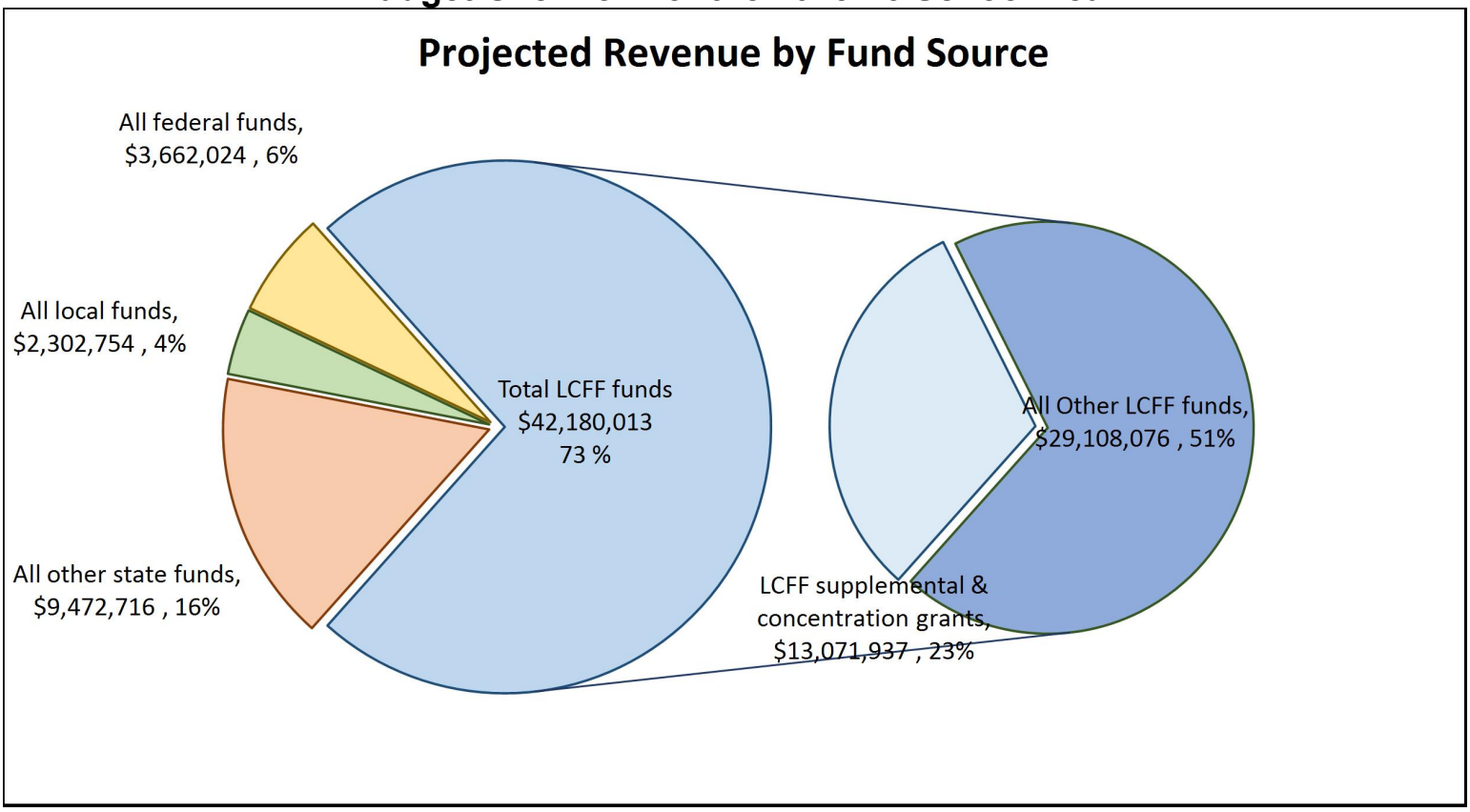
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reef Sunset Unified School District
CDS Code: 16-73932-0000000
School Year: 2025-26
LEA contact information:
Juan Ruiz
Superintendent
jruiz@rsusd.org
559-386-9083

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

Budget Overview for the 2025-26 School Year

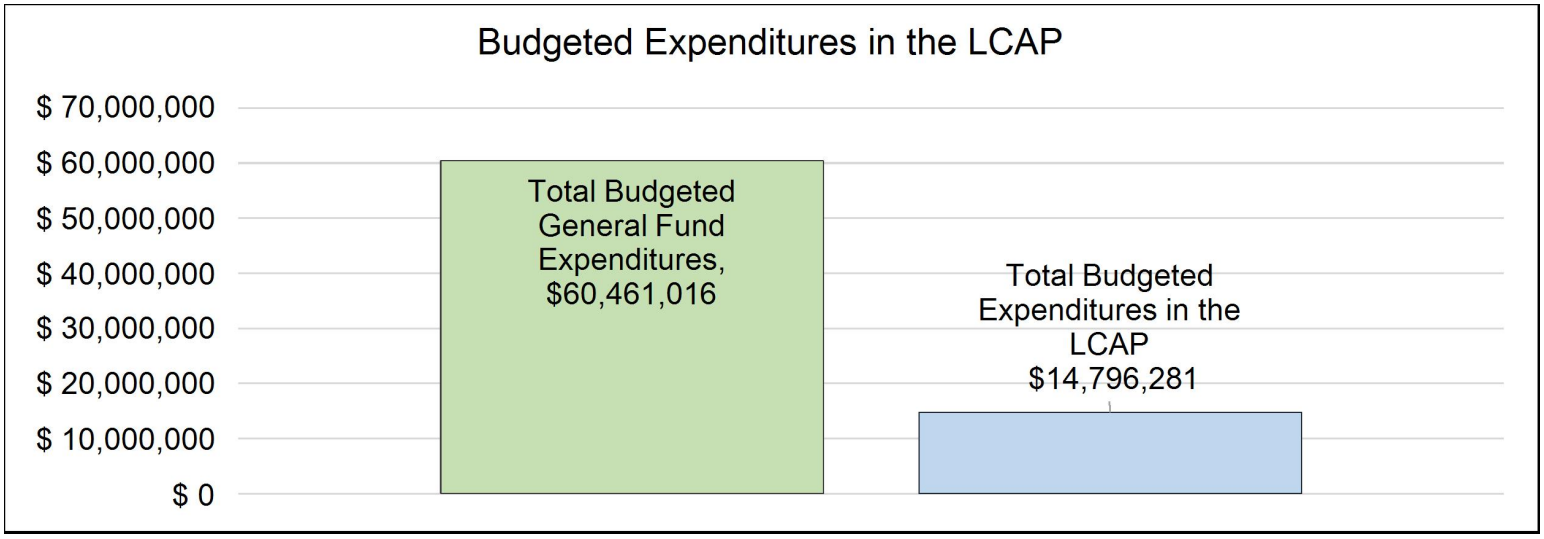


This chart shows the total general purpose revenue Reef Sunset Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reef Sunset Unified School District is $57,617,507, of which $42,180,013 is Local Control Funding Formula (LCFF), $9,472,716 is other state funds, $2,302,754 is local funds, and $3,662,024 is federal funds. Of the $42,180,013 in LCFF Funds, $13,071,937 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 Reef Sunset Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Reef Sunset Unified School District plans to spend $60,461,016 for the 2025-26 school year. Of that amount, $14,796,281 is tied to actions/services in the LCAP and $45,664,735 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

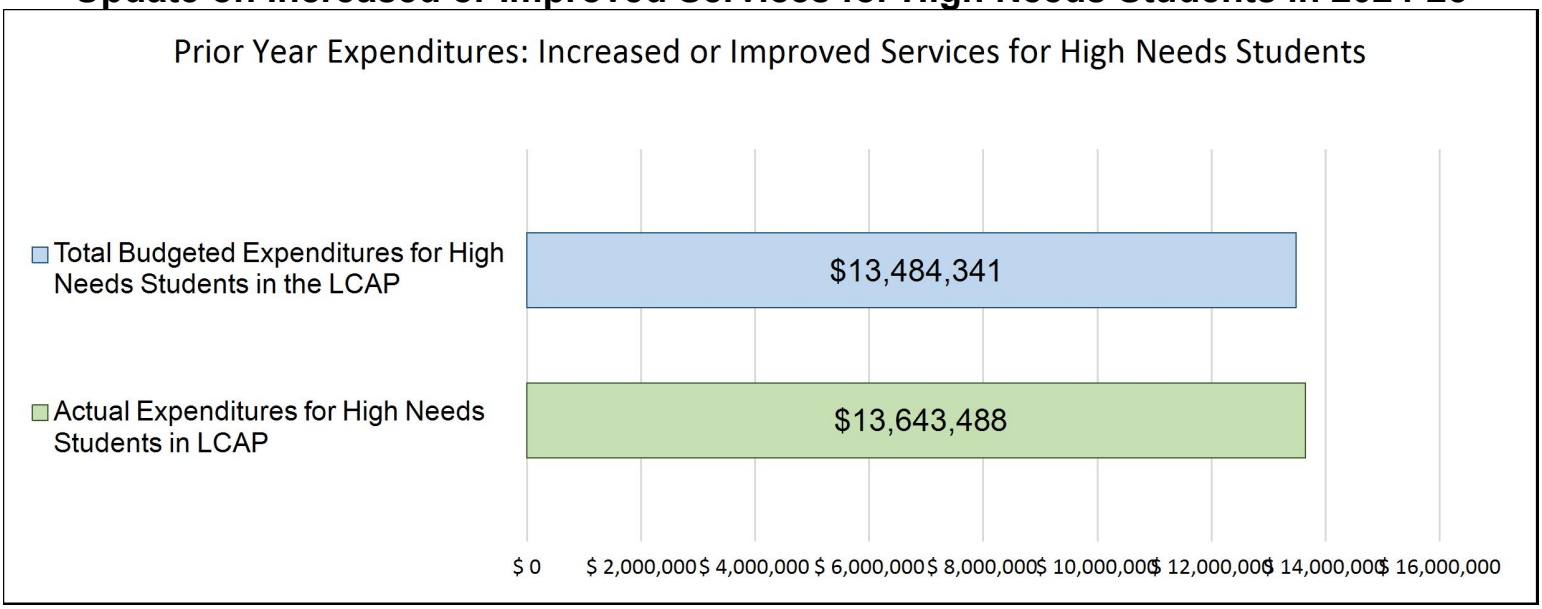
The General Fund includes expenditures that support district operations but are not specifically detailed in the LCAP. These may include routine maintenance and operations, utilities, administrative services, debt service, certain professional development activities, district-wide technology infrastructure, and other legally required costs not tied directly to LCAP goals. These expenditures ensure the effective functioning of the district and compliance with various state and federal requirements.

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

In 2025-26, Reef Sunset Unified School District is projecting it will receive $13,071,937 based on the enrollment of foster youth, English learner, and low-income students. Reef Sunset Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Reef Sunset Unified School District plans to spend $13,071,937 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Reef Sunset Unified School District's LCAP budgeted $13,484,341 for planned actions to increase or improve services for high needs students. Reef Sunset Unified School District actually spent $13,643,488 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Reef Sunset Unified School District	Juan Ruiz Superintendent	jruiz@rsusd.org 559-386-9083

Plan Summary [2025-26]

General Information

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

The Reef-Sunset Unified School District serves the communities of Avenal and Kettleman City located in the coastal foothills on the west side of the San Joaquin Valley. Agriculture is the main industry for both communities and the majority of the adult population are employed in the industry. The remaining population is employed by the school district, Avenal State Prison, and in the retail businesses serving both towns. The district enrollment mirrors the community with 97.26 % Hispanic, 52.09% English Learners and 95.7% Socioeconomically Disadvantaged. Reef Sunset Unified School District has one of the highest English Learner counts in Kings County; 20.1% RFEP and 18.9% Long Term English Learner.

Despite growth of the agricultural industry, poverty is high; approximately fifty percent of the population receives some form of public assistance. The seasonal nature of agricultural employment is responsible for unemployment rates that can climb as high as thirty-three percent during the off seasons. According to the EDD jobless numbers among youth average over fifty percent within the city. The district is classified as a “Provision Two” district under Federal Guidelines which means that the economic levels are low enough to support all student meals being provided at no cost—making the free/reduced lunch count in the district 100%. 95.7% of RSUSD students are considered low socio-economic status with the median household income being $29,302. The average household size is four and 28% of the families we serve are single parent households.
The district serves approximately 2674 students; enrollment has maintained over the last five years. These students attend one of the following eight schools:

- Avenal Elementary School (TK-5)

- Kettleman City Elementary School (TK-8)
- Tamarack Elementary School (TK-5)
- Reef Sunset Middle School (6-8)
- Avenal High School (9-12)
- Adelante Continuation High School
- Sunrise Continuation High School -Equity Multiplier Site
- Secondary Community Day School (7-12) - Equity Multiplier Site

The district employs 138 classroom teachers, 16 administrators, and 207 classified staff, the district generally hires 20 - 27 new teachers a year due to staff leaving or retiring.

RSUSD uses a Multi-Tiered System of Support Framework to address academic, social-emotional learning, and behavior. The framework is used to establish what students must learn, how we create a culture of caring, and how we identify the needs of our students and provide them with effective culturally relevant supports to determine the best system of support for the student. Each and every student in our community is valued, welcomed, given a voice and sense of belonging in a system of teaching and learning. Educational equity is a priority in our district and means that each child receives what they need to develop to their full academic and social potential and adults are committed to doing whatever it takes to achieve grade level standards. The RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional development activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high quality resources to meet students' needs and use assessments and data sources to monitor student learning. We strive to serve students as a whole focusing on academic services as well as social emotional services.

Reflections: Annual Performance

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

Based on a review of performance on the state and local indicators measured by the California Dashboard, local data, a review of our annual self assessment tools, a review of educational partner input, and a review of progress made towards LCAP goals, Reef-Sunset Unified School District is proud of areas of improvement:

LOCAL INDICATORS
RSUSD met standard for all 5 local indicators for 2024-25. The district has 81.5% fully credentialed teachers. In order to maintain and build on success, the district will continue to support New Teachers with mentoring and professional learning,

ENGLISH LEARNER PROGRESS
Based CA Dashboard English Learner Proficiency Indicator the district has successfully increased from 36.8% in 2022 to 37.2% in 2023, and 42.3% in 2024 of English Learners making progress toward English proficiency. In order to maintain and build on success, the district will continue to support English Language Development supports with supplemental instructional materials, targeted professional learning and

adding a Teacher on Special Assignment to focus on English Learners. The district will also continue to use Ellevation to progress monitor English Learners.
The following school site(s) in 2023 had received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): RSMS at 29.8% making progress. For 2024, RSMS is in the BLUE for ELPI: 58.1% making progress.

CONDITIONS AND CLIMATE - The District and the following school sites received the following performance on the California School Dashboard on the suspension indicator: RSUSD: Yellow; Avenal Elementary: Green; Avenal High School: Yellow; Kettleman City Elementary: Yellow; Reef Sunset Middle School: Yellow; and Tamarack Elementary: Yellow The student groups that earned the lowest performance (RED) in suspension in RSUSD as a District: White. The student groups that earned the lowest performance in suspension at any school site in the District, TES: Homeless and Socio Economically Disadvantaged.

An annual survey was administered to all staff, students, and parents. Based on the responses
1. 80.5% are Satisfied or Very Satisfied with the conditions of the school in terms of instructional materials, facilities and credentialed teachers.
2. 80.9% are Satisfied or Very Satisfied with the technology provided by the School District.
3. 70.2% are Satisfied or Very Satisfied with the efforts that the district makes to maintain and/or improve College Career Readiness services for students
4. 70.2% are Satisfied or Very Satisfied with the services provided for English Learners.
5. 71.1% of education partners are informed or very informed on issues, upcoming events and the school encourages them to become involved.
In order to maintain and build on success, the district will continue to support supplemental instructional materials and supplemental curriculum. The district will continue to providing technology staff and blended learning technology including internet access and replacement plan for devices. The district will also continue to provide facility maintenance, repair, and upgrades. In order to maintain and improve satisfaction with the level of instruction students receive, the district will continue to provide instructional aides, professional learning communities and English Language Learner supports.

Feedback was gathered throughout the year through advisory groups and teams. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that education partners feel our greatest areas of strength include:
1. Instructional materials, facilities and credentialed teachers
2.Technology integration and communication (keeping partners informed).
3. Community Schools addition of Wellness Specialist and overall increase of direct service providers at site level.

In order to maintain and build on success, the district will continue to support student services and supports including health service staff, counseling and mental health staff. The district will continue to support parent communication and parent education by providing the Family Engagement Coordinator and Family Engagement Center on AHS campus for families districtwide, including a satellite Family Engagement Center at Kettleman City Elementary

ACADEMIC Performance- 2022-23 ELPAC Data - The following school sites have received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): Reef-Sunset Middle School.

ACADEMIC Performance- 2023-24 ELPAC Data - The following school site(s) in 2023 had received the lowest performance (RED) in the English Learner Proficiency Indicator (ELPI): RSMS at 29.8% making progress. For 2024, RSMS is in the BLUE for ELPI: 58.1% making progress.

2022-23 CAASPP Data
The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in Mathematics are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

Math (Distance from Standard) District wide -124.1
Hispanic -124.2
White -113.7
Asian -154
EL -140
SED -126.4
SWD - 166.4
Homeless -125.5

In the area of ELA the following school sites have received the lowest performance (RED) in the Area of English Language Arts: Avenal Elementary, Avenal High School, Kettleman City, Reef Sunset Middle School, and Tamarack Elementary. The data below outlines student group performance by Distance from Standard for each student group. he student groups that earned the lowest performance in ELA are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities. The following student groups within a school site earned the lowest performance in ELA: Avenal Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged, SWD Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners, Hispanic, Socio-Economically Disadvantaged Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged

ELA (Distance from Standard) District wide -89.2
Hispanic -88.7
White -68.5
EL - 114.1
SED -91.5
SWD -139.3
Homeless -86.9

Academic Engagement- Chronic Absenteeism
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: (RED)

Student group performance in RED: Foster Youth
In the area of Chronic Absenteeism the following school sites have
received the lowest performance: (RED) Avenal Elementary,
The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic Absenteeism: Hispanic

In the area of Suspension for student groups, Reef-Sunset Unified School District earned the lowest performance (RED) for E.L., Foster Youth, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, and White student groups.
In the area of Suspension for school sites, Avenal Elementary School, Avenal High School, Kettleman City Elementary School, Reef Sunset Middle School, and Tamarack Elementary School received the lowest performance (RED)
In the area of Suspension for school site student groups, Avenal Elementary School earned the lowest performance (RED) for E.L., Students with Disabilities, Hispanic, and Socio-Economically Disadvantaged student groups.
In the area of Suspension for school site student groups, Avenal High School earned the lowest performance (RED) for E.L., Hispanic, Socio-Economically Disadvantages, and Students with Disabilities student groups.
In the area of Suspension for school site student groups, Kettleman City Elementary School earned the lowest performance (RED) for E.L., Hispanic, and Socio-Economically Disadvantaged student groups.
In the area of Suspension for school site student groups, Reef Sunset Middle School earned the lowest performance (RED) for E.L, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities student groups.
In the area of Suspension for school site student groups, Tamarack Elementary School earned the lowest performance (RED) for E.L., Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities student groups.

2023-24 CAASPP Data
RSUSD received the lowest performance (RED) in the area of Mathematics and the student groups that earned the lowest performance (RED) in Mathematics at the District level are: Hispanic, Homeless, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTELS). The following school sites scored the lowest performance (RED) in Mathematics: AHS; KCES; and RSMS. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged; Kettleman City Elementary: English Learner, Hispanic, Socio-Economically Disadvantage; Reef Sunset Middle School: English Learners, Hispanic, Long Term English Learners (LTEL), Socio-Economically Disadvantage, and Students with Disabilities.

Math (Distance from Standard) District wide -130.1
Hispanic -130.1
EL -138.8
SED -131.5
SWD - 185
Homeless -162.7
Long Term English Learners(LTEL): -181.9

AHS
ALL -167.1

EL - -203.1
Hispanic -167
SED -168.2

KCES
ALL - 116.4
EL - 129.2
Hispanic -167
SED - 117.7

RSMS
ALL - 149
EL -171.8
Hispanic -149
LTEL -182.9
SED -151.2
SWD - 208.3

RSUSD received the lowest performance (RED) in the Area of English Language Arts and the student groups that earned the lowest performance (RED) in ELA at the District level are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities. The following school sites scored the lowest performance (RED) in ELA: AES; AHS; and RSMS. The following student groups within a school site earned the lowest performance (RED) in ELA: Avenal Elementary: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Long Term English Learners (LTEL), and Socio-Economically Disadvantaged; Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantage and Students with Disabilities.

ELA (Distance from Standard) District wide -90.1
Hispanic -90.1
SED -91.4
SWD -156
Homeless -119.6

AES
ALL -94.1
Hispanic: -95.8
EL -95.1
SED - 94.7
SWD - 151.7

AHS
ALL -61.9

Hispanic -63.2
EL -130.6
LTEL -123.9
SED -64.2

RSMS
ALL -94.9
Hispanic -94.3
SED -97.2
SWD-154.9

2024-25 End of Year STAR Data:
Using local data to progress monitor growth, unfortunately in Early Literacy, RSUSD saw a slight decrease in Student Growth Percentile:
STAR Early Literacy local data demonstrates that 44.5% met the goal of typical growth (Student Growth Percentile) in May 2025 compared to 51.5 % in May of 2024.
STAR Reading local data demonstrates students increase year over year, as 64.6% met 'the goal of typical growth (Student Growth Percentile) in May 2025, compared to 58.2% in May of 2024.
STAR Math local data demonstrates students increased year over year, as 58% met 'the goal of typical growth (Student Growth Percentile) in May 2025, compared to 55.1% in May of 2024.
The percentage of students scoring proficient on STAR Early Literacy increased from 37.1% in 2023 to 41.4% in 2024, but decreased to 38.3% in 2025.
In order to maintain and and build upon success, the district will continue to provided targeted professional learning in the areas of literacy and standards-based instruction.

Academic Engagement- Chronic Absenteeism
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the lowest performance: YELLOW
Student group performance in RED: Foster Youth and Homeless.

In the area of Chronic Absenteeism the following school sites have
received the lowest performance: (RED) Avenal Elementary,
The following student groups within the school site: Avenal Elementary, earned the lowest performance (RED) in the area of Chronic Absenteeism: Hispanic

Through annual surveys and Educational partner input RSUSD has identified the following areas of need:
1) Additional instructional support for students who are significantly below grade level; parents and staff indicated the need for intervention and additional aides to support students
2) Academic supports for English language learners in the area of English language development. Parents and staff provided qualitative feedback through surveys and meetings indicating a need for continued support in this area.

3) Professional Learning certificated and classified surveys were administered to certificated and classified staff. Certificated staff indicated a desire for additional professional learning in Literacy, Math, and English Language Development . Designated ELD strategies and how to support Newcomers were also indicated as desired professional learning needs. Certificated staff has also indicated that additional support using Renaissance, Aeries and Google as priorities. Certificated staff responses indicated the would prefer Community of Practice format or mini-PD series offered throughout a semester. Classified staff surveys indicate Computer skills and conflict management as the main topics of interest. Instructional aides have indicated the need for Positive Behavior and Intervention Support as well as tiered interventions and strategies.

ACTION STEPS
The district plans to continue to address these needs through the RSUSD Instructional Model Matrix and full implementation of Multi- Tiered System of Support. RSUSD Standards-based Instructional Model is to support educators through district initiatives and professional learning activities to increase the academic achievement of all students, provide curriculum aligned to the content standards, select high quality instructional resources to meet students' needs and use assessments/data sources to monitor student learning. Our district academic focus will continue to be on Early Literacy, English Language Development, and Numeracy. Priority instruction content in ELA/Literacy and Mathematics will be guided by recommendations in work from Renaissance and Achievement Team data process. Teachers will make strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from Renaissance Focus Skills. District pacing guides will be used to support the scope and sequence of our district adopted core curriculum. The guides include focus standards which teachers will use to guide their instruction towards attaining mastery. Assessment data including formative assessments, feedback, grading, and report cards will help us determine how prepared and how well our students are learning content. The District has added 4 TOSA (Teacher on Special Assignment) Literacy Reading Specialists using the LCRSET Grant (Literacy Coach - Reading Specialist Grant) to help students close reading gaps and to read at grade level in the elementary schools. This year we will use LREBG funds in Goal 1, Action 5 (Supplemental ELA Instructional Support) to add ((1) FTE) TOSA Reading Specialist and ((3) 6-hour) Instructional Aides to work in the 6th - 8th grade reading recovery labs. The LREBG funs, as specified in (E.C.) Section 32526 (c)(2), will be use to accelerate learning gaps. in small group learning environments provided by Certificated and Classified staff. The use of LREBG funds for reading recovery follows the data from the District needs assessment, which shows a large group of middle school age students reading at multiple years below grade level. The District will use the University of Florida Research Literacy Institute (UFLI) Reading Intervention Curriculum at the K-5 level and the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Literacy Intervention System at the 6-8 grade level. The University of Florida Literacy Institute (UFLI) is deeply rooted in the science of reading, which refers to the body of research on how we learn to read. This research, including studies in education, linguistics, cognitive psychology, and neuroscience, forms the foundation for UFLI's work. UFLI's programs, particularly UFLI Foundations, are designed to be explicit, systematic, and provide ample opportunities for students to respond, as these are key characteristics of effective reading instruction according to the science of reading. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) SIPPS uses an evidence-based, structured literacy approach to reading intervention, focusing on building foundational reading skills. The program's evidence-based strategies include explicit instruction in phonological awareness, phonics, and high-frequency words, along with differentiated small-group instruction and regular mastery tests.

To support our district initiatives for the year, professional learning will focus on best practices to ensure our students are provided a rigorous and effective learning experience, while meeting their social emotional well being. The district has established the College and Career Readiness Team to develop Robust High Quality CTE Pathways that prepare students for high skills, high wage jobs that can be accessed through pathway completion or post secondary degrees/certificates. The District established the Literacy Coaches and Reading Specialists

Grant (LCRSET) Team working to ensure students are reading on grade level. We believe providing a strong early literacy foundation leads to future academic success. By the end of this collaboration, Reef-Sunset will have a student-centered system in place to produce confident, fluent readers and writers. District approved curriculum aligned to the state standards and instructional learning tools and materials will guide good first instruction. Professional learning and resources specific to technical support for staff, students, and parents will be included in our Professional Learning Calendar for the year. Professional learning topics will be included for administration, teachers, paraprofessionals, and parents. Professional learning will include: Advanced Collaborative Solutions for continued work with our Achievement - PLC Teams, implementation, mentoring, and coaching of teachers and administrators; Fresno County Superintendent of Schools for ELA and Math Planning with Teachers and Coaching and Mentoring of Teachers and Administrators; and Kings County Office of Education for ELA, Math, and ELL professional development for teachers and administrators.

Reflections: Technical Assistance

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

In 2024-25, RSUSD engaged in Differentiated Assistance with the Kings County Office of Education to investigate causal factors for low academic performance, chronic absenteeism, and pupil suspension rates. The DA team consisting of KCOE staff, site administrators, and district administrators have addressed the following needs:

Reef-Sunset USD is eligible for Differentiated Assistance based on 2023-24 CA Dashboard:
* All Students- ELA, Math, Suspensions
* Students with Disabilities- ELA & Suspensions
* English Learners- ELA, Math, Suspensions
* Hispanic- ELA, Math, Suspensions
* Homeless- ELA, Math, Suspensions
* Socioeconomically Disadvantaged- ELA, Math, Suspensions
* Foster- Suspensions & Chronic Absenteeism

Priority 4: Pupil Achievement:
The student groups at the District level that earned the lowest performance in Mathematics (RED) are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTEL).
The school sites that earned the lowest performance in Mathematics (RED) are Avenal High School and Reef Sunset Middle School.
The following student groups within a school site earned the lowest performance (RED) in Math:
Avenal Elementary: Socio-Economically Disadvantaged and Students with Disabilities
Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged
Kettleman City: English Learners, Hispanic, and Socio-Economically Disadvantaged
Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities

The student groups at the District level that earned the lowest performance in English Language Arts (ELA) (RED) are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities.

The school sites that earned the lowest performance in English Language Arts (ELA) (RED) are Avenal Elementary, Avenal High School and Reef Sunset Middle School.
The following student groups within a school site earned the lowest performance (RED) in ELA:
Avenal Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities
Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged and Long Term English Learners (LTEL).
Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantaged and Students with Disabilities

Priority 5: Academic Engagement:
In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received the performance of: (Yellow)
The student groups at the District level that earned the lowest performance (RED) for Chronic Absenteeism are: Foster Youth and Homeless.
In the area of Chronic Absenteeism no school sites have received the lowest performance: (RED)

Priority 6: Conditions and Climate:
In the area of Suspensions, the Reef-Sunset Unified School District earned the performance of (Yellow)
The student group at the District level that earned the lowest performance (RED) for suspensions are: White.
In the area of Suspensions, no school sites have received the lowest performance: (RED).

Through an in-depth data analysis the following were determined: Notice and Wonder Protocol
Notice
-Chronic Absenteeism decreased across the district for all student groups except for Foster Youth and Homeless.
-Suspension Rates decreased across the district for all student groups except for White.
-SWD is the lowest performing student group in Academic Performance
-ELA and Math are Red for the same student groups: Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities. Additionally, English Learners and Long Term English Learners (LTEL) are RED in Math.
-Chronic Absenteeism decreased across the board, however Foster Youth and Homeless have the highest rate of Chronic Absenteeism in the district and their rate increased.
-Suspension decreased across all student groups with White having the highest suspension rates in the district and their rate increased.
-SWD are the furthest DFS in academic achievement.

Survey data uncovered some key takeaways from students:
Grades 3-5: Academic pressure dominates students' perceived challenge, especially reading, math, and overall school performance. Family related emotional stress is a significant factor, particularly concerning separation, loss, or conflict. Social dynamics (friendships, acceptance, and peer conflict) are emerging as strong themes, especially in upper elementary. A smaller group of students is expressing mental health struggles, including anxiety and fear. Students ranked highest in classroom effort and Social Awareness. In grade 3-5, 69% of them responded favorably for classroom effort and 57% of them responded favorably to Social Awareness (how well students consider the perspectives of others and empathize with them).
Students ranked lowest in Emotion Regulation with only 44% responding favorably. This measured how well students regulate their emotions.

Grades 6-12: Students report school and academic pressure, the most dominant theme across the responses is school-related stress. Across the wide range of responses, the hardest things for many students revolve around academic demands and school life, compounded by time management struggles, emotional stress, social difficulties, family hardships, and language barriers. While some students feel resilient or do not perceive anything particularly hard at the moment, the majority reveal a complex interplay of pressures that impact their mental health, motivation, and overall well-being. In grades 6-12, 54% of them responded favorably for classroom effort and 57% of them responded favorably to challenging feelings and perseverance. Students ranked lowest in Emotion Regulation with only 38% responding favorably.

Based on those collaborative conversations, the team identified the following next steps:
Expand academic support: Tutoring, homework help, and tailored instruction, especially for English learners.
Increase mental health services: Counseling, SEL programs, to support emotional well-being.
Boost family engagement: Multilingual workshops, translation services, and partnerships with community resources.
Enhance language acquisition: Stronger EL programs and teacher training for supporting English learners.
Teach time management: Workshops and tools to help students organize and balance schoolwork and activities.
Promote health and wellness: Support for physical health challenges and campaigns on healthy routines.
Foster positive school climate: Anti-bullying efforts, inclusive activities, and student voice initiatives.
Support career readiness: Counseling and workshops to motivate and prepare students for post-high school plans.

RSUSD is in DA based on the following areas:Homeless ELA, Homeless Math, and Homeless Chronic Absenteeism. In response to this, the district administration is changing beginning of the year protocols to ensure early identification, and close monitoring throughout the year. MTSS work is also completed at the district and site level to develop and sustain intervention, alternatives to suspensions, and re-entry support plans for students struggling in behavior, or emotional regulation.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The Superintendent has met with teachers to gather information to help support the writing of the LCAP, union leaders and the superintendent meeting on a regular basis to discuss current issues, and hot topics. This is done through climate meetings. Learning Services has also held meetings throughout the year to engage with teachers on curriculum, instruction, literacy walks, and professional development trainings and planning. These meetings have allowed for reflection and documentation for teacher input towards the writing and development of the LCAP. Teachers are also given the opportunity to provide input on professional learning needs through surveys prior to the selection of PD provided by learning services/district office. In addition, teachers participate in the LCAP needs assessment survey for the district that allows for input on services, programs, and facility needs to include just a few. Goal 1- curriculum and professional development goal 2- safety, and mental health and facilities.
Principals- administrators (DLT)	The site principals and district administrators had various collaborative meetings throughout the year to discuss the LCAP, the data, metrics, goals, actions, etc. The team then provided input based on those reflections on what changes needs to be made to the document. They were very active in the planning phases of writing process. RSUSD also worked with Kings County Office of Education to assist in the LCAP review and development process. This group had a large influence in the consolidation of goals and actions that seemed repetitive and the development of appropriate metrics that

Educational Partner(s)	Process for Engagement
	measured progress more effectively. In looking at the District Needs Assessment data, the Principals urged that a reading intervention system be developed at the Middle School grade levels with a TOSA Reading Intervention Specialist and Classified Reading Intervention Aides. The District will use LREBG funds, as this is an allowable expense under the Learning Recovery Educational Block Grant and will be in Goal 1, Action 5 (Supplemental ELA Instructional Support).
Parents	Parents have become a very active group in the LCAP development process. They provide input throughout the year through parent education classes that support parents in how to understand and participate in the educational realm. . SSC, ELAC, DELAC, DAC, Community School Steering Committee, and other parent groups were given the opportunity to provide specific input. This group influenced most if not all of the goals and actions surrounding student safety and English Learners
School Personnel	School personnel is encouraged to participate in the needs assessment survey. They also have bargaining unit representation that hold regular meetings and discusses their immediate needs and/or concerns as it relates to LCAP and partner input. This group had a large influence on goal 2- safety, and professional development.
Local Bargaining Units	Local bargaining units have regular "climate meetings" with the superintendent. They are able to voice the concerns of their members throughout the year in an effective manner to resolve issues as they are occurring. These meetings are goal oriented and collaborative in nature, improving communication. Unit leaders/Reps are also given the opportunity to respond in writing to provide input to the LCAP once a district representative reviews the most current data and LCAP information with them. This group had a large influence on goal 2- safety, mental health, and professional development.
Student Advisory	Student leaders from secondary sites are invited to provide input by participating in the district advisory committee meetings. The students are also given a voice through the ASB (1 year renewable term), SSC, and other participation opportunities. Students are also given the needs assessment survey. This group had a large influence on Goal 2- Mental health, Special Ed, and safety.

Educational Partner(s)	Process for Engagement
Equity Multiplier Sites- Sunrise High School and Secondary Community Day School	Site administrator input and research based inquiry process. Site SSC notes and discussions were used to identify site needs as well as data collection and analysis via the achievement teams process were used to develop goals and plan accordingly. Finally, students were also given a voice via one on one conversations and surveys. This group had a large influence on Goal 3: counseling services, and professional development.
Parent Advisory Committee	The Parent Advisory Committee met with the Chief Officer of Learning Services, district personnel, parents/legal guardians of students with disabilities, and other educational partners to provide input throughout the school year. The committee expressed concern regarding school safety particularly in the secondary grades, transportation services within the school day and for extra curricular actives, and faculties. The committee also expressed the need for more training to teachers regarding students with special needs and how to offer support even in the general education setting. PAC meetings were held three times a year.
SELPA	The director of educational services participated in all SELPA meetings where she served as an advocate for the district. County SELPA input influenced the amount of support, training, and PD planned for special education teachers as well as for general education teachers on SPED topics. They recommended an increase of mentorship support, consultation services and PD.

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

Parent and educational partner input has always been gathered in the typical ways such as parent teacher conferences, scheduled LCAP meetings, DELAC/DAC meetings, School Site Council meetings, etc. This year the district entered its first year of community school's implementation after being awarded the community schools grant, districtwide. This created the development of a steering committee that includes educational partners from each site including teachers, staff, administration, parents, students, and other partner agencies. Through the steering committee we were able to attain qualitative data regarding site and district needs. we used an asset-based model to then determine the best ways to address those needs in a quick and efficient manner. Some of this data is not reflected through the LCAP reported metrics.
Despite some changes in the overall gathering of partner input, we continued to collect quantitative data in order to accurately measure previous decided on metrics. Some input gathering strategies included but is not limited to:
Needs assessment survey.
Professional development survey

Empathy interviews
Board listening tours
School site council meetings
DELAC/DAC meetings
Community schools steering committee

In order to increase parent communication efforts, we have also worked hard at promoting Parent-Square district wide. Although the app itself is not something new to the district by any means, this year we really focused on helping our parents set it up and we promoted the features at our school events, city events, and as often as possible.

Educational partners are most satisfied with areas in goal two which include technology, EL services, and extracurricular activities/sports. The lower percentages of satisfaction revolved around students safety, Special Education, and student connectedness. In addition, anecdotal data includes concerns on increase of student behaviors, special education services, safety, often related to facilities or protocols. Other common concerns noted pertained to school lunch/food services. Based on the input provided by our educational partners, RSUSD will be addressing these areas of concern as follows:

Goal 2 Action 1: RSUSD will continue to provide internal supports such as nursing and sped staff, supplemental materials, PBIS aides, and supplemental services and support for student well being. This will increase the sense of connectedness and safety within our schools to promote higher attendance, reduce suspensions, and increase student engagement overall. RSUSD will also be implementing the CIM action plan in order to improve suspension rates particularly for SWD.
Goal 2 Action 2: Safety and support through our school resource officers and campus safety liaisons students will feel safer on campus and be less likely commit suspendable offenses such as fighting or substance abuse on campus. In addition, Student Services department will assist in alternative to suspension training and pre intervention protocols.
Goal 2 Action 3: Enhance parental involvement within the school district through year-round parent educational courses, fostering collaboration between parents and the school system to reinforce shared educational standards and societal norms, thereby supporting student success.
By providing parents of students with disabilities the resources needed to help their students become successful, academically, social emotionally, and behaviorally through resource fairs. This will help improve student behaviors within these populations.
Goal 2 Action 4: By focusing on increasing student attendance, decreasing chronic absenteeism, and decreasing dropout rates in middle and high school. This will be done by taking preventative measures with high need students, Foster and homeless youth, and Hispanic student at Avenal Elementary School. The district and sites will also be providing early interventions by ongoing monitoring of student attendance. Sites will identify students early in order to intervene by providing resources, doing home visits, and parental communication. Schools will also be providing incentives at all tiers to ensure students maintain a high level of engagement. In order to increase on graduation rate; RSUSD will initiate instructional strategies districtwide that will increase student engagement, students will also be provided resources to plan for high school completion. Sites developed attendance teams that work with or beside the COST teams to allocate services for students in need.

At LCAP Parent and Community Engagement meetings, the District shared the information on LCAP funding, latest scores and challenges, opportunities for input, and community schools. the Equity Multiplier qualifications required by the State of California: was also reviewed at

is a program providing additional funds to school-sites meeting non-stability and socioeconomically disadvantaged student thresholds in the prior year. Considered a separate state funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are used to implement evidence-based services and supports for students at eligible school-sites and address student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the California School Dashboard." The District worked with parents, staff, administrators and community members to create the Goal 3, Equity Multiplier Goal, "By June 2027, Students at Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, will receive supplemental evidence-based services and supports that meet the needs of learners and lead to improved services and lead to improved outcomes. Another source of "Other State Funds" allocated outside of LCFF, is the LREBG (Learning Recovery Emergency Block Grant.). The LREBG funds are meant to support students in recovering from the academic and emotional effects of the COVID pandemic. Based on Parent and Community Engagement meetings and feedback from staff, RSUSD will use a portion of the LREBG funds to hire a Teacher on Special Assignment (TOSA) as a Literacy Reading Specialist and three Classified Literacy Specialist Instructional Aides. These positions will be placed in Goal 1, Action 5, (Supplemental ELA Instructional Support) to work in the 6th - 8th grade reading recovery labs. The LREBG funds, as specified in (E.C.) Section 32526 (c)(2), will be used to accelerate learning gaps in small group learning environments provided by Certificated and Classified staff. The use of LREBG funds for reading recovery follows the data from the District needs assessment showing a large group of 6th - 8th grader students reading at multiple years below grade level.

The adopted LCAP was influenced by the feedback provided by educational partners (review)
Teachers-
Goal 1: Action 1.1 - Academic supports and curriculum
Goal 2: Action 2.2 Safety and Support
Action 2.5 MTSS
Principals/Admin-
Goals 1 and 2, restructure and consolidation of actions.
Data review and analysis as it relates to metrics.
Selection of metrics for progress monitoring.
Parents-
Goal 1: Action 1.2 English Learner Support
Action 1.3 Enrichment
Goal 2: Action 2.2 Safety and Support
Action 2.3 Family communication and education
Classified Staff-
Goal 2 Action 2.1 Supplemental services and support for student well being
Action 2.2 safety and support
Bargaining Units-
Goal 2 Action 2.2 Safety and support
Action 2.5 MTSS
Students-
Goal 2 Action 2.2 Safety and Support
Action 2.5 MTSS

Equity Multiplier sites-
Goal 3 Action 3.1 academic counseling support
Action 3.2 supplemental curriculum
Action 3.3 professional development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners input, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and a safe and clean environment maximizes student learning.

The 2024 English language arts (ELA) CAASPP results showed the students percentage of met or exceeded standard increased from 46.66% in 2023 to 47.04% in 2024. The (ELA) CAASPP results showed the students distance from standard increased from 89.2 in 2023 to 90.1 in 2024. The CA Dashboard indicates a Very Low status for ELA for all students and all student groups.
2023-24: ELA (Distance from Standard) District wide -90.1
Hispanic -90.1
White -74.9
EL - 107.7
SED -91.4
SWD -156
Homeless -119.6
LTEL - 120.6

The 2024 math CAASPP results showed the students percentage of met or exceeded standard increased from 34.62% in 2023 to 35.54% in 2024. The (Math) CAASPP results showed the students distance from standard increased from 124.1 in 2023 to 130.1 in 2024. The CA Dashboard indicates a Very Low status for math for all students and a Low status for students and all student groups.
2023-24: Math (Distance from Standard) District wide -130.1
Hispanic -162.7
White -144.2
EL -138.8

SED -131.5
SWD - 185
Homeless -162.7
LTEL: 181.9

The district's goal is to increase the performance of all students on CAASPP ELA and math assessments by 6% annually. Of particular concern is the performance of our English learners (ELs) and our students with disabilities. Only 10.29% of ELs met or exceeded grade-level standards in ELA and 10.25% of ELs met or exceeded grade-level standards in math. Additionally, only 15.83% of students with disabilities met or exceeded grade-level standards in ELA and only 12.54% of students with disabilities met or exceeded grade-level standards in math.

Goal 1 is a broad goal focused on improving performance across the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Data Source: SARC	2023-24 100% of teachers appropriately assigned 82.5% of teachers fully credentialed	2024-25 100% of teachers appropriately assigned 77% of teachers fully credentialed		100% of teachers appropriately assigned. 90% of teachers fully credentialed.	No difference on percent of teachers appropriately assigned. 5.5% difference on teachers fully credentialed.
1.2	Priority 1: Every student in the school district has sufficient access to the standards-aligned instructional materials. Data Source: Annual Instructional Materials of Sufficiency Certification	2023-24 100% of students have access to standards-aligned instructional materials.	2024-25 100% of students have access to standards aligned instructional materials.		100% of students have access to standards-aligned instructional materials.	No difference on percentage of students having access to aligned instructional materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Priority 2: Implementation of state board adopted academic content and performance standards for all students. Data Source: STAR Early Literacy, Reading, & Math	2023-24 STAR Early Literacy 55.4% met the goal of typical growth (SGP-Student Growth Percentile) STAR Reading 55.1% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 55.7% met the goal of typical growth (SGP-Student Growth Percentile)	2024-25 STAR Early Literacy 44.5% met the goal of typical growth (SGP - Student Growth Percentile) STAR Reading 64.6% met the goal of typical growth (SGP - Student Growth Percentile) STAR Math 58% met the goal of typical growth (SGP - Student Growth Percentile)		STAR Early Literacy 65% met the goal of typical growth (SGP-Student Growth Percentile) STAR Reading 75% met the goal of typical growth (SGP-Student Growth Percentile) STAR Math 70% met the goal of typical growth (SGP-Student Growth Percentile)	10.9 % decrease meeting the goal of typical growth SGP - Student Growth Percentile in Early Literacy 9.5% increase meeting the goal of typical growth SGP - Student Growth Percentile in Reading 2.3% increase meeting the goal of typical growth SGP - Student Growth Percentile in Math
1.4	Priority 2: How the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: ELPI	2022-23 37.2% of English learners were making progress towards English proficiency. Baseline data for Long Term English learners (LTELs) making progress towards English proficiency will be added in Year 1 Outcome. RSMS 28.5% of English learners were making	2023-24 42.3% of English learners were making progress towards English proficiency. 51.6% of Long Term English learners (LTELs) making progress towards English proficiency. RSMS 58.1% of English learners were making		45% of English learners will make progress towards English proficiency. 45% of Long Term English learners were making progress towards English proficiency. RSMS 33% of English learners were making progress towards	5.1% increase in English Learners making progress towards English proficiency. 51.6% of Long Term English learners (LTELs) are making progress towards English proficiency. No difference as this is our baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		progress towards English proficiency.	progress towards English proficiency.		English proficiency.	29.6% increase in English Learners at RSMS are making progress towards English proficiency.
1.5	Priority 4: Student performance on statewide standardized assessments (Note: includes CAASPP & CAA) Data Source: CAASPP Test Results	2022-23 ELA CAASPP-Distance From Standard (DFS) All Students -89.2 SWD -139.3 SED -91.5 EL -114.1 Hispanic -88.7 White -68.5 Homeless -86.6 1) Avenal Elementary All Students -82.4 SWD 3-138.1 SED -86.9 English Learner -93.6 Hispanic -81.5 2) Avenal High School All Students -155.45 SED -54.1 English Learner -103.8 Hispanic -54.9 3) Kettleman City Elementary All Students -73 English Learner -119.6 Hispanic -121.3	2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1 SWD -156 SED -91.4 EL -107.7 Hispanic -90.1 White - 74.9 Homeless -119.6 LTELS - 120.6 1) Avenal Elementary All Students -94.1 SWD -151.7 SED -94.7 English Learner -95.1 Hispanic -95.8 2) Avenal High School All Students -61.9 SED -130.6 English Learner -130.6 Hispanic -63.2		ELA CAASPP-Distance From Standard (DFS) All Students -79.2 SWD -129.3 SED -81.5 EL -104.1 Hispanic -78.7 White -58.5 Homeless -76.6 LTELS - 120.6 1) Avenal Elementary All Students -72.4 SWD -128.1 SED -76.9 English Learner -83.6 Hispanic -71.5 2) Avenal High School All Students -144.45 SED -44.1 English Learner -93.8	2023-24 ELA CAASPP Distance From Standard (DFS) All Students decreased -0.9 further distance from standard SWD decreased -16.7 further distance from standard SED increased +0.1 from distance from standard EL increased +6.4 from distance from standard Hispanic decreased -1.4 further distance from standard White decreased -6.4 further distance from standard Homeless decreased -33

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED -124.7 4) Reef-Sunset Middle All Students -95.1 SED -95.2 English Learner -133.8 Hispanic -93.5 5) Tamarack All Students -120.9 SED -124.7 English Learner -119.6 Hispanic -121.3 Math CAASPP- Students scored standard met or exceeded All Students -124.1 SWD -166.4 SED -126.4 English Learner -140 Hispanic -124.1 White -113.7 Homeless -125.5 1) Avenal Elementary All Students -82.8 SWD -138.1 2) Avenal High School All Students -155.4 SED -153.5 English Learner -201.7 Hispanic -154.8	LTEL -123.9 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 Hispanic -60.7 SED -61.5 4) Reef-Sunset Middle All Student -94.9 SED -97.2 English Learner -121.4 Hispanic -94.3 5) Tamarack All Students -113.6 SED -107.7 English Learner -112.8 Hispanic -113 Math CAASPP - Distance from Standard (DFS) All Students -130.1 SWD -185 SED -131.5 English Learner -138.8 Hispanic -130 White -144.2 Homeless -162.7		Hispanic -44.9 LTEL -123.9 3) Kettleman City Elementary All Students -63 English Learner -109.6 Hispanic -111.3 SED -114.7 LTEL -80.9 4) Reef-Sunset Middle All Students -85.1 SED -85.2 English Learner -123.8 Hispanic -83.5 LTEL -125.1 5) Tamarack All Students -110.9 SED -114.7 English Learner -109.6 Hispanic -111.3 Math CAASPP- Students scored standard met or exceeded All Students -114.1 SWD -156.4	further distance from standard LTELS - baseline established in 2023-24 1) Avenal Elementary All Students decreased -11.7 further distance from standard SWD decreased -13.6 further distance from standard SED decreased -7.8 further distance from standard English Learner decrease -1.5 further distance from standard Hispanic decreased -14.3 further distance from standard 2) Avenal High School All Students increased +93.55 from distance from standard SED decreased -76.5 further

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3) Kettleman City Elementary All Students -109.2 English Learner -131.1 4) Reef-Sunset Middle All Students -141.5 SED -142.2 English Learner -171.8 Hispanic -141.1 SWD -189.3 5) Tamarack All Students -119.4 SED -124.3 English Learner -199.4 Hispanic -120.7 CAA ELA 15.76% met or exceeded standard CAA Math 8.86% met or exceeded standard	LTEL -181.9 1) Avenal Elementary All Students -93.9 SWD -151.5 2) Avenal High School All Students:-167.1 SED -168.2 English Learner -203.1 Hispanic -167 LTEL - 192.3 3) Kettleman City Elementary All Students -116.4 English Learner -129.2 4) Reef-Sunset Middle All Students -149.2 SED -151.2 English Learner -171.8 Hispanic -149 SWD -208.3 LTEL -182.9 5) Tamarack All Students -115.1 SED -115.3		SED -116.4 English Learner -130 Hispanic -114.1 White -103.7 Homeless -115.5 LTEL-181.9 1) Avenal Elementary All Students -72.8 SWD -128.1 2) Avenal High School All Students -145.4 SED -143.5 English Learner -191.7 Hispanic -144.8 LTEL-192.3 3) Kettleman City Elementary All Students -99.2 English Learner -121.1 LTEL -157.8 4) Reef-Sunset Middle All Students -131.5 SED -132.2 English Learner -161.8 Hispanic -131.1 SWD -179.3	distance from standard English Learner decreased -26.8 further distance from standard Hispanic decreased -8.3 further distance from standard. LTEL - baseline established in 2023-24 3) Kettleman City Elementary All Students decreased -6.9 further distance from standard English Learner increased +41.9 from distance from standard Hispanic increased +60.6 from distance from standard SED increased +63.2 from distance from standard 4) Reef-Sunset Middle All Student increased +0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner -106.4 Hispanic -114.5 CAA ELA 33.33% met or exceeded standard CAA Math 33.33% met or exceeded standard		LTEL -182.9 5) Tamarack All Students -109.4 SED -114.3 English Learner -189.4 Hispanic -110.7 CAA ELA---- 21.76 standard met or exceeded CAA Math---- 14.86% scored standard met or exceeded	from distance from standard SED decreased -2.0 further distance from standard English Learner increased +12.4 from distance from standard Hispanic decreased -0.8 further distance from standard 5) Tamarack All Students increased +7.3 from distance from standard SED increased +17 from distance from standard English Learner increased +6.8 from distance from standard Hispanic increased +8.3 from distance from standard Math CAASPP - Distance from Standard (DFS) All Students decreased -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						further distance from standard SWD decreased -18.6 further distance from standard SED decreased -5.1 further distance from standard English Learner increased +1.2 from distance from standard Hispanic decreased -5.9 further distance from standard White decreased -30.5 further distance from standard Homeless decreased -37.2 further distance from standard LTEL baseline established in 2023-24 1) Avenal Elementary All Students decreased -11.1 further distance from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD decreased -43.8 further distance from standard 2) Avenal High School All Students: decreased -11.7 further distance from standard SED decreased -14.7 further distance from standard English Learner decreased -1.4 further distance from standard Hispanic decreased -12.2 further distance from standard LTEL baseline established 2023-24 3) Kettleman City Elementary All Students decreased -7.2 further distance from standard English Learner increased +1.9 from distance from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						4) Reef-Sunset Middle All Students decreased -7.7 further distance from standard SED decreased -9 further distance from standard English Learner had no change Hispanic decreased -7.9 further distance from standard SWD decreased -19 further distance from standard 5) Tamarack All Students increased +4.3 from distance from standard SED increased +9 from distance from standard English Learner increased +9.3 from distance from standard Hispanic increased +6.2 from distance from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						CAA ELA met or exceeded standard increased by 17.57% CAA Math met or exceeded standard increased by 24.47%
1.6	Priority 4: Percentage of students who have successfully completed courses that satisfy the requirements for entrance to a UC or CSU (A-G requirements). Data Source: CA Dashboard	2023 31.3% of students completed courses that satisfy the requirements for entrance to a UC or CSU.	2024 55.9% of students completed courses that satisfy the requirements for entrance to a UC or CSU.		55.9% of students completed courses that satisfy the requirements for entrance to a UC or CSU.	The amount of students completing courses that satisfy the requirements for entrance to a UC or CSU increase by 24.6%
1.7	Priority 4: Percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE - approved career technical education standards and frameworks.	2023 6.3% of students completed a CTE course sequence or programs of study that align with SBE approved CTE standards and frameworks.	2024 8.9% of students completed a CTE course sequence or programs of study that align with SBE approved CTE standards and frameworks.		8.9% of students completed a CTE course sequence or programs of study that align with SBE approved CTE standards and frameworks.	The amount of students completing courses that follow the CTE course sequence of programs of study that align with SBE approved CTE standards and frameworks increased by 2.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard					
1.8	Priority 4: Percentage of students who have successfully completed courses that satisfy requirements for entrance to a UC or CSU AND Career Technical Education (CTE) course sequence or programs of study that align with SBE approved CTE standards and frameworks. Data Source: CA Dashboard	2023 0% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	2024 6.2% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.		6.2% of students completed courses that satisfy the requirements for entrance to a UC or CSU AND CTE course sequence or programs of study.	The amount of students completing courses that satisfy the requirements for entrance to a UC or CSU and CTE course sequence or programs of study increased by 6.2%
1.9	Priority 4: Percentage of English learner students who make progress toward English Proficiency as measured by the ELPAC. Data Source: CAASPP ELPAC	2022-23 33.36% of English learners scored a Level 3 & 4 39.59% of Long Term English learners scored a Level 3 & 4	2023-24 47.41% of English learners scored a Level 3 & 4 60.09% of Long Term English learners scored a Level 3 & 4		39.36% of English learners scored a Level 3 & 4 45.59% of Long Term English learners scored a Level 3 & 4	English learner students who scored a Level 3 or 4 on ELPAC increased by 14.05% Long Term English learner students who scored a Level 3 or 4 on ELPAC increased by 20.5%
1.10	Priority 4: English learner reclassification rate.	As of 5/1 annually 32.29% of English Learners were reclassified.	As of 5/1 annually 8% of English Learners were reclassified		38.29% of English Learners were reclassified.	English Learner reclassification rate decreased by: 24.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CALPADs					
1.11	Priority 4: Percentage of students who have passed an advanced placement (AP) examination with a score of 3 or higher. Data Source: Dashboard Additional Reports and Data > College/Career Measures Report > Prepared Students: Met via Advanced Placement; DataQuest AP report	2023 0% of students who took an AP exam scored a 3 or higher.	2023-24 A.P. Scores 5.6% of students who took an A.P. Psychology exam scored a 3 or higher. 95.2% of Students who took an A.P. Spanish exam scored a 3 or higher.		50% of students who took an AP exam scored a 3 or higher.	The percentage of students who took an A.P. Psychology exam and scored a 3 or higher increased by 5.6%. The data for the percentage of students who took an A.P. Spanish exam and scored a 3 or higher was missing from the baseline year of 2022-23. We entered the data for 2023-24 and the students who took an A.P. Spanish exam and scored a 3 or higher was 94.2%
1.12	Priority 4: Percentage of students who demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness. Data Source: DataQuest/CAASPP Results Site % Standard	2023 ELA Percentage of students “ready” and “conditionally ready” All Students: 30.89% (error - incorrect calculation from 2022-23. 19.1% is the correct percentage).	2024 ELA Percentage of students "ready" and "conditionally ready" All Students is 18.7%.		ELA Percentage of students “ready” and “conditionally ready” All Students: 36.89% (Since we discovered the error in the Baseline data, we	The percentage of students "ready" and "conditionally ready" decreased by 0.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Exceeded (Ready) and % Met (Conditionally Ready)				are reducing the Target to Year 3 Outcome to: 25.1%)	
1.13	Priority 7: A, B, C A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. Data Source: MTSS Rubric, Local Data	2023-24 • High-quality, Differentiated Classroom Instruction: Step 0-1 • Systemic and Sustainable Change: Step 0-1 • Integrated Data System: Step 0-1 • Positive Behavioral Support: Step 0-1 (Year 1 of LEA implementation will be 2024-25)	2024-25 -High-quality, Differentiated Classroom Instruction: Step 1 -Systemic and Sustainable Change: Step 1 -Integrated Data System: Step 1 -Positive Behavioral Support: Step 2		• High-quality, Differentiated Classroom Instruction: Step 2 • Systemic and Sustainable Change: Step 2 • Integrated Data System: Step 2 • Positive Behavioral Support: Step 2	In our initial year of implementation we are at Step 1 in three of the four categories, but at Step 2 in Positive Behavioral Support.
1.14	Priority 8: Student outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12,	2023 CAST Students scored standard met or exceeded District Wide 7.10% (error - incorrect calculation from 2022-	2024 CAST Students scored standard met or exceeded District Wide 30.70% EL 2.36%		2024 CAST Students scored standard met or exceeded District Wide 13.10% EL 19.49%	The percentage of students that scored standard met or exceeded on CAST for 2024 increased by 0.52% District Wide; increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as applicable. (Section 51210 - Areas of study) Data Source: CAASPP CAST data, Enrichment & Fine Arts events data, CCI	23. 30.18% is the correct percentage). EL 13.49% (error - incorrect calculation from 2022-23. 2.32% is the correct percentage). SED 6.41% (error - incorrect calculation from 2022-23. 19.32% is the correct percentage). SWD 1.54% (error - incorrect calculation from 2022-23. 8.7% is the correct percentage). 12 culminating events for Enrichment & Fine Arts (2023-24 Local data) College/Career Indicator: All students: 54.3% prepared EL: 29.9% prepared SED: 53.3% prepared Homeless: 31.3% prepared	SED 20.73% SWD 9.0% 12 culminating events for Enrichment & Fine Arts (2024-25 Local data). College/Career Indicator: All students: 44.8% prepared EL: 25% prepared SED: 44.1% prepared Homeless: (no performance colors because low numbers for homeless)		SED 12.41% SWD 7.54% 12 culminating events for Enrichment & Fine Arts College/Career Indicator: All students: 60.3% prepared EL: 38.9% prepared SED: 59.3% prepared Homeless: 37.3% prepared	0.04% for English Learner students; increase by 1.41% for SED students; increased by 0.3% for SWD students. College/Career Indicator for: All Students decreased by 9.5% Decrease for EL students: 4.9^; Decreased for SED students: 9.2%; and there was no data for Homeless students due to the low numbers of enrollment for homeless students.
1.15	Priority 5: Chronic Absenteeism Rates Data Source: CA Dashboard	2023-24 Chronic Absenteeism Rates (Added in 2024-25) RSUSD All Students: 25.1% White: 36% EL: 21.6%	2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4% White: 30.4%		Chronic Absenteeism Rates All Students: 19.1% White: 26% EL: 15.6%	As of the 2024-25 data: Chronic Absenteeism Rates RSUSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 25.2% Foster: 40% 1) Avenal Elementary All Students -21.8% White- 25% EL- 17.6% SED-21.8% Hispanic- 21.9% SWD- 33.3% 2) Avenal High School All Students - 19.5% White- 36.4% EL- 21.6% Foster - 50% 3) Kettleman City Elementary All Students - 21.1% EL- 22.1% SED-21.8% 4) Reef-Sunset Middle All Students - 20.5% EL- 19.9% SED-20.1% 5) Tamarack All Students - 35.8% EL- 28.2% SED-36.3% *Some groups not reported due to	EL: 20.6% SED: 20% Foster: 37.5% 1) Avenal Elementary All Students - 18.9% White- 33.3% EL- 14.4% SED- 18.8% Hispanic- 18.7% SWD- 26.1% 2) Avenal High School All Students: 18.4% White: 30.4% EL:14% Foster: 23.5% 3) Kettleman City Elementary All Students - 13.8% EL- 12.1% SED-13% 4) Reef-Sunset Middle All Students - 17.2% EL- 15.6% SED- 17.3%		SED: 19.2% Foster: 30% 1) Avenal Elementary All Students -18% White- 20% EL- 15% SED-18% Hispanic- 18% SWD- 26% 2) Avenal High School All Students - 15% White- 28% EL- 15% Foster - 30% 3) Kettleman City Elementary All Students - 15% EL- 15% SED-15% 4) Reef-Sunset Middle All Students - 15% EL- 15% SED-15% 5) Tamarack All Students - 30% EL- 25% SED-30%	All Students: Positive decrease in by 5.7% from baseline. White: Positive decrease by 5.6% from baseline. EL: Positive decrease by 1% from baseline. SED: Positive decrease by 5.2% from baseline. Foster: Positive decrease by 2.5% from baseline. 1) Avenal Elementary All Students: Positive decrease by 2.9% from baseline. White: Negative increase of suspensions by 8.3% from baseline. EL: Positive decrease by 3.2% from baseline. SED: Positive decrease by 3% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		identifiable numbers (too low).	5) Tamarack All Students - 28.5% EL- 24.6% SED- 28.4% *Some groups not reported due to identifiable numbers (too low).			Hispanic: Positive decrease by 3.2% from baseline. SWD: Positive decrease by 7.2% from baseline. 2) Avenal High School All Students: 23.5% White: 46.7% EL 23.3% Foster 23.5% 3) Kettleman City Elementary All Students: Positive decrease by 7.3% from baseline. EL: Positive decrease by 10% from baseline. SED: Positive decrease by 8.8% from baseline. 4) Reef-Sunset Middle All Students: Positive decrease by 3.3% from baseline. EL: Positive decrease by 4.3% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED: Positive decrease by 2.8% from baseline. 5) Tamarack All Students: Positive decrease by 7.3% from baseline. EL: Positive decrease by 3.6% from baseline. SED: Positive decrease by 7.9% from baseline. *Some groups not reported due to identifiable numbers (too low).

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability. The actions outlined in Goal One supported the progress toward meeting the Broad Goal: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Action 1.1: Supplemental Supports for Students: Implementation Status: 3 - Initial Implementation.
This Action provides supplemental supports for students and provides support to meet the academic needs of students. These include the implementation and support of Achievement Team Professional Learning Communities, instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide

flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers include providing through Kings County Office of Education New Teacher Induction program. The District maintains instructional aides for support of classroom instruction to proved targeted assistance in the areas of identified need for low income students, foster youth, special education students, and English learner students. Successes: Teachers using Achievement Teams Formative Assessments increased and STAR Reading and STAR Math scores went of year over year as a result. Challenges: Supplemental Materials being used often in place of District adopted instructional materials.

Action 1.2: English Learner Supports: Implementation Status 3 - Initial Implementation
LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback are being reimplemented by the District through training and coaching through contracted services with Kings County Office of Education. Teachers pair LTELs with proficient English speakers for peer tutoring and group them with peers of mixed language abilities for cooperative learning activities. This provides opportunities for language practice and peer support. Teachers recognize and incorporate students' cultural backgrounds and experiences into instruction which increases engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences are an asset in the learning process. Regular formative assessments allow teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development supports students learning effectively. EL's- Explicit language instruction, language development through content, and formative assessment and feedback are being reimplemented by the District through training and coaching through contracted services with Kings County Office of Education. Explicit instruction in language skills, such as vocabulary development, grammar, and language structures are beneficial for ELs. Teachers use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning support ELs' language development while they learn academic content. This approach, known as content-based language instruction, helps ELs make connections between language and subject matter. Regular formative assessment allows teachers to monitor ELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development supports students learning effectively. Successes: Additional days of English Learner Support days were purchased with the County Office. Challenges: Teachers were confused by the type of English Learner Support training provided by the County Office. Another challenge is, even though English Language Deployment was put back into place this year, we see a drop in our English Learner reclassification rate.

Action 1.3: Enrichment in Fine Arts: Implementation Status 3 - Initial Implementation.
The District continues to maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs. Success: Hiring of new art teacher for the Middle School. The art class became a very desired elective course for our students. Art Professional Development offered by Fresno County Superintendent of Schools was implemented at both the Middle School and High School levels. The elementary art program, operated by P.S. Arts teachers was implemented to fidelity at all Elementary School sites. Challenges: losing the art teacher at the Middle School at the end of the school year due to commute issues.

Action 1.4 College and Career Readiness: 3 Initial Implementation
The District maintains and expands college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on

special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all socio-economically disadvantaged students, foster youth, and English learners. The District will continues to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners. This Action will support an identified need through Differentiated Assistance. Successes: Dual Enrollment continues to have an increase in student enrollment into the College courses and a new Education pathway will be added for the 2025-26 school year. Challenges is the extra workload put on the support staff for dual enrollment support. The District is considering bringing on an additional counselor to help with Dual enrollment for the 2025-26 school year.

Action 1.5 Supplemental ELA Instructional Support: 3 Initial Implementation
The LEA will provide: Tutoring and academic support; Instructional aides providing supplemental support in ELA; Additional language support programs; Collaboration opportunities; This action includes the Chief Learning Officer, focused on increasing academic achievement in ELA for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. This action serves Unduplicated Groups (using S/C/ funding). This action addresses: the student groups that earned the lowest in ELA and are in the Red in student groups and in the Red at school sites. Successes: Instructional Aides were trained on how to implement the University of Florida Literacy Institute (UFLI) literacy intervention curriculum. This provides additional literacy interventions to our students. Challenges: Evidence of additional training is needed in the Literacy implementation process and additional Professional Development, including training, coaching, and feedback will be provided by the District.

Action 1.6 Supplemental Math Instructional Support: 3 Initial Implementation
The LEA will provide: Tutoring and academic support; Instructional aides providing supplemental support in math; Additional language support programs; Collaboration opportunities; This action includes the Chief Learning Officer, focused on increasing academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. This action serves Unduplicated Groups (using S/C/funding). This action addresses: the student groups that earned the lowest in Math and are in the Red in student groups and in the Red at school sites. Successes: Board Math, a math intervention, was reintroduced in 2024-25 and Professional Development training was provided. Challenges: The level of implementation varies from school site to school site, so additional Professional Development, including training, coaching, and feedback will be provided by the District

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

Action 1.1: Supplemental Supports for Students: Material differences were a result of the actual cost of training and support services being lower than anticipated. Although the planned professional development was delivered, the expenses came in under budget. The budget will be realigned for next year based on actual service costs.

Action 1.2: Material differences were a result of the actual cost of training and support services being lower than anticipated. Although the planned professional development was delivered, the expenses came in under budget. The budget will be realigned for next year based on actual service costs.

Action 1.6: Supplemental Math Instructional Support: Material differences were a result of increased extra service costs and negotiated salary rates for staff providing supplemental math support, as well as expanded services to meet identified student needs.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

The actions outline in Goal One supported progress toward meeting the Broad Goal of improving student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards-based instruction.

Action(s): Action 1.1 - Supplemental Supports for Students
Effectiveness of Action (s): 2 - Somewhat Effective
Metric(s): CAASPP Scores 2023-24 ELA Distance from Standard (DFS):
All Students increased 0.9 from distance from standard
SWD increased 16.7 from distance from standard
SED decreased 0.1 from distance from standard
EL decreased 6.4 from distance from standard
Hispanic increased 1.4 from distance from standard
White increased 6.4 from distance from standard
Homeless increase 33 from distance from standard
LTELS - baseline established in 2023-24
Metric(s): CAASPP Scores 2023-24 Math Distance from Standard (DFS)
All Students increased 6 from distance from standard
SWD increased 18.6 from distance from standard
SED increased 5.1 from distance from standard
English Learner decreased 1.2 from distance from standard
Hispanic increased 5.9 from distance from standard
White increased 30.5 from distance from standard
Homeless increased 37.2 from distance from standard
LTEL baseline established in 2023-24
Analysis Statement: Our Supplemental supports for students were provided to meet the academic needs of students. These include continued implementation and support of Professional Learning Communities through Advanced Learnings "Achievement Teams" process;

through instructional aides; through educational field trips; through supplemental standards-based curriculum; through professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating; and through supplemental materials, including wall sized whiteboards to support cooperative learning structures. The District also provides support for new teachers through the Kings County Office of Education's "New Teacher Induction Program." The District also maintains instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low-income students, foster youth, special education, and English Learners. We are continuing to grow our supplemental supports for teachers and instructional aides to help LTEL and EL students and this targeted and ongoing professional development and training and coaching is why we have rated this Action as a (2), Somewhat Effective.

Action(s): Action 1.2 - English Learner Supports:
Effectiveness of Action (s): 2 - Somewhat Effective
Metric(s): Pupil Achievement ELA Assessment CAASPP; Math Assessment CAASP; ELPAC scores; and ELPAC Reclassification
2023-24 CAASPP ELA: EL decreased 6.4 from distance from standard (DFS)
2023-24 CAASPP Math: EL decreased 1.2 from distance from standard (DFS)
2023-24 ELPAC: English learner students who scored a Level 3 or 4 on ELPAC increased by 14.05% and Long-Term English Learner (LTEL) students who scored a Level 3 or 4 on ELPAC increased by 20.5%
2023-24 ELPAC Reclassification: 8 % of EL students were reclassified in 2023-24. English Learner reclassification rate decreased by: 24.29%
Analysis Statement: The District continues to provide teachers and instructional aides with professional development and training and coaching based around cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback to specifically help long term English Learner Students (LTELS) and English Language Learner Students (ELs). The District continues to provide teachers and instructional aides with professional development and training and coaching based around explicit language instruction, language development through content, and formative assessment and feedback to specifically help long term English Learner Students (LTELS) and English Language Learner Students (ELs). We are continuing to grow our English Learner Supports for for teachers and instructional aides to help LTEL and EL students and this targeted and ongoing professional development and training and coaching is why we have rated this Action as a (2), Somewhat Effective.

Action(s): Action 1.3 - Enrichment & Fine Arts:
Effectiveness of Action (s): 2 ; Somewhat Effective
Metric(s): Percentage of Students Enrolled in a Fine Arts Program - 75 % of District students are enrolled in a Fine Arts Program. The District added an Art teacher at AHS and at RSMS. PS Arts provides art lessons to all elementary school students.
Analysis Statement: The District continues to provide the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. The fact that we were unable to hire a new music teacher, even though the ad has been up all year, we were unable to get 100% of students with a fine arts program and rated the Action as a (2), Somewhat Effective.

Action(s): Action 1.4 - College & Career Readiness:
Effectiveness of Action (s): 2 ; Somewhat Effective
Metric(s): Percentage of Students Completing College & Career Readiness Courses and Percentage of students who have successfully completed courses that satisfy requirements for entrance to a UC or CSU AND Career Technical Education (CTE)

The amount of students completing courses that satisfy the requirements for entrance to a UC or CSU and CTE course sequence or programs of study increased by 6.2%. The amount of students completing courses that follow the CTE course sequence of programs of study that align with SBE approved CTE standards and frameworks increased by 2.6%.
Analysis Statement: The District continues to maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. The District continues to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners. Due to the fact that the Percentage of Students Completing College & Career Readiness Courses and Percentage of students who have successfully completed courses that satisfy requirements for entrance to a UC or CSU AND Career Technical Education (CTE) all increased in 2024, the District rated this Action as a (2), Somewhat Effective.

Action(s): Action 1.5 - Supplemental ELA Instructional Support:
Effectiveness of Action (s): 2 ; Somewhat Effective
Metric(s): Pupil Achievement ELA Assessment CAASPP:
CAASPP Scores 2023-24 ELA Distance from Standard (DFS):
All Students increased 0.9 from distance from standard
SWD increased 16.7 from distance from standard
SED decreased 0.1 from distance from standard
EL decreased 6.4 from distance from standard
Hispanic increased 1.4 from distance from standard
White increased 6.4 from distance from standard
Homeless increase 33 from distance from standard
LTELS - baseline established in 2023-24
Analysis Statement: The District continues to provide tutoring and academic support in ELA at all school sites; Instructional aides providing supplemental support in ELA and have been trained in the University of Florida Literacy Institute (UFLI) Reading Literacy System; the District added additional language support programs through Summit K12 in the After School program; and the SIPPS ELA system at RSMS and KCES; Goal 1, Action 1.5 will use braided funding with the LREBG funding to implement the Literacy Intervention system at the 6-8 grade level, the metric for measuring success in subsequent LCAP will be to add the percentage of students reading at grade level. The District continues to provide Collaboration opportunities for all Teacher in the Achievement Teams process; The District rated this Action as a (2), Somewhat Effective.

Action(s): Action 1.6 - Supplemental Math Instructional Support:
Effectiveness of Action (s): 2 ; Somewhat Effective
Metric(s): Pupil Achievement Math Assessment CAASPP:
CAASPP Scores 2023-24 Math Distance from Standard (DFS)
All Students increased 6 from distance from standard
SWD increased 18.6 from distance from standard
SED increased 5.1 from distance from standard
English Learner decreased 1.2 from distance from standard
Hispanic increased 5.9 from distance from standard

White increased 30.5 from distance from standard
Homeless increased 37.2 from distance from standard
LTEL baseline established in 2023-24
Analysis Statement: The District continues to provide tutoring and academic support in Math at all school sites; Instructional aides providing supplemental support in Math; the District reinstituted the Board Math intervention system at the K-5 schools; the District provided vertical Math training and coaching 6th - 12th; the District continues to provide Collaboration opportunities for all Teacher in the Achievement Teams process; The District rated this Action as a (2), Somewhat Effective.

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.

After reflecting on the Data on prior practice, the LEA made the following changes to Goal 1:

Action 1.1: Supplemental Supports for Students: The District will add additional instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English Learners

Action 1.2: English Learner Supports: The District will add additional professional development days for training, coaching, and feedback in English Language Development instruction.

Action 1.3: Enrichment & Fine Arts: The District will add a music teacher to the High School and Middle School and add music as a contracted service at the Elementary level.

Action 1.4: College & Career Readiness: The District will add an Education Pathway to the the AHS Dual Enrollment program.

Action 1.5: Supplemental ELA Instructional Support: The District will provide additional professional development days for training, coaching, and feedback for ELA and literacy instruction. The District will provide one full time Teacher on Special Assignment as a Reading Specialist. The District will add Literacy Intervention Curriculum. The District will provide additional reading instructional aides. Goal 1, Action 1.5 will use braided funding with the LREBG funding to implement the Literacy Intervention system at the 6-8 grade level, the metric for measuring success in subsequent LCAP will be to add the percentage of students reading at grade level. This goal was supplemented with $1,465,774.00 in remaining LREBG.

Action 1.6: Supplemental Math Instructional Support: The District will provide additional professional development days for training, coaching, and feedback for Math instruction.

Added Metric 1.15: Chronic Absenteeism to Goal 1 as a measure for the success of the Goal and Actions.

Added LTEL to Metric 1.5 as a measure for the success of the Goal and Actions

Metric 1.12 we incorrectly reported the baseline data, which we corrected in the Baseline and in the Outcome columns.

Action 1.2: English Learner Supports: Added: This Action will support EL's at RSMS based on results shown in the ELPI indicator.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Supports for Students	Supplemental supports for students will be provided to meet the academic needs of students. These will include the implementation and support of Professional Learning Communities, instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers will be provided through a New Teacher Induction program. Maintain instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English Learners • Professional Learning Communities • FTE Instructional Aides- LEA- non site specific • Educational Field Trips • Supplemental State Standards Based Curriculum • Professional Learning/development training to Focus on ELA, ELD, & Math • Instructional Supplies to include, but not limited to flexible seating, supplemental supplies, wall sized whiteboards to support cooperative learning structures • New Teacher Induction • Supplemental Technology support staff and devices • Secondary Support Staff - 1 FTE (AES; AHS; RSMS; TES) - Student Support Coordinator • Alternative Education - Supplemental staff support	$3,929,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Action will support an identified need through Differentiated Assistance.		
1.2	English Learner Supports	LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback. Pairing LTELs with proficient English speakers for peer tutoring or grouping them with peers of mixed language abilities for cooperative learning activities can provide opportunities for language practice and peer support. Recognizing and incorporating students' cultural backgrounds and experiences into instruction can increase engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences as assets in the learning process. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. EL's- Explicit language instruction, language development through content, and formative assessment and feedback. Explicit instruction in language skills, such as vocabulary development, grammar, and language structures, is beneficial for ELs. Teachers can use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning can support ELs' language development while they learn academic content. This approach, known as content-based language instruction, helps ELs make connections between language and subject matter. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. These strategies and supports will be implemented and monitored via the following actions: • EL TOSA working with EL site coordinators • Intentional coaching cycles • ELD achievement teams	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continuous improvement cycle • Ongoing professional development of staff, certificated and classified This Action will support an identified need through Differentiated Assistance. This Action will support EL's at RSMS based on results shown in the ELPI indicator.		
1.3	Enrichment & Fine Arts	Maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs	$900,000.00	Yes
1.4	College & Career Readiness	Maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all low income students, foster youth, and English learners. The District will continue to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners.	$654,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Action will support an identified need through Differentiated Assistance.		
1.5	Supplemental ELA Instructional Support	The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in ELA -Additional language support programs -Collaboration opportunities -TOSA -Literacy Reading Specialist ((1) FTE) (Funded by LREBG Grant) -((3) - 5 Hour) Literacy Specialist Instructional Aides (Funded by LREBG Grant) -SIPSS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words Literacy Intervention System) (Funded by LREBG Grant) -Chief Learning Officer, focused on increasing academic achievement in ELA for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. Unduplicated Groups (addresses using S/C funding) 2023 * The student groups that earned the lowest performance in ELA are English Learners, Socio-Economically Disadvantaged. * The following student groups within a school site earned the lowest performance in ELA: Avenal Elementary: English Learners and Socio-Economically Disadvantaged; Avenal High School: English Learners, Socio-Economically Disadvantaged; Kettleman City: English Learners and Socio-Economically Disadvantaged; Reef Sunset Middle School: English Learners, Socio-Economically Disadvantage; Tamarack Elementary: English Learners, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated Assistance: EL (Academics, Suspension); SED (Academics, Suspension); Foster (CA, Suspension). Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This Action addresses: *The following school sites have received the lowest	$1,715,774.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance (RED) in the Areas of ELA: RSUSD; Avenal Elementary, Avenal High School, Kettleman Elementary, Rees Sunset Middle School, and Tamarack Elementary. *The student groups that earned the lowest performance in ELA are RSUSD Hispanic; Homeless and SWD; AES: Hispanic; AHS Hispanic; KCES: Hispanic; RSMS: Hispanic; and TES: Hispanic This Action will support an identified need through Differentiated Assistance: All Students (Academics- ELA, Suspension); SWD (Academics, ELA, Suspension); Hispanic (Academics-ELA, Suspension): Homeless (Academics-ELA, Suspension). Unduplicated Groups (addresses using S/C funding) 2024 This Action addresses: * The student groups that earned the lowest performance (RED) in ELA at the District level are Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities. * The following student groups within a school site earned the lowest performance (RED) in ELA: Avenal Elementary: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Long Term English Learners (LTEL), and Socio-Economically Disadvantaged; Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantage and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: EL (Academics, Suspension); SED (Academics, Suspension); Foster (CA, Suspension). Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This Action addresses: *The following school sites have received the lowest performance (RED) in the Areas of ELA: RSUSD; Avenal Elementary, Avenal High School, and Reef Sunset Middle School. *The student groups that earned the lowest performance in ELA are RSUSD Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities.; AES: English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities AHS English Learners, Hispanic, Long Term English Learners (LTEL), and		

Action #	Title	Description	Total Funds	Contributing
		Socio-Economically Disadvantaged; and Reef Sunset Middle School: Hispanic, Socio-Economically Disadvantage and Students with Disabilities. Hispanic. This Action will support an identified need through Differentiated Assistance: All Students (Academics- ELA, Suspension); SWD (Academics, ELA, Suspension); Hispanic (Academics-ELA, Suspension): Homeless (Academics-ELA, Suspension) and SED (Academic, ELA, Suspension). LREBG funds have been added to this Action in the amount of $1,165,774. Effectiveness for this funding source will be measured via CAASPP ELA scores.		
1.6	Supplemental Math Instructional Support	The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in math -Additional language support programs -Collaboration opportunities -Chief Learning Officer, focused on increasing academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide for all students, but with a focus on unduplicated students. Unduplicated Groups (addresses using S/C funding) 2023 This Action addresses: * The student groups that earned the lowest performance in Mathematics are English Learners, Socio-Economically Disadvantaged. * The following student groups within a school site earned the lowest performance in Math: Avenal High School: English Learners, Socio-Economically Disadvantaged; Kettleman City: English Learners; Reef Sunset Middle School: English Learners, Socio-Economically Disadvantage; Tamarack Elementary: English Learners, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated Assistance: EL	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Academics, Suspension); SED (Academics, Suspension); Foster (CA, Suspension). Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This Action addresses: *The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Rees Sunset Middle School and Tamarack Elementary. *The student groups that earned the lowest performance in Mathematics are Hispanic, Homeless. *The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities, Avenal High School: Hispanic; Reef Sunset Middle School: Hispanic, Students with Disabilities; Tamarack Elementary: Hispanic. This Action will support an identified need through Differentiated Assistance: All Students (Academics, Suspension); SWD (Academics, Suspension); Hispanic (Academics, Suspension): Homeless (Academics, Suspension). Unduplicated Groups (addresses using S/C funding) 2024 This Action addresses: * The student groups that earned the lowest performance (RED) in Mathematics at the District level are: Hispanic, Homeless, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTELS) * The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged; Kettleman City Elementary: English Learner, Hispanic, Socio-Economically Disadvantage; Reef Sunset Middle School: English Learners, Hispanic, Long Term English Learners (LTEL), Socio-Economically Disadvantage, and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: All Students (Academics- Math, Suspension); EL (Academics-		

Action #	Title	Description	Total Funds	Contributing
		Math, Suspension) Hispanic (Academics-Math, Suspension): Homeless (Academics-Math, Suspension) and SED (Academic, Math, Suspension). Other Student Groups (Braided funding with a site-specific Title I allocation of $5000 per student group): * The student groups that earned the lowest performance (RED) in Mathematics at the District level are: Hispanic, Homeless, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and Long Term English Learners (LTELS) * The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Socio-Economically Disadvantaged, and Students with Disabilities; Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged; Kettleman City Elementary: English Learner, Hispanic, Socio-Economically Disadvantage; Reef Sunset Middle School: English Learners, Hispanic, Long Term English Learners (LTEL), Socio-Economically Disadvantage, and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: All Students (Academics- Math, Suspension); EL (Academics-Math, Suspension) Hispanic (Academics-Math, Suspension): Homeless (Academics-Math, Suspension) and SED (Academic, Math, Suspension).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will strive to create comprehensive learning environments that nurture the holistic development of every student, focusing on their social-emotional, behavioral, mental, and physical well-being. This will be achieved through fostering a culture of active involvement, collaboration, and positive relationships among students, parents, and the wider community, ensuring sustained engagement and support in all educational endeavors.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner input, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Only 6.4% of students indicated they did not feel safe at school. 15.2% feel disconnected from school, this needs to increase in order to provide all students a safe and positive school climate conducive to learning.

According to the 2024 CA Dashboard, RSUSD suspension rate was in the YELLOW status for all student groups with a 8.3% suspension rate, which is a 4.1% decline in suspensions districtwide.
Additionally, according to the 2024 CA Dashboard, RSUSD chronic absenteeism was in the YELLOW status level for all student with a rate of 20.2% for the school year, which is a 5% decline from the previous year. However, Foster Youth and Homeless increased 10%. Chronic absenteeism and suspension rates continues to remain a priority for the district since students need to be actively engaged in school daily in order to become college and career-ready graduates.

Goal 2 is a broad goal focused on improving performance across the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site. Data Source: Local Data	2023-24 3 DAC sessions per yr 4 SSC sessions per yr	2024-25 3 DAC Sessions per yr 4 SSC Sessions per yr		Maintain and hold a minimum of 3 DAC sessions per yr and 4 SSC sessions per yr	2024-25 No difference from baseline.
2.2	Priority 3: How the LEA will promote parental participation in programs for low income, English learner and foster youth students. Data Source: Local Data	2023-24 Five wellness events were held to provide unduplicated family resources.	2024-25 More than five wellness events were held to provide unduplicated family resources		Maintain and hold a minimum of five wellness events to provide unduplicated family resources.	2024-25 No difference from baseline.
2.3	Priority 3: How the LEA will promote parental participation in programs and for students SED, Foster, EL students, and SWD. Data Source: Local Data	After assessing the needs, conditions and circumstances of our student groups we found that: 71% - all students 70% of the SED 70% of SWD 40% of the EL group 0% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey	After assessing the needs, conditions and circumstances of our student groups we found that 73% - all students 72% of the SED 72% of SWD 81% of the EL group 100% of the FY group rated the schools as Highly Informative through the LCAP		75% - all students 74% of the SED 72% SWD 45% of the EL group 20% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey	2024-25 Rating schools as highly informative All students: Positive increase by 2% SED: Positive increase by 2% SWD: Positive increase by 2% EL: Positive increase by 41% FY group: Positive increase 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		As such, goal/action #2.3 would serve to strengthen Family Communication & Education	needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education			
2.4	Priority 5: School Attendance Rates Data Source: Local Data, Calpads	2023-24 Attendance Rate 92.4%	2024-25 Attendance Rate 93.9%		Increase by 3%	2024-25 Positive increase from baseline in attendance rate by 1.5%.
2.5	Priority 5: Chronic Absenteeism Rates Data Source: CA Dashboard	2023-24 Chronic Absenteeism Rates RSUSD All Students: 25.1% White: 36% EL: 21.6% SED: 25.2% Foster: 40% 1) Avenal Elementary All Students -21.8% White- 25% EL- 17.6% SED-21.8% Hispanic- 21.9% SWD- 33.3% 2) Avenal High School All Students - 19.5%	2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4% White: 30.4% EL: 20.6% SED: 20% Foster: 37.5% 1) Avenal Elementary All Students - 18.9% White- 33.3% EL- 14.4% SED- 18.8% Hispanic- 18.7%		Chronic Absenteeism Rates All Students: 19.1% White: 26% EL: 15.6% SED: 19.2% Foster: 30% 1) Avenal Elementary All Students -18% White- 20% EL- 15% SED-18% Hispanic- 18% SWD- 26%	As of the 2024-25 data: Chronic Absenteeism Rates RSUSD All Students: Positive decrease in by 5.7% from baseline. White: Positive decrease by 5.6% from baseline. EL: Positive decrease by 1% from baseline. SED: Positive decrease by 5.2% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White- 36.4% EL- 21.6% Foster - 50% 3) Kettleman City Elementary All Students - 21.1% EL- 22.1% SED-21.8% 4) Reef-Sunset Middle All Students - 20.5% EL- 19.9% SED-20.1% 5) Tamarack All Students - 35.8% EL- 28.2% SED-36.3% *Some groups not reported due to identifiable numbers (too low).	SWD- 26.1% 2) Avenal High School All Students: 18.4% White: 30.4% EL:14% Foster: 23.5% 3) Kettleman City Elementary All Students - 13.8% EL- 12.1% SED-13% 4) Reef-Sunset Middle All Students - 17.2% EL- 15.6% SED- 17.3% 5) Tamarack All Students - 28.5% EL- 24.6% SED- 28.4% *Some groups not reported due to identifiable numbers (too low).		2) Avenal High School All Students - 15% White- 28% EL- 15% Foster - 30% 3) Kettleman City Elementary All Students - 15% EL- 15% SED-15% 4) Reef-Sunset Middle All Students - 15% EL- 15% SED-15% 5) Tamarack All Students - 30% EL- 25% SED-30%	Foster: Positive decrease by 2.5% from baseline. 1) Avenal Elementary All Students: Positive decrease by 2.9% from baseline. White: Negative increase of suspensions by 8.3% from baseline. EL: Positive decrease by 3.2% from baseline. SED: Positive decrease by 3% from baseline. Hispanic: Positive decrease by 3.2% from baseline. SWD: Positive decrease by 7.2% from baseline. 2) Avenal High School All Students: 23.5% White: 46.7% EL 23.3% Foster 23.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3) Kettleman City Elementary All Students: Positive decrease by 7.3% from baseline. EL: Positive decrease by 10% from baseline. SED: Positive decrease by 8.8% from baseline. 4) Reef-Sunset Middle All Students: Positive decrease by 3.3% from baseline. EL: Positive decrease by 4.3% from baseline. SED: Positive decrease by 2.8% from baseline. 5) Tamarack All Students: Positive decrease by 7.3% from baseline. EL: Positive decrease by 3.6% from baseline. SED: Positive decrease by 7.9% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Some groups not reported due to identifiable numbers (too low).
2.6	Priority 5: Middle School Dropout Rates Data Source: Local Data, Calpads	2023-24 Middle school dropout rate 0%	2024-25 Middle school dropout rate 0%		Middle school dropout rate maintain baseline of 0%.	2024-25 No difference from baseline.
2.7	Priority 5: High School Dropout Rates Data Source: Local Data, Calpads	2023-24 High school dropout rate 2.5%	2024-25 High School dropout rate 0.06%		Decrease High school dropout rate to 1% or maintain baseline.	2024-25 High School drop out rate of 0.06% is a 2.44% decrease
2.8	Priority 5: High School Graduation Rates Data Source: Dashboard	2023 High School Graduation Rates All Students 89.7% Hispanics: 90% EL: 80.6% SED: 89.5% SWD: 69% Homeless: 75%	2024 High School Graduation Rates All Students 91% Hispanics: 91.3% EL: 87.5% SED: 91.3% SWD: 76.2% Homeless: Fewer than 11 students-data not displayed for privacy.		High School Graduation Rates All Students 92.7% Hispanics: 93% EL: 88.6% SED: 93.5% SWD: 77% Homeless: 83%	2024-25 High School Graduation Rates All Students: Positive increase by 1.3% from baseline. Hispanics: Positive increase by 1.3% from baseline. EL: Positive increase 6.9% from baseline. SED: Positive increase of 1.8% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: Positive increase of 7.2% from baseline. Homeless: Fewer than 11 students- data not displayed for privacy.
2.9	Priority 6: Pupil Suspension Rates Data Source: Dashboard	2023 Suspension Rates REDS All Students : 12.4% Hispanic: 12.3% White: 18.2% EL: 11.8% SED: 12.4 % SWD: 18.4% Foster: 20% Homeless: 13.4% 2023 Suspension Rate Reds: Avenal Elementary School- 6.7% AES SWD- 11.1% AES EL 5.6% AES Hispanic- 6.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - Hispanic - 14.8% AHS - SED - 14.7% AHS - SWD - 21.1%	2024 Suspension Rates REDS All Students: 8.3% Hispanic: 8.2% White: 19% EL: 8.2% SED: 8.4% SWD: 11.4% Foster:10.7% Homeless:12.2% 2024 Suspension Rate Reds: Avenal Elementary School ALL: 2% AES SWD: 2.8% AES EL:1.6% AES Hispanic:1.8% AES SED: 2.1% Avenal High School ALL:12.3% AHS-EL :15.1% AHS -Hispanic: 12.4% AHS-SED:12.4 %		Suspension Rates All Students : 6.4% Hispanic: 6.3% White: 9.2% EL: 5.8% SED 6.4% SWD: 9.4% Foster: 11% Homeless: 7.4% Suspension Rate Reds: Avenal Elementary School- 4% AES SWD- 8% AES EL 3% AES Hispanic- 4% AES SED- 4% Avenal High School- 10% Kettleman City Elementary School- 8% KCES EL-8%	2024-25 Suspension Rates REDS All Students: Positive decrease by 4% from baseline. Hispanic: Positive decrease by 10% from baseline. White: Negatively increased suspensions by 0.8% from baseline. EL: Positive decrease by 3.6% from baseline. SED: Positive decrease by 4% from baseline. SWD: Positive decrease by 7% from baseline. Foster: Positive decrease by 9.3% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kettleman City Elementary School- 11% KCES EL-12% KCES Hispanic - 11.1% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4% TES - Hispanic - 9.1% TES - SED - 9.6% TES - SWD - 12.2% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS Hispanic - 18.8% RSMS SED - 19.2% RSMS SWD - 7.6%	AHS-SWD:19.3% Kettleman City Elementary School ALL:3.5% KCES EL:4.3% KCES Hispanic: 3.5 % KCES SED:3.6 % Tamarack Elementary School ALL:6.9% TES - EL:6.9% TES - Hispanic:6.9% TES - SED:7.2% TES - SWD:15.7% Reef Sunset Middle School ALL:13.5% RSMS EL:12.8% RSMS Hispanic:12.8% RSMS SED:13.7% RSMS SWD: 13.2%		Tamarack Elementary School- 7% Reef Sunset Middle School - 15% RSMS EL - 15% RSMS Hispanic - 15% RSMS SED - 16% RSMS SWD - 5%	Homeless: Positive decrease by 1.2% from baseline. 2024 Suspension Rate Reds: Avenal Elementary School ALL: Positive decrease by 4.7% from baseline. AES- SWD: Positive decrease by 8.3% from baseline. AES- EL: Positive decrease by 4% from baseline. AES- Hispanic: Positive decrease by 4.8% from baseline. AES- SED: Positive decrease by 4.2% from baseline. Avenal High School ALL: Positive decrease 2.2% from baseline. AHS- EL: Positive decrease of 3.6% from baseline. AHS- Hispanic: Positive decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						of 2.4% from baseline. AHS- SED: Positive decrease of 2.8% from baseline. AHS- SWD: Positive decrease 7.1% from baseline. Kettleman City Elementary School ALL: Positive decrease 7.5% from baseline. KCES- EL: Positive decrease of 3.1% from baseline. KCES- Hispanic: Positive decrease of 7.6% from baseline. KCES- SED: Positive decrease of 4.2% from baseline. Tamarack Elementary School ALL: Positive decrease of 2.2% from baseline. TES- EL: Positive decrease of 0.5% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						TES- Hispanic: Positive decrease of 2.2% from baseline. TES-SED: Positive decrease of 2.4% from baseline. TES- SWD: Negatively increased suspensions by 3.5% from baseline. Reef Sunset Middle School ALL: Positive decrease of 5.6% from baseline. RSMS- EL: Positive decrease of 5.4% from baseline. RSMS-Hispanic: Positive decrease of 6% from baseline. RSMS- SED: Positive decrease of 5.5% from baseline. RSMS- SWD: Negatively increased suspensions by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						5.6% from baseline.
2.10	Priority 6: Pupil Expulsion Rates Data Source: DataQuest	2023-24 Expulsion rate 0.4%	2024-25 Expulsion rate 0.3%		Expulsion rate 0%	2024-25 Expulsion rate at 0.3%, which is a 0.01% decline.
2.11	Priority 6: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Data Source: Healthy Kids Survey -1 year target (Panarama will be added next year with 2 year target)	In 2023-24 59% of students felt safe 53% of students felt connected 80% of parents felt safe 81% of parents felt connected 42% of staff felt safe 71% of staff felt connected	2024-2025 School year Healthy Kids was discontinued. *57% of students felt safe *48.5% of students felt connected (Panorama) 93% of parents felt safe 86% of parents felt connected (LCAP Survey) 83% of staff felt safe 83% of staff felt connected (LCAP Survey)		By 2026-27 68% of students felt safe 62% of students felt connected 89% of parents felt safe 90% of parents felt connected 50% of staff felt safe 80% of staff felt connected	2024-2025 School year Healthy Kids was discontinued. *57% of students felt safe, a 2% decrease *48.5% of students felt connected (Panorama), a 4.5% decrease 93% of parents felt safe. a 13% increase 86% of parents felt connected (LCAP Survey), a 5% increase 83% of staff felt safe, a 41% increase 83% of staff felt connected (LCAP Survey), a 12% increase
2.12	Prioity 1: Faciliities Data Source: FIT	In 2023-24, 100% of RSUSD school	In 2024-25, 100% of RSUSD school facilities are in maintained in good		Maintain Williams Act compliance at all schools by maintaining a	2024-25- No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		facilities are maintained in good repair according to the FIT Report.	repair according to the FIT Report.		“good”’ or “exemplary” facilities rating on Facilities Inspection Tool (FIT).	

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated foal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability.

Goal 2, Action 1: Supplemental Services & Support for Student Well Being: Rating: 3 - Initial Implementation
The District maintained and increased supplemental services and support for student well-being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well-being
Successes: The District saw a decrease in chronic absenteeism at the District level and at each school site. The District created an Attendance Team at each school site and the Adults on the team were partnered with a student who suffers from chronic absenteeism. These efforts by the Attendance Teams had a direct correlation to the decrease in student chronic absenteeism in the District. The District saw a decrease in the suspension level districtwide and each school site, with the exception of White students, who saw a slight increase in suspensions. The District created a Continuity of Service Team (COST) at each school side, headed by the Assistant Principal, the Wellness Specialist, and other key staff members. The COST team focused on implementing MTSS and PBIS protocols and developed relationships with students who were having difficulty on campus. These effort by the COST Teams had a direct correlation to the decrease in student suspensions in the District. Challenges: The District continues to have high chronic absenteeism and has joined the RAISE project to help focus our efforts in lowering chronic absenteeism by looking at Data of other school district in project RAISE who have implemented Attendance Teams and have noticeable progress in lowering student chronic absenteeism. The Goal of the RAISE Project is to reduce the District chronic absenteeism rate to 10% over a four year period.

Goal 2, Action 2: Safety & Support: Rating: 3 - Initial Implementation

The District provided school safety and support for student engagement by maintaining a Support Officers and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster Youth students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. Successes: We decrease student suspensions Districtwide and at each school site. with the exception of White students, who saw a slight increase in suspensions. We also surpassed our goal of holding a minimum of five wellness events to provide unduplicated family services. Challenges: The District continues to have a high amount of student suspensions. The District will continue with MTSS and PBIS professional development and support for our COST Teams who are supporting our students well-being.

Goal 2, Action 3: Family Communication & Education: Rating: 3 - Initial Implementation
The District maintains home-to school communication to discuss academic support, discipline, and attendance to all parents. The communication includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50% Family Engagement Coordinator, conference, and travel. Parent Square is used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site. The District provides parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research-based parent programs, the Family Engagement Center provides parent programs and strategies targeting low-income students, foster youth and English learners. Successes: Successes: The District survey data shows All students: had a positive increase by 2%; SED survey data shows a positive increase of 2%; EL survey data shows a positive increase of 41%; and Foster Youth survey data shows a positive increase of 100%. Challenges: Even though the number of events held between the District and Families saw an increase, the attendance at the events actually decreased.

Goal 2, Action 4: Student Attendance Support: Rating: 3 - Initial Implementation
The District provides programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance. Successes: All Students saw a positive decrease in chronic absenteeism 5.7% from baseline. White students had a positive decrease in chronic absenteeism by 5.6% from the baseline; EL Students had a positive decrease in chronic absenteeism by 1% from the baseline; SED students had a positive decrease in chronic absenteeism by 5.2% from the baseline; and Foster Youth students had a positive decrease in chronic absenteeism by 2.5% from the baseline.

Goal 2, Action 5: MTSS Training: Rating: 3 - Initial Implementation
The District continues to train staff in Multi-Tiered Systems of Support (MTSS) to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide.; for EL, Hispanic, SED and SWD at Avenal Elementary, Tamarack Elementary, Reef-Sunset Middle, and Avenal High; and for EL, Hispanic, and SED students at Kettleman City Elementary. The behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. Successes: We decrease student suspensions Districtwide and at each school site. with the exception of White students, who saw a slight increase in suspensions. Challenges: The District continues to have a high amount of student suspensions. The District will continue with MTSS and PBIS professional development and support for our staff who are supporting our student well-being.

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

Action 2.2: Safety & Support - Material differences were a result of adding campus safety staff and covering negotiated costs for security personnel. Additional investments were also made in upgraded surveillance cameras and facility improvements to enhance student safety across school sites.

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

Action 2.1 was effective based on the following data:
Chronic Absenteeism Rates
RSUSD
All Students: Positive decrease in by 5.7% from baseline.
White: Positive decrease by 5.6% from baseline.
EL: Positive decrease by 1% from baseline.
SED: Positive decrease by 5.2% from baseline.
Foster: Positive decrease by 2.5% from baseline.

Action 2.2 was effective because we saw a decrease in suspensions except for White students.
RSUSD Suspension Rates:
All Students: Positive decrease by 4% from baseline.
Hispanic: Positive decrease by 10% from baseline.
White: Negatively increased suspensions by 0.8% from baseline.
EL: Positive decrease by 3.6% from baseline.
SED: Positive decrease by 4% from baseline.
SWD: Positive decrease by 7% from baseline.
Foster: Positive decrease by 9.3% from baseline.
Homeless: Positive decrease by 1.2% from baseline.
The Action was also effective as we surpassed our goal to hold a minimum of five wellness events to provide unduplicated family resources.

Action 2.3 was effective based on the following data: 2024-25 Survey Data rating schools as highly informative
All students: Positive increase by 2%
SED: Positive increase by 2%
EL: Positive increase by 41%
FY group: Positive increase 100%

Action 2.4 was somewhat effective based on the following data:

2024-25 Positive increase from baseline in attendance rate by 1.5%.
Chronic Absenteeism Rate RSUSD
All Students: Positive decrease in by 5.7% from baseline.
White: Positive decrease by 5.6% from baseline.
EL: Positive decrease by 1% from baseline.
SED: Positive decrease by 5.2% from baseline.
Foster: Positive decrease by 2.5% from baseline.

Action 2.5 was effective based on the following data:
RSUSD Suspension Rates:
All Students: Positive decrease by 4% from baseline.
Hispanic: Positive decrease by 10% from baseline.
White: Negatively increased suspensions by 0.8% from baseline.
EL: Positive decrease by 3.6% from baseline.
SED: Positive decrease by 4% from baseline.
SWD: Positive decrease by 7% from baseline.
Foster: Positive decrease by 9.3% from baseline.
Homeless: Positive decrease by 1.2% from baseline.

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.

Goal 2.3: Family Communication & Education: Added Students with Disabilities to the metric to track the data for Priority 3: promoting parental participation in programs and for students SED, Foster, EL students, and SWD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Services & Support for Student Well Being	Maintain and increase supplemental services and support for student well being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well being.	$5,413,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Unduplicated Groups (Addressed using S/C Funding) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The School Sites that are in the RED: Reef-Sunset USD *The following student groups are in the RED at the District: Foster Youth. This Action will support an identified need through Differentiated Assistance: District is Red for Foster Youth Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of the 2023 CA. Dashboard for Chronic Absenteeism for Avenal Elementary School. This ACTION address the following student groups that are in the RED at Avenal Elementary School: Hispanic. This Action will support an identified need through Differentiated Assistance:. AES is in the RED for Hispanic Unduplicated Groups (Addressed using S/C Funding) 2024 This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. RED Avenal Elementary School, Suspension rate This Action will support an identified need through Differentiated Assistance: District is Red for Foster Youth and Homeless Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This ACTION will address the RED (lowest performance level) indicators of the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION address the following student groups that are in the RED at the District Level: Foster Youth and Homeless.		

Action #	Title	Description	Total Funds	Contributing
		This Action will support an identified need through Differentiated Assistance for Student Groups in the RED: Foster Youth and Homeless and Suspension rate at AES		
2.2	Safety & Support	Provide school safety and support for student engagement by maintaining a Support Officers and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster Youth students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. Unduplicated Groups (Addressed using S/C Funding) 2023 This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard in the area of Suspension. The student groups at each site that earned the lowest performance in Suspension: RSUSD: EL, SED and Foster Youth; Avenal Elementary: EL and SED; Avenal High: EL and SED; Kettleman City Elementary: EL and SED; Reef Sunset Middle: EL and SED; Tamarack Elementary: EL and SED. This Action will support an identified need through Differentiated Assistance: EL; SED; and Foster Youth in the area of Suspension. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This Action will address the RED (lowest performance level indicators on the 2023 CA. Dashboard. This ACTION addresses: *The following school sites earned the RED in Suspension: RSUSD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; and Tamarack Elementary. *The student groups that earned the RED in Suspension are: Hispanic; Homeless; and Students with Disabilities. The following student groups within a school site earned the RED in suspension: RSUSD: White; Hispanic, Homeless, and Students with Disabilities Avenal Elementary: Hispanic and Students with Disabilities; Avenal High: Hispanic and Students with Disabilities; Kettleman City Elementary: Hispanic; Reef Sunset Middle: Hispanic and Students with Disabilities; Tamarack Elementary: Hispanic and Students with Disabilities.	$730,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Action will support an identified need through Differentiated Assistance: All Students (Suspension) White (Suspension) SWD (Suspension) Hispanic (Suspension); Homeless (Suspension). Unduplicated Groups (Addressed using S/C Funding) 2024 This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: ALL; Students with Disabilities; EL; Hispanic; Homeless; Socio Economically Disadvantaged and Foster Youth in the area of Suspension. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: ALL; Students with Disabilities; EL; Hispanic; Homeless; Socio Economically Disadvantaged and Foster Youth in the area of Suspension.		

Action #	Title	Description	Total Funds	Contributing
2.3	Family Communication & Education	Maintain home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50% Family Engagement Coordinator, conference, and travel. Parent Square will be used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site.Maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research based parent programs, Family Engagement Center to provide parent programs and strategies targeting low income students, foster youth and English learners.	$552,000.00	Yes
2.4	Student Attendance Support	Provide programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance. Unduplicated Groups (Addressed using S/C Funding) 2023 This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The School Sites that are in the RED: Reef-Sunset USD *The following student groups are in the RED at the District: Foster Youth. This ACTION will support an identified need through Differentiated Assistance: RSUSD; RSUSD - Foster Youth Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group)	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This ACTION will address the RED (lowest performance level) indicators of the 2023 CA. Dashboard for Chronic Absenteeism for Avenal Elementary School. This ACTION address the following student groups that are in the RED at Avenal Elementary School: Hispanic. his Action will support an identified need through Differentiated Assistance:. AES is in the RED for Hispanic Unduplicated Groups (Addressed using S/C Funding) 2024 This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. This Action will support an identified need through Differentiated Assistance: District is Red for Foster Youth and Homeless Other Student Groups (Braided funding with a site-specific Title I allocation of $5,000 per student group) This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. This Action will support an identified need through Differentiated Assistance: District is Red for Foster Youth and Homeless		
2.5	MTSS Training	Training to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide.; for EL, Hispanic, SED and SWD at Avenal	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary, Tamarack Elementary, Reef-Sunset Middle, and Avenal High; and for EL, Hispanic, and SED students at Kettleman City Elementary. The behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. Unduplicated Groups (Addressed using S/C Funding) 2023 This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: The school sites that earned the lowest performance level in Chronic Absenteeism: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary. The student groups at each site that earned the lowest performance in Chronic Absenteeism: RSUSD: EL, Foster and SED Avenal Elementary; White; EL; SED; Avenal High: White; EL; Foster Youth; Kettleman City Elementary: EL; SED; Reef Sunset Middle School: EL; and SED; Tamarack Elementary EL; and SED. This ACTION will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard in the area of Suspension. The School sites that earned the lowest performance level in Suspensions: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle, and Tamarack Elementary. The student groups at each site that earned the lowest performance in Suspension: Avenal Elementary: EL and SED; Avenal High: EL and SED; Kettleman City Elementary: EL and SED; Reef Sunset Middle: EL and SED; Tamarack Elementary: EL and SED. This ACTION will support an identified need through Differentiated Assistance: EL (chronic absenteeism and suspension); SED (Chronic Absenteeism and Suspension) ; Foster Youth (Chronic Absenteeism and Suspension). Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This Action will address the RED (lowest performance level) indicators on the 2023 CA. Dashboard. This ACTION addresses: * The following school sites have received the lowest performance (RED) in the Areas of Chronic Absenteeism: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary. *The student groups that earned the		

Action #	Title	Description	Total Funds	Contributing
		lowest performance in Chronic Absenteeism are: Students with Disabilities. *The following student groups within a school site earned the lowest performance in Chronic Absenteeism: Avenal Elementary: Hispanic and Students with Disabilities. This Action will address the RED (lowest performance level indicators on the 2023 CA. Dashboard. This ACTION addresses: *The following school sites have received the lowest performance (RED) in the Areas of Suspension: Reef Sunset USD; Avenal Elementary; Avenal High; Kettleman City Elementary; Reef Sunset Middle; Tamarack Elementary . *The student groups that earned the RED in Suspension are: Hispanic; Homeless; and Students with Disabilities. The following student groups within a school site earned the RED in suspension: Avenal Elementary: Hispanic and Students with Disabilities; Avenal High: Hispanic and Students with Disabilities; Kettleman City Elementary: Hispanic; Reef Sunset Middle: Hispanic and Students with Disabilities; Tamarack Elementary: Hispanic and Students with Disabilities. This Action will support an identified need through Differentiated Assistance: All Students (Chronic Absenteeism and Suspension), SWD (Chronic Absenteeism and Suspension, Hispanic (Chronic Absenteeism and Suspension); Homeless (Suspension). Unduplicated Groups (Addressed using S/C Funding) 2024 This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. This ACTION addresses: *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED at the District level: Foster Youth and Homeless. This Action will support an identified need through Differentiated Assistance for Chronic Absenteeism: District is Red for Foster Youth and Homeless		

Action #	Title	Description	Total Funds	Contributing
		This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow. The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. This Action will support an identified need through Differentiated Assistance in the area of Suspension: ALL; Students with Disabilities; EL; Hispanic; Homeless; Socio Economically Disadvantaged and Foster Youth in the area of Suspension. Other Student Groups (Braided funding with a site-specific Title I allocation of $2,500 per student group) This ACTION will address the RED (lowest performance level) indicators for Chronic Absenteeism on the 2024 CA. Dashboard. This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard for Chronic Absenteeism. *The District as a whole is in the YELLOW for Chronic Absenteeism. *The following student groups are in the RED for Chronic Absenteeism at the District level: Foster Youth and Homeless. This Action will support an identified need through Differentiated Assistance for Chronic Absenteeism: District is Red for Foster Youth and Homeless This ACTION will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard in the area of Suspension. The District earned a YELLOW in the area of Suspension. The student group at the District level in the RED fpr Suspension is White. No school site in the District earned a RED in the area of Suspension. AES: Green; AHS: Yellow; KCES: Yellow; RSMS: Yellow; and TES: Yellow.		

Action #	Title	Description	Total Funds	Contributing
		The student groups at TES that earned a RED in the area of Suspension: Homeless and Students with Disabilities. This Action will support an identified need through Differentiated Assistance for Chronic Absenteeism: Foster Youth and Homeless This Action will support an identified need through Differentiated Assistance in the area of Suspension: All Students; Students with Disabilities; EL; Hispanic; Homeless; Socio Economically Disadvantaged; and Foster Youth.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, at least 95% of students at Equity Multiplier school sites Sunrise High School and Secondary Community Day School will receive documented, evidence-based academic, behavioral, and/or social-emotional supports aligned to their identified needs, resulting in a minimum 10 point increase in Distance from Standard in both ELA and Math on the STAR; 5% reduction in suspension rates compared to 2023–24 baseline data; and an increase in student attendance rates by at least 2 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At LCAP Parent and Community Engagement meetings, the District shared the information on the Equity Multiplier qualifications required by the State of California: "For the LCFF, the new Equity Multiplier is a new state funding program providing additional funds to school-sites meeting nonstability and socioeconomically disadvantaged student thresholds in the prior year. Considered a separate state funding source, Other State Funds, allocated outside of LCFF entitlement, Equity Multiplier funds are used to implement evidence-based services and supports for students at eligible school-sites and address student groups that have the lowest performance level (e.g., Red) on one or more state indicators on the California School Dashboard." The District worked with parents, staff, administrators and community members to create the Goal 3, Equity Multiplier Goal, By June 2027, at least 95% of students at Equity Multiplier school sites Sunrise High School and Secondary Community Day School will receive documented, evidence-based academic, behavioral, and/or social-emotional supports aligned to their identified needs, resulting in a minimum 10 point increase in Distance from Standard in both ELA and Math on the STAR; 5% reduction in suspension rates compared to 2023–24 baseline data; and an increase in student attendance rates by at least 2 percentage points.
The LEA has developed this goal for the following sites: Sunrise High School and Reef-Sunset Secondary Community Day School. SHS and RSSCDS qualify for the Equity Multiplier Goal because of high transient rates and low socioeconomic status. Non-stability rates greater than 25%. Socio-Economic pupil rates greater than 70%.
Further, services for this goal and its actions will be supplemented with prior year carryover in the amount of $172,074 for the noted goals and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	STAR assessment results	2023-24 Baseline Sunrise High School Reading Proficiency Rate: 4.2% Reading Student Growth Percentile: 70.8% Math Proficiency Rate: 0% Math Student Growth Percentile: 56.5% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 33.3% Math Proficiency Rate: 0% Math Student Growth Percentile: 50%	2024-25 Sunrise High School Reading Proficiency Rate: 15.4% Reading Student Growth Percentile: 75% Math Proficiency Rate: 0% Math Student Growth Percentile: 76.9% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 100% Math Proficiency Rate: 0% Math Student Growth Percentile: 100%		Sunrise High School Reading Proficiency Rate: 6% Reading Student Growth Percentile: 75% Math Proficiency Rate: 3% Math Student Growth Percentile: 65% Secondary Community Day School Reading Proficiency Rate: 2% Reading Student Growth Percentile: 50% Math Proficiency Rate: 2% Math Student Growth Percentile: 55%	Current Difference from Baseline: Sunrise High School Reading Proficiency Rate: of 15.4% is a 11.2% increase Reading Student Growth Percentile of 75% is a 4.2% increase Math Proficiency Rate of 0% is the same as baseline. Math Student Growth Percentile of 76.9% is a 20.4% increase Secondary Community Day School Reading Proficiency Rate of 0% is the same as baseline. Reading Student Growth Percentile 100% is a 66.7% increase Math Proficiency Rate of 0% is the same as baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Math Student Growth Percentile of 100% is a 50% increase
3.2	STAR assessment results	2023-24 Baseline Sunrise High School Reading Proficiency Rate: 4.2% Reading Student Growth Percentile: 70.8% Math Proficiency Rate: 0% Math Student Growth Percentile: 56.5% Secondary Community Day School Reading Proficiency Rate: 0% Reading Student Growth Percentile: 33.3% Math Proficiency Rate: 0% Math Student Growth Percentile: 50%	Discontinue this line as data is provided in Metric 3.1		Sunrise High School Reading Proficiency Rate: 6% Reading Student Growth Percentile: 75% Math Proficiency Rate: 3% Math Student Growth Percentile: 65% Secondary Community Day School Reading Proficiency Rate: 2% Reading Student Growth Percentile: 50% Math Proficiency Rate: 2% Math Student Growth Percentile: 55%	Discontinue this line as data is provided in Metric 3.1
3.3	CA Dashboard Indicators- Sunrise High	2023 CA Dashboard Suspension Rate: SHS: 5.3%	2024-25 Suspension Rate: SHS: 4.8%		Decrease of 2% in Suspension Rate	Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School and Secondary Community Day School	Increased by 2% S.C.D.S.: 14.3% Increased by 6.6%	S.C.D.S.:			SHS: 0.5% decrease S.C.D.S.:
3.4	CA Dashboard Graduation Rate - Sunrise High School (Added 2024-2025 SY)	2023 CA Dashboard (Added 2024-2025 SY) Graduation Rate: 65%	2024 CA Dashboard (Added 2024-2025 SY) Graduation Rate: 85.2%		Increase annually by 2%	Current Difference from Baseline: +20.2%
3.5	Local Data - Percentage of Sunrise High School students College Bound or Employed (Added 2024-2025 SY)	N/A	Local Data (Added 2024-2025 SY) - Percentage of Sunrise High School students College Bound or Employed: 33%		Increase annually by 2%	Current Difference from Baseline: New metric, no difference
3.6	CA Dashboard Indicators- Sunrise High School and Secondary Community Day School	2023 CA Dashboard (Added 2024-2025 SY) Chronic Absenteeism Rate: SHS: 48.6% S.C.D.S.: 41.23%	2024-25 Chronic Absenteeism Rate: SHS: 36.84% S.C.D.S.: 33.33%		Decrease of 2% in Chronic Absenteeism Rate	Current Difference from Baseline: SHS: 11.76% decrease S.C.D.S.: 7.90% decrease

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated foal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 0- Not Implemented; 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full
Implementation; 5 - Full Implementation and Sustainability.

Equity Multiplier school sites, Sunrise High School and Reef-Sunset Secondary Community Day School, received supplemental evidence-based services and supports to meet the needs of learners and lead to improved services and lead to improved outcomes. Administration and ed partners chose to offer robotics. The goal was to add Academic Counseling Support, provide supplemental curriculum, and professional development for Sunrise High School and Secondary Community Day School.

Goal 3, Action 1: Academic Counseling Support: Rating: 0 - Not Implemented
The District planned to provide Sunrise High School and Reef-Sunset Secondary Community Day School with one part-time FTE Academic Counselor. The Academic Counseling support will help build pathways to course completion and address the needs of our schools, which have a high non-stability rate and low SED, as well as to address absenteeism, suspension rate, and academic support. This action was not implemented. The position was not filled. Going forward, the District will use braided funding with the Equity Multiplier funds and braid with other District funds to bring on an additional Academic Counselor to help at AHS and at SHS and SCDS.

Goal 3, Action 2: Supplemental Curriculum: Rating: 3: Initial Implementation
The District purchased a supplemental curriculum to support the academic needs of students with high non-stability rates and are SED at Sunrise High School and Secondary Community Day School. Successes: The addition of the Robotics curriculum allowed the SHS and SCDS students to have a robotics elective. Challenges: The addition of the Robotics Curriculum was more than the budgeted amount, so the District used braided funding from the Equity Multiplier grant and braided it with other local District funds.

Goal 3, Action 3: Professional Development: Rating: 3 Initial Implementation
The District contracted with Kings County Office of Education for professional development provided to help advance academic pedagogy, Social-Emotional support skills, and evidence based instructional strategies for staff implementation as well as alternatives to suspensions for Sunrise High School and Secondary Community Day School. Successes: The contracted services by KCOE were fully implemented. Challenges: providing ongoing support for academic pedagogy with two sites that have had a high turn-over in staffing in recent years. Additional training by KCOE will continue to be provided in an on-going basis for SHS and SCDS.

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

Action 3.1: Academic Counseling Support
This action was underspent in the current year. While funds were allocated to support a full-time Academic Counselor to provide direct services and enhance academic guidance for students, we were unable to fill the position due to recruitment challenges. As a result, expenditures were lower than anticipated, and the level of services delivered was impacted. To address this moving forward, we plan to restructure the position into a part-time role shared with the comprehensive high school. This adjustment aims to increase the pool of qualified candidates and improve student access to counseling support.

Action 3.3: Professional Development
This action was underspent because designated staff did not receive the planned professional development during the fiscal year. We are reviewing scheduling and training options to ensure implementation in the upcoming year.

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

Following is a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal:

Goal 3, Action 1: Academic Counseling Support:
The District planned to provide Sunrise High School and Reef-Sunset Secondary Community Day School with one part-time FTE Academic Counselor. The Academic Counseling support will help build pathways to course completion and address the needs of our schools, which have a high non-stability rate and low SED, as well as to address absenteeism, suspension rate, and academic support. This action was not implemented. The position was not filled. Going forward, the District will use braided funding with the Equity Multiplier funds and braid with other District funds to bring on an additional Academic Counselor to help at AHS and at SHS and SCDS.

Goal 3, Action 2: Supplemental Curriculum:
The District purchased a supplemental curriculum to support the academic needs of students with high non-stability rates and are SED at Sunrise High School and Secondary Community Day School. This Action was effective as was shown via STAR data for both SHS and SCDS and the Chronic Absenteeism rate at SHS declined by: 11.76% and the Chronic Absenteeism rate at SCDS declined by 7.90% The addition of the Robotics curriculum has been a success and allowed the SHS and SCDS students to have a robotics elective and made attending SHS and SCDS more desirable.

Goal 3, Action 3: Professional Development:
The District contracted with Kings County Office of Education for professional development provided to help advance academic pedagogy, Social-Emotional support skills, and evidence based instructional strategies for staff implementation as well as alternatives to suspensions for Sunrise High School and Secondary Community Day School. Due to the full implementation of the KCOE Professional Development, the effectiveness is shown in 2024-25 Suspension Rate: 4.8%, which is a current difference from Baseline of a 0.5% decrease.

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.

Following are changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice:

Goal 3, Action 1: Academic Counseling Support:
The District planned to provide Sunrise High School and Reef-Sunset Secondary Community Day School with one part-time FTE Academic Counselor. The Academic Counseling support will help build pathways to course completion and address the needs of our schools, which have a high non-stability rate and low SED, as well as to address absenteeism, suspension rate, and academic support. This action was not implemented. The position was not filled. Going forward, the District will use braided funding with the Equity Multiplier funds and braid with other District funds to bring on an additional Academic Counselor to help at AHS and at SHS and SCDS.

Additional Changes made to Goal 3:

- Goal verbiage was adjusted to include the percentage of students who would benefit from the increase in services and the outcome goal. Goal verbiage was also updated to reflect adjusted metrics and needs assessment.
- Changed Metric line 3.2 as data is provided for Chronic Absenteeism to help show the addition of the Goal 3, Action 2: Supplemental Curriculum resulted in more students being interested in coming to school, and was a key factor in the lowered chronic absenteeism rate.
- Increased amount for Academic Counselor to $66,070 and will use other local district funds to braid with the Equity Multiplier funds to hire this position and share it between SHS, SCDS, and AHS.
- Decreased the amounts for curriculum as a majority of the supplemental materials were purchased in 24-25 school year and our PD needs have become more targeted. The balance of funds were moved to support the counselor in 3.1.
- Added CA Dashboard Graduation Rate - Sunrise High School. We were unable to break out the data for Reef-Sunset Secondary Community Day School due to low enrollment and the need to protect student privacy; however, we are monitoring this data in-house.
- Added Local Data - Percentage of Sunrise High School students College Bound or Employed. We were unable to break out the data for Reef-Sunset Secondary Community Day School due to low enrollment and the need to protect student privacy; however, we are monitoring this data in-house.
- Added Metric 3.6: CA Dashboard Chronic Absenteeism Rate - SHS and S.C.D.S. to be able to measure the success of the Goal and Actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Counseling Support	Provide Sunrise High School and Reef-Sunset Secondary Community Day School with one part-time FTE Academic Counselor. The Academic Counseling support will help build pathways to course completion and address the needs of our schools, which have a high non-stability rate and low SED, as well as to address absenteeism, suspension rate, and academic support.	$66,070.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Supplemental Curriculum	A supplemental curriculum will be purchased to support the academic needs of students with high non-stability rates and are SED at Sunrise High School and Secondary Community Day School.	$15,000.00	No
3.3	Professional Development	Professional development will be provided to help advance academic pedagogy, Social-Emotional support skills, and evidence based instructional strategies for staff implementation as well as alternatives to suspensions for Sunrise High School and Secondary Community Day School.	$20,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,071,937.000	$1,750,075.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.280%	0.000%	$0.00	45.280%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Supports for Students **Need:** After assessing the needs, conditions and circumstances of our student groups we found that: 2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1	This action will provide supplemental supports for students in order to increase academic performance and achievement as described in the metrics (ELA, Math, ELPAC). English learners, Foster Youth, and Low Income students make up 97.39% of the RSUSD student population. Supplemental supports for students will be provided to meet the academic needs of students. These will include the implementation and support of Professional Learning Communities,	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP- RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5 AES ELA CAASPP

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
	SWD -156 SED -91.4 EL -107.7 Hispanic -90.1 White - 74.9 Homeless -119.6 LTELS - 120.6 1) Avenal Elementary All Students -94.1 SWD -151.7 SED -94.7 English Learner -95.1 Hispanic -95.8 2) Avenal High School All Students -61.9 SED -130.6 English Learner -130.6 Hispanic -63.2 LTEL -123.9 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 Hispanic -60.7 SED -61.5 4) Reef-Sunset Middle All Student -94.9 SED -97.2 English Learner -121.4 Hispanic -94.3 5) Tamarack All Students - 113.6	instructional aides, educational field trips, supplemental standards based curriculum, professional learning with a focus on ELA, ELD, and math, instructional supplies to provide flexible seating, supplemental materials, wall sized whiteboards to support cooperative learning structures. Support for new teachers will be provided through a New Teacher Induction program. Maintain instructional aides for support in classroom instruction to provide targeted assistance in the area of identified need for our low income students, foster youth, special education, and English • Professional Learning Communities - LEA • FTE Instructional Aides- LEA- non site specific • Educational Field Trips • Supplemental State Standards Based Curriculum • Professional Learning/development training to Focus on ELA, ELD, & Math • Instructional Supplies to include, but not limited to flexible seating, supplemental supplies, wall sized whiteboards to support cooperative learning structures • New Teacher Induction • Supplemental Technology support staff and devices • Secondary Support Staff - 1 FTE (AES; AHS; RSMS; TES) - SSC • Alternative Education - Supplemental staff support	AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7 RSMS ELA CAASPP RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7 RSUSD MATH CAASPP RSUSD All -114.1 RSUSD EL- 130 RSUSD SED -116.4 AHS MATH CAASPP AHS All -145.4 AHS EL- 191.7 AHS SED -143.5 KCES MATH CAASPP KCES EL-121.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED -107.7 English Learner -112.8 Hispanic -113 2023-24 Math CAASPP - Distance from Standard (DFS) All Students -130.1 SWD -185 SED -131.5 English Learner -138.8 Hispanic -130 White -144.2 Homeless -162.7 LTEL -181.9 1) Avenal Elementary All Students -93.9 SWD -151.5 2) Avenal High School All Students:-167.1 SED -168.2 English Learner -203.1 Hispanic -167 LTEL - 192.3 3) Kettleman City Elementary All Students -116.4 English Learner -129.2 4) Reef-Sunset Middle All Students -149.2 SED -151.2 English Learner -171.8 Hispanic -149 SWD -208.3	This Action will support an identified need through Differentiated Assistance.	RSMS MATH CAASPP RSMS All-131.5 RSMS EL 161.8 RSMS SED- 132.2 TES MATH CAASPP TES All-109.4 TES EL- 189.4 TES SED -114.3 RSMS ELPI- 29.8% making progress towards English language proficiency

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
	LTEL -182.9 5) Tamarack All Students - 115.1 SED -115.3 English Learner -106.4 Hispanic -114.5 42.3% of English Learners were making progress towards English proficiency (ELPI). **Scope:** LEA-wide		
1.3	**Action:** Enrichment & Fine Arts **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Chronic absenteeism rate are high. RSUSD Chronic Absenteeism Rates All Students: 20.2% EL: 16.6% SED: 20% Foster: 50% **Scope:** LEA-wide	The Enrichment and Fine Arts program provides all low income students, foster youth, and English learners an experience in the fine arts throughout the regular school year, will increase interest in school and increase attendance rates of 93.3% for all students, including unduplicated students. Maintain the implementation of fine arts integration in the classroom, enrichment of content, and extra-curricular student learning opportunities to provide all low income students, foster youth, and English learners an experience in the fine arts. Including: 3 FTE Certificated fine arts teachers, contract for services, materials and supplies including art supplies, musical instruments, equipment, and instrument maintenance; expand and enhance fine arts/enrichment classes/clubs	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Chronic Absenteeism Rates All Students: 20.2% EL: 16.6% SED: 20% Foster: 50%

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
1.4	**Action:** College & Career Readiness **Need:** After assessing the needs, conditions and circumstances of our student groups we found that the percentage of students "prepared" in the college and career indicator are: All students - 44.8% prepared EL - 25% prepared SED- 44.1% prepared No data available for Foster Youth. **Scope:** Schoolwide	This action will provide the needed programs and supports within the district to maintain a consistent structure of actions aimed at improving college and career readiness. 21.1% of the student population in RSUSD are identified as LTELS. Only 25% of English learners, 28.2% of LTEL and 44% of SED students were "prepared". RSUSD wants to improve percentage of students "prepared by 6% Maintain and expand college readiness, career technical pathways, and elective course offerings, aligned with systems for concurrent enrollment, academic assessment, and progress monitoring data. Including enrollment costs, textbooks, certificated teacher on special assignment. Principally directed at all low income students, foster youth, and English learners. Career Technical Education offerings include, but are not limited to, courses in Patient Care, Diesel, Ag Mechanics, and Ag Science. Maintain dual enrollment program support with certificated staff to coordinate and provide support with Career Technical Education activities between community colleges and Avenal High School for all low income students, foster youth, and English learners. The District will continue to increase student and parent college and career education programs through regular informational meetings, materials and supplies that include study guides for AP, PSAT, and SAT preparation, and student access to college entrance preparation activities to support low income students, foster youth, and English learners.	Effectiveness will be measured based on a 3 year target outcome of: College Career Indicator for RSUSD All students: 44.8% prepared EL: 25% prepared SED: 44.1% prepared

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
		This Action will support an identified need through Differentiated Assistance.	
1.5	**Action:** Supplemental ELA Instructional Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Unduplicated Students are in the RED in ELA- CAASPP. RED in ELPI - RSMS - ELPAC 2023-24 ELA CAASPP Distance From Standard (DFS) All Students -90.1 SED -91.4 EL -107.7 1) Avenal Elementary All Students -94.1 SWD -151.7 SED -94.7 English Learner -95.1 2) Avenal High School All Students -61.9 SED -130.6 English Learner -130.6 LTEL -123.9 3) Kettleman City Elementary All Students -60.7 English Learner -77.7 SED -61.5	The LEA will provide tutoring and academic support; instructional aides; additional language support programs; TOSA Reading Specialist; Reading Instructional Aides; collaboration opportunities; and a Chief Learning Officer to increase academic achievement in ELA for unduplicated students. The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in ELA/Math/ELD for SED, EL,and FY (in addition to base amount) -Additional language support programs -Collaboration opportunities -TOSA Reading Specialist to increase literacy and reading levels -(3) Literacy Instructional Aides to increase literacy and reading levels -Chief Learning Officer to increase academic achievement in ELA for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide. This Action will address the RED (lowest performance level) indicators on the 2024 CA. Dashboard. This ACTION addresses: the following students groups identified for actions: ELA for EL, Homeless, Hispanic and SED, districtwide. For All Students at Avenal Elementary; Avenal High School; Kettleman City Elementary; Reef-Sunset Middle; and Tamarack Elementary. For EL, and SED at Avenal High School; Kettleman City Elementary; Reef-Sunset Middle; and Tamarack	Effectiveness will be measured based on a 3 year target outcome of: RSUSD ELA CAASPP- RSUSD All-79.2 RSUSD EL104.1 RSUSD SED -81.5 AES ELA CAASPP AES All -72.4 AES EL- 83.6 AES SED- 76.9 AHS ELA CAASPP AHS All -144.45 AHS EL- 93.8 AHS SED- 44.1 KCES ELA CAASPP KCES All -63 KCES EL -109.6 KCES SED -114.7 RSMS ELA CAASPP RSMS All -85.1 RSMS EL- 123.8 RSMS SED -85.2 TES ELA CAASPP TES All -110.9 TES EL -109.6 TES SED -114.7

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
	4) Reef-Sunset Middle All Student -94.9 SED -97.2 English Learner -121.4 5) Tamarack All Students - 113.6 SED -107.7 English Learner -112.8 RSMS 58.1% of English learners were making progress towards English proficiency. **Scope:** LEA-wide	Elementary. For EL, SED, at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance.	RSMS ELPI- 29.8% making progress towards English language proficiency
1.6	**Action:** Supplemental Math Instructional Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Unduplicated Students are in the RED in Math. Math CAASPP - Distance from Standard (DFS) All Students -130.1 SWD -185 SED -131.5 English Learner -138.8 Hispanic -130 White -144.2	The LEA will provide tutoring and academic support; instructional aides; additional language support programs; collaboration opportunities; and a Chief Learning Officer to increase academic achievement in Math for unduplicated students. The LEA will provide: -Tutoring and academic support -Instructional aides providing supplemental support in math -Additional language support programs -Collaboration opportunities -Chief Learning Officer to increase academic achievement in Math for unduplicated students by implementing and monitoring evidence based instructional strategies districtwide. This Action will address the RED (lowest performance level) indicators on the 2024 CA.	Effectiveness will be measured based on a 3 year target outcome of: RSUSD MATH CAASPP RSUSD All -114.1 RSUSD EL- 130 RSUSD SED -116.4 AHS MATH CAASPP AHS All -145.4 AHS EL- 191.7 AHS SED -143.5 KCES MATH CAASPP KCES EL-121.1 RSMS MATH CAASPP

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
	Homeless -162.7 LTEL -181.9 1) Avenal Elementary All Students -93.9 SWD -151.5 2) Avenal High School All Students:-167.1 SED -168.2 English Learner -203.1 Hispanic -167 LTEL - 192.3 3) Kettleman City Elementary All Students -116.4 English Learner -129.2 4) Reef-Sunset Middle All Students -149.2 SED -151.2 English Learner -171.8 Hispanic -149 SWD -208.3 LTEL -182.9 5) Tamarack All Students - 115.1 SED -115.3 English Learner -106.4 Hispanic -114.5 **Scope:** LEA-wide	Dashboard. This ACTION addresses: The following school sites have received the lowest performance (RED) in the Areas of Mathematics: Avenal High School, Reef Sunset Middle School and Tamarack Elementary. The student groups that earned the lowest performance in Mathematics are English Learners, Hispanic, Homeless, Socio-Economically Disadvantaged. The following student groups within a school site earned the lowest performance in Math: Avenal Elementary: Students with Disabilities Avenal High School: English Learners, Hispanic, Socio-Economically Disadvantaged Kettleman City: English Learners Reef Sunset Middle School: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities Tamarack Elementary: English Learners, Hispanic, Socio-Economically Disadvantaged. This Action will support an identified need through Differentiated Assistance.	RSMS All-131.5 RSMS EL 161.8 RSMS SED- 132.2 TES MATH CAASPP TES All-109.4 TES EL- 189.4 TES SED -114.3

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
2.1	**Action:** Supplemental Services & Support for Student Well Being **Need:** After assessing the needs, conditions and circumstances of our student groups we found that Average Daily Attendance Data show that unduplicated pupils have a higher rate of absenteeism than other students. 2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4% White: 30.4% EL: 20.6% SED: 20% Foster: 37.5% Avenal Elementary School All Students - 18.9% **Scope:** LEA-wide	Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services to bolster student well-being. This comprehensive approach aims to enhance the sense of belonging and safety within our schools, leading to improved attendance rates, decreased suspensions, and heightened overall student engagement district wide. Maintain and increase supplemental services and support for student well being. Offering internal supports such as nursing and special education staff, supplementary materials, PBIS aides, and additional services and staff training to bolster student well-being. Student engagement and outreach to include but not limited to clubs and athletic activities to create a community and promote physical and mental well being. This Action will support an identified need through Differentiated Assistance.	Effectiveness will be measured based on a 3 year target outcome of: Average Daily Attendance rates for unduplicated students and decrease chronic absenteeism by 3% . RSUSD Chronic Absenteeism: All students: 19.1% EL 15.6% SED 19.2% Foster 30% Avenal Elementary-17%
2.2	**Action:** Safety & Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that RSUSD suspension rate was in the Red status level for all student groups in the 2023-24 school year. All student groups increased in suspension rate.	Through the inclusion of School Resource Officers (SROs) and campus safety liaisons in our LCAP, we aim to enhance student safety and support. Their presence will cultivate a secure campus environment, reducing the likelihood of students engaging in suspendable offenses like fighting or substance abuse. As a result, students will feel safer and more secure, fostering a safe learning environment and personal growth. Action progress	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Suspension Rates All Students 6.4% EL 5.8 % SED 6.4 % Foster 11%

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
	2024 Suspension Rates REDS All Students: 8.3% EL: 8.2% SED: 8.4% Foster:10.7% Avenal Elementary School- 6.7% AES EL 5.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - SED - 14.7% Kettleman City Elementary School- 11% KCES EL-12% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4% TES - SED - 9.6% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS SED - 19.2% **Scope:** LEA-wide	and effectiveness will be monitored through empathy survey results and discipline data. Provide school safety and support for student engagement by maintaining a Support Officers and contract with the Sheriff's office to address the safety and engagement needs of students including low income, English learners and Foster and Homeless students to provide an increased sense of safety and support. Campus security monitors are provided to support campuses districtwide. This Action will support an identified need through Differentiated Assistance.	Avenal Elementary School- 4% AES EL 3% AES SED- 6.3% Avenal High School- 10% AHS - EL - 12% AHS - SED - 10% Kettleman City Elementary School- 7% KCES EL-9% SED - 7% Tamarack Elementary School- 6% TES - EL - 5% TES - SED - 6% Reef Sunset Middle School - 15% RSMS EL - 14% RSMS SED - 15%
2.3	**Action:** Family Communication & Education **Need:**	This action will increase the rate of parents feeling highly informed or informed about issues, upcoming events, and encouraging them to become involved. We also want to maintain solid	Effectiveness will be measured based on a 3 year target outcome of:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After assessing the needs, conditions and circumstances of our student groups we found that 73% - all students 72% of the SED 81% of the EL group 100% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey As such, goal/action #2.3 would serve to strengthen Family Communication & Education **Scope:** LEA-wide	partnerships with families of students with disabilities. Maintain home-to school communication to discuss academic support, discipline, and attendance to all parents. Includes Aeries, Aeries communication, 1 FTE Student Information Support Technician, 50% Family Engagement Coordinator, conference, and travel. Parent Square will be used by staff to communicate with parents regarding student and school events. The district's Family Engagement Center will provide parents with a centralized location for resources and parent education. Community Schools will provide parents with education and resources at each school site. Maintenance of parent education classes, staff, and materials to increase home support of student academics including digital literacy courses, parent and student nutrition education, family wellness, and research based parent programs, Family Engagement Center to provide parent programs and strategies targeting low income students, foster youth and English learners.	75% - all students 74% of the SED 45% of the EL group 20% of the FY group rated the schools as Highly Informative through the LCAP needs assessment survey
2.4	**Action:** Student Attendance Support **Need:** After assessing the needs, conditions and circumstances of our student groups we found that chronic absenteeism rates are high. 2024-25 Chronic Absenteeism Rates RSUSD All Students: 19.4%	Extra Support/communication and resources for families of students with high risk attendance issues and chronic absenteeism. In addition to current systems, include and facilitate early intervention and support services for students and families through the family engagement center, community schools and identified attendance staff to implement research based strategies such as home visits, wrap around services, and coordination of services.	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Chronic Absenteeism: All students: 19.1% EL 15.6% SED 19.2% Foster 30%

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
	White: 30.4% EL: 20.6% SED: 20% Foster: 37.5% 1) Avenal Elementary All Students - 18.9% **Scope:** Schoolwide	Provide programs to support communication with families with students with high-risk attendance issues and are chronically absent, especially for Foster Youth LEA-wide and Hispanic students at Avenal Elementary School. This Action will support an identified need through Differentiated Assistance.	Avenal Elementary-17%
2.5	**Action:** MTSS Training **Need:** After assessing the needs, conditions and circumstances of our student groups we found that RSUSD suspension rates are high. 2024 Suspension Rates REDS All Students: 8.3% EL: 8.2% SED: 8.4% Foster:10.7% Avenal Elementary School- 6.7% AES EL 5.6% AES SED- 6.3% Avenal High School- 14.8% AHS - EL - 18.7% AHS - SED - 14.7% Kettleman City Elementary School- 11%	MTSS and PBIS will aide in lowering suspension rates and support the efforts in improving our school culture to support the behavioral and motivational adjustments required to be made by our students in order to gain higher achievement and keep students engaged in school daily in order to become college and career-ready graduates. Training to help lower suspension rates and to support the efforts in improving our school cultures to support the behavioral and motivational adjustments required for: Foster Youth, Hispanic, Homeless, SED, SWD, and White students LEA-wide. The behavioral and motivational adjustments required for low SES and EL students to achieve is modeled through our PBIS/MTSS systems. In the area of Suspension, the Reef-Sunset Unified School District received a performance of: (YELLOW). The student group in the RED at the District level in the area of Suspension: White. No school site earned a RED, however at TES the following student groups earned a RED in the area	Effectiveness will be measured based on a 3 year target outcome of: RSUSD Suspension Rates All Students 6.4% EL 5.8 % SED 6.4 % Foster 11% Avenal Elementary School- 4% AES EL 3% AES SED- 6.3% Avenal High School- 10% AHS - EL - 12% AHS - SED - 10% Kettleman City Elementary School- 7% KCES EL-9% SED - 7%

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
	KCES EL-12% SED - 11.4% Tamarack Elementary School- 9.1% TES - EL - 7.4% TES - SED - 9.6% Reef Sunset Middle School - 19.1% RSMS EL - 18.2% RSMS SED - 19.2% **Scope:** LEA-wide	of Suspension: Homeless and Students with Disabilities. In the area of Chronic Absenteeism, the Reef-Sunset Unified School District received a performance of: (YELLOW) Student group performance in RED: Foster Youth and Homeless. No school site earned a RED in the area of Chronic Absenteeism, and no student groups at the school sites were in the RED. This Action will support an identified need through Differentiated Assistance for Chronic Absenteeism and Suspension.	Tamarack Elementary School- 6% TES - EL - 5% TES - SED - 6% Reef Sunset Middle School - 15% RSMS EL - 14% RSMS SED - 15%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Supports **Need:** To increase the percentage of English Learner students who make progress towards English proficiency as measured by the ELPAC 47.41% of English learners scored a Level 3 & 4	1. Direct Impact: These actions directly support English learners by making the content more accessible and understandable from the outset, helping them to engage more fully with grade-level material. 2. Practical Implementation: Best practices and implantation of evidence based strategies can be integrated into existing lesson plans without requiring major changes to the curriculum or extensive additional resources.	ELPAC: 42% of English learners scored a Level 3 & 4 48% of Long Term English learners scored a Level 3 & 4 Effectiveness will be measured based on a 3 year target outcome of:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	60.09% of Long Term English learners scored a Level 3 & 4 After assessing the needs, conditions and circumstances of our student groups we found that: English proficiency on the ELPI. The difference in the percentage of students making progress towards English proficiency went from 37.2% in the 2022-23 Summative ELPAC assessment to 47.47%, with a positive increase of 10.21%. RSUSD ELA REDS EL - 107.7 DFS AES ELA REDS EL -95.1 DFS AHS ELA REDS EL - 130.6 DFS KCES ELA REDS EL - 77.7 DFS RSMS ELA REDS EL - 121.4 DFS TES ELA REDS EL - 112.8 DFS RSUSD MATH REDS EL - 138.8 DFS AHS MATH REDS EL - 203.1 DFS KCES MATH REDS EL - 129.2 DFS RSMS MATH REDS EL - 171.8 DFS TES MATH REDS EL - 106.4 DFS RSMS ELPI (English Learner Progress Indicator): 58.1% making progress towards English language proficiency, this is an increased growth of 28.2%. This action will provide the needed monitoring, support, and training at all levels within the district to establish a consistent structure of implementation and monitoring of student	3. Sustainable Practice: These techniques can be used across various subjects and grade levels, making them a versatile and sustainable approach to improving instruction while providing targeted support to the students identified as having the highest needs, specifically in ELA, Math, and ELD for English Learners	RSUSD ELA CAASPP RSUSD EL - 105 DFS AES EL -85 DFS AHS EL - 90 DFS KCES EL - 85 DFS RSMS EL - 115 DFS TES EL - 105 DFS RSUSD MATH CAASPP RSUSD EL - 105 DFS AHS EL - 185 DFS KCES EL - 115 DFS RSMS EL - 155 DFS TES EL - 104 DFS RSMS RED ELPI (English Learner Progress Indicator) -35% making progress towards English language proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	progress. 21.1% of the student population in RSUSD are identified as LTELS. LTELS- Cooperative learning strategies, culturally relevant pedagogy, and formative assessment and feedback. Pairing LTELs with proficient English speakers for peer tutoring or grouping them with peers of mixed language abilities for cooperative learning activities can provide opportunities for language practice and peer support. Recognizing and incorporating students' cultural backgrounds and experiences into instruction can increase engagement and motivation. Culturally relevant pedagogy acknowledges students' identities, values, and lived experiences as assets in the learning process. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. EL's- Explicit language instruction, language development through content, and formative assessment and feedback. Explicit instruction in language skills, such as vocabulary development, grammar, and language structures, is beneficial for ELs. Teachers can use techniques like modeling, direct explanation, and guided practice to teach language concepts explicitly. Integrating language instruction with content-area learning can support ELs' language development while they learn academic content. This approach,		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	known as content-based language instruction, helps ELs make connections between language and subject matter. Regular formative assessment allows teachers to monitor LTELs' progress and adjust instruction accordingly. Providing timely feedback that is specific, actionable, and focused on language development can support their learning effectively. These strategies and supports will be implemented and monitored via the following actions: • EL TOSA working with EL site coordinators • Intentional coaching cycles • ELD achievement teams • Continuous improvement cycle • Ongoing professional development of staff, certificated and classified This Action will support an identified need through Differentiated Assistance. **Scope:** Limited to Unduplicated Student Group(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.

The Reef-Sunset Unified School District Planned Percentage of Improved Services is 45.280%
RSUSD supports the educational program for approximately 2610 students at six schools. The site and district teams utilize data to evaluate the needs of our students throughout the district. This analysis begins with the needs of our unduplicated students. Many of our actions are

provided on a school-wide basis. Principally directed and targeted actions and services for unduplicated pupils are monitored, evaluated and adjusted on an ongoing basis utilizing multiple sets of data. Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. Educational equity means that each child receives what they need to develop to their full academic and social potential and adults are committed to doing whatever it takes to achieve grade level standards. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. In developing the LCAP, the LCAP educational partners determined that English Learner Supports, in Goal 1, Action 2, is a limited action contributing to meeting the increased need and improved services requirement for English Learner students. The needs for English Learner Supports are to increase the percentage of English Learner students who make progress towards English proficiency as measured by the ELPAC and CAASPP. The Action is designed to address these needs:
1. Direct Impact: These actions directly support English learners by making the content more accessible and understandable from the outset, helping them to engage more fully with grade-level material.
2. Practical Implementation: Best practices and implantation of evidence based strategies can be integrated into existing lesson plans without requiring major changes to the curriculum or extensive additional resources.
3. Sustainable Practice: These techniques can be used across various subjects and grade levels, making them a versatile and sustainable approach to improving instruction while providing targeted support to the students identified as having the highest needs, specifically in ELA, Math, and ELD for English Learners.
We will measure the success of this Action with the following ELPAC metrics:
39.36% of EL to score a level 3 & 4
45.59% of Long Term English Learners score at a level 3 & 4

Additional Concentration Grant Funding

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

All schools within RSUSD have high concentrations (above 55) of foster youth, English Learners and low-income students.

Goal 1: Action 1: Supplemental supports, EL supports , enrichment and fine arts, college and career readiness, supplemental ELA instructional support. 4 FTE Student Support Coordinators to provide supplemental supports for students. Goal 1, Action 2: TOSA: English Learner to support teachers in data collection, lesson design and improved academic performance of English Leaners Projects. Administrator to provide support to staff in Multi-Tiered Systems of Support (MTSS) and provided additional onsite support coordinating services at Avenal Elementary School. Goal 1, Action 3: Full time art teacher at RSMS, AHS and elementary schools to provide enrichment and a well rounded educational experience for all students; Goal 1, Action 4: 2 Full time CTE instructors added to Avenal High School to enhance and maintain CTE pathway options for all students. AHS aims to ensure all students leave high school prepared for post secondary education or to enter the workforce. TOSA: Auxiliary Services and CTE to increasing the staffing dedicated to support students in CTE pathways and Dual Enrollment. Goal 1, Action's 5 and 6: 3 Technician Specialists to increase the support for staff and students to use instructional technology and repair devices in a timely manner. Goal 1, Action's 5 and 6: Maintain and increase instructional aide support at all campuses and maintain TK-3 class size reduction at all elementary school sites. Goal 1, Action 5: 1 TOSA Literacy Specialist at the Middle School level to

provide literacy intervention to students who are reading multiple years below grade level (Funded with LREBG Funds). 3 (5 hour) Literacy Instructional Aides at the Middle School level to provide literacy intervention to students who are reading multiple years below grade level (Funded with LREBG Funds). Goal 1, Action's 5 and 6: 1 Chief Learning Services Officer, focused on increasing academic achievement in ELA and Math for unduplicated students

Goal 2:Action 1: Supplemental services and support for student well being, safety and support, family communication and education, student attendance support, MTSS 2 Full time Prevention Intervention Specialists and 3 full time Wellness Specialists to support students mental health, social emotional learning and behavioral concerns. 5 Full time School Nurse Assistants ensure that each school site has a dedicated health care provider on campus during normal school hours. A Full time District Health & Wellness Coordinator to oversee Health Services, Full time District RN and Full time LVN to provide health services to students that require supervision of a licensed nurse. Additional School Psychologist to increase service to students for mental health support, behavioral support and provide services to students with disabilities. Certificated staff to provide tutoring for unduplicated pupils to ensure they do not follow behind in academics. 2 additional cafeteria staff to support students during meal times and ensure meals are served in a timely manner and safety protocols are followed. Coordinator of Special Education to support students with disabilities and their families. Student Supervisors and PBIS aides to ensure a safe and orderly campus in the classrooms, during recess and at lunch periods on all campus. These positions help to reduce the staff to student ratio and provide students with individual intervention as needed. Goal 2, Action 3: Family Engagement Coordinator to establish the Family Engagement Center and provide resources and services to all students and families in the district. Community Schools Program Manager and Community Schools Intervention Coordinator to support families and students in getting wraparound services and other academic, behavioral and social services they may need; granted funding is used to maintain staffing for Community School program Athletics and extra curricular activities to maintain and increase elementary, middle and high school athletics opportunities available to all students. Full time District Athletic and Activities Coordinator Enhance expanded learning opportunities with additional staff to provide enrichment, intervention and club activities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Avenal High School: A Staff to student ratio of 1 Classified Staff to every 60.25 students Sunrise High School: A Staff to student ratio of 1 Classified Staff to every 14.5 students Reef Sunset Middle School: A Staff to student ratio of 1 Classified Staff to every 45 students Avenal Elementary School: A Staff to student ratio of 1 Classified Staff to every 29.9 students Tamarack Elementary School: A Staff to student ratio of 1 Classified Staff to every 27.6 students Kettleman City Elementary School: A Staff to student ratio of 1 Classified Staff to every 21.1 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Avenal High School: A Staff to student ratio of 1 Certificated Staff to every 18.08 students Sunrise High School: A Staff to student ratio of 1 Certificated Staff to every 14.5 students Reef Sunset Middle School: A Staff to student ratio of 1 Certificated Staff to every 18.96 students Avenal Elementary School: A Staff to student ratio of 1 Certificated Staff to every 19.93 students Tamarack Elementary School: A Staff to student ratio of 1 Certificated Staff to every 18.1 students Kettleman City Elementary School: A Staff to student ratio of 1 Certificated Staff to every 21.1 student

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,869,247	13,071,937.000	45.280%	0.000%	45.280%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,071,937.00	$1,566,844.00	$0.00	$157,500.00	$14,796,281.00	$10,480,007.00	$4,316,274.00

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	Supplemental Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,459,796.00	$1,469,283.00	$3,929,079.00				$3,929,079.00	
1	1.2	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$200,000.00	$50,000.00	$250,000.00				$250,000.00	
1	1.3	Enrichment & Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$375,000.00	$525,000.00	$900,000.00				$900,000.00	
1	1.4	College & Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AHS, SHS, and SCDS		$460,000.00	$194,125.00	$654,125.00				$654,125.00	
1	1.5	Supplemental ELA Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,375,774.00	$340,000.00	$210,000.00	$1,465,774.00		$40,000.00	$1,715,774.00	
1	1.6	Supplemental Math Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$162,100.00	$87,900.00	$215,000.00			$35,000.00	$250,000.00	
2	2.1	Supplemental Services & Support for Student Well Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,515,267.00	$898,531.00	$5,403,798.00			$10,000.00	$5,413,798.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Safety & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$424,000.00	$306,435.00	$702,935.00			$27,500.00	$730,435.00	
2	2.3	Family Communication & Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$402,000.00	$150,000.00	$552,000.00				$552,000.00	
2	2.4	Student Attendance Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200,000.00	$190,000.00			$10,000.00	$200,000.00	
2	2.5	MTSS Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$40,000.00	$60,000.00	$65,000.00			$35,000.00	$100,000.00	
3	3.1	Academic Counseling Support	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$66,070.00	$0.00		$66,070.00			$66,070.00	
3	3.2	Supplemental Curriculum	All	No			Specific Schools: Sunrise High School and Reef-Sunset Secondary Community Day School 9-12		$0.00	$15,000.00		$15,000.00			$15,000.00	
3	3.3	Professional Development	All	No			Specific Schools: Sunrise High School and Reef-		$0.00	$20,000.00		$20,000.00			$20,000.00	

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
							Sunset Secondary Community Day School 9-12									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,869,247	13,071,937.000	45.280%	0.000%	45.280%	$13,071,937.00	0.000%	45.280 %	**Total:**	$13,071,937.00
								LEA-wide Total:	$11,977,812.00
								Limited Total:	$250,000.00
								Schoolwide Total:	$844,125.00

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**	Supplemental Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,929,079.00	
1	**1.2**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$250,000.00	
1	**1.3**	Enrichment & Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	
1	**1.4**	College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AHS, SHS, and SCDS	$654,125.00	
1	**1.5**	Supplemental ELA Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
1	**1.6**	Supplemental Math Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Supplemental Services & Support for Student Well Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,403,798.00	
2	2.2	Safety & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$702,935.00	
2	2.3	Family Communication & Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$552,000.00	
2	2.4	Student Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
2	2.5	MTSS Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,584,341.00	$13,672,484.00

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**	Supplemental Supports for Students	Yes	$4,009,715.00	$3,766,752
1	**1.2**	English Learner Supports	Yes	$300,000.00	$264,000
1	**1.3**	Enrichment & Fine Arts	Yes	$900,000.00	$875,300
1	**1.4**	College & Career Readiness	Yes	$654,125.00	$712,996
1	**1.5**	Supplemental ELA Instructional Support	Yes	$250,000.00	$271,500
1	**1.6**	Supplemental Math Instructional Support	Yes	$250,000.00	$350,000
2	**2.1**	Supplemental Services & Support for Student Well Being	Yes	$5,538,066.00	$5,638,065
2	**2.2**	Safety & Support	Yes	$730,435.00	$867,695
2	**2.3**	Family Communication & Education	Yes	$552,000.00	$600,680
2	**2.4**	Student Attendance Support	Yes	$200,000.00	$205,000
2	**2.5**	MTSS Training	Yes	$100,000.00	$91,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Academic Counseling Support	No	$50,000.00	0
3	**3.2**	Supplemental Curriculum	No	$30,000.00	$28,996
3	**3.3**	Professional Development	No	$20,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$13,313,738	$13,484,341.00	$13,643,488.00	($159,147.00)	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	Supplemental Supports for Students	Yes	$4,009,715.00	$3,766,752.00		
1	1.2	English Learner Supports	Yes	$300,000.00	$264,000.00		
1	1.3	Enrichment & Fine Arts	Yes	$900,000.00	$875,300.00		
1	1.4	College & Career Readiness	Yes	$654,125.00	$712,996.00		
1	1.5	Supplemental ELA Instructional Support	Yes	$250,000.00	$271,500.00		
1	1.6	Supplemental Math Instructional Support	Yes	$250,000.00	$350,000.00		
2	2.1	Supplemental Services & Support for Student Well Being	Yes	$5,538,066.00	$5,638,065.00		
2	2.2	Safety & Support	Yes	$730,435	$867,695.00		
2	2.3	Family Communication & Education	Yes	$552,000.00	$600,680.00		
2	2.4	Student Attendance Support	Yes	$200,000	$205,000.00		
2	2.5	MTSS Training	Yes	$100,000	$91,500.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
28,685,169	$13,313,738	0	46.413%	$13,643,488.00	0.000%	47.563%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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