

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rita Union School District

CDS Code: 27661910000000

School Year: 2024-25

LEA contact information:

Becky Moore and Summer Prather-Smith

Assistant Superintendent and Director

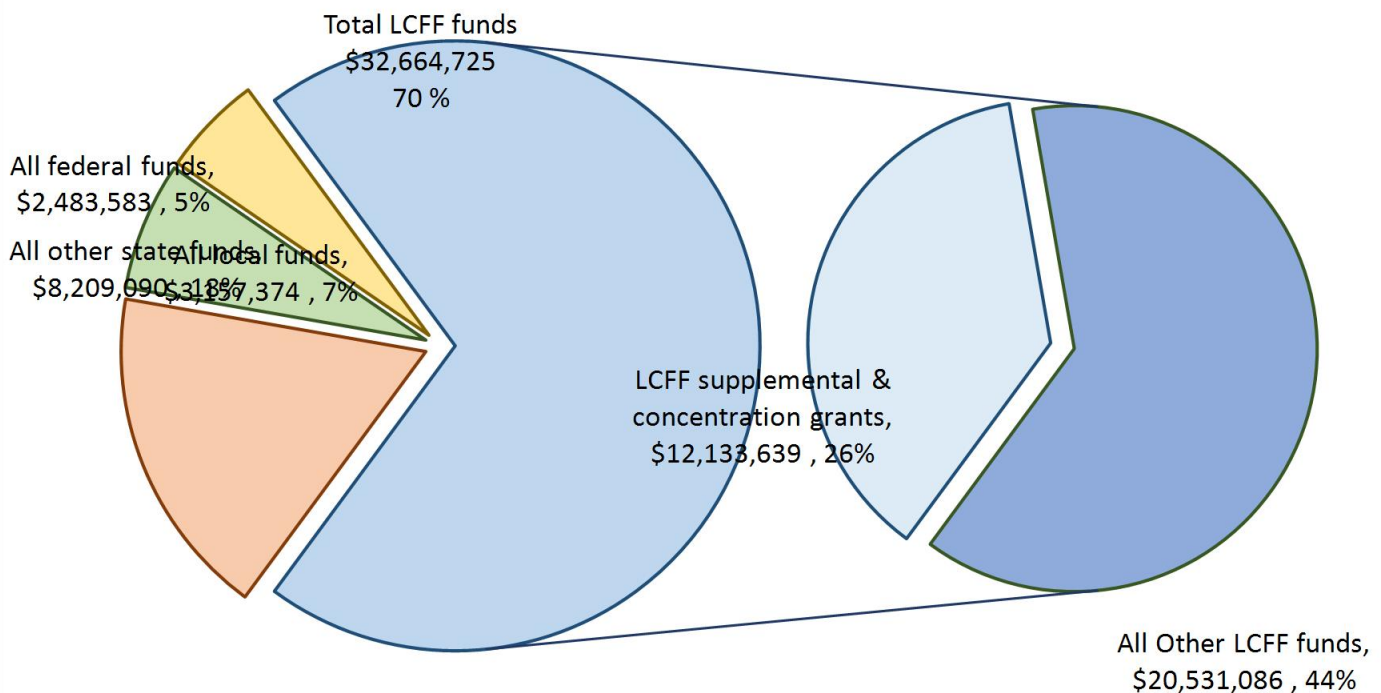
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

### Projected Revenue by Fund Source

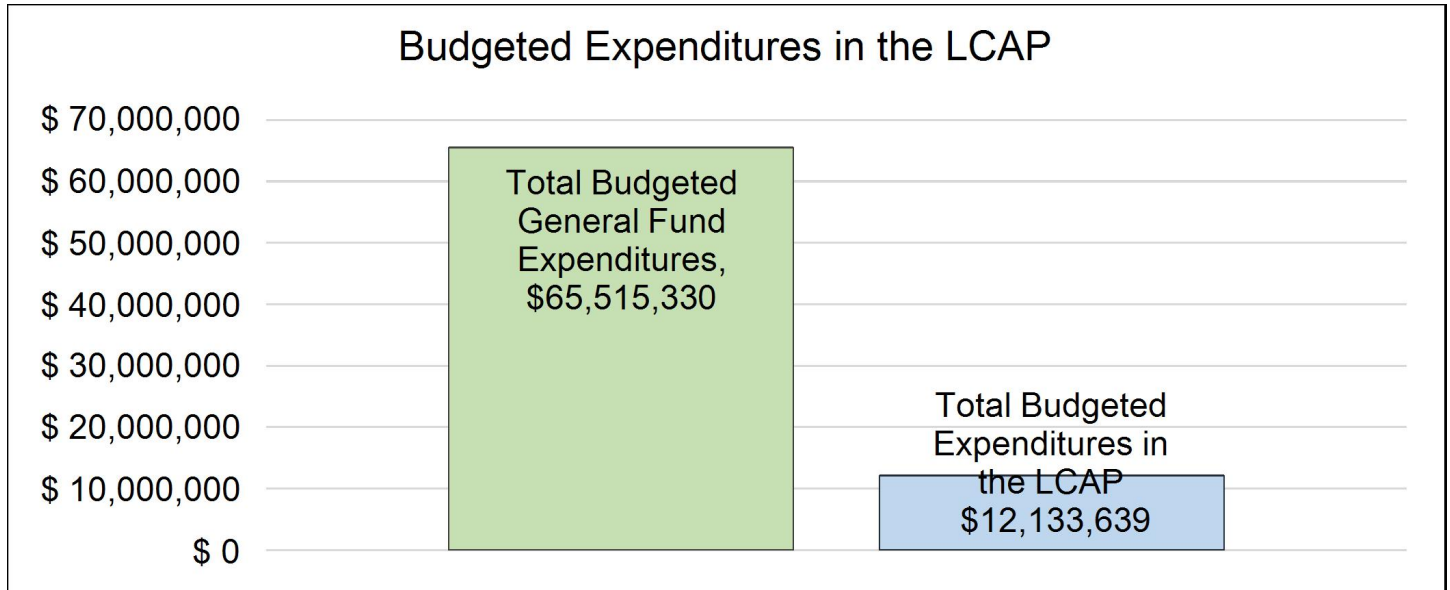


This chart shows the total general purpose revenue Santa Rita Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rita Union School District is \$46,514,772, of which \$32664725.00 is Local Control Funding Formula (LCFF), \$8,209,090.00 is other state funds, \$3,157,374.00 is local funds, and \$2,483,583.00 is federal funds. Of the \$32664725.00 in LCFF Funds, \$12,133,639.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Rita Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

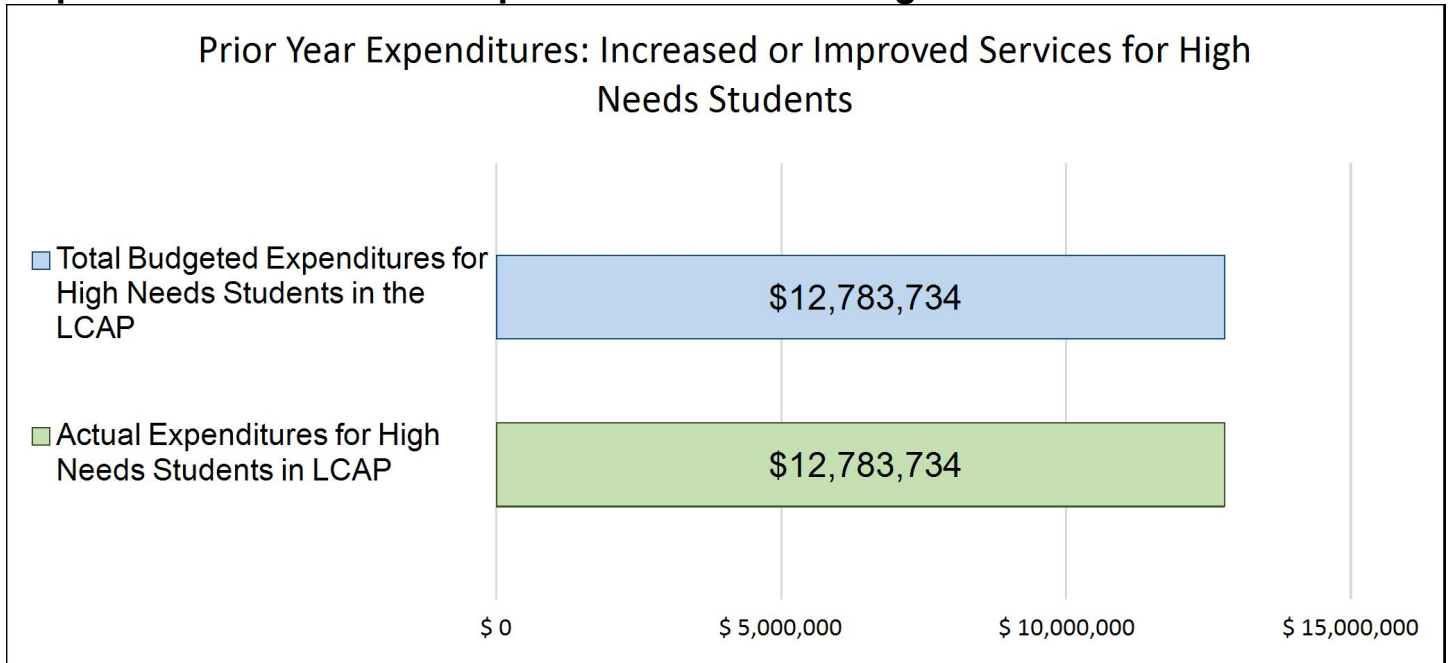
The text description of the above chart is as follows: Santa Rita Union School District plans to spend \$65,515,330.00 for the 2024-25 school year. Of that amount, \$12,133,639.00 is tied to actions/services in the LCAP and \$53,381,691 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Santa Rita Union School District is projecting it will receive \$12,133,639.00 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 \$12,133,639.00 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 2023-24



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 2023-24, Santa Rita Union School District's LCAP budgeted \$12783734.00 for planned actions to increase or improve services for high needs students. Santa Rita Union School District actually spent \$12783734.00 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rita Union School District	Becky Moore and Summer Prather-Smith Assistant Superintendent and Director	bmoore@santaritaschools.org sprather@santaritaschools.org 831-443-7200

## Goals and Actions

### Goal

Goal #	Description
1	All students will have access to rigorous instruction provided by highly qualified teachers and supported by highly effective leadership with appropriate resources.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Indicated by credentials and application documentation with HR  Response Training sign-in sheets	1. 100% of teachers appropriately assigned and fully credentialed.	1. 96% of teachers appropriately assigned and fully credentialed. 4% of teachers were on emergency stipulated credentials.	1. 98% of teachers appropriately assigned and fully credentialed.	1. 99% of teachers appropriately assigned and credentialed according to the most recent Assignment Monitoring data for 22-23.	1. 100% of teachers appropriately assigned and fully credentialed.
2. Documented by completion of Year 1 or 2 of Induction Program, as applicable	2. 100% of new teachers participated in the Induction Program. All Intern teachers received coaching	2. 100% of new teachers participated in the Induction Program. All Intern teachers and emergency credentialed teachers received coaching.	2. 100% of new teachers participated in the Induction Program. All Intern teachers and emergency credentialed teachers received coaching.	2. 100% of new teachers participated in the Induction Program. All Intern teachers and emergency credentialed teachers received coaching during the 23-24 school year.	2. 100% of new teachers participated in the Induction Program. All Intern teachers received coaching.
3. Williams Compliance review	3. 100% of students district-wide have access to State Standards aligned	3. 100% of students district-wide had access to State Standards aligned	3. 100% of students district-wide had access to State Standards aligned	100% of students district-wide had access to State Standards aligned	3. 100% of students district-wide have access to State Standards aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instructional materials TK-8	instructional materials TK-8	instructional materials TK-8.	instructional materials TK-8.	instructional materials TK-8.
4. Classroom walk-through	4. Adopted Board English Language Arts and Math curriculum are fully implemented TK-8.	. Adopted Board English Language Arts and Math curriculum are fully implemented TK-8.	4. Adopted Board English Language Arts and Math curriculum are fully implemented TK-8.	4. All TK-8th classrooms have all required components of board adopted curriculum. Classroom learning walks have provided evidence of implementation of adopted curriculum with use of supplemental materials. Learning walks will continue to focus on full implementation of adopted curriculum across academic areas and school sites	4. Board approved curriculum are fully implemented TK-8.
5. Classroom walk-through	5. 100% of teachers deliver daily designated and integrated ELD, as required by law.	5. 100% of teachers delivered daily designated and integrated ELD, as required by law.	5. 100% of teachers delivered daily designated and integrated ELD, as required by law.	5. 100% of teachers deliver daily designated and integrated ELD, as required by law.	5. 100% of teachers deliver daily designated and integrated ELD, as required by law.
6. PD sign-in sheets and surveys	6. 98% of teachers participate in Professional Development offered by the district.	6. 98% of teachers participated in Professional Development offered by the district.	6. 99% of teachers participated in Professional Development offered by the district.	6. 3 of the 4 PD Days have taken place with an average of 95% of staff in attendance. Post PD surveys have demonstrated increases in staff members' pre to post	6. 100% of teachers participate in Professional Development offered by the district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				content knowledge. Final PD day occurring in April.	
7. Assessment results	7. 100% of students participate in iReady Benchmark, and State Assessments ELPAC, as applicable.	7. 100% of students participate in iReady Benchmark, and State Assessments ELPAC, as applicable.	7. 100% of students participate in iReady Benchmark, and State Assessments ELPAC, as applicable.	7. iReady Benchmark 1 completion rate 85% (TK/K do not test) iReady Benchmark 2 completion rate 95 % (K-8). 100% of required students completed the Initial ELPAC Assessment 2023-24	7. 100% of students participate in iReady Benchmark, and State Assessments ELPAC, as applicable.
8. Sign-in sheets and timesheet/stipends	8. All six schools have representative members on Curriculum Council.	8. All six schools had representative members on Curriculum Council.	8. All six schools had representative members on Curriculum Council.	8. All school sites have had at least one representative present at DCC meetings. The goals progress will include continuing to ensure equity of voice through member representation and participation	8. All six schools have representative members on Curriculum Council.
9. School's Master Schedule	9. All students have weekly access to Music and Physical Education.	9. All students had weekly access to Music and Physical Education.	9. All students had weekly access to Music and Physical Education.	9. Elementary schedules include weekly music and PE for all students. Middle School Master Schedule provides access to daily PE and music elective	9. All students have weekly access to Music and Physical Education.
10. Degree to which school facilities are	10. 100% of school are rated at least in	10. 100% of school were rated at least in	10. 100% of school were rated at least in	10. Williams review occurred on August	10. 100% of schools maintain at least in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
maintained in good repair. (Source: FIT Tool/local instrument)	"good" repair on Williams Compliance measure	"good" repair on Williams Compliance measure.	"good" repair on Williams Compliance measure.	25, 2023. All areas were in compliance	"good" repair on Williams Compliance measure.
11. Active Crisis Training	11. 100% of all SRUSD staff have participated in Active Crisis Response Training	11. 100% of all SRUSD staff participated in Active Crisis Response Training	11. 100% of all SRUSD staff participated in Active Crisis Response Training	11. All staff completed Active Crisis Situational Awareness training by September 30th. All Staff trained in Big 5 Emergency Response	11. 100% of all SRUSD staff have participated in Active Crisis Response Training

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Santa Rita Unified School District (SRUSD) remains committed to ensuring that all students have access to rigorous instruction provided by highly qualified teachers and supported by effective leadership, with appropriate resources. In alignment with this goal, several actions have been undertaken by the Human Resources Department and across the district to recruit and retain highly qualified personnel, provide professional development opportunities, ensure access to instructional materials, and create safe and conducive learning environments.

Human Resources Department actions were fully implemented. The following are the evidence of our successful implementation:

- a. Recruitment and Retention: The Human Resources Department has continued efforts to recruit and retain highly qualified teachers and leaders, emphasizing the importance of attracting top talent to serve our students effectively.
- b. Elimination of Mis-Assignments and Vacancies: Ongoing initiatives have been implemented to eliminate all teacher mis-assignments and vacancies, ensuring that every classroom is staffed by qualified educators.
- c. Teacher Induction Program Support: SRUSD is committed to supporting new teachers through the Teacher Induction Program sponsored by the Riverside County Office of Education. This program includes 1:1 coaching and professional development, ensuring that new educators receive the necessary support to excel in their roles.
- d. Coaching for Intern Teachers: Intern teachers are provided with coaches to support their professional growth and development, enhancing their effectiveness in the classroom.



Professional Development and Training were fully implemented. The following are evidence of this successful implementation:

- a. Focused Professional Development: Teachers are provided with 30 hours of professional development to strengthen their knowledge of Common Core State Standards (CCSS) and effective instructional practices. Training covers areas such as technology integration, CCSS curriculum, English Language Development (ELD), differentiation of instruction, pedagogical practices, and behavior management.
- b. Additional CCSS and Technology Training: Throughout the school year, additional training sessions are conducted to deepen teachers' understanding of CCSS and enhance their proficiency in utilizing technology in instruction.
- c. Substitute Coverage: To facilitate staff participation in training and collaboration, substitutes are provided to cover classrooms as needed.
- d. Access to Materials and Supplies: Necessary materials and supplies are provided to support professional development and collaboration among staff.
- e. Professional Services for PD/Collaboration

Ensure Access to Curriculum and Instruction:

- a. Common Core Aligned Instructional Materials: Every student and teacher in SRUSD has access to Common Core aligned instructional materials in Math, ELA, Social Studies, and Science, ensuring consistency and alignment with state standards.
- b. Supplemental Science Materials: Teachers have access to supplemental science materials and supplies to enhance hands-on learning experiences in science education.
- c. Curriculum Council Representation: School sites send representatives to the district-level Curriculum Council, in order to provide input on curriculum and instruction.
- d. Technology Support: Staff members provide access to instructional technology support and programming, ensuring that students and teachers have the necessary resources for effective technology integration in instruction.
- e. Continued Access to Technology Equipment and Services: Efforts are made to ensure continued access to technology equipment and services for both students and teachers, enhancing digital learning opportunities.

Safe and Appropriate Learning Environments:

- a. Asst. Principals: all sites 2 middle and 4 elementary (6 FTE)
- b. All school sites and classrooms have been provided appropriate safety materials/supplies including walkie-talkies, upgraded camera systems, and safety supply bags.
- c. Increased campus supervision to support student safety and decrease disciplinary incidents including campus healthy and safety specialists at the MS and SR Elementary and additional yard duty supervisors at the elementary sites.

- d. Ensure appropriate classroom environment materials are available to meet student needs
- e. Active Crisis Training for all sites and all staff (fire, earthquake, intruder, Crisis Response)
- f. Social Worker-Districtwide to provide case management to students who have a history of chronic absenteeism, support district behavioral threat assessment/suicide risk assessment and provide return to school case management, and provide behavioral support and interventions to students identified for tier II interventions.
- g. Facilities upkeep and small capital improvements provide opportunities to improve the student and community experience. Increase access to basic services and safe schools..

Meet the individual needs of students through appropriate class size:

Santa Rita Unified School District will continue funding additional full-time equivalent (FTE) teacher positions throughout the district to maintain a favorable student-teacher ratio in TK-3 grades (24:1) and work towards reducing average class sizes in grades 4-8 (26:1).

Through these concerted efforts and ongoing initiatives, SRUSD remains dedicated to fulfilling the LCAP goal of providing all students with access to rigorous instruction, effective leadership, and the necessary resources for academic success.

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

There are minimal material differences between the Budgeted Expenditures and Estimated Actual Expenditures for LCAP actions. Any differences are related to cost increase in both salary, benefits and materials. Similarly, the Planned Percentages of Improved Services align closely with the Estimated Actual Percentages of Improved Services. This indicates effective budget management and execution of planned initiatives, ensuring consistency between projected and actual outcomes.

#### An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions undertaken by the Santa Rita Unified School District (SRUSD) align with the overarching goal of ensuring that all students have access to rigorous instruction provided by highly qualified teachers and supported by effective leadership with appropriate resources. In assessing the effectiveness of each action in meeting this goal the following was noted:

##### 1. Human Resources Department Actions:

a) Recruitment and Retention: By emphasizing the importance of attracting top talent, SRUSD ensured that 99% of classrooms were staffed by highly qualified educators, thereby supporting rigorous instruction.

b) Elimination of Mis-Assignments and Vacancies: Ensuring that every classroom is staffed by qualified educators is crucial for maintaining instructional quality. In 2023-24 school year SRUSD had no mis-assignments of teachers. Over the 2023-34 school year filling teacher vacancies was maintained as a high priority for the district. Due to a variety of challenges (teacher resignations, reassignments, leaves, etc.) the district had an average vacancy rate of < 1%.

c) Teacher Induction Program Support and Coaching for Intern Teachers: In effectively providing support and coaching for new and intern teachers SRUSD was able to ensure that 100% of new and intern teachers were oriented and provided with access to ongoing professional development, ultimately contributing to the goal of rigorous instruction.

## 2. Professional Development and Training:

a) Focused Professional Development: The provision of 30 hours of professional development focusing on Common Core State Standards and effective instructional practices was an area unknown effectiveness given the challenges in establishing a correlation between PD and student outcomes. In evaluating this action for the future it would be essential to establish clear alignment between the approved professional development, district priorities, and the needs of the teachers.

b) Additional CCSS and Technology Training: Ongoing training sessions were effective in deepening teachers' understanding of standards and technology integration, aligning instruction with rigorous standards.

c) Substitute Coverage and Access to Materials: SRUSD was partially effective in providing coverage for staff participation in training and continuous professional growth. The area of challenge was focused in SRUSD facing an increased number of staff absences and a decreased pool of substitutes who fully completed the hiring and onboarding process. SRUSD was effective in providing professional development materials both within the training setting and in use of classroom implementation.

## 3. Access to Curriculum and Instruction:

a) Common Core Aligned Instructional Materials and Supplemental Science Materials: 100% of classrooms had access to CC aligned materials enhancing instructional quality and supporting rigorous learning experiences.

b) Curriculum Council Representation and Technology Support: All SRUSD sites had effective representation on the Curriculum Council to provide input on curriculum and technology support, ensuring alignment with standards and effective integration of technology.

c) Continued Access to Technology Equipment and Services: Through the support of the Director of Technology and Innovation, SRUSD effectively maintained technology access and enhanced digital learning opportunities for staff and students.

a) Allocation of Assistant Principals and Safety Measures: All SRUSD sites were effective in providing appropriate staffing of assistant principals and safety measures including increased student supervision, support and interventions which contributed to creating conducive learning environments, ensuring students' physical and emotional well-being.

b) Active Crisis Training and Social Worker Support: SRUSD was effective in providing a counselor/social worker at every school site to provide mental health support and crisis intervention. 100% of SRUSD staff were trained in Active Crisis Response and The Big Five Safety procedures and ongoing evaluations of implementation were provided by Kimball and Associates. These training and support services addressed students' holistic needs, fostering a safe and supportive learning environment conducive to academic success.

## 5. Meeting Individual Student Needs through Class Size:

a) Funding Additional Teacher Positions: SRUSD was effective in maintaining extremely favorable student-teacher ratios and reducing class sizes to support personalized instruction, meeting the diverse needs of students.

Overall, the combination of these actions demonstrates a effective comprehensive approach by SRUSD to ensure that all students have access to rigorous instruction, effective leadership, and necessary resources for academic success. While challenges in metrics may exist, the concerted efforts and ongoing initiatives reflect a commitment to fulfilling the district's goals.

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

In reflecting on the prior year's practices and effectiveness, the Santa Rita Unified School District (SRUSD) has refined its goals, metrics, desired outcomes, and actions for the coming year. The district has moved from a broad overarching goal of ensuring access to rigorous instruction provided by highly qualified teachers and effective leadership to more specific focus goals. The changes reflect a deeper analysis of past initiatives and outcomes, leading to targeted strategies for improvement. Below are the key changes and focus goals for the upcoming year:

**1. Ensure Students Show Significant Growth in Meeting or Exceeding ELA Standards:**

Professional Development for Teachers: Enhanced focus on professional development aligned with Common Core State Standards (CCSS) and effective instructional practices to ensure that teachers are well-equipped to deliver rigorous ELA instruction.

Data-Driven Instructional Methods: Emphasis on using data to drive instructional strategies, ensuring that teaching methods are responsive to student needs and progress.

Supplemental Materials: Provision of additional resources and materials to support ELA instruction and enhance student learning experiences.

**2. Increase the Percentage of Students Meeting or Exceeding Grade-Level Standards in Mathematics:**

Targeted Instructional Strategies: Implementation of specific teaching methods designed to address gaps in mathematics understanding and proficiency.

Professional Development for Educators: Continued and focused training for teachers on effective mathematics instruction and CCSS alignment.

Data-Driven Decision-Making: Use of student performance data to inform instructional adjustments and interventions, ensuring timely and effective support for students.

**3. Improve English Learner (EL) Progress:**

Enhanced EL Performance in ELA and Math: Targeted support to improve EL students' proficiency in both English Language Arts and Mathematics, ensuring they meet or exceed grade-level standards.

Reduction of Long-Term English Learners (LTELs): Strategic interventions to reduce the number of students who remain classified as English Learners for extended periods, promoting timely language acquisition and academic success.

**4. Enhance Student Engagement and Technology Integration:**

Advanced Instructional Technology: Integration of advanced technology in the classroom to engage students and enhance learning experiences, preparing them for a technology-rich future.

Support for Teachers: Ongoing support and training for teachers to effectively use technology in their instruction, ensuring that it is seamlessly integrated into the curriculum.

These refined goals reflect a targeted approach to addressing specific areas of need identified through reflection on previous practices. By focusing on measurable outcomes in ELA, Mathematics, EL progress, and technology integration, SRUSD aims to enhance the overall educational experience and ensure that all students receive high-quality, rigorous instruction tailored to their needs.

**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.**

## Goals and Actions

### Goal

Goal #	Description
2	All students will achieve academic proficiency through appropriate classroom placement, including strategic groupings for effective classroom-based interventions to support full access to the common core state standards, rigorous instruction and socio-emotional supports.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Core and Supplemental materials review	1. 100% of students have access to instructional materials aligned to the CCSS	1. 100% of students have access to instructional materials aligned to the CCSS.	1. 100% of students have access to instructional materials aligned to the CCSS.	All Core curriculum and materials are in 100% of classrooms. Over 57 teachers have been trained in the Science of Reading (supplemental intervention) and provided materials including UFLI Manual and supplemental phonics materials. Positive Prevention Plus for MS Health supplemental	1. Students will have access to supplemental instructional materials aligned to the CCSS.
2. Evidenced by site principal walk-through observation	2. Teachers attend weekly PLCs.	2. All Teachers attended weekly PLCs.	2. All Teachers attended weekly PLCs.	All teachers have been trained, provided resources, and are meeting during designated Wednesday PLC time. There is some	2. All teachers participate actively in Professional Learning Communities focused on student data and instructional planning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				evidence of focus on student data and instructional planning	
3. PD Participation, PLCs, Walk-throughs, Growth Reports, SEL Data, Surveys	3. All schools have Intervention programs and SEL supports based on student data.	3. All schools had Intervention programs and SEL supports based on student data.	3. All schools had Intervention programs and SEL supports based on student data.	District-Wide Saturday Academy and Extended Learning opportunities offered at McKinnon, JGMS, GVMS. Mixteco after-school program at SR. During school intervention is provided by instructional paraprofessionals at elementary sites, facilitated by the Academic Coaches. Reading and Math intervention classes are offered in the Middle School master schedule	3. District-wide Intervention programming is fully functioning at all schools to address the academic and socio-emotional needs of all students. (From Remediation to Acceleration).
4. Evidenced by site principal walk-through observation	4. Students receiving intervention made growth on district iReady Benchmark Assessments, average 12.1% ELA.	4. Students receiving intervention made growth on district iReady Benchmark Assessments, average 17% growth ELA.	4. Students receiving intervention made growth on district iReady Benchmark Assessments, average 15% growth ELA.	Fall 2023 to Winter 2023: Elementary students made an average of 9% of growth in overall reading (14% proficient to 23% proficient).  Middle School students made an average of 2% of	4. Students receiving intervention make growth annually on district iReady Benchmark Assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>growth in overall reading (21% proficient to 23% proficient).</p> <p>Elementary students made an average of 7% of growth in overall math (6% proficient to 13% proficient).</p> <p>Middle School students made an average of 5% of growth in overall math (10% proficient to 15% proficient).</p>	
5. iReady Benchmark and State Assessment Results	5. A majority of students had a minimum of one grade level growth in English Language Arts and Math (2019)	5. Students receiving intervention made growth on district iReady Benchmark Assessments, average 26% growth math.	5. Students receiving intervention made growth on district iReady Benchmark Assessments, average 11% growth in Mathematics.	2023 dashboard data shows that SRUSD declined 3.2 points in ELA and declined 1.8 points in math, this indicates that the majority of students did not make a minimum of 1 grade level of growth. iReady data Fall to Winter indicated student growth across all grade levels assessed.	5. Students demonstrate growth annually in ELA and Math.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. State Assessment Results	6. The district maintained a decrease of -2.2 district wide on SBAC assessments in Math (72.3 below 3) and English Language Arts (30.1 below 3). Both areas are in the Orange tier (2019).	6. SBAC data unable to reflect on due to no testing for two years 2019-2020 and 2020-2021.	6. SBAC data in 2022 is conveyed on the new California Schools Dashboard. New data points established in 2022 demonstrate SBAC ELA scores 55.2 points below standard and Math 90.2 points below standard.	2023 dashboard data shows that SRUSD declined 3.2 points in ELA and declined 1.8 points in math. The district remains in the orange overall for ELA and Math. In ELA English Learners are scoring in the red. For math English learners, hispanic and Socioeconomically Disadvantaged students are scoring in the red.	6. The district makes annual growth on State assessments in Math and ELA.
7. ELPAC Results, EL reclassification rate	7. 2019 Dashboard indicator: 46.7% EL student made progress towards English proficiency (2019).	7. For 2020-2021 SRUSD ELPAC Dataquest results show 3.95% scored a 4, proficient and 23.16% scored a 3, moderately proficient. During the 2021-2022 school year SRUSD school sites reclassified 84 students.	7. 2022 Dashboard indicated 49% EL students made progress towards English proficiency. 2022 Dataquest results: 8.41% scored a 4 well proficient. 24.77% scored 3, moderately proficient. In 2022-2023 SRUSD school sites reclassified 96 students.	24.3% of SRUSD students are designated as RFEP. 40.4 % of EL students increased at least one level on ELPAC. 92 students were reclassified in the 2022-23 school year district-wide.	7. CDE Dashboard indicator demonstrates annual progress of EL students becoming English proficiency.
8. Behavioral and suspension reports. Student expulsion rates. Other local measures, including	8.The district had an overall increase in suspensions of +1.2%, with current Dashboard indicator	8. Due to the COVID-19 pandemic, state law has suspended	8. The 2022 Dashboard indicated 3.1% students were suspended at least one day. .01% if	Dashboard data shows an increase of 0.5% (3.6 %) suspensions placing the district in the	8. Dashboard indicator demonstrates the district suspension rate decreases

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
surveys of students, parents, and teachers on the sense of safety and school connectedness	of 3.2% (2019). 0 expulsions for the 2020-21 school year. 0 Middle School drop outs.	the reporting of state indicators on the 2021 Dashboard. For 2021-2022 school year SRUSD had 180 suspensions. SRUSD expelled 6 students in 2021-2022. Monthly meetings with the SRUSD Behavior Task Force started in the 2021-2022 school year to review student data around behaviors and trends. 0 Middle School drop outs.	students were placed on sitplulated expulsion. Community partners survey response: 78% agree or strongly agree SRUSD provides the needed training and resources to create safe and healthy campuses. 0 Middle School drop outs.	orange. The district had 3 expulsions in the 2022-23 school year. There are 0 expulsions to date for 2023-24 and a suspension rate of 3.4%	annually. Maintain 0 expulsion rate
9. Programs and services developed and provided to unduplicated students	9. Students in elementary schools have access to embedded STEM activities; students in middle school have access to diverse elective offerings. Counseling and Family engagement opportunities	9. Students in elementary schools have access to embedded STEM activities; students in middle school have access to diverse elective offerings. Virtual Learning Program - long term independent study program was fully running. Counseling was provided at all school sites and Family engagement opportunities throughout the district	9. Students in elementary schools had access to embedded STEM activities; students in middle school had access to diverse elective offerings. Virtual Learning Program - closed winter of 2022-2023 due to low enrollment. Counseling was provided at all school sites and Family engagement opportunities throughout the district	Metric moved to Goal 4 Action 3 for 2023-34	9. Students will have access to innovative and effective instructional programming to meet their diverse needs, including STEM, Virtual Learning programs, and bi-lingual programs. Maintain Counseling and Family Engagement opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with three family resources centers. Monthly enrichment activities were provided at all sites for Foster Youth, students experiencing homelessness, Students with disabilities, English Learners and socio-economically disadvantaged students.	with three Family Resources Centers. Monthly enrichment activities were provided at all sites for Foster youth, students experiencing homelessness, Students with disabilities, English Learners and socio-economically disadvantaged students.		

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, SRUSD successfully implemented its planned actions without substantive differences, demonstrating its continued commitment to enhancing student learning experiences and support across various domains.

**2.1 Intervention and English Language Development: EL Specialists:** The district successfully allocated three full-time equivalent (FTE) EL Specialists as planned, with two allocated to Gavilan View and one to John Gutierrez Middle Schools. Additionally, an extra FTE EL Specialist was provided for Santa Rita Elementary, enhancing support for English Language Development across the district.

**Intervention Specialists:** The district maintained its provision of two FTE Intervention specialists for the middle schools, ensuring targeted support for students needing additional assistance.

**Instructional Paraprofessionals:** The district continued to provide instructional paraprofessionals to support small group interventions for students scoring below grade level, aligning with planned actions.

**2.2 Appropriate Differentiation of Instruction:High-Quality Core Instruction:** The district remained committed to providing high-quality core instruction, utilizing standards-based curriculum, explicit instruction, differentiation, and flexible groupings, aligning with planned actions.

**Academic Proficiency Support:** The district continued to support academic proficiency for all students through appropriate classroom placement and instructional programming, consistent with planned actions.

2.3 Broad and Engaging Learning Experiences: VAPA, Exploratory, and PE Access: The district ensured course access to Visual and Performing Arts (VAPA), Exploratory, and Physical Education, as planned. Resources were allocated for a district-wide music program and robust PE program, consistent with the planned actions.

After-School Sports and Intramural Activities: Middle schools received equitable resources for after-school sports, and intramural sport activities for elementary students in grades 4 and 5 were supported, aligning with planned actions.

Enrichment Programs and Field Trips: The district continued to support AVID programs, ensured annual field trip opportunities for every student, and provided additional learning experiences arranged by school sites, in accordance with planned actions.

2.4 Providing Additional Technology-Based Learning Supports: Technology-Based Instructional Support: The district provided technology-based instructional support aligned with the Common Core State Standards (CCSS) for targeted student groups, as planned. Focus remained on supporting students with disabilities, foster youth, homeless students, socio-economically disadvantaged students, English language learners, and advanced learners, consistent with planned actions.

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

There are no material differences between budgeting and expenditure/estimated actuals. The planning processes were accurate and the execution of plans was successful reflecting efficient resource management in meeting desired outcomes.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP (Local Control and Accountability Plan) cycle, the objective within Goal 2 was to ensure that all students achieve academic proficiency through appropriate classroom placement, strategic groupings for effective classroom-based interventions, and robust socio-emotional support. The District met desired outcomes for 2023-24 in metrics 1, 2, 3, and 4. However, our progress toward this goal has overall been ineffective, particularly evidenced by the district-wide decline of 7.3 points in English Learner Progress, and declined 3.2 points in English Language Arts. SRUSD did meet the following metrics 1) Students access to supplemental instructional materials aligned to the CCSS. 2) All teachers participate actively in Professional Learning Communities focused on student data and instructional planning. 3) District-wide Intervention programming is fully functioning at all schools to address the academic and socio-emotional needs of all students. (From Remediation to Acceleration). 4) Students receiving intervention make growth annually on district iReady Benchmark Assessments.

One of the most concerning indicators of our lack of progress is the performance of two of our schools, Santa Rita Elementary and John Gutierrez Middle School, both of which are noted in the red on the California Dashboard. This means that these schools are significantly below the state standards in key areas, reflecting a substantial gap between our aspirations and our current reality.

While we have implemented various interventions and strategies aimed at supporting student learning and development, it is evident that these efforts have not achieved the desired outcomes. The decline in overall district performance and the persistently low performance of specific schools underscore the need for a comprehensive review of our approaches and a reevaluation of our priorities.

Moving forward, it is imperative that we reassess our strategies, identify areas for improvement, and provide the necessary resources and support systems for our students. This may involve revisiting our approach to classroom placement, refining our interventions, and strengthening our socio-emotional support structures to ensure that every student has the opportunity to succeed.

While the current assessment of our progress is not what we had planned, it also serves as a call to action. We must use this setback as an opportunity to learn, grow, and renew our commitment to educational excellence for all students in our district. By working collaboratively and leveraging the expertise of our educators, administrators, families, and community partners, we can chart a more effective path forward and ultimately fulfill our shared vision of academic success for every student.

It is also important to note that we recognize the necessity to continuously refine our strategies to support all learners effectively. In evaluating Goal 2 Action 1 we see the need for updates to the roles of intervention teachers and the intervention program at the middle school level. These updates will enhance targeted curriculum delivery, implement formative assessment practices, improve the identification process for targeted students, and establish clear exit criteria for intervention programs.

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

#### Redefining Intervention Teacher Roles:

To better address the diverse needs of our students, we will redefine the roles of intervention teachers. Rather than solely focusing on remediation, intervention teachers will adopt a proactive approach by collaboratively planning and delivering targeted curriculum aligned with the specific needs of struggling students. Additionally, they will play a crucial role in implementing formative assessment strategies to monitor student progress and adjust instruction accordingly.

#### Enhancing Intervention Program Curriculum:

Recognizing the importance of targeted instruction, we will enhance the intervention program curriculum to ensure it is aligned with grade-level standards while addressing the individual learning gaps of students.

#### Implementing Formative Assessment Practices:

Formative assessment will serve as a cornerstone of our intervention efforts. Teachers will utilize ongoing formative assessment data to gauge student understanding, identify areas of weakness, and provide timely, targeted interventions. By leveraging formative assessment data, we can make informed instructional decisions that maximize student learning and progress.

Improving Identification of Targeted Students:

We recognize the importance of accurately identifying students who would benefit from intervention support.. By utilizing a multi-tiered approach, we can ensure that intervention resources are allocated to those students who need them most.

Establishing Clear Exit Criteria:

It is essential to establish clear exit criteria for students enrolled in intervention programs to ensure that they receive the support they need while also facilitating their successful transition back to the general education setting. These criteria will be based on objective measures of academic progress and proficiency, as well as teacher input and ongoing assessment data. By establishing clear exit criteria, we can ensure that intervention programs are effective in addressing student needs.

**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.**

## Goals and Actions

### Goal

Goal #	Description
3	To significantly increase parent and community engagement to inspire and support them to be actively involved in preparing their students to be College and Career Ready and to reduce chronic absenteeism.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Calendar of parent engagement opportunities that include synchronous virtual and in person offerings, as well as asynchronous learning opportunities that meet the needs of English language learners, students experiencing homelessness, Foster Youth, socio-economically disadvantaged students and students with disabilities.	1. Three (3) School sites offered parent workshop/classes in the Family Resource Centers.	1. 12 parent workshops were offered at four (4) different sites. 4 district-wide Saturday workshops were offered to parents.	1. Monthly parent engagement workshops focused on developing advocacy skills and community voice at Santa Rita with Mixteco interpretation.	1. All sites have provided parent engagement and learning opportunities including Back to School Night, Presentations on Title I, ELAC, School Site Council, Family Nights (Glow, Movies), Centro Weekly Mixteco Family Engagement	1. All sites offer Parent workshops/classes.
2. Engagement agendas and presentations	2. Parent Resource Centers developed at John Gutierrez Middle School and Santa Rita Elementary School.	2. Parent Resource Centers developed at John Gutierrez Middle School, McKinnon Elementary, and	2. Monthly Virtual Mental Health Workshops	2. Due to a lack of facilities space at 3 sites, FRC will be added as additional facilities are available due to new	2. All sites have Parent Resource Centers established.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Santa Rita Elementary Schools.		construction and district boundary changes	
3. Outreach and Attendance for Parent Engagement Opportunities	3. Participation of parents in district-wide meetings (LCAP, DELAC, Townhall) average attendance 100+.	3. Participation of parents in district-wide meetings (LCAP, DELAC, Townhall) average attendance 35-50.	3. Special Education Parent Forum (IEP Process and Autism Support)  3. Family resource centers are fully operational at McKinnon, Santa Rita, John Gutierrez	3. District meeting attendance has averaged around 45 participants. As we have transitioned to provide more hybrid engagement opportunities, the online participation continues to be higher, though engagement is less. We will continue to provide hybrid and encourage in person engagement as the engagement is more important than participation #. Community Liaisons have made over 500 parent contacts	3. Maintain high participation in district-wide parent meetings.
4. Parent and Community Survey Data	4. Parent survey completion average of 50%	4. 460 Parents completed the Healthy Kids Survey (306 from elementary schools and 154 from middle school)	4. Family Forum with representation from all sites held to give parents voice	4. 248 parents completed the California Healthy Kids Survey. GVMS-73, JGMS-20, LJ-46,	4. 100% participation in parent survey completion



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parent Advisory Committee established (2020-21). Meetings virtual 2021-2022		McK-52, NR-33, SR-24 218 parents completed EL Needs Assessment Survey	
5. Daily and annual attendance reports, school attendance rates, chronic absenteeism.	5. The district had 2% Increase in school attendance rate of foster youth, homeless and migrant students. (98.98%) (2019).	5. SRUSD Average Daily attendance for 2021-2022 was 91.7%. 6% of SRUSD had Chronic Attendance in 2021-2022. Foster youth increased 2% and students experiencing homeless attendance increased 1%, 0 middle school drop outs.	5. SRUSD Average Daily attendance for 2022-2023 was 91.45%. 8.55% of SRUSD had Chronic Attendance in 2022-2023. Foster youth maintained attendance and students experiencing homeless attendance enrollment increased 29%.  0% Middle School Drop Out Rate	5. 2022-23 Attendance % 81.8% YTD Attendance GVMS-94.5%, JGMS-94.2%, LJ-94.5%, McK-93.5%, , NR-93.5%, SR-95.3%	5. The district demonstrates positive growth annually in attendance rates of foster youth, homeless and migrant students.
6. Family Engagement that builds family efficacy	6. SRUSD held community-wide sesquicentennial event (2000 in attendance)	6. SRUSD held a community-wide Sesquicentennial Celebration- over 2000 people  The district demonstrates positive growth annually in attendance rates of foster youth,	6. Community Liaisons completed over 74 medical/Cal works applications with families  Adult ESL offered at Santa Rita and McKinnon 5 days a week am & pm session	6. Bi-Weekly community meetings w/ Centro Binacional, Community meetings with Council Members and County Supervisors, Community Resource Fair and Carnival planned for April 20, 2024	6. Regular school-based community events (1 per site annually, minimum)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		homeless and migrant students. attended			

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and implementation: The goal was carried out through an Increase parent and community engagement to inspire and support them in preparing their students to be College and Career Ready and to reduce chronic absenteeism has seen notable progress through various actions:

- a. Increase Parent Involvement in Parent Education Program: Additional hours for staff and allocation of materials and supplies have been provided to support school site parent engagement. This has enabled more comprehensive and frequent parent education programs, fostering greater involvement and understanding among parents.
- b. Continued Operation of Parent Family Resource Centers: Continued operation of these centers at designated schools (JGMS, SRE, MK) has ensured ongoing accessibility to resources and support for families, further enhancing their engagement with their children's education.
- c. Provide Technology Support for Families: Additional staffing hours have been allocated to provide technology support for families, facilitating their access to online resources and communication platforms, particularly crucial during periods of remote learning.
- d. Provide Childcare for Events: Dedicated staffing and supplies have been allocated to provide childcare during school site activities, removing barriers for parents who might otherwise struggle to attend due to childcare responsibilities.
- e. Increase Community Outreach: Enhanced community outreach efforts through mailers, media campaigns, and other channels have expanded awareness of available resources and opportunities for engagement, reaching a broader spectrum of families within the community.
- f. Support Family Access to Community Services: The establishment of SRUSD's Community Liaison positions has been instrumental in connecting families, particularly those from low-income backgrounds, English learners, and foster youth, with essential community services and resources, thereby fostering stronger engagement and support networks.

Additionally, specific measures have been taken to address the needs of these targeted groups:

- a. Additional Office Clerks: Six additional office clerks have been hired to provide essential support to office clerk IIs, ensuring smoother administrative processes and facilitating more efficient communication with families.
- b. Monthly Attendance Meetings: Regular monthly attendance meetings with families have been initiated to address chronic absenteeism proactively, offering support and interventions where needed to prevent and remediate absenteeism issues.
- c. Chronic Absence Prevention and Remediation: The implementation of the A2A (School Innovation and Achievement) program has enabled targeted prevention and remediation strategies for chronic absenteeism, ensuring that students receive the necessary support to stay engaged in their education.

These concerted efforts reflect a commitment to fostering strong partnerships between schools, families, and the wider community, with the ultimate goal of enhancing student success and readiness for the future.

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.

No noted material differences between budgeted expenditures and estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district's concerted efforts to enhance parent and community engagement while tackling chronic absenteeism have yielded significant positive outcomes. Dashboard data demonstrates a noteworthy decline in absenteeism across the district, indicating the effectiveness of the implemented strategies. Through initiatives such as increasing parent involvement in the Parent Education Program, continued operation of Parent Family Resource Centers at various locations, provision of technology support for families, and childcare arrangements for events, the district has fostered a conducive environment for parental participation.

Increased community outreach efforts, including mailers and media campaigns, have successfully connected families with valuable resources and opportunities. The support from SRUSD's Community Liaison positions has been instrumental in facilitating access to community services for families. Notably, these efforts have been tailored to address the needs of low-income families, English learners, and foster youth, ensuring inclusivity and equity in engagement initiatives.

To bolster parent engagement further, additional resources have been allocated, including expanded staff hours and materials/supplies for school site engagement activities and outreach efforts. In addition, increased support for translation/interpretation services during school events has facilitated communication with diverse families. The provision of childcare during school activities has alleviated barriers to participation, enabling more families to engage actively in school-related events and initiatives.

A comprehensive approach to communication has been adopted, incorporating AERIES Data verification for families, alongside flyers, mailers, and additional hours to enhance site communication efforts. Additionally, the augmentation of office clerk support has streamlined administrative processes, facilitating smoother communication channels between schools and families.

Regular monthly attendance meetings with families have provided a platform for proactive engagement and support, contributing to the prevention and remediation of chronic absences. Through the A2A (School Innovation and Achievement) framework, targeted interventions have been implemented to address chronic absence issues effectively.

Overall, these multifaceted efforts underscore the district's commitment to fostering a supportive and inclusive environment conducive to student success. By empowering parents and strengthening community partnerships, the district continues to make strides in reducing chronic absenteeism and enhancing overall family satisfaction and engagement.

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

In reflecting on the district's prior efforts to enhance parent and community engagement and reduce chronic absenteeism, SRUSD has identified key strategies and refined its goals for the upcoming year. The positive outcomes from these initiatives, as evidenced by a decline in absenteeism across the district, have informed a focused goal to enhance educational equity and student success by further reducing chronic absenteeism and fostering a sense of belonging among students. As such, we have created a Focus Goal to address Enhanced Educational Equity and Student Success by reducing chronic absenteeism and fostering a sense of belonging among students, ensuring educational equity and success for all. Strategies include parental involvement and an expansion of communication channels.

**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.**

## Goals and Actions

### Goal

Goal #	Description
4	Cultivate a safe, inclusive & restorative environment within all schools and classrooms with a focus on equity, anti-racism and anti-bias at the core of whole child support

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. 100% of students attending the alternate to suspension program will be provided interventions and supports to prevent re-occurring behaviors.	1. Alternative to suspension program starting 2022-2023.	1. Alternative to suspension program starting 2022-2023.	1. 47 % (90 out of 221) of all suspensions were assigned to ATS.	ATS has served 33 students. This is 34% of the total suspensions district wide and 50% of the 4th-8th grade suspensions (YTD). All ATS students are receiving ongoing case management	1. 100% of students attending the Alternative to Suspension program will be provided interventions and supports to prevent re-occurring behaviors.
2. SRUSD will have Equity and Inclusion Coalition meetings on a monthly basis.	2. Equity and Inclusion coalition monthly meetings.	2. Equity and Inclusion coalition monthly meetings started.	2. Behavior Taskforce and Equity and Inclusion Coalition merged with School Climate Collaborative to provide greater access and voice to staff and community.	Interconnected Systems of Support. The EIC has been embedded within our existing meetings (DCC, Safety, PLC, Data Use Network, DELAC, etc.) These groups meet at least monthly	2. SRUSD will have Equity and Inclusion Coalition meetings on a monthly basis.
3. 100% teachers and staff will be provided	3. 100% teachers and staff will be provided	3. Initiated training schedule for teachers	3. Initiated annual training schedule for	District PD days in August included PD in	3. 100% teachers and staff will be provided

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
training and professional development focused on critical self-awareness, implicit bias, and relationship building to enhance Anti-Bias and Anti-Racist systems and policies.	training and professional development.	and staff summer of 2022.	teachers and staff summer of 2023.	collaboration with Building Healthy Communities focused on Critical Consciousness and Implicit Bias. All RPs certified in Caring Classrooms.	training and professional development focused on critical self-awareness, implicit bias, and relationship building to enhance Anti-Bias and Anti-Racist systems and policies.
4.100% teachers are trained in Restorative Practices.	4. 100% teachers provided Restorative Practices training.	4. 100% teachers provided initial trainings of Restorative Practices.	4. All SRUSD Schools established Restorative Practice Lead who have been trained in Restorative Practices Caring Classrooms and have offered training, coaching and support to teachers and staff.	100% of staff have been provided training in Restorative Practices. Each school site was provided a 2nd RP Lead.	4. 100% teachers are trained in Restorative Practices.
5. Healthy Kids Survey results decrease annually regarding student depression or other mental health issues are a severe problem.	5. Healthy Kids survey results 2021-2022 baseline 23% severe problem at the middle schools.	5. Healthy Kids survey results 2021-2022 baseline 23% severe problem at the middle schools.	5. Mediation by a trained facilitator was provided to support staff, student and parent needs related to incidents of bias, racism, and harm.	An average of 74% of 6th-8th graders indicated on the CHKS that they have NOT felt “Chronic Sad or Hopeless Feelings, Past 12 Months” as compared to only 70% in 2022. Overall wellness data within CHKS improvement for students and parents	5. Healthy Kids Survey results decrease annually regarding student depression or other mental health issues are a severe problem.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Healthy Kids Survey results decrease annually regarding student depression or other mental health issues are a moderate problem.	6. Healthy Kids survey results 2021-2022 baseline 51% moderate problem at the middle schools.	6. Healthy Kids survey results 2021-2022 baseline 51% moderate problem at the middle schools.	6. School Counselors and Social Workers were trained in Second Step Social Emotional Curriculum.	89% of 6th-8th grade students have NOT “seriously Considered Attempting Suicide, Past 12 Months” equivalent to the 2022 data. Overall wellness data within CHKS improvement for students and parents	6. Healthy Kids Survey results decrease annually regarding student depression or other mental health issues are a moderate problem.
7. Healthy Kids Survey results decrease annually regarding students believing Harassment or Bullying Among Students is a moderate to severe problem at the middle schools.	7. Healthy Kids survey results 2021-2022 baseline 51% is a moderate to severe problem at the middle schools.	7. Healthy Kids survey results 2021-2022 baseline 51% is a moderate to severe problem at the middle schools.	7. SRUSD engaged with Building Healthy Communities to begin Equity Evaluation for the 2023-24 school year.	CHKS “Strongly Agree” Anti-bullying Climate teacher results: 34% average, Parent results 23% report “Not a problem”. 76% of elementary students responded “yes” to anti-bullying climate and the majority of MS students feel very safe/safe at school	7. Healthy Kids Survey results decrease annually regarding students believing Harassment or Bullying Among Students is a moderate to severe problem at the middle schools.
8. Classroom/school walk-through, Character Club or SEL activities documentation.	8. All sites provide character education.	8. All sites provide character education.		District has provided Second Step SEL curriculum daily at elementary and 2x monthly “Thriving Thursday” at MS. Counselors and Social Workers lead SEL Clubs, Community Human Services Student Lead Bullying	8. Classroom/school walk-through, Character Club or SEL activities documentation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Prevention Assemblies, Saturday School SEL Lessons	

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

District-wide Equity and Inclusion focus across groups with dedicated members who lead efforts in reviewing policies and processes contributing to inequity within our school communities. These individuals, both staff and community partners, are provided with leadership, structure, and technical assistance to ensure comprehensive reviews and constructive changes.

Evaluation of Student Discipline Disparities: Student discipline data continues to show a disproportionate number of hispanic males being suspended as well as an increase in suspension rates for Tk-2 grade students. There has been a notable increase in the number of 4th-8th grade students attending the Alternative to Suspension program and the recidivism continues to decrease. The on-going case management of ATS students has shown both positive outcomes in student behavior, but also in staff feeling supported and able to engage in the restorative process to ensure long-term success. This evaluation is crucial in addressing systemic issues and ensuring fair and equitable disciplinary practices.

Promotion of Anti-Bias and Anti-Racism Practices: In working with Building Healthy Communities and Centro Binacional efforts are underway to establish a shared understanding and common language around anti-bias, anti-racism, equitable, and inclusive practices. This initiative aims to foster a unified approach to creating a welcoming and respectful environment for all students and staff.

Professional Learning Opportunities: Extensive professional development sessions are being provided to district staff and parent/families with a focus on restorative practices, belonging, trauma, critical self-awareness, implicit bias, and relationship building to enhance anti-bias and anti-racist systems and policies.

Restorative Practices Development: Ongoing professional development for certificated and classified staff is being offered to deepen understanding and support for restorative practices, promoting conflict resolution and accountability. In addition to LCAP funds additional grant funds were received through Community Matters to provide on-going training to classified staff and parents. The original Restorative Practice Leads were inclusive of 1 per site (6) to facilitate restorative practices across schools, ensuring consistency and effectiveness. Based on feedback from school staff an additional lead was added to each site to allow for additional student and staff support.

Campus Health and Safety Supervisor: An additional Campus Health and Safety was added at the Middle School Level, as well as Santa Rita Elementary to support in proactive interventions, addressing escalated behaviors and visitor supervision.



Mental Health and Well-being Support: Provision of training and support for staff, parents, and students focusing on mental health, well-being, and suicide prevention.

Substance Prevention Efforts: We continue to work with Community Human Services DAISY Program in order to offer other means of correction for students who violate the discipline policy for drugs, alcohol tobacco, and vaping. This has supported in the continuation of initiatives aimed at preventing substance abuse among students.

School Counselors/Social Workers: Allocation of (7) full-time equivalents to provide crucial counseling and social work support to students. In addition Harmony at Home Sticks and Stones has been added to the Elementary schools and Student Lead Bullying Prevention Workshops to the Middle Schools. The addition of Care Solace and Daybreak health has provided additional outside mental health support for students, staff and families and a .2 FTE with Monterey County Behavioral Health has allowed the school to support Tier III students who are not receiving special education services.

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.

Given the increased mental health needs of students, there have been additional expenses added for Care Solace (mental health referral), DayBreak Health (telatherapy) and additional support materials for the mental health team. In addition, all restorative practice leads attended Caring Classrooms Certification training in which they were given trainer of trainer materials to bring back and implement with the staff at their sites. This further allows staff to grow and develop in positive behavior support through in district resources rather than contracting with outside providers.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district recognizes the pressing need to bolster its efforts in trauma-informed practices to effectively combat the escalating suspension rates among students. Understanding the profound impact of trauma on learning and behavior, the district is committed to implementing additional measures to support students in distress. To begin with, professional development (PD) offerings will be enhanced to include comprehensive training on educational codes and policies pertinent to alternative means of correction and student discipline. This will empower educators with the knowledge and skills necessary to handle disciplinary issues effectively while fostering a supportive and understanding environment for students. Given the persistent challenge of student mental health, proactive techniques will be integrated, including the implementation of universal screenings. These screenings will enable early identification of students who may be struggling with mental health issues, facilitating timely interventions and support. Recognizing the imperative of equity and inclusion in all aspects of education, the equity and inclusion team will play a pivotal role in all formal teams and work groups. This strategic integration ensures that the pursuit of equity and inclusion transcends mere isolated tasks, becoming an intrinsic foundation of the district's work ethos. By prioritizing trauma-informed practices, enhancing PD offerings, implementing proactive mental health support measures, and embedding equity and

inclusion in all initiatives, the district endeavors to create a more supportive and equitable learning environment for all students. These concerted efforts aim to address suspension rates while nurturing the holistic well-being and academic success of every student.

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

The district's efforts to implement anti-bias, equity, and anti-racism policies and practices have progressed significantly, building upon the foundation of integration within the district's broader framework. Recognizing the imperative to address systemic racism and bias comprehensively, staff members have actively engaged in ongoing training, facilitated conversations, and equity audits. These initiatives have been instrumental in fostering a culture of inclusion and equity across all levels of the district. With the recent receipt of an additional grant totaling \$200,000 dedicated to addressing equity and bias, the district has forged partnerships with Centro Binacional and Building Healthy Communities. These collaborations have enabled the implementation of targeted interventions aimed at furthering equity and inclusivity. Notably, the district has introduced the Centro Mixteco after-school program, providing a vital space for Mixteco students to celebrate their culture while inviting others to partake in and learn from the richness of Mixteco heritage. Moreover, in a forward-thinking move, the district will be welcoming a visiting teacher from Oaxaca during the upcoming 2024-25 school year at Santa Rita Elementary. This initiative aims to not only enhance cultural understanding but also facilitate language development within the Santa Rita community. By integrating cultural and linguistic elements into the educational experience, the district is fostering a more inclusive and supportive environment for all students. These initiatives underscore the district's unwavering commitment to dismantling systemic barriers and fostering a more equitable educational landscape. By embedding anti-bias, equity, and anti-racism practices into the fabric of district-wide operations, we are actively working towards creating an environment where every student feels valued, respected, and empowered to thrive.

**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.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**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.**

Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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 and Summer Prather-Smith Assistant Superintendent and Director	bmoore@santaritaschools.org sprather@santaritaschools.org 831-443-7200

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 3,300 students from Transitional Kindergarten through 8th grade. Over the past three 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. 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 Language Learners in the Santa Rita Union School District face a challenging scenario with ELs scoring 99.1 points below standard in ELA and 122.6 points below standard in math, it 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 (decline of 2.8 points ELA/Increase .2 points in math). This suggests a concerted effort by educators and administrators to address the educational needs of English Language 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



739 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 3.2 points, though not substantial, this is challenging given that this is 58.4 points below standard. Proficiency rates in Math declined by 1.8 points, placing the district in "maintained" on the dashboard. This continues to be an area of challenge given that this is 92.7 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 Asian and White students in CHRO (Chronic Absenteeism), English Learners in ELA and Math, Hispanic students in Math, and socioeconomically disadvantaged students in Math. At Gavilan View Middle School, English Learners and homeless youth struggle in ELA, while all students, English Learners, and socioeconomically disadvantaged students face challenges in Math. Additionally, students with disabilities are significantly impacted by suspension rates. 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 Hispanic students. At La Joya Elementary, White students face challenges in CHRO, and English Learners in ELA. McKinnon shows low performance in Math among students with disabilities. 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. 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.

The clusters of the lowest performance indicator data, organized by school groups, reveal specific challenges faced by various student demographics:

Districtwide:

CHRO: Asian

CHRO: White

ELA: English Learner

Math: English Learner

Math: Hispanic

Math: Socioeconomically Disadvantaged

Gavilan View Middle School

ELA: English Learner

ELA: Homeless Youth

Math: All Students

Math: English Learner

Math: Socioeconomically Disadvantaged  
SUSP: Students with Disabilities

John Gutierrez Middle  
ELA: English Learner  
ELA: Students with Disabilities  
ELPI: English Learner  
Math: All Students  
Math: English Learner  
Math: Hispanic

La Joya Elementary  
CHRO: White  
ELA: English Learner

McKinnon  
Math: Students with Disabilities

New Republic Elementary  
CHRO: All Students  
CHRO: Students with Disabilities  
CHRO: White  
Math: Students with Disabilities  
SUSP: White

Santa Rita Elementary  
ELA: All Students  
ELA: English Learner  
ELA: Hispanic  
ELA: Homeless Youth  
ELA: Socioeconomically Disadvantaged  
ELPI: English Learner  
Math: All Students  
Math: English Learner  
Math: Hispanic  
Math: Homeless Youth  
Math: Socioeconomically Disadvantaged

**\*\*School Climate and Culture:\*\***

Examining indicators related to school climate and culture reveals areas of strength and opportunities for growth. Despite the minor increase in suspensions for the 2022-23 school year, 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 suspensions and chronic absenteeism across unduplicated student groups. The reduction in suspension rates had a significant impact on homeless and Asian students, 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.

**\*\*Local Measures:\*\***

Benchmark results from Winter 2023 to Winter 2024 showed significant improvements. In Reading, students taking the iReady benchmark increased early on, mid, or above grade level by 15%. Meanwhile, students in Reading who were one/two, or three grade levels below decreased by 15%. In Math, SRUSD students taking the iReady benchmark increased early on, mid, or above grade level by 19%, with a decrease of 17% in students one/two, or three grade levels below.

Differentiated assistance was provided to SRUSD teams from Gavilan View Middle School and Santa Rita Elementary schools through a Professional Learning Network with the Monterey County Office of Education. These schools developed a 6-8 week long Cycle of Inquiries to reflect on data and develop action plans to support the academic growth of English learners, particularly long-term English learners.

Professional Learning Communities (PLCs+ Teams) continued to analyze student data in 2023-2024. Teams across the district reflected on benchmark scores and discussed root causes. 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 will be added to provide services to at-risk students. Additionally, SRUSD continues to implement the Alternative to Suspension Program. The ATS program provides students with academic support, counseling services, and restorative practices to address the harm that was caused and to take the place 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.

## 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.

Santa Rita Elementary

### *Support for Identified Schools*

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

Santa Rita Elementary School has been identified for comprehensive support and improvement. This identification is based on the 2023 California School Dashboard. Based on the findings of the needs assessment, the school leadership team, in conjunction with the District team, identified and will implement evidence-based interventions aimed at improving student outcomes. These interventions will include instructional strategies, curriculum enhancements, teacher professional development, targeted support for at-risk students, and family engagement initiatives.

To address resource inequities, the district will ensure equitable distribution of funding, personnel, and resources. Santa Rita Elementary will receive additional support through the hiring of specialized staff including an additional English Learner (EL) Specialist (for a total of two EL

Specialists serving the school site) funded by CSI funds, and a Reading Specialist funded through other sources. These positions are critical in providing targeted support to improve student literacy and language skills, academic achievement in ELA and Math, and EL progress.

Equity in access to instructional materials, technology, and extracurricular opportunities will also be promoted. To build capacity, the district will provide professional development, coaching, mentoring, and technical assistance to school leaders, teachers, and staff. Continuous improvement and stakeholder collaboration will be fostered through the sharing of progress throughout the course of the CSI plan.

Monitoring and evaluation are integral to this process. SRUSD will closely monitor the implementation of CSI plan, utilizing both qualitative and quantitative measures to assess the effectiveness of interventions (local assessments, learning walks, etc.) and identify opportunities for improvement. Regular data analysis and periodic reviews of resource allocation will ensure that supports are effectively and equitably utilized.

### ***Monitoring and Evaluating Effectiveness***

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

Monitoring and evaluating effectiveness of the CSI plan is crucial for ensuring that interventions and strategies are yielding desired outcomes and driving positive change. The school district employs a structured approach to monitor and support schools in need, starting with defining clear goals and aligning them with broader educational objectives and standards. Key performance indicators such as academic performance metrics (local assessment data), attendance rates, disciplinary incidents, and learning walks will be used to measure the effectiveness of these goals. Baseline data has been gathered on these metrics and provide a reference point for measuring progress. Regular monitoring through continuous data collection and analysis will ensure that the progress of these interventions is closely tracked. SRUSD considers the monitoring and evaluation process as iterative, continuously refining strategies based on feedback and new data to ensure ongoing improvement.

# 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	Conducted meetings with the Employer Employee Relations Committee to discuss arising needs and concerns, leading to changes and modifications to the LCAP (Meeting dates: 9/7/23, 10/3/23, 11/3/23, 11/29/23, 1/10/24, 2/9/24, 5/10/24). [September-May]
Local Collective Bargaining Units: SRTA	Conducted monthly Site Representative Committee meetings to hear input, concerns, and needs from SRTA representatives, organized by school site and the executive board on the following dates: 8/28/23, 9/25/23, 10/23/23, 12/4/23, 1/22/24, 2/26/24, 3/18/24, 5/20/24 [August-May] Implemented an agenda for each meeting focusing on specific topics relevant to current issues and future planning to ensure a structured and productive discussion with SRTA Encouraged continuous dialogue between the school district and SRTA representatives through these regular monthly meetings to maintain alignment on goals and strategies
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]
Parent Advisory Committee: Centro Binacional	Conducted meetings with Centro Binacional to incorporate expertise in bilingual education, cultural competency, and community engagement into the plan, ensuring that the needs of students and families from diverse backgrounds are addressed. Meetings: July 11th

Educational Partner(s)	Process for Engagement
	<p>&amp; 25th Scheduled events with Centro Binacional to continually review and refine the incorporation of cultural competency and bilingual education practices within the district's curriculum and outreach efforts. Meetings: September 22nd &amp; October 6th Produced surveys in collaboration with Centro Binacional to gather feedback from the community regarding bilingual education needs and cultural competency improvements [January] Engaged in comprehensive discussions with Centro Binacional representatives to align community engagement strategies with the district's goals, fostering a more inclusive educational environment [April]</p>
Community Partner: Local Law Enforcement	<p>Conducted meetings with local law enforcement agencies to promote safety and inclusivity in schools, focusing on restorative justice principles and community policing approaches to support students' well-being [July, September, October, November, December, January, February, March, April, May] Produced surveys to gather feedback from school communities on the effectiveness of current safety measures and inclusivity practices, integrating insights into school policies [Ongoing] Organized follow-up meetings with local law enforcement to review and adjust safety protocols based on survey data, ensuring continuous improvement in school safety [Ongoing]</p>
Community Partner: Kimball and Associates	<p>Conducted meetings with Kimball and Associates to discuss school safety procedures, training, evaluation goals, and allocation of funding on the following dates: 8/25/23, 9/29/23, 11/17/23, 1/26/24, 2/23/24, 3/29/24, 4/26/24, and 5/31/24. [August/September/November/January/February/March/April/May] Scheduled events with Kimball and Associates to provide comprehensive training sessions for staff focusing on updated safety procedures and emergency response protocols. [September/January] Produced surveys in collaboration with Kimball and Associates to assess the effectiveness of the training programs and gather feedback from participants for continuous improvement. [November/February] Evaluated the implementation of safety procedures through on-site assessments and follow-up meetings to ensure adherence to best practices and guidelines. [March/May] Allocated funding in partnership with Kimball and Associates to support necessary safety upgrades and purchase</p>



Educational Partner(s)	Process for Engagement
	safety-related equipment based on identified needs and feedback. [April]
Community Partner: California State University Monterey Bay	Collaborated with California State University Monterey Bay to provide college and career readiness programs, resources, and professional development opportunities for educators, promoting pathways to higher education for underrepresented students on 7/13/23, 8/29/23, and 9/22/23 [July/September]Conducted meetings with the school's social work and school psychology programs to address mental health collaboration needs on 11/28/23 and 1/30/24 [November/January]Scheduled events to further strengthen the partnership and address ongoing needs for college and career readiness resources, occurring on 2/27/24 and 4/23/24 [February/April]
Community Partner: Center for Community Advocacy	Conducted meetings with the Center for Community Advocacy to discuss and enhance support services, mentorship programs, and advocacy efforts for marginalized student populations [July 19, 2023]Engaged in follow-up sessions with the Center for Community Advocacy to evaluate and improve educational equity initiatives within the district [August 13, 2023 ]Reviewed and assessed collaborative efforts with the Center for Community Advocacy to ensure continuous support and advocacy for marginalized students [April 16, 2024]
Other School Personnel: Migrant Education Program	Conducted meetings with representatives from the Migrant Education Program to discuss supplemental programming and support for MEP students and families [September, October, December, February, May]Scheduled events to engage MEP students and their families and gather feedback on the effectiveness of current support initiatives [September/October]Produced surveys to assess the needs of MEP families and students, focusing on identifying additional areas where support could be provided [December]Coordinated bi-monthly meetings to review progress, gather feedback, and implement necessary adjustments based on the collected input from the MEP community [February]Facilitated annual review sessions with MEP stakeholders to evaluate the impact of provided support and identify future improvements [May]



Educational Partner(s)	Process for Engagement
Community Partner: Monterey County Behavioral Health	Conducted meetings with Monterey County Behavioral Health to address the mental health needs of general education and special education students, with specific attention given to foster and unhoused student services on 8/3/23, 10/25/23, and 3/22/24 [August/October/March] Scheduled feedback events with Monterey County Behavioral Health to ensure the perspectives and insights of mental health experts were included in the development of comprehensive support strategies [August/March] Produced surveys in collaboration with Monterey County Behavioral Health to gather data on mental health needs across varying student demographics, emphasizing foster and unhoused students [October] Engaged in continuous collaboration with Monterey County Behavioral Health by reviewing gathered data and planning subsequent steps to implement effective mental health support services throughout the school year [Ongoing]
Community Partner: Monterey County Health Department	Conducted meetings with Monterey County Health Department to ensure health services for students and families, especially focusing on students with disabilities, foster, and unhoused students on 11/15/23. Scheduled follow-up events with Monterey County Health Department to review ongoing health service implementation for the target students on 12/5/23. Produced surveys in collaboration with Monterey County Health Department to gather feedback on the effectiveness of provided health services on 3/4/24.
Community Partner: Community Human Services	Produced surveys to gather feedback from families experiencing homelessness and individuals affected by substance abuse. [July-November] Scheduled events with Community Human Services to offer resources and support for substance abuse prevention and homeless assistance at various district locations. [September-April] Facilitated focus groups with families to better understand their needs and tailor substance abuse prevention services accordingly. [August-February] Collaborated with Community Human Services to track and evaluate the progress of families receiving support and adjust strategies as needed. [October-May]

Educational Partner(s)	Process for Engagement
Community Partner: City of Salinas	Conducted meetings with the City of Salinas as part of the City/School District Emergency Events Group to discuss coordination and preparedness efforts. [July-May]Coordinated with the City of Salinas on developing joint training sessions for emergency response teams, addressing identified areas for improvement from previous evaluations. [July-May]Reviewed and updated emergency plans and protocols with input from the City of Salinas to enhance joint response capabilities and communication strategies. [Ongoing]
English Language Parent Advisory Committee: DELAC	Conducted meetings with DELAC members to engage the parents of English Learners in the educational process, advising and planning district goals around English Learners on the following dates: 9/7/23, 1/11/23, 2/7/24, 4/3/24, 5/21/24 [September/January/February/April/May]Produced surveys to collect feedback from DELAC members regarding the effectiveness of current programs and potential improvements for English Learners [September/January/February/April/May]Facilitated workshops with DELAC to train and inform parents on how to support their children's education and navigate the school system effectively [September/January/February/April/May]Organized focus group sessions within DELAC meetings to gather specific feedback on district policies and strategies from the perspective of parents of English Learners [September/January/February/April/May]
Parent Advisory Committee: District Safety Committee	meetings with the District Safety Committee to collaborate with District and Site Administration, School Staff, and Parents on school safety [September, December, May]Scheduled events to discuss and address safety concerns and feedback from the committee members [September, December, May]Produced surveys to collect feedback from parents and staff regarding school safety measures and improvements [September, December, May]Reviewed data and feedback gathered during meetings to revise and enhance the district's safety policies and procedures [September, December, May]Facilitated continuous communication among all parties involved to ensure ongoing evaluation and improvement of safety protocols [September, December, May]
Parent Advisory Committee: District Facilities Committee	Conducted meetings with staff and parent representatives to plan and monitor the district facilities plan on 9/21/23, 10/19/23, 11/16/23, 1/18/24, 2/15/24, 3/21/24, 4/18/24 [September, October, November,

Educational Partner(s)	Process for Engagement
	<p>January, February, March, April]Engaged parent representatives to solicit feedback and provide input during the monitoring phases of the facilities plan [September, October, November, January, February, March, April]Planned successive committee meetings to maintain ongoing oversight and adjustments to the district facilities strategy [September, October, November, January, February, March, April]Facilitated discussions with staff to incorporate their insights and address any arising concerns in real-time for effective plan execution [September, October, November, January, February, March, April]</p>
Parent Advisory Committee/Teachers: LCAP Community Engagement	<p>Scheduled events specifically designed to facilitate discussions and reflections from community members on the educational plan. [September, October, December, January, February, June]Produced surveys to capture detailed feedback from participants during LCAP community engagement meetings, ensuring diverse voices were included in the planning process. [September, October, December, January, February, June]Recorded and reviewed feedback collected from meetings to refine and update the current educational plans, aligning them with the community's needs and expectations. [September, October, December, January, February, June] Engaged additional outreach initiatives to increase participation and ensure comprehensive representation from all sectors of the community in the LCAP planning process. [September, October, December, January, February, June]</p>
Students: CA Center for School Climate	<p>Organized feedback sessions to review data and ensure inclusivity of all educational partners during the goal-setting process [October, November, December, January, March, April]Scheduled collaborative events with district staff, parents, and students to discuss findings and set future objectives in partnership with the CA Center for School Climate [October, November, December, January, March, April]Produced surveys to collect feedback from district staff, parents, and students to identify areas requiring attention and improvement [October, November, December, January, March, April]Facilitated follow-up meetings to refine goals and strategies based on the data collected and feedback received from all educational partners [October, November, December, January, March, April]</p>

Educational Partner(s)	Process for Engagement
Parent: Mixteco Parent Group	Conducted biweekly meetings with the Mixteco Parent Group to share information and assess needs [August-June]Scheduled regular Thursday meetings to maintain consistent communication with the Mixteco Parent Group [August-June]
Parent-Student: Migrant Group	Conducted meetings with migrant parents, students and program staff to gather input on the planning, implementation, and evaluation of services provided to Migrant and English Learners on these dates: 9/6/23, 10/4/23, 12/6/23, 2/14/24, 5/8/24. [September, October, December, February, May]Scheduled reviews of migrant parent feedback with program staff to ensure active participation in service delivery processes. [September, October, December, February, May]Held evaluation meetings involving migrant parents and program staff to refine and enhance ongoing services based on received input. [September, October, December, February, May]
Other School Personnel: Foster and Homeless Collaboration Team	Scheduled and held collaborative sessions with the Foster and Homeless Collaboration Team on 10/17/23, 12/6/23, 2/20/24, and 5/21/24 to ensure ongoing coordination and support for the affected students [October, December, February, May. Identified and discussed specific needs for foster and homeless youth through structured meetings with the Foster and Homeless Collaboration Team on the specified dates. Regularly reviewed and adjusted strategies in collaboration with the Foster and Homeless Collaboration Team to enhance service delivery for foster and homeless youth during the quarterly meetings
Principals/ Administrators	Conducted meetings with District and Site Administrators to collect input during LCAP Formation Meetings on 1/16/24, 1/23/24, 2/13/24, 2/27/24, 3/12/24 [January-March]Produced and distributed surveys among administrators to gather insights into student needs and suggested actions to address those needs [January-March]Organized follow-up meetings to review the gathered feedback and integrate administrator recommendations into the LCAP [February-March]
Students: Student Councils	Collected and analyzed representative reports from Student Councils to gather input and insights on school district initiatives [September, October, November, December]Scheduled regular meetings with Student Councils to discuss their feedback and integrate it into district planning [January, February, March, April, May]Reviewed input from Student Councils' reports to identify trends and areas needing

Educational Partner(s)	Process for Engagement
	improvement across the school district [October, November, December, January] Provided opportunities for Student Councils to present their reports in monthly district board meetings to ensure student voices are represented in decision-making processes [February, March, April]
Parents/Teachers/Admin-District Curriculum Council	Collected and analyzed representative reports from Student Councils to gather input and insights on school district initiatives [September, October, November, December] Scheduled regular meetings with Student Councils to discuss their feedback and integrate it into district planning [January, February, March, April, May] Reviewed input from Student Councils' reports to identify trends and areas needing improvement across the school district [October, November, December, January] Provided opportunities for Student Councils to present their reports in monthly district board meetings to ensure student voices are represented in decision-making processes [February, March, April]
Parents/Teachers/Admin-ThoughtExchange LCAP Survey	Conducted a ThoughtExchange LCAP Survey to gather input regarding district priorities from district staff, parents, and community members [1/11/24 - 1/26/24] Engaged with 244 participants, including 10 parents/guardians, 13 community members, and 221 staff members [January] Scheduled follow-up engagements based on survey responses to address specific concerns and priorities identified by participants [January]
Special Education Local Plan Area Administration-SELPA Directors Cabinet	The SELPA Directors Cabinet facilitated monthly engagement by convening regular meetings with stakeholders, including educators and administrators, to review and discuss special education policies, procedures, and services.

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

Impact on LCAP Development: Feedback from Centro Binacional in Salinas, CA, highlighted the need for enhanced support for students and families from diverse cultural and linguistic backgrounds. This led to the development of a focused goal by Santa Rita Union School District to address this feedback by undertaking regular assessments for monitoring and adjusting interventions for ELL students' academic progress and language proficiency. (LCAP Goal 1, 2, 3, 6, 10)

Feedback from Building Healthy Communities emphasized the importance of health equity and advocated for policies supporting student and family well-being. This influenced initiatives promoting the disruption of the school-to-prison pipeline, addressing racism and antiblackness,

holistic development, and supportive learning environments. Consequently, Santa Rita Union School District developed a progress goal to address this feedback by implementing proactive measures to reduce suspension rates and provide restorative alternatives for students. (LCAP Goal 6, 8,10)

Feedback from local law enforcement agencies and Kimball and Associates, focusing on proactive strategies to address school safety, including facilities, drill assessments, restorative justice, and behavioral threat assessments to ensure safe and inclusive school environments, led to the development of a progress goal by Santa Rita Union School District to implement restorative practices and proactive measures to reduce suspension rates. (LCAP Goal 7,8)

Feedback from partnerships with local community colleges and universities, which facilitated access to college and career readiness programs for students from underrepresented backgrounds, led Santa Rita Union School District to develop a broad goal to implement the AVID program district-wide to support all students, focusing on historically underserved groups. (LCAP Goal 1, 2, 3, 6)

Feedback from nonprofit organizations addressing education equity, as well as parent and student advocacy groups, highlighted the need for equitable resources and services for marginalized communities. Consequently, Santa Rita Union School District developed a broad goal to implement annual anti-bias and equity training for raising awareness and fostering inclusivity. (LCAP Goal 1, 2, 3, 6, 7,8,10)

Feedback from cultural and arts organizations, which enriched the educational experience by celebrating diverse cultural heritage and identities, led to the development of a broad goal by Santa Rita Union School District to implement multicultural education programs that highlight various cultural heritages, collaborate with local cultural and arts organizations to enhance curriculum diversity, introduce global learning initiatives that encompass diverse cultural identities, foster partnerships with community organizations to integrate cultural heritage into teaching resources, organize cultural festivals emphasizing the celebration of diversity, train teachers to incorporate culturally relevant pedagogy, update curriculum guidelines to ensure inclusivity and representation, and initiate programs that enhance the celebration of unique student identities. (LCAP Goal 6, 7,8,10)

The SELPA Directors Cabinet provided valuable feedback on the Local Control and Accountability Plan (LCAP), emphasizing the need for enhanced resources and targeted interventions to support special education students. They highlighted the importance of comprehensive professional development for staff and the integration of inclusive practices to ensure equitable educational outcomes for all students. (LCAP Goal 5, 6)

Based on feedback received from community health centers and social service agencies regarding barriers to learning and the promotion of equity in health outcomes, Santa Rita Union School District developed a progress goal to implement comprehensive mental health programs to enhance student well-being and boost student safety through robust bullying prevention measures. (LCAP Goal 8,10)

Based on input from teachers, principals, administrators, other school personnel, parents, students, and LEA bargaining units, which ensured a comprehensive approach aligned with community needs and values, Santa Rita Union School District developed a broad goal to enhance communication with all stakeholders through various platforms, develop comprehensive support programs for students struggling academically, prioritize professional development workshops for teachers, establish systematic consultations with LEA bargaining units, invest in technological advancement to facilitate efficient learning, redefine district-wide expectations related to behavior and discipline, amplify parental involvement in school activities and decision making, improve resources and intervention for students with special needs,

incorporate student feedback in the course development process, streamline administrative procedures to increase efficiency, and promote healthy and safe school environments. (LCAP Goal 4, 6, 9)



# 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.	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% ELL=10% Homeless=22% Socioeconomic=25% SPED 8%  Santa Rita Elementary All=13% Hispanic=13% ELL=8% Homeless=8% Socioeconomic=13%  La Joya ELL=15%			Increasing proficiency rates for all students from 42% to 50%, for Hispanic students from 40% to 47%, for ELL from 22% to 30%, for homeless students from 35% to 42%, for socioeconomically disadvantaged students from 38% to 45%, and for SPED students from 17% to 23%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Gavilan View Middle School English Learners=6% Homeless=3%</p> <p>John Gutierrez ELL=3% SPED=13%</p>			<p>Santa Rita Elementary aims to increase rates for all students from 28% to 36%, for Hispanic students from 28% to 36%, for ELL from 18% to 24%, for homeless students from 18% to 24%, and for socioeconomically disadvantaged students from 28% to 36%.</p> <p>La Joya targets raising ELL proficiency from 27% to 35%.</p> <p>Gavilan View Middle School aims for an increase in ELL from 16% to 22% and in homeless students from 13% to 18%.</p> <p>John Gutierrez aims to increase ELL proficiency from 13% to 20% and SPED</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					proficiency from 23% to 30%.	
1.2	Pupil Achievement-Points below standard in ELA	<p>Baseline 2022-23 SBAC ELA Distance From Standard: District Wide All=-61 points</p> <p>Hispanic=-63 points ELL=-111 points Homeless=-82 points Socioeconomic=-71 points SPED=-142 points</p> <p>Santa Rita Elementary All=-76 points Hispanic=-98 points ELL=-116 points Homeless=-118 points Socioeconomic=-102 points</p> <p>La Joya ELL=-84 points</p> <p>Gavilan View Middle School English Learners=-127 points Homeless=-84 points</p> <p>John Gutierrez ELL=-137 points SPED=-153 points</p>			<p>District-wide goals include a 30-point improvement for all students, reaching -31 points.</p> <p>Hispanic students will improve by 30 points to -33 points</p> <p>ELL students by 45 points to -66 points</p> <p>Homeless students by 30 points to -52 points</p> <p>Socioeconomically disadvantaged students by 30 points to -41 points SPED students by 45 points to -97 points.</p> <p>Santa Rita Elementary aims for a 30-point improvement for all students to -46 points, Hispanic students improving</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>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.</p> <p>La Joya targets a 30-point improvement for ELL students to -54 points.</p> <p>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.</p> <p>John Gutierrez sets goals for a 45-point improvement for ELL students to -92 points and for</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SPED students to - 108 points.	
1.3	Pupil Achievement- Percent of students performing at or above grade level on local formative assessment	<p>Baseline: 2023-24 iReady ELA Diagnostic 3 District Wide All=31% Hispanic=31% ELL=17% Homeless=28% Socioeconomic=30% SPED=11% Foster Youth=33%</p> <p>Santa Rita Elementary All=19% Hispanic=21% ELL=14% Homeless=21% Socioeconomic=20%</p> <p>La Joya ELL=24%</p> <p>Gavilan View Middle School English Learners=1% Homeless=20%</p> <p>John Gutierrez ELL=4% SPED=9%</p>			<p>District-wide objectives include raising the percentage from 40% to 45% for all students, 40% to 45% for Hispanic students, 27% to 32% for ELL, 38% to 43% for homeless students, 39% to 44% for socioeconomically disadvantaged students, 21% to 26% for SPED, and 42% to 47% for foster youth.</p> <p>Santa Rita Elementary aims for an increase from 29% to 34% for all students, 31% to 36% for Hispanic students, 24% to 29% for ELL, 31% to 36% for homeless students, and 30% to 35% for socioeconomically</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>disadvantaged students.</p> <p>La Joya aims for ELL students to increase from 34% to 39%.</p> <p>Gavilan View Middle School's goal is an increase from 11% to 16% for ELL and from 30% to 35% for homeless students.</p> <p>John Gutierrez targets increases from 14% to 19% for ELL and from 19% to 24% for SPED students.</p>	
1.4	Parent Involvement- Percent of families who report that they are encouraged to be active partners in learning (CHKS)	<p>On 2023-24 CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for Positive Student Learning Environment. EL =50% Hispanic=46% SPED=66%</p> <p>On 2023-24 CHKS Parent Survey Average</p>			<p>CHKS Parent Survey Average percent of respondents reporting "Strongly agree." for Positive Student Learning Environment. EL =65% Hispanic=63% SPED=80%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		percent of respondents reporting “Strongly agree.” for School Motivates Students to Learn EL =61% Hispanic=50% SPED=71%			On 2023-24 CHKS Parent Survey Average percent of respondents reporting “Strongly agree.” for School Motivates Students to Learn EL =75% Hispanic=65% SPED=85%	
1.5	Basic-Percentage of appropriately credentialed teachers	Baseline: 2022-23 84% of teachers were appropriately credentialed and assigned			96% -appropriately credentialed and assigned teachers	
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	
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  11.4% Socio Econ. Dis. students scored 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.6% Hispanic students scored at or above standard on CAST			or above standard on CAST  19% Hispanic students scored at or above standard on CAST	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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	\$254,581.00	Yes



Action #	Title	Description	Total Funds	Contributing
	Growth in English Language Arts	<p>Language Learners (ELL), students with disabilities (SPED), homeless students, Hispanic students, and socioeconomically disadvantaged students within English Language Arts.</p> <p>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</p>		
<b>1.2</b>	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.	\$5,000.00	Yes
<b>1.3</b>	Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction	<p>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.</p> <p>Spending Items:  iReady  Accelerated Reader</p>	\$219,257.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental Materials and Supplies		
<b>1.4</b>	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.	\$242,573.00	Yes
<b>1.5</b>	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.	\$490,848.00	Yes
<b>1.6</b>	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	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.	\$1,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Data-Driven 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.	\$1,875.00	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.	\$1,875.00	Yes
1.9	Improving ELA Proficiency and Academic Achievement for English Learners at La Joya Elementary:	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	\$1,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Addressing Areas of Red on the California Dashboard Through Data-Driven Instruction and Equitable Support Services	interventions, provide equitable support services, and enhance 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.		

# 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)
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An explanation of why the LEA has developed this goal.

<p>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.</p> <p>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</p>
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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	<p>Baseline 2022-23 SBAC District: 17% meet or exceed standard, EL Students=8%, SED=14%, Homeless=13%. Hispanic=15%, Special Education=3%</p> <p>Santa Rita Elementary: 11% meet or exceed standard, EL Students=8%, SED=10%, Homeless=7%, Hispanic=12%, Special Education=5%</p> <p>Gavilan View MS: 13% meet or exceed standard, EL Students=0%, SED=9%, Homeless=10%,</p>			<p>SBAC District: 21% meet or exceed standard, EL Students=12%, SED=18%, Homeless=18%. Hispanic=20%, Special Education=6%</p> <p>Santa Rita Elementary: 15% meet or exceed standard, EL Students=11%, SED=13%, Homeless=15%, Hispanic=15%, Special Education=10%</p> <p>Gavilan View MS: 16% meet or exceed standard, EL Students=3%,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic=11%, Special Education=1%</p> <p>John Gutierrez: 15% meet or exceed standard, EL Students=0% , SED=12%, Homeless=8%, Hispanic=14%, Special Education=2%</p> <p>La Joya: 20% meet or exceed standard, EL Students=13%, SED=18%, Homeless=21%, Hispanic=18%, Special Education=0%</p> <p>McKinnon: 20% meet or exceed standard, EL Students=18%, SED=21%, Homeless=15%, Hispanic=22%, Special Education=5%</p> <p>New Republic: 29% meet or exceed standard, EL Students=18%, SED=24%, Homeless=29%, Hispanic=26%, Special Education=3%</p>			<p>SED=12%, Homeless=15%, Hispanic=15%, Special Education=4%</p> <p>John Gutierrez: 20% meet or exceed standard, EL Students=5% , SED=15%, Homeless=12%, Hispanic=17%, Special Education=5%</p> <p>La Joya: 25% meet or exceed standard, EL Students=16%, SED=20%, Homeless=25%, Hispanic=22%, Special Education=3%</p> <p>McKinnon: 25% meet or exceed standard, EL Students=21%, SED=24%, Homeless=20%, Hispanic=25%, Special Education=8%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					New Republic: 32% meet or exceed standard, EL Students=23%, SED=27%, Homeless=33%, Hispanic=30%, Special Education=6%	
2.2	Pupil Achievement- Points below standard in math	Baseline 2022-23 SBAC Distance from Standard: District: -95 Points DFS, EL=-110.8 DFS, SED=-84 DFS, Hispanic=-80.5 DFS, Homeless=-109 DFS, EL=-114.1 DFS			District: Improve DFS by an additional 15 points (Target: -58 DFS) English Learners (EL): Improve DFS by an additional 15 points (Target: -73.8 DFS) Socioeconomically Disadvantaged (SED): Improve DFS by an additional 12 points (Target: -54 DFS) Hispanic: Improve DFS by an additional 12 points (Target: -50.5 DFS) Homeless: Improve DFS by an additional 15 points (Target: -72 DFS)	



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%, Special Ed.=8%			3-Year Goal District: 40% Hispanic: 44% English Learners (EL): 29% Homeless: 37% Socioeconomically Disadvantaged (SED): 38% Special Education:18%	
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			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	
2.5	Basic-Percentage of teachers who are	Baseline 2022-23 84% of teachers credentialed			96% of teachers credentialed and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	appropriately credentialed	and appropriately assigned			appropriately assigned	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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.	\$39,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	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.	\$490,854.00	Yes
<b>2.3</b>	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.	\$25,000.00	Yes
<b>2.4</b>	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.	\$41,305.00	Yes
<b>2.5</b>	Fostering Family and Community Engagement in Math Education	Enhance student achievement in mathematics by actively engaging families through workshops, resources, and regular communication about 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.	\$15,000.00	Yes
<b>2.6</b>	Enhancing Math Proficiency and Academic	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	\$1,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Achievement for for homeless, Hispanic, low-income, English Learners, and all student groups in the Red at Santa Rita Elementary	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.		
<b>2.7</b>	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.	\$1,875.00	Yes
<b>2.8</b>	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.	\$1,875.00	Yes
<b>2.9</b>	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.	\$1,875.00	Yes



# 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 52% of ELL students maintained			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>11% of ELL decreased by 1 or more levels</p> <p>Santa Rita Elementary 33% of ELL students advanced at least one level 51% of ELL students maintained 16% of ELL decreased by 1 or more levels</p>			<p>ELL decreased by 1 or more levels</p> <p>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</p>	
3.2	Pupil Achievement-Reclassification Rates	<p>Baseline Data 2022-23: District-Wide 92 students (6%)</p> <p>Red Dashboard Indicator Schools John Gutierrez Middle School 27 students (20%)</p> <p>Santa Rita Elementary 22 students (5%)</p>			<p>District-Wide: Increase to 24%</p> <p>John Gutierrez Middle School: Increase to 50%</p> <p>Santa Rita Elementary: Increase to 20%</p>	
3.3	Pupil Achievement-Reduction in number of LTELS	<p>Baseline Data 2023-24: District-Wide 22.6% SRUSD EL Students are LTELs</p> <p>Red Dashboard Indicator Schools John Gutierrez Middle School 85.7 % EL Students are LTELs</p>			<p>Reduce the percentage of LTELs from 14% to 10%.</p> <p>John Gutierrez Middle School Reduce the percentage of LTELs from 50% to 30%.</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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=24%			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%	
3.5	Pupil Achievement/Implementation of State Standards- EL students who meet or exceed standard in Math	Baseline Data 2022-23: District: 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%			District: 23% meet or exceed standard, EL Students=14% 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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New Republic: EL Students=18%			New Republic: EL Students=24%	
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%			Overall - "School Encourages me to be an active partner": Overall=60% strongly agree, EL=70%, SPED=80%, Hispanic=60%	
3.7	Pupil Engagement-Middle School Drop Out Rate	Baseline: 2022-23 0% of middle school students dropped out of school including EL, Hispanic, Homeless, SED, SPED			0% of middle school students dropped out of school including EL, Hispanic, Homeless, SED, SPED	
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			100% of English Learners have access to designated and integrated ELD materials	
3.9	Basic-Percentage of appropriately credentialed teachers	Baseline Data 2022-23: 1 teacher was not appropriately credentialed to teach English Learners			100% teachers appropriately credentialed to teach English Learners	
3.10	Parent Engagement-Attendance rates a frequency of workshops, informational sessions,	Baseline Data 2023-24: < 2 events per month per site (6 sites)			3+ events per month per site	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and engagement events specifically aimed at parents of unduplicated students.					

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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 ELL students.	\$347,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Enhancing Academic Progress and Language Proficiency of ELL Students	Conduct regular assessments to monitor the academic progress and language proficiency of English Language Learner (ELL) students. Ensure that interventions are effective and adjusted as needed. Use formative and summative assessments to provide timely feedback and support, helping ELL students stay on track with their learning goals. This goal focuses on continuous monitoring and adaptation of teaching strategies to meet the evolving needs of ELL students, ensuring they receive the support necessary to achieve academic success and language proficiency.		Yes
<b>3.3</b>	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.		No 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)
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An explanation of why the LEA has developed this goal.

<p>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.</p> <p>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.</p>
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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%.			Annual increase on the average baseline for the percentage of classrooms regularly utilizing educational technology tools to enhance instruction is 85%	
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.			Required and Optional Professional Development Hours Provided: 18 hours in the past year. Teacher Participation Rate: 50% of teachers participated.	
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)			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)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Basic Materials-Ensuring all students have access to necessary technology and resources.	<p>SY 2023-24 100% of EL, Homeless, SED, SPED students have access to devices at school</p> <p>100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use</p> <p>14% of EL- DELAC parents not having access to reliable home based internet at home</p>			<p>SY 2023-24 100% of EL, Homeless, SED, SPED students have access to devices at school</p> <p>100% 3rd-8th grade EL, Homeless, SED, SPED students have the opportunity to take devices for at home use</p> <p>50% of EL- DELAC parents not having access to reliable home based internet at home</p>	
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%			Number of Hotspots available to families to ensure internet access at home: Baseline: Homeless=100%, EL=100%, SED=100%, Hispanic=100%	

# Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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 dynamic learning environment that promotes digital literacy, innovation, and personalized learning experiences.	\$1,401,691.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Enhancing Engagement and Equity for Special Education Students: This goal aims to enhance cognitive, emotional, and behavioral engagement for special education students, particularly English learners, foster youth, and those from low-income families. To achieve this, the initiative will employ differentiated instructional strategies, professional development for educators, and evidence-based interventions. Overall, this goal addresses state priorities by promoting equity, enhancing student engagement, and ensuring that educational provisions are legal and ethical. Through these efforts, it seeks to create a more inclusive and supportive educational system for 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			ELA -75 DFS Math -90 DFS	
5.2	Pupil Achievement-Average growth for special education students on the CAST.	Baseline: 2022-23 SPED CAST 1.5 % of special education students met or exceeded standard on the CAST			15% of special education students met or exceeded standard on the CAST	
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			61% of EL parents report that they know a little to nothing about special education services	
5.4	School Climate: Percentage of GVMS special education students receiving suspensions	Baseline 2023-24: 30% suspension rates for SPED at GVMS			15% suspension rates for SPED at GVMS	
5.5	Pupil Engagement-Average daily attendance rate for special education students.	Baseline: 2023-24 77% SPED attendance rate			88% attendance rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Pupil Engagement- Percentage of special education students identified as chronically absent	Baseline 2023-24 23% SPED Chronically Abs.			14% of sped students chronically absent	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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		No

Action #	Title	Description	Total Funds	Contributing
		assessments, and evaluate the progress of intervention strategies, making necessary adjustments to ensure effective support for all students.		
<b>5.2</b>	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
<b>5.3</b>	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.		No
<b>5.4</b>	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		No

Action #	Title	Description	Total Funds	Contributing
		educators will be integral components of this effort to foster a supportive and effective learning environment.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)
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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.
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**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%			CHKS Question "Positive Student Learning Environment"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=46% EL=50% SPED=66%			Strongly Agree Overall=60% Hispanic=60% EL=65% SPED=78%	
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=60% Hispanic=60% EL=70% SPED=80%	
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 "Opportunities for Meaningful Participation" Strongly Agree Overall=56% Hispanic=56% EL=56% SPED=77%	

## Goal Analysis [2023-24]

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.

Not Applicable.



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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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 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.	\$54,000.00	Yes
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.	\$78,732.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>6.3</b>	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.	\$945,218.00	Yes
<b>6.4</b>	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.	\$2,721,273.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	The goal aims to improve student attendance by addressing parental involvement through expanded communication channels such as newsletters, emails, and social media platforms, and developing multilingual resources to ensure all parents, regardless of language proficiency, receive timely updates about their child's attendance and academic progress. 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	<p>2023 Dashboard Data for Chronic Absenteeism:</p> <p>District: Asian 26% White 28% Hispanic 17% ELs 14% Low Income 18% Sped 28%</p> <p>New Republic: SPED 44%, White 30%</p> <p>La Joya: White 34%</p>			<p>Chronic Absenteeism Districtwide: Asian 17% White 22% Hispanic 11% ELs 8% Low Income 12% Sped 22%</p> <p>New Republic: SPED 30%, White 15%</p> <p>La Joya: White 20%</p>	
7.2	Parental Involvement- Communication that Builds Relationships	<p>Baseline Data (as of 4/22/24):</p> <p>Facebook Post Reach: 7,666</p> <p>Facebook Post Engagement: 601</p>			<p>Facebook Post Reach: Increase to 10,500</p> <p>Facebook Post Engagement: Increase to 1,200</p> <p>ThoughtExchange Participation:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ThoughtExchange Participation (January 2024): 244 (staff, parents, community)			Increase to 400 participants	
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%			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%	
7.4	Pupil Engagement- Attendance Rates	All students=86% ELL=89% Foster=60% Hispanic=86% Homeless=86% Socio-Economical=85% SPED=77% White=81%			All students=92% ELL=94% Foster=66% Hispanic=92% Homeless=92% Socio-Economical=91% SPED=83% White=87%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	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)	This action meets the requirements for the student groups and schools identified in the red on the California Dashboard.Reduce chronic absenteeism among all students, with a specific focus on SPED and White students at New Republic Elementary, White students at La Joya Elementary, and Asian and White students district-wide, by fostering stronger connections between families and the educational community through targeted outreach efforts. By engaging parents and guardians in combating chronic absenteeism and addressing barriers to regular attendance, we aim to create a more supportive home environment for learning and ensure that at-risk students receive the necessary support to attend school consistently.	\$701,375.00	Yes
7.2	Enhancing Communication and	Implement diverse two-way communication channels to enhance interaction and engagement between schools and families. This initiative	\$222,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Engagement with Diverse Families	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.		
<b>7.3</b>	Fostering Positive Behavior and School Climate for Student Success	Implement and uphold school-wide behavior expectations, providing consistent support to students through positive reinforcement and interventions. Create an inclusive and welcoming environment to help students feel valued and connected to their school community. Collaborate with teachers, counselors, and families to address absenteeism's root causes and develop targeted strategies for engaging students and ensuring regular attendance. Contribute to a positive and supportive school climate that promotes student success and well-being.	\$1,063,880.00	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)
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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.
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## 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	California Healthy Kids Survey (CHKS) Elementary School: Access to Mental Health Supports Average percent of			California Healthy Kids Survey (CHKS) Elementary School: Access to Mental Health	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>respondents reporting "yes, most/all of the time" Overall, 76% Hispanic 83%</p> <p>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%</p> <p>Parents: % of parents believe that staff is available and capable of supporting their child's social-emotional needs. Overall 81% ELL 84% Hispanic 82%</p>			<p>Supports Average percent of respondents reporting "yes, most/all of the time" Overall, 78% Hispanic 85%</p> <p>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%</p> <p>Parents: % of parents believe that staff is available and capable of supporting their child's social-emotional needs. Overall 86% ELL 90% Hispanic 87%</p>	
8.2	Course Access-Implementation of SEL Curriculum	100% classes have access to SecondStep			100% classes have access to SecondStep SEL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SEL curriculum Lesson Completion Percentage GVMS=16% JGMS=22% LJ=42% McK=21% NR=44% SR=27%			curriculum Lesson Completion Percentage GVMS=30% JGMS=35% LJ=60% McK=35% NR=60% SR=45%	
8.3	School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students	<p>2023-24 Overall Suspension Rate: 3.6% (increased by 0.5% from the previous year) Total Suspensions: 222 (previous year: 205) Out-of-School Suspensions: 148 (previous year: 122) In-School Suspensions: 74 (previous year: 83) Expulsions: 3 (previous year: 3) Foster Youth:</p> <p>2022-23: 1 suspension (1 student) 2023-24: 1 suspension (1 student) Special Education (SPED):</p> <p>2022-23: 0 suspensions at SRE, 9 at LJE (3 students), 29 at GVMS (12 students), 4 at MKE (3 students), 7 at JGMS</p>			<p>Overall Suspension Rate Target: Reduce by an additional 0.4% to 2.4% Total Suspensions Target: Further reduce by 15% to 128 suspensions Out-of-School Suspensions: Reduce to 85 In-School Suspensions: Reduce to 43 Expulsions Target: Maintain at 3 or fewer Foster Youth Suspensions:</p> <p>Target: Maintain at 1 suspension or reduce to 0 Special Education Suspensions:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>(2 students), 9 at NRE (4 students)</p> <p>2023-24: 3 suspensions at SRE (2 students), 4 at LJE (2 students), 15 at GVMS (10 students), 5 at MKE (4 students), 7 at JGMS (5 students), 1 at NRE (1 student)</p> <p>Homeless Students:</p> <p>2022-23: 58 suspensions (29 students)</p> <p>SRE: 5 (2 students), LJE: 9 (4 students), GVMS: 12 (7 students), MKE: 8 (3 students), JGMS: 6 (6 students), NRE: 11 (5 students)</p> <p>2023-24: 97 suspensions (35 students)</p> <p>SRE: 20 (4 students), LJE: 6 (3 students), GVMS: 46 (15 students), MKE: 9 (4 students), JGMS: 14 (7 students), NRE: 5 (2 students)</p>			<p>Overall Reduction Target: Additional 15% reduction in total suspensions</p> <p>SRE: Reduce to 1 suspension or maintain at 0</p> <p>LJE: Reduce to 1 suspension or maintain at 0</p> <p>GVMS: Reduce to 9 suspensions (6 students)</p> <p>MKE: Reduce to 2 suspensions (1 student)</p> <p>JGMS: Reduce to 4 suspensions (2 students)</p> <p>NRE: Maintain at 1 suspension or reduce to 0</p> <p>Homeless Students Suspensions:</p> <p>Overall Reduction Target: Additional 15% reduction in total suspensions</p> <p>SRE: Reduce to 12 suspensions (2 students)</p> <p>LJE: Reduce to 3 suspensions (1 student)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					GVMS: Reduce to 28 suspensions (9 students) MKE: Reduce to 5 suspensions (2 students) JGMS: Reduce to 8 suspensions (4 students) NRE: Reduce to 3 suspensions (1 student)	
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)			Year 1 12 Middle School Behavioral Threat Assessments (average of 1.2 per month)  Year 2 10 Middle School Behavioral Threat Assessments (average of 1 per month)  Year 3 8 Middle School Behavioral Threat Assessments (average of .8 per month)	
8.5	School Climate-California Healthy Kids Survey MS Average	Baseline 2023-24: California Healthy Kids Survey MS Average			California Healthy Kids Survey MS Average percent of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percent of respondents reporting "yes, most/all of the time" Feel Safe at School	<p>percent of respondents reporting "yes, most/all of the time" Feel Safe at School</p> <p>Middle School Overall=58% Hispanic=57% EL=54% SPED=68%</p> <p>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%</p>			<p>respondents reporting "yes, most/all of the time" Feel Safe at School</p> <p>Middle School Overall=65% Hispanic=62% EL=60% SPED=73%</p> <p>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%</p>	
8.6	Basic-School Facilities Maintained in Good Repair (Williams Act)	100% compliance with all areas of Williams' review			100% compliance with all areas of Williams' review	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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, providing immediate support and referrals during a crisis to safeguard students' well-being and maintain a stable learning environment.	\$967,883.00	Yes
8.2	Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide with a focus on special education students at Gavilan View Middle	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	\$455,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
	School (GVMS) and White students at New Republic Elementary)	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.		
<b>8.3</b>	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.	\$914,975.00	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)			95% Certificated staff retention	
9.2	Basic Conditions for Learning-Certificated Absences	3408 (10%) Teacher Absences in 2023-24 School Year			Teacher Absences 5% or less.	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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,	\$185,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

# 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 82%			100% of staff strongly/agree that the district provides professional development for staff to examine their own cultural bias	
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			3/8 meetings	

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.	<p>Harassment Based on Race, Ethnicity, or National Origin</p> <p>6th Grade: 18% 7th Grade: 16% 8th Grade: 14%</p> <p>Harassment for Being an Immigrant or Perceived as an Immigrant</p> <p>6th Grade: 8% 7th Grade: 5% 8th Grade: 10%</p> <p>Harassment for Religion</p> <p>6th Grade: 8% 7th Grade: 8% 8th Grade: 9%</p> <p>Harassment for Sexual Orientation</p> <p>6th Grade: 15% 7th Grade: 12% 8th Grade: 9%</p> <p>Harassment for Physical or Mental Disability</p> <p>6th Grade: 7% 7th Grade: 4% 8th Grade: 6%</p>			<p>Harassment Based on Race, Ethnicity, or National Origin</p> <p>6th Grade: 12% 7th Grade: 10% 8th Grade: 8%</p> <p>Harassment for Being an Immigrant or Perceived as an Immigrant</p> <p>6th Grade: 5% 7th Grade: 3.5% 8th Grade: 7%</p> <p>Harassment for Religion</p> <p>6th Grade: 5% 7th Grade: 5% 8th Grade: 6%</p> <p>Harassment for Sexual Orientation</p> <p>6th Grade: 9% 7th Grade: 7.5% 8th Grade: 6%</p> <p>Harassment for Physical or Mental Disability</p> <p>6th Grade: 4%</p>	

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			ELA (Distance from Standard) White: +5 DFS Hispanic:-20 DFS African American: -15 DFS Male: -25 DFS Female: -15 DFS  Math (Distance from Standard) White: -5 DFS Hispanic: -40 DFS African American: -45 DFS Male: -30 DFS Female: -45 DFS	
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%)*			SRUSD Hispanic (70%) White (1%)* Multi-Racial (0%)* Asian (0%)  SRE Hispanic (60%) White (2%)*  McK Hispanic (15%)*  LJ	

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%)*I  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%)			Hispanic (50%) White (2%)*I  NR White (15%)*  JGMS Hispanic (60%)* Multi-racial (1%)*  GVMS Hispanic (70%)* Multi-racial (0%) Asian (0%) White(0%)	
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%			CHKS Question response Strongly Agree "School Treats all Students with Respect" Overall=60% Hispanic=60% EL=68% SPED=75%	
10.7	School Climate-CHKS Parents	CHKS Question response Strongly Agree "School Promotes Respect for			CHKS Question response Strongly Agree "School Promotes Respect	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cultural Beliefs and Practices" Overall=48% Hispanic=49% EL=59% SPED=71%			for Cultural Beliefs and Practices" Overall=57% Hispanic=62% EL=68% SPED=80%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## 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	\$35,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		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.		
<b>10.2</b>	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Enhance student voices with a focus on equity and anti-racism. Empower students and build a strong sense of community, ensuring their voices are heard and valued within the school. Implement school-wide campaigns and events to raise awareness and educate the school community, providing robust support for all students. Integrate restorative practice leads to offer direct assistance to both students and staff, helping to eliminate barriers to participation in school and extracurricular activities. Offer diverse opportunities for students to explore new interests, discover talents, and strengthen their connection with the school community through athletics.	\$200,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$12133639.00	\$1507150

## 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
37.146%	0.000%	\$0.00	37.146%

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	<p><b>Action:</b> Empowering Educators for Enhanced Student Growth in English Language Arts</p> <p><b>Need:</b> 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</p>	<p>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 demographic. Supplemental materials and</p>	<p>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</p>

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
	<p>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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	<p>above grade level on local formative assessment</p> <p>Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)</p>
1.2	<p><b>Action:</b> Strengthening Family Engagement to Enhance Student Success in English Language Arts</p> <p><b>Need:</b> The identified needs of unduplicated students related to family engagement are crucial for their academic success and overall well-being. These needs include establishing strong, consistent communication channels between schools and families to ensure parents are informed and involved in their child's education. Additionally, providing culturally responsive resources and support to help families navigate the educational system and actively participate in their child's learning journey is essential. Addressing language barriers and offering flexible meeting times can further enhance engagement, ensuring all families, regardless of their background or circumstances, can contribute to their child's educational progress and success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	<p>Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)</p>

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	<p><b>Action:</b> Enhancing ELA Engagement and Achievement through Personalized Learning and Data-Driven Instruction</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> LEA-wide</p>	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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA</p> <p>Metric 2: Pupil Achievement-Points below standard in ELA</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment</p> <p>Metric 4: Parent Involvement-Percent of families who report that they are encouraged to be active partners in learning (CHKS)</p>
1.4	<p><b>Action:</b> Enhancing English Language Arts Proficiency through Targeted Interventions and Intensive Support for Underperforming Students at Gavilan View and John Gutierrez Middle Schools</p> <p><b>Need:</b> 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.</p>	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	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA</p> <p>Metric 2: Pupil Achievement-Points below standard in ELA</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment</p> <p>Metric 4: Parent Involvement-Percent of</p>

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
	<p>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.</p> <p>This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth.</p> <p><b>Scope:</b> Schoolwide</p>	<p>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.</p>	<p>families who report that they are encouraged to be active partners in learning (CHKS)</p>
1.5	<p><b>Action:</b> Implement and Sustain Rigorous, Standards-Aligned ELA Curriculum with Comprehensive Teacher Support and Formative Assessment Integration</p> <p><b>Need:</b> Providing educators with targeted professional development equips them with the strategies and tools necessary to address the diverse needs of unduplicated students effectively. Enhanced support fosters a deeper understanding of differentiated instruction, culturally responsive teaching, and inclusive practices. This, in turn, promotes an environment where all students can thrive academically and socially.</p>	<p>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</p>	<p>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</p>

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
	<b>Scope:</b> LEA-wide	they are being implemented LEA-wide to promote academic success for all students.	
<b>1.6</b>	<p><b>Action:</b> 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</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Schoolwide</p>	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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment</p> <p>Metric 2: Pupil Achievement-Points below standard in ELA</p> <p>Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST</p>
<b>2.1</b>	<p><b>Action:</b> Enhance Student Achievement in Mathematics Through Comprehensive Professional Development in Effective and Inclusive Math Instruction Strategies</p> <p><b>Need:</b></p>	There has been a demonstrated need across the district to address the declining math achievement 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%).	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p>

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
	<p>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.</p> <p><b>Scope:</b> LEA-wide</p>		Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment
2.2	<p><b>Action:</b> Enhance Math Instruction and Curriculum Alignment Across All Grade Levels</p> <p><b>Need:</b> 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. Many ELL and LI families lack the resources, tools and supports needed to provide at home math support. Families would</p>	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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment</p>



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
	<p>benefit from opportunities to preview skills and concepts to better support at home learning.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.3</b>	<p><b>Action:</b> Develop and Implement a Multi-Tiered System of Supports (MTSS) Framework for Mathematics</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 LEA-wide to promote academic success for all students.</p>	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment</p>
<b>2.4</b>	<p><b>Action:</b> Data-Driven Student Achievement Monitoring and Improvement Planning</p>	<p>The 2023 California Dashboard reveals a significant need to address educational inequalities within our district, which is composed</p>	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8</p>



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
	<p><b>Need:</b> 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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	<p>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</p>
2.5	<p><b>Action:</b> Fostering Family and Community Engagement in Math Education</p> <p><b>Need:</b> 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</p>	<p>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 approach promotes educational equity and excellence for the entire student body.</p>	<p>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</p>

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
	<p>standard. This highlights the need to address educational inequalities, meet diverse learning needs, enhance teacher readiness, and foster comprehensive student growth.</p> <p>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.</p> <p><b>Scope:</b> LEA-wide</p>		local formative assessment
<b>2.6</b>	<p><b>Action:</b> 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</p> <p><b>Need:</b> 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 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</p>	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 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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math</p> <p>local formative assessment</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p>

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
	<p>needs, enhancing teacher preparedness, and promoting holistic student development.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>2.8</b>	<p><b>Action:</b> Enhancing Math Proficiency and Academic Achievement for Red student groups: Hispanic, English Learners, and All Students at John Gutierrez MS.</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Schoolwide</p>	<p>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.</p>	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p>
<b>3.1</b>	<p><b>Action:</b> Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School</p>		

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
	<p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>		
3.3	<p><b>Action:</b> Enhancing English Learner Progress in ELA and Mathematics</p> <p><b>Need:</b></p> <p><b>Scope:</b> LEA-wide</p>		
4.1	<p><b>Action:</b> Enhancing Student Engagement and Achievement Through Advanced Instructional Technology</p> <p><b>Need:</b> The identified needs of unduplicated students in relation to enhancing student engagement and achievement through advanced instructional technology are multifaceted. These students require equitable access to technology resources to ensure they can fully participate in and benefit from the curriculum. A comprehensive assessment of the current technology infrastructure is essential to identify gaps and areas for improvement. The strategic plan will focus on purchasing additional devices, improving internet connectivity, and providing extensive teacher training to</p>	<p>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</p>	<p>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.</p>

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
	<p>integrate technology effectively into classroom instruction. This initiative aims to ensure that all students, regardless of their background, have access to the necessary technological tools to develop critical digital literacy skills, fostering an inclusive and innovative learning environment. By addressing these needs, the school district will support personalized learning experiences and equip students with the competencies required for success in the digital age.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
6.1	<p><b>Action:</b> Delivering Rigorous Instruction and Enriching Opportunities for Students</p> <p><b>Need:</b> Foster and Homeless Students: These students frequently experience disruptions in their educational journeys, leading to gaps in learning and lower engagement with the curriculum. Field trips can provide consistent, enriching educational experiences that help bridge these gaps and enhance their social and emotional learning.</p> <p>English Language Learners (ELL): ELL students can benefit significantly from experiential learning environments where they can engage with language and content in contextual settings. Field trips offer immersive experiences that facilitate deeper</p>	<p>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.</p> <p>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</p>	Metric 1, 2,3,4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>understanding and practical language use outside of the traditional classroom setting.</p> <p>Low Socio-Economic Status (SES) Students: Students from low SES backgrounds may have limited access to educational resources and experiences outside of school. Providing these students with field trips can expose them to new ideas and environments, which can play a crucial role in leveling the educational playing field and stimulating intellectual curiosity.</p> <p><b>Scope:</b> LEA-wide</p>	are unduplicated and most in need of additional support.	
<b>6.2</b>	<p><b>Action:</b> AVID (Advancement Via Individual Determination)</p> <p><b>Need:</b> Unduplicated students, including English Language Learners (ELL), students with disabilities, homeless students, Hispanic students, and socioeconomically disadvantaged students, exhibit a significant need for access to the AVID (Advancement Via Individual Determination) program. This program is crucial as it provides structured academic support, fosters a college-going culture, and equips these students with essential skills for academic success. By integrating AVID strategies, these students can improve their organizational, critical</p>	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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA</p> <p>Metric 2: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in Math</p> <p>Metric 3: School Climate-CHK School Environment, School Connectedness, and Academic Motivation</p>

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
	<p>thinking, and study skills, thereby enhancing their overall educational outcomes and closing the achievement gap.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>6.3</b>	<p><b>Action:</b> Ensuring Consistent Substitute Teachers for Continuous Learning Support</p> <p><b>Need:</b> Uninterrupted Coverage: The super substitute program provides unduplicated students with uninterrupted access to education. By offering seamless classroom coverage during absences and other events, it maintains consistent learning environments that help these students thrive, reducing disruptions that can disproportionately impact their progress.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	Metric 1, 2,3,4
<b>6.4</b>	<p><b>Action:</b> Reduced Class Sizes to Enhance Learning Environment and Improve Student-Teacher Interaction</p> <p><b>Need:</b> Small group and individualized instructional opportunities.</p> <p><b>Scope:</b></p>	<p>Implementing smaller class sizes district-wide aims to create a more conducive learning environment and improve student-teacher interaction.</p>	



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		
7.1	<p><b>Action:</b> 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)</p> <p><b>Need:</b> ensure that all students, particularly those from unduplicated groups, receive the support they need to attend school regularly and decrease chronic absenteeism</p> <p><b>Scope:</b> LEA-wide</p>	Recognizing the critical impact of chronic absenteeism on student success, our district has identified the need for a comprehensive approach to engage parents and guardians more proactively. To enhance student attendance and academic achievement, we are committed to strengthening the connections between families and the educational community through targeted outreach efforts	Metric 1,5
7.2	<p><b>Action:</b> Enhancing Communication and Engagement with Diverse Families</p> <p><b>Need:</b> The identified needs of unduplicated students 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</p>	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
	<p>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.</p> <p><b>Scope:</b> LEA-wide</p>		
7.3	<p><b>Action:</b> Fostering Positive Behavior and School Climate for Student Success</p> <p><b>Need:</b> Fostering positive behavior by implementing and upholding school-wide behavior expectations. Consistent and fair environment where unduplicated students, including those with unique challenges, can thrive. Positive reinforcement and targeted interventions help recognize and reward good behavior and positive attendance encouraging these students to engage positively with peers and teachers.</p> <p><b>Scope:</b> LEA-wide</p>	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.	<p>Metric 1: Pupil Engagement-Chronic Absenteeism Rates</p> <p>Metric 4: Pupil Engagement-Attendance Rates</p>
8.1	<p><b>Action:</b> Enhancing Student Well-being and Safety through Comprehensive Mental Health, Bullying Prevention, and Crisis Intervention Measures</p>	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	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
	<p><b>Need:</b> equip unduplicated students with the necessary skills to manage their emotions, resolve conflicts, and make responsible decisions, which is crucial for creating a positive school climate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p> <p>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.</p> <p>Establishing robust crisis intervention protocols ensures effective responses to mental health emergencies and other crises, providing 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.</p>	<p>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</p>
8.2	<p><b>Action:</b> Reducing Suspension Disproportionality and Enhancing Restorative Practices districtwide</p>	<p>An alternative to suspension supports students by addressing the root causes of behavioral issues through restorative practices, counseling, and</p>	<p>Metric 3,4</p>

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
	<p>with a focus on special education students at Gavilan View Middle School (GVMS) and White students at New Republic Elementary)</p> <p><b>Need:</b> Providing alternatives to suspension for unduplicated students is essential to promote equity, address underlying behavioral issues, and minimize learning loss. These alternatives, such as restorative practices and counseling, keep students engaged in their education while fostering a positive school culture. This approach helps reduce the disproportionate impact of suspensions on vulnerable populations, aligning with legal requirements and improving long-term academic and social outcomes for these students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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, receive equitable treatment and remain engaged in their education, thereby reducing disparities in discipline and fostering a more inclusive and supportive school culture across the district.</p>	
8.3	<p><b>Action:</b> Cultivate a Safe and Secure Learning Environment</p> <p><b>Need:</b> Targeted and proactive interventions that address their unique challenges. Effective communication channels are crucial for understanding and responding to their specific concerns, while comprehensive training in trauma-informed practices ensures that staff are equipped to support these students sensitively and appropriately. Strategic facilities design must consider accessibility</p>	<p>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 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</p>	<p>Metric 1: Pupil Engagement-Effectively respond to and manage student mental health needs</p> <p>Metric 3: School Climate-Reduction in out of school suspension rates and expulsion rates among 1st-8th grade students</p> <p>Metric 4: School Climate-Number of behavioral threat assessments conducted monthly</p>

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
	<p>and inclusivity, ensuring unduplicated students feel safe and welcomed. Proactive behavioral threat monitoring and intervention are essential to identify and address potential risks early. Increasing student support and supervision through dedicated campus health and safety supervisors will help foster strong, trusting relationships, enabling a more personalized approach to discipline and safety. Organized play activities during unstructured times will promote positive interactions and a sense of belonging, contributing to a supportive and secure learning environment.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	<p>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)</p>
<b>9.1</b>	<p><b>Action:</b> Comprehensive Onboarding and Staff Retention Program</p> <p><b>Need:</b> High quality, consistent learning opportunities from fully prepared teaching staff</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
<b>10.1</b>	<p><b>Action:</b> Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support</p> <p><b>Need:</b></p>	<p>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</p>	<p>10.3-School Climate-Incidents related to bias, discrimination, or racism. 10.4-Achievement-Rates of disparities in academic achievement across</p>

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
	<p>Unduplicated students need Equitable Access to Resources and Opportunities, Enhanced Understanding of Diverse Needs, Support in Mitigating Barriers to Learning</p> <p><b>Scope:</b> LEA-wide</p>	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.	<p>different student demographics.</p> <p>10.5-School Climate-Rate of suspension and expulsion by race/ethnicity</p> <p>10.6-School Climate-CHKS Parents</p> <p>10.7-School Climate-CHKS Parents</p>
10.2	<p><b>Action:</b> Empowering Student Voices and Expanding Opportunities for Equity and Inclusion</p> <p><b>Need:</b> Need for a school environment where students feel safe, respected, and included regardless of their background. Importance of addressing discrimination, anti-blackness, and bullying to create a supportive atmosphere. Initiatives that foster a strong sense of community and belonging among students. Activities and events that promote unity and collaboration within the school. Encouraging participation in sports and other extracurricular activities to build teamwork and leadership skills. Ensuring that athletic programs are inclusive and accessible to all students, regardless of their background.</p> <p><b>Scope:</b></p>	create an equitable, inclusive, and supportive schools environment where all students can thrive and feel empowered.	<p>10.3-School Climate-Incidents related to bias, discrimination, or racism.</p> <p>10.4-Achievement-Rates of disparities in academic achievement across different student demographics.</p> <p>10.5-School Climate-Rate of suspension and expulsion by race/ethnicity</p> <p>10.6-School Climate-CHKS Parents</p> <p>10.7-School Climate-CHKS Parents</p>

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		

### **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
<b>1.7</b>	<p><b>Action:</b> 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</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in ELA</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on local formative assessment</p> <p>Metric 2: Pupil Achievement-Points below standard in ELA</p> <p>Metric 7: Pupil Achievement-Percent of students in grades 5 and 8 who meet or exceed standard on CAST</p>
<b>1.8</b>	<b>Action:</b>	To address areas marked in red on the California Dashboard, this initiative focuses on enhancing	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
	<p>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</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	<p>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</p>
1.9	<p><b>Action:</b> 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</p> <p><b>Need:</b> 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 educational inequalities, meet diverse learning needs, enhance teacher</p>	<p>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.</p>	<p>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</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>readiness, and foster comprehensive student growth.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		students in grades 5 and 8 who meet or exceed standard on CAST
<b>2.7</b>	<p><b>Action:</b> Enhancing Math Proficiency and Academic Achievement for Hispanic, low-income, and English Learner students in the Red at Gavilan View Middle School</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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.	<p>Metric 1: Pupil Achievement-Percent of students in grades 3-8 who meet or exceed standard in math</p> <p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p>
<b>2.9</b>	<p><b>Action:</b> Enhance Math Proficiency and Academic Achievement for Targeted Red Student Groups in SRUSD</p>	This initiative directly addresses the needs of unduplicated students with SRUSD by focusing on enhancing math proficiency and overall academic achievement. By implementing targeted interventions and personalized instruction, it	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) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> 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</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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.	<p>Metric 3: Pupil Achievement-Percent of students performing at or above grade level on math local formative assessment</p> <p>Metric 2: Pupil Achievement-Points below standard in math</p>
3.1	<p><b>Action:</b> Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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)	<p>Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC</p> <p>Metric 3: Pupil Achievement- Reduction in number of LTELs</p> <p>Metric 4: Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA</p> <p>Metric 5: Pupil Achievement/Implementation of State Standards-- EL students who meet or exceed standard in Math</p>
3.2	<p><b>Action:</b> Enhancing Academic Progress and Language Proficiency of ELL Students</p> <p><b>Need:</b> The 2023 California dashboard shows that 41.7% of SRUSD English Language Learners</p>	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	<p>Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC</p> <p>Metric 2: Pupil Achievement-Reclassification Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>(ELL) are making progress towards English language proficiency, demonstrates a need continuous and targeted support to achieve academic success and language proficiency.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	supportive learning environment that promotes the academic success of ELL students in both ELA and Mathematics.	Metric 3: Pupil Achievement- Reduction in number of LTELs
3.3	<p><b>Action:</b> Enhancing English Learner Progress in ELA and Mathematics</p> <p><b>Need:</b> SRUSD English learner students are 122.6 points below standard math.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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.	<p>Metric 1: Pupil Achievement- Progress by at least one level on the ELPAC</p> <p>Metric 3: Pupil Achievement- Reduction in number of LTELs</p> <p>Metric 4: Pupil Achievement/Implementation of State Standards- EL Students who meet or exceed standard in ELA</p> <p>Metric 5: Pupil Achievement/Implementation of State Standards-- EL students who meet or exceed standard in Math</p> <p>Metric 8: Basic Materials- Access to designated and integrated ELD materials</p>

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.

## ***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.

### **Assistant Principals:**

**Purpose:** Assistant principals will be hired to provide targeted support for students' academic and social/emotional wellness. They will play a crucial role in ensuring a supportive and nurturing environment, addressing individual student needs, and implementing effective intervention strategies.

### **Responsibilities:**

Overseeing academic programs and ensuring they meet the needs of foster youth, English learners, and low-income students.

Implementing social/emotional wellness programs and providing direct support to students facing challenges.

Collaborating with teachers, counselors, and parents to develop and monitor individualized student support plans.

Leading professional development initiatives focused on inclusive and equitable practices.

Monitoring student progress and adjusting interventions as needed to ensure continuous improvement.

### **Clerks to Address Chronic Absenteeism:**

**Purpose:** Clerks will be assigned to focus on reducing chronic absenteeism, which is a significant barrier to student achievement, particularly for foster youth, English learners, and low-income students.

### **Responsibilities:**

Tracking and analyzing attendance data to identify patterns and underlying causes of chronic absenteeism.

Reaching out to families to understand barriers to regular attendance and providing necessary support and resources.

Coordinating with community organizations and services to address external factors contributing to absenteeism.

Developing and implementing attendance improvement plans tailored to individual student needs.

Organizing attendance awareness campaigns and workshops for students and families to emphasize the importance of regular school attendance.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	21:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	32664725.00	12133639.00	37.146%	0.000%	37.146%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,133,639.00	\$0.00	\$0.00	\$0.00	\$12,133,639.00	\$9,543,399.00	\$2,590,240.00

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	\$251,581.00	\$3,000.00	\$254,581.00				\$254,581.00	
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	\$5,000.00	\$5,000.00				\$5,000.00	
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	\$219,257.00	\$219,257.00				\$219,257.00	
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	\$232,573.00	\$10,000.00	\$242,573.00				\$242,573.00	
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	\$462,848.00	\$28,000.00	\$490,848.00				\$490,848.00	
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	\$1,875.00	\$1,875.00				\$1,875.00	

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	\$1,875.00	\$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	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez MS 6th-8th	ongoing	\$0.00	\$1,875.00	\$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	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Joya Elementary	Ongoing	\$0.00	\$1,875.00	\$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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$39,999.00	\$39,999.00				\$39,999.00	
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	\$462,854.00	\$28,000.00	\$490,854.00				\$490,854.00	
2	2.3	Develop and Implement a Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Framework for Mathematics	Low Income			Low Income										
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	\$41,305.00	\$41,305.00				\$41,305.00	
2	2.5	Fostering Family and Community Engagement in Math Education	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$15,000.00	\$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	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Santa Rita Elementary	Ongoing	\$0.00	\$1,875.00	\$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	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	\$1,875.00	\$1,875.00				\$1,875.00	
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	\$1,875.00	\$1,875.00				\$1,875.00	
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		Ongoing	\$0.00	\$1,875.00	\$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	English Learners	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez Middle School and Santa Rita Elementary TK-8th	ongoing	\$347,116.00	\$0.00	\$347,116.00				\$347,116.00	



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	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing								
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	All English Learners English Learner	No  Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing								
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	\$0.00	\$1,401,691.00	\$1,401,691.00				\$1,401,691.00	
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	Students with Disabilities	No			All Schools	Ongoing								
5	5.4	Enhance Achievement of Special Education Students in ELA and Mathematics	Students with Disabilities	No			All Schools	Ongoing								
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	\$54,000.00	\$54,000.00				\$54,000.00	
6	6.2	AVID (Advancement Via Individual Determination)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$25,752.00	\$52,980.00	\$78,732.00				\$78,732.00	
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	\$945,218.00	\$0.00	\$945,218.00				\$945,218.00	



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	6.4	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	\$2,721,273.00	\$0.00	\$2,721,273.00				\$2,721,273.00	
7	7.1	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	All Schools Specific Schools: La Joya Elementary, New Republic	Ongoing	\$694,887.00	\$6,488.00	\$701,375.00				\$701,375.00	
7	7.2	Enhancing Communication and Engagement with Diverse Families	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$45,290.00	\$176,989.00	\$222,279.00				\$222,279.00	
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	\$1,063,880.00	\$0.00	\$1,063,880.00				\$1,063,880.00	
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	\$892,383.00	\$75,500.00	\$967,883.00				\$967,883.00	
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)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$435,411.00	\$20,000.00	\$455,411.00				\$455,411.00	
8	8.3	Cultivate a Safe and Secure Learning Environment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$690,579.00	\$224,396.00	\$914,975.00				\$914,975.00	
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	\$120,751.00	\$64,638.00	\$185,389.00				\$185,389.00	
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	\$35,000.00	\$35,000.00				\$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	\$126,003.00	\$73,997.00	\$200,000.00				\$200,000.00	

# 2024-25 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
32664725.00	12133639.00	37.146%	0.000%	37.146%	\$12,133,639.00	0.000%	37.146 %	<b>Total:</b>	\$12,133,639.00
								<b>LEA-wide Total:</b>	\$11,528,950.00
								<b>Limited Total:</b>	\$356,491.00
								<b>Schoolwide Total:</b>	\$595,314.00

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	\$254,581.00	
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	\$5,000.00	
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	\$219,257.00	
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	\$242,573.00	

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	\$490,848.00	
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	\$1,875.00	
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	\$1,875.00	
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	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez MS 6th-8th	\$1,875.00	
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	\$1,875.00	

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		\$39,999.00	
2	2.2	Enhance Math Instruction and Curriculum Alignment Across All Grade Levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$490,854.00	
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	\$25,000.00	
2	2.4	Data-Driven Student Achievement Monitoring and Improvement Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,305.00	
2	2.5	Fostering Family and Community Engagement in Math Education	Yes	LEA-wide	English Learners	All Schools	\$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	Schoolwide	English Learners Low Income	Specific Schools: Santa Rita Elementary	\$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	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Gavilan View Middle School 6th-8th	\$1,875.00	
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	\$1,875.00	

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		\$1,875.00	
3	3.1	Enhanced Instructional Strategies and Interventions with a focus on Santa Rita Elementary and John Gutierrez Middle School	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Gutierrez Middle School and Santa Rita Elementary TK-8th	\$347,116.00	
3	3.2	Enhancing Academic Progress and Language Proficiency of ELL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.3	Enhancing English Learner Progress in ELA and Mathematics	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4.1	Enhancing Student Engagement and Achievement Through Advanced Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,401,691.00	
6	6.1	Delivering Rigorous Instruction and Enriching Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	
6	6.2	AVID (Advancement Via Individual Determination)	Yes	LEA-wide	English Learners Low Income	All Schools	\$78,732.00	
6	6.3	Ensuring Consistent Substitute Teachers for Continuous Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$945,218.00	
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	\$2,721,273.00	
7	7.1	Dashboard Red: Reducing Chronic Absenteeism through Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: La Joya	\$701,375.00	

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 Support (all/SPED/White students at New Republic Elementary, White students at La Joya Elementary, and Asian/White students district-wide)				Elementary, New Republic		
7	7.2	Enhancing Communication and Engagement with Diverse Families	Yes	LEA-wide	English Learners Low Income	All Schools	\$222,279.00	
7	7.3	Fostering Positive Behavior and School Climate for Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,063,880.00	
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	\$967,883.00	
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		\$455,411.00	
8	8.3	Cultivate a Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Low Income	All Schools	\$914,975.00	
9	9.1	Comprehensive Onboarding and Staff Retention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,389.00	
10	10.1	Comprehensive Anti-Bias, Equity, and Anti-Racism Training and Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$35,000.00	
10	10.2	Empowering Student Voices and Expanding Opportunities for Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	





# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,783,734.00	\$11,818,710.00

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	Providing all students access to fully credentialed teachers, instructional materials that align with state standards (full sufficiency in Williams).	Yes	\$692,668.00	151738.00
1	1.2	Ensure access to Curriculum, Instruction, Assessment, and Technology to all students and teachers	Yes	\$1,605,106.00	1298970.00
1	1.3	Provide safe and appropriate learning environments for students	Yes	\$2,288,781.00	1306504.00
1	1.4	Meet the individual needs of students through appropriate class size	Yes	\$2,588,358.00	2535594.00
2	2.1	Intervention and English Language Development	Yes	\$1,080,242.00	1020661.00
2	2.2	Appropriate differentiation of instruction based on student needs	Yes	\$961,682.00	1126952.00
2	2.3	Broad and engaging learning experiences	Yes	\$1,361,457.00	1553245.00
2	2.4	Providing additional technology based learning supports and access to CCSS	Yes	\$152,842.00	95,240.00
3	3.1	Parent Involvement and Engagement	Yes	\$326,367.00	458340.00
3	3.2	Site-based Parent Involvement	Yes	\$33,066.00	33913.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Reducing Chronic Attendance and Truancy	Yes	\$370,308.00	763595.00
4	4.1	Implement anti-bias, equity and anti-racism policies and practices by building school leaders, staff and parents/family capacity	Yes	\$69,663.00	1026.00
4	4.2	Implement Restorative Practices	Yes	\$295,234.00	218827.00
4	4.3	Create a positive learning community through the provision of mental health support and trauma informed practice	Yes	\$957,960.00	1254105.00

# 2023-24 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)
12014152.00	\$12,783,734.00	\$12,783,734.00	\$0.00	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	Providing all students access to fully credentialed teachers, instructional materials that align with state standards (full sufficiency in Williams).	Yes	\$692,668.00	\$599,809.00		
1	1.2	Ensure access to Curriculum, Instruction, Assessment, and Technology to all students and teachers	Yes	\$1,605,106.00	\$1,298,670.00		
1	1.3	Provide safe and appropriate learning environments for students	Yes	\$2,288,781.00	\$2,043,611.00		
1	1.4	Meet the individual needs of students through appropriate class size	Yes	\$2,588,358.00	\$2,535,594.00		
2	2.1	Intervention and English Language Development	Yes	\$1,080,242.00	\$1,020,661.00		
2	2.2	Appropriate differentiation of instruction based on student needs	Yes	\$961,682.00	\$1,126,951.00		
2	2.3	Broad and engaging learning experiences	Yes	\$1,361,457.00	\$1,553,245.00		
2	2.4	Providing additional technology based learning supports and access to CCSS	Yes	\$152,842.00	\$95,240.00		
3	3.1	Parent Involvement and Engagement	Yes	\$326,367.00	\$458,340.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Site-based Parent Involvement	Yes	\$33,066.00	\$33,913.00		
3	3.3	Reducing Chronic Attendance and Truancy	Yes	\$370,308.00	\$763,595.00		
4	4.1	Implement anti-bias, equity and anti-racism policies and practices by building school leaders, staff and parents/family capacity	Yes	\$69,663.00	\$1027.00		
4	4.2	Implement Restorative Practices	Yes	\$295,234.00	\$218,826.00		
4	4.3	Create a positive learning community through the provision of mental health support and trauma informed practice	Yes	\$957,960.00	\$1,034,252.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

## 2023-24 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)
\$32,798,153.00	12014152.00	0%	36.631%	\$12,783,734.00	0.000%	38.977%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

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.

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.
- 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.

### 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**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of 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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