELA and Mathematics **Need:** Unduplicated pupils receiving special education services particularly at John Gutierrez Middle School, New Republic, and McKinnon Elementary face significant academic challenges in English Language Arts and Mathematics, as evidenced by red performance indicators on the California Dashboard. These students often require	This action directly addresses the academic disparities experienced by unduplicated pupils in special education by implementing targeted ELA and Math intervention programs at schools identified as needing urgent improvement. These site-specific strategies ensure that students at John Gutierrez, New Republic, and McKinnon receive specialized instruction aligned to their IEPs and tailored to their learning profiles. Educator professional development supports the effective delivery of these interventions and promotes instructional consistency. Although the interventions are concentrated at identified sites,	5.1-5.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	differentiated instruction, targeted interventions, and consistent progress monitoring to address skill gaps and ensure access to grade-level content. Without focused support, they are at greater risk of falling further behind. There is a pressing need for site-specific academic interventions and educator training to effectively meet the individualized learning needs of these students and close persistent achievement gaps. **Scope:** LEA-wide	the knowledge and practices developed through this initiative will support systemwide improvement, reinforcing the district's commitment to equity. Providing this action on a schoolwide basis ensures that all special education students—especially those who are unduplicated—receive the necessary support to succeed academically. Let me know if you'd like to incorporate school-specific data points or adjust the focus for stakeholder communications.	
6.1	**Action:** Delivering Rigorous Instruction and Enriching Opportunities for Students **Need:** Based on feedback from our engagement partners, there is a need to support foster and homeless students, who often face disruptions in their educational journeys, resulting in learning gaps and lower engagement with the curriculum. Field trips can offer these students consistent, enriching educational experiences that help bridge these gaps while also enhancing their social and emotional learning **Scope:** LEA-wide	To effectively implement this plan, a series of field trips will be organized to various local museums, science centers, historical landmarks, and nature reserves. These destinations will be carefully selected to align with different grade-level curriculums. Educators will collaborate in designing activities that ensure each trip is educational and enjoyable. To support accessibility for all students, partnerships will be secured with local organizations that can offer cost-effective or sponsored opportunities. This strategy ensures that field trips are not just supplementary but a vital component of the learning framework, especially for those who stand to benefit the most from hands-on and experiential learning opportunities. By addressing these needs and structuring the implementation thoughtfully, the action aims to foster a more engaging and equitable educational environment for all students, particularly those who	Metric 1,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		are unduplicated and most in need of additional support.	
6.2	**Action:** AVID (Advancement Via Individual Determination) **Need:** The 2023 California dashboard shows all students are 92.7 points below the standard in ELA, English learner students are 107.8 points below standard ELA, low-income students are 97.5 points below standard ELA, homeless students are 117.8 points below standard ELA **Scope:** LEA-wide	Implementing AVID (Advancement Via Individual Determination) district-wide ensures that all students, regardless of their background or school, have access to the same high-quality academic support and college readiness resources. This comprehensive approach promotes educational equity, enabling every student to develop essential skills such as critical thinking, collaboration, and organization. By standardizing AVID practices across the district, schools can create a cohesive and supportive learning environment that consistently prepares students for success in higher education and future careers, ultimately fostering a culture of high expectations and achievement for all.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation
6.3	**Action:** Ensuring Consistent Substitute Teachers for Continuous Learning Support **Need:** Based on feedback from the engagement partners, the super substitute program ensures that unduplicated students have uninterrupted access to education. By providing seamless classroom coverage during absences and other events, the program maintains a consistent learning environment that supports these students' success. This approach reduces disruptions that could otherwise disproportionately impact their academic progress	Targeted Intervention: The program also prioritizes unduplicated students by assigning super substitutes to provide additional classroom support and intervention when full coverage isn't needed. This approach enhances differentiated instruction, addresses learning gaps, and ensures equitable support for unduplicated student groups, helping to close achievement gaps.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation

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		
6.4	**Action:** Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction **Need:** Small group and individualized instructional opportunities. **Scope:** LEA-wide	Implementing smaller class sizes district-wide aims to create a more conducive learning environment and improve student-teacher interaction.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation Metric 4: CAASPP ELA Metric 5: CAASPP Math
7.1	**Action:** Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide) **Need:** The 2023 Dashboard data for Chronic Absenteeism highlights critical areas of concern within the district. Specifically, chronic absenteeism rates are significantly elevated among various student groups:	Chronic absenteeism is a significant barrier to academic success, particularly for our unduplicated pupils, including English learners, foster youth, and students from low-income families. Recognizing this challenge, our district has identified the need for a comprehensive, LEA-wide approach to increase student engagement by actively involving parents and guardians. By implementing targeted outreach efforts that focus on building stronger connections between families and the educational community, we aim to improve attendance and academic outcomes for all students, with particular attention to the needs of our unduplicated pupils.	Metric 1: Pupil Engagement-Chronic Absenteeism Rates Metric 4: Pupil Engagement-Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District-Wide Data: Asian: 26% White: 28% Hispanic: 17% English Learners (ELs): 14% Low Income: 18% Special Education (SPED): 28% Site-Specific Data: New Republic Elementary: Special Education (SPED): 44% White: 30% La Joya Elementary: White: 34% This data underscores the need for targeted interventions to address chronic absenteeism, particularly among Special Education students and White students at both New Republic and La Joya Elementary schools, as well as district-wide strategies to support all at-risk student populations. **Scope:** LEA-wide		
7.2	**Action:** Enhancing Communication and Engagement with Diverse Families **Need:** Based on educational partner feedback the identified needs of unduplicated students	Implementing diverse two-way communication channels district-wide is crucial to achieving the goal of enhancing interaction and engagement between schools and families.	Metric 1: Pupil Engagement-Chronic Absenteeism Rates Metric 4: Pupil Engagement-Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	involves implementing diverse two-way communication channels to enhance interaction and engagement between schools and families. This initiative will utilize school messaging systems, social media platforms, and direct contact methods with school administration, supported by comprehensive language access services for interpretation and translation. This ensures that all families, regardless of their primary language, can receive important school information and provide feedback effectively. By targeting linguistically diverse families and those facing barriers to traditional communication forms, this strategy aims to improve the inclusiveness and responsiveness of educational services, fostering a more inclusive school environment. **Scope:** LEA-wide		
7.3	**Action:** Fostering Positive Behavior and School Climate for Student Success **Need:** Dashboard: All students: 22.6% chronically absent Socioeconomically disadvantaged: 23.1% chronically absent Homeless: 21% chronically absent English learners: 20.8% chronically absent To address these concerning absenteeism rates, we are committed to fostering positive behavior through the implementation and consistent upholding of school-wide behavior	Assistant principals enhance the sense of belonging by creating an inclusive and welcoming school environment. This involves organizing cultural events, peer mentorship programs, and other activities that celebrate diversity and inclusion, ensuring unduplicated students feel valued and connected to their school community.	Metric 1: Pupil Engagement-Chronic Absenteeism Rates Metric 4: Pupil Engagement-Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	expectations. A need for increased use of positive reinforcement and targeted interventions to recognize and reward good behavior and positive attendance. **Scope:** LEA-wide		
8.1	**Action:** Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures **Need:** Pupil Achievement: Suspension data • All students: 3.8% • Socioeconomically disadvantaged: 3.7% • English learners: 3.1% **Scope:** LEA-wide	The district-wide implementation of comprehensive measures to enhance student well-being and safety directly addresses the needs of unduplicated students by providing a supportive and secure environment crucial for their academic and personal growth. By focusing on mental health, bullying prevention, social-emotional wellness, and crisis intervention, the district ensures that all students, including English Language Learners (ELL), students with disabilities (SPED), homeless students, and socioeconomically disadvantaged students, receive the necessary support to thrive. Adopting evidence-based bullying prevention programs and a continuous social-emotional learning (SEL) curriculum helps address the root causes of bullying, promoting a culture of empathy and respect. This approach equips unduplicated students with essential skills to manage their emotions, resolve conflicts, and make responsible decisions, fostering a positive and inclusive school climate. Establishing robust crisis intervention protocols ensures effective responses to mental health emergencies and other crises, providing	Metric 1: Pupil Engagement-Effectively respond to and manage student mental health needs Metric 3:School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students Metric 4: School Climate-Number of behavioral threat assessments conducted monthly Metric 5: School Climate/Parent Involvement-Rates of bullying, harassment, and school violence per 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
		immediate support and referrals during critical times. Training staff to proactively identify and address mental health concerns guarantees that unduplicated students receive timely and appropriate interventions, safeguarding their well-being and maintaining a stable learning environment. These comprehensive measures create a foundation for academic success and overall well-being, ensuring that all students have the opportunity to reach their full potential.	
8.2	**Action:** Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary) **Need:** Pupil Achievement: Suspension data • All students: 3.8% • Socioeconomically disadvantaged: 3.7% • English learners: 3.1% **Scope:** LEA-wide	An alternative to suspension supports students by addressing the root causes of behavioral issues through restorative practices, counseling, and targeted interventions, rather than excluding them from the learning environment. This approach is needed district-wide to ensure that all students, particularly those from vulnerable populations such as low-income students and English Learners (ELs), receive equitable treatment and remain engaged in their education. By focusing on the specific needs of these groups, this strategy helps reduce disparities in discipline and fosters a more inclusive and supportive school culture across the district.	Metric 3,4
8.3	**Action:** Cultivate a Safe and Secure Learning Environment **Need:**	This action will meet the needs of unduplicated students in relation to cultivating a safe and secure learning environment by implementing targeted and proactive interventions that address their unique challenges. Effective communication channels will be established to understand and	Metric 1: Pupil Engagement-Effectively respond to and manage student mental health needs

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
	Pupil Achievement data reveals that suspension rates are as follows: 3.8% for all students, 3.7% for socioeconomically disadvantaged students, and 3.1% for English learners. Chronic absenteeism data from the Dashboard indicates that 22.6% of all students are chronically absent, with 23.1% of socioeconomically disadvantaged students, 21% of homeless students, and 20.8% of English learners being chronically absent. **Scope:** LEA-wide	respond to their specific concerns, ensuring their voices are heard and valued. Comprehensive training in trauma-informed practices will equip staff to support these students sensitively and appropriately, while strategic facilities design will prioritize accessibility and inclusivity, making all students feel safe and welcomed. Proactive behavioral threat monitoring and intervention will help identify and address potential risks early. Increasing student support and supervision through dedicated campus health and safety supervisors will foster strong, trusting relationships, enabling a personalized approach to discipline and safety. Organized play activities during unstructured times will encourage positive interactions and a sense of belonging, contributing significantly to a supportive and secure learning environment.	Metric 3:School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students Metric 4: School Climate-Number of behavioral threat assessments conducted monthly Metric 5: School Climate/Parent Involvement-Rates of bullying, harassment, and school violence per CHKS Metric 6: Basic-School Facilities Maintained in Good Repair (Williams Act)
9.1	**Action:** Comprehensive Onboarding and Staff Retention Program **Need:** Engagement partners recognized and addressed the need for high-quality, consistent learning opportunities provided by fully prepared teaching staff. This focus ensures that students receive the best possible education, guided by educators who are well-equipped to deliver effective instruction. **Scope:** LEA-wide	High-quality staff onboarding is essential for teacher retention as it ensures that educators feel supported, equipped, and valued from the start, fostering a positive work environment. This, in turn, leads to greater job satisfaction and stability, which benefits unduplicated students by providing them with consistent, well-prepared teachers who are better able to address their unique needs and support their academic success.	1: Basic Conditions for Learning-Staff retention rates 2: Basic Conditions for Learning-Certificated Absences, 3: SBAC ELA 4: SBAC Math

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
10.1	**Action:** Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support **Need:** The Pupil Achievement data shows that suspension rates are 3.8% for all students, 3.7% for socioeconomically disadvantaged students, and 3.1% for English learners. Regarding chronic absenteeism, the Dashboard reports that 22.6% of all students are chronically absent, with 23.1% among socioeconomically disadvantaged students, 21% among homeless students, and 20.8% among English learners. **Scope:** LEA-wide	creating a more inclusive and supportive learning environment. By increasing awareness of biases and promoting equitable practices, educators can better understand and meet the diverse needs of English learners and low-income students, ensuring they receive equitable access to resources, support, and opportunities for academic success. Additionally, fostering a culture of inclusivity and reducing discrimination can help mitigate barriers to learning and enhance the overall educational experience for these student populations.	10.3-School Climate-Incidents related to bias, discrimination, or racism. 10.4-Achievement-Rates of disparities in academic achievement across different student demographics. 10.5-School Climate-Rate of suspension and expulsion by race/ethnicity 10.6-School Climate-CHKS Parents 10.7-School Climate-CHKS Parents
10.2	**Action:** Empowering Student Voices and Expanding Opportunities for Equity and Inclusion **Need:** For suspension rates, 3.8% of all students were suspended, with socioeconomically disadvantaged students having a suspension rate of 3.7%, and English learners at 3.1%. Chronic absenteeism, 22.6% of all students were chronically absent. Among socioeconomically disadvantaged students, 23.1% were chronically absent, while 21% of homeless students and 20.8% of English learners also experienced chronic absenteeism.	The action(s) address the needs of unduplicated pupils by creating inclusive opportunities that specifically empower these students and amplify their voices within the school community. By focusing on equity and anti-racism, and providing targeted support through student-led clubs, faculty mentorship, and restorative practices, these initiatives ensure that unduplicated students feel valued, supported, and connected to their school. The LEA-wide or schoolwide basis of these actions ensures that all students, particularly those who are unduplicated, benefit from an environment that promotes equity, removes barriers to participation, and enhances the overall educational experience through expanded extracurricular offerings and school-wide campaigns. This comprehensive approach not only meets the	10.3-School Climate-Incidents related to bias, discrimination, or racism. 10.4-Achievement-Rates of disparities in academic achievement across different student demographics. 10.5-School Climate-Rate of suspension and expulsion by race/ethnicity 10.6-School Climate-CHKS Parents 10.7-School Climate-CHKS Parents

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	unique needs of unduplicated pupils but also fosters a more inclusive and supportive school climate for all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 54.5 points below the standard in ELA, English learner students are 110.3 points below standard ELA, homeless students are 82.2 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:**	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that all targeted students, including Hispanic, low-income, and English Learners, receive equitable opportunities to succeed.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.8	**Action:** Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 51.5 points below the standard in ELA, English learner students are 116.5 points below standard ELA, students with disabilities are 132.9 points below standard ELA. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Limited to Unduplicated Student Group(s)	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that English Learners, receive equitable opportunities to succeed.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
1.9	**Action:** Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services **Need:** The 2023 California dashboard shows all students are 62 points below the standard in ELA, English learner students are 79.4 points below standard ELA . This highlights the need	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing ELA proficiency and overall academic achievement through data-driven instruction and equitable support services. By utilizing data from formative and summative assessments, we will identify gaps in proficiency and tailor instruction to address these areas effectively. Interventions and support services will be implemented consistently across the school, ensuring that English Learners receive equitable opportunities to succeed.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth. **Scope:** Limited to Unduplicated Student Group(s)		Metric 2: Pupil Achievement-Points below standard in ELA Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST
2.7	**Action:** Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School **Need:** The 2023 California dashboard shows all students are 113.2 points below the standard in math, English learner students are 165.1 points below standard math, low-income students are 124.7 points below standard math, homeless students are 136.1 points below standard math, Hispanic students 120.6 points below standard math, Special Education students 193.2 points below standard math This underscores the importance of addressing educational inequalities, catering to diverse learning needs, enhancing teacher preparedness, and promoting holistic student development. **Scope:** Limited to Unduplicated Student Group(s)	This initiative directly addresses the needs of unduplicated students at GVMS by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in math
2.9	**Action:**	This initiative directly addresses the needs of unduplicated students with SRUSD by focusing on	Metric 1: Pupil Achievement-Percent of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD **Need:** The 2023 California dashboard shows, English learner students are 122.6 points below standard math, low-income students are 100.6 points below standard math, Hispanic students are 97.1 points below standard **Scope:** Limited to Unduplicated Student Group(s)	enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it ensures that homeless, Hispanic, low-income, and English Learners receive the specific support they need to succeed. The approach includes additional math support through small group instruction and one-on-one mentoring, allowing for tailored learning experiences. Utilizing data from formative assessments to monitor progress ensures that instructional strategies can be adjusted in real-time, providing effective and individualized support to foster academic growth for every student.	students in grades 3-8 who meet or exceed standard in math Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment Metric 2: Pupil Achievement-Points below standard in math
3.1	**Action:** Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School **Need:** The 2023 California dashboard shows for John Gutierrez MS 30.8% of EL students are making progress towards English language proficiency. The 2023 California dashboard shows for Santa Rita Elementary 29.2 % of EL students are making progress towards English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	The data indicates that EL students at Santa Rita Elementary, Gavilan View Middle School and John Gutierrez Middle school are achieving far below their peers. Though the district has EL students at all sites, it is clear that these three sites require additional support and focus. 3 FTE English Learner Specialist (1 Santa Rita Elementary, 1 JGMS, 1 GVMS)	Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC Metric 3: Pupil Achievement- Reduction in number of LTELS Metric 4: Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA Metric 5: Pupil Achievement/Implementation of State Standards-- EL students who meet or exceed standard in Math
3.2	**Action:** Enhancing Academic Progress and Language Proficiency of ELL Students	This widespread implementation promotes educational equity and ensures that ELL students, regardless of their school or classroom, receive the targeted support they need to succeed	Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The 2023 California dashboard shows that 41.7% of SRUSD English Language Learners (ELL) are making progress towards English language proficiency, demonstrates a need continuous and targeted support to achieve academic success and language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	academically. By enhancing the instructional capacity of educators and providing targeted resources, this goal fosters an inclusive and supportive learning environment that promotes the academic success of ELL students in both ELA and Mathematics.	Metric 2: Pupil Achievement- Reclassification Rates Metric 3: Pupil Achievement- Reduction in number of LTELS
3.3	**Action:** Enhancing English Learner Progress in ELA and Mathematics **Need:** SRUSD English learner students are 122.6 points below standard math. **Scope:** Limited to Unduplicated Student Group(s)	Providing this action on an LEA-wide basis ensures that all educators across the district or school can implement consistent, high-quality instructional practices. This widespread implementation promotes educational equity and ensures that ELL students, regardless of their school or classroom, receive the targeted support they need to succeed academically. By enhancing the instructional capacity of educators and providing targeted resources, this goal fosters an inclusive and supportive learning environment that promotes the academic success of ELL students in both ELA and Mathematics.	Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC Metric 3: Pupil Achievement- Reduction in number of LTELS Metric 4: Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA Metric 5: Pupil Achievement/Implementation of State Standards-- EL students who meet or exceed standard in Math Metric 8: Basic Materials- Access to designated and integrated ELD materials

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.

Santa Rita does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding is strategically allocated to enhance direct services for students in schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students, including all six schools in the Santa Rita Union School District. This plan focuses on increasing the number of staff dedicated to supporting the academic and social/emotional wellness of these students, thereby addressing critical needs and promoting their overall success.

6 Additional Super Subs: (Goal 6.3)
Expansion of the Super Substitute program, a vital initiative designed to deliver uninterrupted coverage during teacher absences, professional development sessions, and release time for Student Study Teams (SST) and Individualized Education Plans (IEP) meetings. Adding an additional highly trained Super Substitutes to each site ensures continuous and seamless classroom coverage. On days when no immediate coverage is required, these Super Substitutes will provide targeted intervention and additional classroom support, focusing on the needs of unduplicated student groups. By maintaining consistent instructional support and minimizing disruptions, the program will significantly contribute to the academic success of these students, ensuring that their learning opportunities are maximized and uninterrupted. This initiative underscores our commitment to increasing and improving services for our most vulnerable student populations, fostering an equitable and supportive educational environment.

Assistant Principals: (Goal 7.3)
Assistant principals will be hired to enhance students' academic and social/emotional wellness by providing targeted support and fostering a nurturing environment. Their responsibilities include overseeing academic programs to meet the specific needs of foster youth, English learners, and low-income students, and implementing comprehensive social/emotional wellness programs. They will work closely with teachers, counselors, and parents to develop and monitor individualized support plans for students facing challenges. Additionally, they will lead professional development initiatives that focus on inclusive and equitable practices, ensuring that interventions are continuously adjusted to promote student progress and overall school improvement.

Attendance Clerks to Address Chronic Absenteeism Goal 7.1)

To address the significant barrier that chronic absenteeism poses to student achievement, particularly for foster youth, English learners, and low-income students, clerks will be dedicated to this critical issue. Their responsibilities will include tracking and analyzing attendance data to uncover patterns and identify underlying causes, proactively reaching out to families to understand and address barriers to regular attendance, and providing essential support and resources. Additionally, clerks will coordinate with community organizations and services to mitigate external factors contributing to absenteeism, develop and implement personalized attendance improvement plans, and organize awareness campaigns and workshops for students and families to emphasize the importance of regular school attendance. Through these focused efforts, the initiative aims to significantly reduce chronic absenteeism and improve overall student outcomes.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	23:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	23:1

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	32,772,847.00	12,426,431.00	37.917%	1.349%	39.266%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,909,657.00	$2,249,677.00	$0.00	$0.00	$15,159,334.00	$12,792,753.00	$2,366,581.00

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	Empowering Educators for Enhanced Student Growth in English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$257,544.00	$7,940.00	$265,484.00				$265,484.00	
1	1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,957.00	$12,957.00				$12,957.00	
1	1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$105,212.00	$105,212.00				$105,212.00	
1	1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Gavilan View Middle School, John Gutierrez Middle School 6th-8th	Ongoing	$41,070.00	$5,000.00	$46,070.00				$46,070.00	
1	1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$480,759.00	$23,700.00	$504,459.00				$504,459.00	
1	1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Santa Rita Elementary	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	

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
		Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services					Tk-5th									
1	**1.7**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View MS 6ht-8th	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	**1.8**	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez MS 6th-8th	ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	**1.9**	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Joya Elementary	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	**1.10**	Assign paraprofessionals to provide targeted, evidence-based reading intervention support.	All Students with Disabilities	No			All Schools	2025-26	$1,300,000.00	$0.00		$1,300,000.00			$1,300,000.00	
2	**2.1**	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$55,332.00	$142,613.00	$197,945.00				$197,945.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$521,793.00	$23,562.00	$545,355.00				$545,355.00	
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,445.00	$0.00	$18,445.00				$18,445.00	
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$71,000.00	$71,000.00				$71,000.00	
2	2.5	Fostering Family and Community Engagement in Math Education	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$6,600.00	$6,600.00				$6,600.00	
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Santa Rita Elementary	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: John Gutierrez Middle School	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.10	Assign paraprofessionals to provide targeted, evidence-based Math intervention support.	All	No			All Schools	2025-26	$949,677.00	$0.00	$0.00	$949,677.00			$949,677.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez Middle School and Santa Rita Elementary TK-8th	ongoing	$411,169.00	$0.00	$411,169.00				$411,169.00	
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$45,920.00	$45,920.00				$45,920.00	
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$821,157.00	$636,624.00	$1,457,781.00				$1,457,781.00	
5	5.1	Enhancing Behavioral Support and Training for Educators and Staff	Students with Disabilities	No			All Schools	Ongoing								
5	5.2	Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides	Students with Disabilities	No			All Schools	Ongoing								
5	5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,731.00	$0.00	$149,731.00				$149,731.00	
5	5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,445.00	$0.00	$18,445.00				$18,445.00	

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
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$61,500.00	$61,500.00				$61,500.00	
6	6.2	AVID (Advancement Via Individual Determination)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$15,500.00	$15,500.00				$15,500.00	
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,191,012.00	$0.00	$1,191,012.00				$1,191,012.00	
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,407,712.00	$0.00	$2,407,712.00				$2,407,712.00	
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: La Joya Elementary, New Repuiblic	Ongoing	$694,887.00	$56,852.00	$751,739.00				$751,739.00	
7	7.2	Enhancing Communication and Engagement with Diverse Families	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$23,665.00	$66,955.00	$90,620.00				$90,620.00	
7	7.3	Fostering Positive Behavior and School Climate for Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,115,526.00	$0.00	$1,115,526.00				$1,115,526.00	
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$920,222.00	$475,594.00	$1,395,816.00				$1,395,816.00	
8	8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Gavilan View Middle School,	Ongoing	$422,832.00	$48,906.00	$471,738.00				$471,738.00	

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
		White students at New Republic Elementary)					New Republic Elementary									
8	8.3	Cultivate a Safe and Secure Learning Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$719,455.00	$286,896.00	$1,006,351.00				$1,006,351.00	
9	9.1	Comprehensive Onboarding and Staff Retention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$139,524.00	$100,250.00	$239,774.00				$239,774.00	
10	10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$16,000.00	$16,000.00				$16,000.00	
10	10.2	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,796.00	$135,000.00	$267,796.00				$267,796.00	

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
32,772,847.00	12,426,431.00	37.917%	1.349%	39.266%	$12,909,657.00	0.000%	39.391 %	**Total:**	$12,909,657.00
								LEA-wide Total:	$12,384,498.00
								Limited Total:	$474,589.00
								Schoolwide Total:	$50,570.00

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	Empowering Educators for Enhanced Student Growth in English Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,484.00	
1	1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,957.00	
1	1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,212.00	
1	1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gavilan View Middle School, John Gutierrez Middle School 6th-8th	$46,070.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$504,459.00	
1	1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Santa Rita Elementary Tk-5th	$1,500.00	
1	1.7	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View MS 6ht-8th	$1,500.00	
1	1.8	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez MS 6th-8th	$1,500.00	
1	1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Joya Elementary	$1,500.00	

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 (%)
		the California Dashboard Through Data-Driven Instruction and Equitable Support Services						
2	2.1	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,945.00	
2	2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$545,355.00	
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,445.00	
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,000.00	
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	LEA-wide	English Learners	All Schools	$6,600.00	
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Yes	Schoolwide	English Learners Low Income	Specific Schools: Santa Rita Elementary	$1,500.00	
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	$1,500.00	
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners,	Yes	Schoolwide	English Learners Low Income	Specific Schools: John Gutierrez Middle School	$1,500.00	

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 (%)
		and All Students at John Gutierrez MS.						
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$1,500.00	
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez Middle School and Santa Rita Elementary TK-8th	$411,169.00	
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,920.00	
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,457,781.00	
5	5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,731.00	
5	5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,445.00	
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,500.00	
6	6.2	AVID (Advancement Via Individual Determination)	Yes	LEA-wide	English Learners Low Income	All Schools	$15,500.00	
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,191,012.00	

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 (%)
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,407,712.00	
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: La Joya Elementary, New Repuiblic	$751,739.00	
7	7.2	Enhancing Communication and Engagement with Diverse Families	Yes	LEA-wide	English Learners Low Income	All Schools	$90,620.00	
7	7.3	Fostering Positive Behavior and School Climate for Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,115,526.00	
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,395,816.00	
8	8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Gavilan View Middle School, New Republic Elementary	$471,738.00	
8	8.3	Cultivate a Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Low Income	All Schools	$1,006,351.00	

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 (%)
9	9.1	Comprehensive Onboarding and Staff Retention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$239,774.00	
10	10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$16,000.00	
10	10.2	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,796.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,133,639.00	$11,959,205.00

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**	Empowering Educators for Enhanced Student Growth in English Language Arts	Yes	$254,581.00	$274,447.00
1	**1.2**	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Yes	$5,000.00	$5,000.00
1	**1.3**	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Yes	$219,257.00	$207,254.00
1	**1.4**	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Yes	$242,573.00	$257,473.00
1	**1.5**	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Yes	$490,848.00	$494,110.00
1	**1.6**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,875.00	$1,875.00
1	**1.7**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English	Yes	$1,875.00	$1,875.00

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)
		Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services			
1	1.8	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,875.00	$1,875.00
1	1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,875.00	$1,875.00
2	2.1	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Yes	$39,999.00	$45,552.00
2	2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	$490,854.00	$498,112.00
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Yes	$25,000.00	$22,006.00
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	$41,305.00	$41,305.00
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	$15,000.00	$15,000.00
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Yes	$1,875.00	$1,875.00

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	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Yes	$1,875.00	$0.00
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Yes	$1,875.00	$0.00
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Yes	$1,875.00	$1,875.00
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	$347,116.00	$373,467.00
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	$0	$5,000.00
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	Yes	$0	$5,000.00
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	$1,401,691.00	$1,429,708.00
5	5.1	Enhancing Behavioral Support and Training for Educators and Staff	No	$0.00	$0.00
5	5.2	Enhance Support for Special Education Students by Hiring Additional Paraprofessionals and Behavior Aides	No	$0.00	$0.00
5	5.3	Enhanced Support and Outcomes for Special Education and Unduplicated Students	No	$0.00	$0.00
5	5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	No	$0.00	$0.00
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	$54,000.00	$54,001.00

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)
6	6.2	AVID (Advancement Via Individual Determination)	Yes	$78,732.00	$73,498.00
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	$945,218.00	$984,537.00
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Yes	$2,721,273.00	$2,470,911.00
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	Yes	$701,375.00	$628,581.00
7	7.2	Enhancing Communication and Engagement with Diverse Families	Yes	$222,279.00	$197,023.00
7	7.3	Fostering Positive Behavior and School Climate for Student Success	Yes	$1,063,880.00	$1,097,608.00
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures	Yes	$967,883.00	$977,196.00
8	8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	Yes	$455,411.00	$455,013.00
8	8.3	Cultivate a Safe and Secure Learning Environment	Yes	$914,975.00	$887,094.00

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)
9	**9.1**	Comprehensive Onboarding and Staff Retention Program	Yes	$185,389.00	$196,689.00
10	**10.1**	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	$35,000.00	$34,718.00
10	**10.2**	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	$200,000.00	$217,652.00

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)
$12,403,551	$12,133,639.00	$11,959,265.00	$174,374.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Empowering Educators for Enhanced Student Growth in English Language Arts	Yes	$254,581.00	$274,447.00		
1	1.2	Strengthening Family Engagement to Enhance Student Success in English Language Arts	Yes	$5,000.00	$5,000.00		
1	1.3	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	Yes	$219,257.00	$207,254.00		
1	1.4	Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools	Yes	$242,573.00	$257,473.00		
1	1.5	Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration	Yes	$490,848.00	$494,110.00		
1	1.6	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, Low-Income, English Learners, and All Students at Santa Rita	Yes	$1,875.00	$1,875.00		

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)
		Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services					
1	**1.7**	Improving ELA Proficiency and Academic Achievement for Homeless, Hispanic, English Learners, at Gavilan View Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,875.00	$1,875.00		
1	**1.8**	Improving ELA Proficiency and Academic Achievement for English Learners at John Gutierrez Middle School: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,875.00	$1,875.00		
1	**1.9**	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary: Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	Yes	$1,875.00	$1,875.00		
2	**2.1**	Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies	Yes	$39,999.00	$45,552.00		
2	**2.2**	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	$490,854.00	$498,112.00		

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	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics	Yes	$25,000.00	$22,006.00		
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	$41,305.00	$41,305.00		
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	$15,000.00	$15,000.00		
2	2.6	Enhancing Math Proficiency and Academic Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	Yes	$1,875.00	$1,875.00		
2	2.7	Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School	Yes	$1,875.00	0		
2	2.8	Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.	Yes	$1,875.00	0		
2	2.9	Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD	Yes	$1,875.00	$1,875.00		
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	$347,116.00	$373,467.00		
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	$0	$5,000		

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)
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	Yes	$0	$5,000		
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	$1,401,691.00	$1,429,708.00		
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	$54,000.00	$54,001.00		
6	6.2	AVID (Advancement Via Individual Determination)	Yes	$78,732.00	$73,498.00		
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	$945,218.00	$984,537.00		
6	6.4	Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction	Yes	$2,721,273.00	$2,470,911.00		
7	7.1	Family Engagement Initiative to Combat Chronic Absenteeism: Dashboard Red: Reducing Chronic Absenteeism through Family Engagement and Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)	Yes	$701,375.00	$628,641.00		
7	7.2	Enhancing Communication and Engagement with Diverse Families	Yes	$222,279.00	$197,023.00		
7	7.3	Fostering Positive Behavior and School Climate for Student Success	Yes	$1,063,880.00	$1,097,608.00		
8	8.1	Enhancing Student Well-being and Safety through Comprehensive Mental Health,	Yes	$967,883.00	$977,196.00		

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)
		Bullying Prevention, and Crisis Intervention Measures					
8	**8.2**	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)	Yes	$455,411.00	$455,013.00		
8	**8.3**	Cultivate a Safe and Secure Learning Environment	Yes	$914,975.00	$887,094.00		
9	**9.1**	Comprehensive Onboarding and Staff Retention Program	Yes	$185,389.00	$196,689.00		
10	**10.1**	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	$35,000.00	$34,718.00		
10	**10.2**	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	$200,000.00	$217,652.00		

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)
$32,945,850	$12,403,551	0%	37.648%	$11,959,265.00	0.000%	36.300%	$444,286.00	1.349%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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