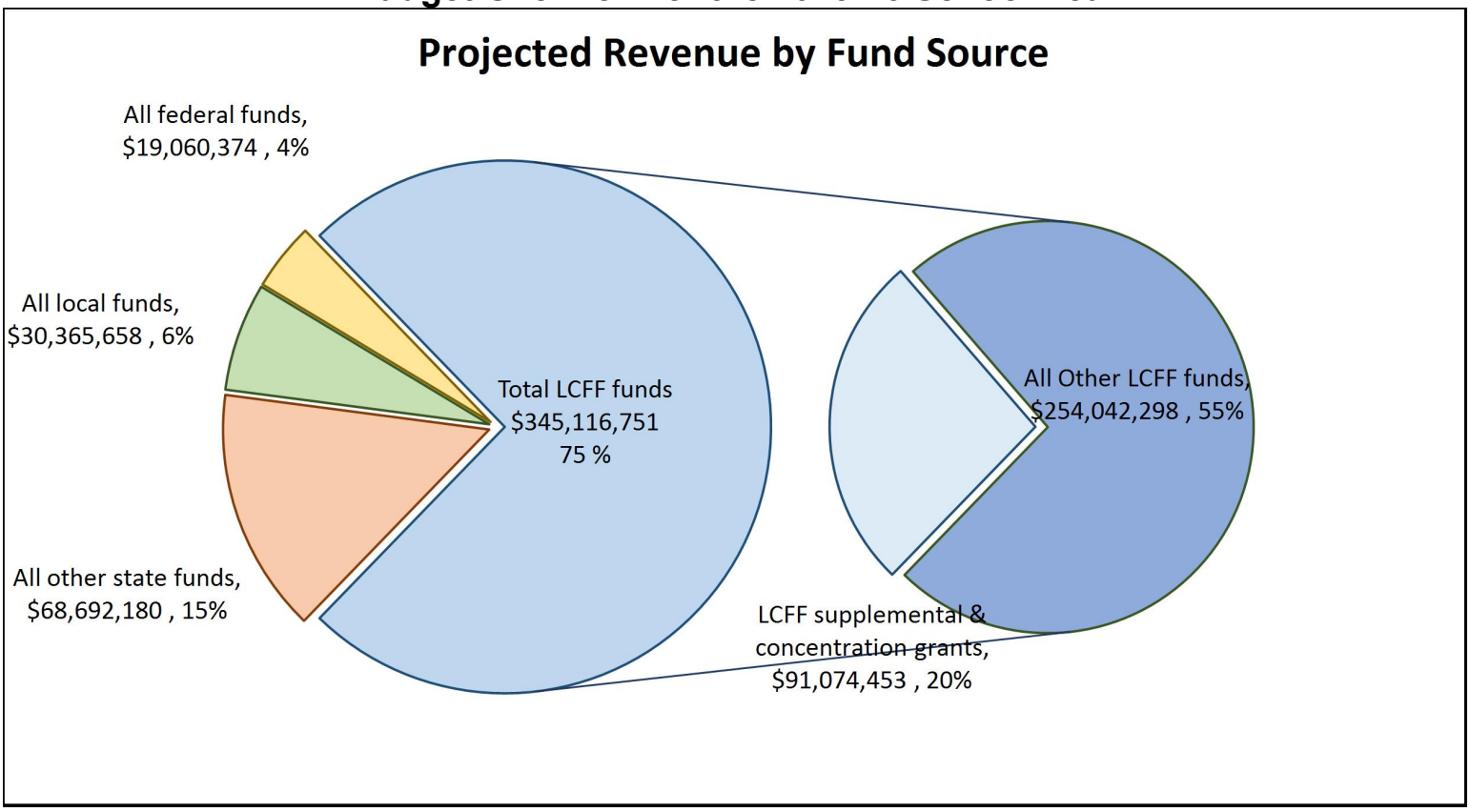
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rialto Unified School District
CDS Code: 36-67850-0000000
School Year: 2025-26
LEA contact information:
Kevin Hodgson
Senior Director: Special Programs
khodgson@rialtousd.org
(909) 879-6024

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

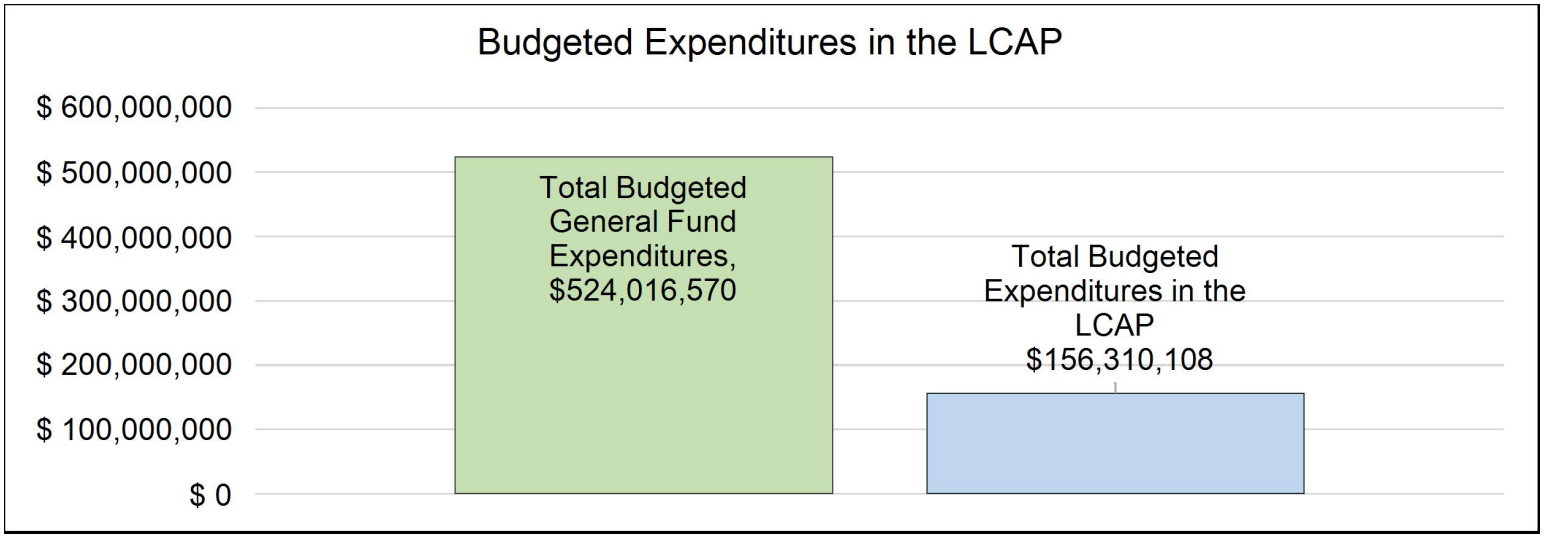


This chart shows the total general purpose revenue Rialto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rialto Unified School District is $463,234,963, of which $345,116,751 is Local Control Funding Formula (LCFF), $68,692,180 is other state funds, $30,365,658 is local funds, and $19,060,374 is federal funds. Of the $345,116,751 in LCFF Funds, $91,074,453 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 Rialto 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: Rialto Unified School District plans to spend $524,016,570 for the 2025-26 school year. Of that amount, $156,310,108 is tied to actions/services in the LCAP and $367,706,462 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

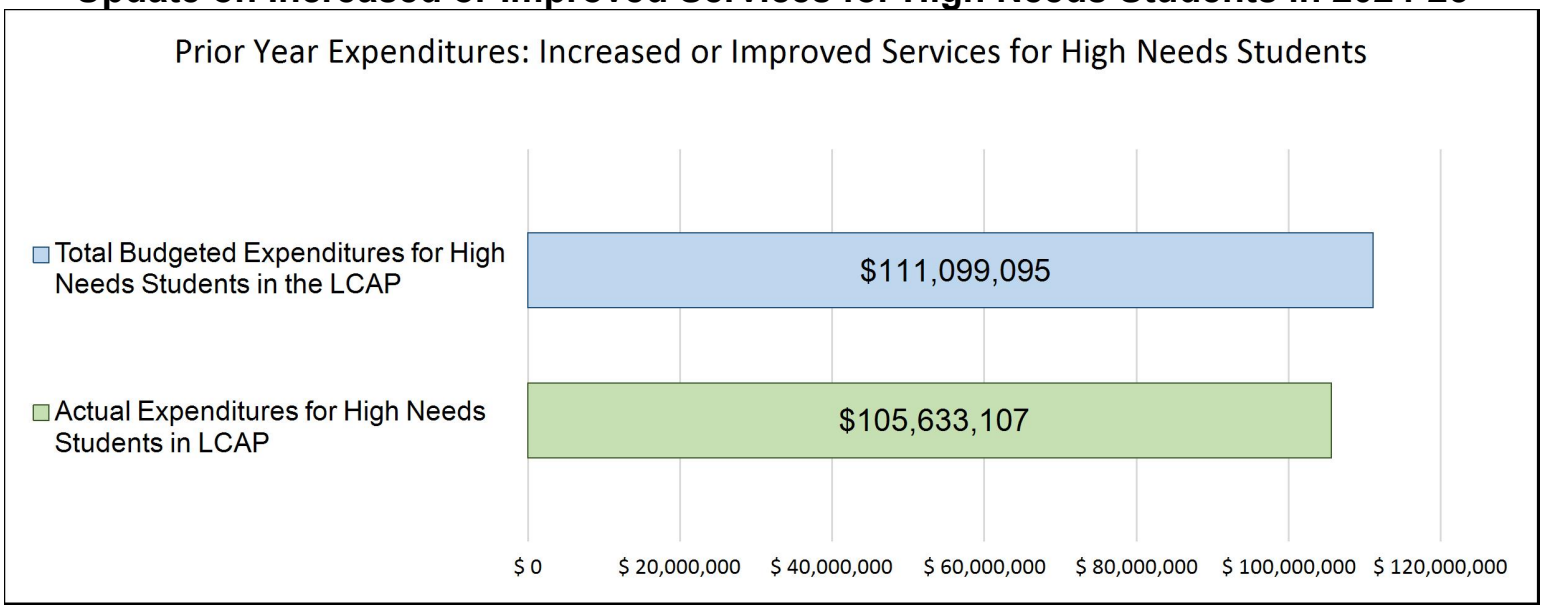
Special Education Support Services, Counseling at the Secondary Levels, After School Programs, School Administration, Instructional Supervision, Attendance & Pupil Support, Health Services, Operational Support Services, Safety & Security, Grounds/Maintenance, Utilities and Debt Payments, Capital Improvement & Deferred Maintenance.

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

In 2025-26, Rialto Unified School District is projecting it will receive $91,074,453 based on the enrollment of foster youth, English learner, and low-income students. Rialto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rialto Unified School District plans to spend $95,543,433 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 Rialto 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 Rialto 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, Rialto Unified School District's LCAP budgeted $111,099,095 for planned actions to increase or improve services for high needs students. Rialto Unified School District actually spent $105,633,107 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,465,988 had the following impact on Rialto Unified School District's ability to increase or improve services for high needs students:

Although actual expenditures for actions and services were lower than the total budgeted amounts, the implementation of those actions and services was not compromised. The most notable variance occurred in the funding of extracurricular activities. To address this, we chose to use other expiring funds to support those activities. As a result, we reinvested the resulting carryover funds into the general instructional strategies and services section of the 2025–2026 LCAP.

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
Rialto Unified School District	Kevin Hodgson Senior Director: Special Programs	khodgson@rialtousd.org (909) 879-6024

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 Rialto Unified School District, anchored in the heart of San Bernardino County and spanning the cities of Rialto, Fontana, Colton, and San Bernardino, is a dynamic hub for education serving a diverse student population of approximately 24,000. As the principle employer in the region with over 3,000 dedicated employees, RUSD operates an expansive network of 19 elementary schools, 5 middle schools, 3 comprehensive high schools, 1 continuation high school, and a virtual academy, addressing educational needs from preschool to adulthood. The district's commitment to scholastic excellence is embodied in its targeted literacy and numeracy initiatives as outlined in the LCAP, with special attention to foundational literacy at the primary level and strategies to enhance higher literacy skills, including writing, at the secondary level.

RUSD is home to a vibrant and ethnically diverse community. According to the 2024 CA School Dashboard, the student body comprises 86.5% Hispanic, 8.1% African American, 2.6% White, and 0.7% Asian, along with other ethnic groups contributing to the rich cultural fabric. English Learners represent a significant portion of the student population at 22.9%, reflecting the district's commitment to addressing the needs of students from multilingual backgrounds.

The district's socioeconomically disadvantaged students make up a substantial 82.6% of the enrollment, indicating RUSD's role in supporting students from varied economic backgrounds. Additionally, students with disabilities account for 11.1% of the student body, and 1% of the students are in foster care, underlining the district's inclusive approach to education.

Milor High School and Zupanic Virtual Academy continue to be identified as schools that will receive Equity Multiplier funding. This is due to the fact that both sites have a low socioeconomic status (over 70%) and a non-stability rate of more than 25%. Milor and Zupainc have established teams that will make decisions on how to address the needs of their school in order to best support their students. Additionally, a goal specific to these schools has been added to the LCAP.

RUSD's strategic endeavors in the LCAP highlight a proactive stance in not only recognizing the diverse needs of its students but also actively pursuing academic empowerment and equity. This forward-thinking approach ensures that RUSD remains a cornerstone of educational advancement in its community.

Reflections: Annual Performance

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

RUSD is required to keep the original data from the 2023 Dashboard for the entirety of the LCAP process. Therefore, the data listed below displays the following information from the 2023 Dashboard:

1. Schools that received the lowest performance level on one or more state indicators.
2. Student groups at the LEA level that received the lowest performance level on one or more state indicators.
3. Student groups at the school level that received the lowest performance level on one or more state indicators.

Following the required data, analysis of the 2024 Dashboard as compared to the 2023 Dashboard will show that RUSD made significant gains in many areas.

Required information from the 2023 Dashboard

* Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
    - ELA: Werner, Kelley, Preston, Rialto High, Zupanic
    - Math: Werner, Kucera, Frisbie, Eisenhower, Rialto High
    - ELPI: Werner, Garcia, Bemis, Myers, Frisbie, Carter High
    - Suspension: Kolb, Kucera, Rialto Middle, Frisbie
    - Chronic Absenteeism: Morris, Dollahan, Boyd, Kelley, Kordyak, Curtis, Myers, Kolb, Kucera, Frisbie
    - Graduation Rate: Zupanic
    - College Career Indicator: Milor, Zupanic

* Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard: ALL (Chronic), EL (ELA), Foster Youth (ELA, Math, Chronic), Homeless (ELA, Math, Chronic), Students with Disabilities (ELA, Suspension), Two or More Races (Math, Chronic), African American (Suspension, Chronic), Socioeconomically Disadvantaged (Chronic), Pacific Islander (Chronic), and White (Chronic).

* 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:

- EL: ELPI (Werner, Garcia, Bemis, Myers, Frisbie, Carter), ELA (Werner, Boyd, Kelley, Kolb Kucera, Rialto Middle, Jehue, Rialto High), Math (Werner, Boyd, Kolb, Kucera, Rialto Middle, Frisbie Jehue, Rialto High, Carter), Suspension (Kolb, Kucera, Rialto Middle, Frisbie, Jehue), Chronic (Dunn, Morris, Boyd, Kelley, Curtis, Myers, Kolb, Kucera, Frisbie), College Career Indicator (Eisenhower, Milor, Zupanic)

- Homeless: ELA (Kucera, Rialto Middle, Rialto High), Math (Kolb, Kucera, Rialto Middle, Frisbie, Eisenhower, Carter), Suspension Rate (Trapp, Kucera, Rialto Middle, Frisbie, Jehue), Chronic (Garcia, Dunn, Morris, Dollahan, Kelley, Preston, Henry, Kordyak, Curtis, Trapp, Myers, Kucera), College Career Indicator (Milor)

- SED: ELA (Werner, Fitzgerald, Kelley, Casey, Rialto, Zupanic), Math (Werner, Kolb, Kucera, Frisbie, Eisenhower, Rialto High, Carter), Suspension (Kolb, Kucera, Rialto Middle, Frisbie), Chronic (Morris, Dollahan, Boyd, Kelley, Preston, Kordyak, Curtis, Myers, Kolb, Kucera, Frisbie), Graduation (Zupanic), College Career Indicator (Milor, Zupanic)

- SWD: ELA (Werner, Garcia, Boyd, Kelley, Casey, Trapp, Myers, Kolb, Kucera, Rialto Middle, Rialto High), Math (Werner, Garcia, Boyd, Casey, Myers, Kucera), Suspension (Preston, Simpson, Kucera, Rialto Middle, Frisbie), Chronic (Garcia, Morris, Dollahan, Boyd, Kordyak, Curtis, Myers, Kolb, Kucera, Frisbie), College Career Indicator (Milor)

- African-American: ELA (Werner, Rialto High), Math (Werner, Kolb, Kucera, Frisbie, Eisenhower, Carter), Suspension (Morgan, Werner, Simpson, Kucera, Rialto Middle, Frisbie, Carter), Chronic (Morgan, Morris, Preston, Kordyak, Curtis, Simpson, Trapp, Myers, Kolb, Kucera, Frisbie, Jehue)

- Hispanic: ELA (Werner, Fitzgerald, Preston, Rialto High, Zupanic), Math (Werner, Kucera, Frisbie, Eisenhower, Rialto High), Suspension (Kucera, Rialto Middle, Jehue), Chronic (Morris, Dollahan, Boyd, Kelley, Kordyak, Curtis, Myers, Kolb, Kucera, Frisbie), Graduation (Zupanic), College Career Indicator (Milor, Zupanic)

- White: Chronic (Kordyak, Kucera, Jehue)

2024 Dashboard Successes
The 2024 CA Dashboard reflects significant progress across multiple indicators, demonstrating notable improvements in student achievement, attendance, and overall school climate. In ELA and Math, all student groups showed growth, with All Students, Low-Income, and English Learners making the largest gains. ELA scores improved by 12.4 points for All Students and Low-Income students, while English Learners improved by 12 points. In Math, English Learners showed the most progress (+10.4 points), followed by All Students (+9.5 points). Additionally, suspension rates decreased across nearly all groups, with the African American student suspension rate improving by 2.3 percentage points, while Students with Disabilities and English Learners also saw meaningful declines. Chronic absenteeism rates dropped significantly across all groups, with the largest reductions among Two or More Races (-10.8%), African American (-7.9%), and Homeless (-7.8%) students, indicating stronger student engagement and attendance.

Beyond academic and attendance improvements, the College and Career Indicator (CCI) showed steady growth, with English Learners

improving by 5.4 percentage points and African American students by 4.2 percentage points. High school graduation rates saw a notable 7.8 percentage point increase for Foster Youth, reflecting targeted interventions and support. While the overall English Learner Progress Indicator (ELPI) experienced a slight decline (-2.3%), Long-Term English Learners (LTELs) made gains (+2.2%). These successes highlight the district's commitment to academic recovery, equity-driven interventions, and student support systems. Moving forward, continued focus on improving EL progress, supporting Students with Disabilities in graduation rates, and maintaining positive trends in attendance and discipline will be key priorities.

2024 Dashboard Challenges
Despite notable improvements, the 2024 CA Dashboard highlights key challenges that require continued focus and intervention. While ELA and Math performance improved, students remain below standard, with English Learners (-69 DFS in ELA, -107.6 DFS in Math) and Students with Disabilities (-116.9 DFS in ELA) still facing significant achievement gaps. The English Learner Progress Indicator (ELPI) declined by 2.3 percentage points, signaling a need to enhance language development support. Additionally, Students with Disabilities saw a concerning drop in graduation rates (-7.7 percentage points), highlighting the need for stronger academic interventions and post-secondary readiness support for this group.

Other areas of concern include Foster Youth suspension rates, which increased slightly (+0.4 percentage points), and College and Career Readiness for Students with Disabilities, which declined (-1.8 percentage points). While chronic absenteeism improved overall, rates remain high for Homeless (35.2%) and African American (30.1%) students, indicating ongoing barriers to school attendance. Although the district made progress in reducing suspensions, African American students (9.9%) and Students with Disabilities (6.7%) continue to experience higher rates than other groups. Moving forward, targeted interventions are necessary to close achievement gaps, improve EL progress, reduce chronic absenteeism among at-risk groups, and ensure all students, especially those with disabilities, have the necessary support to graduate and be college and career-ready.

Local Data

i-Ready

Successes:
The 2024–25 i-Ready results show steady and encouraging gains across most grade spans and student groups, particularly in Math. Overall, All Students improved in ELA across all bands: Grades 1–3 increased from 47.92% to 48.54%, Grades 4–5 from 33.55% to 35.16%, and Grades 6–8 from 28.58% to 31.22%. In Math, All Students experienced even more substantial growth: Grades 4–5 improved from 31.35% to 36.22%, and Grades 6–8 from 20.70% to 28.82%. Low-income students also demonstrated consistent progress. In ELA, they grew in Grades 1–3 (45.24% to 45.63%), Grades 4–5 (30.8% to 31.48%), and Grades 6–8 (26.76% to 28.09%). In Math, gains were seen across all spans: Grades 1–3 (30.17% to 31.90%), Grades 4–5 (30.13% to 32.54%), and Grades 6–8 (19.48% to 25.41%).

Foster Youth showed particularly strong growth in Grades 4–5, jumping from 17.02% to 26.83% in ELA and from 16.67% to 33.33% in Math. Early grade Math also improved from 19.74% to 24.32%, and middle school Math from 13.51% to 17.78%. English Learners made encouraging gains in Math across all grades: Grades 1–3 (22.63% to 22.71%), Grades 4–5 (14.20% to 17.32%), and Grades 6–8 (3.78% to 9.22%). The improvement in Grades 6–8 Math, more than doubling from the previous year, is a particularly promising sign of progress in

secondary-level support strategies.

Challenges:
Despite these gains, some persistent achievement gaps and areas of regression remain, especially in ELA for English Learners and Foster Youth, and Math for Students with Disabilities (SWD) (though not part of the current target groups, they provide important context). In ELA, English Learners in Grades 4–5 declined from 10.04% to 8.28%, indicating challenges with literacy development at intermediate grades. Similarly, Foster Youth in Grades 6–8 dropped from 17.07% to 13.64%, showing a decline in secondary ELA performance despite gains in earlier grades.

In Math, while most groups improved, SWD performance in Grades 1–3 slightly declined (15.32% to 14.90%), and Grades 6–8 rose only slightly (4.25% to 6.23%), still far below peers. While not a primary target of this analysis, this subgroup's results may signal a need for differentiated strategies that also benefit target groups with overlapping needs. Additionally, while English Learners made gains in Math, their ELA performance remains significantly below peers at every level, especially in middle school (only 5.84% on grade level). These results highlight the need for sustained, language-integrated literacy interventions across content areas.

Panorama

Successes: Panorama results show increases in sense of belonging across the board. We see significant gains in Grades 3-5 (65% increased to 76%) and in grades 6-12 (36% increased to 48%). School Climate increased in grades 6-12.

Challenges: School Climate decreased slightly in Grades 3-5 (54% to 53%).

Learning Recovery Emergency Block Grant (LREBG) Funds

RUSD has $39,000,000 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years. Rialto USD conducted a comprehensive needs assessment to identify key areas for improvement, drawing on 2024 California Dashboard data in English Language Arts (ELA), Mathematics, and Chronic Absenteeism. This analysis was further enriched by input from educational partners and insights from local assessment data, specifically our annual Healthy Kids survey data. The findings guided the selection of three strategic actions funded, either fully or partially, by the Learning Recovery Emergency Block Grant (LREBG). In alignment with the requirements outlined in EC Section 32526(c)(2), these actions are intentionally designed to address both academic and socioemotional needs, with an emphasis on supporting students most impacted by educational disruptions and ongoing challenges.

Action 1.2: Literacy and Numeracy Support - Elementary Schools

This action provides Reading Specialists to deliver targeted instructional support to each elementary grade-level team across all elementary schools in the district. Partially funded by LREBG, the initiative is principally directed toward improving academic outcomes for low-income students, English Learners, and Foster Youth, while benefiting all students through a schoolwide, inclusive model. Reading Specialists will collaborate with teachers to implement high-leverage strategies that enhance foundational literacy and numeracy skills.

By embedding expertise at the site level, this action ensures every elementary classroom benefits from consistent, high-quality instructional

coaching and intervention. Though targeted to address the needs of the district's most vulnerable student groups, implementing supports universally enhances equity and raises the instructional bar districtwide. This model reflects research-based best practices for advancing early literacy and numeracy development, particularly in communities disproportionately affected by opportunity gaps.

A 2023 study published by the National Center for Education Evaluation (NCEE) found that assigning Reading Specialists to elementary school teams significantly improved early reading proficiency, especially in schools with high percentages of English Learners and economically disadvantaged students. The study highlighted how specialists helped teachers interpret assessment data, differentiate instruction, and strengthen phonics, fluency, and comprehension practices. [Source: NCEE, U.S. Department of Education, 2023]

Additionally, a 2024 research brief from REL West emphasized that schoolwide models of embedded support, such as coaching by literacy and numeracy experts, resulted in measurable gains in math and reading achievement for English Learners in grades K–5. The brief underscored the importance of regular collaboration between specialists and teaching teams in adapting instruction to better meet the linguistic and academic needs of multilingual learners. [Source: REL West, 2024 – Regional Educational Laboratory West]

This action directly aligns with LREBG's allowable use of Accelerating Learning Progress, particularly through intensive instructional interventions in early grades. It supports the district's commitment to educational equity by providing schoolwide access to expert guidance and best practices that are most critical for students with the greatest learning recovery needs. By strengthening foundational literacy and numeracy skills at the elementary level, this action sets the stage for long-term academic success.

Action 1.33: Teacher Support for Learning and Differentiated Instruction

This action provides targeted academic support to students through the deployment of additional teaching staff who will reduce class sizes in selected core courses, offer APEX credit recovery opportunities, and implement differentiated instructional strategies to address learning gaps. Fully funded by LREBG, this initiative is designed to accelerate student learning and ensure on-time graduation, particularly for low-income students, English Learners, and Foster Youth. These supports will help students regain academic ground lost due to disrupted learning and ensure equitable access to rigorous, responsive instruction. By maintaining smaller class sizes in key content areas and providing structured credit recovery options, this action allows for more individualized instruction and frequent progress monitoring. Teachers will also receive support to tailor instruction to diverse learner profiles, helping students master essential content while meeting their unique needs. This approach is both proactive and inclusive, benefiting the wider student population while focusing on groups most impacted by academic disruptions and opportunity gaps.

A 2024 study from the American Institutes for Research (AIR) found that smaller class sizes in secondary intervention courses, coupled with differentiated instruction, led to significant gains in math and ELA achievement among high-need student populations, especially English Learners and students with credit deficiencies. The study concluded that when class sizes dropped below 25 and teachers used tiered supports, students were more likely to meet grade-level benchmarks and recover lost credits. [Source: AIR, 2024 – Equity Through Intervention: Designing Responsive Secondary Classrooms] Furthermore, a 2023 evaluation by the Education Trust–West on credit recovery programs in California found that blended models, such as APEX, when supported by dedicated instructional staff, improved graduation rates for English Learners and low-income students. The report stressed the importance of teacher facilitation in ensuring students remain engaged and on track when using digital platforms for credit recovery. [Source: EdTrust–West, 2023 – Credit Recovery and Equity in California High Schools]

This action aligns with LREBG's allowable use of Accelerating Learning Progress, particularly through targeted academic interventions and extended instructional opportunities. By reducing course sizes, offering credit recovery, and embedding differentiated instruction, the district is addressing critical academic needs and fostering equitable pathways to graduation for all students, especially those who have been disproportionately impacted by learning loss.

Action 2.7: Secondary Literacy and Numeracy Support

This action provides Secondary Coaches to support teachers in implementing evidence-based literacy and numeracy strategies across all secondary classrooms. Partially funded by LREBG, this initiative is principally directed at improving outcomes for low-income students, English Learners (ELs), and Foster Youth (FY), while enhancing instructional quality for all students. Coaches will work with teachers to strengthen instructional design, facilitate professional learning communities, and lead ongoing professional development. Emphasis will be placed on culturally responsive teaching practices and differentiated instruction tailored to the needs of diverse learners.

By deploying this support district-wide, the initiative reflects a strategic investment in educational equity. The district recognizes that schoolwide professional development fosters a cohesive instructional culture that benefits all students, especially those historically underserved. Through targeted coaching, teachers will be equipped to address gaps in literacy and numeracy that often persist into middle and high school, particularly among ELs and students from low-income backgrounds.

A 2023 study by the Center for the Future of Teaching & Learning at WestEd found that secondary-level coaching focused on literacy and numeracy led to significant improvements in student performance, particularly in schools serving large populations of English Learners. The research emphasized the importance of subject-specific coaching paired with ongoing professional learning to help teachers embed academic language development and mathematical reasoning into everyday instruction. [Source: WestEd, 2023 – Improving Secondary Outcomes through Instructional Coaching]

Additionally, a 2024 article in Educational Leadership highlighted how professional development centered on culturally responsive pedagogy and formative assessment practices was associated with improved student engagement and achievement in urban secondary schools. The article stressed that professional learning aligned to the needs of multilingual learners and students with interrupted learning histories was especially effective in closing achievement gaps in literacy and math. [Source: Educational Leadership, ASCD, 2024 – Coaching for Equity in the Secondary Classroom]

This action aligns with LREBG's allowable use of Accelerating Learning Progress, supporting systemic efforts to improve instructional quality and learning outcomes at the secondary level. By providing site-based coaching and targeted professional learning, the district is creating a supportive infrastructure that enables teachers to meet students where they are and accelerate academic growth, particularly for students most impacted by learning disruption and systemic inequities.

Reflections: Technical Assistance

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

Differentiated Assistance

Our district qualified for Differentiated Assistance based on the 2023 California Dashboard data, which identified five student groups—Foster Youth, Homeless students, Students with Disabilities, African American students, and students identifying as Two or More Races—as performing at the lowest level in at least two state priority areas. Encouragingly, Rialto USD has already made measurable progress in four of these five student groups, with Foster Youth being the exception. Therefore, if this progress continues and is reflected on the 2025 California Dashboard, we anticipate that Homeless students, Students with Disabilities, African American students, and students identifying as Two or More Races will no longer meet the criteria for Differentiated Assistance. Nevertheless, we remain steadfast in our commitment to supporting all five student groups. We will continue to implement and refine strategies already in place, while intensifying efforts to provide additional targeted support for our Foster Youth students.

Ongoing Actions by Focus Area

ELA (Foster Youth, Homeless, Students with Disabilities, Two or More Races)
To strengthen ELA outcomes, we continue to focus on building a solid literacy foundation in the early grades. Elementary Reading Specialists (Actions 1.2 and 1.4) are currently deployed across school sites to support first through third-grade students. These specialists deliver targeted, small-group reading instruction to students identified as needing the most support, based on data from the i-Ready Reading Diagnostic (Action 1.19) and the K–2 Reading Difficulties Screener. This approach will remain in place moving forward.

Math (Foster Youth, Homeless, Students with Disabilities, Two or More Races)
We are sustaining a comprehensive strategy to enhance math achievement, focusing on both instructional quality and student engagement. Professional development (Action 1.5) remains central to this effort, supporting teachers in deepening content knowledge and improving instructional practices. Effective classroom routines—such as Number Talks, Math Talks, the 3 Read Protocol, and open middle tasks—continue to be emphasized. Site walkthroughs, conducted by principals in collaboration with district staff, provide regular feedback to support consistent implementation. Progress is continuously monitored using i-Ready diagnostic data to ensure effectiveness and guide refinement of our efforts.

Suspension Rate (African American Students, Foster Youth, and Students with Disabilities)
To reduce disproportionately high suspension rates, we are continuing our data-driven efforts focused on improving relationships and campus climate (Actions 1.26 and 2.17). Weekly suspension data is reviewed and shared with school sites and the Education Services team. This consistent analysis supports the implementation of strategies that foster clearer communication, stronger student-staff connections, and alternatives to exclusionary discipline. These practices are currently in place and will remain a district priority moving forward.

Chronic Absenteeism (Foster Youth, Two or More Races, Homeless, African American Students)
Our multi-tiered approach to chronic absenteeism remains active and ongoing. Site-level attendance teams are consistently reviewing attendance data, implementing targeted interventions—including home visits and attendance incentives—and coordinating wraparound services (Action 3.18). A special focus remains on the identified student groups to ensure responsive and equitable supports. Weekly reports

are shared with principals, and bi-monthly reviews by district support providers help maintain accountability and momentum. Schools with chronic absenteeism rates of 30% or higher will be identified at the end of the 2024–25 school year, and follow-up meetings will be held in August 2025 to collaboratively strengthen site-specific strategies.

Continued and Targeted Support for Foster Youth
In partnership with the San Bernardino County Superintendent of Schools (SBCSS), we are engaging in comprehensive root cause analysis to address the disproportionate suspension rates among our Foster Youth population. A dedicated team of district and school site administrators recently participated in an in-person workshop focused on this critical issue. Based on insights gained from this collaborative effort, we are implementing targeted interventions at each school site to better understand and address the underlying factors contributing to disciplinary incidents. This site-specific approach ensures that the unique needs of Foster Youth students are recognized and supported through appropriate resources, trauma-informed practices, and individualized behavioral support plans rather than punitive measures. Our cross-functional team will continue to work with SBCSS to refine these strategies and monitor their effectiveness in reducing suspension rates while improving academic and social-emotional outcomes for this vulnerable student group.

Comprehensive Support and Improvement

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

Schools Identified

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

There are no RUSD schools that are eligible for Comprehensive Support and Improvement (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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Community Meetings	RUSD hosted three (3) community meetings throughout the school year. Based on educational partner feedback from last year, we held one meeting at each of our comprehensive high schools. Feedback was provided in various formats. Two of the meetings were very conversational and feedback was scripted in notes. Participants utilized a google form to provide feedback at another meeting. At our final two meetings, the formal LCAP survey was utilized to gather feedback. The dates and topics of the meeting are listed here: February 3, 2025 - Informational meeting March 3, 2025 - Discussion of progress on actions and metrics April 8, 2025 - Updating metrics and actions The RUSD Communications department assisted in the marketing of our LCAP meetings through ParentSquare, fliers, and social media posts.
Students	RUSD met with our District Student Advisory Committee (DSAC) on two separate occasions for feedback (March 5, 2025 and April 2, 2025). At the first meeting, the students observed a presentation and Q and A session about the purpose and mechanics of the LCAP. At the second meeting, students participated in a discussion as well as took time to complete the LCAP survey. School sites assisted in getting out the survey to students in grades 5-12 in April and May of 2025. Additionally, members of the District LCAP team visited various

Educational Partner(s)	Process for Engagement
	groups of students at the middle and high schools. DSAC was provided a full draft of the LCAP for review on April !6, 2025 and provided an opportunity to provide additional input or ask questions.
Various Parent Groups	Members of the LCAP planning team presented information on the LCAP as well as solicited feedback at the following parent group meetings: District African American Parent Advisory Committee (DAAPAC) - January 9, 2025 and April 3, 2025. District English Language advisory Committee (DELAC) - April 11, 2025 LCAP Advisory Committee - March 27, 2025, April 8, 2025, April 29, 2025, May 8, 2025, and May 27, 2025 Alianza Latina - May 8, 2025 District PTA - May 20 2025
RUSD Classified Staff	Multiple emails with the link for the LCAP survey were sent out directly to our classified staff. The survey was open from March 1, 2025 through May 15, 2025.
RUSD Certificated Staff	Multiple emails with the link for the LCAP survey were sent out directly to our certificated staff. Additionally, direct email invitations to our LCAP Community Meetings were sent out via email by our Teachers Union president. The survey was open from March 1, 2025 through May 17, 2025.
RUSD Site Principals	Members of the LCAP Planning Team met with RUSD principals at principals meetings on April 1, 2025 and May 6, 2025. Additionally, all site administrators had two additional opportunities to come to LCAP workshops in order to provide additional feedback.
San Bernardino County Special Education Local Plan Area (SELPA)	Consultation with the local SELPA (Special Education Local Plan Area) occurred virtually between the coordinator of the LCAP, the Administrator from East Valley SELPA on April 16, 2025. Feedback from the SELPA director was shared on current actions as they related to students with special needs. The same draft that was provided to the Joint Parent Group Committee was provided to the East Valley SELPA administrator. A second collaborative meeting to discuss the draft took place on June 4, 2025.

Educational Partner(s)	Process for Engagement
LCAP Survey	All of the groups above were provided many opportunities to participate in the "official" LCAP survey to provide anonymous feedback. The survey was open from March 3, 2025 through April 11, 2025.
Joint Parent Committee Meeting	Members of the following Parent committees attended a meeting on May 16, 2025: District African American Parent Advisory Committee (DAAPAC) District English Language advisory Committee (DELAC) LCAP Parent Advisory Committee Alianza Latina A presentation of the updated actions and expenditures was provided. Additionally, a full draft of the LCAP was made available to those who desired one. Finally, an option to leave questions for the superintendent was offered. Although, some parents asked for clarification on some of the actions during the presentation and gallery walk, there were no questions directed to the superintendent. Therefore there was no reason to provide any written response.
Collaboration with Union Leadership	Our presidents of Rialto Education Association (REA) and California School Employees Association (CSEA) were members of the LCAP Planning Team. This allowed for collaboration through the entire process of the LCAP development. The provided a unique perspective to the process and assisted with gathering feedback from our employees, while also helping to market our Community meetings.
Consultation with Board of Education - Midyear Update	RUSD provided a midyear LCAP update to the Board of Education on February 14, 2025. Additionally, RUSD conducted a presentation on the LCAP update to the Board of Education on February 19, 2025.
Equity Multiplier Feedback	A discussion of the equity multiplier funding that Milor High School and Zupanic Virtual Academy took place on April 8, 2025 at an LCAP Community Meeting. This discussion was primarily informative so that the larger community understood why there would be a goal established for Milor and Zupanic. Meetings with the Milor and Zupanic administration took place on March 11, 2025, May 2, 2025, and May 9, 2025. These meetings were scheduled to work with the site in order to assist in gaining feedback from their communities. Feedback from the Milor and Zupanic communities came in the form

Educational Partner(s)	Process for Engagement
	of a survey that was given to their educational partners that was open in April and May of 2025, a joint meeting with their School Site Council in May, and at a staff meeting in April of 2025.
Differentiated Assistance Team	The Differentiated Assistance (DA) Team attended a workshop at the West Ed County Office on February 5, 2025. Internally, RUSD met with their principals to discuss the DA designation on February 25, 2025 and on April 1, 2025 at two separate principal meetings. Additionally, individual DA teams were developed by the Education Services department and the PDSA strategy was employed for each of the areas that we were designated as DA for.
Public Hearing and Board Adoption	RUSD held the LCAP Public Hearing on June 11, 2025 at 5:30 PM as part of its regularly scheduled Board Meeting. The Board of Education adopted the 2025-2026 LCAP at its regularly scheduled Board Meeting on June 25, 2025.

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

Feedback was taken in by RUSD in several mediums throughout the 2024-2025 school year. Examples include surveys, notes from conversations at meetings, posters created at meetings, and recorded conversations with students, families, and employees, to name a few. Rialto Unified School District continues to earn praise for its focus on community involvement and open communication. Efforts to boost literacy, math, and STEM education are also being recognized. A big part of that success has come from the work of Reading Specialists and Strategists, who have been key in helping students who are struggling. That's why there's growing concern about the recent decision to reduce the number of Reading Specialists—many worry this could negatively impact the support students need. Alongside that, feedback points to a few other areas that could use improvement. There's a clear need for better training for teachers—especially those working with students with diverse needs—and for more resources in classrooms and libraries. People are also calling for stronger support for students with behavioral challenges and better communication between the district, school board, and teachers.. The following themes were revealed throughout the feedback process:

Dual Language Instruction (DLI) Program - (Actions 1.7, 1.8, 1.9, 1.10, 1.11, 1.12) - The DLI program received a lot of feedback, much of it shared during several in-person meetings. Overall, the program was highly praised, and there's strong support for continuing and expanding it. At the same time, there's some concern about how the program will transition into the high school setting, since this is the first year it's being implemented at that level. Many are hopeful but cautious, wanting to ensure that students continue to get the support they need as the program grows. Families expressed a need for more resources in both English and Spanish—especially more instructional materials and Spanish-language books in classroom libraries. Parents and staff also emphasized the importance of continuing the State Seal of Biliteracy as a meaningful recognition for bilingual seniors.

Teacher Training and Support (Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.11, 2.12, 2.13, 2.14, 2.17, 2.19) - A common theme in the feedback was the need for stronger support and training for teachers. Many responses stressed the importance of making sure educators—especially

those working with special education students or those who need extra help—have access to the tools and guidance they need to be successful. There were also clear requests for more professional development, particularly focused on managing student behavior and effectively rolling out new programs. In addition, several respondents pointed out the need for a more balanced approach when it comes to distributing resources and support across all subject areas. A specific call was made for additional training for Advanced Placement (AP) teachers to help ensure they're well-prepared to meet the demands of rigorous coursework and support student success in those classes.

Student Support Services (Actions 2.17, 2.18, 2.23, 3.9, 3.15, 3.16, 3.17) - Much like in previous years, feedback continued to highlight the ongoing need to strengthen student support services—especially in areas like special education, mental and physical health, and behavior management. While these concerns remain consistent, many respondents also acknowledged some positive progress in these areas over the past year. There is still a clear call for increased staffing and resources to meet student needs, along with a desire for more equitable and consistent access to support services across all school sites. Respondents also emphasized the importance of providing targeted help for students who are struggling—whether due to learning differences or falling behind academically—so they can get back on track and thrive.

Student, Family and Community Engagement (Actions 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13) - Many respondents commended RUSD for its ongoing efforts to engage parents and the broader community in the educational process. There is clear appreciation for the district's commitment to open communication and for providing opportunities that allow families to take an active role in their children's learning. The recent Community Schools Grant was met with enthusiasm, as it is expected to significantly enhance parent and community involvement moving forward. However, some respondents expressed a desire for greater clarity regarding the roles and responsibilities of official parent groups. They would like more information about what these groups do and how other families can participate meaningfully. Additionally, while communication has improved, there is still a call for more targeted outreach—particularly to better support non-English-speaking families. The importance of student engagement was also a recurring theme. Many respondents encouraged the district to continue expanding access to extracurricular activities during and after the school day as a way to further support student development and connection to school.

School Safety and Discipline (Actions 3.8, 3.15, 3.17) - School safety remains a major concern among our educational partners. While there have been some improvements—particularly following a few high-profile incidents—many respondents still see this as an area in need of continued attention. There is appreciation for the district's responsiveness and its efforts to create a healing plan, which many see as a positive step forward. Concerns around bullying, campus fights, and other disruptive behaviors were mentioned frequently. Respondents called for stronger discipline policies and more consistent enforcement of existing rules. In addition, several noted the need for increased staffing and resources dedicated to maintaining a safe and supportive school environment.

Curriculum and Instruction (Actions 1.6, 1.16, 1.17, 1.20, 1.21, 2.15, 2.16) - Educational Partners emphasized the importance of offering a well-rounded and engaging curriculum—one that includes not just core academic subjects but also the arts, physical education, and STEM. Many called for more resources and support in these areas, as well as a push for consistent, high-quality instruction across all grade levels. There were some concerns about the heavy focus on test preparation, with several respondents noting that it can take away from opportunities for deeper learning and critical thinking. Families and staff also voiced strong support for continuing the district's data analysis platform, seeing it as an essential tool to help improve instruction through more effective use of student data. APEX credit recovery was praised for giving students a valuable way to catch up and stay on track academically. In addition, many families expressed interest in the

Early College Program and want to ensure that it remains accessible to all students, regardless of school site or background, as a way to expand college and career opportunities.

Library and Technology Services (Actions 1.21, 1.22, 1.23) - Similar to last year, feedback from educational partners continued to highlight the importance of maintaining strong support systems for student learning. Many emphasized the value of having library media technicians on campus, recognizing their role in enhancing instructional support and access to resources. There was also a continued call for reliable technology support for both students and staff. Respondents expressed strong support for sustaining the district's 1:1 device program, noting that consistent access to technology is essential for students to fully engage with the curriculum—both at school and at home.

Reading Specialists and Instructional Strategists (1.3, 1.4, and 2.6) - Our educational partners expressed concern that we are eliminating many of the reading specialists and instructional strategists due to less funding available.

Equity Multiplier Feedback

Milor High School and Zupanic Virtual Academy – Continued Priorities and Evolving Needs
Much of the feedback for both Milor High School and Zupanic Virtual Academy remains consistent with last year's input. Educational partners continue to advocate for additional staffing to better support student engagement, expand college and career counseling, and develop wellness or sensory rooms as a strategy to help students stay connected to campus.

Milor High School
Educational partners at Milor highlighted the need for professional development specifically designed for staff working in alternative education settings. The continuation of SEL programming—especially the Manhood Project—was strongly supported, with many citing its positive impact on students' personal growth. There was also significant interest in bringing in additional personnel to provide tutoring and academic support. Similar to Zupanic, stakeholders voiced support for overnight college trips to expose students to post-secondary opportunities and inspire future goals. An emerging priority this year is the potential use of funding to create a wellness or sensory room on campus. This long-discussed idea is seen as an important way to help students manage emotions, stay grounded, and remain engaged with the school community. While this feedback indirectly influenced all of the goals and actions, it provided heavy influence in goals/actions 4.1, 4.2, and 4.3.

Zupanic Virtual Academy
Partners emphasized the ongoing need for professional development that addresses the unique demands of online learning. They stressed the importance of continuing the Social-Emotional Learning (SEL) curriculum, which plays a key role in supporting student well-being in the virtual environment. There was also strong interest in offering overnight college trips—an initiative that did not occur last year but remains a high priority for providing students with real-world experiences and greater insight into higher education. To foster stronger connections among students and build a sense of community, stakeholders recommended scheduling multiple in-person events on campus each month. These gatherings would allow students to form relationships and participate in collaborative learning experiences. Additionally, feedback suggested hiring a dedicated staff member focused on increasing student and family engagement to further strengthen the home-school connection. This educational partner feedback heavily influenced goal/actions 5.1, 5.3 and 5.4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student will succeed at grade level and graduate high school proficient in literacy and numeracy, while being future ready for higher education, career, and life.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Rialto Unified School District (RUSD) has set the inspiring goal for every student to succeed at grade level and graduate high school proficient in literacy and numeracy, while being future ready for higher education, career, and life. This goal is vital in light of the opportunities identified from the 2023 CAASPP assessments and the 2023-24 Spring i-Ready data, which highlight areas where we can enhance student achievement across various subgroups.

The CAASPP results provide valuable insights, showing overall District scores with ELA at -48.2 DFS (Distance from Standard) and Math at -92.2 DFS. Specific subgroups, such as English Learners (EL) and Foster Youth (FY), present unique opportunities for focused support, with ELs at -81 DFS for ELA and -118 DFS for Math, and FY at -84.6 DFS for ELA and -116.2 DFS for Math. The i-Ready data further underscores these insights. In ELA, 47.92% of students in grades 1-3, 33.55% in grades 4-5, and 28.58% in grades 6-8 are on or above grade level. There are significant opportunities to support ELs and Students with Disabilities (SWD), with ELs at 29.94% in grades 1-3, 10.04% in grades 4-5, and 3.94% in grades 6-8, and SWD at 22.46% in grades 1-3, 7.86% in grades 4-5, and 5.25% in grades 6-8.

The i-Ready Math data presents similar opportunities, with 32.81% of students in grades 1-3, 31.35% in grades 4-5, and 20.70% in grades 6-8 on or above grade level. ELs and SWD again highlight areas for targeted growth, with ELs at 22.63% in grades 1-3, 14.20% in grades 4-5, and 3.78% in grades 6-8, and SWD at 15.32% in grades 1-3, 10.20% in grades 4-5, and 4.25% in grades 6-8. Other subgroups, including Homeless (HOM), Foster Youth (FY), and African American (AA) students, also show where we can focus our efforts to further support these students.

Given these insights, it is clear that student achievement should continue to be our primary focus. By addressing the opportunities in both literacy and numeracy, we can ensure all students meet grade-level expectations and are well-prepared for life beyond high school. The data underscores the necessity for targeted interventions and support, providing a clear path forward to help all students succeed.

To achieve these ambitious goals, RUSD will concentrate on developing high-quality math and literacy instruction and providing timely interventions when necessary. The district will enhance its Dual Language programs, fostering bilingual proficiency and cultural competency, essential skills in an increasingly globalized world. Furthermore, RUSD is committed to cultivating a career and college readiness mindset, ensuring that students not only graduate but are also equipped with the skills and knowledge needed for higher education and the workforce. This comprehensive approach includes the integration of a culturally relevant curriculum and perspective, acknowledging and valuing the diverse backgrounds of the student population.

Incorporating these elements into the district's strategic actions under Goal 1 underscores the importance of a holistic approach to education. By focusing on literacy, numeracy, and future readiness, RUSD aims to create a supportive and inclusive environment where every student has the opportunity to thrive. The goal reflects a commitment to continuous improvement and equity, striving to uplift all students and close the achievement gaps highlighted by the recent assessment data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA - District Distance from Standard CA School Dashboard	2022-23 All -48.2 DFS LI -55.4 DFS EL -81 DFS FY -84.6 DFS HOM -72 DFS SWD -127.7 DFS	2023-24 ALL -35.8 LI -43 EL -69 FY -86.8 HOM -67 SWD -116.9		ALL -25.8 DFS LI -33 DFS EL -59 DFS FY -71.8 DFS HOM -60 DFS SWD -96.9 DFS	ALL 12.4 DFS LI 12.4 DFS EL 12 DFS FY -2.2 DFS HOM 5 DFS SWD 10.8 DFS
1.2	CAASPP ELA – School and Student Group Distance from Standard CA School Dashboard	2022-23 Elementary Boyd EL -82.8 DFS SWD -137.3 DFS Casey LI -72.4 DFS SWD -151.1 DFS Fitzgerald LI -77.1 DFS	2023-24 Elementary Boyd EL -76.4 SWD -127.5 Casey LI -61.1 SWD -142.4 Fitzgerald LI -60.7		Elementary Boyd EL -66.4 DFS SWD -115.5 DFS Casey LI -51.1 DFS SWD -130.4 DFS Fitzgerald LI -50.7 DFS HI -45.2 DFS	Elementary Boyd EL 6.4 DFS SWD 9.8 DFS Casey LI 11.3 DFS SWD 8.7 DFS Fitzgerald LI 16.4 DFS HI 19.2 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI -74.4 DFS Garcia SWD -143.1 DFS Kelley All -72.7 DFS EL -72.6 DFS LI -75.3 DFS SWD -141.6 DFS Myers SWD -148.7 DFS Preston All -74 DFS HI -74.4 DFS Trapp SWD -82.4 DFS Werner All -84.9 DFS EL -94.9 DFS LI -89 DFS SWD -127.3 DFS AA -114.8 DFS HI -82.8 DFS Middle Frisbie ALL -68.8 DFS AA -93.3 DFS SWD -138.9 DFS EL -101.5 DFS	HI -55.2 Garcia SWD -133.5 Kelley ALL -65.3 EL -74.1 LI -68.8 SWD -151.8 Myers SWD -127.7 Preston ALL -66.9 HI -67 Trapp SWD -67 Werner ALL -63.1 EL -69.5 LI -65.7 SWD -101.3 AA -89.1 HI -60.6 Middle Frisbie ALL -77.3 AA -78.9 SWD -145 EL -112.6 LI -80.6		Garcia SWD -121.5 DFS Kelley ALL -55.3 DFS EL -60.6 DFS LI -58.8 DFS SWD -126.6 DFS Myers SWD -107.7 DFS Preston ALL -56.9 DFS HI -57 DFS Trapp SWD -57 DFS Werner ALL -53.1 DFS EL -59.5 DFS LI -55.7 DFS SWD -81.3 DFS AA -79.1 DFS HI -50.6 DFS Middle School Frisbie ALL -56.8 DFS AA -68.9 DFS SWD -108.9 DFS EL -71.5 DFS LI -61 DFS Jehue	Garcia SWD 9.6 DFS Kelley ALL 7.4 DFS EL -1.5 DFS LI 6.5 DFS SWD -10.2 DFS Myers SWD 21 DFS Preston ALL 7.1 DFS HI 7.4 DFS Trapp SWD 15.4 DFS Werner ALL 21.8 DFS EL 25.4 DFS LI 23.3 DFS SWD 26 DFS AA 25.7 DFS HI 22.2 DFS Middle School Frisbie ALL -8.5 DFS AA 14.4 DFS SWD -6.1 DFS EL -11.1 DFS LI -7.6 DFS Jehue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI -73 DFS Jehue ALL -46.9 DFS EL -94.9 DFS LI -52.4 DFS AA -58.3 DFS SWD -131.2 Kolb ALL -34.8 DFS EL -96.6 DFS LI -44.6 DFS SWD -140.3 DFS AA -66.3 DFS Kucera ALL -47.4 DFS EL -103.3 DFS LI -59.7 DFS AA -60.4 DFS HOM -82.5 DFS SWD -146.8 DFS Rialto Middle ALL -51.9 DFS EL -107.1 DFS LI -57.5 DFS AA -57.5 DFS HOM -75.4 DFS SWD -142.5 DFS High Carter High ALL -19.3 DFS EL -88 DFS	 Jehue ALL -42.4 EL -81.2 LI -49.1 AA -73 SWD -126.8 Kolb ALL -29.9 EL -73.5 LI -37.9 SWD -129.6 AA -68.8 Kucera ALL -38.3 EL -75.6 LI -51.8 AA -51.1 HOM -73.6 SWD -120.3 Rialto Middle ALL -40.6 EL -83.6 LI -45.9 AA -56.6 HOM -72.5 SWD -136.1 High Carter High ALL 23.7 EL -43.9 LI 15.1		ALL -32.4 DFS EL -71.2 DFS LI -39.1 DFS AA -49.3 DFS SWD -101.2 DFS Kolb ALL -19.9 DFS EL -63.5 DFS LI -27.9 DFS SWD -117.6 DFS AA -48.3 DFS Kucera ALL -28.3 DFS EL -65.6 DFS LI -41.8 DFS AA -41.1 DFS HOM -63.6 DFS SWD -100.3 DFS Rialto Middle ALL -30.6 DFS EL -73.1 DFS LI -35.9 DFS AA -48.5 DFS HOM -63.4 DFS SWD -127.5 DFS High School Carter High ALL 33.7 DFS EL -33.9 DFS LI 25.1 DFS SWD -73.5 DFS AA 37.1 DFS	ALL 4.5 DFS EL 13.7 DFS LI 3.3 DFS AA -14.7 DFS SWD 4.4 DFS Kolb ALL 4.9 DFS EL 23.1 DFS LI 6.7 DFS SWD 10.7 DFS AA -2.5 DFS Kucera ALL 9.1 DFS EL 27.7 DFS LI 7.9 DFS AA 9.3 DFS HOM 8.9 DFS SWD 26.5 DFS Rialto Middle ALL 11.3 DFS EL 23.5 DFS LI 11.6 DFS AA 0.9 DFS HOM 2.9 DFS SWD 6.4 DFS High School Carter High ALL 43 DFS EL 44.1 DFS LI 40.8 DFS SWD 45 DFS AA 57.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI -25.7 DFS SWD -128.5 DFS AA -30 DFS Eisenhower High ALL -9 DFS EL -53.2 DFS LI -9.8 DFS AA -5.4 DFS SWD -105.2 DFS Rialto High All -55 DFS EL -123.9 DFS HOM -84.3 DFS LI -65.5 DFS SWD -152.6 DFS AA -72 DFS HI -57.7 DFS Milor High ALL -160.8 DFS LI -156.3 DFS Zupanic All -68.3 DFS LI -73.1 DFS EL -100 DFS SWD -121.8 DFS AA -54.5 DFS HI -70.9 DFS	SWD -83.5 AA 27.1 Eisenhower High ALL 43.4 EL -18.5 LI 39.3 AA 7.2 SWD -77.5 Rialto High ALL 10 EL -72.7 HOM -42.9 LI 5 SWD -109.5 AA -15.5 HI 9.2 Milor High ALL -120.6 LI -123.8 Zupanic ALL -55.8 LI -67.3 EL -95.8 SWD -128.3 AA Fewer than 11 students - data not available HI -64.2		Eisenhower High ALL 53.4 DFS EL -8.5 DFS LI 49.3 DFS AA 17.2 DFS SWD -67.5 DFS Rialto High ALL 20 DFS EL -62.7 DFS HOM -32.9 DFS LI 15 DFS SWD -99.5 DFS AA -5.5 DFS HI 19.2 DFS Milor High ALL -110.6 DFS LI -113.8 DFS Zupanic ALL -45.8 DFS LI -61.3 DFS EL -70 DFS SWD -91.8 DFS AA -39.5 DFS HI -54.2 DFS	Eisenhower High ALL 52.4 DFS EL 34.7 DFS LI 49.1 DFS AA 12.6 DFS SWD 27.7 DFS Rialto High ALL 65 DFS EL 51.2 DFS HOM 41.4 DFS LI 70.5 DFS SWD 43.1 DFS AA 56.5 DFS HI 66.9 DFS Milor High ALL 40.2 DFS LI 32.5 DFS Zupanic ALL 12.5 DFS LI 5.8 DFS EL 4.2 DFS SWD -6.5 DFS AA Fewer than 11 students - data not available HI 6.7 DFS
1.3	CAASPP Math - District Distance from Standard CA School Dashboard	2022-23 All -92.2 DFS LI -99.1 DFS	2023-24 ALL -82.7 LI -89.8		ALL -72.7 DFS LI -79.8 DFS EL -97.6 DFS FY -104.2 DFS	ALL 9.5 DFS LI 9.3 DFS EL 10.4 DFS FY 0.2 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -118 DFS FY -116.2 DFS HOM -111.7 DFS MR -95.4 DFS	EL -107.6 FY -116 HOM -105.4 MR -90.3		HOM -95.4 DFS MR -80.3 DFS	HOM 6.3 DFS MR 5.1 DFS
1.4	CAASPP Math – School and Student Group Distance from Standard CA School Dashboard	2022-23 Elementary Boyd EL -98 DFS SWD -160.5 DFS Casey SWD -158.4 DFS Garcia SWD -133.7 DFS Myers SWD -160.3 DFS Werner All -101 DFS EL -106.5 DFS LI -103.5 DFS SWD -121.8 DFS AA -131.1 DFS HI -98.7 DFS Middle Frisbie All -140.8 DFS EL -174.2 DFS HOM -165.9 DFS LI -145.7 DFS AA -172.6 DFS HI -139.3 DFS	2023-24 Elementary Boyd EL -92 SWD -129.7 Casey SWD -166.3 Garcia SWD -119.8 Myers SWD -140.4 Werner ALL -82 EL -81 LI -85.5 SWD -108.4 AA -107.9 HI -79.1 Middle School Frisbie ALL -136.8 EL -165.8 HOM -137.6 LI -141.2 AA -152.9 HI -137.2		Elementary Boyd EL -82 DFS SWD -109.7 DFS Casey SWD -143.4 DFS Garcia SWD -109.8 DFS Myers SWD -130.4 DFS Werner ALL -72 DFS EL -71 DFS LI -75.5 DFS SWD -98.4 DFS AA -97.9 DFS HI -69.1 DFS Middle School Frisbie ALL -126.8 DFS EL -155.8 DFS HOM -127.6 DFS LI -131.7 DFS AA -142.9 DFS HI -127.3 DFS SWD -171.4 DFS	Elementary Boyd EL 6 DFS SWD 30.8 DFS Casey SWD -7.9 DFS Garcia SWD 13.9 DFS Myers SWD 19.9 DFS Werner ALL 19 DFS EL 25.5 DFS LI 18 DFS SWD 13.4 DFS AA 23.2 DFS HI 19.6 DFS Middle School Frisbie ALL 4 DFS EL 8.4 DFS HOM 28.3 DFS LI 4.5 DFS AA 19.7 DFS HI 2.1 DFS SWD -7.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -201.4 DFS Jehue ALL -92.6 DFS EL -129.2 DFS LI -98.2 DFS AA -121.9 DFS SWD -159.4 DFS Kolb ALL -91.8 DFS EL -138.9 DFS HOM -113.4 DFS LI -101.6 DFS AA -140.9 DFS SWD -179.7 DFS Kucera All -110.8 DFS EL -169.4 DFS HOM -146.9 DFS LI -123.1 DFS SWD -193.8 DFS AA -128.5 DFS HI -113.4 DFS Rialto Middle ALL -107.3 DFS EL -158.3 DFS LI -111.5 DFS HOM -120.3 DFS AA -113.9 DFS SWD -190.7 DFS High Carter	SWD -208.8 Jehue ALL -92.9 EL -128.4 LI -97.9 AA -133.2 SWD -157.7 Kolb ALL -85.4 EL -116.1 HOM -114.3 LI -94.1 AA -137.1 SWD -185.9 Kucera ALL -97.2 EL -128.2 HOM -125.8 LI -109.6 SWD -170.8 AA -119.4 HI -98.3 Rialto Middle ALL -99.3 EL -138.6 LI -105.6 HOM -123.1 AA -104 SWD -193.8 High School Carter		Jehue ALL -77.6 DFS EL -99.2 DFS LI -80.2 DFS AA -91.9 DFS SWD -114.4 DFS Kolb ALL -75.4 DFS EL -106.1 DFS HOM -101.4 DFS LI -84.1 DFS AA -125.9 DFS SWD -119.7 DFS Kucera ALL -87.2 DFS EL -118.2 DFS HOM -115.8 DFS LI -99.6 DFS SWD -160.8 DFS AA -109.4 DFS HI -88.3 DFS Rialto Middle ALL -77.3 DFS EL -128.6 DFS LI -81.5 DFS HOM -108.3 DFS AA -83.9 DFS SWD -130.7 DFS High School Carter ALL -73.5 DFS EL -130.1 DFS	Jehue ALL -0.3 DFS EL 0.8 DFS LI 0.3 DFS AA -11.3 DFS SWD 1.7 DFS Kolb ALL 6.4 DFS EL 22.8 DFS HOM -0.9 DFS LI 7.5 DFS AA 3.8 DFS SWD -6.2 DFS Kucera ALL 13.6 DFS EL 41.2 DFS HOM 21.1 DFS LI 13.5 DFS SWD 23 DFS AA 9.1 DFS HI 15.1 DFS Rialto Middle ALL 8 DFS EL 19.7 DFS LI 5.9 DFS HOM -2.8 DFS AA 9.9 DFS SWD -3.1 DFS High School Carter ALL 21.5 DFS EL 30.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL -105 DFS EL -170.8 DFS HOM -142.8 DFS LI -115.9 DFS AA -135.1 DFS SWD -199.4 DFS Eisenhower ALL -131.1 DFS HOM -143.3 DFS LI -133.7 DFS AA -135.1 DFS HI -130.9 DFS EL -169.5 DFS SWD -214.1 DFS Rialto High ALL -120.8 DFS EL -184.1 DFS LI -128.8 DFS HI -123.9 DFS AA -155.3 DFS SWD -206 DFS	ALL -83.5 EL -140.1 HOM -113.6 LI -95.9 AA -104.4 SWD -181.2 Eisenhower ALL -98.5 HOM -150.6 LI -103.9 AA -134.9 HI -98.8 EL -148.8 SWD -191 Rialto High ALL -93 EL -151.7 LI -96 HI -93 AA -147.3 SWD -194.1		HOM -103.6 DFS LI -85.9 DFS AA -94.4 DFS SWD -139.4 DFS Eisenhower ALL -88.5 DFS HOM -131.3 DFS LI -93.9 DFS AA -120.1 DFS HI -88.8 DFS EL -138.8 DFS SWD -154.1 DFS Rialto High ALL -83 DFS EL -141.7 DFS LI -86 HI -83 DFS AA -110.3 DFS SWD -146 DFS	HOM 29.2 DFS LI 20 DFS AA 30.7 DFS SWD 18.2 DFS Eisenhower ALL 32.6 DFS HOM -7.3 DFS LI 29.8 DFS AA 0.2 DFS HI 32.1 DFS EL 20.7 DFS SWD 23.1 DFS Rialto High ALL 27.8 DFS EL 32.4 DFS LI 32.8 DFS HI 30.9 DFS AA 8 DFS SWD 11.9 DFS
1.5	ELPI - District % of English learner pupils who make progress toward English proficiency CA School Dashboard & Hoonuit	2022-23 EL 45.4% LTEL 42.9%	2023-24 EL 43.1% LTEL 45.1%		EL 54.4% LTEL 51.9%	EL -2.3% LTEL 2.2%
1.6	ELPI - School and Student Group % of English learner pupils who make	2022-23 Elementary Bemis (DLI) 40.7% Boyd (DLI) 51.9%	2023-24 Elementary Bemis (DLI) 28% Boyd (DLI) 29.3%		Elementary Bemis (DLI) 49.7% Boyd (DLI) 57.9% Curtis (DLI) 59.7%	Elementary Bemis -12.7% Boyd -22.6% Curtis -8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress toward English proficiency CA School Dashboard	Curtis (DLI) 50.7% Dunn (DLI) 43.9% Garcia (DLI) 43.2% Kelley (DLI) 57.4% Morris (DLI) 56.4% Myers 40.7% Simpson (DLI) 65.9% Trapp (DLI) 57.9% Werner (DLI) 31.1% Middle Frisbie 28.1% Jehue (DLI) 49.9% High Carter 39.6%	Curtis (DLI) 42.1% Dunn (DLI) 45.5% Garcia (DLI) 52.9% Kelley (DLI) 36.4% Morris (DLI) 57.4% Myers 49% Simpson (DLI) 48.7% Trapp (DLI) 75.6% Werner (DLI) 46.9% Middle Frisbie 44.1% Jehue (DLI) 42.3% High Carter 40.5%		Dunn (DLI) 55.9% Garcia (DLI) 56.9% Kelley (DLI) 63.4% Morris (DLI) 62.4% Myers 52.7% Simpson (DLI) 71.9% Trapp (DLI) 79.6% Werner (DLI) 50.9% Middle Frisbie 48.1% Jehue (DLI) 58.9% High Carter 48.6%	Dunn 1.6% Garcia 9.7% Kelley -21% Morris 1% Myers 8.3% Simpson 17.7% Trapp 15.8% Werner 16% Middle Frisbie -7.6% Jehue 0.9% High Carter 8.1%
1.7	Suspension Rate - District % of students suspended at least 1 day CA School Dashboard	2022-23 All 6.1% LI 6.5% EL 6.6% FY 11.2% SWD 8.4% AA 12.2%	2023-24 ALL 5% LI 5.3% EL 5% FY 11.6% SWD 6.7% AA 9.9%		All 2.1% LI 2.5% EL 2.6% FY 3.2% SWD 3.4% AA 4.2%	ALL -1.1% LI -1.2% EL -1.6% FY 0.4% SWD -1.7% AA -2.3%
1.8	Suspension Rate - School and Student Group % of students suspended at least 1 day CA School Dashboard	2022-23 Elementary Morgan AA 7.4% Preston SWD 11.6%	2023-24 Elementary Morgan AA 0% Preston SWD 4%		Elementary Morgan AA 0% Preston SWD 2% Simpson	Elementary Morgan AA -7.4% Preston SWD -7.6% Simpson

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Simpson SWD 6.4% AA 11.9% Trapp HOM 7.3% Werner AA 6.9% Middle Frisbie All 14.1% EL 12.4% HOM 21.4% LI 14.6% SWD 20.3% AA 36.6% Jehue EL 12.3% HOM 20.7% HI 11.1% Kolb All 12.3% EL 16.6% LI 13.1% Kucera All 15.7% EL 16.5% HOM 19% LI 17.1% SWD 24% AA 26.5% HI 14.5%	Simpson SWD 6% AA 0% Trapp HOM 0% Werner AA 5.3% Middle Frisbie All 14.9% EL 18.8% HOM 8.7% LI 15.6% SWD 15.9% AA 14.9% Jehue EL 6.2% HOM 8.9% HI 6.2% Kolb All 10.2% EL 6.1% LI 10.9% Kucera All 7.8% EL 5.7% HOM 13.6% LI 8.3% SWD 16.8% AA 9.7% HI 7.5%		SWD 4% AA 0% Trapp HOM 0% Werner AA 3.9% Middle Frisbie ALL 8.1% EL 6.4% HOM 6.7% LI 5.6% SWD 11.3% AA 10.9% Jehue EL 4.2% HOM 6.9% HI 5.1% Kolb ALL 6.3% EL 4.1% LI 8.1% Kucera ALL 6.7% EL 3.7% HOM 10% LI 6.3% SWD 15% AA 7.7% HI 5.5%	SWD -0.4% AA -11.9% Trapp HOM -7.3% Werner AA -1.6% Middle Frisbie ALL 0.8% EL 6.4% HOM -12.7% LI 1% SWD -4.4% AA -21.7% Jehue EL -6.1% HOM -11.8% HI -4.9% Kolb ALL -2.1% EL -10.5% LI -2.2% Kucera ALL -7.9% EL -10.8% HOM -5.4% LI -8.8% SWD -7.2% AA -16.8% HI -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rialto Middle All 14.8% EL 21.8% HOM 18.3% LI 15.7% SWD 14.5% AA 21.7% HI 13.9% High School Carter AA 13.3%	Rialto Middle All 9.6% EL 10.6% HOM 13.5% LI 10% SWD 10.9% AA 20.1% HI 8.5% High School Carter AA 14.4%		Rialto Middle ALL 8.8% EL 8.6% HOM 9.3% LI 6.7% SWD 6.5% AA 12.7% HI 4.9% High School Carter AA 7.3%	Rialto Middle ALL -5.2% EL -11.2% HOM -4.8% LI -5.7% SWD -3.6% AA -1.6% HI -5.4% High School Carter AA 1.1%
1.9	Middle School Drop Out Rate - District % of MS students who dropped out CALPADS Snapshot Report 1.14, 8.1c	2022-23 ALL 0.33% EL 0.082% FY 0% LI 0.30%	2023-24 ALL 0.36% EL 0.57% FY 0% LI 0.32%		ALL 0.27% EL 0.052% FY 0% LI 0.27%	ALL 0.03% EL 0.488% FY 0% LI 0.02%
1.10	i-Ready - ELA % of students meeting or exceeding District Diagnostic Assessment	2023-24 Spring i-Ready Grades 1-3 ALL 47.92% EL 29.94% SWD 22.46% HOM 37.82% FY 36.99% AA 48.22% HI 47.14% LI 45.24% Grades 4-5 ALL 33.55% EL 10.04% SWD 7.86%	2024-25 Spring i-Ready Grades 1-3 ALL 48.54% EL 30.03% SWD 18.37% HOM 40.67% FY 34.25% AA 44.19% HI 47.99% LI 45.63% Grades 4-5 ALL 35.16% EL 8.28%		Grades 1-3 ALL 53.92% EL 38.94% SWD 34.46% HOM 46.82% FY 45.99% AA 54.22% HI 53.14% LI 51.24% Grades 4-5 ALL 42.55% EL 22.04% SWD 22.86% HOM 34.74% FY 29.02%	Grades 1-3 ALL 0.62% EL 0.09% SWD -4.09% HOM 2.85% FY -2.74% AA -4.03% HI 0.85% LI 0.39% Grades 4-5 ALL 1.61% EL -1.76% SWD 1.46% HOM -0.77% FY 9.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM 22.74% FY 17.02% AA 26.32% HI 33.39% LI 30.8% Grades 6-8 ALL 28.58% EL 3.94% SWD 5.25% HOM 16.76% FY 17.07% AA 27.53% HI 28.54% LI 26.76%	SWD 9.32% HOM 21.97% FY 26.83% AA 28.40% HI 34.70% LI 31.48% Grades 6-8 ALL 31.22% EL 5.84% SWD 3.83% HOM 18.91% FY 13.64% AA 26.44% HI 31.47% LI 28.09%		AA 41.32% HI 42.39% LI 39.8% Grades 6-8 ALL 40.58% EL 18.94% SWD 20.25% HOM 31.76% FY 32.07% AA 42.53% HI 40.54% LI 38.76%	AA 2.08% HI 1.31% LI 0.68% Grades 6-8 ALL 2.64% EL 1.9% SWD -1.42% HOM 2.15% FY -3.43% AA -1.09% HI 2.93% LI 1.33%
1.11	i-Ready - Math % of students meeting or exceeding District Diagnostic Assessment	2023-24 Spring i-Ready Grades 1-3 ALL 32.81% EL 22.63% SWD 15.32% HOM 26.05% FY 19.74% AA 24.23% HI 32.74% LI 30.17% Grades 4-5 ALL 31.35% EL 14.20% SWD 10.20% HOM 23.01% FY 16.67% AA 23.81% HI 30.96%	2024-25 Spring i-Ready Grades 1-3 ALL 35% EL 22.71% SWD 14.90% HOM 27.64% FY 24.32% AA 26.93% HI 34.79% LI 31.90% Grades 4-5 ALL 36.22% EL 17.32% SWD 11.99% HOM 25.87% FY 33.33% AA 23.27%		Grades 1-3 ALL 41.81% EL 34.63% SWD 30.32% HOM 38.05% FY 31.74% AA 39.23% HI 41.74% LI 39.17% Grades 4-5 ALL 43.35% EL 29.20% SWD 25.20% HOM 35.01% FY 28.67% AA 38.81% HI 42.96% LI 42.13%	Grades 1-3 ALL 2.19% EL 0.08% SWD -0.42% HOM 1.59% FY 4.58% AA 2.7% HI 2.05% LI 1.73% Grades 4-5 ALL 4.87% EL 3.12% SWD 1.79% HOM 2.86% FY 16.66% AA -0.54% HI 5.06% LI 2.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 30.13% Grades 6-8 ALL 20.70% EL 3.78% SWD 4.25% HOM 18.69% FY 13.51% AA 14.23% HI 20.67% LI 19.48%	HI 36.02% LI 32.54% Grades 6-8 ALL 28.82% EL 9.22% SWD 6.23% HOM 19.31% FY 17.78% AA 20.09% HI 29.33% LI 25.41%		Grades 6-8 ALL 32.70% EL 18.78% SWD 19.25% HOM 30.69% FY 25.51% AA 29.23% HI 32.67% LI 31.48%	Grades 6-8 ALL 8.12% EL 5.44% SWD 1.98% HOM 0.62% FY 4.27% AA 5.86% HI 8.66% LI 5.93%
1.12	NWEA - ELA % of students who scored in the High or High Average Percentiles District Diagnostic Assessment	2024-25 Fall NWEA: Grades 9-10 ALL 31.41% EL 2.51% SWD 8.33% HOM 21.48% FY 32.00% AA 26.48% HI 31.26% LI 28.91% 2024-25 Fall NWEA: Grade 11 ALL 33.24% EL 2.43% SWD 8.55% HOM 22.70% FY 22.22% AA 27.36% HI 32.94% LI 30.90%	2024-25 Fall NWEA: Grades 9-10 ALL 31.41% EL 2.51% SWD 8.33% HOM 21.48% FY 32.00% AA 26.48% HI 31.26% LI 28.91% 2024-25 Fall NWEA: Grade 11 ALL 33.24% EL 2.43% SWD 8.55% HOM 22.70% FY 22.22% AA 27.36% HI 32.94% LI 30.90%		Grades 9-10 ALL 40% EL 12% SWD 20% HOM 30% FY 40% AA 36% HI 40% LI 36% Grade 11 ALL 40% EL 12% SWD 20% HOM 30% FY 30% AA 40% HI 40% LI 40%	Grades 9-10 ALL N/A EL N/A SWD N/A HOM N/A FY N/A AA N/A HI N/A LI N/A Grade 11 ALL N/A EL N/A SWD N/A HOM N/A FY N/A AA N/A HI N/A LI N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	NWEA - Math % of students who scored in the High or High Average Percentiles District Diagnostic Assessment	2024-25 Spring NWEA: Grades 9-10 ALL 40.58% EL 18.75% SWD 15.03% HOM 35.32% FY 26.09% AA 33.49% HI 41.29% LI 39.66% 2024-25 Winter NWEA: Grade 11 ALL 34.92% EL 4.61% SWD 6.25% HOM 20.80% FY 12.50% AA 24.04% HI 35.30% LI 33.06%	2024-25 Spring NWEA: Grades 9-10 ALL 40.58% EL 18.75% SWD 15.03% HOM 35.32% FY 26.09% AA 33.49% HI 41.29% LI 39.66% 2024-25 Winter NWEA: Grade 11 ALL 34.92% EL 4.61% SWD 6.25% HOM 20.80% FY 12.50% AA 24.04% HI 35.30% LI 33.06%		Grades 9-10 ALL 45% EL 25% SWD 25% HOM 40% FY 35% AA 45% HI 45% LI 45% Grade 11 ALL 40% EL 12% SWD 18% HOM 30% FY 25% AA 40% HI 45% LI 42%	Grades 9-10 ALL N/A EL N/A SWD N/A HOM N/A FY N/A AA N/A HI N/A LI N/A Grade 11 ALL N/A EL N/A SWD N/A HOM N/A FY N/A AA N/A HI N/A LI N/A
1.14	College and Career Indicator - District % of students Prepared CA School Dashboard	2022-23 All 35.6% LI 34.6% EL 16.2% FY 25.8% HOM 19% SWD 12.7% AA 26.9%	2023-24 ALL 39.1% LI 38.4% EL 21.6% FY 24.1% HOM 22.9% SWD 10.9% AA 31.1%		2026-27 ALL 44.6% LI 43.6% EL 28.2% FY 37.8% HOM 31% SWD 27.7% AA 41.9%	ALL 3.5% LI 3.8% EL 5.4% FY -1.7% HOM 3.9% SWD -1.8% AA 4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	College and Career Indicator - School and Student Group % of students Prepared CA School Dashboard	2022-23 Eisenhower EL 8.7% Milor All 0% EL 0% HOM 0% LI 0% SWD 0% HI 0% Zupanic All 9.6% EL 6.5% LI 7.6% HI 9.6%	2023-24 Eisenhower EL 26% Milor ALL 1.9% EL 1.3% HOM 0% LI 1.9% SWD 0% HI 2% Zupanic ALL 11.5% EL 6.7% LI 11.9% HI 7.8%		Eisenhower EL 30% Milor ALL 10% EL 10% HOM 10% LI 10% SWD 10% HI 10% Zupanic ALL 21.6% EL 18.5% LI 19.6% HI 21.6%	Eisenhower EL 17.3% Milor ALL 1.9% EL 1.3% HOM 0% LI 1.9% SWD 0% HI 2% Zupanic ALL 1.9% EL 0.2% LI 4.3% HI -1.8%
1.16	High School Drop Out Rate - District % of HS students who dropped out CALPADS 8.1b	2022-23 ALL 1.08% EL 0.44% FY 0% LI 0.95%	2023-24 ALL 1.58% EL 3.32% FY 0% LI 1.59%		ALL 1.02% EL 0.29% FY 0% LI 0.8%	ALL 0.5% EL 2.88% FY 0% LI 0.64%
1.17	HS Graduation Rate - District % of HS students graduating CA School Dashboard	2022-23 All 91.8% LI 91.6% EL 86.1% FY 75% SWD 86.1%	2023-24 All 92.2% LI 92.1% EL 86.4% FY 82.8% SWD 78.4%		ALL 94.8% LI 94.6% EL 92.1% FY 86.8% SWD 92.1%	ALL 0.4% LI 0.5% EL 0.3% FY 7.8% SWD -7.7%
1.18	HS Graduation Rate - School and Student Group	2022-23 Zupanic	2023-24 Zupanic		Zupanic ALL 85.4% LI 84.9%	Zupanic ALL 15.8% LI 17.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of HS students graduating CA School Dashboard	All 65.6% LI 63.6% HI 64.9% EL 61.3%	ALL 81.4% LI 80.9% HI 85% EL 64.7%		HI 89% EL 67.3%	HI 20.1% EL 3.4%
1.19	Chronic Absenteeism Rate - District % of TK-8 students who are absent 10% or more CA School Dashboard	2022-23 All 32.9% LI 35.1% EL 28.2% FY 26.5% HOM 43% AA 38% PI 38% WH 33.1% MR 40.4%	2023-24 All 26.1% LI 28% EL 22.6% FY 24.2% HOM 35.2% AA 30.1% PI 30.2% WH 26.4% MR 29.6%		ALL 22.1% LI 24% EL 18.6% FY 20.5% HOM 31% AA 26.1% PI 26.2% WH 22.4% MR 25.6%	ALL -6.8% LI -7.1% EL -5.6% FY -2.3% HOM -7.8% AA -7.9% PI -7.8% WH -6.7% MR -10.8%
1.20	Chronic Absenteeism Rate - School and Student Group % of TK-8 students who are absent 10% or more CA School Dashboard	2022-23 Elementary Overall 30.9% LI 31.6% EL 24.1% FY 17.1% Boyd All 32.2% EL 24.2% LI 34% SWD 38.3% HI 32.4% Curtis All 43.4% EL 34.9% HOM 52.9% LI 44.5%	2022-23 Elementary Overall 23.74% LI 25.75% EL 19.60% FY 18.46% Boyd All 25.9% EL 19.7% LI 27.8% SWD 25.6% HI 26% Curtis ALL 35.1% EL 30% HOM 60.4% LI 37.4%		Elementary Overall 18.9% LI 19.6% EL 14.2% FY 12.1% Boyd ALL 21.9% EL 15.7% LI 23.8% SWD 21.6% HI 22% Curtis ALL 31.1% EL 25.9% HOM 40.9% LI 32.5% SWD 34.9% AA 28.4%	Elementary Overall -7.16% LI -5.85% EL -4.5% FY 1.36% Boyd ALL -6.3% EL -4.5% LI -6.2% SWD -12.7% HI -6.4% Curtis ALL -8.3% EL -4.9% HOM 7.5% LI -7.1% SWD -13.4% AA 8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 52.3% AA 40.4% HI 44.1% Dollahan All 20.2% HOM 32.1% LI 22.5% SWD 32.8% HI 20% Dunn EL 33.5% HOM 34.2% Garcia HOM 42.6% SWD 32.8% Henry HOM 64.5% Kelley All 29.7% EL 22.6% HOM 35.2% LI 31.4% HI 28.6% Kordyak All 36% HY 44.6% LI 41.5% SWD 44.9% AA 38.6% HI 38.5% WH 31.3%	SWD 38.9% AA 49% HI 33.7% Dollahan All 17.8% HOM 28.6% LI 20.3% SWD 24.3% HI 17.8% Dunn EL 20.9% HOM 26.8% Garcia HOM 31.3% SWD 18.6% Henry HOM 61.3% Kelley All 17.5% EL 11.4% HOM 26.9% LI 18.9% HI 16.2% Kordyak All 21.9% LI 26.7% SWD 35.3% AA 18.6% HI 23% WH 15.9% HOM 20.5%		HI 29.7% Dollahan ALL 14.2% HOM 23.1% LI 16.5% SWD 20.3% HI 14% Dunn EL 16.9% HOM 22.8% Garcia HOM 27.3% SWD 14.6% Henry HOM 49.5% Kelley ALL 15.5% EL 9.4% HOM 23.2% LI 14.9% HI 12.2% Kordyak ALL 17.9% HOM 16.5% LI 22.7% SWD 29.9% AA 14.6% HI 20% WH 13.9% Morgan	HI -10.4% Dollahan ALL -2.4% HOM -3.5% LI -2.2% SWD -8.5% HI -2.2% Dunn EL -12.6% HOM -7.4% Garcia HOM -11.3% SWD -14.2% Henry HOM -3.2% Kelley ALL -12.2% EL -11.2% HOM -8.3% LI -12.5% HI -12.4% Kordyak ALL -14.1% LI -14.8% SWD -9.6% AA -20% HI -15.5% WH -15.4% HOM -24.2% Morgan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM 44.6% Morgan AA 34.8% Morris All 27.5% EL 20% HOM 41% LI 29.5% SWD 30% AA 34.2% HI 26% Myers All 37.2% EL 30% HOM 45.6% LI 39.4% SWD 36.8% AA 39.2% HI 37.2% Preston HOM 54.5% LI 46.1% AA 51.2% Simpson AA 46.2% Trapp HOM 32.7% AA 35.2% Middle Frisbie	 Morgan AA 15.3% Morris All 16.4% EL 16.3% HOM 12.7% LI 17.9% SWD 9.1% AA 15.2% HI 15.3% Myers All 24.9% EL 12.3% HOM 20% LI 26.3% SWD 27% AA 36.1% HI 23.9% Preston HOM 38.5% LI 34.8% AA 39.2% Simpson AA 21.9% Trapp HOM 31.8% AA 30.2% Middle Frisbie ALL 33%		AA 11.3% Morris ALL 12.4% EL 14% HOM 10.7% LI 13.9% SWD 7.1% AA 11.2% HI 11.3% Myers ALL 20.9% EL 10.3% HOM 16% LI 22.3% SWD 24.8% AA 27.2% HI 19.9% Preston HOM 34.5% LI 31.1% AA 36.2% Simpson AA 17.9% Trapp HOM 26.7% AA 26.2% Middle School Frisbie ALL 31% EL 29.4%	AA -19.5% Morris ALL -11.1% EL -3.7% HOM -28.3% LI -11.6% SWD -20.9% AA -19% HI -10.7% Myers ALL -12.3% EL -17.7% HOM -25.6% LI -13.1% SWD -9.8% AA -3.1% HI -13.3% Preston HOM -16% LI -11.3% AA -12% Simpson AA -24.3% Trapp HOM -0.9% AA -4% Middle School Frisbie ALL -4% EL -4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 37% EL 38.4% LI 39.3% SWD 45.6% AA 46.1% HI 36.7% Jehue AA 32.9% WH 53.3 % Kolb All 27.1% EL 25.3% LI 29.7% SWD 32.2% AA 35.1% HI 25.9% Kucera All 34.1% EL 34.4% HOM 50.8% LI 37.5% SWD 40% AA 37% HI 34.7% WH 29.8%	EL 34.1% LI 34.3% SWD 45.3% AA 39.1% HI 32.3% Jehue AA 31% WH 48.4% Kolb All 28.1% EL 24.8% LI 30.3% SWD 42.7% AA 33.9% HI 27% Kucera All 26.9% EL 31.7% HOM 44.2% LI 29.9% SWD 26% AA 15.9% HI 28.1% WH 30%		LI 30.3% SWD 33.6% AA 34.1% HI 27.7% Jehue AA 23.9% WH 38.3% Kolb ALL 21.1% EL 19.3% LI 23.7% SWD 23.2% AA 26.1% HI 19.9% Kucera ALL 24.9% EL 25.4% HOM 38.8% LI 27.9% SWD 22% AA 13.9% HI 24.1% WH 23.8%	LI -5% SWD -0.3% AA -7% HI -4.4% Jehue AA -1.9% WH -4.9% Kolb ALL 1% EL -0.5% LI 0.6% SWD 10.5% AA -1.2% HI 1.1% Kucera ALL -7.2% EL -2.7% HOM -6.6% LI -7.6% SWD -14% AA -21.1% HI -6.6% WH 0.2%
1.21	Seal Of Biliteracy % of students receiving the Seal of Biliteracy CALPADS Report 15.2	2022-23 ALL 14.5% EL 5.26% FY 0% LI 14.9%	2023-24 ALL 20.9% EL 16.1% FY 8.3% LI 23.9%		ALL 24.9% EL 18.1% FY 10.3% LI 25.9%	ALL 6.4% EL 10.84% FY 8.3% LI 9%
1.22	PSAT and SAT	2023-24	2024-25		PSAT EBRW	PSAT EBRW

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students are identified as College Ready College Board Data File	PSAT EBRW ALL 28% College Ready EL 2% SWD 4% FY 25% AA 20% LI 25% PSAT Math ALL 10% College Ready EL 1% SWD 1% FY 0% AA 7% LI 9% SAT EBRW ALL 28.4% College Ready EL 0.98% SWD 1.38% FY 11.11% AA 24.55% LI 25.59% SAT Math ALL 7.96% College Ready EL 0% SWD 0% FY 0% AA 3.64% LI 6.48%	PSAT EBRW ALL 35.27% College Ready EL 2.76% SWD 3.66% FY 38.46% AA 33.82% LI 32.50% PSAT Math ALL 11.89% College Ready EL 1.57% SWD 1.83% FY 23.08% AA 11.03% LI 10.63% SAT EBRW ALL 29.15% EL 0.47% SWD 6.21% FY 0% AA 18.18% LI 27.22% SAT Math ALL 8.9% EL 1.41% SWD 2.48% FY 0% AA 8.26% LI 8.12%		ALL 37% College Ready EL 14% SWD 19% FY 44% AA 40% LI 37% PSAT Math ALL 22% College Ready EL 13% SWD 16% FY 30% AA 22% LI 22% SAT EBRW ALL 37% College Ready EL 7% SWD 8.38% FY 20.11% AA 30.55% LI 31.59% SAT Math ALL 13.96% EL 9% SWD 9% FY 9% AA 12.64% LI 12.48%	ALL 7.27% EL 0.76% SWD -0.34% FY 13.46% AA 13.82% LI 7.5% PSAT Math ALL 1.89% EL 0.57% SWD 0.83% FY 23.08% AA 4.03% LI 1.63% SAT EBRW ALL 0.75% EL -0.51% SWD 4.83% FY -11.11% AA -6.37% LI 1.63% SAT Math ALL 0.94% EL 1.41% SWD 2.48% FY 0% AA 4.62% LI 1.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Advanced Placement Exams (AP) % of students receiving a 3 or higher on their AP tests College Board Data File	2022-23 ALL 39% EL 19.6% SWD 8.6% FY 39% AA 28.9% LI 37%	2023-24 ALL 45.5% EL 35.4% SWD 26.9% FY 60% AA 30.3% LI 43.9%		ALL 49.5% EL 39.4% SWD 30.9% FY 64% AA 34.3% LI 47.9%	ALL 6.5% EL 15.8% SWD 18.3% FY 21% AA 1.4% LI 6.9%
1.24	Instructional Materials Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home CA School Dashboard - Priority 1 Basics: Teachers, Instructional Materials, Facilities	2023-2024 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home - 0%	2024-2025 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home - 0%		Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home - 0%	0%
1.25	Technology Service Requests Average Number of Days to Close A Service Request Technology Services Ticketing System	2023-24: 9.5 days - Average number of days to close a ticket	2024-2025 9.26 days - Average number of days to close a ticket		5 days - Average number of days to close a ticket	-0.05 days
1.26	A-G Rate % of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU	2022-23 ALL 45.5% AA 43.4% HI 45.3% MR 48% EL 24.6%	2023-24 ALL 52.7% AA 52.9% HI 52.0%		ALL 56.7% AA 57.9% HI 56% MR 51% EL 39.6% LI 55.8% SWD 36.1%	ALL 7.2% AA 9.5% HI 6.7% MR Fewer than 11 students - data not available EL 11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DataQuest	LI 44.2% SWD 18.1% FY 18.8% HOM 26%	MR Fewer than 11 students - data not available EL 35.8% LI 51.8% SWD 26.9% FY 20.8% HOM 35.6%		FY 36.8% HOM 41%	LI 7.6% SWD 8.8% FY 2% HOM 9.6%
1.27	CTE Pathway Graduates % of 12th grade graduates who completed a CTE Pathway CA School Dashboard (Additional Reports)	2022-23 ALL 20% AA 10.4% HI 14.6% MR 16% EL 10.6% LI 14.3% SWD 7% FY 9.4% HOM 7.6%	2023-24 ALL 22.3% AA 15.2% HI 22.5% MR Fewer than 11 students - data not available EL 18.7% LI 22.0% SWD 15.1% FY 20.7% HOM 15.0%		ALL 26% AA 25.4% HI 26.5% MR 25% EL 25.6% LI 26.0% SWD 22% FY 24.4% HOM 22.6%	ALL 2.3% AA 4.8% HI 7.9% MR Fewer than 11 students - data not available EL 8.1% LI 7.7% SWD 8.1% FY 11.3% HOM 7.4%
1.28	CTE and A-G % of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study CA School Dashboard	2022-23 CTE and A-G ALL 14.2% AA 10.4% HI 14.6% MR 16% EL 10.6% LI 14.3% SWD 7.0% FY 9.4% HOM 7.6%	2023-24 CTE and A-G ALL 15.3% AA 9.9% HI 15.4% MR Fewer than 11 students - data not available EL 10.8% LI 14.9% SWD 5.8% FY 3.4% HOM 8.2%		ALL 20.2% AA 19.4% HI 20.6% MR 22% EL 19.6% LI 20.3% SWD 19.0% FY 21.4% HOM 19.6%	ALL 1.1% AA -0.5% HI 0.8% MR Fewer than 11 students - data not available EL 0.2% LI 0.6% SWD -1.2% FY -6% HOM 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	Appropriately Assigned Teachers The percentage of appropriately assigned teachers CA Dashboard - Priority 1 Basics: Teachers, Instructional Materials, Facilities	2023 CA Dashboard Percent of teachers that are appropriately assigned: 87.7%	2024 CA Dashboard Percent of teachers that are appropriately assigned: 86.4%		Percent of teachers that are appropriately assigned: 92.7%	-1.3%
1.30	Broad Course of Study % of 12th grade students who met the credit requirements for each subject areas Student Information System - TES	2023-24: English (40 credits) ALL 54.8% HI 54.2% AA 57.1% MR 57.1% EL 27.8% SWD 34.5% FY 55.6% HOM 50% Math (30 credits) ALL 80.8% HI 80.5% AA 82.9% MR 71.4% EL 57.7% SWD 54.1% FY 72.7% HOM 88.7% Science (20 credits)	2024-25: English (40 credits) ALL 60% HI 59.30% AA 58.68% MR 55.56% EL 31% SWD 34% FY 44% HOM 43% Math (30 credits) ALL 91% HI 79.23% AA 75.21% MR 72.22% EL 76% SWD 60% FY 67% HOM 80%		English (40 credits) ALL 64.8% HI 64.2% AA 67.1% MR 67.1% EL 47.8% SWD 54.5% FY 65.6% HOM 60% Math (30 credits) ALL 94% HI 85.5% AA 87.9% MR 81.4% EL 77.7% SWD 74.1% FY 82.7% HOM 93.7% Science (20 credits)	English (40 credits) ALL 5.2% HI 5.1% AA 1.58% MR -1.54% EL 3.2% SWD -0.5% FY -11.6% HOM -7% Math (30 credits) ALL 10.2% HI -1.27% AA -7.69% MR 0.82% EL 18.3% SWD 5.9% FY -5.7% HOM -8.7% Science (20 credits)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 87.2% HI 87% AA 89.3% MR 66.7% EL 64.8% SWD 74.1% FY 90.9% HOM 82.7% History/Social Science (30 credits) ALL 80.6% HI 80.2% AA 85.4% MR 66.7% EL 60.3% SWD 61.8% FY 80% HOM 81.2% VAPA (10 credits) ALL 94.4% HI 94.4% AA 93.7% MR 100% EL 85.7% SWD 89.4% FY 90% HOM 91.6% Foreign Language (20 credits) ALL 68.9% HI 66.4% AA 82.8%	Science (20 credits) ALL 73% HI 83.28% AA 81.82% MR 77.78% EL 49% SWD 41% FY 50% HOM 56% History/Social Science (30 credits) ALL 86% HI 82.37% AA 86.78% MR 83.33% EL 78% SWD 61% FY 67% HOM 76% VAPA (10 credits) ALL 86% HI 90.87% AA 90.91% MR 77.78% EL 77% SWD 85% FY 61% HOM 72% Foreign Language (20 credits)		ALL 92.2% HI 92% AA 93.3% MR 86.7% EL 84.8% SWD 84.1% FY 95.9% HOM 92.7% History/Social Science (30 credits) ALL 90.6% HI 90.2% AA 95.4% MR 86.7% EL 80.3% SWD 81.8% FY 90% HOM 91.2% VAPA (10 credits) ALL 96.4% HI 96.4% AA 95.7% MR 100% EL 90.7% SWD 93.4% FY 95% HOM 96.6% Foreign Language (20 credits) ALL 78.9% HI 76.4%	ALL -14.2% HI -3.72% AA -7.48% MR 11.08% EL -15.8% SWD -33.1% FY -40.9% HOM -26.7% History/Social Science (30 credits) ALL 5.4% HI 2.17% AA 1.38% MR 16.63% EL 17.7% SWD -0.8% FY -13% HOM -5.2% VAPA (10 credits) ALL -8.4% HI -3.53% AA -2.79% MR -22.22% EL -8.7% SWD -4.4% FY -29% HOM -19.6% Foreign Language (20 credits) ALL 8.1% HI -3.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR 60% EL 44.8% SWD 59.6% FY 66.7% HOM 72.3%	ALL 77% HI 63.28% AA 71.90% MR 66.67% EL 64% SWD 47% FY 39% HOM 63%		AA 87.8% MR 70% EL 64.8% SWD 69.6% FY 76.7% HOM 82.3%	AA -10.9% MR 6.67% EL 19.2% SWD -12.6% FY -27.7% HOM -9.3%
1.31	California Alternate Assessment % of students who scored a Level 3 CAASPP/ELPAC Public Dashboard	2022-23: ELA: 1.89% Math: 0%	2023-24 ELA: 5.32% Math: 5.32%		ELA 9.32% Math 9.32%	ELA 3.43% Math 5.32%
1.32	i-Ready Spring Kindergarten Results for ELA and Math Comparison between Kinder students who attended PS in Rialto and Kinder students who did not % of students scoring Mid or Above Grade Level	2024-25 ELA Results: PS Cohort ALL 66.67% EL 60.00% SWD 38.60% FY 33.33% HOM 56.52% LI 63.99% ELA: non-PS Cohort ALL 66.55% EL 52.85% SWD 44.34% FY 57.14% HOM 47.19% LI 63.05% Math: PS Cohort ALL 52.44% EL 41.41%	2024-25 ELA Results: PS Cohort ALL 66.67% EL 60.00% SWD 38.60% FY 33.33% HOM 56.52% LI 63.99% ELA: non-PS Cohort ALL 66.55% EL 52.85% SWD 44.34% FY 57.14% HOM 47.19% LI 63.05% Math: PS Cohort		ELA Results: PS Cohort ALL 70.00% EL 65.00% SWD 45.00% FY 40.00% HOM 60.00% LI 70.00% ELA: non-PS Cohort ALL 70.00% EL 60.00% SWD 50.00% FY 60.00% HOM 50.00% LI 70.00% Math: PS Cohort ALL 60.00% EL 45.00%	ELA Results: PS Cohort ALL N/A EL N/A SWD N/A FY N/A HOM N/A LI N/A ELA: non-PS Cohort ALL N/A EL N/A SWD N/A FY N/A HOM N/A LI N/A Math: PS Cohort ALL N/A EL N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 26.15% FY 50.00% HOM 50.00% LI 50.13% Math: non-PS Cohort ALL 52.58% EL 47.01% SWD 29.73% FY 42.86% HOM 50.00% LI 49.87%	ALL 52.44% EL 41.41% SWD 26.15% FY 50.00% HOM 50.00% LI 50.13% Math: non-PS Cohort ALL 52.58% EL 47.01% SWD 29.73% FY 42.86% HOM 50.00% LI 49.87%		SWD 30.00% FY 60.00% HOM 60.00% LI 60.00% Math: non-PS Cohort ALL 60.00% EL 50.00% SWD 35.00% FY 50.00% HOM 60.00% LI 60.00%	SWD N/A FY N/A HOM N/A LI N/A Math: non-PS Cohort ALL N/A EL N/A SWD N/A FY N/A HOM N/A LI N/A

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.

Rialto Unified School District fully implemented the majority of planned actions under Goal 1, which focuses on preparing students for college and careers through rigorous instruction, expanded academic opportunities, and equitable support systems. With the exception of two actions, all others were carried out as planned. Notable highlights include the continued implementation of the Dual Language Immersion Program (Action 1.7) and the expansion of the Early College Program (Action 1.17), both of which contribute to increased access and postsecondary readiness.

Substantive Differences Between Planned and Actual Implementation
While most actions proceeded as intended, 1.30 (Diversified Curriculum) was partially implemented. While fewer supplemental materials were purchased than originally planned and the anticipated adoption of new curriculum did not take place during the current year, the district remains committed to advancing this action in the coming year, with adjustments based on evolving needs.

Relevant Challenges with Implementation
1.18 (Middle and Elementary School Career Exploration) - The challenge of meeting this action is that it was constructed incorrectly. We wrote as if the Career Center Technicians would work with our elementary schools, which is not in their job purview nor was our actual plan. We will adjust this action to make it more accurate for the 2025-2026 school year.

1.30 (Diversified Curriculum) - We did not purchase the curriculum as expected. We will look to find high quality, diversified curriculum in several subject areas on the 2025-2026 school year.

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

Material Differences Between Budgeted and Actual Expenditures

Actions where actual expenditures were more than projected:
1.6 Music and Arts During the School Day (Budgeted $3,686,121, Estimated Actual $4,824,729) - As the prop 28 money is beginning to move in, our plans for our Music and Arts expanded. We added a TOSA position and spent a significant amount of money on instruments.

1.16 Credit Recovery for Secondary Students (Budgeted $1,561,534, Estimated Actual $1,869,294) - We started with a base amount of funding and our needs grew as the year went on. We do not limit the amount of credit recovery needed to support our students.

1.21 Student Device Program (Budgeted $18,417,707, Estimated Actual $25,378,878) - Cost of the devices have gone up and we are having to replace many devices at a faster than expected rate.

1.27 Special Services - Transition Services and Curriculum, (Budgeted $75,000, Estimated Actual $241,964) - We were presented with an unexpected opportunity to provide training to a significantly larger number of teachers than originally planned, and we took full advantage of it.

Actions where actual expenditures were less than projected:
1.1 Literacy and Numeracy - Instructional Support (Budgeted $1,235,281, Estimated Actual $1,013,103) - We had vacancies at different times in the year.

1.5 Math intervention (Budgeted $207,070, Estimated Actual $84,288) - The pricing of our intervention program was significantly less than expected.

1.9 Dual Language Immersion - Supplemental Materials (Budgeted $328,620, Estimated Actual $248,634) - We decided to hold off on the purchasing of a supplemental program to ensure that our most recent data provided evidence that it was necessary.

1.10 Multilingual Classroom Books (Budgeted $71,500, Estimated Actual $21,262) - We utilized other funds to meet this action.

1.15 College Entrance and AP Testing (Budgeted $300,974, Estimated Actual $108,543.) - Far less students wanted to participate in the PSAT and SAT than in the past.

1.19 Adaptive Diagnostic Testing (Budgeted $430,000, Estimated Actual $340,613) - We utilized other funds to meet this action.

1.30 Diversified Curriculum (Budgeted $1,507,875, Estimated Actual $503,191) - We decided to hold off for another year to purchase some of our curriculum to ensure alignment with other adoptions happening in the 2025-2026 school year.

1.31 9-12 Independent Study (Budgeted $2,498,576, Estimated Actual $1,920,632) - The structure of this program changed and we over estimated the cost.

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

The following narrative describes both the effectiveness and ineffectiveness of the specific actions in making progress toward Goal 1. Actions are grouped when possible.

1.3
Action 1.3 (Secondary Literacy Instructional Support) aims to enhance literacy outcomes for all students, with a principal focus on Low-Income, English Learners, and Foster Youth. The impact of this action can be observed through i-Ready growth in grades 6–8 and newly implemented NWEA data in grades 9–11. For grades 6–8, All Students improved from 28.58% to 31.22% on grade-level ELA performance—a 2.64 percentage point gain. Low-Income students increased from 26.76% to 28.09%, and English Learners rose from 3.94% to 5.84%. Although Foster Youth declined slightly from 17.07% to 13.64%, there was growth for Hispanic (28.54% to 31.47%) and Homeless students (16.76% to 18.91%), while African American students remained relatively stable. The introduction of Fall 2024-25 NWEA for grades 9–11 established a new baseline, with All Students in grades 9–10 scoring 31.41% and in grade 11 scoring 33.24%. However, notable performance gaps remain for English Learners (2.51% in grades 9–10 and 2.43% in grade 11) and Students with Disabilities, underscoring the need for continued targeted intervention. The consistent upward trend for most groups in grades 6–8, combined with the establishment of data systems at the high school level, suggests early effectiveness of the action while highlighting a clear need for intensified support for ELs and SWD in secondary literacy instruction.

1.4
Action 1.4 (Inclusive Reading Support) aims to enhance reading, writing, and spelling skills for students performing below grade level, with a targeted focus on supporting low-income (LI), English Learners (EL), and Foster Youth (FY) students. Progress is measured through Metrics 1.1 (Distance from Standard [DFS] on the CAASPP ELA) and 1.2 (school-level DFS in ELA). The 2024 California Dashboard data indicates overall improvement in reading performance across most student groups. For Metric 1.1, the overall DFS improved from -48.2 to -35.8, with significant gains for LI students (-55.4 to -43) and EL students (-81 to -69). Homeless (HOM) students improved from -72 to -67, while Students with Disabilities (SWD) also saw progress from -127.7 to -116.9. However, FY students experienced a slight decline from -84.6 to -86.8, highlighting a need for targeted interventions for this group. Metric 1.2 shows similar trends at the school level, with many sites demonstrating notable gains. For example, Werner Elementary improved across all groups, with the overall DFS decreasing from -84.9 to -63.1 and EL students improving from -94.9 to -69.5. Kolb Middle School made significant gains, with overall DFS improving from -34.8 to -29.9 and LI students improving from -44.6 to -37.9. High schools, particularly Eisenhower High, showed remarkable improvement, with overall DFS increasing from -9 to 43.4 and LI students improving from -9.8 to 39.3. Carter High also improved, with LI students moving from -25.7 to 15.1. Despite these gains, certain groups still face challenges. EL students at Frisbie Middle experienced a decline from -101.5 to -

112.6, and FY students' data, though limited, suggests persistent gaps. Milor High, which serves a continuation school population, still faces significant challenges, with overall DFS improving but remaining high (-160.8 to -120.6). Overall, these actions have effectively improved literacy outcomes for most targeted groups, particularly LI and EL students, though continued focus on FY students and schools with persistent gaps is necessary to ensure equitable progress.

1.1, 1.20, and 1.28
Actions 1.1 (Literacy and Numeracy - Instructional Support), 1.20 (Data Analysis Platform), and 1.28 (Goal Book) collectively aim to improve academic performance in literacy and numeracy for all students, with a focus on low-income (LI), English Learners (EL), Foster Youth (FY), and Students with Disabilities (SWD). These actions are measured by Metrics 1.1-1.4, which show notable improvements across most student groups. For Metric 1.1, the Distance from Standard (DFS) in ELA improved significantly from -48.2 to -35.8 for all students. Targeted groups also saw gains, with LI students improving from -55.4 to -43, EL students from -81 to -69, and Homeless (HOM) students from -72 to -67. SWD improved from -127.7 to -116.9, though FY students experienced a slight decline from -84.6 to -86.8, indicating a need for continued focus on this group. Metric 1.2, which measures school-level ELA performance, shows considerable gains across many schools. Werner Elementary improved from -84.9 to -63.1 overall, with EL students improving from -94.9 to -69.5 and LI students from -89 to -65.7. Kolb Middle showed substantial improvement, with the overall DFS improving from -34.8 to -29.9 and LI students from -44.6 to -37.9. High schools demonstrated significant progress, with Eisenhower High's overall DFS increasing from -9 to 43.4 and LI students improving from -9.8 to 39.3. Similarly, Carter High's LI students improved from -25.7 to 15.1. Despite these improvements, some middle schools, like Frisbie, saw declines in EL performance (from -101.5 to -112.6), highlighting areas requiring targeted support. Metric 1.3, measuring math performance, showed an overall improvement from -92.2 to -82.7. LI students improved from -99.1 to -89.8, and EL students from -118 to -107.6. FY students remained relatively stagnant at -116, and HOM students improved slightly from -111.7 to -105.4. Metric 1.4 shows notable school-level improvements in math. Werner Elementary's overall DFS improved from -101 to -82, with EL students improving from -106.5 to -81 and LI students from -103.5 to -85.5. Kolb Middle improved from -91.8 to -85.4 overall, while Carter High School improved from -105 to -83.5 overall, with LI students moving from -115.9 to -95.9. Eisenhower High saw an overall improvement from -131.1 to -98.5. However, schools like Rialto Middle still show high DFS values for EL and SWD groups, indicating ongoing challenges. Overall, these actions have positively impacted student achievement in both literacy and numeracy, especially for LI and EL students. While significant gains were made, continued support is needed for FY and SWD students, as well as for middle schools where certain subgroups experienced declines or slower progress.

1.2 and 1.23
Actions 1.2 Literacy and Numeracy Support - Elementary Schools and 1.23 Library Media Services have demonstrated a measurable impact on student achievement as assessed by Metric 1.10, particularly for the target groups of All Students, Low-Income, Foster Youth, and English Learners. In Grades 1–3, all groups saw modest improvements, with All Students increasing from 47.92% to 48.54%, Low-Income students from 45.24% to 45.63%, and English Learners from 29.94% to 30.03%. Foster Youth maintained relatively high performance, with only a slight decrease from 36.99% to 34.25%. In Grades 4–5, All Students improved from 33.55% to 35.16%, Low-Income students rose slightly from 30.80% to 31.48%, and Foster Youth showed a significant gain from 17.02% to 26.83%, highlighting the positive impact of targeted interventions. However, English Learners in this grade band declined from 10.04% to 8.28%, indicating an area for focused support. For Grades 6–8, all groups improved slightly, including All Students (from 28.58% to 31.22%), Low-Income (26.76% to 28.09%), and English Learners (3.94% to 5.84%), though the levels remain low. Foster Youth declined in this band from 17.07% to 13.64%, underscoring the need to strengthen middle school supports. Overall, the data show that these actions are helping close gaps and promote growth in early literacy,

especially in the primary grades, but continued emphasis is needed in upper elementary and middle grades, particularly for English Learners and Foster Youth.

1.14 and 1.17
Actions 1.14 (College/Career Readiness) and 1.17 (Early College Program) aim to enhance college and career readiness for all students, with a targeted focus on low-income (LI), English Learners (EL), and Foster Youth (FY), as measured by Metrics 1.14, 1.15, 1.27, and 1.28. The 2024 California Dashboard data shows positive trends across several indicators. The College and Career Indicator (CCI) (Metric 1.14) improved overall from 35.6% to 39.1%, with LI students increasing from 34.6% to 38.4%, EL from 16.2% to 21.6%, and Homeless (HOM) students from 19% to 22.9%. Although FY students experienced a slight decline from 25.8% to 24.1%, targeted supports through CTE pathways and early college programs continue to address this gap. At the school level (Metric 1.15), Eisenhower High School saw significant growth for EL students, improving from 8.7% to 26%. Zupanic High School also made gains, with overall CCI increasing from 9.6% to 11.5%, and LI students improving from 7.6% to 11.9%. Milor High School, while still improving from 0% to 1.9%, remains an area for further support. CTE pathway completion rates (Metric 1.27) reflect strong growth, with overall completion rising from 20% to 22.3%. Notably, FY students increased from 9.4% to 20.7%, EL from 10.6% to 18.7%, and LI from 14.3% to 22%, underscoring the positive impact of career readiness initiatives. The percentage of students completing both A-G requirements and a CTE pathway (Metric 1.28) also increased slightly from 14.2% to 15.3%, with gains for HI (14.6% to 15.4%) and LI students (14.3% to 14.9%). However, declines were seen among FY (9.4% to 3.4%) and Students with Disabilities (SWD) (7.0% to 5.8%), highlighting the need for additional targeted interventions. Overall, these actions are fostering significant improvements in college and career readiness, particularly for EL and LI students, while underscoring areas where continued focus is needed to close persistent gaps for FY and SWD students.

1.16
Action 1.16 (Credit Recovery for Secondary Students) is designed to increase high school graduation rates, with targeted support for low-income (LI), English Learners (EL), Foster Youth (FY), and Students with Disabilities (SWD), measured by Metrics 1.17 and 1.18. The 2024 California Dashboard data shows encouraging improvements in graduation rates. Overall, the graduation rate (Metric 1.17) increased from 91.8% to 92.2%, with LI students rising from 91.6% to 92.1% and EL students improving slightly from 86.1% to 86.4%. Notably, FY students experienced significant growth, increasing from 75% to 82.8%, reflecting the positive impact of credit recovery programs like APEX. However, SWD students saw a decline from 86.1% to 78.4%, indicating a need for continued refinement of alternative curriculum strategies and professional development to better support this group. At Zupanic High School (Metric 1.18), graduation rates improved substantially across most student groups. Overall rates rose from 65.6% to 81.4%, with LI students increasing from 63.6% to 80.9% and Hispanic (HI) students showing remarkable growth from 64.9% to 85%. EL students also improved from 61.3% to 64.7%, highlighting the effectiveness of targeted interventions in credit recovery and alternative pathways. These results demonstrate the positive impact of both actions in closing graduation gaps, particularly for LI, FY, and HI students, while underscoring the need to strengthen supports for SWD students to ensure equitable outcomes for all.

1.31
Action 1.31 (9-12 Independent Study) aims to increase the graduation rate by providing an alternative education option for students who benefit from a non-traditional learning environment, with a focus on supporting low-income (LI) students and English Learners (EL). Measured by Metric 1.18, the 2024 California Dashboard data from Zupanic High School shows significant improvements across most

student groups. The overall graduation rate increased from 65.6% to 81.4%, with LI students improving from 63.6% to 80.9% and Hispanic (HI) students demonstrating substantial growth from 64.9% to 85%. EL students also experienced a positive increase from 61.3% to 64.7%, indicating progress in supporting this targeted group. These gains highlight the effectiveness of the independent study option in meeting the diverse needs of students, particularly those from LI backgrounds, and underscore the importance of continued support to further improve graduation outcomes for EL students.

1.6
Action 1.6 (Music and Arts During the School Day) aims to enhance student engagement and improve attendance through Visual and Performing Arts (VAPA) instruction for K-5 students, with a primary focus on supporting low-income (LI), English Learners (EL), and Foster Youth (FY) students, measured by Metric 1.20. The 2024 California Dashboard data shows a significant reduction in chronic absenteeism, suggesting the effectiveness of VAPA programs in keeping students engaged. Overall chronic absenteeism decreased from 30.9% to 23.74%, with substantial improvements among targeted groups: LI students improved from 31.6% to 25.75%, EL students from 24.1% to 19.60%, and FY students remained stable with a slight increase from 17.1% to 18.46%. At the school level, several elementary schools experienced noteworthy improvements. Kelley Elementary's overall chronic absenteeism dropped from 29.7% to 17.5%, with LI students improving from 31.4% to 18.9% and EL students from 22.6% to 11.4%. Similarly, Morris Elementary saw a reduction from 27.5% to 16.4% overall, with EL students decreasing from 20% to 16.3% and LI students from 29.5% to 17.9%. Dollahan Elementary also showed positive trends, with overall rates decreasing from 20.2% to 17.8% and LI students improving from 22.5% to 20.3%. These improvements indicate that integrating arts into the school day has positively impacted attendance, especially for LI and EL students. Continued support and expansion of VAPA programs can further strengthen student engagement and reduce absenteeism across all elementary schools.

1.12
Action 1.12 (Seal of Biliteracy and Golden State Merit) aims to promote multilingualism and multiliteracy among students through the implementation of the Seal of Biliteracy, with a focus on supporting low-income (LI), English Learners (EL), and Foster Youth (FY) students, measured by Metric 1.21. The 2024 data shows significant progress across all student groups. The overall percentage of students earning the Seal of Biliteracy increased from 14.5% to 20.9%, reflecting the district's effective promotion of language development. Targeted groups saw substantial gains, with EL students more than tripling their attainment rate from 5.26% to 16.1%, demonstrating enhanced support for language proficiency. FY students, who previously had a 0% attainment rate, improved to 8.3%, indicating successful outreach and inclusion efforts for this group. LI students also experienced notable growth, with Seal attainment increasing from 14.9% to 23.9%. These improvements highlight the effectiveness of the district's multilingual programs in expanding language opportunities and closing gaps for historically underserved student populations.

1.15
Action 1.15 (College Entrance and AP Testing) aims to increase college readiness by providing access to SAT, PSAT, and AP testing for 9th-12th grade students, with targeted support for low-income (LI), English Learners (EL), and Foster Youth (FY), measured by Metrics 1.22 and 1.23. The 2023-24 data shows notable improvements across most student groups. For the PSAT EBRW, the percentage of college-ready students increased from 28% to 35.27%, with significant gains among FY students (25% to 38.46%) and LI students (25% to 32.50%). The PSAT Math scores also improved for FY students (0% to 23.08%) and LI students (9% to 10.63%), reflecting increased access to college

preparation resources. SAT EBRW scores showed modest gains overall (28.4% to 29.15%), with LI students improving from 25.59% to 27.22%. However, FY students did not show improvement in SAT scores, highlighting an area for further support. AP exam results (Metric 1.23) demonstrate significant progress in college-level course performance. The percentage of students scoring a 3 or higher increased from 39% to 45.5% overall. EL students more than doubled their success rate, improving from 19.6% to 35.4%, and FY students made remarkable gains from 39% to 60%. LI students also improved from 37% to 43.9%, showing the effectiveness of targeted interventions in increasing college readiness for these groups. While progress is evident, additional efforts are needed to improve SAT math readiness for EL and FY students to ensure equitable college preparation opportunities.

1.19
Action 1.19 Adaptive Diagnostic Testing has played a critical role in identifying student needs and informing targeted instruction across K–12, with a specific focus on supporting Low-Income (LI), English Learners (EL), and Foster Youth (FY)—as measured by Metrics M1.10–M1.13. In the elementary grades, All Students demonstrated growth in both ELA and Math on Metric 1.10 and 1.11, with Grades 4–5 All Students increasing from 33.55% to 35.16% in ELA and from 31.35% to 36.22% in Math. Notably, Foster Youth in Grades 4–5 exhibited a substantial gain in both subjects, rising from 17.02% to 26.83% in ELA and from 16.67% to 33.33% in Math—underscoring the action's impact on vulnerable populations. However, English Learners in the same grade band experienced a decline in ELA (10.04% to 8.28%) but improved in Math (14.20% to 17.32%). At the middle school level (Grades 6–8), All Students improved in ELA (28.58% to 31.22%) and Math (20.70% to 28.82%), with similar upward trends for Low-Income students. High school performance, reflected in Metrics 1.12 and 1.13 using NWEA, showed a stronger baseline for 9th–10th graders in Spring (ALL at 40.58%) compared to 11th grade Winter results (ALL at 34.92%), suggesting a need to sustain gains through upper grade levels. While Foster Youth and English Learners continue to show growth in earlier grades, their performance in high school remains lower (e.g., EL at 4.61%, FY at 12.50% on Metric 1.13 in 11th grade), reinforcing the need for ongoing support and data-informed interventions. Overall, the implementation of adaptive diagnostics has been effective in guiding instruction and improving outcomes, especially at the elementary and middle school levels, while high school data highlight opportunities for deeper impact.

1.21
Action 1.21 (Student Device Program) ensures that all students have access to the necessary instructional materials through a 1:1 technology-to-student ratio and home internet services as needed. This initiative, which includes providing Instructional Technology Assistants (ITAs) at elementary, middle, alternative, and virtual schools, is principally directed at supporting low-income (LI), English Learners (EL), and Foster Youth (FY) students. The effectiveness of this action is measured by Metric 1.24, which tracks the percentage of students without access to their own copies of standards-aligned instructional materials for use at school and home. The data shows that, for both the 2023-24 and 2024-25 school years, 0% of students were without access, demonstrating the program's continued success in ensuring equitable access to educational resources. By maintaining full access to instructional materials, the program effectively supports all students, particularly those in targeted groups, in overcoming technology barriers that could otherwise hinder academic success.

1.5
Actions 1.5 (Math Intervention) aims to improve math fluency and academic achievement for all K-12 students, with targeted support for low-income (LI), English Learners (EL), and Foster Youth (FY), measured by Metrics 1.3 and 1.4. The 2024 California Dashboard data indicates notable progress in reducing the Distance from Standard (DFS) in CAASPP Math scores. Overall DFS improved from -92.2 to -82.7, with LI students improving from -99.1 to -89.8 and EL students from -118 to -107.6, reflecting the effectiveness of math interventions like Legends of

Learning and targeted professional development. FY students maintained stability with a slight improvement from -116.2 to -116 DFS, suggesting continued support is needed for this group. School-level data (Metric 1.4) shows significant gains, especially at Werner Elementary, where overall DFS improved from -101 to -82, and EL students advanced from -106.5 to -81. Similarly, LI students improved from -103.5 to -85.5, and SWD from -121.8 to -108.4, highlighting the effectiveness of targeted strategies. Middle schools, such as Kolb, saw substantial DFS reductions for all students (-91.8 to -85.4) and EL students (-138.9 to -116.1). At the high school level, Carter High School demonstrated strong improvements, with overall DFS moving from -105 to -83.5, and LI students improving from -115.9 to -95.9. Although gains were widespread, certain groups, including SWD at several schools, continue to face significant challenges, indicating a need for sustained intervention efforts. Overall, these actions are positively impacting math performance, particularly for targeted student groups, while highlighting areas for continued growth.

1.7, 1.8, 1.9, 1.10, and 1.11
Actions 1.7 (Dual Language Immersion Program Implementation), 1.8 (Dual Language Immersion - Targeted Instructional Assistance), 1.9 (Dual Language Immersion - Supplemental Materials), 1.10 (Multilingual Classroom Books), and 1.11 (Multilingual Instructional Support) aim to enhance language acquisition and academic achievement for English Learners (EL) through strengthened Dual Language Immersion (DLI) programs, targeted instructional assistance, and increased multilingual resources, measured by Metric 1.6. The 2024 California Dashboard data indicates a mixture of gains and declines across school sites. Significant improvements were seen at Trapp Elementary (DLI), which increased from 57.9% to 75.6%, and Werner Elementary (DLI), which rose from 31.1% to 46.9%. Middle schools also showed promising growth, with Frisbie improving from 28.1% to 44.1% and Jehue (DLI) maintaining strong performance at 42.3%. High school performance at Carter improved slightly from 39.6% to 40.5%. However, some elementary schools experienced declines. Bemis (DLI) decreased from 40.7% to 28%, Boyd (DLI) from 51.9% to 29.3%, and Kelley (DLI) from 57.4% to 36.4%, indicating areas where further support and instructional adjustments are needed. Despite these declines, schools like Garcia (DLI) and Dunn (DLI) improved from 43.2% to 52.9% and 43.9% to 45.5%, respectively, reflecting the positive impact of bilingual instructional support and supplemental materials. Overall, the data suggests that targeted instructional assistance and resource enhancements are effectively supporting language development for EL students, particularly at middle schools and select elementary sites. Continued focus on professional development and support at schools with declining scores will be essential to ensure equitable progress for all English Learners in the DLI program.

1.13
The 2024–25 baseline i-Ready results for Kindergarten students provide a mixed yet informative view of Action 1.13 (Early Learning and Care Program’s effectiveness), specifically comparing students who attended a Rialto preschool (PS cohort) versus those who did not (non-PS cohort). In ELA, both cohorts performed nearly identically overall (66.67% PS vs. 66.55% non-PS), but more targeted gains were seen among English Learners (60.00% PS vs. 52.85% non-PS) and Homeless Youth (56.52% PS vs. 47.19% non-PS), suggesting positive impacts for these priority groups. However, Foster Youth and Students with Disabilities showed lower performance in the PS cohort than in the non-PS cohort, indicating the need for further supports or tailored instruction in early learning settings for these populations. In Math, overall performance was again very similar between groups (52.44% PS vs. 52.58% non-PS), with Foster Youth (50.00% PS vs. 42.86% non-PS) and Low-Income students (50.13% PS vs. 49.87% non-PS) showing slight advantages for those who attended preschool. While gains were modest and mixed across subgroups, the data suggest that preschool attendance may help narrow early learning gaps for English Learners and other underserved groups, affirming the need to continue strengthening and evaluating the early learning experience, particularly for Students with Disabilities and Foster Youth.

1.24, 1.25, 1.29, 1.30
Actions 1.24 Comprehensive Counseling Program, 1.25 Classroom Support Services, 1.29 Lower TK-3 Class Size, and 1.30 Diversified Curriculum have collectively contributed to measurable gains in both English Language Arts (ELA) and Math achievement, particularly for the targeted groups of All Students, Low-Income, English Learners, and Foster Youth, as indicated by Metrics M1.10 and M1.11. In Grades 6–8, where the Comprehensive Counseling Program focuses its efforts, All Students improved from 28.58% to 31.22% in ELA and from 20.70% to 28.82% in Math—an 8.12 percentage point increase. Low-income students similarly improved from 26.76% to 28.09% in ELA and from 19.48% to 25.41% in Math. While English Learners in middle school improved from 3.94% to 5.84% in ELA and from 3.78% to 9.22% in Math, Foster Youth declined slightly in ELA (17.07% to 13.64%) but showed growth in Math (13.51% to 17.78%). At the elementary level, supported by class size reduction and instructional assistants, Grades 1–3 All Students saw steady ELA growth (47.92% to 48.54%) and more substantial Math growth (32.81% to 35%). For Low-Income students, ELA increased from 45.24% to 45.63% and Math from 30.17% to 31.90%. Foster Youth saw a slight ELA decline (36.99% to 34.25%) but a strong Math gain (19.74% to 24.32%). Across all elementary and middle grade spans, Diversified Curriculum efforts helped support English Learners, who increased in Math across grades (e.g., 22.63% to 22.71% in Grades 1–3, and 14.20% to 17.32% in Grades 4–5). Notably, Foster Youth in Grades 4–5 showed the most dramatic improvement, rising from 17.02% to 26.83% in ELA and 16.67% to 33.33% in Math. These trends affirm the effectiveness of these actions in narrowing achievement gaps and promoting academic equity, while also identifying middle school ELA and English Learner performance as areas needing continued support.

1.26
Action 1.6 (Behavior Support Services) aims to improve student behavior and reduce suspension rates through targeted support services, focusing on low-income (LI), English Learners (EL), and Foster Youth (FY) students, measured by Metrics 1.7 and 1.8. The 2024 California Dashboard data shows notable progress. Overall suspension rates (Metric 1.7) decreased from 6.1% to 5%, with significant reductions for LI students (6.5% to 5.3%), EL students (6.6% to 5%), and African American (AA) students (12.2% to 9.9%). Students with Disabilities (SWD) also saw improvement, dropping from 8.4% to 6.7%, though FY students experienced a slight increase from 11.2% to 11.6%, indicating a continued need for focused interventions. School-level data (Metric 1.8) further highlights the effectiveness of these actions. At the elementary level, Morgan and Simpson Elementary Schools reduced AA suspension rates to 0%, while Trapp Elementary decreased Homeless (HOM) student suspensions from 7.3% to 0%. Preston Elementary also improved, lowering SWD suspensions from 11.6% to 4%. Middle schools showed mixed results; Kucera Middle experienced significant reductions across all groups, with overall suspensions dropping from 15.7% to 7.8%, EL from 16.5% to 5.7%, and LI from 17.1% to 8.3%. Kolb Middle also improved, with overall suspensions decreasing from 12.3% to 10.2%. However, Frisbie Middle saw a slight increase in overall suspensions (14.1% to 14.9%), with EL suspensions rising to 18.8%, highlighting an area for further support. At the high school level, Carter High School's AA suspension rate slightly increased from 13.3% to 14.4%, underscoring the need for targeted interventions at secondary sites. These results demonstrate that behavior support services, SEL programs, wellness centers, and Tier I & II interventions are effectively reducing suspension rates for most targeted student groups. However, specific schools and subgroups, particularly FY students and certain middle and high school populations, require continued attention to ensure equitable improvements across the district.

1.18
Action 1.18 (Middle and Elementary School Career Exploration) aims to expand career awareness and personalize learning for students in elementary and middle schools, with a particular focus on supporting low-income (LI) students, as measured by Metric 3.5 (Average

Attendance Rate). The 2023-24 data shows overall improvements in attendance across all student groups, indicating increased student engagement through career exploration activities. The district-wide attendance rate improved from 88.7% to 91.29%, with LI students increasing from 88.2% to 91.00%, reflecting the effectiveness of targeted career awareness initiatives for this group. Foster Youth (FY) students experienced the most significant improvement, rising from 70% to 92.78%, suggesting that providing opportunities to connect academic learning with personal interests positively impacts their school engagement. At the elementary level, attendance rates remained strong, with LI students improving from 92.1% to 91.56% and EL students from 93.2% to 92.65%, maintaining high engagement levels. Middle schools saw slight declines in overall attendance (91.1% to 90.20%) and among LI students (90.9% to 89.98%), highlighting an area for continued focus to ensure middle-grade students fully benefit from career exploration opportunities. Despite these small decreases, FY students in middle schools improved from 90.7% to 92.19%, showing the positive effect of interest-based learning on attendance for vulnerable populations. Overall, the data suggests that expanding career awareness, particularly at the elementary level, effectively engages students and improves attendance, with targeted efforts needed to bolster middle school attendance for LI and EL students.

1.22
The effectiveness of Action 1.22 (Technology Support Services) is evidenced by a modest improvement in operational efficiency, as reflected in the reduction of the average number of days to close a technology support ticket from 9.5 days in 2023–24 to 9.26 days in 2024–25. While the decrease is incremental, it indicates progress in the district's capacity to provide timely responses to technology-related issues that impact instructional access. Since this action is principally directed at supporting low-income students, English Learners, and Foster Youth, maintaining timely support is critical for these groups, who may face additional barriers to accessing digital resources and instructional content. Continued improvements in technology responsiveness contribute to minimizing instructional disruptions and ensuring equitable access to textbooks and supplemental programs, thereby supporting academic success for the district's most underserved students.

1.32
Action 1.32 (Milor High Class Size) aims to improve student outcomes by maintaining lower class sizes at Milor High School, allowing for more personalized instruction and greater support, particularly for low-income (LI) and English Learner (EL) students, as measured by Metric 4.2 (high school graduation rates). The 2024 California Dashboard data shows mixed results. While the overall graduation rate slightly decreased from 80.9% to 80%, and LI students experienced a small decline from 81.2% to 80.1%, other student groups demonstrated significant improvement. Notably, Students with Disabilities (SWD) saw a substantial increase in graduation rates from 61.1% to 76.5%, indicating that smaller class sizes positively impacted this subgroup. Homeless (HOM) students also showed marked progress, with graduation rates rising from 74.3% to 84.3%, highlighting the benefits of targeted instructional support. Conversely, EL students experienced a slight decrease from 80% to 78%, suggesting a need for continued focus on differentiated instruction for this group. Despite the slight declines in some areas, the overall data suggests that maintaining lower class sizes has been effective in improving graduation outcomes for historically underserved populations, particularly SWD and HOM students.

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.

We did make a change to a Baseline Data and many Target Outcomes. We made changes to 3 actions.

Addition of Metrics

We established Metric 1.32 i-Ready Spring Kindergarten Results for ELA and Math - Comparison between Kinder students who attended PS in Rialto and Kinder students who did not.

Changes to Baseline Data
A correction was made to the baseline data for Metric 1.5. The LTEL progress rate for 2022–23 was originally reported as 39.9%, but the 2024 Dashboard updated it to 42.9%. Accordingly, the baseline has been revised. Additionally, Foster Youth and Low Income student groups have been removed from the metric for greater clarity.

Changes to Target Outcomes
RUSD met the 3-year target outcomes for some of the data points included on the following metrics: 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.15, 1.18, 1.19, 1.20, 1.21, 1.23, 1.26, and 1.31. Due to this, more aggressive target outcomes were put in place.

We are establishing target outcomes to metrics 1.12 and 1.13.

We increased the targeted outcome for metric 1.17 for the FY student groups as there was a significant increase in their scores.

We increased the targeted outcome for metric 1.22 for two student groups (FY and AA) as there was a significant increase in their scores.

We increased the targeted outcome for metric 1.27 for two student groups (HI and LI) as there was a significant increase in their scores.

We increased the targeted outcome for metric 1.30 for the ALL student group in math as there was a significant increase in their scores.

Changes to Actions
Action 1.2 will be partially funded by LREBG, $1,948,096 will count toward contributing.

Action 1.3 will not be funded for the 2025–2026 school year due to budget constraints. However, to maintain consistency in the numbering system and to allow for the possibility of future funding, the action remains included in the plan.

Action 1.4 will not be funded for the 2025–2026 school year due to budget constraints. However, to maintain consistency in the numbering system and to allow for the possibility of future funding, the action remains included in the plan.

Action 1.18 was revised as it incorrectly stated that our Career Technicians would provide career exploration to middle and elementary students. Our Career Technicians work at our high schools and do not directly support our middle and elementary students. RUSD does feel that career exploration is important and valuable at the middle and elementary levels and will correctly identify the strategies utilized to do so.

Action 1.23 was revised to delete the term "at each school site" to reflect the wording of the other actions related to school personnel.

Action 1.24 was revised to include additional counseling support at all secondary schools, not limited to just middle schools.

Action 1.33 is a new item that we will be fully funded by LREBG, therefore is not contributing.

Budget Constraints
The following actions reflect significant changes in budget allocations due to budget constraints: 1.1, 1.3, 1.4, 1.6, 1.14, 1.21

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	Literacy and Numeracy - Instructional Support	A team of instructional strategists will provide literacy and numeracy support and training to all district schools. While this action intends to see an increase in all students' academic achievement, this action is principally directed to low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.	$828,550.00	Yes
1.2	Literacy and Numeracy Support - Elementary Schools	Reading Specialists will provide instructional support each elementary grade level team of teachers at all elementary schools. While the intent of this action is to increase academic achievement for all students, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10. LREBG ACTION: $3,325,238	$5,273,334.00	Yes
1.3	Secondary Literacy Instructional Support	Secondary Literacy Instructional Specialists will establish a robust literacy focus at the secondary schools through the delivery of an intervention program for students reading below grade level. While the intent of this action is to increase academic achievement for all students, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10 and M1.12.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		District support has been shifted to strengthen primary instruction through the use of ELA/ ELD coaches at the secondary sites. See item 2.7.		
1.4	Inclusive Reading Support	Reading Specialists specializing in inclusive reading strategies will provide support to students who are deficient in reading, writing, and spelling. While the intent of this action is to increase academic achievement for all students, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1 and M1.2. Reading Specialists in item 1.2 will serve all students, data from the Reading Difficulties Risk Screener, I-Ready and CAASPP will be used to determine the level of support.	$0.00	No
1.5	Math Intervention	The District will support all K-12 schools with a math fluency program, Legends of Learning, appropriate to the grade span. The purpose of this action is to increase the math fluency of students who are below grade level. While the intent of this action is to increase academic achievement for all students, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.3 and M1.4.	$225,611.00	Yes
1.6	Music and Arts During the School Day	Music and Arts Specialists will provide instruction in Visual and Performing Arts (VAPA) to grades K - 5th students. The purpose of this action is to engage our students in VAPA during the school day. While the intent of this action is to increase engagement and attendance for all students, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.20.	$8,817,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Dual Language Immersion Program Implementation	RUSD will enhance the Dual Language Immersion (DLI) Program by providing qualified teachers and offering stipends for additional support. While this action aims to improve academic achievement for all students in the DLI program, it is principally directed to support English Learners in developing their primary language and acquiring a second language. Progress will be measured by M1.6.	$8,886,069.00	Yes
1.8	Dual Language Immersion - Targeted Instructional Assistance	Bilingual instructional assistants will support Dual Language Immersion students in grades kindergarten through second grade by providing small group practice for students who need additional support. This action is principally directed to English Learners and will be measured by M1.6.	$904,309.00	Yes
1.9	Dual Language Immersion - Supplemental Materials	RUSD will provide DLI classes at designated schools with Spanish instructional materials to support primary language development. While the intent of this action is to increase academic achievement for all students in the DLI program, the action is principally directed to English Learners and will be measured by M1.6.	$269,999.00	Yes
1.10	Multilingual Classroom Books	RUSD will purchase classroom library and school library books that represent the cultures and languages of diverse students. While these resources will be available for all students to use, this action is principally directed to English Learners and will be measured by M1.6.	$56,000.00	Yes
1.11	Multilingual Instructional Support	Bilingual Instructional Assistants will support English Learner students by providing additional language assistance, helping them acquire and develop their language skills within the classroom setting. The intent of this action is to increase academic achievement for English Learners and therefore it is targeted at English Learners and will be measured by M1.6.	$1,463,206.00	Yes
1.12	Seal of Biliteracy and Golden State Merit	Multilingual Programs will implement the Seal of Biliteracy to support students in their endeavor to become multilingual and multiliterate. This	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.21.		
1.13	Early Learning and Care Program	RUSD will provide early learning and care services for children ages 3 to 5 years of age. The purpose of this program is to ensure students are better prepared once they enter TK and Kindergarten. This action will be measured by M.1.32.	$500,000.00	No
1.14	College / Career Readiness (CCR)	RUSD will support Career Technical Education (CTE) pathways at high schools to ensure that students are college and career-ready. While this action supports all high students, it is principally directed to low-income students, English Learners, and Foster Youth students and will be measured by M1.14-M1.15 and M1.27-M1.28.	$4,951,365.00	Yes
1.15	College Entrance and AP Testing	RUSD will provide access to college preparation and entrance tests for our 9th-12th grade students. While the intent of this action is to increase the opportunity for all students to be prepared for college, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.22 and M1.23.	$319,704.00	Yes
1.16	Credit Recovery for Secondary Students	RUSD will provide a credit recovery program for secondary students using APEX. While the intent of this action is to enable more of our students to graduate, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.17 and M1.18.	$2,728,535.00	Yes
1.17	Early College Program	RUSD will develop and support an Early College Credit program by providing program branding, logistics of progress for enrollment, and college course textbooks. Although the purpose of this action is to prepare all of our students for college entrance, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.14-M1.15 and M1.27-M1.28.	$324,352.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Career Exploration	Career Technicians will support expanded career awareness in secondary schools by providing opportunities to personalize learning for students' strengths, needs, personal passions, and academic interests. Middle schools will implement interest profilers and create exploratory career courses. While this action will support the career awareness of all of our students, it is principally directed to low-income students and will be measured by M3.5.	$0.00	No
1.19	Adaptive Diagnostic Testing	RUSD will provide an adaptive diagnostic assessment for K-12 students in order to identify students who are deficient in reading and/or math. This action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10-M1.13.	$486,107.00	Yes
1.20	Data Analysis Platform	RUSD will utilize a data analytics platform to bring in multiple data points into a single dashboard. While the goal of this action is to see an increase across California Dashboard metrics for all students, it is principally directed at low-income students, English Learners, and Foster Youth students. This action will be measured by M1.1-M1.4.	$1,374,498.00	Yes
1.21	Student Device Program	RUSD will maintain a 1:1 technology-to-student ratio for student classroom use along with home internet service as needed. Additionally, RUSD will provide Instructional Technology Assistants (ITAs) at all elementary and middle schools, and to our alternative and virtual schools to provide technology support for both teachers and students. While this action will ensure that all students have access to required instructional materials, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.24.	$11,748,862.00	Yes
1.22	Technology Support Services	RUSD will maintain positions to support school and District technology needs so that students and teachers have full access to their textbooks and supplemental programs. This action is principally directed at low-	$1,652,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students, English Learners, and Foster Youth students and will be measured by M1.25.		
1.23	Library Media Services	RUSD will maintain Library Media Technicians in order to provide students with resources and reading strategies that will lead to increased love of learning and improved reading and listening skills. Although the intent of this action is to support all students reading achievement, this action is principally directed at low-income, English Learners, and Foster Youth students and will be measured by M1.10.	$3,736,365.00	Yes
1.24	Comprehensive Counseling Program	RUSD will provide additional counselors at the secondary level to increase the amount of time each counselor spends supporting students' academic and emotional well-being. While the intent of this action is to support all students' academic and emotional needs, it is principally directed at low-income students and will be measured by M1.10 and M1.11.	$1,361,647.00	Yes
1.25	Classroom Support Services	Instructional supports will provide academic support to students by assisting with differentiated instruction in mathematics and ELA. The purpose of this action is to increase student achievement on internal assessments in math and ELA for all students, although it is principally directed at low-income students and will be measured by M1.10 and M1.11.	$4,765,681.00	Yes
1.26	Behavior Support Services	Behavior Support Assistants will work with students to improve their self-regulation and communication skills in order to increase positive behavior in and out of the classroom. While this action aims to increase the positive behavior of all students, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.7 and M1.8.	$10,182,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.27	Special Services - Transition Services and Curriculum	Teachers will receive training on the Unique Learning Systems (ULS) curriculum which is aligned with state standards and also provides transitioning curriculum for post-secondary life including (job preparation, life skills, and career education). The Professional Development service area will track the number of participants each of the next three years.	$65,000.00	No
1.28	Goal Book	Special Services will utilize Goal Book as a resource for the creation of IEP goals that are aligned with state standards for ELA and math. The purpose of this action is to ensure students are working toward achieving grade level standards and will be measured by M 1.1-1.4.	$100,000.00	No
1.29	Lower TK-3 Class Size	Personnel and Business Services will supplement LCFF grade span adjustment funding to maintain an average class enrollment of no more than 24 students in kindergarten and grades 1-3. The purpose of this action is to increase student achievement on internal assessments in math and ELA for all students, although it is principally directed at low-income students and will be measured by M1.10 and M1.11.	$3,552,857.00	Yes
1.30	Diversified Curriculum	The Agent of Equity, Access, and Excellence will purchase supplemental materials and a diversified curriculum to improve student achievement in math and ELA. The purpose of this action is to increase student achievement on internal assessments in math and ELA for all students, although it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10 and M1.11.	$500,000.00	Yes
1.31	9-12 Independent Study	The District will offer an independent study option to students and families who would benefit from an alternative form of education, as determined by a Student Study Team in order to increase the graduation rate of our students. Although this action will benefit all students in need of alternative forms of education, it is principally directed at low-income students and English Learners and will be measured by M1.18.	$1,863,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	Milor High Class Size	The District will maintain an additional teacher positions above the contractual teacher-to-student ratio at Milor High School (continuation) to provide a lower class size, which gives the teacher greater flexibility to differentiate instruction and ensure students on the Milor campus graduate on time. This action is principally directed to support low-income students and English Learners students and will be measured by M4.2.	$734,360.00	Yes
1.33	Teacher Support for Learning and Differentiated Instruction	Teachers will provide students with targeted academic support in order to address learning gaps in core content areas, support on-time graduation, and meet diverse instructional needs. These teachers will contribute to smaller class sizes in select courses, offer APEX credit recovery opportunities for students who are behind in credits, and implement differentiated instructional practices to accelerate learning. While this action benefits all students, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1-1.4. LREBG ACTION: $12,400,787	$12,400,787.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Rialto Unified School District (RUSD) has developed the goal to ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement. This goal was established after thorough analysis of both local and state data, and extensive engagement with our educational partners. Consensus was reached that a highly qualified teaching and support staff are critical to the success of our students, making it imperative to focus on strengthening the skills and effectiveness of our educators.

To achieve this goal, many of the actions in Goal 2 are aimed at providing comprehensive professional development for our teachers and staff. This often involves hiring strategists, coaches, and other specialized personnel to work within the district, ensuring that our educators receive the guidance and resources they need to excel. Additionally, RUSD will continue to support an induction program for our certificated teachers, helping new educators transition smoothly into their roles and build a strong foundation for their teaching careers.

Furthermore, professional development is particularly necessary for addressing the unique needs of our English Learners and for enhancing Social Emotional Learning (SEL). These areas are vital for creating an inclusive and supportive learning environment where all students can thrive. Although many of the actions are focused on improving the capabilities of our teachers and staff, the ultimate aim is to positively impact our students. Therefore, most metrics in Goal 2 are directly tied to how these actions influence student achievement.

Feedback from the community and teachers highlighted the need for differentiated instruction and SEL professional development. By responding to these specific requests, RUSD is demonstrating a commitment to meeting the needs of our educators and students alike. This approach ensures that our efforts to improve teaching quality are directly aligned with enhancing student outcomes, fostering a culture of continuous improvement, and promoting equity and excellence in education for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	EL Reclassification Rate % of students reclassifying CALPADS EOY 3 Report 8.1 and 2.16	2022-23 ALL 10.4% Elementary 9.68% LTELs 0%	2023-24 ALL 13.03% Elementary 12.96% LTELs 0%		ALL 18% Elementary 15% LTELs 5%	ALL 2.63% Elementary 3.28% LTELs 0%
2.2	State Summative - CAST % of students who scored Met or Exceeded CAASPP Public Dashboard	2022-23 ALL 17.75% EL 1.46% SWD 4.10% HOM 12.37% FY 9.44% AA 13.68% HI 17.74% LI 15.8%	2023-24 ALL 19.86% EL 1.40% SWD 3.59% HOM 12.89% FY 9.68% AA 13.33% HI 19.59% LI 17.90%		ALL 26.75% EL 13.46% SWD 19.10% HOM 21.37% FY 21.44% AA 22.68% HI 26.74% LI 24.8%	ALL 2.11% EL -0.06% SWD -0.51% HOM 0.52% FY 0.24% AA -0.35% HI 1.85% LI 2.10%
2.3	Implementation of Academic Content and Performance Standards Local Indicators - Scale of 1-5 CA School Dashboard	2022-23 Professional Development 4.6 Instructional Materials 4.6 Policy & Program Support 4.4 Implementation of Standards 4.2 Engagement of School Leadership 3.6	2023-24 Professional Development 4.6 Instructional Materials 4.6 Policy & Program Support 4 Implementation of Standards 4.2 Engagement of School Leadership 3.6		Professional Development 4.8 Instructional Materials 4.8 Policy & Program Support 4.6 Implementation of Standards 4.6 Engagement of School Leadership 4.3	Professional Development: 0 Instructional Materials: 0 Policy & Program Support: -0.4 Implementation of Standards: 0 Engagement of School Leadership: 0

Goal Analysis [2024-25]

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

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

Overall Implementation
Rialto Unified School District successfully implemented all actions under Goal 2, which centers on supporting staff through professional development and fostering equitable, inclusive learning environments for all students. While three actions (2.1, 2.6, and 2.8) experienced staffing vacancies at various points during the year—as noted in the material differences section—these gaps were covered by other employees, allowing the work to continue without disruption. Notable accomplishments include strong support through the Teacher Induction Program (Actions 2.1 and 2.2), which provided both essential services and professional development for induction teachers. Additionally, the district advanced equity and inclusion efforts through targeted support in Special Education (Action 2.19).

Substantive Differences in Planned Actions and Actual Implementation of these Actions
There were no substantive differences in planned and actual implementation of these actions.

Relevant Challenges with Implementation
There were no significant challenges in implementing these actions. The only potential exception was the vacancies in program specialist and strategist positions at various times during the year (Actions 2.1, 2.6, and 2.8). However, these vacancies had minimal impact on the implementation of the actions, as other staff members effectively stepped in to cover the responsibilities.

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.

Material Differences Between Budgeted and Actual Expenditures

Actions where actual expenditures were more than projected:
2.5 Numeracy Training (Budgeted $221,154, Estimated Actual $471,649) - We had better sub coverage this year and were able to provide more training than initially planned.

2.10 Emerging Linguist Support Programs (Budgeted $576,277, Estimated Actual $668,301) - We had more EL needs than initially expected and we needed to spread the support to our students to a further reach.

2.12 Culturally Linguistically Responsive Teaching and Learning (Budgeted $440,092, Estimated Actual $686,270) - We had better sub coverage this year and were able to provide more training than initially planned.

2.20 Alternative Curriculum (Budgeted $65,000 Estimated Actual $109,433) - Because we were able to provide training to more teachers than expected, we purchased additional materials for them.

Actions where actual expenditures were less than projected:
2.1 Teacher Induction - Core Services for Induction Teachers (Budgeted $1,227,238, Estimated Actual $970,907) - We had unexpected vacancies at different times of the year.

2.6 Elementary Education Support (Budgeted $4,301,672, Estimated Actual $3,323,187) - We had unexpected vacancies at different times of the year.

2.8 Educational Program Support (Budgeted $2,911,936, Estimated Actual $1,873,537) - We had unexpected vacancies at different times of the year.

2.16 School Site Strategic Planning and Support (Budgeted $138,486, Estimated Actual $73,968) - Many schools were able to complete this process using other funding.

2.17 Social Emotional Learning Professional Development (Budgeted $413,882, Estimated Actual $247,819) - We utilized other funding for parts of this action.

2.18 Health Clinic and Services (Budgeted $5,030,666, Estimated Actual $3,956,695) - We purchased less supplies and provided less PD than expected.

2.19 Special Education - Equity and Inclusion (Budgeted $108,405, Estimated Actual $34,309) - We utilized more of our PD funding on UDL than originally planned and moved the majority of the equity and inclusion training to the 2025-2026 school year.

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

The following narrative describes both the effectiveness and ineffectiveness of the specific actions in making progress toward Goal 2. Actions are grouped when possible.

2.1, 2.2, 2.3, 2.7, 2.8, 2.16, 2.19, and 2.21
Actions 2.1 (Teacher Induction - Core Services for Induction Teachers), 2.2 (Teacher Induction - Professional Development), 2.3 (PAR for Tenured Teachers), 2.7 (Secondary Literacy and Numeracy Support), 2.8 (Educational Program Support), 2.16 (School Site Strategic Planning and Support), 2.19 (Special Education - Equity and Inclusion), and 2.21 (Differentiated Instructional Practices) collectively aim to improve academic performance in literacy and numeracy for all students, with a focus on low-income (LI), English Learners (EL), Foster Youth (FY), and Students with Disabilities (SWD). These actions are measured by Metrics 1.1-1.4, which show notable improvements across most student groups. For Metric 1.1, the Distance from Standard (DFS) in ELA improved significantly from -48.2 to -35.8 for all students. Targeted groups also saw gains, with LI students improving from -55.4 to -43, EL students from -81 to -69, and Homeless (HOM) students from -72 to -67. SWD improved from -127.7 to -116.9, though FY students experienced a slight decline from -84.6 to -86.8, indicating a need for continued focus on this group. Metric 1.2, which measures school-level ELA performance, shows considerable gains across many schools. Werner Elementary improved from -84.9 to -63.1 overall, with EL students improving from -94.9 to -69.5 and LI students from -89 to -65.7. Kolb Middle showed substantial improvement, with the overall DFS improving from -34.8 to -29.9 and LI students from -44.6 to -37.9.

High schools demonstrated significant progress, with Eisenhower High's overall DFS increasing from -9 to 43.4 and LI students improving from -9.8 to 39.3. Similarly, Carter High's LI students improved from -25.7 to 15.1. Despite these improvements, some middle schools, like Frisbie, saw declines in EL performance (from -101.5 to -112.6), highlighting areas requiring targeted support. Metric 1.3, measuring math performance, showed an overall improvement from -92.2 to -82.7. LI students improved from -99.1 to -89.8, and EL students from -118 to -107.6. FY students remained relatively stagnant at -116, and HOM students improved slightly from -111.7 to -105.4. Metric 1.4 shows notable school-level improvements in math. Werner Elementary's overall DFS improved from -101 to -82, with EL students improving from -106.5 to -81 and LI students from -103.5 to -85.5. Kolb Middle improved from -91.8 to -85.4 overall, while Carter High School improved from -105 to -83.5 overall, with LI students moving from -115.9 to -95.9. Eisenhower High saw an overall improvement from -131.1 to -98.5. However, schools like Rialto Middle still show high DFS values for EL and SWD groups, indicating ongoing challenges. Overall, these actions have positively impacted student achievement in both literacy and numeracy, especially for LI and EL students. While significant gains were made, continued support is needed for FY and SWD students, as well as for middle schools where certain subgroups experienced declines or slower progress.

2.4
Action 2.4 (Literacy Training) aims to enhance reading, writing, and spelling skills for students performing below grade level, with a targeted focus on supporting low-income (LI), English Learners (EL), and Foster Youth (FY) students. Progress is measured through Metrics 1.1 (Distance from Standard [DFS] on the CAASPP ELA) and 1.2 (school-level DFS in ELA). The 2024 California Dashboard data indicates overall improvement in reading performance across most student groups. For Metric 1.1, the overall DFS improved from -48.2 to -35.8, with significant gains for LI students (-55.4 to -43) and EL students (-81 to -69). Homeless (HOM) students improved from -72 to -67, while Students with Disabilities (SWD) also saw progress from -127.7 to -116.9. However, FY students experienced a slight decline from -84.6 to -86.8, highlighting a need for targeted interventions for this group. Metric 1.2 shows similar trends at the school level, with many sites demonstrating notable gains. For example, Werner Elementary improved across all groups, with the overall DFS decreasing from -84.9 to -63.1 and EL students improving from -94.9 to -69.5. Kolb Middle School made significant gains, with overall DFS improving from -34.8 to -29.9 and LI students improving from -44.6 to -37.9. High schools, particularly Eisenhower High, showed remarkable improvement, with overall DFS increasing from -9 to 43.4 and LI students improving from -9.8 to 39.3. Carter High also improved, with LI students moving from -25.7 to 15.1. Despite these gains, certain groups still face challenges. EL students at Frisbie Middle experienced a decline from -101.5 to -112.6, and FY students' data, though limited, suggests persistent gaps. Milor High, which serves a continuation school population, still faces significant challenges, with overall DFS improving but remaining high (-160.8 to -120.6). Overall, these actions have effectively improved literacy outcomes for most targeted groups, particularly LI and EL students, though continued focus on FY students and schools with persistent gaps is necessary to ensure equitable progress.

2.5
Action 2.5 (Numeracy Training) aims to improve math fluency and academic achievement for all K-12 students, with targeted support for low-income (LI), English Learners (EL), and Foster Youth (FY), measured by Metrics 1.3 and 1.4. The 2024 California Dashboard data indicates notable progress in reducing the Distance from Standard (DFS) in CAASPP Math scores. Overall DFS improved from -92.2 to -82.7, with LI students improving from -99.1 to -89.8 and EL students from -118 to -107.6, reflecting the effectiveness of math interventions like Legends of Learning and targeted professional development. FY students maintained stability with a slight improvement from -116.2 to -116 DFS, suggesting continued support is needed for this group. School-level data (Metric 1.4) shows significant gains, especially at Werner Elementary, where overall DFS improved from -101 to -82, and EL students advanced from -106.5 to -81. Similarly, LI students improved from -103.5 to -85.5, and SWD from -121.8 to -108.4, highlighting the effectiveness of targeted strategies. Middle schools, such as Kolb, saw

substantial DFS reductions for all students (-91.8 to -85.4) and EL students (-138.9 to -116.1). At the high school level, Carter High School demonstrated strong improvements, with overall DFS moving from -105 to -83.5, and LI students improving from -115.9 to -95.9. Although gains were widespread, certain groups, including SWD at several schools, continue to face significant challenges, indicating a need for sustained intervention efforts. Overall, these actions are positively impacting math performance, particularly for targeted student groups, while highlighting areas for continued growth.

2.6
Action 2.6 Elementary Education Support has shown promising outcomes in increasing student achievement, particularly for Low-Income (LI), English Learners (EL), and Foster Youth (FY)—the action's intended focus groups—using metrics M1.10 (ELA proficiency) and M1.11 (Math proficiency). In Grades 1–3, All Students improved from 47.92% to 48.54% in ELA and from 32.81% to 35% in Math. Low-Income students rose from 45.24% to 45.63% in ELA and from 30.17% to 31.90% in Math, indicating continued upward momentum. Foster Youth in this band slightly declined in ELA (36.99% to 34.25%) but made strong gains in Math (19.74% to 24.32%). English Learners held steady in ELA (29.94% to 30.03%) and maintained a narrow increase in Math (22.63% to 22.71%). In Grades 4–5, where instructional support continued, all groups experienced growth. Notably, Foster Youth saw a significant increase in both ELA (17.02% to 26.83%) and Math (16.67% to 33.33%). English Learners in Grades 4–5 also improved in Math (14.20% to 17.32%) but declined in ELA (10.04% to 8.28%), suggesting targeted reading interventions may be needed. Overall, these results support the effectiveness of Action 2.6 in elevating academic outcomes through tailored professional development, while highlighting areas like upper-grade ELA for ELs that warrant continued instructional focus.

2.9
Actions 2.9 (Bilingual Authorization) aims to enhance language acquisition and academic achievement for English Learners (EL) through strengthened Dual Language Immersion (DLI) programs, targeted instructional assistance, and increased multilingual resources, measured by Metric 1.6. The 2024 California Dashboard data indicates a mixture of gains and declines across school sites. Significant improvements were seen at Trapp Elementary (DLI), which increased from 57.9% to 75.6%, and Werner Elementary (DLI), which rose from 31.1% to 46.9%. Middle schools also showed promising growth, with Frisbie improving from 28.1% to 44.1% and Jehue (DLI) maintaining strong performance at 42.3%. High school performance at Carter improved slightly from 39.6% to 40.5%. However, some elementary schools experienced declines. Bemis (DLI) decreased from 40.7% to 28%, Boyd (DLI) from 51.9% to 29.3%, and Kelley (DLI) from 57.4% to 36.4%, indicating areas where further support and instructional adjustments are needed. Despite these declines, schools like Garcia (DLI) and Dunn (DLI) improved from 43.2% to 52.9% and 43.9% to 45.5%, respectively, reflecting the positive impact of bilingual instructional support and supplemental materials. Overall, the data suggests that targeted instructional assistance and resource enhancements are effectively supporting language development for EL students, particularly at middle schools and select elementary sites. Continued focus on professional development and support at schools with declining scores will be essential to ensure equitable progress for all English Learners in the DLI program.

2.10 and 2.11
Actions 2.10 (Emerging Linguist Support Programs) and 2.11 (Multilingual Programs Professional Development) aim to strengthen English Learner (EL) and Long-Term English Learner (LTEL) support through targeted professional development, collaboration, and language services, measured by Metrics 1.5 and 1.6. The 2024 California Dashboard data shows mixed results. For Metric 1.5, while the overall ELPI performance for EL students slightly declined from 45.4% to 43.1%, LTEL students improved from 42.9% to 45.1%, suggesting targeted interventions are positively impacting long-term learners. Metric 1.6, which measures school-level ELPI performance, shows significant

improvements at several schools, though some declines were noted. At the elementary level, Trapp Elementary (DLI) showed substantial growth from 57.9% to 75.6%, and Werner Elementary (DLI) improved from 31.1% to 46.9%. Garcia Elementary (DLI) also experienced gains from 43.2% to 52.9%. However, some schools, such as Bemis (DLI) and Boyd (DLI), saw declines from 40.7% to 28% and 51.9% to 29.3%, respectively, indicating areas for continued focus. Middle schools demonstrated strong progress, with Frisbie improving from 28.1% to 44.1% and Jehue (DLI) maintaining solid performance despite a slight decrease from 49.9% to 42.3%. At the high school level, Carter High School showed modest growth from 39.6% to 40.5%. Overall, these actions have led to noticeable gains for LTEL students and several school sites, particularly in middle schools and certain elementary campuses. Continued professional development and targeted support will be essential to address the declines at select schools and ensure sustained improvement for all English Learners.

2.12 and 2.13
Actions 2.12 Culturally Linguistically Responsive Teaching and Learning and 2.13 Equity and Implicit Bias Training were implemented to enhance educator awareness and instructional practice in service of equitable outcomes, particularly for Low-Income (LI), English Learners (EL), and Foster Youth (FY). Across Metrics M1.10 and M1.11, the data suggest these actions contributed to academic gains, especially in the early grades. In Grades 1–3, All Students improved in ELA (47.92% to 48.54%) and Math (32.81% to 35%). Low-Income students saw similar improvements in ELA (45.24% to 45.63%) and Math (30.17% to 31.90%), and Foster Youth gained 4.58 percentage points in Math (19.74% to 24.32%) despite a small decline in ELA (36.99% to 34.25%). English Learners maintained progress in ELA (29.94% to 30.03%) and slightly improved in Math (22.63% to 22.71%). In Grades 4–5, FY performance increased dramatically in both ELA (17.02% to 26.83%) and Math (16.67% to 33.33%), while EL students grew in Math (14.20% to 17.32%) but declined in ELA (10.04% to 8.28%). At the middle school level, all target groups showed gains in Math, with ELs improving from 3.78% to 9.22%, LI from 19.48% to 25.41%, and FY from 13.51% to 17.78%. However, ELA trends were mixed, with FY dropping from 17.07% to 13.64% and ELs rising modestly. High school NWEA data (Metrics 1.12 and 1.13) showed that while Low-Income and Hispanic students maintained relatively high performance, Foster Youth and English Learners posted significantly lower results in 11th grade, especially ELs at 4.61% and FY at 12.50%. These patterns underscore the effectiveness of equity-based professional development in closing gaps for many student groups in early grades, while highlighting a persistent need for focused secondary-level support for EL and FY students.

2.14
Action 2.14 (AP Teacher Professional Development) aims to enhance the quality of instruction in Advanced Placement (AP) classes by providing targeted training for AP teachers, with a focus on improving AP exam performance for all students, particularly low-income (LI), English Learners (EL), and Foster Youth (FY). The 2023-24 data (Metric 1.23) demonstrates significant gains across all student groups. The percentage of students scoring a 3 or above on AP exams increased from 39% to 45.5% overall, reflecting the positive impact of improved teaching practices. Targeted groups showed remarkable progress: EL students nearly doubled their success rate, improving from 19.6% to 35.4%; FY students experienced substantial growth, rising from 39% to 60%; and LI students improved from 37% to 43.9%. Students with Disabilities (SWD) also saw a significant increase from 8.6% to 26.9%, highlighting the effectiveness of differentiated instruction learned through professional development. While African American (AA) students experienced a modest improvement from 28.9% to 30.3%, continued support is needed to further close achievement gaps. Overall, the data indicates that AP teacher training has positively impacted student achievement, particularly for historically underserved groups.

2.15
Action 2.15 (STEM Training) aims to enhance instructional practices by providing professional development for teachers to create engaging STEM learning experiences for all students, with a targeted focus on supporting low-income (LI), English Learners (EL), and Foster Youth

(FY) students, as measured by Metric 2.3. The 2024 California Dashboard data shows that the district maintained its strong performance in key areas, with the Professional Development and Instructional Materials indicators both remaining steady at 4.6 out of 5. This consistency suggests that STEM training effectively supports high-quality professional learning and resource allocation. However, the Policy & Program Support rating experienced a slight decline from 4.4 to 4.0, indicating a potential need for increased alignment between training initiatives and district policies. The Implementation of Standards remained stable at 4.2, reflecting the sustained application of academic content standards in classrooms. While Engagement of School Leadership remained unchanged at 3.6, further efforts to involve leadership in STEM initiatives may enhance overall program effectiveness. Overall, the data indicates that while STEM professional development is maintaining high-quality instruction, targeted efforts to strengthen policy alignment and leadership engagement could further benefit LI, EL, and FY students.

2.17 and 2.23
Actions 2.17 (Social Emotional Learning Professional Development) and 2.23 (Social Emotional Learning Curriculum) contributed to measurable improvements in students' sense of belonging and perceptions of school climate, especially among Low-Income, Foster Youth, and English Learner student groups—the intended beneficiaries of these efforts. According to the Sense of Belonging metric, All Students in grades 3–5 experienced a strong increase from 65% to 76%, with English Learners improving from 56% to 65% and African American students from 57% to 69%. Notably, Foster Youth maintained a high level at 72%, and Hispanic students rose from 66% to 76%. In grades 6–12, the sense of belonging for All Students grew from 36% to 48%, with Foster Youth increasing from 36% to 54% and English Learners from 32% to 51%—highlighting the effectiveness of SEL and culturally responsive initiatives in secondary settings. The School Climate metric showed more modest changes, with All Students in grades 6–12 improving from 39% to 48%. Foster Youth in this band rose from 39% to 49%, and English Learners improved from 60% to 52%, though this reflects a decline that may warrant further analysis. For grades 3–5, School Climate remained stable overall for All Students (54% to 53%) and Low-Income students (reflected through the overall lens), while Foster Youth and ELs declined slightly. These results affirm that SEL training and curriculum integration are helping students—especially those from underserved populations—feel more connected to their school communities, while also signaling the need for continued focus on consistency and depth of implementation in school climate strategies.

2.18
Actions 2.18 (Health Clinic and Services) aims to improve student attendance by providing targeted health services, family support, and chronic absenteeism interventions, with a focus on low-income (LI), English Learners (EL), and Foster Youth (FY) students, measured by Metrics 1.19 and 1.20. The 2024 California Dashboard data indicates substantial improvements in chronic absenteeism rates across most student groups. Overall chronic absenteeism (Metric 1.19) decreased from 32.9% to 26.1%, with notable reductions for LI students (35.1% to 28%), EL students (28.2% to 22.6%), and FY students (26.5% to 24.2%). School-specific data (Metric 1.20) further illustrates the effectiveness of these interventions. Zupanic High School's overall chronic absenteeism rate improved significantly from 30.9% to 23.74%, with LI students decreasing from 31.6% to 25.75%, EL students from 24.1% to 19.6%, and FY students from 17.1% to 18.46%. Several schools, such as Kelley Elementary (29.7% to 17.5%) and Morris Elementary (27.5% to 16.4%), demonstrated notable improvements across all targeted groups, including reductions in absenteeism for LI, EL, and Homeless (HOM) students. While most schools saw positive trends, some sites, such as Curtis Elementary, still face challenges, particularly with HOM students (52.9% to 60.4%), underscoring the need for continued targeted support. Overall, these actions have been effective in reducing absenteeism rates for the district's most vulnerable populations, though additional efforts are necessary to address persistent gaps at certain schools and among specific student groups.

2.20

Action 2.20 (Alternative Curriculum for Alternative Pathways to High School Diploma for Students with Disabilities) demonstrates early progress in supporting students receiving special education services by equipping educators with the tools needed to provide modified, accessible instruction in moderate to severe classroom settings. As measured by Metric M1.17, the overall graduation rate for All Students increased slightly from 91.8% to 92.2%, while students with disabilities (SWD) experienced a decline from 86.1% to 78.4%, highlighting an area for continued focus and targeted support. However, data from Metric M1.18, specifically at Zupanic High School—where many students with unique learning needs are served—show a notable improvement in graduation rates for All Students, rising from 65.6% to 81.4%. While specific SWD subgroup data is not disaggregated in Metric M1.18, the substantial growth across all student groups, including traditionally underserved populations, suggests that the implementation of the alternative curriculum is contributing to improved outcomes. Continued emphasis on refining and scaling professional development and instructional practices will be essential to reversing the dip in SWD graduation rates systemwide while sustaining strong gains at sites like Zupanic.

2.22
Action 2.22 (Home to School Transportation) is designed to improve attendance and reduce chronic absenteeism for all students, with targeted support for low-income (LI), English Learners (EL), and Foster Youth (FY), measured by Metrics 1.19, 1.20, and 3.5. The 2024 California Dashboard data shows notable improvements in attendance and chronic absenteeism. Overall chronic absenteeism (Metric 1.19) decreased from 32.9% to 26.1%, with significant reductions for LI students (35.1% to 28%), EL students (28.2% to 22.6%), and FY students (26.5% to 24.2%). School-level data (Metric 1.20) reflects similar progress, with overall rates dropping from 30.9% to 23.74%. Notably, Boyd Elementary's chronic absenteeism decreased from 32.2% to 25.9%, and Kelley Elementary improved from 29.7% to 17.5%, showing substantial gains for LI, EL, and Homeless (HOM) students. Attendance rates (Metric 3.5) also improved, with the overall district rate rising from 88.7% to 91.29%. FY students demonstrated significant progress, increasing from 70% to 92.78%, while EL and LI students improved from 88.7% to 91.77% and 88.2% to 91.00%, respectively. Elementary schools consistently maintained higher attendance, with FY students reaching 93.10% and EL students at 92.65%. Middle schools saw slight declines in EL (90.9% to 89.92%) and LI (90.9% to 89.98%) attendance but improved FY attendance from 90.7% to 92.19%. These outcomes highlight the effectiveness of transportation services, extracurricular activities, and student engagement initiatives in improving attendance and reducing absenteeism, particularly for targeted groups such as LI, EL, and FY students. However, continued support is necessary for middle school LI and EL students, where attendance rates slightly declined.

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.

RUSD met the 3-year target outcomes for some of the data points included on the following metrics: 2.1. Due to this, more aggressive target outcomes were put in place.

Changes to planned action:

The descriptions in 2.4 and 2.5 were altered to remove "The Professional Development Team" as we don't have one team that provides professional development.

Action 2.6 will not be funded for the 2025–2026 school year due to budget constraints. However, to maintain consistency in the numbering system and to allow for the possibility of future funding, the action remains included in the plan.

Action 2.7 will be funded partially with LREBG.

The description in Action 2.15 was altered as the previous LCAP stated that an intervention specialist would provide STEM professional development for teachers. Instead, the Agent: Science and Career Programs organized and provided STEM professional development for teachers.

Budget Constraints
The following actions reflect significant changes in budget allocations due to budget constraints: 2.6, 2.7.

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	Teacher Induction - Core Services for Induction Teachers	Induction Program support personnel will provide support for new teachers in instructional and classroom management and to assist them in acquiring their clear teaching credentials. While this action will positively impact all RUSD students academic success on state tests, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.	$1,888,378.00	Yes
2.2	Teacher Induction - Professional Development	Induction Program personnel will provide targeted professional development to new teachers in order to improve instruction and classroom management. While this action will positively impact all RUSD students academic achievement on state tests, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.	$654,230.00	Yes
2.3	PAR (Peer Assistance Review Program) for Tenured Teachers	The Peer Assistance and Review Program (PAR) will support teachers in learning and implementing effective teaching strategies in the classroom. While this action will positively impact all students results on state tests, it	$51,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.		
2.4	Literacy Training	Professional development will be provided in structured opportunities in the area of literacy to support instructional strategies in the classroom. Although the impact of this action is meant to be improved performance on state testing for all students, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1 and M1.2.	$250,000.00	Yes
2.5	Numeracy Training	Professional development will be provided in structured opportunities in the area of math strategies to support instructional strategies in the classroom. Although the impact of this action is meant to be improved performance on state testing for all students, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.3 and M1.4.	$318,739.00	Yes
2.6	Elementary Education Support	Instructional Support Teachers will deliver targeted professional development at each elementary site, tailoring their support to address the specific needs of each school. While this action will lead to increased performance for all students on local assessments, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10 and M1.11. Not being funded for the 2025-2026 school year.	$0.00	No
2.7	Secondary Literacy and Numeracy Support	Secondary Coaches will support teachers in the implementation of best instructional strategies in the secondary classroom. Enhancing these instructional strategies will lead to improved student performance for all students. While this action will lead to increased performance for all students, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.	$2,943,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG ACTION: $1,035,362		
2.8	Educational Program Support	Program Specialists will assist school sites with smaller enrollment numbers by providing support in monitoring and coaching instruction, planning for short-term and long-term needs, and promoting positive school culture among students and families. Although this action is intended to increase student performance of all students, it is targeted toward supporting low-income students and will be measured by M1.1-M1.4.	$2,943,698.00	Yes
2.9	Bilingual Authorization	The Multilingual Programs Agent will coordinate a bilingual authorization program to provide teachers interested in teaching in the Dual Language Immersion program with a credential program in an effort to increase English Learners' academic success. This action is targeted to support English Learners and will be measured by M1.6.	$97,299.00	Yes
2.10	Emerging Linguist Support Programs	The Agent of Multilingual Programs will implement professional development and a collaboration program to support Site English Learner Facilitators (SELFs) at the elementary, middle, and continuation schools and Emerging Linguist Specialists (ELSs) at the high schools in assisting teachers and administrators to implement an effective English Learner program at their site. The implementation of this action is directed at English Learners and Long Term English Learners (LTEL) and will be measured by M1.5 and M1.6.	$1,389,575.00	Yes
2.11	Multilingual Programs Professional Development	The Agent and Coordinator of Multilingual Programs will coordinate professional development to support teachers and Bilingual Instructional Assistants to increase their knowledge of second language acquisition and acceleration strategies. This action is directed to support English Learners and Long Term English Learners (LTEL) and will be monitored by M1.5 and M1.6.	$355,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Culturally Linguistically Responsive Teaching and Learning	The Agent of Equity and Access will provide tiered professional development for teachers, administrators, and instructional support staff to build a foundation in Culturally and Linguistically Responsive Teaching and Learning. Although this action will help increase student success on internal assessments, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10-M1.13.	$592,802.00	Yes
2.13	Equity and Implicit Bias Training	The Agent of Equity and Access will provide initial training with a specific overview to build foundational knowledge for all teachers to recognize implicit bias and address student needs within instruction and grading. While the intent of this action will be to improve all student performance on local assessments, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.10-M1.13.	$65,000.00	Yes
2.14	AP Teacher Professional Development	Secondary Advanced Placement (AP) teachers will attend AP training to enhance the quality of their lessons, thereby improving the overall student experience in AP classes and ensuring students receive a more engaging and effective education. While the intent of this action is to improve the AP scores of all of our students, this action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.23.	$210,149.00	Yes
2.15	STEM Training	Teachers will attend professional development in the area of STEM in order to provide engaging learning experiences to students. The intent of this action is to provide engaging learning experiences to all students and increase the professional development metric on the Local Indicators, but it is principally directed to support low-income students, English Learners, and Foster Youth students and will be monitored by M2.3.	$250,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	School Site Strategic Planning and Support	Support will be provided to individual schools as they implement their updated site Strategic Plans. Although these plans are intended to increase all student performance on state tests, it is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.	$718,664.00	Yes
2.17	Social Emotional Learning Professional Development	The Student Services team will provide support for teachers in the area of Social Emotional Learning (SEL) to provide students with strategies to address their SEL needs. Although the intent of this action is to increase the feeling of connectedness of all students, this action is principally directed to support low-income, English Learners, and Foster Youth students and will be measured by M3.1.	$657,092.00	Yes
2.18	Health Clinic and Services	Various health-related services will help students stay healthy and maintain good attendance. This initiative primarily targets low-income students, English Learners, and Foster Youth students and will be measured by M1.19 and M1.20.	$7,861,793.00	Yes
2.19	Special Education (Equity and Inclusion)	Special Services will coordinate professional development for staff to meet the needs of students with disabilities to help increase their scores on state tests. This action is directed to support students receiving Special Services and will be measured by M1.1-M1.4.	$124,908.00	No
2.20	Alternative Curriculum for Alternative Pathways to High School Diploma for Students with Disabilities	Special Services will provide professional development on the alternative curriculum which will equip teachers to provide modified instruction for students receiving Special Education services in moderate/severe classrooms, ultimately leading to a higher graduation rate for these students. This action is directed to support students receiving Special Services and will be measured by M1.17 and M1.18.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.21	Differentiated Instructional Practices	Instructional Specialists will provide instructional support to teachers in implementing differentiated instructional practices for students. Although the intent of this action is to increase the academic performance of all students, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.1-M1.4.	$414,988.00	Yes
2.22	Home to School Transportation	RUSD will continue to offer home-to-school transportation at no cost to eligible students to maintain positive attendance. This action is principally directed at low-income students, English Learners, and Foster Youth students and will be measured by M1.19-M1.20 and M3.5.	$13,059,319.00	Yes
2.23	Social Emotional Learning Curriculum	The student services team will work with school sites to select social emotional curriculum and work with the professional development team on best practices for implementation. Although the intent of this action is to increase the feeling of connectedness of all students, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.1.	$868,605.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will create a positive, safe, and engaging learning environment that is student and family centered.	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.

Rialto Unified School District (RUSD) has developed the goal of creating a positive, safe, and engaging learning environment that is student and family-centered, based on comprehensive analysis of local and state data and extensive collaboration with educational partners. Feedback from these partners underscored that student safety and engagement are paramount to their achievement, prompting the revision of Goal 3 to prioritize the learning environment's impact on students and families.

The actions outlined in Goal 3 are designed to cultivate a positive school climate, expand extracurricular opportunities throughout the school day, and foster equity and social-emotional learning. These initiatives aim to ensure that every student feels valued and supported, contributing to their overall well-being and academic success. Additionally, the goal emphasizes enhancing family engagement and communication, recognizing the pivotal role of parental involvement in student achievement.

Addressing the 2022-2023 data on suspension and chronic absenteeism rates is crucial within this goal framework. The suspension rate of 6.1% overall, with disparities noted among subgroups such as Foster Youth (11.2%) and African American students (12.2%), underscores the need for targeted interventions to promote positive behavior and conflict resolution skills. Similarly, chronic absenteeism rates, which stand at 32.9% overall and are notably high among Homeless students (43%) and African American students (38%), highlight the importance of creating a supportive environment that encourages regular attendance and engagement in learning.

By focusing on these areas, RUSD aims to fulfill its commitment to creating a supportive and inclusive educational environment. This goal aligns with educational partner feedback, affirming that student safety and engagement are fundamental to achieving positive academic outcomes. Through collaborative efforts and targeted actions, RUSD strives to ensure that all students have the opportunity to thrive and succeed in a nurturing school community that values their well-being and educational growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Climate and Connectedness Panorama Education Survey Spring Results	2023-24 Sense of Belonging 3-5th grade ALL 65% EL 56% FY 72% AA 57% HI 66% 6-12th grade ALL 36% EL 32% FY 36% AA 35% HI 36% School Climate 3-5th grade ALL 54% EL 63% FY 58% AA 50% HI 54% 6-12th grade ALL 39% EL 60% FY 39% AA 37% HI 39%	2024-25 Sense of Belonging 3-5th grade ALL 76% EL 65% FY 72% AA 69% HI 76% 6-12th grade ALL 48% EL 51% FY 54% AA 47% HI 48% School Climate 3-5th grade ALL 53% EL 57% FY 53% AA 49% HI 54% 6-12th grade ALL 48% EL 52% FY 49% AA 44% HI 48%		Sense of Belonging 3-5th grade ALL 71% EL 68% FY 78% AA 69% HI 75% 6-12th grade ALL 48% EL 44% FY 48% AA 47% HI 48% School Climate 3-5th grade ALL 66% EL 72% FY 67% AA 62% HI 63% 6-12th grade ALL 51% EL 69% FY 51% AA 49% HI 51%	Sense of Belonging 3-5th grade ALL 11% EL 9% FY 0% AA 12% HI 10% 6-12th grade ALL 12% EL 19% FY 18% AA 12% HI 12% School Climate 3-5th grade ALL -1% EL -6% FY -5% AA -1% HI 0% 6-12th grade ALL 9% EL -8% FY 10% AA 7% HI 9%
3.2	Parent Engagement Survey Title I Survey	2023-24 Out of 752 people, 70% of participants voted for	2024-2025 Out of 492 people, 73% of participants		79% are satisfied or somewhat satisfied	3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Question: "How satisfied are you with the way our district shares information and resources to help you support your child's learning and growth at home?"	very satisfied and somewhat satisfied	voted for very satisfied and somewhat satisfied			
3.3	School Facilities Total “Good Repair” Facility Deficiencies 2022-2023 Annual Report	2022-2023 68 - Total "Good Repair" Facility Deficiencies	2023-2024 36 - Total "Good Repair" Facility Deficiencies		30 - Total "Good Repair" Facility Deficiencies	-32 Deficiencies
3.4	Parent Satisfaction - Parent Input % of parents, including parents of unduplicated students and students with exceptional needs, who are satisfied with the District's efforts to seek parent input in making decisions Title I Survey	2023-24 61% of participants chose Very satisfied and Somewhat satisfied	2024-25 68% of participants chose Very satisfied and Somewhat satisfied		76% of participants chose Very satisfied and Somewhat satisfied	7%
3.5	Attendance Rate Average % attendance rate CALPADS Snapshot Reports 14.2	2022-23 ALL 88.7% EL 88.7% FY 70% LI 88.2% Elementary ALL 92.4% EL 93.2%	2023-24 ALL 91.29% EL 91.77% FY 92.78% LI 91.00% Elementary ALL 91.87% EL 92.65%		ALL 91.7% EL 93% FY 95% LI 91.2% Elementary ALL 95.4% EL 96.2% FY 95.7% LI 95.1%	ALL 2.59% EL 3.07% FY 22.78% LI 2.8% Elementary ALL -0.53% EL -0.55% FY 0.40% LI -0.54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY 92.7% LI 92.1% Middle School ALL 91.1% EL 90.9% FY 90.7% LI 90.9%	FY 93.10% LI 91.56% Middle Schools ALL 90.20% EL 89.92% FY 92.19% LI 89.98%		Middle School ALL 94.1% EL 93.9% FY 93.7% LI 93.9%	Middle School ALL -0.90% EL -0.98% FY 1.49% LI -0.92%
3.6	Expulsion Rates % of students who were expelled from school DataQuest	2022-23 ALL 0.1% EL 0.2% FY 0.2% LI 0.1%	2023-24 ALL 0.1% EL 0.1% FY 0.3% LI 0.1%		ALL 0.08% EL 0.08% FY 0.11% LI 0.08%	ALL 0% EL -0.1% FY 0.1% LI 0%

Goal Analysis [2024-25]

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

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

Overall Implementation
All actions were fully implemented under Goal 3 as planned. Highlights in include 3.7 (Family Engagement - Family and Community Engagement Center) 3.18 (Chronic Absenteeism). Our Family and Community Engagement Center was extremely active this year. They provided workshops for our families multiple times per week. Examples include workshops on helping their students at home, CAASPP Testing and Dashboard, healthy cooking skills to name a few. Our action on Chronic Absenteeism has helped our chronic absenteeism rate decline by 5%.

Substantive Differences in Planned Actions and Actual Implementation of these Actions
There were no substantive differences in planned and actual implementation of the actions in Goal 3.

Relevant Challenges with Implementation
There were no significant challenges to implementation of the actions in Goal 3 with the exception of the timing of the actions didn't go as expected. For example, in Action 3.11 the Rialto Equity Council got off to a slow start and didn't meet as early as expected. However, the challenge was overcome and the council was up and running the last few months of the school year.

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

Material Differences Between Budgeted and Actual Expenditures

Actions where actual expenditures were more than projected:

3.16 Family and Foster Youth Support Services (Budgeted $1,795,703, Estimated Actual $2,416,576) - We begin with a base budget, but depending on a given year, the actual amount may rise. We do not limit this type of support for our students.

3.18 Chronic Absenteeism (Budgeted $1,549,984, Estimated Actual $2,166,725) - To ensure our attendance numbers continued to decrease, we added more training, personnel and home visits than initially planned.

Actions where actual expenditures were less than projected:
3.1 Engagement of Students in Extracurricular Activities (Budgeted $11,396,018, Estimated Actual $4,725,100) - We planned on utilizing funds for our high schools, which we later deemed restricted.

3.4 Equity and Cultural Community Engagement (Budgeted $53,500, Estimated Actual $26,611) - Several of our groups did not utilize the funding set aside for them. We will create a process so that each of the groups are aware of their funding allocation in order to plan for its use over toe 2025-2026 school year.

3.5 Family Engagement - District Committees Budgeted $230,206 Estimated Actual $125,227) - Several of the District committees got a late start. We plan to expand this action in the 2025-2026 school year.

3.7 Family Engagement - Family and Community Engagement Center (Budgeted $1,658,231, Estimated Actual $1,394,796) - We utilized other funding sources to complete this action.

3.12 Communication with Families and Community (Budgeted $152,000, Estimated Actual $49,880) - The software we purchased came in lower than expected.

3.14 Multilingual Interpretation Services (Budgeted $935,672, Estimated Actual $758,344) - We had less of need for interpretation services than expected.

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

The following narrative describes both the effectiveness and ineffectiveness of the specific actions in making progress toward Goal 3. Actions are grouped when possible.

3.1 and 3.2

Actions 3.1 (Engagement of Students in Extracurricular Activities) and 3.2 (Engagement of Students during the School Day) are designed to improve attendance and reduce chronic absenteeism for all students, with targeted support for low-income (LI), English Learners (EL), and Foster Youth (FY), measured by Metrics 1.19, 1.20, and 3.5. The 2024 California Dashboard data shows notable improvements in attendance and chronic absenteeism. Overall chronic absenteeism (Metric 1.19) decreased from 32.9% to 26.1%, with significant reductions for LI students (35.1% to 28%), EL students (28.2% to 22.6%), and FY students (26.5% to 24.2%). School-level data (Metric 1.20) reflects similar progress, with overall rates dropping from 30.9% to 23.74%. Notably, Boyd Elementary's chronic absenteeism decreased from 32.2% to 25.9%, and Kelley Elementary improved from 29.7% to 17.5%, showing substantial gains for LI, EL, and Homeless (HOM) students. Attendance rates (Metric 3.5) also improved, with the overall district rate rising from 88.7% to 91.29%. FY students demonstrated significant progress, increasing from 70% to 92.78%, while EL and LI students improved from 88.7% to 91.77% and 88.2% to 91.00%, respectively. Elementary schools consistently maintained higher attendance, with FY students reaching 93.10% and EL students at 92.65%. Middle schools saw slight declines in EL (90.9% to 89.92%) and LI (90.9% to 89.98%) attendance but improved FY attendance from 90.7% to 92.19%. These outcomes highlight the effectiveness of transportation services, extracurricular activities, and student engagement initiatives in improving attendance and reducing absenteeism, particularly for targeted groups such as LI, EL, and FY students. However, continued support is necessary for middle school LI and EL students, where attendance rates slightly declined.

3.3, 3.5, 3.7, 3.11
Actions 3.3 (Student and Community Engagement), 3.5 (Family Engagement – District Committees), 3.7 (Family and Community Engagement Center), and 3.11 (Rialto Equity Council) have collectively contributed to a measurable improvement in parent satisfaction regarding the District's efforts to seek and incorporate parent input in decision-making, especially among families of low-income students, English Learners, and Foster Youth. The increase from 61% to 68% in the percentage of parents expressing satisfaction on the Title I Survey reflects growing confidence in the District's outreach and inclusion efforts. These actions strategically focus on elevating underrepresented voices through parent committees, targeted workshops, and group-specific equity councils that foster dialogue and inform responsive support. Additionally, marketing and branding efforts under Action 3.3 have enhanced visibility and access, encouraging broader engagement. This upward trend signals that Rialto USD's intentional, equity-centered approaches are effectively narrowing engagement gaps and building stronger partnerships with families who have traditionally faced systemic barriers to participation.

3.4
Action 3.4 (Equity and Cultural Community Engagement) contributed to measurable improvements in students' sense of belonging and perceptions of school climate, especially among Low-Income, Foster Youth, and English Learner student groups—the intended beneficiaries of these efforts. According to the Sense of Belonging metric, All Students in grades 3–5 experienced a strong increase from 65% to 76%, with English Learners improving from 56% to 65% and African American students from 57% to 69%. Notably, Foster Youth maintained a high level at 72%, and Hispanic students rose from 66% to 76%. In grades 6–12, the sense of belonging for All Students grew from 36% to 48%, with Foster Youth increasing from 36% to 54% and English Learners from 32% to 51%—highlighting the effectiveness of SEL and culturally responsive initiatives in secondary settings. The School Climate metric showed more modest changes, with All Students in grades 6–12 improving from 39% to 48%. Foster Youth in this band rose from 39% to 49%, and English Learners improved from 60% to 52%, though this reflects a decline that may warrant further analysis. For grades 3–5, School Climate remained stable overall for All Students (54% to 53%) and Low-Income students (reflected through the overall lens), while Foster Youth and ELs declined slightly. These results affirm that equity-based engagement efforts are helping students—especially those from underserved populations—feel more connected to their school communities, while also signaling the need for continued focus on consistency and depth of implementation in school climate strategies.

3.6 and 3.17
Actions 3.6 (College and Career Centers) and 3.17 (Student Services Support for Students and Families) aim to increase the College and Career Indicator (CCI) for all students, with a particular focus on low-income (LI) and Foster Youth (FY) students, as measured by Metrics 1.14 and 1.15. The 2024 California Dashboard data (Metric 1.14) shows notable improvements in CCI for most student groups. Overall, the percentage of students meeting the CCI increased from 35.6% to 39.1%, with LI students improving from 34.6% to 38.4%. English Learners (EL) demonstrated significant growth, increasing from 16.2% to 21.6%, and Homeless (HOM) students improved from 19% to 22.9%. While FY students experienced a slight decline from 25.8% to 24.1%, targeted support through PBIS and career counseling remains critical in addressing this gap. Metric 1.15 reveals positive trends at individual school sites. Eisenhower High School saw substantial gains for EL students, increasing from 8.7% to 26%. Milor High School, though starting from a baseline of 0%, improved to 1.9% overall, with LI students matching that growth. Zupanic High School also showed progress, with overall CCI rising from 9.6% to 11.5%, and LI students increasing from 7.6% to 11.9%. These results highlight the effectiveness of career center support and student services in guiding students, particularly EL and LI groups, toward postsecondary success. While gains are evident, continued efforts are needed to support FY and SWD students to ensure equitable college and career readiness for all.

3.8, 3.9, and 3.15
Actions 3.8 (Social Emotional Learning/Educational Related Mental Health Services), 3.9 (Wellness Centers), and 3.15 (Intervention and Support Services) aim to improve student behavior and reduce suspension rates through targeted support services, focusing on low-income (LI), English Learners (EL), and Foster Youth (FY) students, measured by Metrics 1.7 and 1.8. The 2024 California Dashboard data shows notable progress. Overall suspension rates (Metric 1.7) decreased from 6.1% to 5%, with significant reductions for LI students (6.5% to 5.3%), EL students (6.6% to 5%), and African American (AA) students (12.2% to 9.9%). Students with Disabilities (SWD) also saw improvement, dropping from 8.4% to 6.7%, though FY students experienced a slight increase from 11.2% to 11.6%, indicating a continued need for focused interventions. School-level data (Metric 1.8) further highlights the effectiveness of these actions. At the elementary level, Morgan and Simpson Elementary Schools reduced AA suspension rates to 0%, while Trapp Elementary decreased Homeless (HOM) student suspensions from 7.3% to 0%. Preston Elementary also improved, lowering SWD suspensions from 11.6% to 4%. Middle schools showed mixed results; Kucera Middle experienced significant reductions across all groups, with overall suspensions dropping from 15.7% to 7.8%, EL from 16.5% to 5.7%, and LI from 17.1% to 8.3%. Kolb Middle also improved, with overall suspensions decreasing from 12.3% to 10.2%. However, Frisbie Middle saw a slight increase in overall suspensions (14.1% to 14.9%), with EL suspensions rising to 18.8%, highlighting an area for further support. At the high school level, Carter High School's AA suspension rate slightly increased from 13.3% to 14.4%, underscoring the need for targeted interventions at secondary sites. These results demonstrate that behavior support services, SEL programs, wellness centers, and Tier I & II interventions are effectively reducing suspension rates for most targeted student groups. However, specific schools and subgroups, particularly FY students and certain middle and high school populations, require continued attention to ensure equitable improvements across the district.

3.10, 3.12, and 3.13
Actions 3.10 (District Registration Center), 3.12 (Communication with Families and Community), and 3.13 (Website and Online Presence) collectively demonstrate effectiveness in improving family engagement and access to information, particularly for low-income students, English Learners, and Foster Youth. These actions are strategically designed to reduce barriers by providing equitable access to district resources, enhancing two-way communication, and simplifying online navigation for families. The growth from 70% to 73% satisfaction in the Title I Parent Engagement Survey—despite a smaller response pool—suggests a positive trend in family perception, indicating that families feel increasingly supported in helping their children learn and grow at home. This increase, though modest, reflects progress in closing

engagement gaps, especially for historically underserved families, affirming that enhanced registration support, centralized communication tools like ParentSquare, and an improved online presence are effectively contributing to greater inclusion and information access. Continued focus on these areas will be critical to sustaining and expanding this growth.

3.14
Action 3.14 (Multilingual Interpretation Services) aims to strengthen English Learner (EL) and Long-Term English Learner (LTEL) support through targeted professional development, collaboration, and language services, measured by Metrics 1.5 and 1.6. The 2024 California Dashboard data shows mixed results. For Metric 1.5, while the overall ELPI performance for EL students slightly declined from 45.4% to 43.1%, LTEL students improved from 42.9% to 45.1%, suggesting targeted interventions are positively impacting long-term learners. Metric 1.6, which measures school-level ELPI performance, shows significant improvements at several schools, though some declines were noted. At the elementary level, Trapp Elementary (DLI) showed substantial growth from 57.9% to 75.6%, and Werner Elementary (DLI) improved from 31.1% to 46.9%. Garcia Elementary (DLI) also experienced gains from 43.2% to 52.9%. However, some schools, such as Bemis (DLI) and Boyd (DLI), saw declines from 40.7% to 28% and 51.9% to 29.3%, respectively, indicating areas for continued focus. Middle schools demonstrated strong progress, with Frisbie improving from 28.1% to 44.1% and Jehue (DLI) maintaining solid performance despite a slight decrease from 49.9% to 42.3%. At the high school level, Carter High School showed modest growth from 39.6% to 40.5%. Overall, these actions have led to noticeable gains for LTEL students and several school sites, particularly in middle schools and certain elementary campuses. Continued professional development and targeted support will be essential to address the declines at select schools and ensure sustained improvement for all English Learners.

3.16 and 3.18
Actions 3.16 (Family and Foster Youth Support Services) and 3.18 (Chronic Absenteeism) aim to improve student attendance by providing targeted health services, family support, and chronic absenteeism interventions, with a focus on low-income (LI), English Learners (EL), and Foster Youth (FY) students, measured by Metrics 1.19 and 1.20. The 2024 California Dashboard data indicates substantial improvements in chronic absenteeism rates across most student groups. Overall chronic absenteeism (Metric 1.19) decreased from 32.9% to 26.1%, with notable reductions for LI students (35.1% to 28%), EL students (28.2% to 22.6%), and FY students (26.5% to 24.2%). School-specific data (Metric 1.20) further illustrates the effectiveness of these interventions. Zupanic High School's overall chronic absenteeism rate improved significantly from 30.9% to 23.74%, with LI students decreasing from 31.6% to 25.75%, EL students from 24.1% to 19.6%, and FY students from 17.1% to 18.46%. Several schools, such as Kelley Elementary (29.7% to 17.5%) and Morris Elementary (27.5% to 16.4%), demonstrated notable improvements across all targeted groups, including reductions in absenteeism for LI, EL, and Homeless (HOM) students. While most schools saw positive trends, some sites, such as Curtis Elementary, still face challenges, particularly with HOM students (52.9% to 60.4%), underscoring the need for continued targeted support. Overall, these actions have been effective in reducing absenteeism rates for the district's most vulnerable populations, though additional efforts are necessary to address persistent gaps at certain schools and among specific student groups.

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.

RUSD met the 3-year target outcomes for some of the data points included on the following metrics: 3.3. Due to this, more aggressive target outcomes were put in place.

The baseline and Year 1 information for Metric 3.3 has been modified to include the school year the data represents.

Action 3.1 - There is a significant reduction in funding for this item because many of the expenditures initially planned for the previous year were later determined to be restricted. The revised amount more accurately reflects what was actually spent on this action last year. While the activities outlined in the action were carried out, they were funded through sources other than LCFF.

Action 3.4 - For clarity, the four parent advisory committees who benefit from this action were included in the action narrative.

Action 3.17 and 3.18 - We used "PBIS staff" in lieu of "PBIS At-Risk counselor and PBIS TOSA" and "The Agent: Child Welfare and Attendance" to "Child Welfare and Attendance office" to continue the wording of personnel positions throughout the LCAP.

Budget Constraints
The following actions reflect significant changes in budget allocations due to budget constraints: 3.1, 3.7, 3.9.

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	Engagement of Students in Extracurricular Activities	RUSD will continue to coordinate support for elementary, middle, and high school extracurricular activities to keep students engaged in school. Although the intent of these extracurricular activities is to engage all students, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.19-M1.20 and M3.5.	$5,523,540.00	Yes
3.2	Engagement of Students during the School Day	RUSD will continue to support the eSports program by supplying updated equipment to engage our students during the school day. Although the intent of this action is to increase the attendance of all students, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.19-M1.20 and M3.5.	$16,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Student and Community Engagement	RUSD will support the marketing of schools and district brands to enhance communication with the community in order to increase parent satisfaction, thus positively impacting student outcomes by being more engaged in the educational process. This action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.4.	$267,000.00	Yes
3.4	Equity and Cultural Community Engagement	Education Services will purchase district-wide supplemental instructional materials and promote celebrations of academic, historical, and cultural events to improve student connectedness to school. This action will support the following formal advisory groups: Alianza Latina, District African American Parent Advisory Council (DAAPAC), District English Learner Advisory Committee (DELAC), and Special Education Parent Advisory Committee (SEPAC). Although the intent of this action is to improve the connectedness of all students, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.1.	$100,000.00	Yes
3.5	Family Engagement - District Committees	RUSD will maintain a committee of parents representing lower socioeconomic students, English learners, and Foster Youth students and community educational partners representative of the District's student population for the evaluation and development of the annual review of the LCAP. Although the intent of this action is to engage all of our various parent groups, it is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.4.	$847,401.00	Yes
3.6	College and Career Centers	Career Center Technicians will help students gain direction on their post-secondary plans in order to increase the College Career Indicator. Although the intent of this action is to assist all students, this action is principally directed to support low-income students and will be measured by M1.14 and M1.15.	$195,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Family Engagement - Family and Community Engagement Center	The Family and Community Engagement Center will provide workshops and seminars designed to build capacity among district and school staff, families, and community members to support student learning outcomes around pupil achievement, school climate, and pupil engagement. This action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.4.	$1,170,874.00	Yes
3.8	Social Emotional Learning / Educational Related Mental Health Services	The District's SEL and Mental Health service team will provide mental health and SEL services to keep students engaged in the instructional setting. While this action targets all students and their families, it is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.7 and M1.8.	$10,489,613.00	Yes
3.9	Wellness Centers	RUSD will support Wellness Centers at each secondary school to provide a space for students to regenerate when needed. While the purpose of this action is to decrease the suspension rate of all students, it is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.7 and M1.8.	$639,033.00	Yes
3.10	District Registration Center	Personnel at the District Registration Center provides information and guidance for new families registering or transferring their students and seeking District services, initiatives, resources, and programs. While the intent of this action is to engage all of our families enabling them to be connected to educational, economic, and social resources as necessary, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.2.	$806,677.00	Yes
3.11	Rialto Equity Council	The Agent of Equity and Access will oversee a Rialto Equity Council with group-specific councils and teams, representing low-income students, English Learners, and Foster Youth students. The purpose of the council is to engage with our families in order to learn the needs of specific groups	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of students so that we can provide targeted support. Although the intent of this action is to engage all of our families, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.4.		
3.12	Communication with Families and Community	The Communication Team will increase positive family communication. This will be done by coordinating access by all educational partners to ParentSquare, social media, and the District website. Although the intent of this action is to increase family satisfaction on the Title I Survey, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.2.	$100,000.00	Yes
3.13	Website and Online Presence	Communication and Media Services will work to streamline the District's web presence by maintaining and managing the District website and online platforms. Although the intent of this action is to improve communication with all of our students and families, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M3.2.	$837,849.00	Yes
3.14	Multilingual Interpretation Services	The Multilingual Programs Agent will coordinate each school site to maintain an English Learner Plan, which outlines the steps that will be taken when a new family arrives at the district and school site in order to increase ELPI scores. This action is targeted to support English Learner students and their development of their primary language and will be measured by M1.5 and M1.6.	$901,884.00	Yes
3.15	Intervention and Support Services	RUSD will continue to provide oversight, development, implementation, and assessment of Tier I & II student behavior support services provided for our students. Although the intent of this action will decrease the suspension rate of all students, this action is principally directed to support low-income students, English Learners, and Foster Youth students and will be measured by M1.7 and M1.8.	$571,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Family and Foster Youth Support Services	Child Welfare and Attendance will provide additional programs and supports to students, in particular low-income and Foster Youth students who need additional assistance to attend school on a regular basis. This action is principally directed to support low-income and Foster Youth students and will be measured by M1.19 and M1.20.	$2,918,133.00	Yes
3.17	Student Services Support for Students and Families	The PBIS staff will provide academic, career, and social-emotional support to foster youth and low-income students in order to increase the College / Career Indicator. This action is principally directed to support Foster Youth and low-income students and will be measured by M1.14 and M1.15.	$865,408.00	Yes
3.18	Chronic Absenteeism	The Child Welfare and Attendance office will continue to coordinate support for school site personnel to be trained on policy and procedures as well as lead home visits with the intent of increasing attendance. They will also support low-income students, English Learners, and Foster Youth students and will be measured by M1.19 and M1.20.	$3,438,343.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 30, 2027, Milor High School will increase its College / Career Indicator (CCI) for all students including English Learners, Long-Term English Learners, Hispanic students, Homeless students, Low-Income students, and Students with Disabilities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To develop Milor's Equity Multiplier goal, site and District administration gathered educational partner feedback that directly shaped the goal and subsequent actions. Partners at Milor High School highlighted the need for professional development tailored to the specific challenges of an alternative school setting. They stressed the importance of continuing Social-Emotional Learning (SEL) programs, especially the impactful Manhood Project. There was also strong support for bringing in dedicated personnel to assist with tutoring, thereby enhancing academic support for students. Additionally, the feedback underscored the potential benefits of organizing overnight college trips, which could provide valuable exposure to higher education and inspire students to pursue post-secondary goals.

Milor High School has established the goal of increasing its College/Career Indicator (CCI) by 12% by June 30, 2027, as reflected on the California School Dashboard. This ambitious target is rooted in the 2022-2023 CCI data, which starkly revealed a 0% readiness rate for all students, including English Learners (EL), Homeless, Hispanic (HI), Students with Disabilities (SWD), and low-income (LI) students. The complete absence of students meeting the college and career readiness criteria underscores a critical need for strategic interventions to enhance academic and career outcomes. Despite a relatively high graduation rate in 2023—80.9% for all students, 80.9% for ALL, 80% for EL, 81.2% for LI, 74.3% for HOM, 61.1% for SWD and 81.9% for HI—there is a clear disconnect between graduating and being prepared for post-secondary success.

Additionally, after the 2024 California Dashboard was released, the new Long-Term English Learner (LTEL) student group has been added to the goal description.

The graduation rate indicates that while a significant number of students are completing high school, they are not graduating with the skills and qualifications necessary for college and career readiness. This discrepancy points to the need for Milor High School to focus not only on helping students graduate but also on ensuring that they graduate with the competencies required for future success. By setting the goal to increase the CCI by 12%, Milor High School aims to implement comprehensive programs and supports, such as enhanced career technical education pathways, robust college counseling, and targeted interventions for EL and LI students. This goal also reflects a commitment to fostering an educational environment where all students, regardless of their backgrounds, are equipped with the skills and knowledge to thrive in higher education and the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College and Career Indicator - School and Student Group % of students Prepared CA School Dashboard	2022-2023 ALL 0% EL 0% LI 0% HOM 0% SWD 0% HI 0% 2023-24 LTEL 1.3%	2023-24 ALL 1.9% EL 1.3% LI 1.9% HOM 0% SWD 0% HI 2% LTEL 1.3%		ALL 12% EL 12% LI 12% HOM 12% SWD 12% HI 12% LTEL 10%	ALL 1.9% EL 1.3% LI 1.9% HOM 0% SWD 0% HI 2% LTEL N/A
4.2	HS Graduation Rate - School and Student Group % of HS students graduating CA School Dashboard	2022-23 ALL 80.9% EL 80% LI 81.2% HOM 74.3% SWD 61.1% HI 81.9%	2023-24 ALL 80% EL 78% LI 80.1% HOM 84.3% SWD 76.5% HI 81%		ALL 83.9% EL 83% LI 84.2% HOM 87% SWD 79% HI 83.9%	ALL -0.9% EL -2% LI -1.1% HOM 10% SWD 15.4% HI -0.9%

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.

Rialto Unified School District partially implemented the planned actions under Goal 4.

Successes Experienced with Implementation
Action 4.1 was instituted fully, although we didn't utilize all of the funding as planned. This was due to a decrease in student enrollment, which dropped the costs on some of our SEL programs.

Substantive Differences Between Planned and Actual Implementation
Action 4.2 was not implemented originally as planned due to the difficulty associated with getting students to be willing to participate in activities beyond the school day. Action 4.3 was not implemented as originally planned. The team decided to participate in the standard district-led professional development and postpone more specialized training to the 2025–2026 school year. Action 4.4 was not implemented as planed due to a shortage of resident substitute. We were not able to get one in place until halfway through the school year.

Relevant Challenges with Implementation
Since these actions were only partially implemented, the main challenges we encountered involved student engagement (Action 4.2) and a vacancy in the resident substitute position (Action 4.4). While there was some success in engaging students, encouraging participation in before- and after-school activities remained a persistent challenge. Additionally, filling the resident substitute position proved difficult due to an overall shortage of substitutes. However, once the position was filled, the positive impact was clearly evident.

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.

Material Differences Between Budgeted and Actual Expenditures

Actions where actual expenditures were more than projected - None

Actions where actual expenditures were less than projected:
4.1 Social Emotional Learning Programs - (Budgeted $80,000, Estimated Actual $45,895) - Expense was not as great as expected due to a decrease in student population.

4.2 Extracurricular Activities Before During and After School Day - (Budgeted $136,407, Estimated Actual $40,262) - Challenge with getting students to participate in activities after school.

4.3 High Quality Professional Development - (Budgeted $80,000, Estimated Actual $18,682) - The equity multiplier team decided to go in another direction with professional development. Additionally, they participated in other types of professional development that wasn't funded through the equity multiplier funds.

4.4 Targeted Academic Support - (Budgeted $90,000, Estimated Actual $40,511) - There was a vacancy issue with the resident sub position.

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

The following narrative describes both the effectiveness and ineffectiveness of the specific actions in making progress toward Goal 4. Actions are grouped when possible.

4.1, 4.2, and 4.3

Actions 4.1 (Social Emotional Learning Programs), 4.2 (Extracurricular Activities Before, During and After the School Day), and 4.3 (High Quality Professional Development) have collectively supported Milor High School's mission to enhance student engagement and academic success, particularly for its most vulnerable populations. These initiatives aim to build stronger school connections and equip staff with tools to meet the unique needs of alternative education students. Although there was a slight decline in the overall graduation rate from 80.9% to 80%, targeted groups experienced notable gains. Homeless students (HOM) saw a significant increase from 74.3% to 84.3%, and Students with Disabilities (SWD) improved markedly from 61.1% to 76.5%, indicating that the tailored supports and professional learning are effectively reaching students with the greatest barriers. While English Learners (EL) and Low-Income (LI) students showed minor declines of 2% and 1.1% respectively, these are still within a close range of the prior year and highlight areas for continued focus. The positive trends among high-need subgroups affirm that these actions are effectively addressing equity gaps, even as overall graduation rates remain relatively stable. Continued emphasis on social-emotional learning, student engagement, and targeted professional development will be essential to sustaining and expanding this progress. The team decided against utilizing the specialized professional development this past year in order to research additional possibilities. Therefore, Milor teachers primarily participated in standard Professional Development during the 2024-2025 school year.

4.4
Action 4.4 (Targeted Academic Support) has begun to show early signs of effectiveness in improving College and Career Indicator (CCI) outcomes for Milor High School students through strategic supports such as after-school tutoring, small group instruction led by a resident substitute, and dedicated PLC time for teachers. While the baseline for all students and student groups was 0% "Prepared" on the CA School Dashboard in 2022–23, the 2023–24 data reflects incremental gains, with overall preparedness increasing to 1.9%, and notable progress among English Learners (1.3%), Low-Income students (1.9%), and Hispanic students (2%). Although Homeless and Students with Disabilities remain at 0%, the upward shift for other high-need groups suggests that targeted interventions are beginning to bridge the academic support gap, particularly in ELA and Math. These initial gains, while modest, represent meaningful progress for a continuation school setting and highlight the importance of sustaining and refining this action to reach full impact across all student groups.

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.

Change to Goal Description - Goal 4's description has been modified to include the new student group, Long-Term English Learners.

Changes to Baseline Data - For Metric 4.1 (College and Career Indicator), the Long-Term English Learners student group was added to Year 1 Outcomes. However, this 2023-24 data point has been identified as the baseline for this group.

Changes to Target Outcomes
There is a change to the Target Outcomes in Metric 4.2. The outcomes now include HOM 87%), SWD (79%), and HI (83.9%)

Changes to Actions
4.3 - We've added the partnership with an outside consulting firm to this action.

4.4 - We added personnel to provide academic intervention and guidance to students.

Budget Constraints
The following actions reflect significant changes in budget allocations due to budget constraints: 4.1

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning Programs	Milor High School will offer programs like the Manhood Project, Capstone Camping Project, Curls and Coils, and 7 Mindsets Training to address students' social-emotional needs and strengthen their connection to school. Additionally funds will be set aside to create a wellness/sensory room to aide in student engagement. When students feel more connected to school, they tend to perform better academically, leading to a higher graduation rate. The effectiveness of this action will be measured by M4.2.	$150,000.00	No
4.2	Extracurricular Activities Before, During and After the School Day	Milor High School will provide funding for additional course access that takes place after the school day, overnight college trips, and other activities to engage students. Research states that more engaged students equates to a higher graduation rate. This action will be measured by M4.2.	$60,000.00	No
4.3	High Quality Professional Development	To provide a more well-rounded education and better meet students where they are, teachers will participate in the Stanford Alternative Education Initiative, the Innovative Schools Summit and partner with an outside consulting firm, all of which offer professional development specifically designed for alternative schools and school improvement. This specialized training will supplement the core professional development already in place. The goal of this additional training is to help teachers better understand the unique needs of students in an alternative setting, ultimately improving student performance and increasing the graduation rate. The impact of this action will be measured by M4.2.	$121,176.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Targeted Academic Support	In order to support Milor students, the school will provide extra duty hours for tutoring. Additionally, a resident substitute will work in small groups with students and provide sub time for additional PLC time for teachers. Finally staff will be utilized to identify barriers to success, implementing strategic interventions, and fostering relationships that re-engage students in their education and ensure equitable access to support services. The purpose of this action is to increase academic success in ELA and Math which is a significant portion of the CCI metric. This action will be measured by M4.1	$188,483.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, students at Zupanic Virtual Academy will increase the graduation rate by 15% for all students, including Low Income and Hispanic, the College/Career index by 15% for all students, including English Learners, Low Income, and Hispanic, and decrease the distance from standard in ELA by 20 points for all students, including Low Income and Hispanic, as indicated on the CA School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To develop Zupanic's Equity Multiplier goal, site and District administration gathered educational partner feedback that directly shaped the goal and subsequent actions. Partners for Zupanic Virtual Academy highlighted the importance of professional development tailored to the unique challenges of the online school environment. They emphasized the need to continue the SEL curriculum, which has been crucial for supporting student well-being in the virtual setting. Additionally, there was strong support for organizing overnight college trips to provide students with valuable real-world experiences and insights into higher education. To enhance community engagement and foster stronger connections, partners also recommended scheduling multiple in-person activities on campus each month, allowing students to build relationships and participate in collaborative learning opportunities.

Zupanic Virtual Academy has set the goal to increase the graduation rate by 15%, the College/Career Index (CCI) by 15%, and decrease the distance from standard (DFS) in English Language Arts (ELA) by 20 points by June 30, 2027, as indicated on the California School Dashboard. This ambitious objective is in response to the critical data from the 2022-2023 school year, which revealed significant areas for improvement. The school's current graduation rate stands at ALL 65.6%, LI 63.6%, and HI 64.9%. Additionally, the CAASPP ELA scores showed a considerable distance from standard, with ALL -68.3 DFS, LI -73.1 DFS, and HI -70.9 DFS. These metrics highlight the need for targeted interventions to support student achievement and readiness for post-secondary success.

The current CCI at Zupanic Virtual Academy is concerning, with only ALL 9.6%, EL 6.5%, LI 7.6%, and HI 9.6% meeting the college and career readiness benchmarks. This gap underscores the urgency to not only improve graduation rates but also ensure that students graduate with the necessary skills and qualifications for higher education and careers. By focusing on these goals, Zupanic Virtual Academy aims to implement comprehensive academic support, enhanced counseling services, and career readiness programs to bridge these gaps. Reducing the DFS in ELA by 20 points is particularly important, as it will reflect a significant improvement in students' literacy skills, which are foundational for both academic and career success.

Setting these goals demonstrates Zupanic Virtual Academy's commitment to addressing the diverse needs of its student population and enhancing overall educational outcomes. By aiming for a 15% increase in both the graduation rate and CCI, and a 20-point reduction in ELA DFS, the school is prioritizing a holistic approach to student development. This includes strengthening academic programs, providing targeted support for EL and LI students, and fostering an environment where all students can achieve their full potential. Achieving these targets will not only improve individual student success but also contribute to the overall improvement of the school's performance on the California School Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA - Distance from Standard Average distance from standard CA Dashboard	2022-2023 ALL -68.3 DFS LI -73.1 DFS HI -70.9 DFS	2023-2024 ALL -55.8 DFS LI -67.3 DFS HI -64.2 DFS		ALL -48.3 DFS LI -53.1 DFS HI -50.9	ALL 12.5 DFS LI 5.8 DFS HI 6.7 DFS
5.2	Graduation Rate % of students who received a high school diploma within four or five years of entering ninth grade CA Dashboard	2022-2023 ALL 65.6% LI 63.6% HI 64.9%	2023-2024 ALL 81.4% LI 80.9% HI 85%		ALL 85% LI 85% HI 90%	ALL 15.8% LI 17.3% HI 20.1%
5.3	College and Career Indicator % of students Prepared CA Dashboard	2022-2023 ALL 9.6% EL 6.5% LI 7.6% HI 9.6%	2023-2024 ALL 11.5% EL 6.7% LI 11.9% HI 7.8%		ALL 15.6% EL 12.5% LI 13.6% HI 15.6%	ALL 1.9% EL 0.2% LI 4.3% HI -1.8%

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.

Rialto Unified School District partially implemented the majority of planned actions under Goal 5.

Substantive Differences Between Planned and Actual Implementation
Action 5.1 was not implemented as planned. We had planned on providing specialized Professional Development for online teachers, however a shift in the structure of the school caused us to make a decision to wait one year to provide this. Action 5.2 (partially) and 5.4 (not implemented) did not go on as planned. It has been very difficult to bring our online students physically onto campus. It is the primary reason that we will add personnel this year whose primary goal will be to engage these students.

Relevant Challenges with Implementation
The most difficult challenge is working with students who do not physically attend school. Many of the actions focused on engaging our students with school (Actions 5.2 and 5.4 were partially implemented). We will add personnel next year with the primary focus of student engagement with an eye on academic and social engagement.

Successes with Implementation
Action 5.3 showed signs of success as the targeted intervention program enabled students to get assistance in all of the subjects they were enrolled in.

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.

Material Differences Between Budgeted and Actual Expenditures

Actions where actual expenditures were more than projected:
5.3 Targeted Academic Support - (Budgeted $40,000, Estimated Actual $162,476) - This amount is significantly different because the program that we purchased under this action provided both academic support and professional development.

Actions where actual expenditures were less than projected:
5.1 High Quality Professional Development - (Budgeted $75,000, Estimated Actual $0) - As there were many transitions occurring at Zupanic, we did not offer this specialized professional development. Teachers participated in standard PD. We will continue this action next year to ensure specialized PD.

5.2 Extracurricular Activities Before and After the School Day - (Budgeted $75,000, Estimated Actual $3,182) - Challenges getting students to participate on campus.

5.4 College and Career Readiness Support - (Budgeted $75,000, Estimated Actual $0) - We did not need to purchase extra Edgenuity courses this year. We did not have enough student interest for an overnight college trip. We plan to utilize personnel in the 2025-2026 school year o help engage our students with the thinking that we will be able to find enough students to participate.

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

The following narrative describes both the effectiveness and ineffectiveness of the specific actions in making progress toward Goal 5. Actions are grouped when possible.

5.1
As Action 5.1 (High Quality Professional Development) was not implemented, its effectiveness cannot be determined at this time. Since the action is continuing in the upcoming year, RUSD will monitor the implementation data collected moving forward to help determine its effectiveness.

5.3
Action 5.3 (Targeted Academic Support) at Zupanic High School has demonstrated clear effectiveness in improving student achievement in English Language Arts (ELA) through the implementation of a research-based supplemental intervention program. This targeted approach led to a measurable improvement in CAASPP ELA performance, with the overall Distance from Standard (DFS) improving from -68.3 to -55.8, indicating that students are moving closer to meeting grade-level expectations. Low-Income students improved from -73.1 to -67.3 DFS, and Hispanic students improved from -70.9 to -64.2 DFS, showing that the intervention is positively impacting the groups it was principally designed to support. These gains suggest that the supplemental program is effectively addressing foundational ELA skills, helping to close performance gaps for historically underserved student populations. Continued implementation and refinement of this action will be critical to sustaining progress and ensuring that all students, especially those facing academic and socioeconomic challenges, are supported in achieving grade-level proficiency.

5.2 and 5.4
As Actions 5.2 (Extracurricular Activities Before and After the School Day) and 5.4 (College and Career Readiness Support) were not implemented, their effectiveness cannot be determined at this time. Since the action is continuing in the upcoming year, RUSD will monitor the implementation data collected moving forward to help determine its effectiveness.

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.

We made a change to our Graduation Rate Target for Year 3 Outcome because we made significant gains this year. This new target will provide a new attainable goal.

Changes to Actions - We added personnel to Actions 5.3 to assist with intervention and student outreach.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	High Quality Professional Development	Zupanic will offer high-quality professional development tailored specifically for Zupanic Virtual Academy teachers. This will include attending the Innovative Schools Summit and collaborating with Quality Matters to enhance their ability to support students. This specialized training will complement the core professional development already in place. The aim is to help teachers better understand the unique needs of students in an online setting, ultimately improving student performance in ELA and Math, increasing CAASPP scores, and raising the CCI rate. Progress will be measured by M5.1 and M5.3.	$50,000.00	No
5.2	Extracurricular Activities Before and After the School Day	Zupanic will explore opportunities to offer extracurricular activities to better engage students in the educational process. Research shows that increased student engagement leads to higher academic success and graduation rates. The goal is to host on-campus events twice a month, with a significant portion of these activities provided by outside vendors. The effectiveness of this action will be measured by M5.2 and M5.3.	$40,000.00	No
5.3	Targeted Academic Support	Zupanic will provide a researched based supplemental ELA Intervention Program for its students in order to increase student achievement on the ELA CAASPP. Additionally, staff will assist in the intervention process. This action will be measured by M5.1.	$30,000.00	No
5.4	College and Career Readiness Support	Zupanic will offer additional Edgenuity classes to expand access to A-G elective courses, aiming to improve both A-G completion and graduation rates. Additionally, Zupanic students will participate in an overnight college trip to engage them and help them envision themselves as future college students. The impact of these actions will be measured by M5.2 and M5.3.	$150,000.00	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
$91,074,453	$11,242,977

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
36.107%	1.679%	$4,211,984.83	37.786%

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:** Literacy and Numeracy - Instructional Support **Need:** Based on CAASPP data analysis, our district has identified critical needs for instructional support in literacy and numeracy, particularly for low-income students, English Learners, and Foster Youth. These groups exhibit significantly lower performance compared to all students. For instance, while the overall	Providing instructional support for literacy and numeracy is pivotal in addressing the significant academic needs of our low-income students, English Learners, and Foster Youth, as highlighted by the CAASPP data. These groups consistently score lower than their peers, with English Learners scoring -81 DFS in ELA and -118 DFS in Math, and Foster Youth scoring -84.6 DFS in ELA and -116.2 DFS in Math. To bridge these gaps, our district is deploying instructional strategists who will implement targeted interventions and support	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district performance in ELA is -48.2 DFS, low-income students score -55.4 DFS, English Learners -81 DFS, and Foster Youth -84.6 DFS. Similarly, in Math, the overall district performance is -92.2 DFS, with low-income students scoring -99.1 DFS, English Learners -118 DFS, and Foster Youth -116.2 DFS. Specific schools such as Boyd, Casey, Fitzgerald, and Garcia also show alarming deficits, particularly for English Learners, who consistently score in the lowest performance levels. Educational partner feedback aligns with these findings, highlighting a pressing need for enhanced support in reading and math to bridge these gaps. Addressing these disparities, especially at schools like Werner, Jehue, Kolb, Kucera, and Rialto High, where scores for vulnerable groups like English Learners, low-income students, and Foster Youth are markedly below district averages, is essential. Targeted instructional strategies and resources are critical to improve literacy and numeracy outcomes, ensuring equity in educational opportunities and success for all students. **Scope:** LEA-wide	across all grade levels. These strategists will use evidence-based approaches, such as differentiated instruction, small group tutoring, and intensive one-on-one support, tailored to meet the specific needs of these student groups. For example, instructional strategists will work closely with English Learners to enhance language acquisition alongside literacy skills, using strategies like sheltered instruction and scaffolding techniques. For low-income students, who may lack access to resources outside of school, after-school tutoring programs and access to digital learning tools will be prioritized. Foster Youth, who often face instability and interruptions in their education, will benefit from personalized learning plans and mentorship programs to provide consistency and academic support. These initiatives not only aim to raise academic performance but also to foster a more inclusive and supportive learning environment. Although the primary focus is on low-income students, English Learners, and Foster Youth, the district is implementing these supports on an LEA-wide basis to promote equity and inclusivity. By providing instructional support across all schools, we ensure that every student, regardless of their background, has access to the resources and strategies needed to succeed. This approach helps to create a more unified and collaborative educational community, where all students can thrive. Moreover, addressing the needs of our most vulnerable students raises the overall academic standard and benefits the entire student	

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
		body, fostering a culture of high expectations and achievement district-wide.	
1.2	**Action:** Literacy and Numeracy Support - Elementary Schools **Need:** Based on an analysis of iReady Reading data and feedback from educational partners, our district has identified significant literacy and numeracy support needs at the elementary level, particularly for low-income students, English Learners, and Foster Youth. In grades 1-3, only 29.94% of English Learners, 36.99% of Foster Youth students, and 45.24% of low-income students are reading at grade level, compared to 47.92% of all students. This disparity is even more pronounced in grades 4-5, where only 10.04% of English Learners, 17.02% of Foster Youth, and 30.8% of low-income students meet grade-level reading standards, significantly below the 33.55% average for all students. The data underscores an urgent need for enhanced reading support, especially for these vulnerable groups. Feedback from educational partners highlights the necessity of additional reading interventions at the elementary level to address these gaps early on. To meet these needs, the district will focus on implementing targeted literacy support programs that include specialized instruction, one-on-one tutoring, and small group sessions. These initiatives are designed to provide English Learners, low-	Providing targeted literacy and numeracy support at the elementary level addresses the critical needs of low-income students, English Learners, and Foster Youth, as highlighted by the iReady Reading data. With only 29.94% of English Learners and 36.99% of Foster Youth in grades 1-3 reading at grade level, and even lower percentages in grades 4-5, it is clear that these students require intensive, specialized support to catch up with their peers. By introducing reading specialists who will work with each elementary grade level team of teachers, the district aims to deliver personalized and effective reading interventions. These specialists will employ evidence-based strategies, such as phonics instruction, guided reading sessions, and literacy centers, to help students build essential reading skills. For example, a reading specialist might work one-on-one with an English Learner to improve vocabulary and comprehension through tailored reading exercises, or facilitate small group phonics lessons for Foster Youth to strengthen their decoding skills. Implementing these supports on an schoolwide basis, even though the primary focus is on low-income students, English Learners, and Foster Youth, ensures that every student has access to high-quality literacy and numeracy instruction. This inclusive approach helps to raise overall academic achievement and fosters a culture of excellence and equity within the district. By providing these resources universally, the district ensures that all	This action will be measured by the metrics identified in the action description.

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
	income students, and Foster Youth with the intensive support they require to develop foundational reading skills, thereby setting the stage for their future academic success. **Scope:** Schoolwide	students, regardless of their background, benefit from improved instructional practices and targeted interventions. This strategy not only addresses the specific needs of the most vulnerable groups but also enhances the overall learning environment, contributing to the academic success of every student.	
1.5	**Action:** Math Intervention **Need:** Based on an analysis of District CAASPP Math data and feedback from educational partners, there is a critical need for math intervention programs to support low-income students, English Learners, and Foster Youth, who consistently perform below their peers. District-wide, all students scored an average of -92.2 DFS, but low-income students scored -99.1 DFS, English Learners -118 DFS, and Foster Youth -116.2 DFS, indicating significant gaps in math proficiency. Schools like Frisbie, with English Learners scoring -174.2 DFS and Foster Youth -165.9 DFS, further underscore the urgency for targeted interventions. These disparities highlight the necessity of continuing and expanding the successful math intervention programs implemented last school year to provide the additional support these students need to achieve academic success. **Scope:**	Providing math intervention addresses the significant needs of low-income students, English Learners, and Foster Youth, who are performing well below their peers as indicated by the CAASPP Math data. With scores such as -118 DFS for English Learners and -116.2 DFS for Foster Youth, it is evident that these students require targeted, intensive support to improve their math proficiency. Math intervention programs, including small group instruction, one-on-one tutoring, and adaptive learning technologies, are designed to provide personalized assistance tailored to these students' unique needs. For example, at Frisbie, where English Learners scored -174.2 DFS, math intervention specialists can implement individualized learning plans to address specific areas of weakness, helping students build a strong mathematical foundation and improve their overall performance. The district will also implement a math fluency program across all schools to enhance basic math skills and ensure consistent practice. This program will focus on developing quick and accurate recall of fundamental math facts, which is crucial for higher-level problem-solving. For instance, students at Werner, where low-income students	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	scored -103.5 DFS, will benefit from daily math fluency exercises and interactive activities designed to boost their confidence and competency in math. By providing these supports on an LEA-wide basis, the district ensures that all students have access to high-quality math instruction and interventions. This inclusive approach addresses the specific needs of low-income students, English Learners, and Foster Youth, while also raising overall academic standards and fostering a culture of excellence and equity throughout the district. This strategy ensures that every student, regardless of background, has the opportunity to succeed in math, thereby improving educational outcomes for all. To address these identified needs, the district will enhance math intervention programs across all schools, incorporating evidence-based strategies tailored to the unique challenges faced by low-income students, English Learners, and Foster Youth. These programs will include small group instruction, one-on-one tutoring, and adaptive learning technologies to provide personalized support and accelerate math proficiency. For instance, at schools like Rialto High, where English Learners score -184.1 DFS, math intervention specialists will work directly with students to build foundational skills and boost confidence in math. By implementing these interventions on an LEA-wide basis, the district ensures that all students benefit from improved instructional practices, promoting equity and academic excellence for every student while	

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
		specifically addressing the needs of the most vulnerable populations.	
1.6	**Action:** Music and Arts During the School Day **Need:** Based on elementary attendance and chronic absenteeism data from the 2023 California Dashboard, it is evident that low-income students, English Learners, and Foster Youth face unique challenges that impact their engagement and academic success. From the 2022-23 data, the overall elementary chronic absenteeism rate was 30.9%. For English Learners, the rate was 24.1%, for Foster Youth students the rate was 17.1%, and for low-income students, the rate was 31.6% While overall attendance is at 92.4%, chronic absenteeism rates vary significantly across student groups, with rates such as 52.9% for Foster Youth at Curtis Elementary and 64.5% for Foster Youth at Henry Elementary. Educational partner feedback underscores the importance of Visual and Performing Arts (VAPA) instruction to enhance student engagement during the school day. Implementing music and art enrichment programs is crucial to addressing these disparities, offering creative outlets that can positively impact attendance and foster a supportive learning environment for all students, particularly those facing higher rates of chronic absenteeism.	Music and art enrichment programs address the needs of low-income students, English Learners, and Foster Youth by providing opportunities for creative expression and engagement, positively impacting their educational experience. With chronic absenteeism rates among these groups higher than the district average, integrating visual and performing arts (VAPA) into the curriculum encourages regular attendance and active participation in learning. For example, at Curtis Elementary, where chronic absenteeism for Foster Youth is 52.9%, music and arts specialists will work with classroom teachers to offer enriching experiences like collaborative art projects and musical performances that celebrate diverse cultures and histories. These activities enhance academic engagement and foster social-emotional development and cultural appreciation among students facing attendance and academic success barriers. The district's decision to provide music and art enrichment across all elementary schools reflects its commitment to equity and inclusion in education. By ensuring that all schools, regardless of socioeconomic status or demographics, have access to VAPA instruction, the district promotes a level playing field where every child can benefit. Music and arts specialists will bring their expertise in visual and performing arts to grades K-5, implementing tailored instructional strategies that cater to the diverse learning needs of low-income students, English Learners, and Foster Youth. This	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	holistic approach supports academic achievement and cultivates a supportive school environment where every student can thrive. The district will prioritize VAPA instruction across elementary schools, focusing on inclusive approaches that accommodate the diverse needs of low-income students, English Learners, and Foster Youth. These programs will include opportunities for hands-on artistic expression, collaborative projects, and performances that celebrate cultural diversity. For instance, at Morgan Elementary, where chronic absenteeism among Foster Youth is 41%, integrating music and art activities into the curriculum will provide students with additional incentives to attend school regularly and participate in their education. By offering these enriching experiences on a schoolwide basis, the district ensures equitable access to VAPA instruction, promotes student engagement, reduces absenteeism, and fosters a positive school climate conducive to academic achievement for all students.	
1.7	**Action:** Dual Language Immersion Program Implementation **Need:** The implementation of the dual language immersion (DLI) program is crucial to addressing the unique needs of English Learners (ELs), as evidenced by the 2023 ELPI data. This data reveals varying levels of proficiency across schools with DLI programs, ranging from 31.1% at Werner to 65.9% at	The dual language immersion (DLI) program is designed to address the specific needs of English Learners (ELs) by simultaneously supporting the development of their primary language and the acquisition of a second language. As highlighted by the 2023 ELPI data, proficiency levels in DLI programs vary, with some schools, such as Werner, at 31.1% and others, like Simpson, at 65.9%. This disparity underscores the need for targeted support to enhance both language development and academic performance. The DLI program provides a structured approach to	This action will be measured by the metrics identified in the action description.

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
	Simpson. ELs often face additional challenges in acquiring proficiency in both their primary and secondary languages, which impacts their overall academic performance. Educational feedback highlights the need for robust support in both languages to ensure that these students can effectively access and benefit from the curriculum. The DLI program aims to provide targeted support for these students, enhancing their ability to succeed academically in both their native and second languages. While all students benefit from bilingual education, ELs require particular attention to bridge gaps in language development and academic achievement. By focusing on strengthening language support and ensuring high-quality instruction in both languages, the program addresses these disparities and promotes equitable educational outcomes for all students, helping to close proficiency gaps and foster academic growth across diverse student populations. **Scope:** Schoolwide	nurturing bilingual proficiency, which is crucial for ELs who may struggle with language barriers that affect their overall academic success. For example, at schools like Kelley (57.4%) and Morris (56.4%), where proficiency levels are relatively higher, the DLI program helps sustain and further develop students' language skills through immersive and engaging methods. Students participate in lessons that are conducted in both their primary language and English, allowing them to reinforce their existing language skills while acquiring new ones. This dual focus ensures that they are not only proficient in their native language but also equipped to thrive in an English-speaking academic environment. Additionally, providing such a program schoolwide ensures that all students, regardless of their background, have equitable access to high-quality bilingual education. This comprehensive approach fosters a more inclusive learning environment and ensures that the benefits of bilingualism—such as enhanced cognitive abilities and improved academic performance—are available to all students, thereby supporting overall educational equity across the district.	
1.8	**Action:** Dual Language Immersion - Targeted Instructional Assistance **Need:** Based on the 2023 ELPI data from the CA Dashboard, English Learners enrolled in the	Providing targeted instructional support within the Dual Language Immersion (DLI) program directly addresses the diverse needs of English Learners identified through the 2023 ELPI data. Schools like Werner, where ELPI proficiency stands at 31.1%, illustrate the necessity for tailored interventions to bolster language acquisition and academic	This action will be measured by the metrics identified in the action description.

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
	Dual Language Immersion (DLI) program within RUSD demonstrate varying levels of proficiency across schools, indicating distinct needs compared to their peers in traditional instructional settings. Schools such as Simpson (DLI) with 65.9% ELPI proficiency highlight successful outcomes within the program, while others like Werner (DLI) at 31.1% underscore challenges that require targeted instructional assistance. Educational partner feedback consistently praises the DLI program as one of the district's best offerings, emphasizing its effectiveness in supporting language acquisition and academic achievement among English Learners. To enhance these efforts, the LCAP will prioritize targeted instructional assistance within the DLI program, ensuring resources are allocated to support diverse linguistic needs and maintain the program's positive impact on English Learners' educational outcomes district-wide. **Scope:** Schoolwide	achievement. By deploying bilingual instructional assistants who are proficient in both English and the target language of the DLI program, such as Spanish, the district enhances learning opportunities for English Learners. These assistants play a crucial role in providing language support, facilitating classroom activities, and reinforcing content comprehension through culturally responsive teaching methods. For instance, at Boyd Elementary's DLI program, bilingual instructional assistants collaborate with teachers to conduct small group sessions focusing on vocabulary development and language fluency exercises in both English and Spanish. Implementing this support on a schoolwide basis reflects the district's commitment to equitable education for all English Learners, irrespective of their school or program enrollment. By ensuring consistent access to bilingual instructional assistance across DLI programs district-wide, the district aims to mitigate language barriers, promote bilingual proficiency, and foster academic success among English Learners. This approach not only strengthens the DLI program's effectiveness but also cultivates a supportive learning environment where students feel empowered to excel academically and linguistically.	
1.9	**Action:** Dual Language Immersion - Supplemental Materials **Need:** Based on the 2023 ELPI data from the CA Dashboard, English Learners enrolled in the	Providing supplemental materials for the Dual Language Immersion (DLI) program directly addresses the diverse needs of English Learners identified through the 2023 ELPI data. By enhancing access to resources that support both languages, such as bilingual books, language arts materials, and culturally relevant texts, the district	This action will be measured by the metrics identified in the action description.

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
	Dual Language Immersion (DLI) program within our district exhibit varying levels of proficiency across schools, highlighting specific needs compared to their peers in traditional instructional settings. Schools such as Simpson (DLI), achieving 65.9% ELPI proficiency, demonstrate success within the program, while others like Werner (DLI) at 31.1% indicate areas where targeted support is essential. Educational partners have emphasized the importance of additional instructional materials to enhance the DLI experience, underscoring the need for supplemental resources tailored to support language acquisition and academic achievement in both English and the target language. The LCAP will prioritize the provision of these supplemental materials for the DLI program, ensuring that English Learners benefit from enriched learning opportunities that promote bilingual proficiency and overall academic success. **Scope:** Schoolwide	enriches the learning experience for students across schools like Werner and Simpson, where proficiency levels vary significantly. For instance, at Boyd Elementary's DLI program, additional Spanish instructional materials will include leveled readers and grammar workbooks that reinforce language skills and foster academic growth. These resources not only support English Learners in mastering both languages but also promote cultural understanding and identity affirmation within the classroom. Implementing this initiative on a schoolwide scale ensures equitable access to high-quality educational materials for all English Learners enrolled in DLI programs across the district, regardless of their school location. By providing consistent and comprehensive support, the district aims to narrow achievement gaps, enhance bilingual proficiency, and foster a supportive learning environment conducive to academic success. This approach recognizes the unique linguistic and cultural strengths of English Learners and underscores the district's commitment to promoting inclusive education that empowers students to thrive academically and linguistically in a multicultural society.	
1.10	**Action:** Multilingual Classroom Books **Need:** Based on the 2023 ELPI data from the CA Dashboard, English Learners in our district, particularly those enrolled in the Dual Language Immersion (DLI) programs across	By expanding the diversity of our classroom libraries to include books in multiple languages, the district enriches the learning experience for students across DLI programs like those at Simpson and Werner, where proficiency levels vary significantly. These books not only support language development in students' primary languages but also facilitate their engagement with	This action will be measured by the metrics identified in the action description.

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
	various schools, demonstrate diverse levels of proficiency in both English and their primary language. Educational partners have highlighted a critical need to enhance the diversity of our classroom libraries with multilingual books to better support language acquisition and cultural understanding among English Learners. Schools like Simpson, achieving 65.9% ELPI proficiency, showcase successful outcomes within the DLI framework, while others like Werner at 31.1% indicate areas where enriched literary resources could significantly benefit students. The LCAP will prioritize expanding the collection of multilingual classroom books, ensuring that English Learners have access to literature that reflects their linguistic diversity and enriches their educational experience. **Scope:** Schoolwide	content that reflects their cultural backgrounds. For example, at Boyd Elementary, multilingual books featuring stories in Spanish, Mandarin, and Tagalog will enable English Learners to connect more deeply with their heritage while improving their language skills. Implementing this initiative on an schoolwide basis ensures that all students, including English Learners, benefit from exposure to diverse cultures and languages. By promoting a broader understanding of cultural diversity through literature, the district fosters an inclusive learning environment that celebrates students' identities and promotes empathy and respect among peers. This approach aligns with the district's commitment to equity and inclusion, ensuring that educational resources reflect the linguistic and cultural richness of its student population and support every learner in achieving academic success.	
1.12	**Action:** Seal of Biliteracy and Golden State Merit **Need:** The analysis of the 2022-23 Seal of Biliteracy data highlights significant disparities in the achievement rates among various student groups, necessitating targeted interventions to bridge these gaps. While 14.5% of all students attained the Seal of Biliteracy, only 5.26% of English Learners (EL) and none of the Foster Youth (FY) achieved this distinction, indicating a pressing need for enhanced language support and academic resources tailored to	Providing support for the Seal of Biliteracy and the Golden State Merit Seal directly addresses the identified needs of low-income students, English Learners, and Foster Youth by offering them structured pathways to academic recognition and success. For English Learners, enhanced language acquisition programs, such as dual immersion classes and extracurricular language clubs, can significantly improve their chances of achieving biliteracy. For instance, a student who immigrates to the United States in middle school may benefit from intensive English support while continuing to develop literacy in their native language, ultimately earning the Seal of Biliteracy	This action will be measured by the metrics identified in the action description.

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
	these groups. Additionally, although 14.9% of low-income (LI) students earned the seal, this marginally higher rate suggests that economic barriers still impact a significant portion of this population. In contrast, the data for the Golden State Merit Seal underscores a similar trend, requiring a focused approach to ensure equitable access and opportunities for academic excellence. Educational feedback showed that there is an appreciation for these honors during the awards season and as they are designated on student transcripts. To address these disparities, it is crucial to implement targeted actions that support the unique needs of low-income students, English Learners, and Foster Youth. For EL students, expanding language acquisition programs and providing bilingual resources can help improve their proficiency and confidence in achieving biliteracy. For FY students, tailored mentorship programs and academic counseling can offer the stability and support they need to excel. Meanwhile, for LI students, addressing economic barriers through scholarships and additional tutoring services can enhance their educational outcomes. By focusing on these specific needs, we can work towards ensuring that all students have equal opportunities to attain prestigious academic distinctions such as the Seal of Biliteracy and the Golden State Merit Seal.	by senior year. Similarly, Foster Youth, who often face educational disruptions, can benefit from personalized tutoring and academic counseling, helping them to stabilize their academic progress and aspire toward the Golden State Merit Seal. Low-income students can be supported through scholarships for exam fees and access to advanced coursework, enabling them to achieve these honors despite financial constraints. Recognizing biliteracy among qualifying high school seniors not only celebrates their hard work and dedication but also enhances their future educational and career prospects. By implementing these programs schoolwide, the district ensures that all students, regardless of background, have the opportunity to strive for and achieve these prestigious awards. This inclusive approach fosters a culture of high expectations and academic excellence across the entire district. For example, a low-income student who excels in both English and Spanish can earn the Seal of Biliteracy, showcasing their skills to potential colleges and employers. By targeting specific support to low-income students, English Learners, and Foster Youth while making these opportunities available to all, the district promotes equity and ensures that every student has the chance to achieve and be recognized for their academic accomplishments. This approach not only addresses immediate educational needs but also inspires a broader community commitment to learning and achievement.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.14	**Action:** College / Career Readiness (CCR) **Need:** The analysis of our District College Career Indicator (CCI) data reveals that while 35.6% of all students are deemed college and career ready, only 34.6% of low-income (LI) students meet this criterion. The situation is even more concerning for subgroups such as English Learners (EL) at 16.2%, and Foster Youth (FY) at 25.8%. Additionally, specific schools like Eisenhower and Milor exhibit alarming readiness levels, particularly for LI and other vulnerable students. For example, at Eisenhower, only 8.7% of EL students are college and career ready, while Milor shows a readiness rate of 0% across all categories. These disparities highlight a critical need for enhanced career-related programs and targeted support to ensure equitable access to college and career opportunities for LI students and other underrepresented groups. Given the low percentage of 12th graders district-wide who have completed a Career Technical Education (CTE) pathway (20% overall, with LI students at 14.3%), it is evident that expanding CTE programs and support is essential. Moreover, only 14.2% of all students successfully complete both UC/CSU entrance requirements and a CTE pathway, with LI students slightly higher at 14.3%. This data	Providing enhanced college and career readiness programs directly addresses the identified needs of low-income students by equipping them with the skills, knowledge, and opportunities necessary for post-secondary success. The data indicates that low-income students and other vulnerable groups such as English Learners and Foster Youth are significantly underrepresented in college and career readiness metrics. By introducing targeted interventions like career counseling, mentorship programs, and academic support tailored to these groups, we can help bridge these gaps. For instance, low-income students who might otherwise lack access to resources can benefit from dedicated college prep workshops and career exploration activities, ensuring they are better prepared for both higher education and the workforce. Integrating Career Technical Education (CTE) pathways at high schools is a crucial strategy in ensuring students are college and career-ready. These pathways offer practical, hands-on learning experiences in various fields such as healthcare, information technology, and engineering, aligning students' education with real-world job skills. For example, a CTE program in healthcare can provide students with certifications and direct experience, making them competitive candidates for jobs immediately after graduation or well-prepared for college programs. Although these initiatives target low-income students, offering them schoolwide ensures that all students benefit	This action will be measured by the metrics identified in the action description.

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
	suggests that while some progress has been made, significant gaps remain. Educational partners' requests for more career-related programs underscore the urgency of addressing these needs. By implementing targeted career readiness programs, such as internships, apprenticeships, and career counseling, we can better prepare LI students for post-secondary success. This district-wide initiative will not only address the specific needs of LI students but also foster an inclusive environment that promotes college and career readiness for all students, ensuring that every student has the opportunity to thrive. **Scope:** Schoolwide	from a robust support system, fostering an inclusive environment of high expectations and equal opportunity. This holistic approach not only addresses the specific needs of low-income students but also promotes a culture of career readiness across the district, preparing every student for future success.	
1.15	**Action:** College Entrance and AP Testing **Need:** The 2023-24 PSAT and SAT data reveal significant disparities in college readiness among low-income students, English Learners, and Foster Youth compared to the overall student population. For the PSAT, only 28% of all students were deemed college-ready in EBRW (Evidence-Based Reading and Writing), with lower rates for English Learners (2%), Foster Youth (25%), and low-income students (25%). In Math, the situation is more dire, with only 10% of all students college-ready, English Learners at 1%, Foster Youth	Providing support for college entrance exams like the PSAT and SAT, along with funding for AP exams, addresses the critical needs of low-income students, English Learners, and Foster Youth by removing financial barriers that often hinder their academic progress and college readiness. Data shows significant disparities in college readiness and AP exam pass rates among these groups, highlighting the need for targeted interventions. By covering the costs of these exams, the district ensures all students can demonstrate their academic abilities and compete for college admissions on a more level playing field. For instance, a low-income student who might not otherwise afford the SAT can now take the test, improving their chances of college acceptance.	This action will be measured by the metrics identified in the action description.

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
	at 0%, and low-income students at 9%. The SAT results mirror these trends, with 28.4% of all students college-ready in EBRW but just 0.98% of English Learners, 11.11% of Foster Youth, and 25.59% of low-income students reaching this benchmark. SAT Math readiness is critically low across the board, particularly for these vulnerable groups, with English Learners and Foster Youth at 0% and low-income students at 6.48%. This data highlights the urgent need for targeted support to help these students achieve college readiness. The 2022-23 AP exam data further underscores the gaps in academic achievement, with 39% of all students passing their AP exams compared to only 19.6% of English Learners. Foster Youth students showed a 39% pass rate and low-income had a 37% pass rate, indicating some success. To address these disparities, providing financial support for AP exams is crucial. Many educational partners support this initiative, recognizing that the cost of AP exams can be a significant barrier for low-income students. By covering these costs, we can encourage more students to take AP courses and exams, helping to improve their college readiness. **Scope:** Schoolwide	Similarly, an English Learner can take the PSAT without the burden of cost, gaining valuable practice and increasing their readiness for future college entrance exams. This schoolwide initiative ensures every student benefits from these opportunities while specifically targeting the unique needs of low-income students, English Learners, and Foster Youth. For example, a Foster Youth student who has faced numerous educational disruptions can now take AP exams without worrying about the fees, allowing them to earn college credits and strengthen their college applications. By implementing this initiative schoolwide, the district promotes equity and supports the success of all students, ensuring financial constraints do not prevent any student from reaching their full potential. This comprehensive support system not only addresses immediate needs but also sets the stage for long-term academic and career success for all students, reinforcing the district's commitment to equity and inclusion. This initiative ensures that all students, regardless of their socioeconomic status or background, have the opportunity to succeed in rigorous academic programs, ultimately fostering a more equitable and inclusive educational environment.	
1.16	**Action:** Credit Recovery for Secondary Students	Credit recovery programs for secondary students address the critical needs of low-income students, English Learners, and Foster Youth, who face	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2022-23 graduation rate data reveals notable disparities in the graduation rates of low-income students, English Learners, and Foster Youth compared to the overall student population. While the district-wide graduation rate is a commendable 91.8%, low-income students graduate at a slightly lower rate of 91.6%. More concerning are the graduation rates for English Learners (86.1%), and especially Foster Youth, who graduate at a significantly lower rate of 75%. School-specific data from Zupanic High School highlights even greater challenges, with an overall graduation rate of 65.6%, and even lower rates for low-income students (63.6%). These statistics underscore the urgent need for targeted credit recovery programs to help these at-risk students complete their high school education. Educational Partner feedback stated that APEX allowed many of their students to make up credits and get back on track for college with an increased A-G rate. Implementing credit recovery programs is crucial to addressing these disparities and supporting the unique needs of low-income students, English Learners, and Foster Youth. Credit recovery programs provide a second chance for students who have fallen behind to catch up on missed credits, ensuring they stay on track for graduation. For example, an English Learner who struggles with language barriers might benefit from a summer school program focused on credit recovery, enabling	unique challenges in meeting graduation requirements. The 2022-23 graduation rate data shows that these groups have lower graduation rates compared to the overall student population, highlighting the need for targeted interventions. English Learners, for example, may struggle with language barriers and fall behind in coursework. Credit recovery programs can offer tailored support, such as bilingual instruction and additional tutoring, enabling them to catch up on missed credits and stay on track for graduation. Foster Youth, who often experience educational disruptions due to changes in living situations, can benefit from flexible credit recovery options like online courses or evening classes, allowing them to complete their education despite their circumstances. The district will implement the "Extended Learning Program," offering a combination of in-person and online coursework tailored to individual student needs. For example, a low-income student working part-time to support their family can attend evening classes or complete online modules at their convenience, ensuring they do not fall further behind. By offering this program schoolwide, the district ensures that all students, regardless of socioeconomic status, have access to the resources they need to succeed. While the focus is on supporting low-income students, English Learners, and Foster Youth, providing these opportunities to all students fosters an inclusive and equitable educational environment. This comprehensive approach not only addresses the immediate need for credit recovery but also promotes long-term academic success and higher	identified in the action description.

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
	them to graduate on time. Similarly, a Foster Youth student who has experienced educational disruptions can utilize after-school or online credit recovery options to complete required courses. **Scope:** Schoolwide	graduation rates, reinforcing the district's commitment to equity and excellence for every student.	
1.17	**Action:** Early College Program **Need:** The District College Career Indicator (CCI) data for 2023 highlights significant gaps in college and career readiness among low-income (LI) students compared to the overall student population. While 35.6% of all students are deemed college and career-ready, only 34.6% of LI students achieve this milestone, with even lower rates for English Learners (16.2%), and Foster Youth (25.8%). Specific school data underscores these disparities, with schools like Milor showing 0% college and career readiness across all student groups, including LI students. Additionally, the percentage of LI 12th graders who completed a Career Technical Education (CTE) pathway is only 14.3%, and those who met UC/CSU entrance requirements alongside a CTE pathway are equally low at 14.3%. This data reveals an urgent need to expand programs that enhance college and career readiness, particularly for low-income students	Providing an early college program directly addresses the unique needs of low-income students, English Learners, and Foster Youth students by offering them opportunities to earn college credits while still in high school, thus bridging the gap in college and career readiness. The data clearly indicates that low-income students, along with other vulnerable groups such as English Learners and Foster Youth, lag significantly behind in readiness indicators. By participating in an early college program, these students gain exposure to college-level coursework, which enhances their academic skills and prepares them for the rigors of higher education. For example, a low-income student who enrolls in a dual enrollment program can take introductory college courses in subjects like English and Math, earning credits that will not only boost their confidence but also reduce the financial burden of college tuition in the future. Additionally, early college programs provide structured support and resources that are often lacking for low-income students. For instance, a student from a low-income background might struggle with the academic demands of college	This action will be measured by the metrics identified in the action description.

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
	who face numerous barriers to post-secondary success. Expanding the early college program addresses these critical needs by providing LI students with access to college-level coursework and credits while still in high school, thereby enhancing their readiness for higher education and future careers. For instance, an early college program can offer dual enrollment opportunities where LI students take college courses that count towards both high school and college graduation requirements, significantly increasing their likelihood of continuing their education post-graduation. Educational partners have strongly supported the expansion of this program, recognizing its potential to bridge the readiness gap. Implementing this program schoolwide ensures that all students benefit, creating an inclusive environment that promotes academic excellence for every student. This approach not only supports LI students in overcoming socioeconomic barriers but also fosters a culture of high expectations and preparedness across the district, ultimately aiming to elevate college and career readiness for all. **Scope:** Schoolwide	due to limited access to preparatory resources. Through the early college program, they receive guidance from both high school and college instructors, access to college libraries and labs, and the opportunity to interact with college students and faculty. This comprehensive support system helps demystify the college experience and equips students with the knowledge and skills necessary to succeed in higher education. Furthermore, this initiative can have a significant positive impact on their long-term career prospects by enabling them to enter the workforce with advanced skills and credentials. The district is implementing the early college program on a schoolwide basis to ensure that all students, regardless of their background, have equal access to these opportunities. While the primary goal is to target low-income students who face the most significant barriers, providing this program schoolwide fosters an inclusive academic environment that benefits the entire student body. By offering early college opportunities to all students, the district promotes a culture of high expectations and academic excellence, encouraging every student to aspire to higher education and career success. This comprehensive approach not only addresses the immediate needs of low-income students but also reinforces the district's commitment to equity, ensuring that all students are prepared to succeed in college and beyond.	
1.19	**Action:** Adaptive Diagnostic Testing	Providing an adaptive diagnostic program addresses the identified needs of low-income students, English Learners (EL), and Foster Youth	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district's Spring iReady data reveals significant disparities in academic achievement among low-income students, English Learners (EL), and Foster Youth (FY) compared to the overall student population across both reading and math assessments. In ELA, for grades 1-3, 47.92% of all students achieved scores at or above grade level. In comparison, 29.94% of English Learners, 36.99% of Foster Youth, and 45.24% of low-income students reached this benchmark. In grades 4-5, 33.55% of all students scored at or above grade level, with English Learners at 10.04%, Foster Youth at 17.02%, and low-income students at 30.8%. For grades 6-8, 28.58% of students met or exceeded grade-level standards, while English Learners scored 3.94%, Foster Youth 17.07%, and low-income students 26.76%. In Math, for grades 1-3, 32.81% of all students scored at or above grade level. In comparison, 22.63% of English Learners, 19.74% of Foster Youth, and 30.17% of low-income students reached this benchmark. In grades 4-5, 31.35% of all students scored at or above grade level, with English Learners at 14.20%, Foster Youth at 16.67%, and low-income students at 30.13%. For grades 6-8, 20.70% of students met or exceeded grade-level standards, while English Learners scored 3.78%, Foster Youth scored 13.51%, and low-income scored 19.48%.	by offering personalized assessments that cater to their individual learning profiles. The district's iReady data highlights significant gaps in academic achievement across various grade levels and subjects, underscoring the necessity for targeted interventions. For instance, an EL student struggling with reading comprehension can benefit from an adaptive diagnostic test that identifies specific areas of weakness, allowing educators to tailor instructional strategies accordingly. Similarly, a low-income student in math might utilize adaptive learning modules that adjust difficulty based on their performance, ensuring they receive the targeted support needed to progress academically. The implementation of iReady for grades K-8 and NWEA Map Growth for grades 9-11 on an LEA-wide basis ensures that all students, including low-income students, EL, and Foster Youth, have equal access to diagnostic assessments that inform instructional practices and support initiatives. By collecting baseline data through NWEA Map Growth for secondary students, the district gains a comprehensive understanding of student proficiency levels and growth trajectories, facilitating more informed decision-making and resource allocation. This inclusive approach not only addresses educational disparities but also promotes equity by providing all students with the tools and support necessary to achieve academic success. By fostering a culture of data-driven instruction and continuous improvement, the district aims to empower every student to reach their full potential and succeed in their academic journey.	identified in the action description.

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	These disparities underscore the urgent need for targeted interventions, such as implementing adaptive diagnostic tests, to better understand and address the unique learning needs of low-income students, EL, and FY. Introducing an adaptive diagnostic test will enable educators to pinpoint individual student strengths and areas needing improvement more accurately, particularly for vulnerable student groups. For example, a low-income student struggling in math may benefit from personalized adaptive learning modules that adjust based on their skill level and pace, helping them to progress at their own rate. Additionally, this initiative supports the district's commitment to equity and excellence by ensuring that all students receive the tailored support necessary to achieve academic success. By collecting baseline data for grades 9-11 through the NWEA Map Growth assessment in the upcoming school year, the district aims to further enhance its understanding of student performance and refine instructional strategies to meet the diverse needs of its student population effectively. This holistic approach not only addresses current achievement gaps but also lays the foundation for continuous improvement and equitable outcomes for all students. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.20	**Action:** Data Analysis Platform **Need:** The CAASPP data for the district underscores significant disparities in academic achievement among low-income students, English Learners (EL), and Foster Youth (FY) compared to the overall student population across both English Language Arts (ELA) and Math assessments. For instance, in ELA, while the distance from standard (DFS) was -48.2 for all students, the DFS was notably higher for low-income students (-55.4), EL (-81 DFS), and FY (-84.6 DFS). Similarly, in Math, where the DFS was -92.2 for all students, the figures were even more pronounced for low-income students (-99.1), EL (-118 DFS), and FY (-116.2 DFS). School-specific data highlights significant challenges, such as Boyd Elementary and Garcia Elementary School, where EL students consistently demonstrate performance levels far below district averages. Educational partners advocating for a data analysis platform assert that such a tool will enable educators to easily track and analyze performance metrics, facilitating targeted interventions to support struggling students effectively. Implementing a data analysis platform is crucial to addressing the unique needs of low-income students, EL, and FY by providing educators with actionable insights into student	Providing a data analysis platform directly addresses the needs of low-income (LI) students, English Learners (EL), and Foster Youth by consolidating multiple data points into a single, accessible dashboard. This platform enables educators to effectively monitor and analyze academic performance across various assessments like CAASPP, identifying disparities and areas for improvement more efficiently. For instance, educators can track trends in ELA and Math performance among different student groups, such as low-income students who consistently score below standard. By integrating data from CAASPP and other assessments into one cohesive interface, the district empowers teachers to make informed decisions regarding instructional strategies, interventions, and resource allocation to better support struggling students. Implementing a schoolwide data analysis platform ensures equitable access to critical information and resources for all students, regardless of their socioeconomic background or language proficiency. For example, by analyzing CAASPP results across schools like Boyd Elementary or Rialto High, where EL and low-income students exhibit significant academic challenges, educators can implement targeted support programs such as additional tutoring, personalized learning plans, or specialized instructional techniques. This proactive approach fosters a culture of data-driven decision-making and enhances transparency and accountability within the district. By centralizing data and providing actionable insights through the	This action will be measured by the metrics identified in the action description.

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	performance trends and areas for improvement. For example, by utilizing a comprehensive dashboard, teachers and administrators can identify specific schools or student groups, like EL at Garcia Elementary School, who require additional support in ELA and Math. This platform can streamline data interpretation, enabling timely interventions through tailored instructional strategies, targeted tutoring sessions, and curriculum adjustments that address the specific learning challenges these students face. **Scope:** LEA-wide	platform, the district aims to close achievement gaps, improve overall academic performance, and ensure that every student has the opportunity to succeed academically and beyond. Adopting this LEA-wide approach ensures equity in educational opportunities, empowering educators to implement evidence-based practices that improve academic outcomes for all students, regardless of their background or learning abilities.	
1.21	**Action:** Student Device Program **Need:** To ensure students have access to standards-aligned instructional materials, RUSD provides each student with their own device and support staff at each school. RUSD Williams data indicates that all students, including low-income students, English Learners (EL), and Foster Youth, have equitable access to student devices for accessing standards-aligned instructional materials both at school and at home. Low-income students and EL, in particular, may face challenges such as limited access to reliable internet connections or necessary support for utilizing educational technology effectively outside of school hours. Foster Youth students may also encounter	Providing student devices addresses critical needs for low-income students, English Learners (EL), and Foster Youth by ensuring equitable access to educational resources and fostering digital literacy skills essential for academic success in today's technology-driven world. For example, a low-income student who lacks access to a personal computer can now complete homework assignments and access online resources from home, closing the gap in learning opportunities that might otherwise arise due to economic disparities. Similarly, an EL student can utilize language learning apps and interactive tools on their device to improve language proficiency both inside and outside the classroom. Foster Youth students, often facing frequent changes in living situations, benefit from the stability provided by having consistent access to educational tools regardless of their living arrangements.	This action will be measured by the metrics identified in the action description.

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
	unique barriers related to stability and access to consistent learning environments. Therefore, while access to devices is ensured, the district must continue to focus on providing comprehensive support to these student groups to maximize the educational benefits of digital learning tools and bridge any remaining gaps in digital access and proficiency. Educational partner feedback echoes this need for 1:1 devices and the support at the school site. **Scope:** LEA-wide	By implementing this initiative LEA-wide, the district ensures that all students have the tools they need to thrive academically, regardless of their socioeconomic background or home environment. This approach not only supports educational equity but also promotes inclusivity and prepares students for future academic and career endeavors where digital literacy is increasingly essential. Moreover, providing student devices on an LEA-wide basis demonstrates the district's commitment to closing achievement gaps and promoting equal opportunities for all students, aligning with broader educational goals of fostering a supportive and technologically advanced learning environment. By investing in student devices, the district aims to empower every student to reach their full potential and succeed in an increasingly digital world.	
1.22	**Action:** Technology Support Services **Need:** The identified needs section of the LCAP focuses on addressing the unique technology support needs of low-income students, English Learners (EL), and Foster Youth students compared to their peers. While baseline data collection is scheduled for the upcoming 2024-25 school year, initial observations suggest potential disparities in accessing and navigating technological resources among these student groups. Low-income students, for instance, may encounter challenges related to limited access to reliable internet or devices	Providing robust technology support services directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth by ensuring equitable access to and effective utilization of digital tools for academic success. For example, a low-income student experiencing connectivity issues at home can receive prompt assistance through the district's helpdesk, enabling uninterrupted participation in virtual classrooms and completion of assignments. Similarly, an EL student struggling with navigating educational software can access bilingual technical support to overcome language barriers and enhance their digital literacy skills. Foster Youth, facing mobility challenges, benefit from consistent access to technical assistance	This action will be measured by the metrics identified in the action description.

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
	at home, impacting their ability to engage fully in digital learning environments. EL students might require additional support in navigating educational software and online platforms effectively, while Foster Youth may face unique circumstances that necessitate specialized technical assistance and continuity in accessing digital resources amid changes in living situations. The district aims to track and address these disparities through monitoring helpdesk ticket metrics, ensuring timely resolution of technical issues and equitable access to technology support services for all students. Educational partner feedback, particularly from the site level, called for additional technology support to resolve issues in a timely manner. **Scope:** LEA-wide	regardless of changes in living arrangements, ensuring continuity in their educational journey. Implementing technology support services on an LEA-wide basis underscores the district's commitment to addressing educational inequities and leveling the playing field for all students. By tracking metrics such as helpdesk tickets created and resolved, the district can identify trends and proactively allocate resources to meet the specific needs of vulnerable student groups. This proactive approach not only enhances educational equity but also prepares students for future academic and professional endeavors where digital proficiency is increasingly vital. By prioritizing comprehensive technology support, the district aims to empower every student to thrive in a digital learning environment, fostering a culture of inclusivity and opportunity across its educational community.	
1.23	**Action:** Library Media Services **Need:** The LCAP identifies the unique needs of low-income students, English Learners (EL), and Foster Youth students in relation to library media services, following feedback emphasizing the necessity to bolster library support. Data from the district's Spring iReady Reading assessments highlights disparities in reading proficiency across student demographics. For grades 1-3, 47.92% of all	Providing robust library media services directly addresses the needs of low-income students, English Learners (EL), and Foster Youth by enhancing access to educational resources and promoting literacy development. By placing dedicated library media technicians at each school site, students receive personalized support in navigating library resources and developing effective reading strategies. For example, an EL student struggling with reading comprehension can work with a technician trained in language acquisition strategies and access bilingual materials that align with their linguistic needs.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students achieved scores at or above grade level. In comparison, 29.94% of English Learners, 36.99% of Foster Youth, and 45.24% of low-income students reached this benchmark. In grades 4-5, 33.55% of all students scored at or above grade level, with English Learners at 10.04%, Foster Youth at 17.02%, and low-income students at 30.8%. For grades 6-8, 28.58% of students met or exceeded grade-level standards, while English Learners scored 3.94%, Foster Youth 17.07%, and low-income students 26.76%. The data and educational partner feedback shows the importance of enhancing library resources to cater to diverse learning needs and improve overall academic outcomes. **Scope:** LEA-wide	Similarly, a low-income student can utilize the school library to borrow materials that support their academic growth and foster a love for reading. Foster Youth benefit from consistent access to a supportive environment where they can explore diverse literary genres and receive guidance in selecting resources that cater to their educational and personal interests. Implementing these services on an LEA-wide basis underscores the district's commitment to equity and academic excellence for all students. By ensuring that each school has a well-equipped library staffed with knowledgeable technicians, the district aims to bridge achievement gaps and promote equal access to educational opportunities. This approach supports literacy development and cultivates a culture of lifelong learning and academic success among diverse student populations. By investing in library media services, the district demonstrates its dedication to nurturing a literate and informed community where every student has the tools and support needed to achieve their full potential. This proactive approach not only enhances student engagement and literacy skills but also creates a supportive learning environment where all students, including those historically underserved, have equal opportunities to excel academically and thrive in their educational journey.	
1.24	**Action:** Comprehensive Counseling Program **Need:**	Providing a comprehensive counseling program directly addresses the identified needs of low-income students by bolstering academic support and addressing socio-emotional challenges crucial to their success. By adding an additional counselor	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The LCAP identifies the unique needs of low-income students in relation to a comprehensive counseling program, underscored by community feedback requesting additional counselors. Data from the district's Spring iReady assessments reveals disparities in academic achievement across student demographics, particularly evident in grades 6-8. For example, while 28.58% of all students scored mid or above grade level in Reading, this percentage drops significantly for low-income students (17.07%), indicating a greater need for academic support and intervention. Similarly, in Math, where 20.70% of all students achieved mid or above grade level, low-income students (13.51%) demonstrate lower proficiency levels, highlighting the necessity for targeted counseling services to address academic challenges and promote student success. The district's commitment to enhancing its counseling program on an inclusive, schoolwide scale reflects its dedication to equity and student well-being. By responding to community input and leveraging data-driven insights, the district aims to increase counselor-to-student ratios to provide personalized academic and socio-emotional support. This proactive approach not only aims to improve academic outcomes for low-income students but also fosters a supportive learning environment where all students have access to resources and guidance necessary to thrive academically and emotionally.	at each middle school, the district aims to increase the individualized attention and guidance available to students, particularly those facing academic hurdles. For instance, a low-income student struggling with math comprehension can receive personalized tutoring sessions and academic planning from their counselor, aimed at improving their performance and building confidence. Moreover, the increased availability of counselors allows for proactive interventions in addressing emotional well-being, ensuring that students have the necessary support to navigate personal challenges and maintain focus on their academic goals. Implementing this initiative on a schoolwide scale underscores the district's commitment to equity and student achievement across diverse socioeconomic backgrounds. By providing additional counselors, the district acknowledges the unique needs of low-income students who may face barriers such as limited access to educational resources and socio-emotional support. This proactive investment not only aims to narrow achievement gaps but also cultivates a nurturing school environment where all students have equitable opportunities to thrive academically and emotionally. By enhancing counselor-to-student ratios, the district empowers counselors to play a pivotal role in student success by fostering a supportive and inclusive educational experience for every student.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.25	**Action:** Classroom Support Services **Need:** The LCAP identifies the unique needs of low-income students concerning instructional support, specifically through the addition of instructional assistants within classrooms. Feedback from educational partners underscores the necessity for increased classroom support to address disparities in academic achievement revealed by district Spring iReady assessments. In ELA, for grades 1-3, 47.92% of all students achieved scores at or above grade level. In comparison, 29.94% of English Learners, 36.99% of Foster Youth, and 45.24% of low-income students reached this benchmark. In grades 4-5, 33.55% of all students scored at or above grade level, with English Learners at 10.04%, Foster Youth at 17.02%, and low-income students at 30.8%. For grades 6-8, 28.58% of students met or exceeded grade-level standards, while English Learners scored 3.94%, Foster Youth scored 17.07%, and low-income students scored 26.76%. In Math, for grades 1-3, 32.81% of all students scored at or above grade level. In comparison, 22.63% of English Learners, 19.74% of Foster Youth, and 30.17% of low-income students reached this benchmark. In grades 4-5,	Providing classroom support services, particularly through the addition of instructional assistants focused on math and ELA, directly addresses the identified needs of low-income students highlighted by district assessment data. These assistants play a pivotal role in enhancing student learning experiences by offering targeted academic support and intervention. For example, an instructional assistant may work closely with low-income students who scored lower in math and ELA on the Spring iReady assessments, providing personalized tutoring sessions, assisting with homework, and reinforcing key concepts during small group instruction. By addressing these specific academic needs, instructional assistants help to improve student proficiency and confidence in core subjects, thereby narrowing achievement gaps and promoting academic growth. Implementing this initiative on an LEA-wide scale underscores the district's commitment to equity and inclusivity in education. While targeting low-income students, the provision of instructional assistants benefits all students by fostering a supportive and enriched learning environment. By ensuring that every student has access to additional academic support, the district aims to create equitable opportunities for success across diverse student populations. This approach not only aligns with the district's goals of improving academic outcomes but also cultivates a school	This action will be measured by the metrics identified in the action description.

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
	31.35% of all students scored at or above grade level, with English Learners at 14.20%, Foster Youth at 16.67%, and low-income students at 30.13%. For grades 6-8, 20.70% of students met or exceeded grade-level standards, while English Learners scored 3.78%, Foster Youth scored 13.51%, and low-income scored 19.48%. These lower proficiency levels highlight the crucial role of instructional assistants in providing personalized academic support to bridge these gaps. By focusing on instructional assistants on an LEA-wide scale, the district aims to enhance classroom learning environments and support student success across diverse socioeconomic backgrounds. The addition of instructional assistants ensures that all students, particularly low-income students, receive the necessary academic reinforcement and individualized attention needed to thrive academically. These assistants can provide targeted interventions, small group instruction, and differentiated learning experiences tailored to meet the specific needs of students who require additional support in mastering core subjects like Reading and Math. Ultimately, investing in instructional assistants aligns with the district's commitment to equity and educational excellence, ensuring that all students have equitable access to resources and opportunities essential for academic achievement and future success.	culture where all students receive the necessary resources and assistance to achieve their full potential academically and beyond.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.26	**Action:** Behavior Support Services **Need:** The LCAP identifies specific needs among low-income students, English Learners, and Foster Youth students in relation to behavior support services, as indicated by suspension rate disparities across the district. Feedback from educational partners underscores the critical need for targeted interventions to address student behavior effectively. The district's overall suspension rate stands at 6.1%, while Foster Youth is at 11.2%, low-income students is at 6.5%, and English Learners is at 6.6%. Specific schools like Frisbie and Kucera demonstrate even higher suspension rates, particularly among English Learners, indicating a pressing need for proactive behavior support strategies tailored to these populations. By focusing on behavior support services district-wide, the LCAP aims to reduce disparities in disciplinary actions and create a supportive environment conducive to the academic and emotional well-being of all students, particularly those facing socio-economic and language-related challenges. **Scope:**	Providing behavior support services directly addresses the needs of low-income students, English Learners, and Foster Youth by offering tailored interventions that enhance their social-emotional development and reduce disciplinary disparities. Behavior support assistants will work closely with students to cultivate self-regulation and communication skills. For example, at schools with higher suspension rates among English Learners and Foster Youth like Kucera and Rialto Middle, behavior support assistants will implement proactive strategies such as individualized behavior plans, social skills groups, and conflict resolution training. These efforts aim to create a more supportive and inclusive environment where students can thrive academically and socially. Implementing behavior support services on an LEA-wide scale is crucial to promoting equity and addressing systemic barriers that hinder academic success for underserved student groups. By focusing resources on low-income students, English Learners, and Foster Youth, the district aims to mitigate the impact of external factors like poverty and language barriers on student behavior. This holistic approach seeks to reduce suspension rates while fostering a positive school climate where every student feels valued and understood. Through ongoing collaboration with families, educators, and community partners, the district is committed to creating sustainable supports that empower students to reach their full	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	potential and contribute positively to their school communities. By providing targeted interventions and resources, such as counseling, mentoring, and restorative justice practices, the district aims to address underlying factors contributing to behavior issues among these student groups. These efforts not only lower suspension rates but also foster a positive school climate where all students feel supported and empowered to succeed. Through collaborative partnerships and comprehensive strategies, the district endeavors to promote positive behavior outcomes, enhance student engagement, and ultimately improve academic achievement across diverse student demographics.	
1.29	**Action:** Lower TK-3 Class Size **Need:** Identifying the unique needs of low-income students underscores the necessity for lower TK-3 class sizes to enhance early academic proficiency and mitigate learning disparities. With a significant percentage of low-income students scoring below grade level in foundational subjects like reading and math, as evidenced by the district's Spring iReady data, the need for smaller class sizes becomes evident. For instance, in Grades 1-3, where low-income students (LI) scored notably lower compared to their peers, smaller class sizes can facilitate more personalized instruction and targeted interventions. By	Providing lower TK-3 class sizes addresses the identified needs of low-income students by significantly enhancing early academic development and reducing learning disparities. The decision to maintain an average class enrollment of no more than 24 students in grades TK-3 directly responds to data showing that low-income students, as well as English Learners and other vulnerable groups, often struggle more with achieving grade-level proficiency in foundational subjects like reading and math. By reducing class sizes, particularly in schools where these students are more prevalent, such as Frisbie Elementary and Kucera Elementary, the district aims to create a more conducive learning environment where teachers can provide targeted instruction and personalized support. This approach not only improves academic outcomes but also supports	This action will be measured by the metrics identified in the action description.

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
	reducing student-teacher ratios, particularly in schools like Simpson Elementary and Preston Elementary School, where low-income students demonstrate lower proficiency rates, the district aims to foster a conducive learning environment that bolsters early literacy and numeracy skills. Implementing lower TK-3 class sizes district-wide responds to the call from various educational partners who advocate for equitable learning opportunities. Despite the challenges posed by socioeconomic factors and varying academic readiness levels among students, focusing resources on reducing class sizes specifically benefits low-income students. This approach aligns with broader efforts to narrow achievement gaps and promote academic success from an early age. By enhancing teacher-student interactions and individualized support in classrooms with higher concentrations of low-income students, the district aims to create a foundation for sustained academic growth and equitable educational outcomes across all student demographics. **Scope:** Schoolwide	socio-emotional development by fostering stronger teacher-student relationships and enhancing classroom engagement. The district's commitment to implementing lower TK-3 class sizes on a schoolwide basis underscores its dedication to equitable educational practices. Despite the varying needs and challenges faced by low-income students across different schools, such as Simpson Elementary and Preston Elementary School, maintaining smaller class sizes ensures that all students, regardless of socioeconomic background, receive the necessary attention and support during their formative years. This proactive approach aligns with educational research highlighting the benefits of smaller class sizes in improving student achievement and narrowing achievement gaps. By prioritizing this initiative district-wide, the district not only aims to uplift the academic performance of low-income students but also promotes a more inclusive learning environment that supports the holistic development of all students from the outset of their educational journey.	
1.30	**Action:** Diversified Curriculum **Need:**	Providing a diversified curriculum directly addresses the needs of low-income students, English Learners, and Foster Youth students by tailoring educational resources and teaching approaches to meet their specific learning styles	This action will be measured by the metrics identified in the action description.

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
	Identifying the unique needs of low-income students in relation to all students, the focus on a diversified curriculum is crucial for addressing varying levels of academic readiness and learning styles. The district's Spring iReady data reveals disparities in academic achievement across different student groups, with low-income students and English Learners consistently scoring lower in both reading and math proficiency compared to their peers. In ELA, for grades 1-3, 47.92% of all students achieved scores at or above grade level. In comparison, 29.94% of English Learners, 36.99% of Foster Youth, and 45.24% of low-income students reached this benchmark. In grades 4-5, 33.55% of all students scored at or above grade level, with English Learners at 10.04%, Foster Youth at 17.02%, and low-income students at 30.8%. For grades 6-8, 28.58% of students met or exceeded grade-level standards, while English Learners scored 3.94%, Foster Youth scored 17.07%, and low-income students scored 26.76%. In Math, for grades 1-3, 32.81% of all students scored at or above grade level. In comparison, 22.63% of English Learners, 19.74% of Foster Youth, and 30.17% of low-income students reached this benchmark. In grades 4-5, 31.35% of all students scored at or above grade level, with English Learners at 14.20%, Foster Youth at 16.67%, and low-income students at 30.13%. For grades 6-8, 20.70% of students met or exceeded grade-level standards, while English Learners scored	and needs. By purchasing supplemental materials and implementing a diversified curriculum focused on enhancing student achievement in math and ELA, the district aims to mitigate disparities highlighted in the Spring iReady data. For instance, while overall proficiency rates in grades 4-5 are 33.55% in reading and 31.35% in math, English Learners show significantly lower proficiency levels, underscoring the necessity for targeted interventions. These efforts include providing diverse instructional resources such as leveled readers, bilingual materials, and interactive math manipulatives that cater to different learning modalities and cultural backgrounds, ensuring all students have equitable access to a robust educational experience. Implementing this initiative on an LEA-wide scale reflects the district's commitment to educational equity and ensuring that every student, particularly those from low-income backgrounds, receives the support needed to succeed academically. By offering a diversified curriculum across all schools, such as Frisbie Middle and Kucera Middle School, the district addresses the immediate learning needs of disadvantaged students while fostering an inclusive learning environment where all students can thrive. This approach supports academic growth and promotes student engagement, self-confidence, and a deeper understanding of diverse perspectives, ultimately preparing students for success in higher education and beyond.	

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	3.78%, Foster Youth scored 13.51%, and low-income scored 19.48%. Implementing a diversified curriculum is essential not only to meet the unique needs of low-income students but also to foster inclusivity and equity within the educational framework. By offering a variety of instructional materials, teaching methods, and learning experiences that cater to different learning preferences and abilities, such as those found in Frisbie Middle and Kucera Middle School, the district aims to enhance engagement and learning outcomes across all student demographics. This initiative supports a holistic approach to education, recognizing that students from low-income backgrounds often face additional challenges that can impact their academic performance. **Scope:** LEA-wide		
1.31	**Action:** 9-12 Independent Study **Need:** In addressing the unique needs of low-income students and English Learners (EL) in the context of the 9-12 Independent Study, it is crucial to recognize their distinct challenges compared to their peers. Zupanic's 2022-23 graduation rate (65.6%) highlights disparities, with EL (61.3%) and low-income students (63.6%) graduating at rates lower. These	Providing a 9-12 Independent Study Program addresses the needs of low-income students and English Learners (EL) by offering flexibility and personalized learning opportunities that cater to their unique circumstances. For instance, students facing economic hardships or frequent relocations can benefit from flexible scheduling, allowing them to access education in a manner that fits their life situations. EL students can receive targeted language support through tailored instructional materials and language development resources integrated into their curriculum.	This action will be measured by the metrics identified in the action description.

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
	groups often face barriers such as language proficiency challenges, frequent mobility, and socioeconomic instability, which can impact their academic progress and achievement. Providing a robust 9-12 Independent Study program tailored to accommodate these students' needs is essential. It should incorporate culturally responsive curriculum materials, additional language support, and flexible scheduling to ensure accessibility and success for all students, regardless of their background or circumstances. **Scope:** Schoolwide	Implementing a 9-12 Independent Study Program on a schoolwide scale demonstrates the district's commitment to equitable access to education and closing achievement gaps among diverse student populations. By prioritizing this initiative for low-income students and EL students, the school aims to ensure every student has the opportunity to succeed academically. This approach supports academic growth and fosters a sense of empowerment and ownership in learning for students who may face barriers to traditional classroom settings. Through partnerships with educational partners, the school seeks to provide a robust educational alternative that promotes student engagement, achievement, and graduation readiness. This commitment underscores the district's dedication to equity and inclusivity in education. By prioritizing 9-12 Independent Study with a focus on low-income and EL students, the district aims to narrow achievement gaps and improve graduation rates among these student populations. This initiative supports academic advancement and promotes personalized learning experiences that cater to diverse learning styles and needs. Through targeted interventions and support structures within the independent study framework, the district seeks to empower all students to achieve their full potential and succeed academically and beyond.	
1.32	**Action:** Milor High Class Size	Providing a lower teacher-to-student ratio at Milor High School directly addresses the unique needs of English Learners and low-income students by	This action will be measured by the metrics

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	Need: The graduation data for Milor High School during the 2022-23 school year highlights the unique needs of specific student subgroups. While the overall graduation rate for all students was 80.9%, specific groups, including English Learners (80%) and Low-Income students (81.2%), still require targeted interventions, even though their graduation rates are close to the overall average. Educational partners have expressed appreciation for the lower class sizes at Milor High School, which suggests that continuing to prioritize smaller class sizes could be a critical strategy in addressing the academic and social-emotional needs of these vulnerable student populations, ultimately improving their graduation outcomes. **Scope:** Schoolwide	creating an environment where teachers can offer more individualized support and targeted instruction. Smaller class sizes enable teachers to differentiate instruction more effectively, ensuring that English Learners receive tailored language support, such as focused vocabulary development and scaffolding techniques. Additionally, low-income students, who may face external challenges that impact their academic performance, benefit from the increased attention and personalized feedback that smaller classes allow. For example, teachers can implement more formative assessments to monitor progress, provide timely interventions, and adapt lessons to meet the diverse learning styles within the classroom. The district is implementing this lower teacher-to-student ratio on a schoolwide basis at Milor High School, even though it specifically targets the needs of English Learners and low-income students, because the benefits of smaller class sizes extend to all students. By reducing class sizes schoolwide, the district fosters an inclusive learning environment where every student can thrive, thereby raising the overall quality of education. This approach also promotes equity, ensuring that the needs of the most vulnerable students are met without singling them out, thus enhancing their educational experience and improving outcomes across the board.	identified in the action description.
2.1	**Action:** Teacher Induction - Core Services for Induction Teachers	Providing a comprehensive Teacher Induction program directly addresses the needs of low-income students, English Learners (EL), and Foster Youth (FY) by equipping new educators	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In addressing the unique needs of low-income students, English Learners (EL), and Foster Youth (FY) students compared to all students, focusing on teacher Induction is crucial. The CAASPP data reveals significant disparities in academic achievement across student groups, with EL and FY students often scoring lower than their peers in both ELA and Math assessments. For instance, in ELA, the distance from standard (DFS) for all students was -48.2, the DFS for EL students was -81, the DFS for FY was -84.6, and the DFS for low-income students was -55.4. Similarly, in Math, the DFS for all students was -92.2, EL students scored -118 DFS, FY students scored -116.2 DFS, and the DFS for low-income students was -99.1. These students require specialized support to overcome language barriers, socio-economic challenges, and disrupted learning environments, which can be effectively addressed through targeted teacher Induction programs. Educational partner feedback related to this action included the call for adequate training and support for teachers. Implementing teacher Induction programs specifically designed to support low-income, EL, and FY students will enhance instructional strategies that cater to their diverse needs. These programs will provide new teachers with mentorship, training in culturally responsive teaching practices, and strategies to differentiate instruction effectively. By	with the skills and support necessary to effectively teach and support these vulnerable student populations. New teachers often face challenges in meeting the diverse needs of students from varying socio-economic backgrounds and language abilities. The Induction program offers mentorship and training that emphasizes culturally responsive teaching practices, differentiation strategies, and methods to support socio-emotional learning. For example, mentors will guide teachers in creating inclusive classroom environments that cater to the specific needs of EL students, helping them navigate language barriers and achieve academic success. Additionally, the Induction program assists new teachers in clearing their General Education or Education Specialist teaching credentials, ensuring they are fully prepared to meet the educational needs of all students. This support is crucial in a district-wide context as it aims to elevate the quality of instruction provided to low-income students, EL, and FY students across all schools. By investing in Induction programs that prioritize equity and inclusion, the district demonstrates its commitment to closing achievement gaps and fostering an environment where every student has equitable access to a high-quality education, regardless of their background or circumstances. This initiative underscores the district's proactive approach to nurturing a skilled teaching workforce capable of meeting the diverse needs of its student population effectively.	

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	focusing on equipping educators with the tools to engage and support these vulnerable student populations, the district aims to improve academic outcomes and reduce achievement gaps. **Scope:** LEA-wide		
2.2	**Action:** Teacher Induction - Professional Development **Need:** The identified needs section for the LCAP should highlight the unique challenges faced by low-income students, English Learners (EL), and Foster Youth (FY) students compared to their peers, particularly in the realm of Professional Development through Teacher Induction programs. The district's CAASPP data reveals significant disparities in academic achievement across various student groups. In ELA, the distance from standard (DFS) for all students was -48.2, the DFS for EL students was -81, the DFS for FY was -84.6, and the DFS for low-income students was -55.4. Similarly, in Math, the DFS for all students was -92.2, EL students scored -118 DFS, FY students scored -116.2 DFS, and the DFS for low-income students was -99.1. These disparities underscore the critical need for targeted professional development initiatives to support educators in effectively addressing the diverse learning needs of these student groups.	Providing Professional Development in the Teacher Induction program addresses the needs of low-income students, English Learners (EL), and Foster Youth (FY) by equipping educators with specialized training to meet their unique educational needs. By focusing on culturally responsive teaching methods and differentiated instruction, the program enhances instructional practices for diverse learning styles and backgrounds. For instance, workshops may include strategies for modifying lesson plans to accommodate varying language proficiencies among EL students, improving their comprehension and participation. Mentorship components also support teachers in developing relationships with Foster Youth, fostering a positive learning environment that addresses their socio-emotional needs alongside academic growth. The goal of this training initiative is to elevate instructional quality across the district, benefiting all students regardless of their socio-economic status or language proficiency. By enhancing educators' pedagogical skills, the district aims to improve student engagement, academic	This action will be measured by the metrics identified in the action description.

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	Educational partner feedback related to this action included the call for adequate training and support for teachers. Implementing a robust Teacher Induction program is crucial to addressing these disparities by providing new educators with specialized training and mentorship that focuses on culturally responsive teaching practices, differentiated instruction, and strategies to support socio-emotional learning. For example, professional development workshops can equip teachers with tools to engage EL students more effectively through language development strategies, thus improving their proficiency in ELA. Additionally, mentorship programs can help teachers create inclusive classroom environments that support the academic and emotional growth of Foster Youth students. **Scope:** LEA-wide	performance, and overall classroom climate. This approach ensures every student receives equitable access to effective teaching practices that foster academic success and socio-emotional well-being. Implementing Professional Development in the Teacher Induction program district-wide reflects the district's commitment to equity and excellence in education, acknowledging that targeted support for underserved student groups enriches the learning experience for all students. By prioritizing Professional Development in the Teacher Induction program LEA-wide, the district demonstrates its commitment to closing achievement gaps and ensuring equitable access to quality education for all students, irrespective of their socio-economic status or language background.	
2.3	**Action:** PAR (Peer Assistance Review Program) for Tenured Teachers **Need:** In addressing the unique needs of low-income students, English Learners (EL), and Foster Youth (FY) students through the LCAP, the focus on implementing a Peer Assistance Review Program for Tenured Teachers is	Implementing a Peer Assistance Review Program for Tenured Teachers addresses the needs of low-income students, English Learners (EL), and Foster Youth (FY) by enhancing teacher effectiveness and instructional quality. CAASPP data highlights achievement gaps among these student groups, necessitating targeted interventions to improve academic outcomes. Through structured peer support and mentorship, the program equips teachers with strategies to	This action will be measured by the metrics identified in the action description.

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	crucial. The CAASPP data highlights significant disparities in academic achievement across student groups, with EL and FY students consistently scoring lower in both ELA and Math compared to their peers. For instance, in ELA, the distance from standard (DFS) for all students was -48.2, the DFS for EL students was -81, the DFS for FY was -84.6, and the DFS for low-income students was -55.4. Similarly, in Math, the DFS for all students was -92.2, EL students scored -118 DFS, FY students scored -116.2 DFS, and the DFS for low-income students was -99.1. This indicates a critical need for targeted interventions to bolster student academic outcomes. By focusing on peer-assisted professional development, the program aims to equip teachers with strategies to effectively differentiate instruction, provide culturally responsive teaching, and support socio-emotional learning, thereby narrowing achievement gaps and promoting equitable academic success for all students. Educational partner feedback related to this action included the call for adequate training and support for teachers, particularly for teachers who needed additional support. **Scope:** LEA-wide	differentiate instruction, integrate culturally responsive practices, and foster a supportive classroom environment. For example, collaborative lesson planning and feedback sessions help teachers address language acquisition challenges for EL students and provide additional support for FY students, aiming to narrow proficiency gaps in ELA and Math assessments. The district's decision to implement this program on an LEA-wide basis demonstrates a commitment to equity and excellence in education for all students, particularly those historically underserved. By supporting tenured teachers in refining their pedagogical approaches through ongoing professional development and peer collaboration, the initiative aims to improve educational outcomes for low-income students, EL, and FY students while uplifting overall instructional standards across schools. This approach acknowledges the diverse learning needs within the student population and seeks to empower educators with the skills and resources necessary to promote equitable access to quality education, fostering an inclusive learning environment where every student can thrive academically and socially. By fostering collaboration among tenured and newer teachers through mentoring and professional growth opportunities, the Peer Assistance Review Program strives to cultivate a supportive environment conducive to student achievement and holistic development. This initiative ensures that all educators receive	

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
		ongoing support and training to refine their teaching practices, benefiting not only targeted student populations but also enhancing overall instructional quality across the district. This reflects the district's proactive stance in promoting equity and excellence in education, empowering educators with the tools and resources necessary to meet the diverse needs of their students effectively.	
2.4	**Action:** Literacy Training **Need:** The LCAP identifies distinct needs among low-income students, English Learners (EL), and Foster Youth (FY) students in literacy training, underscored by the district's CAASPP ELA data indicating significant disparities. The data reveals lower proficiency levels across these student groups compared to their peers. For instance, in ELA, the distance from standard (DFS) for all students was -48.2, the DFS for EL students was -81, the DFS for FY was -84.6, and the DFS for low-income students was -55.4. Schools like Boyd, Casey, and Garcia show particularly low performance, with EL students scoring as low as -137.3 DFS. These statistics highlight the urgent need for enhanced literacy training to equip teachers with targeted strategies that address language acquisition barriers, socio-emotional supports, and differentiated instructional methods tailored to diverse learning needs.	Providing comprehensive literacy training directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth (FY) students by equipping educators with the tools and strategies necessary to enhance literacy instruction across diverse learning environments. The district's CAASPP ELA data underscores significant disparities in literacy proficiency, particularly among EL students with an 81 DFS deficit and FY students with an 84.6 DFS gap, highlighting the urgency for targeted intervention. Through this training initiative, teachers will gain proficiency in evidence-based instructional practices tailored to meet the unique linguistic, cultural, and academic needs of these student groups. For instance, strategies like structured literacy approaches, explicit vocabulary instruction, and differentiated reading strategies can be implemented to support EL students in mastering academic language skills and comprehension. Similarly, specialized supports for FY students, such as trauma-informed practices and personalized learning plans, aim to foster engagement and improve literacy outcomes.	This action will be measured by the metrics identified in the action description.

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	Teachers' requests for additional literacy training are pivotal to bridging these gaps. By focusing on professional development in literacy instruction, the LCAP aims to empower educators with evidence-based strategies that promote reading comprehension, language development, and academic success for all students. This initiative not only aims to raise ELA proficiency levels across the board but also ensures equitable access to quality education for historically marginalized groups. The district's commitment to implementing this training district-wide, despite targeting low-income, EL, and FY students specifically, underscores its dedication to fostering inclusive educational practices that support the academic achievement and overall well-being of all learners, regardless of background or ability. **Scope:** LEA-wide	The district's decision to provide literacy training on an LEA-wide scale, despite focusing on low-income students, EL, and FY students, reflects its commitment to equitable educational opportunities for all learners. By investing in professional development that enhances teachers' capabilities to deliver effective literacy instruction, the district aims to mitigate achievement gaps and promote academic success across demographic groups. This approach not only aligns with broader educational equity goals but also ensures that every student receives the necessary support to excel in literacy, thereby fostering a more inclusive and supportive learning environment district-wide.	
2.5	**Action:** Numeracy Training **Need:** Identified needs for low-income students, English Learners (EL), and Foster Youth (FY) students in numeracy training are critical as evidenced by the district's CAASPP Math data, which reveals substantial proficiency gaps compared to all students. In Math, the DFS for all students was -92.2, EL students scored -118 DFS, FY students scored -116.2	Providing numeracy training addresses the needs of low-income students, English Learners (EL), and Foster Youth (FY) by equipping educators with specialized strategies to enhance conceptual math knowledge. CAASPP Math data reveals significant disparities in proficiency levels, such as the 99.1 DFS deficit for low-income students and 118 DFS for EL compared to the district average of 92.2 DFS, indicating the necessity of tailored instructional approaches. Numeracy training empowers teachers with diverse pedagogical tools, including differentiated instruction based on	This action will be measured by the metrics identified in the action description.

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	DFS, and the DFS for low-income students was -99.1. This highlights the need for targeted interventions. Schools like Boyd and Garcia, where EL and students scored significantly lower respectively, underscore the urgency for numeracy training tailored to diverse learning needs. Through focused professional development, teachers can implement differentiated instructional strategies such as problem-solving frameworks, conceptual understanding exercises, and data-driven interventions to bolster numeracy skills among these student populations. Educational partner feedback related to this action included the call for adequate training and support for teachers. **Scope:** LEA-wide	students' learning styles and needs. Strategies like visual representations, collaborative problem-solving tasks, and real-world applications cater to the unique challenges faced by EL and FY students in grasping abstract mathematical concepts. Implementing numeracy training on an LEA-wide basis, specifically targeting low-income students, EL, and FY students, underscores the district's commitment to equity and excellence in mathematics education. By ensuring all educators receive professional development in effective numeracy instruction, the district promotes a cohesive approach to closing achievement gaps. This initiative supports teachers in adopting evidence-based practices and fosters a supportive learning environment where every student has equitable access to high-quality math education, laying a foundation for academic success and future opportunities. The district's commitment to numeracy training on an LEA-wide scale reflects its dedication to equitable education. By prioritizing professional development that enhances teachers' capacity to deliver effective numeracy instruction, the district aims to bridge achievement gaps and foster mathematical proficiency across demographic groups. This approach ensures that all students, regardless of background, receive equitable opportunities to excel in numeracy, promoting a more inclusive and supportive learning environment LEA-wide.	

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
2.6	**Action:** Elementary Education Support **Need:** The identified needs for low-income students, English Learners (EL), and Foster Youth (FY) students in elementary education support are starkly differentiated from their peers based on the district's Spring iReady data. In reading, the percentage of students scoring mid or above grade level in Grades 1-3 is notably lower for EL (29.94%) and FY (36.99%) compared to the district average of 47.92%. Similarly, in Grades 4-5, EL (10.04%) and FY (17.02%) students demonstrate significantly lower proficiency levels compared to the district average of 33.55%. In mathematics, the disparities persist with EL (22.63%) and FY (19.74%) students scoring below the district average of 32.81% in Grades 1-3. Likewise, in Grades 4-5, EL (14.20%) and FY (16.67%) students exhibit lower proficiency compared to the district average of 31.35%. These data underscore the critical need for targeted elementary education support interventions that address the unique learning challenges faced by these student groups, focusing on differentiated instructional strategies and specialized support to improve academic outcomes. Educational partner feedback related to this action included the call for adequate training and support for teachers.	Providing elementary education support tailored to the needs of low-income students, English Learners (EL), and Foster Youth (FY) students is crucial to bridging the academic gaps highlighted in the district's iReady data. Elementary strategists will play a pivotal role by modeling effective instructional strategies and offering targeted professional development and coaching to all classroom teachers. For instance, strategists will demonstrate differentiated instruction techniques that cater to diverse learning needs, such as small-group interventions in reading for EL students to improve comprehension skills. They will also focus on numeracy workshops designed to enhance conceptual understanding among low-income students, employing visual aids and manipulatives to reinforce mathematical concepts. By embedding these strategies into daily classroom practices and providing ongoing support through coaching sessions, the district aims to elevate academic performance across all student demographics. The district's decision to implement this support on a schoolwide scale underscores its commitment to equity and excellence in education. While targeting low-income students, ELs, and FY students specifically, the broader implementation ensures that all students benefit from enhanced instructional practices and support. This approach fosters a collaborative learning environment where educators across schools can share best practices and collectively address the diverse academic needs of their students. By integrating specialized support into the district-wide professional development framework, the district aims to foster	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	inclusive classrooms that nurture academic growth and achievement for every student, regardless of background or learning challenges.	
2.7	**Action:** Secondary Literacy and Numeracy Support **Need:** In addressing the unique needs of low-income students, English Learners (ELs), and Foster Youth (FY) students compared to their peers, the LCAP focuses on enhancing secondary literacy and numeracy support across the district. The CAASPP data reveals significant disparities in academic achievement: while all students demonstrate challenges, ELs and FY students exhibit particularly lower proficiency in both ELA and Math assessments. For instance, in ELA, the distance from standard (DFS) for all students was -48.2, the DFS for EL students was -81, the DFS for FY was -84.6, and the DFS for low-income students was -55.4. Similarly, in Math, the DFS for all students was -92.2, EL students scored -118 DFS, FY students scored -116.2 DFS, and the DFS for low-income students was -99.1. Recognizing these gaps, the LCAP proposes tailored actions such as intensive small-group literacy coaching for ELs and numeracy workshops integrating real-world applications for FY students. **Scope:** Schoolwide	Providing secondary literacy and numeracy support addresses the needs of low-income students, English Learners (ELs), and Foster Youth (FY) by enhancing foundational skills critical for academic success. The district's commitment to maintaining specialized secondary coaches will enable teachers to implement evidence-based instructional strategies effectively. For instance, targeted literacy interventions will include guided reading sessions tailored to ELs' language proficiency levels, promoting vocabulary development and comprehension skills. In numeracy, workshops will emphasize problem-solving strategies aligned with real-world applications, helping FY students build conceptual understanding and mathematical fluency. Embedding these supports into the educational framework ensures equitable access to quality education for all students, regardless of their socio-economic backgrounds or language proficiency levels. Implementing secondary literacy and numeracy support on a schoolwide scale reflects the district's commitment to addressing systemic inequities and leveling the playing field for underserved student populations. While focusing on low-income students, ELs, and FY students who face unique academic challenges, the initiative recognizes that strengthening literacy and numeracy skills benefits all students. By investing in professional development for teachers and providing ongoing	This action will be measured by the metrics identified in the action description.

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
		coaching, the district aims to foster a supportive learning environment where every student can thrive academically. This holistic approach not only aims to close achievement gaps but also promotes a culture of continuous improvement and inclusive education practices throughout the district. The district's decision to implement these strategies schoolwide underscores its commitment to equitable education and comprehensive support for all learners. By integrating secondary literacy and numeracy support into its educational framework, the district aims to uplift student achievement across diverse demographics. Professional development sessions for teachers will emphasize culturally responsive teaching practices and differentiated instruction to better serve the needs of low-income students, ELs, and FY students. This inclusive approach not only seeks to narrow achievement gaps but also promotes a supportive learning environment where every student can develop essential skills for future success.	
2.8	**Action:** Educational Program Support **Need:** In addressing the unique needs of low-income students compared to all students within the LCAP, the focus on educational program support is crucial to mitigate disparities in academic achievement. Low-income students often face additional barriers that impact their educational outcomes, as evidenced by lower CAASPP scores in both ELA and Math	Providing robust educational program support directly addresses the identified needs of low-income students by ensuring they receive tailored interventions and resources to improve academic outcomes. With a focus on maintaining Program Specialists, the district aims to enhance instructional quality and school culture, particularly in smaller enrollment schools where personalized support is crucial. For instance, Program Specialists will collaborate closely with teachers to implement evidence-based strategies that address specific learning gaps observed among low-	This action will be measured by the metrics identified in the action description.

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	compared to the district average. For instance, while all students in the district show a CAASPP ELA average of -48.2 DFS, low-income students specifically demonstrate a greater deficit at -55.4 DFS. Similarly, in CAASPP Math, all students perform at -92.2 DFS, whereas low-income students' performance declines further to -99.1 DFS. These data points along with educational partner feedback underscore the necessity for targeted interventions and supports tailored to the needs of low-income students, such as enhanced access to educational specialists and targeted instructional strategies. The district's commitment to bolstering educational program support is grounded in recognizing the unique challenges faced by low-income students in achieving academic proficiency. By leveraging program specialists who provide invaluable support across schools, the initiative aims to bridge achievement gaps and enhance educational outcomes. For example, these specialists facilitate small-group interventions focused on foundational literacy and numeracy skills, tailored to meet the diverse needs of low-income students. Furthermore, by embedding these supports within an LEA-wide framework, the district ensures equitable access to high-quality education, fostering an inclusive learning environment that promotes academic success for all students, irrespective of socio-economic background. This holistic approach not only addresses immediate academic needs but also cultivates long-term	income students, as evidenced by CAASPP data indicating lower performance levels in ELA and Math compared to their peers. By embedding these specialists within an LEA-wide framework, the district ensures equitable access to expertise and resources that promote student success across diverse school settings. These specialists will play a pivotal role in providing targeted support, such as facilitating professional development workshops on differentiated instruction and conducting regular data analysis to inform instructional practices. For example, at schools like Boyd Elementary, where both English Learners and students with disabilities (SWD) struggle with CAASPP scores significantly below district averages, Program Specialists will collaborate with teachers to develop customized intervention plans that address specific academic challenges. Moreover, by maintaining these supports district-wide, the district demonstrates its commitment to fostering a supportive learning environment that prioritizes the needs of low-income students, thereby promoting equity and excellence in education for all learners. This comprehensive approach not only addresses immediate academic needs but also empowers schools to cultivate a culture of continuous improvement and student achievement across the district.	

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
	educational equity and opportunity for low-income students throughout the district. **Scope:** Schoolwide		
2.9	**Action:** Bilingual Authorization **Need:** The unique needs of low-income students, English Learners (ELs), and Foster Youth students in relation to bilingual authorization are evident through the 2023 ELPI data (EL 45.4%, FY 46.1%, and LI 46.27%), which highlights disparities in language proficiency among these student groups compared to the general student population. Specifically, schools like Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp, Werner, and Jehue show varying degrees of Dual Language Immersion (DLI) program participation, reflecting a need for targeted support in bilingual education. Low-income students, ELs, and Foster Youth often face linguistic barriers that impact their academic performance and social integration. For instance, while Simpson Elementary reports a high DLI participation rate of 65.9%, the proficiency levels of ELs and low-income students within this cohort may vary significantly, indicating a need for specialized bilingual authorization to effectively support their language acquisition and academic success.	Providing bilingual authorization addresses the identified needs of English Learners (ELs) and other diverse student groups by equipping educators with specialized skills to effectively support language development and academic achievement in dual language immersion programs. By coordinating a comprehensive bilingual authorization program, the district ensures that teachers interested in teaching in these programs receive essential training and certification. For instance, schools like Bemis and Trapp, with substantial participation rates in Dual Language Immersion (DLI) programs, will benefit from teachers who are proficient in both languages, thereby enhancing instructional quality and promoting bilingual proficiency among ELs and low-income students. This initiative not only supports language acquisition but also fosters cultural understanding and inclusivity within the school community, promoting academic success and social-emotional well-being. The district's decision to provide bilingual authorization on a schoolwide basis reflects its commitment to equity and diversity across all schools, despite targeting primarily English Learners. Recognizing the linguistic and cultural diversity within the student body, this initiative ensures that all educators have the necessary	This action will be measured by the metrics identified in the action description.

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	The district's focus on bilingual authorization aims to address these specific needs by enhancing the capacity of educators to deliver culturally responsive instruction and support language development across diverse student populations. By providing opportunities for teachers to obtain bilingual authorization, the district not only meets the academic and linguistic needs of ELs and low-income students but also fosters an inclusive learning environment that values linguistic diversity. For example, at schools like Curtis and Kelley, where DLI participation rates are notably high at 50.7% and 57.4% respectively, bilingual authorization will empower educators to implement effective instructional strategies tailored to the unique linguistic and cultural backgrounds of students. This LCAP initiative ensures equitable access to quality education and promotes language proficiency among all students, particularly those from underrepresented and historically marginalized backgrounds. **Scope:** Schoolwide	training and resources to meet the unique needs of ELs and foster a supportive learning environment for students from various linguistic backgrounds. By investing in bilingual education at a district-wide level, the initiative aims to close achievement gaps, improve educational outcomes, and empower students to thrive academically and linguistically, preparing them for success in a globalized society.	
2.12	**Action:** Culturally Linguistically Responsive Teaching and Learning **Need:** The LCAP identifies distinct needs among low-income students, English Learners (ELs), and	Providing Culturally Linguistically Responsive Teaching and Learning (CLR) addresses the identified needs of low-income students, English Learners (ELs), and Foster Youth (FY) students by fostering a learning environment that honors and supports their cultural and linguistic backgrounds. Through tiered professional development	This action will be measured by the metrics identified in the action description.

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	Foster Youth (FY) students compared to their peers. Data from the district's iReady assessments reveal disparities in academic achievement across various grade levels and subject areas. In ELA, for grades 1-3, 47.92% of all students achieved scores at or above grade level. In comparison, 29.94% of English Learners, 36.99% of Foster Youth, and 45.24% of low-income students reached this benchmark. In grades 4-5, 33.55% of all students scored at or above grade level, with English Learners at 10.04%, Foster Youth at 17.02%, and low-income students at 30.8%. For grades 6-8, 28.58% of students met or exceeded grade-level standards, while English Learners scored 3.94%, Foster Youth 17.07%, and low-income students 26.76%. In Math, for grades 1-3, 32.81% of all students scored at or above grade level. In comparison, 22.63% of English Learners, 19.74% of Foster Youth, and 30.17% of low-income students reached this benchmark. In grades 4-5, 31.35% of all students scored at or above grade level, with English Learners at 14.20%, Foster Youth at 16.67%, and low-income students at 30.13%. For grades 6-8, 20.70% of students met or exceeded grade-level standards, while English Learners scored 3.78%, Foster Youth scored 13.51%, and low-income scored 19.48%. These numbers emphasize the necessity for specialized instructional strategies that address their unique learning challenges. Educators have expressed a pressing need for	initiatives, the district aims to equip teachers, administrators, and instructional support staff with the necessary skills and knowledge to implement CLR practices effectively. For teachers, this includes workshops on culturally responsive pedagogy, strategies for integrating students' cultural backgrounds into curriculum design, and techniques for affirming linguistic diversity in instructional practices. Administrators will receive training on creating inclusive school climates, promoting culturally responsive leadership, and fostering partnerships with families and communities to support student success. Instructional support staff will be trained to provide targeted interventions and support services that are culturally and linguistically responsive, ensuring that all students receive equitable opportunities to thrive academically. The district's LEA-wide approach to CLR recognizes the diverse needs of its student population and the imperative to eliminate achievement disparities. By embedding CLR principles across all schools and grade levels, the district aims to create an inclusive and supportive educational environment where every student feels valued and understood. This proactive strategy not only addresses the specific needs of low-income students, ELs, and FY students but also promotes educational equity and excellence for all learners. By empowering educators with CLR competencies, the district is committed to fostering a culturally responsive school community where all students can reach their full potential academically, socially, and emotionally.	

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	Comprehensive Literacy Instruction (CLR) training to better equip them with strategies to support diverse student populations effectively. The district recognizes the importance of addressing these disparities through focused action on CLR training, aiming to enhance educators' capabilities in differentiated instruction, literacy development, and responsive teaching practices. By prioritizing professional development in CLR, particularly tailored to support ELs and FY students, the district aims to narrow achievement gaps and improve overall academic outcomes. Training initiatives will include workshops and coaching sessions designed to empower educators at all grade levels, ensuring they can implement evidence-based strategies that meet the diverse learning needs observed across the district. This proactive approach aligns with the district's commitment to equity and excellence, ensuring that every student, regardless of background or circumstance, has access to the instructional support necessary for academic success. **Scope:** LEA-wide		
2.13	**Action:** Equity and Implicit Bias Training **Need:**	Equity and Implicit Bias Training equips educators with essential tools to recognize and mitigate biases that can impact student success, addressing the needs of low-income students, English Learners (ELs), and Foster Youth (FY).	This action will be measured by the metrics identified in the action description.

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	The unique needs of low-income students, English Learners (ELs), and Foster Youth (FY) students in our district highlight disparities in academic achievement and the urgent need for Equity and Implicit Bias Training. Educational partner feedback and the data from our iReady assessments reveal significant gaps in proficiency levels across different student groups, underscoring the importance of addressing implicit biases that may affect instructional practices and student outcomes. In ELA, for grades 1-3, 47.92% of all students achieved scores at or above grade level. In comparison, 29.94% of English Learners, 36.99% of Foster Youth, and 45.24% of low-income students reached this benchmark. In grades 4-5, 33.55% of all students scored at or above grade level, with English Learners at 10.04%, Foster Youth at 17.02%, and low-income students at 30.8%. For grades 6-8, 28.58% of students met or exceeded grade-level standards, while English Learners scored 3.94%, Foster Youth 17.07%, and low-income students 26.76%. In Math, for grades 1-3, 32.81% of all students scored at or above grade level. In comparison, 22.63% of English Learners, 19.74% of Foster Youth, and 30.17% of low-income students reached this benchmark. In grades 4-5, 31.35% of all students scored at or above grade level, with English Learners at 14.20%, Foster Youth at 16.67%, and low-income students at 30.13%. For grades 6-8, 20.70% of students met or exceeded grade-level standards, while English Learners scored	The training will build foundational knowledge for teachers, administrators, and instructional support staff to identify and address implicit biases in instructional practices, grading, and student interactions. Educators will learn strategies to ensure fair assessment and grading practices that consider diverse student backgrounds and experiences. By embedding this training within our district-wide professional development framework, we aim to foster a more inclusive and supportive learning environment where every student feels valued and has equitable access to educational opportunities. The decision to provide Equity and Implicit Bias Training on an LEA-wide scale underscores our commitment to promoting educational equity and improving outcomes for all students, particularly those historically underserved. Data from iReady assessments highlight significant disparities in academic achievement among low-income students, ELs, and FY students compared to their peers. By addressing implicit biases through targeted training, we aim to reduce these disparities and enhance the overall educational experience for all students. This initiative will empower educators to create culturally responsive classrooms that celebrate diversity, honor student identities, and support each student's academic growth and social-emotional well-being. Through ongoing professional development and support, our district aims to cultivate an inclusive school culture where equity is embedded in every aspect of teaching and learning, ultimately fostering success for every student.	

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	3.78%, Foster Youth scored 13.51%, and low-income scored 19.48%. ELs and FY students, in particular, demonstrate lower proficiency rates in both reading and math compared to their peers, indicating the need for targeted interventions that foster a more inclusive and equitable learning environment. Equity and Implicit Bias Training will equip educators with the knowledge and skills to recognize and mitigate biases, ensuring fair treatment and opportunities for all students regardless of their socioeconomic status or language background. By prioritizing this training across the district, we aim to enhance cultural competence among staff and promote educational equity to improve academic outcomes for all students, especially those historically underserved. **Scope:** LEA-wide		
2.14	**Action:** AP Teacher Professional Development **Need:** Addressing the unique needs of low-income students (LI), English Learners (ELs), and Foster Youth (FY) students through AP Teacher Professional Development is crucial to bridging existing disparities in academic achievement. The 2022-23 AP Data highlights significant gaps in AP exam performance, with	Providing AP Teacher Professional Development is essential to addressing the distinct academic needs of low-income students, English Learners (ELs), and Foster Youth (FY) students, as highlighted by the 2022-23 AP Data showing lower scores among these groups compared to the overall student population. By offering targeted training opportunities for secondary AP teachers, the district aims to enhance instructional practices that support diverse student populations. This includes strategies to differentiate instruction,	This action will be measured by the metrics identified in the action description.

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	ELs (19.6%), LI (37%), and FY students (39%) achieving notably lower passing percentages compared to the overall student population (39%). The action focuses on providing targeted summer professional development opportunities for AP teachers to enhance their instructional strategies, particularly in supporting diverse student populations. By equipping teachers with effective methods tailored to the needs of ELs and FY students, such as differentiated instruction and language support, we aim to increase their success rates in AP courses and exams. Educational partner feedback related to this action included the call for adequate training and support for AP teachers. The district recognizes the importance of AP Teacher Professional Development on a schoolwide scale despite its specific focus on low-income students, ELs, and FY students. This initiative aims to ensure equitable access to rigorous coursework and opportunities for academic advancement. By investing in specialized training that addresses the unique challenges faced by these student groups, we aim to close achievement gaps and provide all students with the necessary support to thrive in advanced academic settings. Through comprehensive professional development, including strategies to support language acquisition, accommodation of diverse learning needs, and culturally responsive teaching practices, our district is committed to	provide language support for ELs, and implement culturally responsive teaching methods. For instance, workshops will focus on integrating scaffolded supports in AP coursework to ensure all students, including those historically underrepresented, have equitable access to rigorous academic programs. The district's commitment to providing AP Teacher Professional Development on a schoolwide basis reflects its dedication to equity and excellence in education. Despite targeting specific student groups, the initiative benefits all students by elevating the quality of AP instruction across schools. By equipping teachers with advanced strategies and resources, such as effective exam preparation techniques and inclusive teaching methodologies, the district aims to improve overall AP scores and increase student success rates. This approach not only supports the academic achievement of low-income students, ELs, and FY students but also promotes a culture of continuous improvement and rigorous academic standards district-wide.	

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	promoting equity and fostering success for every student in AP courses. **Scope:** Schoolwide		
2.15	**Action:** STEM Training **Need:** The LCAP identifies the distinctive needs of low-income (LI) students, English Learners (ELs), and Foster Youth (FY) students in relation to STEM training, as evidenced by the 2022-23 Science Test data revealing significantly lower proficiency rates compared to the overall student population. With only 1.46% of ELs, 9.44% of FY, and 15.8% of low-income students meeting or exceeding standards on the CAST, compared to 17.75% of all students, there is a clear disparity in STEM achievement. The action focuses on addressing this gap by providing targeted STEM training initiatives tailored to enhance the academic outcomes of these student groups. This includes specialized professional development for teachers to integrate hands-on learning experiences, culturally relevant STEM curriculum, and differentiated instructional strategies to support diverse learning needs. Educational partner feedback highlighted the need for a well-rounded curriculum that includes non-core subjects such as STEM.	Providing STEM training addresses the identified needs of low-income students, English Learners (ELs), and Foster Youth (FY) students by equipping educators with the pedagogical tools and strategies necessary to enhance STEM education outcomes across diverse student populations. The district recognizes the disparity in STEM proficiency, as highlighted by the 2022-23 Science Test data showing significantly lower achievement rates for ELs (1.46%), LI (15.80%), and FY students (9.44%) compared to the overall student body (17.75%). Through targeted professional development, teachers will gain expertise in delivering engaging and inclusive STEM lessons that cater to varied learning needs and cultural backgrounds. For instance, workshops on project-based learning and inquiry-based teaching methods will empower educators to create hands-on activities that promote critical thinking and problem-solving skills, fostering a deeper understanding of STEM concepts among all students. The district's decision to implement STEM training on an LEA-wide scale reflects its commitment to equity and excellence in education. By focusing resources on professional development that specifically addresses the needs of low-income students, ELs, and FY students, the initiative aims	This action will be measured by the metrics identified in the action description.

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	The district's commitment to implementing STEM training on an LEA-wide scale underscores its commitment to equity and excellence in education. Despite targeting low-income students, ELs, and FY students, the initiative benefits all students by promoting inclusive STEM education practices across schools. By equipping educators with advanced pedagogical techniques and resources, such as project-based learning and technology integration, the district aims to improve STEM proficiency rates among historically underserved student populations. This approach not only enhances academic achievement but also fosters critical thinking and problem-solving skills and prepares students for future success in STEM fields and beyond. **Scope:** LEA-wide	to narrow achievement gaps and ensure that all students have access to high-quality STEM education. This holistic approach not only cultivates a more inclusive learning environment but also prepares students for future academic and career success in STEM fields. Through collaborative efforts and innovative teaching practices, the district seeks to empower teachers to create engaging STEM experiences that inspire curiosity, creativity, and resilience among all learners.	
2.16	**Action:** School Site Strategic Planning and Support **Need:** In addressing the unique needs of low-income (LI) students, English Learners (ELs), and Foster Youth (FY) students through School Site Strategic Planning and Support, the district aims to enhance educational outcomes and close achievement gaps. The CAASPP data for ELA and Math clearly delineates lower proficiency levels among these student groups compared to the overall student population. In	Providing School Site Strategic Planning and Support addresses the identified needs of low-income students, English Learners (ELs), and Foster Youth (FY) students by focusing resources and efforts on enhancing educational outcomes and narrowing achievement gaps. The CAASPP data underscores significant disparities in both ELA and Math proficiency among these student groups, highlighting the urgent need for targeted interventions. For instance, ELs and FY students consistently score lower compared to their peers in both subjects, with some subgroups showing deep deficits, such as ELs scoring at -118 DFS in Math.	This action will be measured by the metrics identified in the action description.

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	ELA, the data shows significant disparities with ELs scoring at -81 DFS, FY students at -84.6 DFS, and LI students at -55.4 DFS, when compared to the district average (-48.2 DFS). In Math, the district average was -92.2 DFS, ELs scored -118 DFS, FY students scored -116.2 DFS, and LI students scored -99.1 DFS. These numbers reflect difficulties in numerical reasoning and problem-solving skills. Through targeted strategic planning and support at school sites, the district will empower administrators and teachers to implement tailored interventions and resources that address these specific needs. By fostering collaborative efforts and leveraging resources effectively, the district aims to create a more equitable learning environment where all students, regardless of socioeconomic status or language background, can thrive academically. The district's decision to focus on School Site Strategic Planning and Support on an LEA-wide basis underscores its commitment to equity and student success. By prioritizing professional development and strategic initiatives that cater specifically to low-income students, ELs, and FY students, the district seeks to dismantle barriers to academic achievement. This approach not only supports targeted interventions at the school level but also promotes a holistic educational framework that ensures all students receive the necessary support and resources to excel. Through collaborative efforts among educators, administrators, and community	By implementing strategic planning at the school level, the district aims to empower administrators and teachers with the tools and support needed to address these challenges effectively. This includes developing personalized learning strategies, allocating resources to meet specific needs, and fostering a collaborative environment that encourages innovation and improvement. The district's decision to provide School Site Strategic Planning and Support on an LEA-wide basis reflects its commitment to equity and inclusivity across all schools. By offering professional development opportunities focused on strategic planning, the district equips schools with the expertise to create tailored interventions that cater to the unique needs of low-income students, ELs, and FY students. For example, schools may develop initiatives such as targeted tutoring programs, culturally responsive teaching practices, and mentorship opportunities aimed at improving academic performance and fostering a supportive learning environment. This holistic approach not only addresses immediate academic challenges but also cultivates a culture of continuous improvement and collaboration among educators and partners. Ultimately, by empowering schools to implement effective strategic plans, the district aims to ensure equitable access to high-quality education and promote success for all students, regardless of background or circumstance.	

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	partners, the district aims to foster a culture of inclusivity and academic excellence, thereby empowering students from diverse backgrounds to reach their full potential. Site educational partner feedback stated an appreciation for the Strategic Plan process, but added the need for additional support in order to make it happen. **Scope:** LEA-wide		
2.17	**Action:** Social Emotional Learning Professional Development **Need:** The unique needs of low-income students, English Learners (ELs), and Foster Youth (FY) students are distinct from their peers and necessitate targeted support in Social Emotional Learning (SEL) to foster their holistic development. According to our 2023-24 student climate survey data, these student groups consistently report lower levels of Sense of Belonging and School Climate compared to the overall student population. For instance, while 3-5th grade students overall report a Sense of Belonging at 65%, ELs report 56%, and FY students report 72%. Similarly, in School Climate, 6-12th grade ELs report 60%, compared to 39% overall. This data underscores the need for enhanced SEL strategies to address social and emotional	Providing Social Emotional Learning (SEL) Professional Development addresses critical needs identified among low-income, English Learners (ELs), and Foster Youth (FY) students by equipping educators with the tools and strategies necessary to support their social and emotional well-being effectively. Our 2023-24 student climate survey data underscores disparities in Sense of Belonging and School Climate metrics, where these student groups often report lower levels compared to their peers. For instance, while overall 3-5th grade students report a Sense of Belonging at 65%, ELs report 56%, and FY students report 72%. Similarly, in School Climate, 6-12th grade ELs report 60%, compared to 39% overall. SEL Professional Development will empower teachers to implement targeted interventions that foster a positive and inclusive school environment, promoting empathy, resilience, and supportive relationships among students.	This action will be measured by the metrics identified in the action description.

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	well-being, cultivate a positive school environment, and improve overall academic outcomes. In addition to educational partner feedback asking for SEL professional development, the district recognizes the critical importance of Social Emotional Learning Professional Development to meet these needs effectively. By providing targeted training and resources, educators will be equipped to implement SEL practices that are culturally responsive and tailored to the specific challenges faced by low-income students, ELs, and FY students. This includes strategies to promote empathy, resilience, and positive relationships among students, as well as methods for integrating SEL into daily instruction and support services. Through this initiative, the district aims to elevate Sense of Belonging and School Climate metrics for all students, ensuring that every learner feels supported, valued, and capable of achieving academic success in a nurturing educational environment. **Scope:** LEA-wide	The district-wide provision of SEL Professional Development is essential to ensure equitable access to resources and support for all students, particularly those facing socio-economic challenges, language barriers, or foster care situations. By focusing on SEL, teachers will learn evidence-based practices tailored to the unique needs of low-income students, ELs, and FY students. This training will encompass strategies such as trauma-informed approaches, culturally responsive teaching methods, and mindfulness practices to enhance emotional regulation and interpersonal skills. Through these efforts, the district aims to strengthen overall student well-being, improve academic outcomes, and create a school climate where every student feels valued, respected, and capable of thriving academically and socially.	
2.18	**Action:** Health Clinic and Services **Need:** The identified needs of low-income students, English Learners (ELs), and Foster Youth (FY) students in relation to the health clinic and	Providing comprehensive Health Clinic and Services addresses critical needs identified among low-income students, English Learners (ELs), and Foster Youth (FY) students, as evidenced by higher chronic absenteeism rates within these groups. By integrating a robust team of healthcare professionals including Registered Nurses,	This action will be measured by the metrics identified in the action description.

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	services underscore significant challenges that contribute to chronic absenteeism rates within our district. The 2022-23 Chronic Absenteeism data reveals disparities when compared to the district average of 32.9%. For low-income students, the chronic absenteeism rate is 35.1%; for ELs, it is 28.2%; and for FY students, the rate is 26.5%. These students often face barriers such as limited access to healthcare, transportation challenges, and socioeconomic factors that impact their ability to attend school regularly. Addressing these needs through enhanced Health Clinic and Services initiatives is crucial. By providing comprehensive health services, including medical check-ups, mental health support, and access to health education, we aim to reduce absenteeism rates among vulnerable student groups, ultimately improving their overall well-being and academic success. The district's focus on enhancing the Health Clinic and Services aligns with our commitment to equity and inclusivity, ensuring that all students, especially those facing economic hardship, language barriers, or foster care situations, have equitable access to vital health resources and it also aligns to educational partner feedback calling for more resources and personnel to meet these needs. By establishing or expanding health clinics on school campuses, providing counseling services, and partnering with community healthcare providers, we aim to mitigate the health-related factors contributing to chronic absenteeism. This approach not only supports	Licensed Vocational Nurses, a Health Services Coordinator, Secretary, and Technicians, the district aims to ensure that students receive timely medical attention, preventive care, and support for their health-related challenges. For instance, regular health check-ups and immunizations offered through the clinics can directly improve attendance by addressing health issues early and preventing prolonged absences due to illness. Moreover, mental health services provided by trained professionals help mitigate emotional and psychological barriers that might otherwise impact these students' ability to attend school consistently. The district's commitment to providing Health Clinic and Services on an LEA-wide scale reflects a proactive approach to equity and inclusivity. By focusing resources on schools with higher concentrations of low-income students, ELs, and FY students, the district aims to bridge the healthcare access gap that often affects these vulnerable populations disproportionately. This initiative not only supports students' physical and mental well-being but also underscores the district's commitment to fostering a conducive learning environment where all students have an equal opportunity to thrive academically. By prioritizing health equity, the district seeks to reduce chronic absenteeism rates, improve overall student health outcomes, and promote a culture of wellness that benefits the entire school community.	

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	the immediate health needs of low-income students, ELs, and FY students but also fosters a supportive learning environment conducive to academic engagement and achievement for all students across the district. **Scope:** LEA-wide		
2.21	**Action:** Differentiated Instructional Practices **Need:** Low-income students (LI), English Learners (EL), and Foster Youth students (FY) face distinct challenges that necessitate targeted support in differentiated instructional practices within our LCAP. The CAASPP data underscores significant disparities in academic achievement across ELA and Math assessments among these student groups compared to their peers. In ELA, the district distance from standard was -48.2, the DFS for EL students was -81, the DFS for FY was -84.6, and the DFS for LI was -55.4. In Math, the district distance from standard was -92.2, the DFS for EL students was -118, the DFS for FY was -116.2, and the DFS for LI was -99.1. Educators have voiced a critical need for professional development and resources to effectively implement differentiated instruction, ensuring that all students receive equitable opportunities to succeed academically. By	Providing differentiated instructional practices directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth students by ensuring equitable access to quality education that meets their diverse learning needs. The Instructional Specialists will facilitate professional development sessions focusing on Universal Design for Learning (UDL), which aims to provide multiple means of representation, action, and expression to support all learners. By incorporating UDL principles, educators can create inclusive classroom environments where EL students, for example, benefit from instructional materials presented in multiple modalities, such as visual aids and audio recordings, to enhance comprehension and engagement. Additionally, the collaborative push-in model will be emphasized, enabling Specialized Academic Instruction (SAI) within the general education setting, which supports Foster Youth students who may require additional academic and socio-emotional support. District-wide implementation of differentiated instructional practices is crucial to closing	This action will be measured by the metrics identified in the action description.

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	focusing on differentiated instructional practices for low-income students, English Learners, and Foster Youth, the district aims to mitigate these achievement gaps and provide inclusive learning environments that cater to diverse learning needs. Professional development will empower teachers to employ varied instructional methods, such as tiered assignments, flexible grouping, and scaffolded support, to meet students at their individual levels of readiness and learning styles. This proactive approach not only aligns with equity goals but also fosters a supportive educational ecosystem where every student can thrive. By addressing the specific needs of these student populations through LCAP, the district commits to promoting educational equity and ensuring that all students receive the necessary support to achieve academic success. **Scope:** LEA-wide	achievement gaps and promoting educational equity across all student demographics. Teachers will receive training on differentiation strategies that cater to various learning profiles and abilities, ensuring that instruction is personalized and responsive to individual student needs. For instance, educators can use tiered assignments to challenge high-achieving students while providing additional support to those who require it, such as low-income students facing academic barriers. By embedding equity-focused practices within instructional approaches, the district aims to foster an inclusive educational environment where every student, regardless of background or ability, has the opportunity to thrive academically and socially. This comprehensive approach not only supports targeted student populations but also enriches the overall educational experience for all learners within the district..	
2.22	**Action:** Home to School Transportation **Need:** The unique needs of low-income students, English Learners (EL), and Foster Youth students in relation to home-to-school transportation underscore the necessity for continued and equitable access to transportation services. Feedback has highlighted that these students face barriers	Providing robust home-to-school transportation services directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth students by removing significant barriers to regular attendance. The district's commitment to offering transportation at no cost ensures equitable access for these vulnerable student populations, thereby supporting their ability to attend school consistently. For instance, transportation services enable low-income students, who may face financial constraints, to	This action will be measured by the metrics identified in the action description.

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	that affect their attendance rates, as evidenced by higher chronic absenteeism rates compared to their peers. For instance, while the district-wide chronic absenteeism rate stands at 32.9%, low-income students experience a higher rate of 35.1%, indicating potential challenges in consistent attendance due to transportation issues. Similarly, English Learners and Foster Youth exhibit chronic absenteeism rates of 28.2% and 26.5%, respectively, reflecting the need for reliable transportation solutions to ensure they attend school regularly. By prioritizing home-to-school transportation services, the district aims to mitigate these disparities and promote equitable access to education for all students, addressing attendance barriers that disproportionately affect vulnerable student populations. Moreover, the district's commitment to providing comprehensive home-to-school transportation services on an equitable basis aligns with its goal of improving overall attendance rates and reducing chronic absenteeism among low-income students, English Learners, and Foster Youth. The attendance data reveal disparities where these student groups exhibit lower attendance rates compared to the district-wide average, underscoring the critical role of reliable transportation in fostering consistent school attendance. For instance, while the district's overall attendance rate is robust at 88.7%, Foster Youth students face a lower rate of 70%, indicative of potential transportation	reliably reach school without undue burden on their families. Similarly, English Learners benefit by having access to transportation that facilitates attendance despite potential language barriers or unfamiliarity with local routes. Foster Youth, often navigating unstable living situations, find stability and routine through transportation services, ensuring they arrive at school regularly and can engage fully in their educational experience. By providing home-to-school transportation on an LEA-wide basis, the district addresses systemic inequalities and promotes educational equity across its diverse student body. Despite varying needs and challenges among student groups, such as differing chronic absenteeism rates—32.9% district-wide compared to 35.1% for low-income students and 26.5% for Foster Youth—the district's universal approach ensures that all eligible students have equal opportunities to access education. This initiative	

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	challenges hindering their ability to attend school regularly. By ensuring equitable access to transportation services, the district not only supports these students in overcoming attendance barriers but also promotes their academic success by facilitating consistent participation in classroom learning and school activities. This holistic approach aims to create an inclusive educational environment where all students, regardless of socioeconomic status or language background, can thrive academically and socially. **Scope:** LEA-wide		
2.23	**Action:** Social Emotional Learning Curriculum **Need:** The identified needs for English Learners (EL) and Foster Youth students underscore their unique challenges in social-emotional development, as highlighted in our 2023-24 student climate survey data. Specifically, these student groups exhibit lower levels of sense of belonging and perceptions of school climate compared to their peers. For instance, while overall sense of belonging among 3rd-5th graders is reported at 65%, this figure drops to 56% for EL students and 36% for 6th-12th graders across the board. Similarly, perceptions of school climate vary, with EL students in 3rd-5th grade reporting 63% compared to the district-wide average of 54%.	Providing Social Emotional Learning (SEL) Professional Development directly addresses the identified needs of English Learners (EL) and Foster Youth students by equipping educators with essential tools and strategies to support their socio-emotional development. The district's initiative focuses on enhancing educators' capacity to foster a supportive and inclusive environment, crucial for improving students' sense of belonging and overall school climate. Through targeted SEL training, teachers will learn methods to address the unique challenges these student groups face, such as cultural responsiveness, trauma-informed practices, and differentiated instruction tailored to diverse learning needs. For example, SEL professional development will include workshops on integrating SEL competencies into daily classroom routines,	This action will be measured by the metrics identified in the action description.

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	Foster Youth students also experience distinct challenges, showing higher levels of need in both sense of belonging (72%) and school climate (58%) compared to their peers. Educational partner feedback called for SEL curriculum and training to address these disparities. Targeted training for educators will emphasize strategies tailored to the unique needs EL and Foster Youth students, aiming to enhance their sense of belonging and overall school climate perceptions. By prioritizing SEL within professional development initiatives, the district aims to equip educators with tools to support these student populations effectively, fostering environments where all students feel valued, included, and supported in their educational journey. **Scope:** LEA-wide	facilitating peer support networks for EL students navigating language barriers, and implementing mindfulness exercises to help Foster Youth students manage stress and build resilience. By embedding SEL strategies across the curriculum, the district aims to promote positive social interactions, emotional regulation, and academic success for all students, particularly those from underserved backgrounds. Providing this training on an LEA-wide scale ensures consistency in support across schools, aligning with the district's commitment to equity and ensuring that every student receives the necessary resources to thrive academically and socially.	
3.1	**Action:** Engagement of Students in Extracurricular Activities **Need:** The unique needs of low-income students, English Learners (EL), and Foster Youth (FY) students in relation to engagement in extracurricular activities are crucially highlighted by their disparate chronic absenteeism rates and attendance figures compared to their peers. Chronic absenteeism	Providing robust engagement opportunities in extracurricular activities directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth (FY) by fostering a sense of belonging, enhancing attendance rates, and promoting holistic student development. For instance, elementary schools will offer a variety of clubs like STEM explorers and art clubs to cater to diverse interests and engage students outside of regular academic hours. Middle schools will focus on sports teams such as basketball and soccer leagues, ensuring inclusivity and encouraging	This action will be measured by the metrics identified in the action description.

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	among these student groups, as evidenced by data from the 2022-23 school year, reflects challenges that impact their ability to participate fully in school activities and benefit from holistic educational experiences. For instance, while overall district chronic absenteeism stands at 32.9%, low-income students show a higher rate at 35.1%, with English Learners at 28.2% and Foster Youth at 26.5%. This disparity underscores the need for targeted efforts to enhance student engagement through extracurricular activities, ensuring these students have equitable access to opportunities that foster social integration and academic success. The district's focus on enhancing student engagement through extracurricular activities is imperative to address these disparities and promote positive school attendance and participation. We received significant educational partner feedback asking for a continuance and an expansion of extracurricular activities. By providing structured opportunities such as sports, clubs, arts programs, and academic competitions, the district aims to mitigate absenteeism rates and enhance the overall school experience for low-income students, English Learners, and Foster Youth. For instance, initiatives might include expanding after-school programs tailored to the needs and interests of these student groups, providing transportation assistance, and ensuring inclusivity in program design. This approach not only supports academic achievement but also contributes to	physical activity among all students. At the high school level, initiatives may include academic decathlons and debate clubs to challenge students intellectually and prepare them for college and career paths. The district's commitment to supporting extracurricular engagement across all educational levels underscores its dedication to equity and inclusivity. By offering these opportunities LEA-wide, the initiative ensures that low-income students, English Learners, and Foster Youth have equal access to enriching activities that promote social interaction, skill development, and academic success. These activities not only contribute to reducing chronic absenteeism but also foster a positive school climate where all students can thrive academically and socially. Through collaborative efforts with community partners and educators, the district aims to create a supportive environment that empowers students to reach their full potential beyond the classroom.	

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	building a supportive school community where all students feel valued and motivated to actively participate in school life. **Scope:** LEA-wide		
3.2	**Action:** Engagement of Students during the School Day **Need:** In addressing the unique needs of low-income students, English Learners (EL), and Foster Youth (FY) concerning engagement during the school day, it is evident that tailored strategies are essential to improve attendance rates and enhance overall academic performance. These student groups often face challenges related to maintaining consistent attendance, which impacts their ability to fully participate and benefit from instructional activities. When compared to the district's 2022-2023 Attendance Rate (88.7%), the rates for LI students (88.2%) and FY students (70%) are lower. The rate for EL students is the same as the district average (88.2%). At Frisbie Middle School, where chronic absenteeism rates are higher among EL and low-income students, targeted interventions during school hours will focus on integrating engaging activities like eSports and related courses into the curriculum.	Providing robust engagement opportunities during the school day, particularly through initiatives like the eSports program, directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth (FY) within our district. These student groups often encounter barriers to consistent attendance and academic engagement, which can hinder their overall educational experience. By integrating eSports and related courses into the school day, such as those implemented at Frisbie Middle School and Jehue Middle School, the district aims to provide inclusive activities that resonate with diverse student interests and learning styles. For example, at Frisbie Middle School, where chronic absenteeism rates are higher among EL and low-income students, the eSports program not only fosters a sense of belonging but also encourages regular attendance by offering a compelling reason for students to participate actively in school activities. Expanding the eSports program LEA-wide underscores the district's commitment to equity and inclusion across all student demographics. Despite targeting low-income students, English Learners, and Foster Youth, the initiative benefits all students by enhancing their school experience	This action will be measured by the metrics identified in the action description.

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	Expanding eSports and related courses aligns with the district's commitment to providing inclusive opportunities that cater to the diverse needs and interests of all students. It also aligns with educational partner feedback that students experience the educational opportunity of eSports. By integrating these activities into the school day, the district aims to create a supportive environment that fosters engagement and reduces absenteeism among low-income students, English Learners, and Foster Youth. This approach not only addresses the specific challenges these students face but also promotes a positive school climate where every student feels valued and motivated to participate actively in their educational journey. Through collaborative efforts with educators and community partners, the district seeks to implement sustainable practices that enhance student engagement and contribute to long-term academic success. **Scope:** LEA-wide	through innovative, engaging activities. By offering eSports during the school day, the district ensures that every student has access to opportunities that promote social interaction, teamwork, and critical thinking skills, which are crucial for their academic and personal growth. This approach not only supports academic achievement but also cultivates a positive school culture where all students feel valued and motivated to succeed. Through collaborative efforts with educators and community partners, the district strives to create a learning environment that empowers students and prepares them for future success in an increasingly digital and competitive world.	
3.3	**Action:** Student and Community Engagement **Need:** Addressing the unique needs of low-income students, English Learners (EL), and Foster Youth (FY) in the realm of Student and Community Engagement is crucial for enhancing their educational experience. These	Providing robust Student and Community Engagement initiatives directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth (FY) by fostering a supportive and inclusive educational environment. By disseminating information about student programs, parent activities, and other pertinent updates, the district ensures that families are well-informed and actively involved in their	This action will be measured by the metrics identified in the action description.

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	student groups often face barriers to active participation and representation in school decision-making processes. Even though the Title I survey cannot be disaggregated, overall there is 61% satisfaction among parents. This number shows that there is a critical need to deepen engagement strategies. By focusing on targeted outreach efforts and culturally responsive practices, the district aims to bridge these gaps and ensure that all families, especially those historically underrepresented, have equitable opportunities to contribute meaningfully to their children's educational journey. This aligns with the educational partner feedback asking for improved communication. **Scope:** LEA-wide	children's educational journey. For instance, utilizing local business marquees and school site signage not only promotes events and accomplishments but also enhances visibility and community pride, particularly among underrepresented groups. This approach not only improves communication but also strengthens partnerships between schools, families, and the broader community, thereby creating a more cohesive and supportive network for student success. Implementing these strategies on an LEA-wide scale is essential to ensure equity and accessibility across diverse student populations. While targeting low-income students, EL, and FY students, the district recognizes that effective community engagement benefits all students by creating an inclusive school culture where every family feels valued and connected. By leveraging local business partnerships and enhancing school site branding, the district aims to bridge communication gaps and promote a sense of belonging among historically marginalized groups, thereby fostering an environment where all students can thrive academically and socially.	
3.4	**Action:** Equity and Cultural Community Engagement **Need:** In addressing the unique needs of English Learners (EL) and Foster Youth (FY) students regarding Equity and Cultural Community Engagement, it is evident from our 2023-24 student climate survey data that these groups	Providing Equity and Cultural Community Engagement initiatives directly addresses the identified needs of English Learners (EL) and Foster Youth (FY) students by enhancing their sense of belonging and school climate, as evidenced by the 2023-24 student climate survey data. By investing in district-wide supplemental instructional materials that reflect diverse perspectives and histories, the district aims to	This action will be measured by the metrics identified in the action description.

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	experience varying levels of sense of belonging and school climate compared to their peers. For Sense of Belonging, the 3rd through 5th all student group scored 65%, while EL students scored 56% and Foster Youth scored 72%. For the 6th through 12th grade group, they scored 36%, EL students scored 32%, and Foster Youth scored 36%. For 3rd through 5th School Climate, the all student group scored 54%, while EL students scored 63% and Foster Youth scored 58%. For the 6th through 12th grade group, they scored 39%, EL students scored 60%, and Foster Youth scored 39%. These numbers highlight the need for targeted initiatives that foster inclusivity and cultural representation. Positive feedback on large-scale cultural events underscores the importance of celebrating diversity and promoting cultural awareness to enhance the overall school experience for these students. The district's focus on Equity and Cultural Community Engagement aims to bolster the sense of belonging and school climate for EL and FY students through intentional cultural programming and community-building activities. By leveraging successful cultural events and expanding their scope, the district seeks to create inclusive environments where all students feel valued and respected. This approach not only addresses disparities in sense of belonging and school climate but also promotes cultural competency among students and staff, ultimately fostering a more	enrich the educational experience and promote cultural understanding among all students. This approach includes celebrating academic achievements, historical milestones, and cultural events that resonate with diverse student populations, thereby fostering a more inclusive and supportive school environment. For instance, the district will implement curriculum enhancements that highlight contributions of historically marginalized groups, ensuring representation in classroom materials and discussions. Celebrations of cultural events such as Black History Month, Hispanic Heritage Month, Dia de los Muertos, and Asian Pacific American Heritage Month will be promoted across all schools, encouraging students to connect with their cultural identities and appreciate the diversity within their community. By providing these opportunities on an LEA-wide scale, the district not only addresses disparities in student engagement and sense of belonging but also promotes equity and cultural competence as core values essential to academic success and social-emotional well-being for all students, particularly those from marginalized backgrounds.	

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	supportive and equitable educational community for everyone. **Scope:** LEA-wide		
3.5	**Action:** Family Engagement - District Committees **Need:** To address the unique needs of low-income students, English Learners (EL), and Foster Youth (FY) students compared to all students, our LCAP emphasizes Family Engagement through District Committees. Even though the Title I survey cannot be disaggregated, overall there is 61% satisfaction among parents. This number shows a distinct need to bolster involvement from historically underserved communities. Specifically, low-income families, EL families, and those of FY students often encounter barriers to participation, stemming from language proficiency, economic constraints, and other socio-cultural factors. These groups require targeted strategies such as multilingual outreach, flexible meeting times, and culturally responsive communication to ensure their voices are heard in decision-making processes. By strengthening connections with these families through District Committees, we aim to enhance collaboration, deepen trust, and align educational priorities more closely with the diverse needs of our student population. This action is supported by educational partner	Providing Family Engagement through District Committees directly addresses the identified needs of low-income students, English Learners (EL), and Foster Youth (FY) students by ensuring their families have a structured platform to actively participate in decision-making processes within the district. By involving parents in Advisory Councils and Committees, we aim to bridge communication gaps and empower these communities to advocate for their children's unique educational needs. Through these committees, parents will have opportunities to attend conferences, workshops, and seminars tailored to their specific concerns and interests, such as bilingual education strategies, financial literacy workshops, and culturally responsive parenting sessions. Guest consultants will also be invited to provide specialized insights and support, further enhancing the capacity of these committees to address the diverse needs of our student population effectively. The district's commitment to providing this opportunity on an LEA-wide scale underscores its dedication to equity and inclusivity across all schools and student demographics. While targeting low-income students, EL, and FY students specifically, the initiative recognizes that fostering meaningful family engagement benefits the entire educational community. By empowering	This action will be measured by the metrics identified in the action description.

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	feedback many individuals called for the continuance of our various parent committees. This initiative will involve proactive outreach efforts to engage families in both formal and informal community groups, ensuring representation from low-income, EL, and FY families on District Committees. Strategies include providing interpretation services during meetings, facilitating accessible transportation options, and creating welcoming environments that respect and incorporate diverse cultural perspectives. By prioritizing equity in family engagement practices across the district, we seek to foster a collaborative partnership between schools and families that empowers all partners to contribute meaningfully to the educational journey and overall success of our students. **Scope:** LEA-wide	diverse families through Advisory Councils and Committees, the district aims to cultivate a collaborative environment where all voices are heard and valued, ultimately contributing to improved student outcomes and a stronger sense of community within our schools.	
3.6	**Action:** College and Career Centers **Need:** The identified needs for low-income students regarding College and Career Centers are distinct from those of all students, reflecting a disparity in accessing and benefiting from career technical education (CTE) pathways and college readiness resources. The District College Career Indicator data underscore that while all students achieve a 35.6% indicator,	Expanding and enhancing College and Career Centers addresses the identified needs of low-income students by providing critical resources and support to navigate post-secondary pathways effectively. With a focus on bolstering Career Center Technicians' capabilities, students from low-income backgrounds will receive personalized guidance and mentorship to explore career options, access vocational training, and plan for higher education. For instance, Career Center Technicians will offer one-on-one counseling sessions to help students identify their strengths,	This action will be measured by the metrics identified in the action description.

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	low-income students (LI) slightly lag behind at 34.6%. Moreover, the percentage of 12th-grade graduates who completed a CTE pathway reveals a significant gap, with only 14.3% of LI students compared to 20% district-wide. This, along with educational partner feedback, highlights the need for targeted support in College and Career Centers to enhance access, guidance, and resources tailored to the specific challenges and aspirations of low-income students, ensuring equitable opportunities for college and career readiness. To address these needs, the LCAP will focus on expanding College and Career Centers with enhanced services specifically designed to support low-income students. Initiatives will include bolstering CTE pathways accessible to all students, particularly targeting areas where disparities exist. Comprehensive career counseling, guest speaker programs, and partnerships with local businesses will be prioritized to provide real-world exposure and mentorship opportunities tailored to the needs and aspirations of low-income students. By focusing on College and Career Centers as a cornerstone of equity, the district aims to narrow achievement gaps, improve college readiness rates, and empower low-income students to succeed in their chosen career paths. **Scope:**	interests, and career aspirations, ensuring they are well-informed about available opportunities and pathways. Workshops on resume building, interview skills, and financial aid applications will equip low-income students with essential tools to succeed beyond high school. The district's commitment to providing robust College and Career Centers on a schoolwide scale, despite targeting low-income students, underscores its dedication to equity and access for all learners. By investing in comprehensive support services and professional development for Career Center staff, the district aims to level the playing field and empower low-income students to achieve their academic and career goals. This approach not only enhances college readiness but also cultivates a supportive environment where students from all backgrounds can thrive and pursue their desired career paths with confidence.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.7	**Action:** Family Engagement - Family and Community Engagement Center **Need:** In addressing the unique needs of low-income students, English Learners, and Foster Youth students concerning Family Engagement through the Family and Community Engagement Center, it's evident that these student groups benefit significantly from targeted support and resources. Feedback from families underscores the value they place on accessing the Family Center for various forms of assistance, including workshops on critical topics like tobacco and drug awareness. This is particularly crucial given the challenges these student populations may face, such as navigating complex family dynamics and external pressures that impact their educational journey. The district's commitment to enhancing the Family Center's offerings aligns with the expressed desires of families to receive more targeted educational resources and support services that address their specific needs and concerns. Despite the overall positive sentiment regarding parental involvement in decision-making, disparities persist among low-income students, English Learners, and Foster Youth students, necessitating focused efforts to ensure their voices are heard and their needs are met effectively. By expanding the scope of	Expanding the scope and resources of the Family and Community Engagement Center plays a pivotal role in addressing the specific needs of low-income students, English Learners, and Foster Youth students within our district. By offering workshops and seminars focused on topics such as tobacco and drug awareness, financial literacy, and navigating the educational system, the Center empowers families from underserved communities to actively support their children's academic and personal development. These initiatives are crucial as they equip families with the knowledge and skills needed to navigate challenges unique to their circumstances, fostering a supportive home environment that enhances student success and well-being. The district's commitment to providing comprehensive family engagement through the Family and Community Engagement Center on an LEA-wide basis underscores its dedication to equity and inclusivity. While targeting low-income students, English Learners, and Foster Youth students, these efforts benefit all families by fostering a more informed and engaged community. By building capacity among district and school staff, families, and community members, the Center not only strengthens partnerships but also ensures that every student receives the necessary support to thrive academically and socially. This proactive approach reflects the district's belief in creating an inclusive educational environment where all families are empowered to actively participate in their	This action will be measured by the metrics identified in the action description.

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
	workshops and resources at the Family and Community Engagement Center, the district aims to foster a supportive environment where families from diverse backgrounds can access tailored support to address specific challenges they may face. This approach not only enhances family engagement but also promotes equity by providing targeted resources that respond to the unique circumstances and concerns of underserved student populations, ultimately contributing to their academic success and well-being. **Scope:** LEA-wide	children's education, thereby promoting long-term success and equity across the student population.	
3.8	**Action:** Social Emotional Learning / Educational Related Mental Health Services **Need:** Addressing the unique needs of low-income students, English Learners, and Foster Youth students in the realm of Social Emotional Learning (SEL) and Educational Related Mental Health Services is paramount given the disparities highlighted by suspension rates across our district. Educational partner feedback emphasized the persistent need for enhanced SEL support to mitigate these challenges. With suspension rates varying significantly across schools and student groups, targeted SEL interventions can provide crucial emotional and behavioral support. By focusing on proactive strategies	Providing robust Social Emotional Learning (SEL) and Educational Related Mental Health Services addresses critical needs among low-income students, English Learners, and Foster Youth. Given the higher behavioral and emotional challenges indicated by varying suspension rates, targeted SEL interventions are crucial. The SEL and Mental Health service team will implement programs such as counseling sessions and culturally responsive practices to address trauma and stressors specific to these groups. Peer support groups and individualized SEL support aim to enhance emotional resilience, improve behavior management, and foster a sense of belonging. The district's LEA-wide commitment to SEL and Mental Health Services underscores its dedication to equity and inclusion. By focusing on low-income	This action will be measured by the metrics identified in the action description.

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
	like counseling services, restorative practices, and trauma-informed approaches, the district aims to reduce suspensions and create a supportive environment conducive to learning and emotional well-being for all students. **Scope:** LEA-wide	students, English Learners, and Foster Youth, the district strives to create a supportive environment where all students can thrive academically and emotionally. This approach not only addresses immediate behavioral challenges but also promotes a positive school climate conducive to learning and personal growth for the entire student body. Overall, the district's emphasis on SEL and mental health services aims to reduce disparities and foster a supportive educational environment, benefiting all students by enhancing positive behavior, emotional resilience, and inclusive school climates.	
3.9	**Action:** Wellness Centers **Need:** The identified needs for low-income students, English Learners, and Foster Youth students in our LCAP highlight the critical necessity of Wellness Centers to support their unique challenges. Educational partner feedback echoed the sentiment. With suspension rates higher among these student groups compared to the district average, it's evident that targeted interventions in mental health and wellness are essential. The Wellness Centers have proven to be pivotal in providing accessible resources such as counseling, crisis intervention, and health education tailored to the needs of these students. By continuing to support and expand these centers, the district aims to mitigate behavioral issues, reduce	Providing Wellness Centers directly addresses the identified needs of low-income students, English Learners, and Foster Youth by offering crucial support for their mental health and well-being. These students often face unique challenges that can impact their academic performance and overall engagement in school, as indicated by higher suspension rates. By establishing Wellness Centers at each secondary school, the district ensures these students have a dedicated space for confidential counseling, crisis intervention, and health education. For instance, counselors at these centers will offer individualized support to students dealing with stress, trauma, or emotional distress, thereby fostering a safe environment conducive to their academic and personal success. The district's commitment to Wellness Centers on an LEA-wide scale reflects its proactive approach	This action will be measured by the metrics identified in the action description.

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
	suspension rates, and improve overall student well-being. The district's emphasis on Wellness Centers is driven by the recognition that low-income students, English Learners, and Foster Youth often face significant socio-emotional and health-related challenges that can impact their academic success and overall development. By providing dedicated spaces for mental health support and wellness services, the district addresses disparities in disciplinary actions and strives to create an inclusive environment where all students have equitable access to resources that promote their physical, emotional, and social well-being. This proactive approach not only supports individual student needs but also contributes to a positive school climate conducive to learning and personal growth for all students. **Scope:** Schoolwide	to equity and inclusivity. While these centers specifically target low-income students, English Learners, and Foster Youth, they benefit all students by promoting a culture of wellness and providing universal access to mental health resources. By integrating wellness services into the school environment, the district not only aims to reduce suspension rates and improve student well-being but also to cultivate a supportive community where every student can thrive academically and emotionally. This holistic support aligns with the district's broader goal of fostering a positive school climate and ensuring that all students have the tools and resources they need to succeed.	
3.10	**Action:** District Registration Center **Need:** In addressing the unique needs of low-income students, English Learners, and Foster Youth compared to their peers, the District Registration Center plays a pivotal role in ensuring equitable access to educational resources and support services. These students often face additional challenges	The District Registration Center addresses critical needs for low-income students, English Learners, and Foster Youth by serving as a central resource hub that enhances accessibility to educational opportunities. This initiative ensures that families facing economic challenges, language barriers, or foster care transitions receive personalized support during the enrollment process. The registration center offers multilingual assistance, interpreters, and culturally responsive materials to facilitate seamless transitions into the district,	This action will be measured by the metrics identified in the action description.

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
	related to navigating bureaucratic processes and accessing essential school resources and educational partner feedback praised the District's desire to provide these services upon initial registration. The center's role in streamlining enrollment procedures and providing personalized assistance is particularly crucial for these families, who may require more guidance and support. By offering multilingual assistance, targeted outreach efforts, and culturally responsive services, such as workshops on navigating the educational system, the registration center aims to enhance engagement and satisfaction among these student populations. **Scope:** LEA-wide	thereby reducing barriers to accessing vital services. Workshops on educational rights and navigating support systems empower families to advocate effectively for their children's educational needs. By prioritizing equitable access to information and resources, the registration center aims to foster a sense of belonging and engagement among these student populations, ultimately supporting their academic success. Establishing a robust District Registration Center on an LEA-wide basis reflects the district's dedication to equity and inclusivity across all student demographics. While designed to benefit all families navigating enrollment processes, the center's tailored services particularly benefit low-income students, English Learners, and Foster Youth by addressing their unique needs comprehensively. By providing clear and accessible information on district services, initiatives, and programs, the center helps families make informed decisions that support their children's educational journey from the outset. This holistic approach not only enhances family satisfaction and engagement but also promotes a supportive educational environment where every student has the opportunity to thrive academically and socially. This initiative aligns with the district's overarching goal of fostering a supportive environment where all students have equal opportunities to succeed.	
3.11	**Action:** Rialto Equity Council **Need:**	Establishing the Rialto Equity Council plays a crucial role in meeting the distinct needs of low-income students, English Learners, and Foster Youth within our district. This council will provide a	This action will be measured by the metrics identified in the action description.

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
	In addressing the unique needs of low-income students, English Learners, and Foster Youth versus all students, the Rialto Equity Council plays a pivotal role in fostering inclusive decision-making and advocacy. This council provides a platform for marginalized communities to voice concerns and perspectives, ensuring their specific needs are addressed in district policies and initiatives. By revitalizing the council to previous levels, the district aims to enhance representation and influence, particularly for families facing economic hardships, language barriers, or foster care transitions. Through collaborative efforts and targeted outreach, the Rialto Equity Council facilitates meaningful engagement, thereby promoting equity and inclusivity across the educational landscape. The council's revival, as called for through educational partner feedback, not only aims to amplify community voices but also strengthens partnerships between partners and the district, fostering a supportive environment where all students can thrive. The district's commitment to reestablishing the Rialto Equity Council on a robust scale aligns with its broader goals of equity and community engagement. While ensuring satisfaction among all parents regarding input in decision-making processes, the council's focused efforts benefit low-income students, English Learners, and Foster Youth by providing them with a dedicated forum to address systemic barriers and advocate for equitable solutions. This initiative ensures that district policies and	structured platform for these communities to address systemic barriers and advocate for equitable educational opportunities. By forming group-specific councils and teams dedicated to each demographic, including low-income students, English Learners, and Foster Youth, the council ensures their voices are heard and their unique challenges are addressed. For example, the council may collaborate with community organizations to provide mentorship programs tailored to English Learners or host workshops on financial literacy for families of low-income students. These initiatives aim to empower these student groups by fostering a supportive environment that promotes their academic and social-emotional well-being. While the Rialto Equity Council seeks to engage all families within our district, its primary focus remains on supporting low-income students, English Learners, and Foster Youth. By concentrating efforts on these demographics, the district aims to mitigate disparities in educational outcomes and ensure equitable access to resources and opportunities. This initiative aligns with the district's commitment to fostering inclusivity and diversity, acknowledging that targeted support is essential to address the unique needs and challenges faced by these student populations. Through the council's advocacy and collaborative efforts, the district aims to create a more equitable educational experience for all students, promoting a sense of belonging and empowerment among those historically underserved.	

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
	practices reflect the diverse needs and experiences of all students and families, promoting a more inclusive educational environment where every individual feels valued and supported. **Scope:** LEA-wide		
3.12	**Action:** Communication with Families and Community **Need:** Addressing the unique needs of low-income students, English Learners, and Foster Youth regarding communication with parents and the community requires a nuanced approach. While overall satisfaction with district communication is positive, these specific groups often face barriers such as language proficiency, access to technology, and varying levels of parental engagement. For instance, ensuring that communication materials are translated into multiple languages and employing diverse channels beyond digital platforms can enhance accessibility for English Learners and families with limited internet access. Additionally, streamlining communication to deliver essential information effectively while reducing the volume of messages can alleviate overwhelm among families, particularly those with limited time and resources.	Improving communication with parents and the community directly addresses the identified needs of low-income students, English Learners, and Foster Youth by enhancing access to vital information and resources. By leveraging platforms like ParentSquare, social media channels, and the District website, the district aims to streamline communication and ensure that all families receive timely updates and announcements in their preferred language. For instance, bilingual newsletters and automated messages via ParentSquare can bridge language barriers for English Learners and their families, facilitating clearer communication about school events, academic progress, and available support services. This approach not only promotes transparency but also empowers parents to actively engage in their child's education, regardless of socioeconomic status or language proficiency. The district's commitment to enhancing communication on an LEA-wide scale underscores its dedication to equity and inclusivity across all student demographics. By centralizing information dissemination through accessible platforms, the	This action will be measured by the metrics identified in the action description.

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	The district's focus on improving communication with parents and the community aligns with the feedback received and the Title I Survey results indicating a majority of satisfaction. By addressing the concerns about message overload and enhancing accessibility for low-income students, English Learners, and Foster Youth, the district aims to foster a more inclusive and supportive environment. Initiatives could include establishing community liaison roles to facilitate direct outreach to families, hosting in-person information sessions at schools and community centers, and utilizing platforms that allow for feedback and two-way communication. These efforts are crucial in ensuring that all families feel informed, engaged, and empowered to support their children's educational journey effectively. **Scope:** LEA-wide	district ensures that low-income families, English Learners, and Foster Youth receive equitable opportunities to stay informed and involved in their children's education. Moreover, by coordinating efforts across educational partners and utilizing technology effectively, the district can strengthen community ties, build trust, and foster a supportive environment where every family feels valued and engaged in the educational process. This proactive approach not only addresses current communication challenges but also lays the groundwork for sustained collaboration and partnership between schools, families, and the broader community.	
3.13	**Action:** Website and Online Presence **Need:** To effectively address the unique needs of low-income students, English Learners, and Foster Youth in the realm of website and online presence, it is crucial to enhance accessibility, usability, and multilingual capabilities. While the overall satisfaction from the Title I Survey indicates positive sentiments, specific demographic groups often	Enhancing the district's Website and Online Presence is pivotal in addressing the diverse needs of low-income students, English Learners, and Foster Youth identified in the Title I Survey. The Communication and Media Services team will focus on streamlining the district’s digital platforms to ensure accessibility, clarity, and usability for all families. For low-income families, this includes prominently featuring resources for financial assistance, meal programs, and community services on the homepage for easy access. English Learners will benefit from multilingual	This action will be measured by the metrics identified in the action description.

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
	require tailored approaches. Low-income families may benefit from simplified navigation and prominently displayed resources for financial assistance or community support services. English Learners necessitate multilingual content and intuitive interfaces to ensure equitable access to information. Similarly, Foster Youth students may require discrete access to confidential resources and contact information for support personnel. By prioritizing these enhancements, the district aims to foster inclusive engagement and empower families across diverse backgrounds to actively participate in their child's educational journey through accessible online platforms. Educational partner feedback called for increased communication as this action seeks to do so. **Scope:** LEA-wide	content and translation services, ensuring that vital information is accessible in languages spoken at home. Foster Youth students will have discreet access to confidential support services and information regarding foster care resources directly through a secure section of the website. By centralizing and maintaining these online resources, the district aims to empower families with the information they need to support their child's learning and growth effectively. The district's commitment to enhancing its Website and Online Presence on an LEA-wide scale reflects its dedication to equitable access and inclusivity across all demographics. While the focus is on addressing the specific needs of low-income students, English Learners, and Foster Youth, the improvements benefit all families by providing clear, timely, and relevant information. By leveraging technology and effective communication strategies, the district aims to bridge gaps in information access, promote parental engagement, and ultimately support student success. This comprehensive approach ensures that all families, regardless of background or circumstance, can navigate the district’s digital platforms with confidence and find the support they need to actively participate in their child's educational journey.	
3.15	**Action:** Intervention and Support Services **Need:** The unique needs of low-income students (LI), English Learners (EL), and Foster Youth	Providing Intervention and Support Services is crucial to addressing the identified needs of low-income students, English Learners (EL), and Foster Youth students who face higher suspension rates and behavioral challenges. The district's commitment to oversight, development,	This action will be measured by the metrics identified in the action description.

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	students (FY) necessitate targeted Intervention and Support Services to address disparities in behavioral outcomes as highlighted by suspension rate data; the district's 2022-23 suspension rate was 6.1%, for EL students it was 6.6%, for FY students it was 11.2%, and for LI students it was 6.5%. Educational partners emphasize the critical role of behavior support programs in maintaining a positive school environment and reducing disciplinary incidents. The district's suspension rate data underscores these disparities, with Foster Youth students experiencing higher rates compared to the district average. Specific schools like Frisbie and Rialto Middle show elevated suspension rates among EL and students, indicating a need for tailored interventions to support these populations. Effective intervention strategies will not only aim to mitigate behavioral challenges but also promote a supportive and inclusive learning environment that fosters academic achievement and social-emotional growth for all students. Implementing robust Intervention and Support Services aligns with the district's commitment to equity and student success. By expanding behavior support programs and providing targeted interventions, the district aims to reduce suspension rates among low-income students, EL, and Foster Youth, thereby promoting a positive school climate conducive to learning. For instance, at schools like Simpson and Kucera where there are higher	implementation, and assessment of Tier I & II behavior support services ensures a comprehensive approach to meet diverse student needs. For example, at schools like Frisbie and Rialto Middle with elevated suspension rates among EL and SWD students, targeted interventions such as counseling, restorative justice practices, and social-emotional learning programs will be implemented. These efforts aim to create a positive school climate that fosters behavioral improvement and academic success. Implementing these services on an LEA-wide scale ensures equitable access to support for all students, particularly those from marginalized backgrounds. By focusing on low-income students, EL, and Foster Youth, the district acknowledges the unique challenges these students face and aims to provide them with the necessary resources and interventions to thrive academically and socially. Collaborating with community partners and leveraging district-wide initiatives ensures consistency and effectiveness in delivering behavior support services, thereby promoting a safe and inclusive learning environment where all students can reach their full potential.	

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
	suspension rates among EI and Foster Youth students, personalized behavior plans and counseling services can help address underlying issues and support behavioral management strategies. This proactive approach not only supports students' social-emotional well-being but also strengthens their overall academic engagement and success, ensuring that every student has equitable access to a safe and supportive educational experience. **Scope:** LEA-wide		
3.16	**Action:** Family and Foster Youth Support Services **Need:** The specific challenges faced by low-income and Foster Youth students, especially regarding attendance, underscore the critical need for dedicated Family and Foster Youth Support Services in the LCAP. For example, chronic absenteeism is significantly high district-wide at 32.9%, with high rates also among these groups: 35.1% for low-income students and 26.5% for Foster Youth. Educational partners called for the continued support of our Foster Youth students. At Curtis, Dollahan, and Preston, where absenteeism rates for these demographics are significantly elevated, there is a clear imperative to provide tailored interventions.	Providing robust Family and Foster Youth Support Services directly addresses the identified needs of low-income and Foster Youth students by enhancing their attendance and overall educational experience. The district's commitment to implementing targeted programs under the Child Welfare and Attendance umbrella will ensure that these vulnerable student populations receive the necessary support to overcome barriers to attendance. For instance, initiatives like home visitations by dedicated counselors, transportation assistance programs, and access to mental health services will be expanded to meet the specific needs of students who struggle to attend school regularly due to socio-economic challenges or foster care transitions. By focusing on these interventions, the district aims to reduce chronic absenteeism rates, foster a sense of belonging and stability, and ultimately improve academic	This action will be measured by the metrics identified in the action description.

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
	These services will include dedicated family engagement initiatives, transportation support where needed, and personalized attendance monitoring and counseling. By focusing resources on these students, the district aims to reduce absenteeism, thereby improving academic outcomes and fostering a supportive environment conducive to their success. Implementing Family and Foster Youth Support Services district-wide is essential not only to address attendance disparities but also to ensure equitable access to education and support for low-income and Foster Youth students. Collaborating with community partners and leveraging district resources will facilitate the provision of targeted interventions such as mentoring programs, counseling services, and home visits to support families in overcoming barriers to regular attendance. By prioritizing these services in the LCAP, the district underscores its commitment to narrowing achievement gaps and promoting the well-being of all students, particularly those facing socio-economic challenges and in foster care. **Scope:** LEA-wide	outcomes for low-income and Foster Youth students. While the primary focus of these services is to support low-income and Foster Youth students, providing them on an LEA-wide basis ensures that all eligible students benefit from equitable access to resources and interventions. By embedding these supports across the district, regardless of individual school disparities in absenteeism rates, the district ensures consistency and fairness in its approach to fostering student attendance and success. This comprehensive approach not only addresses immediate attendance challenges but also promotes a supportive educational environment that values inclusivity and holistic student well-being, contributing to overall school improvement efforts and the district's commitment to equity in education.	
3.17	**Action:** Student Services Support for Students and Families **Need:**	Providing Student Services Support for Students and Families is a strategic approach to addressing the unique needs of Foster Youth and low-income students within Rialto Unified School District (RUSD). By leveraging the expertise of PBIS	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The unique needs of Foster Youth and low-income students in Rialto Unified School District (RUSD) necessitate targeted support through Student Services Support for Students and Families. Analyzing the District College Career Indicator data for 2023 reveals significant disparities: while the overall college and career readiness rate is 35.6%, it drops to 25.8% for Foster Youth and 34.6% for low-income students. These gaps are further pronounced at specific schools, such as Eisenhower High School, where English Learners (EL) have an 8.7% readiness rate, and Milor High School, where the college and career readiness rate is 0% across all subgroups. Moreover, the percentage of 12th-grade graduates who completed a Career Technical Education (CTE) pathway highlights the additional support required for these subgroups. While 20% of all students completed a CTE pathway, only 9.4% of Foster Youth and 14.3% of low-income students achieved this milestone. The data underscores the critical importance of providing comprehensive support to Foster Youth and low-income students to improve their college and career readiness and ensure equitable opportunities for success. Educational partners called for the continued support of our Foster Youth students by providing PBIS personnel.	(Positive Behavioral Interventions and Supports) At-Risk Counselors and PBIS TOSAs (Teachers on Special Assignment), the district aims to offer comprehensive academic, career, and social-emotional support to these vulnerable populations. For instance, Foster Youth and low-income students often face additional challenges that can impede their academic progress and overall well-being. PBIS At-Risk Counselors can provide personalized academic counseling, helping students navigate their educational pathways, while PBIS TOSAs can implement targeted interventions and supports designed to keep students engaged and on track for graduation. Additionally, these professionals can offer career counseling, helping students explore various career options and complete Career Technical Education (CTE) pathways, thereby enhancing their readiness for post-secondary education and the workforce. Implementing these supports on an LEA-wide basis, despite targeting Foster Youth and low-income students, ensures that all students benefit from a more inclusive and supportive educational environment. This approach fosters a culture of equity and continuous improvement across the district. For example, while Foster Youth and low-income students receive targeted interventions, other students also gain from the enhanced academic counseling and social-emotional learning programs provided by the PBIS staff. This holistic support system not only addresses the specific needs of the most vulnerable students but also contributes to the overall improvement of school climate and student outcomes. By	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	prioritizing these services, RUSD demonstrates its commitment to providing equitable opportunities for all students to succeed, thereby addressing disparities and fostering a more inclusive and supportive school community.	
3.18	**Action:** Chronic Absenteeism **Need:** Addressing chronic absenteeism is a critical need within Rialto Unified School District (RUSD), particularly for low-income students, English Learners, and Foster Youth students. The 2022-23 district-wide chronic absenteeism rate of 32.9% underscores the significant concern among all educational partners regarding student attendance. Notably, low-income students exhibit a higher absenteeism rate of 35.1%, while English Learners and Foster Youth have rates of 28.2% and 26.5%, respectively. These figures highlight the urgent need for targeted interventions to support these subgroups, who face unique challenges that contribute to higher absenteeism rates. School-specific data further illustrates the disparities in attendance. For instance, Curtis Elementary reports alarmingly high absenteeism rates among low-income students (44.5%). Similarly, at Myers Elementary, the rates for low-income students are 45.6% and 39.4%, respectively. These statistics emphasize the necessity for focused actions to improve attendance, particularly for the most vulnerable students. Addressing	Providing support for chronic absenteeism is essential in addressing the identified needs of low-income students, English Learners, and Foster Youth within Rialto Unified School District (RUSD). Chronic absenteeism data indicates that these groups face significant challenges in maintaining regular attendance, which directly impacts their academic achievement and overall well-being. By implementing comprehensive support systems, RUSD aims to reduce absenteeism and ensure that all students have consistent access to education. Child Welfare and Attendance will play a crucial role by coordinating support for school site personnel, ensuring they are trained on attendance policies and procedures, and leading home visits to engage with families and address barriers to attendance. For example, home visits can help identify underlying issues such as transportation difficulties, health concerns, or family obligations, allowing the district to provide targeted resources and support to mitigate these challenges. Implementing these supports on an LEA-wide basis, despite targeting low-income students, English Learners, and Foster Youth, ensures that the entire student body benefits from a culture of attendance and engagement. While the focus is on addressing the specific needs of the most vulnerable groups, all students will gain from the	This action will be measured by the metrics identified in the action description.

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
	chronic absenteeism through comprehensive student services and family support initiatives is essential for ensuring that all students have the opportunity to engage fully in their education and achieve academic success. By prioritizing these efforts, RUSD aims to create an equitable and supportive learning environment that addresses the specific needs of low-income students, English Learners, and Foster Youth. **Scope:** LEA-wide	improved training of school personnel and the proactive approach to attendance. This holistic strategy promotes a school-wide commitment to regular attendance, which is vital for creating an inclusive and supportive learning environment. By prioritizing attendance initiatives, RUSD demonstrates its commitment to equity and continuous improvement, ensuring that every student has the opportunity to succeed academically and develop a positive relationship with school.	

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
1.11	**Action:** Multilingual Instructional Support **Need:** The identified needs section for the LCAP should reflect the unique requirements of English Learners (ELs) compared to all students, particularly focusing on multilingual instructional support based on educational partner feedback and the 2023 ELPI data from the CA Dashboard. The data reveals	Providing robust multilingual instructional support directly addresses the identified needs of our diverse student population, targeting English Learners enrolled in Dual Language Immersion (DLI) programs across our district. By prioritizing bilingual instructional assistants who are proficient in both English and the students' primary languages, we can effectively bridge communication gaps and enhance learning outcomes. These assistants play a pivotal role in facilitating classroom instruction, clarifying	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significant percentages of students enrolled in Dual Language Immersion (DLI) programs across our schools: Bemis (40.7%), Boyd (51.9%), Curtis (50.7%), Dunn (43.9%), Garcia (43.2%), Kelley (57.4%), Morris (56.4%), Simpson (65.9%), Trapp (57.9%), Werner (31.1%), and Jehue (49.9%). These figures underscore a growing population of students whose educational needs are deeply intertwined with bilingual and multilingual learning environments. English Learners in our district require targeted supports that not only enhance their English proficiency but also nurture their development in their primary language to ensure academic success and socio-emotional well-being. Addressing these needs through enhanced multilingual instructional strategies will empower ELs to thrive academically and contribute positively to our diverse community. This action aligns with educational partner feedback calling for support in students' primary language. **Scope:** Limited to Unduplicated Student Group(s)	academic concepts, and providing culturally responsive guidance that fosters a supportive learning environment. For instance, at Curtis Elementary where 50.7% of students are in DLI programs, bilingual instructional assistants proficient in Spanish and English collaborate with teachers to scaffold content and ensure comprehension across languages. Similarly, at Simpson Middle School where 65.9% of students participate in DLI, instructional assistants proficient in Mandarin and English support students in mastering complex subject matter and developing bilingual literacy skills. The district's decision to provide schoolwide multilingual instructional support, despite targeting primarily English Learners, stems from recognizing the broader benefits of linguistic diversity within our educational community. Beyond aiding ELs in mastering academic content and English proficiency, multilingual instructional support enriches the educational experience for all students. It promotes cross-cultural understanding, celebrates linguistic diversity, and prepares all learners to thrive in an interconnected global society. By investing in bilingual instructional assistants and supporting multilingual instructional strategies across all schools, the district ensures equitable access to quality education for every EL student, fostering inclusive learning environments where all languages and cultures are valued and respected.	
2.10	**Action:** Emerging Linguist Support Programs	Implementing emerging linguist support programs directly addresses the identified needs of English Learners (ELs) and Long Term English Learners	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: In addressing the unique needs of English Learners (ELs) and Long Term English Learners (LTELs) compared to all students, the LCAP prioritizes the development of emerging linguist support programs tailored to enhance language acquisition and academic achievement. With ELs comprising 45.4% and LTELs 39.9% of the student population, these programs aim to provide targeted interventions and resources that cater specifically to the linguistic and academic challenges these students face. Teachers have expressed the benefits of site-based support for EL students, highlighting the importance of dedicated programs that foster language proficiency and ensure equitable access to rigorous academic content across schools. By implementing these support programs, such as those seen in DLI programs at schools like Kelley and Simpson, the district intends to bolster language development, increase engagement, and ultimately improve outcomes for ELs and LTELs, enabling them to thrive academically and socially. The district's decision to focus on emerging linguist support programs on an LEA-wide basis underscores its commitment to equity and inclusive education practices. While targeting ELs and LTELs, the initiative recognizes the broader benefits for all students by promoting multicultural understanding and enhancing overall instructional quality. By investing in these programs, the district not only aims to close	(LTELs) by focusing on enhancing language proficiency and academic achievement. By maintaining Site English Learner Facilitators (SELFs) at elementary, middle, and continuation high schools, and Emerging Linguist Specialists (ELSs) at high schools, the district ensures dedicated support for EL and LTEL students across all educational levels. These specialists collaborate with teachers and administrators to implement effective English Learner programs tailored to meet the linguistic and academic needs of students. For instance, SELFs at schools like Curtis and Trapp facilitate language development through targeted interventions and culturally responsive teaching strategies, while ELSs at Rialto High and Milor High support ELs in accessing rigorous coursework and college preparation programs. The district's decision to provide LEA-wide support for emerging linguist programs acknowledges the critical role of language proficiency in academic success and overall student well-being. By focusing resources on ELs and LTELs while maintaining SELFs and ELSs, the district ensures equitable access to quality education and addresses the diverse linguistic and cultural backgrounds of its student population. This approach not only aims to close achievement gaps but also promotes a supportive and inclusive learning environment where all students, regardless of language background, can thrive academically and socially. Ultimately, these efforts contribute to the district's commitment to equity and excellence in education, preparing ELs and	identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	achievement gaps but also to create a supportive learning environment where linguistic diversity is celebrated and leveraged as a strength. This approach aligns with the district's broader goals of fostering academic success, promoting cultural competence, and preparing all students, including ELs and LTELs, for future academic and professional endeavors in an increasingly globalized world. **Scope:** Limited to Unduplicated Student Group(s)	LTELs to succeed academically and contribute positively to their communities upon graduation.	
2.11	**Action:** Multilingual Programs Professional Development **Need:** English Learners (ELs) and Long Term English Learners (LTELs) have unique educational needs that require targeted support to ensure their academic success and language proficiency. According to the 2022-23 District ELPI Data, ELs comprise 45.4% of our student population, with LTELs accounting for 39.9%. These students face challenges such as developing English proficiency while mastering grade-level content, which impacts their overall academic achievement. The 2023 ELPI data from the CA Dashboard further underscores the diversity within our EL and LTEL student groups across schools like Boyd, Kelley, and Simpson, where Dual Language Immersion (DLI) programs play a	Providing targeted professional development is essential to meet the unique needs of English Learners (ELs) and Long Term English Learners (LTELs) across our district. By equipping teachers and bilingual instructional assistants with advanced knowledge of second language acquisition and acceleration strategies, we enhance their capacity to effectively support ELs and LTELs in mastering both language skills and academic content. This training will focus on culturally responsive teaching practices, differentiated instruction techniques, and effective use of bilingual resources to scaffold learning for students at varying proficiency levels. For instance, workshops at schools like Boyd and Garcia will emphasize strategies to integrate language development into subject-specific instruction, ensuring ELs and LTELs receive comprehensive support across all academic domains.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	significant role in language acquisition and academic progress. The district recognizes the need for focused professional development provided by the Multilingual Program service area to address these challenges effectively. Educational partners have highlighted the necessity for additional support tailored specifically to LTELs, emphasizing the importance of culturally responsive teaching practices and language development strategies. By enhancing professional development opportunities for teachers and administrators, particularly in schools with higher concentrations of ELs and LTELs such as Curtis and Trapp, the district aims to strengthen instructional practices that promote language proficiency and academic growth. This LEA-wide initiative ensures equitable access to quality education for all students, regardless of language background, and aligns with the district's commitment to fostering inclusive learning environments where ELs and LTELs thrive academically and socially. **Scope:** Limited to Unduplicated Student Group(s)	The district's decision to provide this professional development on an LEA-wide scale underscores its commitment to equity and excellence in education for all students, especially those from diverse linguistic backgrounds. By enhancing educators' competencies in serving ELs and LTELs, irrespective of their school or programmatic setting such as Dual Language Immersion (DLI) at sites like Kelley and Trapp, the district ensures consistent and high-quality instructional support across all schools. This approach not only addresses the immediate needs of our EL and LTEL populations but also promotes inclusive practices that benefit the entire student community, fostering an environment where every learner can thrive academically and socially.	
3.14	**Action:** Multilingual Interpretation Services **Need:**	Providing robust Multilingual Interpretation Services directly addresses the identified needs of English Learner (EL) students by ensuring equitable access to educational resources and support. With EL students constituting a significant	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The unique needs of English Learner (EL) students compared to all students are centered on the critical provision of Multilingual Interpretation Services. With EL students comprising 45.4% of the district's student body and 39.9% classified as Long-Term English Learners (LTEL), there is a clear imperative to enhance language accessibility and support. This is underscored by specific school data, such as Bemis, Boyd, Curtis, and others, where Dual Language Immersion (DLI) programs are implemented to promote bilingual proficiency and academic achievement among EL students. Effective Multilingual Interpretation Services are essential to facilitate clear communication between school personnel, EL students, and their families, ensuring they have equitable access to educational resources, support services, and opportunities within the district. The district's commitment to Multilingual Interpretation Services for EL students is rooted in the need to address linguistic barriers and promote inclusive practices across its educational community. While all students benefit from effective communication, EL students require specialized support to navigate language challenges and fully participate in academic and extracurricular activities. By prioritizing proficient interpretation services in languages spoken at home, the district aims to empower EL students to engage more confidently in their educational journey, achieve academic	portion of the student population, including a substantial percentage classified as Long-Term English Learners (LTEL), effective communication in languages spoken at home is crucial for fostering family engagement and student success. The Multilingual Service Area will play a pivotal role in coordinating each school site's efforts to implement and maintain an English Learner Plan. This plan will outline comprehensive steps for welcoming new families to the district and school, ensuring they receive vital information in their preferred language, facilitating smoother transitions, and promoting active involvement in their child's education. By providing LEA-wide Multilingual Interpretation Services, the district not only meets the specific needs of English Learners but also promotes inclusivity and cultural responsiveness across its diverse student body and community. For instance, at schools like Bemis, Curtis, and Simpson where Dual Language Immersion (DLI) programs are implemented, effective interpretation services enhance parent-teacher communication and engagement. Additionally, these services support the dissemination of critical educational information, such as academic progress updates, school events, and district policies, in languages that families understand best. This proactive approach not only empowers EL students and their families but also strengthens the district's commitment to equity, ensuring all students have equal opportunities to thrive academically and socially.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	success, and foster a sense of belonging within the school environment. **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.

N/A

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.

Rialto USD will continue to implement additional supports in the area of literacy and numeracy. A large investment has been made in providing intense support at the elementary level to ensure that students have the foundational skills needed to be successful in the later grades. The following actions are funded with additional concentration grant funds to increase or maintain the number of staffing providing direct services to students at schools with a high concentration of Foster Youth, English Learners, and Low Income students: 1.2 Literacy and Numeracy Support- Elementary Schools, 1.3 Secondary Literacy Instructional Support, 1.8 Dual Language Immersion- Targeted Instructional Assistants, 1.14 College Career Readiness (CCR), 1.24 Additional Middle School Counselors, 1.25 Instructional Assistants, and 1.26 Behavior Support Assistants.

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	N/A

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 certificated staff providing direct services to students	N/A	N/A

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	252,231,562	91,074,453	36.107%	1.679%	37.786%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$96,043,433.00	$48,538,315.00	$6,342,399.00	$5,385,961.00	$156,310,108.00	$122,680,606.00	$33,629,502.00

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	Literacy and Numeracy - Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$828,550.00	$0.00	$163,827.00			$664,723.00	$828,550.00	
1	1.2	Literacy and Numeracy Support - Elementary Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary Schools (K-5)	Ongoing	$5,273,334.00	$0.00	$1,948,096.00	$3,325,238.00			$5,273,334.00	
1	1.3	Secondary Literacy Instructional Support	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Inclusive Reading Support	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$140,611.00	$85,000.00	$133,210.00			$92,401.00	$225,611.00	
1	1.6	Music and Arts During the School Day	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary Schools (K-5)	Ongoing	$6,162,949.00	$2,654,447.00	$1,294,040.00	$7,523,356.00			$8,817,396.00	
1	1.7	Dual Language Immersion Program Implementation	English Learners	Yes	School wide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary	Ongoing	$8,886,069.00	$0.00	$8,886,069.00				$8,886,069.00	

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
							Schools; Jehue Middle School									
1	1.8	Dual Language Immersion - Targeted Instructional Assistance	English Learners	Yes	School wide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools	Ongoing	$904,309.00	$0.00	$904,309.00				$904,309.00	
1	1.9	Dual Language Immersion - Supplemental Materials	English Learners	Yes	School wide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools; Jehue Middle School	Ongoing	$84,598.00	$185,401.00	$84,598.00	$70,000.00		$115,401.00	$269,999.00	
1	1.10	Multilingual Classroom Books	English Learners	Yes	School wide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary	Ongoing	$0.00	$56,000.00	$56,000.00				$56,000.00	

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
							Schools; Jehue Middle School									
1	1.11	Multilingual Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Elementary Schools (TK-5)	Ongoing	$1,463,206.00	$0.00	$1,463,206.00				$1,463,206.00	
1	1.12	Seal of Biliteracy and Golden State Merit	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.13	Early Learning and Care Program	All	No			Elementary Schools (TK-5)	Ongoing	$500,000.00	$0.00	$500,000.00				$500,000.00	
1	1.14	College / Career Readiness (CCR)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High Schools (9-12)	Ongoing	$3,806,865.00	$1,144,500.00	$3,170,067.00	$1,503,890.00		$277,408.00	$4,951,365.00	
1	1.15	College Entrance and AP Testing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High Schools (9-12)	Ongoing	$31,854.00	$287,850.00	$319,704.00				$319,704.00	
1	1.16	Credit Recovery for Secondary Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High Schools (9-12)	Ongoing	$2,536,526.00	$192,009.00	$1,033,633.00	$1,503,123.00		$191,779.00	$2,728,535.00	
1	1.17	Early College Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High Schools (9-12)	Ongoing	$146,282.00	$178,070.00	$259,225.00			$65,127.00	$324,352.00	
1	1.18	Career Exploration	All	No			Elementary (K-5) & Middle (6-8)	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.19	Adaptive Diagnostic Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,107.00	$370,000.00	$116,107.00			$370,000.00	$486,107.00	

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	1.20	Data Analysis Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$563,648.00	$810,850.00	$1,372,032.00			$2,466.00	$1,374,498.00	
1	1.21	Student Device Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,577,862.00	$9,171,000.00	$7,599,949.00	$1,748,913.00	$2,400,000.00		$11,748,862.00	
1	1.22	Technology Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,652,252.00	$0.00	$1,652,252.00				$1,652,252.00	
1	1.23	Library Media Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,736,365.00	$0.00	$3,736,365.00				$3,736,365.00	
1	1.24	Comprehensive Counseling Program	Low Income	Yes	School wide	Low Income	Secondary Schools (7-12)	Ongoing	$1,236,647.00	$125,000.00	$1,361,647.00				$1,361,647.00	
1	1.25	Classroom Support Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$4,765,681.00	$0.00	$4,765,681.00				$4,765,681.00	
1	1.26	Behavior Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,182,724.00	$0.00	$3,998,588.00	$6,184,136.00			$10,182,724.00	
1	1.27	Special Services - Transition Services and Curriculum	Students with Disabilities	No			All Schools	Ongoing	$0.00	$65,000.00		$65,000.00			$65,000.00	
1	1.28	Goal Book	Students with Disabilities	No			All Schools	Ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
1	1.29	Lower TK-3 Class Size	Low Income	Yes	School wide	Low Income	Elementary Schools (TK-3)	Ongoing	$3,552,857.00	$0.00	$3,552,857.00				$3,552,857.00	
1	1.30	Diversified Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500,000.00	$500,000.00				$500,000.00	
1	1.31	9-12 Independent Study	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Zupanic Virtual Academy Grades	Ongoing	$1,832,569.00	$30,543.00	$1,849,526.00			$13,586.00	$1,863,112.00	

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
							9-12									
1	1.32	Milor High Class Size	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Milor High School	Ongoing	$734,360.00	$0.00	$734,360.00				$734,360.00	
1	1.33	Teacher Support for Learning and Differentiated Instruction	All	No			All Schools	Ongoing	$12,400,787.00	$0.00		$12,400,787.00			$12,400,787.00	
2	2.1	Teacher Induction - Core Services for Induction Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,389,378.00	$499,000.00	$1,888,378.00				$1,888,378.00	
2	2.2	Teacher Induction - Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$440,708.00	$213,522.00	$147,971.00	$55,470.00		$450,789.00	$654,230.00	
2	2.3	PAR (Peer Assistance Review Program) for Tenured Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$51,209.00	$0.00	$51,209.00				$51,209.00	
2	2.4	Literacy Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$250,000.00	$250,000.00				$250,000.00	
2	2.5	Numeracy Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$204,939.00	$113,800.00	$318,739.00				$318,739.00	
2	2.6	Elementary Education Support	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7	Secondary Literacy and Numeracy Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Secondary Schools (6-12)	Ongoing	$2,943,764.00	$0.00	$1,475,947.00	$1,035,362.00		$432,455.00	$2,943,764.00	
2	2.8	Educational Program Support	Low Income	Yes	School wide	Low Income	Specific Schools: Dollahan, Fitzgerald, Henry, Hughbanks, Morgan, Morris, Myers,	Ongoing	$2,943,698.00	$0.00	$1,725,344.00	$384,594.00		$833,760.00	$2,943,698.00	

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
							Trapp									
2	**2.9**	Bilingual Authorization	English Learners	Yes	School wide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools; Jehue Middle School	Ongoing	$42,299.00	$55,000.00	$42,299.00	$55,000.00			$97,299.00	
2	**2.10**	Emerging Linguist Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$832,125.00	$557,450.00	$1,117,765.00	$4,419.00		$267,391.00	$1,389,575.00	
2	**2.11**	Multilingual Programs Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$308,935.00	$46,537.00	$94,359.00			$261,113.00	$355,472.00	
2	**2.12**	Culturally Linguistically Responsive Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$477,752.00	$115,050.00	$592,802.00				$592,802.00	
2	**2.13**	Equity and Implicit Bias Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	**2.14**	AP Teacher Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High Schools (9-12)	Ongoing	$105,149.00	$105,000.00	$206,450.00			$3,699.00	$210,149.00	
2	**2.15**	STEM Training	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$250,812.00	$0.00	$250,812.00				$250,812.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	**2.16**	School Site Strategic Planning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$609,982.00	$108,682.00	$718,664.00				$718,664.00	
2	**2.17**	Social Emotional Learning Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$103,092.00	$554,000.00	$657,092.00				$657,092.00	
2	**2.18**	Health Clinic and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,673,597.00	$1,188,196.00	$6,994,861.00	$177,315.00	$689,617.00		$7,861,793.00	
2	**2.19**	Special Education (Equity and Inclusion)	Students with Disabilities	No			All Schools	Ongoing	$0.00	$124,908.00		$124,908.00			$124,908.00	
2	**2.20**	Alternative Curriculum for Alternative Pathways to High School Diploma for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
2	**2.21**	Differentiated Instructional Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$414,988.00	$0.00	$414,988.00				$414,988.00	
2	**2.22**	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,897,725.00	$6,161,594.00	$2,292,190.00	$7,566,147.00	$3,199,782.00	$1,200.00	$13,059,319.00	
2	**2.23**	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$868,605.00	$0.00	$868,605.00				$868,605.00	
3	**3.1**	Engagement of Students in Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,241,449.00	$2,282,091.00	$5,311,471.00	$212,069.00			$5,523,540.00	
3	**3.2**	Engagement of Students during the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,081.00	$15,000.00	$16,081.00				$16,081.00	
3	**3.3**	Student and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$267,000.00	$267,000.00				$267,000.00	

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
3	3.4	Equity and Cultural Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.5	Family Engagement - District Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$500,176.00	$347,225.00	$651,440.00		$53,000.00	$142,961.00	$847,401.00	
3	3.6	College and Career Centers	Low Income	Yes	School wide	Low Income	Secondary Schools (6-12)	Ongoing	$195,728.00	$0.00	$195,728.00				$195,728.00	
3	3.7	Family Engagement - Family and Community Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$468,547.00	$702,327.00	$206,327.00	$162,000.00		$802,547.00	$1,170,874.00	
3	3.8	Social Emotional Learning / Educational Related Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,489,613.00	$0.00	$6,967,684.00	$3,521,929.00			$10,489,613.00	
3	3.9	Wellness Centers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Secondary Schools (6-12)	Ongoing	$639,033.00	$0.00	$639,033.00				$639,033.00	
3	3.10	District Registration Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$792,177.00	$14,500.00	$806,677.00				$806,677.00	
3	3.11	Rialto Equity Council	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,000.00	$0.00	$15,000.00				$15,000.00	
3	3.12	Communication with Families and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.13	Website and Online Presence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$808,399.00	$29,450.00	$837,849.00				$837,849.00	
3	3.14	Multilingual Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$901,884.00	$0.00	$901,884.00				$901,884.00	

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
					s)											
3	3.15	Intervention and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$539,957.00	$31,250.00	$508,900.00			$62,307.00	$571,207.00	
3	3.16	Family and Foster Youth Support Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$199,533.00	$2,718,600.00	$2,693,133.00			$225,000.00	$2,918,133.00	
3	3.17	Student Services Support for Students and Families	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$687,608.00	$177,800.00	$865,408.00				$865,408.00	
3	3.18	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,328,493.00	$109,850.00	$3,328,495.00			$109,848.00	$3,438,343.00	
4	4.1	Social Emotional Learning Programs	English Learners, Low Income	No			Specific Schools: Milor	Ongoing	$0.00	$150,000.00		$150,000.00			$150,000.00	
4	4.2	Extracurricular Activities Before, During and After the School Day	All	No			Specific Schools: Milor	Ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
4	4.3	High Quality Professional Development	All	No			Specific Schools: Milor	Ongoing	$7,676.00	$113,500.00		$121,176.00			$121,176.00	
4	4.4	Targeted Academic Support	English Learners, Low Income	No			Specific Schools: Milor	Ongoing	$188,483.00	$0.00		$188,483.00			$188,483.00	
5	5.1	High Quality Professional Development	All	No			Specific Schools: Zupanic	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
5	5.2	Extracurricular Activities Before and After the School Day	All	No			Specific Schools: Zupanic	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	
5	5.3	Targeted Academic Support	English Learners, Low Income	No			Specific Schools: Zupanic	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
5	5.4	College and Career Readiness Support	English Learners, Low Income	No			Specific Schools: Zupanic	Ongoing	$0.00	$150,000.00		$150,000.00			$150,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
252,231,562	91,074,453	36.107%	1.679%	37.786%	$95,543,433.00	0.000%	37.879 %	**Total:**	$95,543,433.00
								LEA-wide Total:	$62,224,787.00
								Limited Total:	$3,577,214.00
								Schoolwide Total:	$29,741,432.00

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	Literacy and Numeracy - Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,827.00	
1	1.2	Literacy and Numeracy Support - Elementary Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary Schools (K-5)	$1,948,096.00	
1	1.5	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,210.00	
1	1.6	Music and Arts During the School Day	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary Schools (K-5)	$1,294,040.00	
1	1.7	Dual Language Immersion Program Implementation	Yes	Schoolwide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools; Jehue	$8,886,069.00	

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 (%)
						Middle School		
1	1.8	Dual Language Immersion - Targeted Instructional Assistance	Yes	Schoolwide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools	$904,309.00	
1	1.9	Dual Language Immersion - Supplemental Materials	Yes	Schoolwide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools; Jehue Middle School	$84,598.00	
1	1.10	Multilingual Classroom Books	Yes	Schoolwide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools; Jehue Middle School	$56,000.00	
1	1.11	Multilingual Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Elementary Schools (TK-5)	$1,463,206.00	
1	1.12	Seal of Biliteracy and Golden State Merit	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$2,500.00	
1	1.14	College / Career Readiness (CCR)	Yes	Schoolwide	English Learners Foster Youth Low Income	High Schools (9-12)	$3,170,067.00	
1	1.15	College Entrance and AP Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	High Schools (9-12)	$319,704.00	
1	1.16	Credit Recovery for Secondary Students	Yes	Schoolwide	English Learners Foster Youth	High Schools (9-12)	$1,033,633.00	

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 (%)
					Low Income			
1	1.17	Early College Program	Yes	Schoolwide	English Learners Foster Youth Low Income	High Schools (9-12)	$259,225.00	
1	1.19	Adaptive Diagnostic Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,107.00	
1	1.20	Data Analysis Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,372,032.00	
1	1.21	Student Device Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,599,949.00	
1	1.22	Technology Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,652,252.00	
1	1.23	Library Media Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,736,365.00	
1	1.24	Comprehensive Counseling Program	Yes	Schoolwide	Low Income	Secondary Schools (7-12)	$1,361,647.00	
1	1.25	Classroom Support Services	Yes	LEA-wide	Low Income	All Schools	$4,765,681.00	
1	1.26	Behavior Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,998,588.00	
1	1.29	Lower TK-3 Class Size	Yes	Schoolwide	Low Income	Elementary Schools (TK-3)	$3,552,857.00	
1	1.30	Diversified Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	1.31	9-12 Independent Study	Yes	Schoolwide	English Learners Low Income	Specific Schools: Zupanic Virtual Academy Grades 9-12	$1,849,526.00	
1	1.32	Milor High Class Size	Yes	Schoolwide	English Learners Low Income	Specific Schools: Milor High School	$734,360.00	

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	Teacher Induction - Core Services for Induction Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,888,378.00	
2	2.2	Teacher Induction - Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,971.00	
2	2.3	PAR (Peer Assistance Review Program) for Tenured Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,209.00	
2	2.4	Literacy Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
2	2.5	Numeracy Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$318,739.00	
2	2.7	Secondary Literacy and Numeracy Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Secondary Schools (6-12)	$1,475,947.00	
2	2.8	Educational Program Support	Yes	Schoolwide	Low Income	Specific Schools: Dollahan, Fitzgerald, Henry, Hughbanks, Morgan, Morris, Myers, Trapp	$1,725,344.00	
2	2.9	Bilingual Authorization	Yes	Schoolwide	English Learners	Specific Schools: Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Simpson, Trapp and Werner Elementary Schools; Jehue Middle School	$42,299.00	
2	2.10	Emerging Linguist Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,117,765.00	
2	2.11	Multilingual Programs Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$94,359.00	

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	2.12	Culturally Linguistically Responsive Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$592,802.00	
2	2.13	Equity and Implicit Bias Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.14	AP Teacher Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	High Schools (9-12)	$206,450.00	
2	2.15	STEM Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,812.00	
2	2.16	School Site Strategic Planning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$718,664.00	
2	2.17	Social Emotional Learning Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$657,092.00	
2	2.18	Health Clinic and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,994,861.00	
2	2.21	Differentiated Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,988.00	
2	2.22	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,292,190.00	
2	2.23	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$868,605.00	
3	3.1	Engagement of Students in Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,311,471.00	
3	3.2	Engagement of Students during the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,081.00	
3	3.3	Student and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Equity and Cultural Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.5	Family Engagement - District Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$651,440.00	
3	3.6	College and Career Centers	Yes	Schoolwide	Low Income	Secondary Schools (6-12)	$195,728.00	
3	3.7	Family Engagement - Family and Community Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,327.00	
3	3.8	Social Emotional Learning / Educational Related Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,967,684.00	
3	3.9	Wellness Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	Secondary Schools (6-12)	$639,033.00	
3	3.10	District Registration Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$806,677.00	
3	3.11	Rialto Equity Council	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.12	Communication with Families and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.13	Website and Online Presence	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$837,849.00	
3	3.14	Multilingual Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$901,884.00	
3	3.15	Intervention and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$508,900.00	
3	3.16	Family and Foster Youth Support Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,693,133.00	
3	3.17	Student Services Support for Students and Families	Yes	LEA-wide	Foster Youth Low Income	All Schools	$865,408.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.18	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,328,495.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$132,463,430.00	$126,834,510.00

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**	Literacy and Numeracy - Instructional Support	Yes	$1,235,281.00	1,013,103.00
1	**1.2**	Literacy and Numeracy Support - Elementary Schools	Yes	$9,862,276.00	8,342,107.00
1	**1.3**	Secondary Literacy Instructional Support	Yes	$1,636,202.00	1,396,709.00
1	**1.4**	Inclusive Reading Support	Yes	$1,060,452.00	1,013,267.00
1	**1.5**	Math Intervention	Yes	$207,070.00	84,288.00
1	**1.6**	Music and Arts During the School Day	Yes	$3,686,121.00	4,824,729.00
1	**1.7**	Dual Language Immersion Program Implementation	Yes	$8,659,437.00	8,413,589.00
1	**1.8**	Dual Language Immersion - Targeted Instructional Assistance	Yes	$828,492.00	779,930.00
1	**1.9**	Dual Language Immersion - Supplemental Materials	Yes	$328,620.00	248,634.00
1	**1.10**	Multilingual Classroom Books	Yes	$71,500.00	21,262.00
1	**1.11**	Multilingual Instructional Support	Yes	$1,407,639.00	1,338,563.00

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	1.12	Seal of Biliteracy and Golden State Merit	Yes	$2,500.00	7,190.00
1	1.13	Early Learning and Care Program	No	$800,000.00	800,000.00
1	1.14	College / Career Readiness (CCR)	Yes	$5,359,833.00	4,479,955.00
1	1.15	College Entrance and AP Testing	Yes	$300,974.00	108,543.00
1	1.16	Credit Recovery for Secondary Students	Yes	$1,561,534.00	1,869,294.00
1	1.17	Early College Program	Yes	$201,922.00	192,253.00
1	1.18	Middle and Elementary School Career Exploration	No	$0.00	0.00
1	1.19	Adaptive Diagnostic Testing	Yes	$430,000.00	340,613.00
1	1.20	Data Analysis Platform	Yes	$672,483.00	635,804.00
1	1.21	Student Device Program	Yes	$18,417,707.00	25,378,878.00
1	1.22	Technology Support Services	Yes	$1,188,866.00	1,641,294
1	1.23	Library Media Services	Yes	$2,996,255.00	3,003,276.00
1	1.24	Comprehensive Counseling Program	Yes	$526,435.00	529,342.00

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	1.25	Classroom Support Services	Yes	$3,595,883.00	4,177,684
1	1.26	Behavior Support Services	Yes	$3,348,437.00	3,532,358.00
1	1.27	Special Services - Transition Services and Curriculum	No	$75,000.00	241,964.00
1	1.28	Goal Book	No	$100,000.00	109,433.00
1	1.29	Lower TK-3 Class Size	Yes	$3,241,551.00	3,241,551.00
1	1.30	Diversified Curriculum	Yes	$1,507,875.00	503,191.00
1	1.31	9-12 Independent Study	Yes	$2,498,576.00	1,920,632.00
1	1.32	Milor High Class Size	Yes	$669,800.00	670,050.00
2	2.1	Teacher Induction - Core Services for Induction Teachers	Yes	$1,227,238.00	970,907.00
2	2.2	Teacher Induction - Professional Development	Yes	$258,307.00	206,981.00
2	2.3	PAR (Peer Assistance Review Program) for Tenured Teachers	Yes	$29,988.00	21,000.00
2	2.4	Literacy Training	Yes	$420,866.00	319,167.00
2	2.5	Numeracy Training	Yes	$221,154.00	471,649.00
2	2.6	Elementary Education Support	Yes	$4,301,672.00	3,323,187.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Secondary Literacy and Numeracy Support	Yes	$3,582,048.00	3,162,643.00
2	2.8	Educational Program Support	Yes	$2,911,936.00	1,873,537.00
2	2.9	Bilingual Authorization	Yes	$58,000.00	97,298
2	2.10	Emerging Linguist Support Programs	Yes	$576,277.00	668,301.00
2	2.11	Multilingual Programs Professional Development	Yes	$539,774.00	536,378.00
2	2.12	Culturally Linguistically Responsive Teaching and Learning	Yes	$440,092.00	686,270.00
2	2.13	Equity and Implicit Bias Training	Yes	$64,355.00	52,000.00
2	2.14	AP Teacher Professional Development	Yes	$11,260.00	23,230.00
2	2.15	STEM Training	Yes	$20,048.00	11,187.00
2	2.16	School Site Strategic Planning and Support	Yes	$138,486.00	73,968.00
2	2.17	Social Emotional Learning Professional Development	Yes	$413,882.00	247,819.00
2	2.18	Health Clinic and Services	Yes	$5,030,666.00	3,956,695.00
2	2.19	Special Education (Equity and Inclusion)	No	$108,485.00	34,309.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.20	Alternative Curriculum for Alternative Pathways to High School Diploma for Students with Disabilities	No	$65,000.00	109,433.00
2	2.21	Differentiated Instructional Practices	Yes	$400,042.00	364,770.00
2	2.22	Home to School Transportation	Yes	$5,071,208.00	5,217,479.00
2	2.23	Social Emotional Learning Curriculum	Yes	$686,330.00	591,003.00
3	3.1	Engagement of Students in Extracurricular Activities	Yes	$11,396,018.00	4,725,100.00
3	3.2	Engagement of Students during the School Day	Yes	$51,665.00	50,000.00
3	3.3	Student and Community Engagement	Yes	$17,000.00	17,500.00
3	3.4	Equity and Cultural Community Engagement	Yes	$53,500.00	26,611.00
3	3.5	Family Engagement - District Committees	Yes	$230,206.00	125,227.00
3	3.6	College and Career Centers	Yes	$198,311.00	174,038.00
3	3.7	Family Engagement - Family and Community Engagement Center	Yes	$1,658,231.00	1,394,796.00
3	3.8	Social Emotional Learning / Educational Related Mental Health Services	Yes	$6,871,358.00	7,234,888.00
3	3.9	Wellness Centers	Yes	$805,295.00	614,391.00
3	3.10	District Registration Center	Yes	$907,934.00	819,346.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Rialto Equity Council	Yes	$16,665.00	16,665.00
3	3.12	Communication with Families and Community	Yes	$152,000.00	49,880.00
3	3.13	Website and Online Presence	Yes	$813,709.00	896,625.00
3	3.14	Multilingual Interpretation Services	Yes	$935,672.00	758,344.00
3	3.15	Intervention and Support Services	Yes	$567,763.00	549,912.00
3	3.16	Family and Foster Youth Support Services	Yes	$1,795,703.00	2,416,576.00
3	3.17	Student Services Support for Students and Families	Yes	$735,174.00	608,181.00
3	3.18	Chronic Absenteeism	Yes	$1,549,984.00	2,166,725
4	4.1	Social Emotional Learning Programs	No	$80,000.00	45,895.00
4	4.2	Extracurricular Activities Before, During and After the School Day	No	$136,407.00	40,262.00
4	4.3	High Quality Professional Development	No	$80,000.00	18,682.00
4	4.4	Targeted Academic Support	No	$90,000.00	40,511.00
5	5.1	High Quality Professional Development	No	$75,000.00	0.00

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)
5	**5.2**	Extracurricular Activities Before and After the School Day	No	$75,000.00	3,182.00
5	**5.3**	Targeted Academic Support	No	$40,000.00	162,476.00
5	**5.4**	College and Career Readiness Support	No	$75,000.00	0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$91,596,628	$111,099,095.00	$105,633,107.00	$5,465,988.00	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	Literacy and Numeracy - Instructional Support	Yes	$798,088.00	595,177.00		
1	1.2	Literacy and Numeracy Support - Elementary Schools	Yes	$9,862,276.00	8,342,107.00		
1	1.3	Secondary Literacy Instructional Support	Yes	$1,608,317.00	1,396,709.00		
1	1.4	Inclusive Reading Support	Yes	$1,060,452.00	1,013,267.00		
1	1.5	Math Intervention	Yes	$131,070.00	11,200.00		
1	1.6	Music and Arts During the School Day	Yes	$640,646.00	415,200.00		
1	1.7	Dual Language Immersion Program Implementation	Yes	$8,659,437.00	8,413,589.00		
1	1.8	Dual Language Immersion - Targeted Instructional Assistance	Yes	$828,492.00	779,930.00		
1	1.9	Dual Language Immersion - Supplemental Materials	Yes	$166,219.00	250.00		
1	1.10	Multilingual Classroom Books	Yes	$44,000.00	21,262.00		
1	1.11	Multilingual Instructional Support	Yes	$1,407,639.00	1,338,563.00		
1	1.12	Seal of Biliteracy and Golden State Merit	Yes	$2,500.00	7,190.00		
1	1.14	College / Career Readiness (CCR)	Yes	$3,657,277.00	2,991,896.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	College Entrance and AP Testing	Yes	$300,974.00	105,748.00		
1	1.16	Credit Recovery for Secondary Students	Yes	$852,158.00	141,567.00		
1	1.17	Early College Program	Yes	$172,795.00	192,253.00		
1	1.19	Adaptive Diagnostic Testing	Yes	$430,000.00	28,100.00		
1	1.20	Data Analysis Platform	Yes	$472,483.00	498,507.00		
1	1.21	Student Device Program	Yes	$17,167,707.00	20,076,673.00		
1	1.22	Technology Support Services	Yes	$1,188,866.00	1,641,294		
1	1.23	Library Media Services	Yes	$2,996,255.00	3,003,276.00		
1	1.24	Comprehensive Counseling Program	Yes	$526,435.00	529,342.00		
1	1.25	Classroom Support Services	Yes	$3,595,883.00	4,177,684		
1	1.26	Behavior Support Services	Yes	$3,348,437.00	3,532,358.00		
1	1.29	Lower TK-3 Class Size	Yes	$3,241,551.00	3,241,551.00		
1	1.30	Diversified Curriculum	Yes	$1,507,875.00	503,191.00		
1	1.31	9-12 Independent Study	Yes	$2,372,991.00	1,913,138.00		
1	1.32	Milor High Class Size	Yes	$669,800.00	335,150.00		
2	2.1	Teacher Induction - Core Services for Induction Teachers	Yes	$1,227,238.00	970,907.00		
2	2.2	Teacher Induction - Professional Development	Yes	$49,754.00	53,896.00		
2	2.3	PAR (Peer Assistance Review Program) for Tenured Teachers	Yes	$29,988.00	21,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Literacy Training	Yes	$95,866.00	116,064.00		
2	2.5	Numeracy Training	Yes	$191,498.00	326,314.00		
2	2.6	Elementary Education Support	Yes	$2,981,003.00	1,993,913.00		
2	2.7	Secondary Literacy and Numeracy Support	Yes	$2,549,229.00	2,101,800.00		
2	2.8	Educational Program Support	Yes	$2,911,936.00	1,873,537.00		
2	2.9	Bilingual Authorization	Yes	$3,000.00	42,298		
2	2.10	Emerging Linguist Support Programs	Yes	$576,277.00	262,615.00		
2	2.11	Multilingual Programs Professional Development	Yes	$167,613.00	536,378.00		
2	2.12	Culturally Linguistically Responsive Teaching and Learning	Yes	$440,092.00	686,270.00		
2	2.13	Equity and Implicit Bias Training	Yes	$64,355.00	52,000.00		
2	2.14	AP Teacher Professional Development	Yes	$11,260.00	23,230.00		
2	2.15	STEM Training	Yes	$20,048.00	11,187.00		
2	2.16	School Site Strategic Planning and Support	Yes	$138,486.00	73,968.00		
2	2.17	Social Emotional Learning Professional Development	Yes	$273,168.00	138,626.00		
2	2.18	Health Clinic and Services	Yes	$4,680,730.00	3,529,486.00		
2	2.21	Differentiated Instructional Practices	Yes	$400,042.00	364,770.00		
2	2.22	Home to School Transportation	Yes	$5,071,208.00	5,217,479.00		
2	2.23	Social Emotional Learning Curriculum	Yes	$686,330.00	591,003.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Engagement of Students in Extracurricular Activities	Yes	$4,820,461.00	4,725,100.00		
3	3.2	Engagement of Students during the School Day	Yes	$51,665.00	50,000.00		
3	3.3	Student and Community Engagement	Yes	$17,000.00	17,500.00		
3	3.4	Equity and Cultural Community Engagement	Yes	$53,500.00	26,611.00		
3	3.5	Family Engagement - District Committees	Yes	$84,093.00	48,875.00		
3	3.6	College and Career Centers	Yes	$198,311.00	174,038.00		
3	3.7	Family Engagement - Family and Community Engagement Center	Yes	$799,352.00	616,645.00		
3	3.8	Social Emotional Learning / Educational Related Mental Health Services	Yes	$6,871,358.00	7,234,888.00		
3	3.9	Wellness Centers	Yes	$805,295.00	614,391.00		
3	3.10	District Registration Center	Yes	$907,934.00	819,346.00		
3	3.11	Rialto Equity Council	Yes	$16,665.00	16,665.00		
3	3.12	Communication with Families and Community	Yes	$152,000.00	49,880.00		
3	3.13	Website and Online Presence	Yes	$813,709.00	896,625.00		
3	3.14	Multilingual Interpretation Services	Yes	$815,513.00	758,344.00		
3	3.15	Intervention and Support Services	Yes	$505,267.00	484,004.00		
3	3.16	Family and Foster Youth Support Services	Yes	$1,795,703.00	2,092,376.00		
3	3.17	Student Services Support for Students and Families	Yes	$561,541.00	608,181.00		
3	3.18	Chronic Absenteeism	Yes	$1,549,984.00	2,166,725		

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)
$250,872,475	$91,596,628	7.274%	43.785%	$105,633,107.00	0.000%	42.106%	$4,211,984.83	1.679%

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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