LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Unified School District
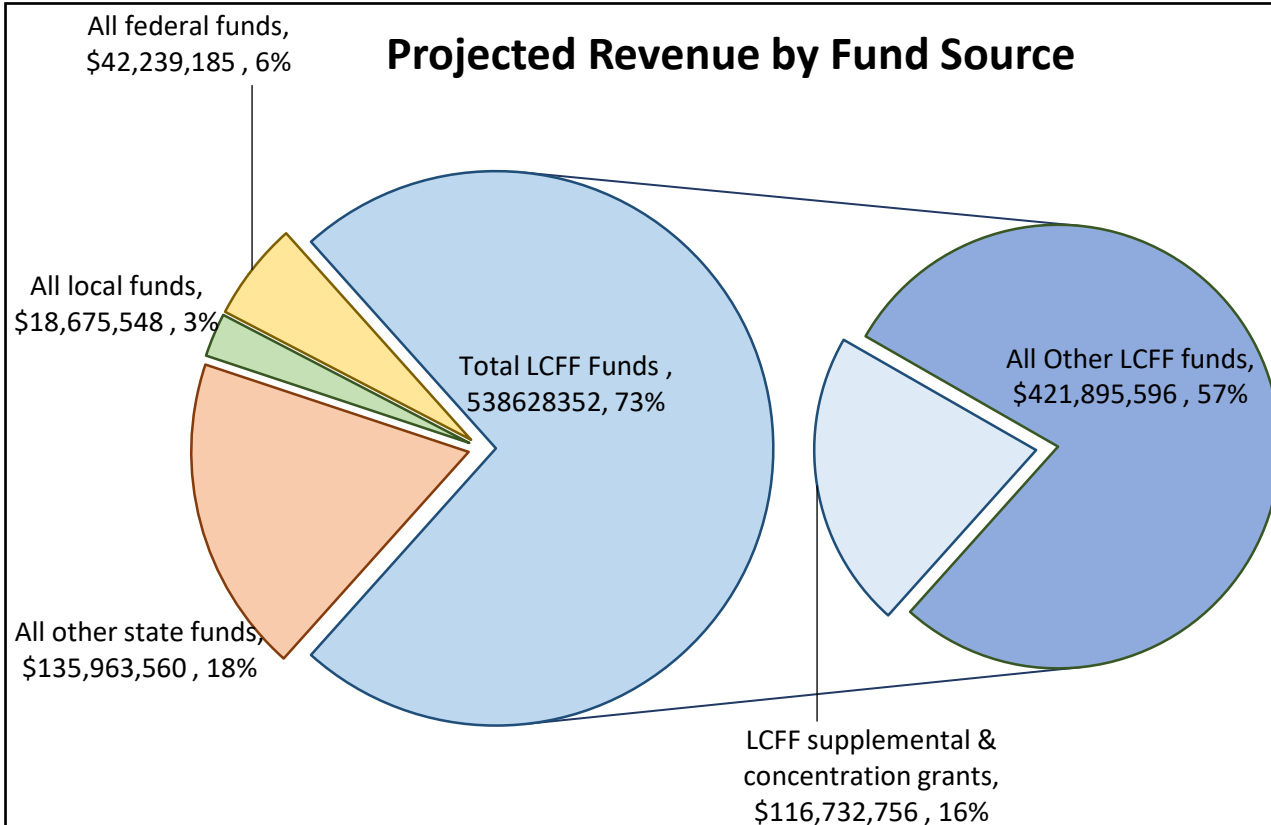
CDS Code: 33-67215-000000

School Year: 2024-2025

LEA contact information: Jacqueline Perez, (951) 788-7135, japerez@riversideunified.org

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

All federal funds, $42,239,185 , 6%

All local funds, $18,675,548 , 3%

All other state funds, $135,963,560 , 18%

Total LCFF Funds , 538628352, 73%

All Other LCFF funds, $421,895,596 , 57%

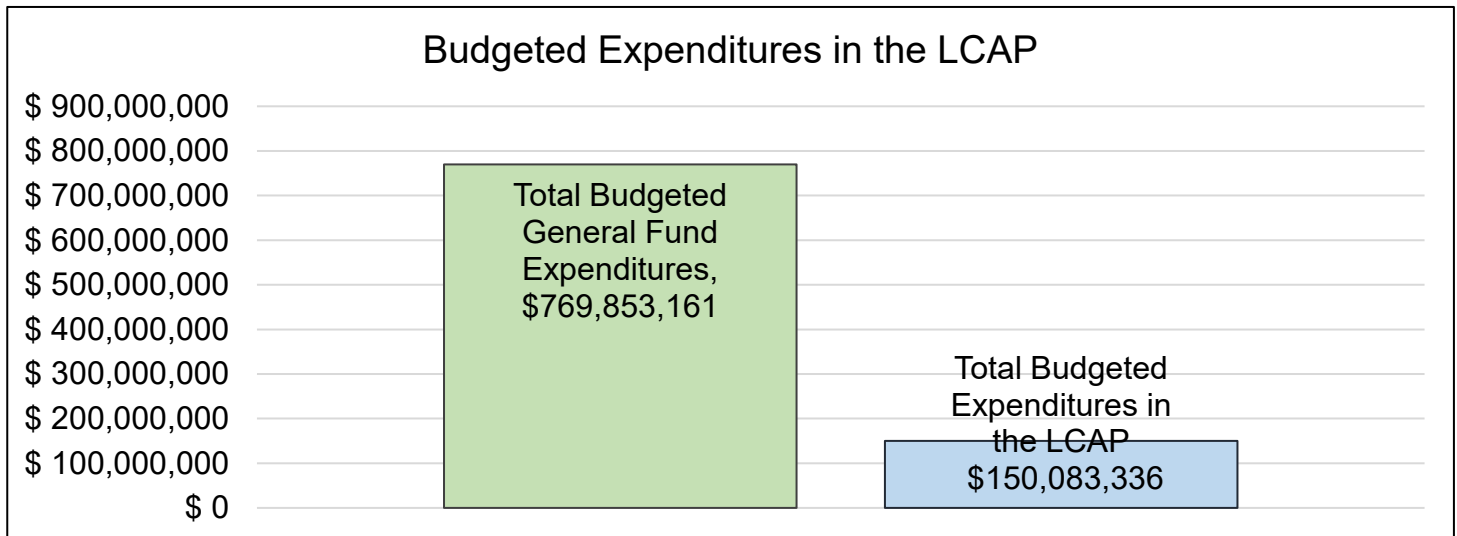LCFF supplemental & concentration grants, $116,732,756 , 16%

This chart shows the total general purpose revenue Riverside 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 Riverside Unified School District is $735,506,645.00, of which $538,628,352.00 is Local Control Funding Formula (LCFF), $135,963,560.00 is other state funds, $18,675,548.00 is local funds, and $42,239,185.00 is federal funds. Of the $538,628,352.00 in LCFF Funds, $116,732,756.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 900,000,000	
$ 800,000,000	
$ 700,000,000	Total Budgeted General Fund Expenditures, $769,853,161
$ 600,000,000	
$ 500,000,000	
$ 400,000,000	
$ 300,000,000	Total Budgeted Expenditures in the LCAP $150,083,336
$ 200,000,000	
$ 100,000,000	
$ 0	

This chart provides a quick summary of how much Riverside Unified School District plans to spend for 2024-2025. 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: Riverside Unified School District plans to spend $769,853,161.00 for the 2024-2025 school year. Of that amount, $150,083,336.00 is tied to actions/services in the LCAP and $619,769,825.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
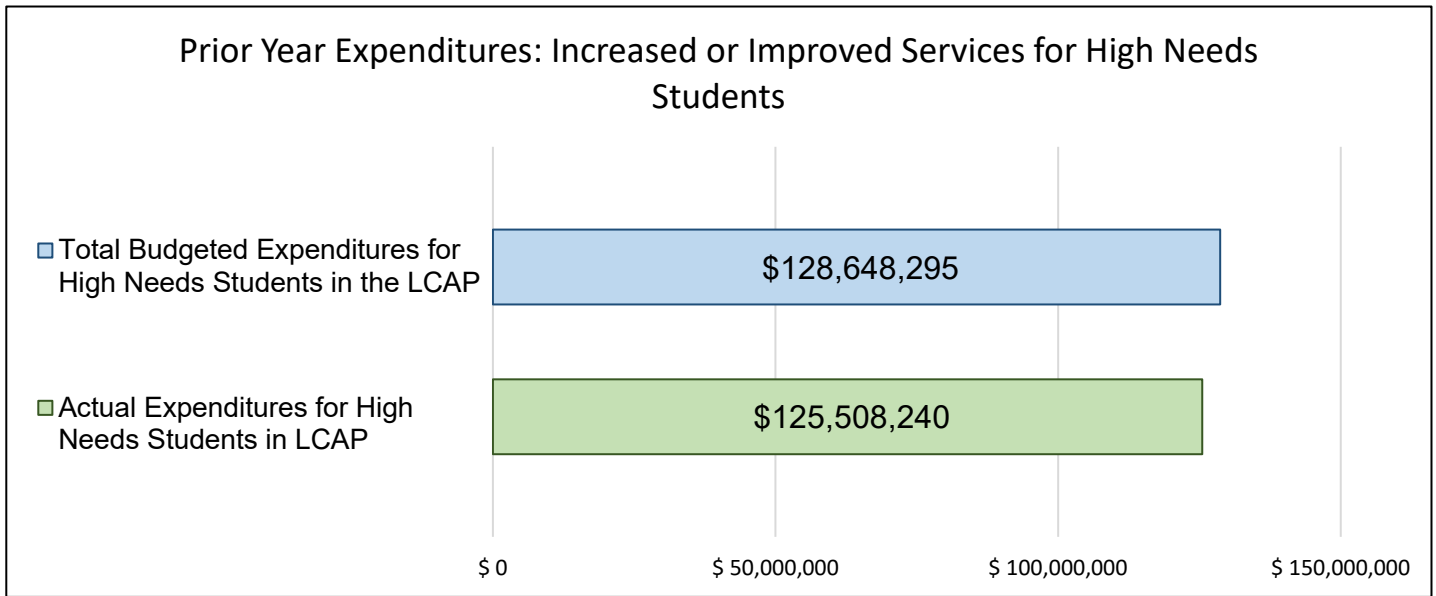
Teacher salaries are paid from our base program, along with general administration such as: Cabinet-level employees, curriculum and instruction, personnel, business services and facilities planning departments. Additionally, general overhead, transportation, utilities, maintenance and operations, other operational costs, and some restricted State and Federal funding sources not directly related to LCAP goals, actions and services are not included in the RUSD Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Riverside Unified School District is projecting it will receive $116,732,756.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Unified School District plans to spend $120,277,915.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$128,648,295
☐ Actual Expenditures for High Needs Students in LCAP	$125,508,240

Axis: $ 0 — $ 50,000,000 — $ 100,000,000 — $ 150,000,000

This chart compares what Riverside 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 Riverside 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 2023-2024, Riverside Unified School District's LCAP budgeted $128,648,295.00 for planned actions to increase or improve services for high needs students. Riverside Unified School District actually spent $125,508,240.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $3,140,055.00 had the following impact on Riverside Unified School District's ability to increase or improve services for high needs students:

This difference did not negatively impact the actions and services for students that the LCAP primarily serves (Foster Youth, Low-Income students, and English Learners). This year, the material differences in spending were due primarily to the fact that funds for summer school and deferred maintenance projects were spent after the close of the regular school year. All students received increased and improved services as planned in the LCAP for 2023-24. Unspent funds in 2023-24 have been carried over and included in the budgeted expenditures for 2024-25.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside Unified School District	Dr. Jacqueline Perez, Assistant Superintendent	japerez@riversideunified.org (951)788-7135

Goals and Actions

Goal

Goal #	Description
1	Engage students in high-quality learning by a diverse, highly qualified staff. State Priorities: Priority 1 - Basic for Conditions of Learning; Priority 2 - State Standards for Conditions of Learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average % of teachers implementing strategies learned at professional development	Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers
Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers

Average % of teachers implementing the Integrated and Designated ELD standards-based lessons	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 3 - Initial Implementation (LCAP Local Indicator Rubric) - 50% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 60% of Teachers	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers
% of students with access to standards aligned instructional Books and Supplies	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers
% of teachers appropriately assigned and fully credentialed.	100% (SARC Reports)	100% (SARC Reports)	100% (SARC Reports)	100% (SARC Reports)	100% (SARC Reports)
% of Facilities in "Good Repair" rating	95% of RUSD facilities rated "Good" or better on annual FIT reports	95.5% of RUSD facilities rated "Good" or better on annual FIT reports (RUSD, 2021)	96% of RUSD facilities rated "Good" or better on annual FIT reports (RUSD, 2022)	99.9% of RUSD facilities rated "Good" or better on annual FIT reports (RUSD, 2023)	100% of RUSD facilities rated "Good" or better on annual FIT reports

2023–24 Local Control and Accountability Plan Annual Update Template

Goal Analysis

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

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

1.1a - Attract Quality Educators

Substantive differences in Implementation: RUSD participated in 13 job fairs this year which is 3 more than last year. 77% of those job fairs focused on Latino, African American or Teachers of Color for prospective candidates. We also held our own job fair and we had 486 prospective candidates participate in the job fair. This year all candidates that participated in our job fairs registered via a QR code so that the Human Resources Department could collect the data to see which candidates were hired from which job fairs. The recruitment team also submitted an Additional Funds Request to cover the budget overage due to the cost of time cards for staff working the Job Fairs

1.2a - Additional 30 Min. time for Teacher Planning

Substantive differences in Implementation: Planning and strategizing instruction occurs during collaboration time. Examples of new actions taken this year for this planning time include, but not limited to: analyzing assessment results, planning for instruction and intervention, and tutoring. Teachers have been offered training on the RUSD Data Analysis Tool and Multi-Tiered System of Supports (MTSS) School Leadership Team work which focuses on increasing teacher effectiveness through Universal Design for Learning and Constructive Collaboration.

1.2b - Assistant Principals

Substantive differences Implementation: Minor changes in adding a 0.25 Assistant Principal at the middle school level and a 0.25 Assistant Principal at the high school level.

1.3a - Professional Learning for Culturally Responsive Leading

Substantive differences in Implementation: The new Leadership Academy for 2023-24 consisted of 15 certificated and 15 classified aspiring leaders this year. New activities and guest speakers were presented to the group to assist in growing their leadership skills. The academy used the same structure as in the past consisting of 7 in-person sessions. The participants reflect on their leadership skills and attributes and share their future professional goals. This year the Leadership Academy members did not attend the annual trip because of scheduling conflicts thus causing the budget to be underspent.

1.3b - Professional Growth Systems (PGS) Teachers

Substantive differences in Implementation: New for 2023-24 PGS's Support Teachers mentored 243 Participating Teachers during the school year. 164 of which are enrolled in Induction. Partnership with New Teacher Center provides coaching and feedback on the implementation of our coaching program. The New Teacher Center provides a platform (Kiano) to guide coaching conversations and track data. Novice teachers received 241,006 minutes of one-on-one coaching. Experienced teachers received 33,561 minutes of one-to-one coaching. Support Teachers facilitated four professional development workshops. Each workshop had sessions explicitly tailored for elementary and secondary teachers: Classroom Management, Standards-Based Planning, Engagement - Collaborative Conversations, Finishing the Year Strong - Assessment, Classroom Management, and Engagement. A challenge this year was to match participating teachers with a support teacher

with a similar background, grade span, school site. PGS also held townhall discussions at the end of last year to provide a self evaluation on the first six years of the program.

1.3c - Professional Growth Systems (PGS) Principals

Substantive differences in Implementation: Admin PGS provides 1:1 coaching for 14 new Principals. The Principal Liaison, PGS Director, and Principal on Special Assignment provide weekly 1:1 coaching. A retired Principal was also contracted to support two administrators. The following actions were implemented: monthly Principal professional development, monthly Co-Admin professional development, support Principals with goal development and implementation, and a Principal Support Panel were continued and/or added this year.

1.3d - PGS Classified Staff

Substantive differences in Implementation: This was the first full year of implementation, the new classified liaison established systems and procedures, and supported small cohorts for Campus Supervisors and Assistant Principals' (AP) Secretaries and Principals' Secretaries. One additional classified mentor was hired to work with the cohorts to offer support and mentoring to new classified staff members. The PGS team did not plan the same amount of Professional Development as last year causing the budget for this action to be underspent.

1.3e - Multi-Tiered System of Supports - Staff Training

Substantive Differences in Implementation: New for this year, the *MTSS Counselors* have clearly defined roles and have developed 3 SMART goals each in collaboration with the administration at their sites. The elementary MTSS School Counselors are facilitating small groups to meet the SEL needs of the students and are assisting with the implementation of each school's Positive Behavior Supports. Middle and high school Counselors are monitoring the effectiveness of interventions that are in place for students who are struggling academically. New for this year, the *Inclusive Practices Specialists* have clearly defined roles to support increasing knowledge of inclusive practices and to provide coaching, and teacher support in the areas of the least restrictive environment and implementation of student supports. They meet with general education and special education teachers regularly at their assigned school sites to collaboratively plan strategies to support students. *MTSS Psychologists* have clearly defined roles and support school sites in the development of schoolwide Positive Behavior Supports. As of September, 100% of school sites began implementation of their schoolwide expectations. In the Winter, the MTSS Psychologists met with each school team to refine their behavior matrices and progress monitor data indicators. During the Spring, they have met with school teams to make adjustments to their plans for next year and ensure each site has developed their reward systems. This year's focus for staff training is social-emotional learning and essential standards.

1.3f - Multi-Tiered System of Supports - Site Training

Substantive Differences in Implementation: New for this year's MTSS implementation, each school site leadership team participated in 5 sessions of MTSS professional learning focused on constructive collaboration and the academic domain, including Universal Design for Learning (UDL). Relevant strengths were the use and implementation of strategies that were presented and shared with participants within 6 weeks. Relevant challenges include continuing to support sites and staff implementation of the strategies and tools as part of the systems and structures of what we do without feeling overwhelmed. This year's focus for staff training is social-emotional learning and essential standards.

1.3g - Multi-Tiered System of Supports - Admin. Training

2023–24 Local Control and Accountability Plan Annual Update Template

Substantive Differences Implementation: This year, the implementation of FastBridge Professional Learning has decreased from 534 hours of asynchronous training through the FastBridge system outside of contract hours in 2022-23, to 280 hours in 2023-24. This decrease is due to the low number of new TK-1 teachers requiring training and secondary teachers who are new to administering mySAEBRs. Teachers and administrators are receiving PD this year which is different from the training that is provided to administer the survey. The purpose of this PD is to better understand the screening and diagnostic tools that are in the system along with the data reports to inform and guide instruction to meet the unique needs of the students. This year's focus for staff training is social-emotional learning and essential standards.

1.3h - Preschool Professional Development

Substantive Differences in Implementation: No Substantive differences - (Discontinued in the 2024-27 LCAP)

1.3i - Cultural Proficiency Coaching and PD

Substantive Differences in Implementation: 11 administrators engaged in a book study on "Cultural Proficiency: A Manual for School Leaders" to determine appropriate roll out for District managers. The group is now preparing a tool to roll out to all managers over the next 3 years. The tool is anticipated to be completed this Summer 2024. The proposed tool will pull out the key ideas and provide sample lessons, with the intent to utilize this tool as "connections before content" at various department or division meetings. The team will work collaboratively to create a roadmap, resources, and learning strategies housed in a Google Site.

The Epoch Education contract continued to provide coaching for team/site leaders at Martin Luther King High School (MLKHS). MLKHS onboarded twenty five new teachers this year and by November 13, 2023, the entire administrative team was new due to the movement of Assistant Principals. EPOCH was able to help provide insight and guidance on the work that had been done in prior years at the site and assist in providing professional development to the faculty and staff.

The RUSD Personnel Department started work with EPOCH to ensure that we are recognizing and removing bias from our work at the front lines in Personnel. They recognize decisions made out of the Personnel Department need to be made with welcoming subjectivity, transparency, and accountability. They recognize that recruiting has changed. Therefore, EPOCH supported Personnel in self-reflection processes to help foster a diverse, inclusive, and fair employment process.

During 2022-23, Districtwide unconscious bias training was piloted with 7 small cohorts consisting of staff (n = 162) from a few select schools and District departments. The 2023-24 school year marked the first full year of implementation, with 650 staff who have completed the training to date. EEBG and Anti-Bias grant funds further support this work. During 2023-24, RUSD partnered with Hanover Research to administer an Unconscious Bias Pre-Training Survey to assess staff perceptions of diversity, equity, and inclusion and to understand training expectations before the training was completed. Respondents see the importance of understanding DEI concepts and practices. A few highlights from the survey findings reveal at least 73% of respondents agree that their school/District office supports individuals with all listed diverse backgrounds. At least 71% of instructional staff members suggest that their school provides a positive learning environment for students with the listed diverse backgrounds. About three-quarters of respondents agree that their school/District office hires (76%) and retains (73%) staff from diverse backgrounds. More than half of respondents report unfamiliarity with the concepts of "allyship" (58%) and "intersectionality" (57%). Only about one-third (34%) indicate being confident in addressing the biases of other people. 58% of respondents indicate that they anticipate the training will be highly beneficial in addressing DEI issues at their school/District.

1.3j - Cultural Proficiency Training - Substitute Teachers

Substantive Differences in Implementation: We were able to provide 100% of our classified and certificated substitute teachers with the training on cultural proficiency (an increase for both substitute groups). Additionally, we were able to offer our substitute teachers with additional professional development opportunities over the course of the school year through a video series entitled "Strategies for Success." In addition, we have created a dedicated [Google Site, Substitute Teacher Toolkit](), specifically designed with the substitute teacher in mind. This site provides a number of valuable resources readily available for substitutes to use during their daily practice. Because many of the RUSD substitutes participated in this training last year, and there were not as many new substitute teachers hired this year, the cost of the cultural proficiency training was less than expected.

1.4a - Common Core State Standards PD

Substantive Differences in Implementation: This year managers for the different content areas were assigned to identify Essential Standards in every grade level/content area, deconstruct and develop learning targets, and develop rubrics that align to essential standards. These changes in implementation are aligned to the changes in RUSD grading philosophy to be accurate, bias-resistant, motivational, transparent, and consistent. Essential Standards provide curricular focus in which teachers need to "dig deeper" and assure student competency while supporting standards are curricular standards which connect to and support the Essential Standards. This is a substantive shift in instructional practice compared to prior years when all standards were focused on in addition to the Essential Standards. In History-Social Science, the District moved away from using the Document Based Questions (DBQ) system to administer assessments and now teachers use the system for instructional purposes. 2023-24 served as the first year of implementation for structured Math at the high school level to further enforce the Common Core State Standards for ninth grade. Adjustment of the interim assessments will be aligned to the targeted essential standards. This alignment should yield results that will provide more accurate predictors of end-of-year (EOY) performance. The new training offered this year was a series on the National Council of Teachers of Mathematics' (NCTM's) Effective Teaching Practices. We offered 3 voluntary/paid trainings after school. This year is the first year of the District's new 3 Year Literacy Plan. Within the new plan, the District is committed to engage in the feedback loop, including the cycle of inquiry for all PD to determine effectiveness toward instructional practices in the classroom, including the connection between Foundational Skills and higher Depth of Knowledge questions and the correlation to achievement.

1.4b - Technology Professional Development

Substantive Differences in Implementation: During 2023-24, led by the new Digital Learning Specialist, innovative work including the expansion of the Tech and Innovation Leads (TILs) has allowed each school to get more support in all the areas of technology integration. The TILs provided twenty-five site-based professional development this year to meet the needs at their individual schools and reach people who may not attend District wide PD. In addition, the TILS have allowed for increased use of the Innovation Kits and the expansion of the Coding Clubs has increased opportunities for students to participate in CS principles; this year we have grown five clubs into 25 clubs, increasing the number of students participating from less than 100 to 569 Districtwide. There was underspending in this action (ESSER funds) because of the federal bid limit guidelines, therefore other department funds were used to purchase software originally budgeted for this action.

1.4c - English Learner Professional Development

Substantive Differences in Implementation: Designated and Integrated ELD professional development was ramped up and fully implemented this school year. 107 Secondary teachers have completed training and an additional 240 Elementary team leaders have also received initial integrated ELD training. MTSS Liaisons, admin, and other staff selected by the site's administration also participated in the ELD professional

development for the first time this year. The three District commitments were introduced this year as well: Collaborative Conversations, use of Sentence Frames, and Graphic Organizers. During 2023-24, the English Learner team incorporated the use of Essential Standards during their professional development opportunities to further support the other content areas. Essential Standards provide curricular focus in which teachers need to "dig deeper" and assure student competency. A continued challenge for this action is lack of available substitutes when teachers need to attend trainings.

1.4d - Ethnic Studies

Substantive Differences in Implementation: New for this school year is the development of Student Voice Committee (SVC) at each high school to provide students a voice in some decision-making scenarios that affect them. These committees will serve as a space for students who are completing civic engagement projects that impact the school to get approval, taking some of the burden off administrators. Additionally, when students have grievances, the SVC would be the place for them to take their grievances. Beginning in 2024-25 we will have a structured implementation of the Ethnic Studies Plan: Each high school site will offer Ethnic Diversity in America to 9th grade students, paired with a freshman studies course. Teachers who attended the CCSS PD for Ethnic Studies report learning a lot that will help them with the Ethnic Diversity in America class next year.

1.4e - PD for Counselors on College and Career

Substantive Differences in Implementation: Out of the 85 Counselors working in RUSD, 69 Counselors have attended at least one of 10 conferences offered. The remaining Counselors are scheduled to attend at least one conference before the end of the year. This results in a small decrease in participation from previous year. 48 Counselors (56%) of the Counselors have attended two or more professional development conference opportunities. 65 Counselors (76%) attended two or more workshops, an increase from the previous year. To expand support services to students, Counselors are working with Guidance Techs to strategically deliver services to students around increasing A-G enrollment, Financial Aid completion and college awareness. The Administrator of College and Career Readiness position (which oversees Counselors), was unfilled during the 2023-24 school year, however, RUSD has filled the vacancy starting July 1, 2024, which will bring increased support to Counselors' participation in identifying needed professional development and ensuring these opportunities are made available.

1.4f - PD for Career Tech Education

Substantive Differences Implementation: In June 2023, we offered 9 introductory CTE courses at the five comprehensive high schools. There were 218 students who participated. For summer 2023, we offered 5 introductory CTE courses at our high schools. The CTE Department works with elementary and middle schools to implement career exploration activities regularly. This year, the team has utilized Pathful Explore, an online career exploration platform, for students to find and explore careers that are interesting to them. The Career Support Specialist works with teachers at school sites to train them on how to use the platform and also how to do targeted exploration as it relates to the content they are teaching. Other professional development was provided for CTE teachers across all high schools.

1.5a - Safe Learning Environments

Substantive Differences in Implementation: As part of MTSS implementation for this year, school sites developed new school wide Positive Behavior Supports to address behavioral expectations (unique to RUSD); the expectations were posted in strategic locations around schools. Administrators indicate that for this first year, there has been an increased use of PBS as a disposition to address students' behaviors on campus. For the 2023-24 school year, RUSD provided student supports to promote engagement and sense of safety by

creating a well-defined student referral pathway for Unduplicated students, providing Pro-Act training to the new 31 Campus Supervisors who were hired this year, and training them in evidence-based practices such as Positive Behavior Supports, social-emotional learning (SEL), and restorative practices.

1.5b - Internet Safety

Substantive Differences in Implementation: No Substantive differences

1.5c - Digital Inclusion

Substantive Differences in Implementation: New for this year is 400 RUSD classrooms outfitted with new instructional displays (projectors). Carryover from last year was allocated back to this action to cover projector purchases from last year that were made after the fiscal year ended.

1.5d - Student Demographic and College Readiness

Substantive Differences in Implementation: New for this year is a shift from using Aeries Analytics to Unified Insights which is a robust data visualization system that will be used to measure and monitor progress on several actions under the umbrella of MTSS. Also new for this year was the shift from using an internal system for tracking work orders to a new system using Incident IQ to track and monitor progress with various work orders in the system. Further action will be taken to include the data audit report to show the accuracy of data being entered into the system by end users. This will be a way to track errors as well as plan-specific PD to support end users. The result will be a more robust data confirmation process.

1.5e - Grant Writer

Substantive Differences in Implementation: New grant applications that were awarded during 2023-24 total: $8,771,809. This year to increase educational partner feedback, RUSD contracted with ThoughtExchange (an all-in-one engagement platform) to collect input from families and staff. In addition, RUSD also contracted with WestEd to provide training for cohesive system building for the 2024-27 LCAP, and a consultant/coach to assist with the LCAP writing process.

1.5f - Preventive Maintenance for Classroom

Substantive Differences in Implementation: The work order process was streamlined this year, which included training sessions for effective troubleshooting. Due to a reduction in funding, one electronics technician position was reduced, resulting in a decrease in maintenance hours.

1.5g - Maintain and Support Facilities

Substantive Differences in Implementation: With the entrance of a new Executive Director for Maintenance & Operations, RUSD has performed substantial analysis of prior year planning, preparation, and execution of capital projects in the deferred maintenance resulting in the appropriation of funds assigned to specific projects, adjusting workflow and development of Request for Proposals, as well as utilizing multiple delivery methods of projects, in accordance with Public Contract Code. An assessment and efficiency review of the grounds and custodial departments has also been performed resulting in a realignment of the Operations Department's organizational structure, staffing levels, and deployment of teams to better serve our schools. Salary savings from position vacancies in the facilities department occurred this year and many of the new positions were hired at lower salary rates than expected. Additionally, some maintenance projects did not start until summer months after the fiscal year closed.

1.5h - Caps and Gowns for Graduates

Substantive Differences in Implementation: No Substantive Differences in implementation - (Discontinued in the 2024-27 LCAP) The Dropout prevention specialist will be moved to a different goal and action for the 2024-27 LCAP, and gaps and gowns will be moved to site allocations.

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.

Riverside Unified School District (RUSD) uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

1.1a Recruit Quality Educators:
Budgeted $89,999 / Estimated Actual $121,131 (+34.59%)
Team submitted an Additional Funds Request to cover the costs of time cards for staff working the Job Fairs

1.3a Leadership Academy:
Budgeted $33,500 / Estimated Actual $3,897 (-88.37%)
Academy team did not spend money on an annual trip which was the bulk of the budget, causing the underspent funds.

1.3d PGS - Classified Staff:
Budgeted $416,364 / Estimated Actual $370,392 (-11.04%)
 PGS Team did not plan the same amount of PD as budgeted – unspent funds were for planned PD time cards.

1.3j PD for Cert./Class Substitutes:
Budgeted $20,146 / Estimated Actual $7991 (-60.33%)
Many substitutes completed training last year, less amount of new subs this year so not as many stipends were needed.

1.4b Technology Professional Development
Budgeted $1,187,447 / Estimated Actual $976,189 (-17.79%)
Underspending in this action (ESSER funds) occurred due to the planned software purchase exceeding the federal bid limit guidelines, therefore other department funds were used to purchase the software originally budgeted for this action.

1.4e PD for Counselors:
Budgeted $381,539 / Estimated Actual $219,253 (-42.53%)
Coordinator position for Counselors was vacant for the majority of the year causing underspending and salary savings.

1.5c Instructional Technology:
Budgeted $7,750,653 / Estimated Actual $9,031,823 (+16.53%)

Carryover from last year caused the overerage in the budget, and allowed for purchases made from the prior year that were delivered later, after fiscal deadlines.

1.5e Grant Development:
Budgeted $231,442 / Estimated Actual $416,732 (+80.06%)
Additional Funds Request submitted and granted for contracts with survey vendor Thought Exchange and for WestEd who was hired to help complete the LCAP Playbook. There was also an additional contract for an LCAP Coach/Consultant to assist the new LCAP Director.

1.5g Deferred Maintenance
Budgeted $6,533,583 / Estimated Actual $4,845,772 (-25.83%)
Salary savings from position vacancies in the facilities department occurred this year and many of the new positions were hired at lower salary rates than expected. Additionally, some maintenance projects did not start until summer months after the fiscal year closed.

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

1.1a - Attract Quality Educators

Data Justification/Effectiveness of Action: Effective - Attending a wide variety of job fairs provides us with the opportunity to increase the applicant pool of candidates that are Latino or African American. Currently out of the 196 certificated employees hired 97%, or 190, of the employees are highly qualified based on the credentials that they hold. The 6 teachers that are not highly qualified are currently working on making progress towards completing the program requirements. Link to Demographic Data Chart of employees hired this school year.

1.2a - Additional 30 Min. time for Teacher Planning

Data Justification/Effectiveness of Action: Effective - Professional Learning Communities (PLC) are held for certificated staff. During 2023-24, school year there were 37 instructional weeks x 50 schools = 1,850 PLC sessions held. This time is used for a variety of purposes, including but not limited to: analyzing assessment results, planning for instruction and intervention, tutoring, and training on the RUSD Data Analysis Tool. District interim results for 2023-24 and mid-year student summative report card grades in English Language Arts, Writing (secondary), and Math suggest that students are making progress ahead of where students were this time last year (in the same grade). This change in results can be partially attributed to teachers planning and providing more effective Tier I instruction for students.

1.2b - Assistant Principals

Data Justification/Effectiveness of Action: Effective - The 2023-24 Assistant Principal (AP) Campus Metric Survey was administered in May 2024. Preliminary findings are listed below. All APs were assigned at a singular site this year. 53% of respondents were elementary APs, 38% were high school APs, and 10% were middle school APs. APs reported being largely responsible for the following duties: student management (87%), school climate management (83%), establishing student disciplinary policies and procedures (70%), collaborating with site principals regarding school goals (67%), and school improvements (63%). During the last 12 months, APs reported engaging in the following activities *often* or *very often*: scheduled and organized staff and student supervision (74%), observed instruction in the classroom (67%), supported ELD programs and outcomes (67%), provided parents or guardians with information on the school and student performance (67%), employed tiered re-engagements to school when necessary (59%), worked with parent volunteers and/or parent groups (59%), actively developed and deployed interventions to address gaps for Low-Income, Foster Youth, and English Learners (44%), and

monitored and supported Unduplicated students to ensure their well-being and academic progress in school (41%). APs *agree* or *strongly agree* they support student behavior management outcomes (95%), school culture outcomes (95%), and student achievement outcomes (89%) for Unduplicated students at their school.

84% of APs report seeing improvements in attendance rates since the beginning of their tenure at their current school. The most common ways APs directly impact this outcome is by holding SART meetings, calling parents when students are absent, offering attendance incentives, conducting home visits, and holding SARB meetings, which has decreased chronic absenteeism rates at some schools. 83% of APs report seeing improvements in student achievement since the beginning of their tenure at their current school. The most common ways APs directly impact this outcome is by providing feedback to teachers on Tier I instruction, ensuring the school climate is safe, providing academic incentives or awards, and providing innovative school activities and events for students to engage. 74% of APs report seeing improvements in discipline referrals since the beginning of their tenure at their current school. The most common ways APs directly impact this outcome is by implementing PBS, reviewing positive behavior expectations with students, using progressive discipline, and being present on campus which has produced less discipline referrals and lower suspension rates at some schools.

1.3a - Leadership Academy

Data Justification/Effectiveness of Action: Effective - This year a survey was conducted for the participants - results to date are as follows: 100% of participants who completed the survey agreed or strongly agreed: (a) the Leadership Academy was valuable, (b) the objectives were met, (c) participants were engaged throughout the Leadership Academy, (d) participants plan to implement what they learned into daily practice, (e) participants were provided with quality resources, and (f) the content they learned in Leadership Academy is in line with our District goals. This positive response rate reflects the effectiveness of the program to build future leaders for the District.

1.3b - Professional Growth Systems (PGS) Teachers

Data Justification/Effectiveness of Action: Effective - Participating teachers value the Professional Growth Systems program. During the Fall Program Quality Survey, (87%) of participants indicated participation in the program has positively impacted their teaching practice. The survey indicates that (90%) of the participating teachers feel confident they can apply effective teaching strategies for each of their students. Example of qualitative responses: "After attending the PGS PD, 'Unpacking the Standards', I will be working on backwards planning with my PGS Coach." and "I plan on implementing quick writes as a formative type of assessment. I saw this demonstrated at the PGS PD 'Get Off the Page and Engage'". Highlights from the Spring Program Quality Survey results (n =72) include: 70% of participants felt more prepared to create a student-centered learning environment and 66% made permanent and substantive changes to their practice, 95% of participants were either quite confident or extremely confident in applying effective strategies, 49% of participating teachers report that coaches discuss content/state standards monthly or twice a month, and 52% of participants report that coaches discuss classroom management procedures monthly or twice a month.

1.3c - Professional Growth Systems (PGS) Principals

Data Justification/Effectiveness of Action: Effective - Admin PGS provides 1:1 coaching for 14 new Principals. The Principal Liaison, PGS Director, and Principal on Special Assignment provide weekly 1:1 coaching. A retired Principal was also contracted to support two administrators. The retention rate of Principals is 98% for 2023-24 school year, which demonstrates the effectiveness of PGS coaching and support.

1.3d - PGS Classified Staff

Data Justification/Effectiveness of Action: Effective - Classified PGS was launched in 2023 by hiring a Classified Liaison and a Classified mentor. The program supported the new Campus Supervisors (38), AP Secretaries (13), and Principals' Secretaries (2). The Fall Classified PGS intake survey showed that 65% of respondents indicated that PGS should prioritize ongoing professional development. The intake survey indicated that 61% of respondents desired "collaborative meetings where groups of staff in the same job classification can gather and share best practices and feedback." In May 2024, participants completed an exit survey which yielded a 60% response rate (n = 52). Preliminary results reveal 94% of participants are now extremely confident or very confident in having the skills necessary to complete their job, 91% of participants are now extremely confident or very confident in their ability to set clear priorities for themselves. When asked to select which PGS supports were most applicable to their transition, 81% of participants selected one-on-one coaching. When asked which areas should continue as a priority for Classified PGS, participants reported ongoing professional development (75%) and identifying possible solutions for barriers experienced at work (64%). The following statements are samples of anecdotal feedback from Classified PGS participants:

Comment #1: "In the beginning of the year PGS helped me catch my breath and set some boundaries. It helped me think of things that were not on my radar. It helped me set goals for myself. It encouraged me to open up a dialogue with my admin."

Comment #2: "PGS was communicative and consistent with check-ins, informative during training, widely available as external resources, and committed to me as a Classified employee. I felt seen, heard, wanted, and prioritized."

1.3e - Multi-Tiered System of Supports - Staff Training

Data Justification/Effectiveness of Action: Effective - District universal screening data for the end of the year suggests MTSS continues to be effectively impacting academic, behavior, and social-emotional outcomes for students.

Academic - The intentional work and investments in social-emotional and behavior are now beginning to yield improvements in the academic progress for our students. When we compare the results of the end-of-term grades from last year to this year we see a 6% growth in ELA and 3% growth in Mathematics Districtwide.

Behavior/SEL Screener- We are in our 3rd year of administering a universal screener for social-emotional learning. 71% of our students scored Low Risk of exhibiting social, emotional, and academic behavioral problems the first time we administered the assessment in the Fall of 2021. This Winter (2024), 75% of our students scored in the Low Risk range, which is a 4% increase overall.

Positive Behavior Supports Data - 100% of sites implemented their Positive Behavior Plan including communication of clear expectations, acknowledgement of positive behavior, and correction/reteaching of expectations. While suspension rates may have increased, other data points indicate the initial implementation of Positive Behavior Supports is beginning to positively impact student behaviors and discipline. For example, as of March 30, 2024 - the number of Education Code violations entered in Aeries decreased by 56% from 20,095 in 2022-23 compared to 8,779 in 2023-24 March 30, 2023. The number of suspensions has also decreased by 22% from 2,408 in 2022-23 down to 1,897 in 2023-24. Favorable responses by students on the 2024 RUSD Culture and Climate Survey for School Safety increased by 2% compared to the 2023 survey results. In addition, favorable responses by students on the question about fights at school increased by 3% indicating students are feeling more safe at school. Favorable responses by teachers on the 2024 RUSD Culture and Climate Survey for School Safety increased by 11% compared to the 2023 survey results and by 5% for classified staff.

1.3f - Multi-Tiered System of Supports - Site Training

Data Justification/Effectiveness of Action: Effective - The current end of year goal is 50 school SLT teams will attend 5 training sessions during the 2023-24 school year (total of 40 days for year). As of March 30, 2024, all 5 Site Leadership training for all 50 schools (40 days) have been completed. We are on track for meeting the end of year goal. The outcome goal related to the quality of the professional learning provided is for 85% of participants to leave each session with a plan to implement what they learned. We have shared that research on effective professional learning tells us that adults are more likely to change their practices or behaviors if they have a plan to do so. Current professional development evaluation data (as of 3/30/24) indicates that 87% of participants left the training with a plan to apply their learning in practice which exceeds our end of year goal. In addition, our monitoring data tells us that this year 82% of participants left with a plan to implement their learning within 2-6 weeks, which is an increase from 76% last year. 89% of participants describe their knowledge stronger as a result of professional learning.

1.3g - Multi-Tiered System of Supports - Admin. Training

Data Justification/Effectiveness of Action: Effective - RUSD is in the third year of administering the universal screener from FastBridge. Utilization reports from FastBridge indicate the administration is above 90% across all grade spans. It is evident that the universal screener is being utilized at a high rate in all areas: Reading, Math, and SEL/Behavior. As a result of site-based training, there has been significantly more utilization of the additional tools within FastBridge to support teachers. Across the board, we have seen the most use of additional tools in the elementary grade levels. The use of FastBridge data supports teachers with making adjustments to Tier I instruction in Reading, Math, and SEL/Behavior and determining which students need additional Tier II and Tier III supports. The use of FastBridge data to inform instruction has resulted in increased outcomes in the following areas:

-SEL/Behavior - 71% of students K-12 scored Low Risk of exhibiting social, emotional, and academic behavioral problems, which is the first time since we administered the universal screener in the Fall of 2021. This Winter, 75% of our students scored in the Low Risk range, which is a 4% increase overall.

-Reading - 7% growth in students meeting standards on the Interim Assessment and 6% growth in meeting standards as indicated by end of term grades.

-Math - 8% growth in students meeting standards on the Interim Assessment and 3% growth in meeting standards as indicated by end of term grades

1.3h - Preschool Professional Development

Data Justification/Effectiveness of Action: Effective but Discontinued for 2024-27 LCAP - The following data demonstrate we will meet the year end goals. Among the DRDP Language and Literacy Development domain, Spring 2024 data illustrates 81% of CSPP students and 70% of Head Start students achieved a development level of Building Middle or higher. Among the DRDP Cognition, Math, and Science domain, Spring 2024 data illustrates 81% of CSPP students and 82% of Head Start students achieved a development level of Building Middle or higher. Among the DRDP Learning-Self-Regulation domain, Spring 2024 data illustrates 80% of CSPP students and 76% of Head Start students achieved a development level of Building Middle or higher. This action will be reframed and utilize a different funding resource for the next three years.

1.3i - Cultural Proficiency Coaching and PD

Data Justification/Effectiveness of Action: Effective - 100% of the book study participants agreed this book needs to be part of RUSD foundations and rolled out to all managers with the intent to be used with all staff across District departments and school sites. The book study was successful by meeting the intent to roll out the information to all managers using a 3 year implementation plan.

MLKHS has found EPOCH to be a necessity this year to continue with Diversity, Equity and Inclusion (DEI). EPOCH Education has been phenomenal in helping with the Equity Team, Principal and Administrative team transition this year. MLKHS has been able to continue to build upon the momentum established in prior years and build upon the work by starting a Student Equity Team this year.

The RUSD Personnel Department started work with EPOCH to ensure that they are recognizing and removing bias from their work to implement fair and consistent policies and procedures all while understanding not everyone is the same.

During 2023-24 RUSD partnered with Groundswell to offer Unconscious Bias training Districtwide. As part of the 3 year implementation, they also administered a brief Groundswell post-training survey. Highlights from the survey results include: 93% of participants indicated understanding and assessing personal biases are important practices for all educators, 93% of participants were able to engage in meaningful dialogue about bias, and 93% of participants indicated the content of the training is useful for their needs.The 2023-24 school year marks the first full year of implementation for Unconscious Bias training and at this time, 650 staff have been trained. During 2023-24, RUSD also partnered with Hanover Research who conducted focus groups with staff who have completed the training to gather qualitative feedback regarding the impact of the training. 19 staff participated in the focus groups in April 2024. Preliminary results from the focus groups reveal that overall, the training had a varied impact on participants. Many appreciated the training for fostering interpersonal connections and promoting self-awareness, noting a heightened understanding of bias, stronger staff cohesion, and improved ability to support students. Conversely, some participants found the training insufficient, lacking practical strategies, failing to enhance their understanding of bias, and noting no impact in their instruction or interactions at school. Some participants found value in the training's suggested practices, such as pausing before reacting, investigating matters fully, and speaking out against bias. Participants note that the technique of pausing before reacting is especially useful in conflict resolution at school. However, there is a shared need among some participants for more practical, actionable strategies to address bias in educational settings. In addition, Hanover also developed an Unconscious Bias Training Post Survey to assess to what extent the unconscious bias training contributed to perspective transformation. This survey will be deployed during Summer 2024.

1.3j - Cultural Proficiency Training - Substitute Teachers

Data Justification/Effectiveness of Action: Effective - 2023-24 serves as Year 2 of implementation with the cultural proficiency training for substitutes. Effectiveness is demonstrated by the fact that over the past two years RUSD has only terminated less than 1% of substitutes for cultural proficiency reasons (as compared to the entire substitute pool). There are a variety of reasons that would warrant substitute termination. Across all substitute terminations the past three years, there has also been a decrease in the number of terminations for cultural proficiency reasons. In 2021-22: 2 out of 3 sub terminations were due to cultural proficiency reasons (67%). In 2022-23: 1 out of 2 sub terminations were due to cultural proficiency reasons (50%). In 2023-24: 1 out of 6 sub terminations were due to cultural proficiency reasons (17%).

1.4a - Common Core State Standards PD

Data Justification/Effectiveness of Action: Effective - RUSD surpassed the goal with 91% of participants leaving the training with a plan to apply their learning in practice. This figure exceeds the 2022-23 rating and exceeds the end of year goal by 11%. There have been approximately 1,900 submissions for the year. Professional learning took place across the core subject areas: Elementary ELA:

approximately 200 teachers were trained July - November in topics including: Wonders, Core Knowledge, Gateway, and Advanced Phonics.
<u>Secondary ELA:</u> All Course Leads have been trained in essential standards implementation, instructional focus areas, StudySync resources, Cycle of Inquiry and writing instruction. DBQ Online: Teachers at 43 school sites are using DBQ Online to enhance History-Social Science (HSS) coursework.

<u>2023-24 Data for DBQ Training and Usage</u>:

Active Teachers: 185

Active Students: 1,897

Total Sessions: 21,798

Teacher Sessions: 1,523

Student Sessions: 20,235

Total Assignments: 137

Number of Schools: 43

Teachers continue to use the resource despite the lack of an HSS District assessment. The resource is especially beneficial to support literacy at the elementary and middle school levels. DBQs are available in Spanish and highly valued by our Dual Language Immersion teachers.

During 2023-24, in the content area of Math, RUSD offered Building Fact Fluency and Eureka training before the start of school and once during winter. For those who weren't able to attend, administrators requested site, team, or teaching training.

Math data shows incremental growth and challenge areas: Comparative findings between 2023-24 beginning-of-year (BOY) and 2023-24 middle-of-year (MOY): +1%

2023-24 3rd-6th Grade BOY to MOY Overall comparison 38% to 39%

3rd: +16

4th: +12

5th: -19

6th: -3%

The following student groups show an increase in % Met when compared to BOY

Asian: +3%

African American: +6%

Hispanic: +6%

White:+ 2%

SWD: +7%

English Learners: +9%

Foster Youth +5%

1.4b - Technology Professional Development

Data Justification/Effectiveness of Action: Effective - Our Digital Citizenship efforts have been very positive as we increase the professional development of teachers and the student lesson completion to 99%. With the support of Tech and Innovation Leads (TILS) and Principals, our schools reached this goal, demonstrating a commitment to fostering digital literacy and responsibility among students. Furthermore, all RUSD schools completed the Common Sense Media Digital Citizenship certification by April 2024, indicating a comprehensive approach at the institutional level to ensure adherence to digital citizenship standards. RUSD became a Common Sense Media District in April 2024. Additionally, the Digital Learning Team saw remarkable increases in both total and unique attendance at professional development sessions, with overwhelmingly positive feedback regarding the meeting of training objectives and intentions to apply learning into practice. This suggests an effective strategy for enhancing teachers' skills and confidence in utilizing digital tools and methodologies in their instructional practices. The team's Cycle of Inquiry using a Needs Assessment and Impact Survey has allowed them to adapt and add PDs based on needs and follow up with the impact on teachers. The substantial increase in Coding Clubs and participation in programs like UCR's Data Science Academy and the Google Code Next UX program demonstrates a concerted effort to provide students with hands-on experiences in STEM fields, fostering interest and skills that are increasingly relevant in today's digital landscape.

1.4c - English Learner Professional Development

Data Justification/Effectiveness of Action: Effective - The Trainer of Trainer professional development focused on ELD standards and integrated and designated ELD delivered for the past two years for TK -12 teachers has effectively impacted instruction. LAS Links: A year to year comparison and by English Learner (EL) proficiency levels demonstrates a decrease of students scoring at levels 1 and 2. A greater number of ELs demonstrated EL proficiency 3. ELP levels 4 and 5 are comparable to last year. As of May 2024, there are 660 English Learners that have been reclassified to Fluent English Proficient; which is 125 more than the prior year.

1.4d - Ethnic Studies

Data Justification/Effectiveness of Action: Effective - Teachers who attended the CA Council for Social Studies PD for Ethnic Studies reported on exit surveys that they learned a larger amount of new information than at previous professional development sessions and that this new information will help them with the Ethnic Diversity in America class next year. They also report a greater understanding of the gaps in their knowledge ("the more you learn, the more you realize what you don't know") and a need for more Professional Development. To ensure continued growth for Ethnic Studies instructional practice, it has been determined that the History-Social Science team will continue to analyze the Ethnic Studies focused gaps in the US History classes and follow up with World History. 2024-25 will see the work begin with grades 4-5, as well as implementation for 8th grade, and a status check for 11th grade. 2025-26 will see the work shift to focus on World History, with the analysis focusing on how geo- or Euro-centric 7th and 10th grade courses are and helping teachers move toward a more geo-centric approach.

1.4e - PD for Counselors on College and Career

Data Justification/Effectiveness of Action: Effective - The effectiveness of this action is evident from survey results and a needs assessment from School Counselors as to their individual need or concerns for counseling professional development (PD). LCAP funds were allocated for Counselors to attend District supported professional development, and to enroll in third party Professional Development opportunities throughout the year (i.e., CSU, UC, Private College Services, FAFSA). All Counselors who requested PD, or Assistant Principal recommendations for specific Counselor PD were met by this action. 100% of Counselors reported high levels of satisfaction regarding PD offerings through direct communication with the Instructional Services Specialist for College and Career Readiness, and as recorded on survey results.

1.4f - PD for Career Tech Education

Data Justification/Effectiveness of Action: Effective - This year the focus has been on having our Career Support Specialist work with teachers grades 5th-8th and at secondary school sites to train them on how to use Pathful Explore (an online career exploration platform) and also how to do targeted career exploration as it relates to the content they are teaching in English, Math, History and Science. There have been 8 trainings for secondary teachers and Counselors with approximately 135 attendees. Additionally, there have been 4 trainings for elementary teachers and Counselors with approximately 140 attendees. There was also a specific training for our CTE teachers on Pathful Explore which included 55 attendees. The CTE team is in the process of developing a student survey to assess the benefits of using Pathful Explore and to assess if students have been able to identify career paths for exploration. The team is also developing a Pathful Explore PD survey for teachers to assess how effective the training was and teachers intent to implement what they learned in the classroom. These surveys will be implemented in 2024-25. Lastly, the CTE team plans to create a Google Form for teachers to track implementation of pre-curated career exploration lessons.

1.5a - Safe Learning Environment

Data Justification/Effectiveness of Action: Effective - Increased use of Positive Behavior Supports and Restorative Practices as a Disposition have made changes in schools' reaction to discipline issues. End of year 2023 California (CA) Dashboard data indicates that following students and education groups declined or maintained their suspension rate when compared to the previous school year. These groups include: African American (maintained -0.1%); Pacific Islander (declined 2.8%); White (maintained 0.2%);Two or More Races (declined 0.8%); Students with Disabilities (maintained 0.2%); Homeless (declined 0.3%); Two or More Races (declined 0.8%); Students with Disabilities (maintained 0.2%); Homeless (declined 0.3%) The 2023-24 school year marks Year 2 of implementation of the progressive discipline guidelines that provide: Other Means of Correction, prescribed by Education Code 48900.5, and interventions to mitigate challenging behaviors. Plans are to revise the progressive disciplinary matrix and educate all students and staff about the expectations of student behavior in the beginning of the school year. The team plans to train all staff in the use of the disciplinary matrix. Data regarding alternatives will continue to be collected and reported regularly along with the associated outcomes.

1.5b - Internet Safety

Data Justification/Effectiveness of Action: Effective - As of May 2024, new numbers for our specialized cyber security software shows it has detected and blocked 3,810 Malware attempts, 1 Command and Control Events, and 1,090 Phishing attempts.

1.5c - Digital Inclusion

Data Justification/Effectiveness of Action: Effective - The following technology has been provided and/or updated: 1) 100% of students have been provided a device to engage in daily instruction via digital curriculum and resources, 2) 100% of students who have identified the need

for at-home connectivity have been provided a hotspot, 3) 100% of student devices are equipped with a Children's Internet Protection Act (CIPA) compliant content filter for off-site filtering and safety, 4) 100 classroom teachers have been provided a new computer according to the current 4 year teacher device refresh cycle, and 5) 400 RUSD classrooms have been outfitted with new classroom displays (projectors).

1.5e - Grant Writer

Data Justification/Effectiveness of Action: Effective - Each year, the RUSD Grant Manager's goal is to bring in at least $500,000 in grant funds to support the District. This year (2023-24), the Grant Manager far surpassed that goal by bringing in $9,271,809 as of May 2024 with another $2,010,013 pending award notifications and $4,090,987 in ongoing grants. Among the grants awarded this 2023-24 school year were: a California Department of Education (CDE) CA Serves $499,966 grant which will expand access for high school seniors in obtaining a State Seal of Civic Engagement (SSCE) through service learning (2024-26); a CDE Golden State Pathways $6,340,400 grant to support the expansion of integrated pathways across 4 industry sectors: healthcare, computer science, education, and STEM/climate change (2024-2028); a K-16 Collaborative Education $999,516 grant to support the expansion of the nursing pathway offered at Ramona and Arlington High Schools in partnership with Riverside City College's School of Nursing and Riverside Free Clinic (2024-26); a Department of Health Care Services $206,286 grant and a Kaiser Foundation $48,950 grant which both support the Compassionate Learning Spaces training available to all school-site staff (2023-26), a California Air Resources Board Community Air Grant where RUSD will collaborate with UCR and Empower You Edutainment to expand the air quality work from the previous CARB grant to three high schools (RUSD was allocated $31,691, 2023-25); an ESSER III Summer Grant renewal for $500,000 which will continue to fund six summer programs for six middle schools in Summer 2024; a College and Career Access Pathways (CCAP) Grant from CDE for $600,000 which supports the dual enrollment program between RUSD and Riverside City College over 4 years (2023-2027); a CA Department of Food and Agriculture grant in collaboration with UCR entitled Seeding Success which will advance the education and practical skills of students in the specialty crop industry enrolled in the agricultural CTE pathway offered at North High School (RUSD would be allocated $35,000); and a $10,000 American Heart Association donation to provide elementary level Drug Diversion Prevention (DDP) classes (2023-24).The ThoughtExchange platform for educational partner feedback this year was highly effective in collecting quantitative and qualitative feedback. More specifically, the family survey had 1,331 participants who contributed 1,220 thoughts and 31,526 ratings while the employee survey had 997 participants who contributed 961 thoughts and 25,222 ratings.

1.5f - Preventive Maintenance for Classroom

Data Justification/Effectiveness of Action: Effective - The effectiveness of the installed projectors (400 this year), involves gathering ongoing feedback and observations during installation and service visits. Our technicians have received positive feedback from teachers as to the removal of the Promethean boards. Staff preferred the new projectors to SMART TVs as well. Teachers have reported that students appear to be more engaged with the new projectors as it also allows the teachers to use the whiteboards. Despite encountering challenges such as resistance to change, limited resources, budget constraints, and technical issues, there are tangible benefits and outcomes resulting from the implementation of high-quality projectors.

1.5g - Maintain and Support Facilities

Data Justification/Effectiveness of Action: Effective - The District's Deferred Maintenance program includes large capital maintenance projects. For 2023-24 this includes replacement and slurry of asphalt surfaces for over 10 school sites, over 100 Heating Ventilation and Air-Conditioning (HVAC) equipment units, school exterior paint at 4 school sites, replacement of school flooring surfaces for 50 classrooms, replacement of infrastructure systems such as plumbing and roofing systems at multiple school campuses.

1.5h - Caps and Gowns for Graduates

Data Justification/Effectiveness of Action: Effective but Discontinued for 2024-27 LCAP - Counselors have met with all seniors to review their career paths and college options. All seniors will be provided a cap and gown for 2024 graduation. The Dropout Prevention Specialist has worked with approximately 400 families in the first semester which is about the same as last year. He has worked closely with the Family Resource Center, Project Bridge, and The City of Riverside's Opportunity With Education (OWE) program to provide resources to our families both during home visits and on school sites. This action will be reframed and utilize different funding resources for the next three years.

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

No significant changes were made to the 2023-24 LCAP goals throughout last year. However, RUSD is currently reconstructing planned goals, metrics, and desired outcomes and actions for the 2024-27 LCAP. Our Goal 1, formerly "Engage students in high-quality learning by a diverse, highly qualified staff" will become "Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups." This change is a direct result of our reflections on prior practice in that the goal will become student-focused rather than employee-focused as voiced by our LCAP Parent Advisory and Board of Education. Additionally, our new Goal 1 will contain sets of focused actions pertaining to academic achievement in English Language Arts, Mathematics, Science, History-Social Science, Instructional Technology and a Focus goal for Designated English Language Development. These action groupings will be aligned to similar metrics as well. In prior practice our Goals and Actions were not necessarily organized and aligned around the metrics needed to demonstrate effectiveness. Some examples of changes in actions include moving many of the former Goal 2 actions into the New Goal 1 such as Ethnic Students formerly action 2.1c – now 1.5b; Instructional Pathways for English Learners formerly action 2.1f and 2.2f – now 1.7c; and STEM and NGSS formerly 2.1e, 2.1d – now 1.4a, 1.4d. All of these actions also specifically target Low-Income, English Learners and Foster Youth. Also borne out of educational partner feedback, RUSD will be establishing a 4th goal in next year's LCAP, "Provide safe, engaging, innovative, and equitable learning environments for all students" which will describe our LCAP work that is traditionally ongoing, and has proven effective over time.

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.

Goal

Goal #	Description
2	Provide Students Choices that Prepare Them for College and Career Pathways State Priorities: Priority 4 - Pupil Achievement for Pupil Outcomes; Priority 5 - Pupil Engagement for Engagement; Priority 7 - Course Access for Conditions of Learning; Priority 8 - Other Pupil Outcomes for Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator: Distance from Standard - All Students	Dashboard Status (Fall 2019, CA Dashboard): 1.7 points below standard - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.4 DFS Dashboard Performance: Green	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 30.2% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 13.8 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 16.9 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -3.1 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 7.3 points above standard - Medium Status Dashboard Performance: Green

CA Dashboard ELA Indicator: Distance from Standard - African American	Dashboard Status (Fall 2019, CA Dashboard): 14.5 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.6 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 25.2% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 30.1 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 29.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 2.5 points below standard - Medium Status Dashboard Performance: Green
CA Dashboard ELA Indicator: Distance from Standard - Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 17.3 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 6.0 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 28.0% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 29.6 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 32.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -2.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 5.3 points below standard - Low Status Dashboard Performance: Yellow

CA Dashboard ELA Indicator: Distance from Standard - English Learners	Dashboard Status (Fall 2019, CA Dashboard): 52.3 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.4 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 5.8% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 71.3 points below standard - Very Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 82.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -11 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 40.0 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard ELA Indicator: Distance from Standard - Socioeconomically Disadvantaged	Dashboard Status (Fall 2019, CA Dashboard): 22.9 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 4.9 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 28.1% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 31.3 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 33.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained - 2.5 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 10.9 points below standard - Low Status Dashboard Performance: Yellow

CA Dashboard ELA Indicator: Distance from Standard - Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 30.7 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 18.5 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: Foster Youth indicator not available for District Interim assessments	Dashboard Status (Fall 2022, CA Dashboard): 61.1 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 67.9 points below standard Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -6.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 18.7 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard ELA Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 92.9 points below standard - Very Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 11.5 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, 2021-22 District Interim Assessment being substituted: 10.3% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 98.7 points below standard - Very Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 102.9 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -4.2 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 80.9 points below standard - Low Status Dashboard Performance: Orange

CA Dashboard Math Indicator: Distance from Standard - All Students	Dashboard Status (Fall 2019, CA Dashboard): 40.7 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.0 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 32.6% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 58.3 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 57.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 31.7 points above standard - Low Status Dashboard Performance: Yellow
CA Dashboard Math Indicator: Distance from Standard - African American	Dashboard Status (Fall 2019, CA Dashboard): 60 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 5.1 DFS Dashboard Performance: Yellow	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 23.1% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 84.9 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 84.1 DFS points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 48 points below standard - Low Status Dashboard Performance: Yellow

CA Dashboard Math Indicator: Distance from Standard - Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 58.6 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 1.1 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 27.4% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 75.7 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 74.8 points below standard -Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.9 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 46.6 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard Math Indicator: Distance from Standard - English Learners	Dashboard Status (Fall 2019, CA Dashboard): 84.8 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 2.1 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 12.8% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 104.7 points below standard - Very Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 108.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -3.6 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 72.8 points below standard - Low Status Dashboard Performance: Yellow

CA Dashboard Math Indicator: Distance from Standard - Socioeconomically Disadvantaged	Dashboard Status (Fall 2019, CA Dashboard): 63.8 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 30.7% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 77.2 points below standard - Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 76.1 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.2 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 51.8 points below standard - Low Status Dashboard Performance: Yellow
CA Dashboard Math Indicator: Distance from Standard - Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 82.1 points below standard - Low Status Dashboard Change (Fall 2019, CA Dashboard): Decreased by 6.8 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: Foster Youth indicator not available for District Interim assessments	Dashboard Status (Fall 2022, CA Dashboard): 109.6 points below standard - Very Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 108.6 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.0 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 70.4 points below standard - Low Status Dashboard Performance: Yellow

CA Dashboard Math Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 130.7 points below standard - Very Low Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 8.2 DFS Dashboard Performance: Orange	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math As a result, 2021-22 District Interim Assessment being substituted: 13.8% Met/Exceeded Standard	Dashboard Status (Fall 2022, CA Dashboard): 135.6 points below standard - Very Low Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 131.9 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 118.7 points below standard - Low Status Dashboard Performance: Orange
EAP - ELA (CAASPP/SBAC) All Students	Students designated as "Ready" (CAASPP, 2019): 25.75%	Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELA As a result, Gr. 11 2021-22 District Interim Assessment being substituted: 41.1% Met/Exceeded Standard	Students designated as "Ready to enroll in a GE ELA College Level Course" (CAASPP, 2022): 25.22%	Students designated as "Ready to enroll in a GE ELA College Level Course" (CAASPP, 2023): 17.9%	Students designated as "Ready" (CAASPP, 2024): 34.75%

| EAP - Math (CAASPP/SBAC) All Students | Students designated as "Ready" (CAASPP, 2019): 10.92% | Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for Math

As a result, Gr. 11 2021-22 District Interim Assessment being substituted:

38.5% Met/Exceeded Standard | Students designated as "Ready to enroll in a GE Math College Level Course" (CAASPP, 2022): 8.81% | Students designated as "Ready to enroll in a GE Math College Level Course" (CAASPP, 2023):13.3% | Students designated as "Ready" (CAASPP, 2024): 16.92% |

| English Learner Progress Indicator - ELPI (CA Dashboard) | Students making progress toward proficiency (Fall 2019, CA Dashboard): 40.9%

Status: Low | Metric outcomes are unknown at this time. The California Department of Education did not publish the CA Dashboard for ELPI.

As a result, 2021-22 District Monitoring Assessment (LAS Links) being substituted:

35.9% (n=1869): Students at Beginning Lvl

29.1% (n=1513): Students at Early Intermediate Lvl

26.5% (n=1375): Students at Intermediate Lvl

8.2% (n=424): Students at Proficient Lvl

0.3% (n=11): Students at Above Proficient Lvl | Students making progress toward proficiency (Fall 2022, CA Dashboard): 46.1%

Status: Medium

Dashboard Change 2022 Status Only due to Covid-19

Dashboard Performance: Dashboard color dials will return in 2023 | Students making progress toward proficiency (Fall 2023, CA Dashboard): 44.5%

Status: Medium

(Fall 2023, CA Dashboard): Maintained -1.6%

Dashboard Performance: Yellow | Students making progress toward proficiency (Fall 2022, CA Dashboard): 53%

Status: Medium |
| English Learner Reclassification Rate (DataQuest) | English Learner Reclassification Rate (DataQuest, 2019-20): 19.1% | English Learner Reclassification Rate (Ellevation [internal], as of 4/22): 5.9% | English Learner Reclassification Rate (Aeries, 2021-22): 5.5% | English Learner Reclassification Rate (Aeries, 2022-23 Semester 1): 8.7% | English Learner Reclassification Rate (DataQuest, 2022-23): 26.6% |

Students completing UC/CSU entrance requirements - "A-G" (DataQuest) All Students	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 51.6%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 53.6%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 52.3%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 54.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 54.6%
Students completing UC/CSU entrance requirements - "A-G" (DataQuest) African American	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 47.2%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 55.1%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 55.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 53.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 50.2%
Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Hispanic	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 46.3%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 47.9%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 46.2%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 48.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 49.3%
Students completing UC/CSU entrance requirements - "A-G" (DataQuest) English Learners	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 27.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 26.6%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 25.3%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 21.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 30.0%
Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Socioeconomically Disadvantaged	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 43.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 46.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 46.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 46.8%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 46.7%

Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Foster Youth	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 32.1%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 10.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 23.1%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 29.4%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 35.1%
Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Students with Disabilities	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2019-20): 11.7%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2020-21): 13.2%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2021-22): 12.3%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 10.8%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 14.7%
CA Dashboard Graduation Rate Indicator All Students	Dashboard Status (Fall 2020, CA Dashboard): 96.4% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 96.2% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 94.0% Status: High Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 92.6% Dashboard Change (Fall 2023, CA Dashboard): Declined -1.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2023, CA Dashboard): 97.0% Dashboard Performance (Fall 2023, CA Dashboard): Blue

CA Dashboard Graduation Rate Indicator African American	Dashboard Status (Fall 2020, CA Dashboard): 98.5% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 94.5% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 94.0% Status: High Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 94.1% Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.1% Dashboard Performance: Green	Dashboard Status (Fall 2023, CA Dashboard): 98.5% Dashboard Performance (Fall 2023, CA Dashboard): Blue
CA Dashboard Graduation Rate Indicator Hispanic	Dashboard Status (Fall 2020, CA Dashboard): 96.2% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 95.8% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 93.0% Status: High Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard):91.0% Dashboard Change (Fall 2023, CA Dashboard): Declined -2.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2023, CA Dashboard): 97.0% Dashboard Performance (Fall 2023, CA Dashboard): Blue

| CA Dashboard Graduation Rate Indicator

English Learners | Dashboard Status (Fall 2020, CA Dashboard): 93.1%

Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022

Dashboard Performance (Fall 2020, CA Dashboard): n/a | Dashboard Status (Fall 2021, CA Dashboard): 88.0%

CA Dashboard did not publish Change or Performance color for Fall 2021 | Dashboard Status (Fall 2022, CA Dashboard): 81.3%

Status: Medium

Dashboard Change 2022 Status Only due to Covid-19

Dashboard Performance: Dashboard color dials will return in 2023 | Dashboard Status (Fall 2023, CA Dashboard): 81.0%

Dashboard Change (Fall 2023, CA Dashboard): Maintained by -0.2%

Dashboard Performance: Yellow | Dashboard Status (Fall 2023, CA Dashboard): 96.1%

Dashboard Performance (Fall 2023, CA Dashboard): Blue |
|---|---|---|---|---|---|
| CA Dashboard Graduation Rate Indicator

Socioeconomically Disadvantaged | Dashboard Status (Fall 2020, CA Dashboard): 95.9%

Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022

Dashboard Performance (Fall 2020, CA Dashboard): n/a | Dashboard Status (Fall 2021, CA Dashboard): 95.6%

CA Dashboard did not publish Change or Performance color for Fall 2021 | Dashboard Status (Fall 2022, CA Dashboard): 93.1%

Status: High

Dashboard Change 2022 Status Only due to Covid-19

Dashboard Performance: Dashboard color dials will return in 2023 | Dashboard Status (Fall 2023, CA Dashboard): 91.4%

Dashboard Change (Fall 2023, CA Dashboard): Declined -1.8%

Dashboard Performance: Yellow | Dashboard Status (Fall 2023, CA Dashboard): 97%

Dashboard Performance (Fall 2023, CA Dashboard): Blue |

CA Dashboard Graduation Rate Indicator Foster Youth	Dashboard Status (Fall 2020, CA Dashboard): 87.9% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): Unknown due to size of cohort - Less than 11 students Districtwide (state suppresses figures for confidentiality) CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 57.1% Status: Very Low Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 81.5% Dashboard Change (Fall 2023, CA Dashboard): Increased +24.3% Dashboard Performance: Green	Dashboard Status (Fall 2023, CA Dashboard): 90.9% Dashboard Performance (Fall 2023, CA Dashboard): Green
CA Dashboard Graduation Rate Indicator Students with Disabilities	Dashboard Status (Fall 2020, CA Dashboard): 85.3% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Dashboard Status (Fall 2021, CA Dashboard): 82.8% CA Dashboard did not publish Change or Performance color for Fall 2021	Dashboard Status (Fall 2022, CA Dashboard): 85.2% Status: Medium Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 85.0% Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2023, CA Dashboard): 88.3% Dashboard Performance (Fall 2023, CA Dashboard): Green

Advanced Placement (AP) All Students	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2019-20): 66.7%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2020-21): 53.5%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2021-22): 58.0% English learner 54.54% Foster 0.0% Homeless 33.33% SED 48.75% SWD 35.00% Advanced Placement (AP) – All Students in combined graduation rate completing at least 2 AP exams with 3 or higher (CDE College/Career Measures Only Report, 2021-22): 11.9% English learner 2.4% Foster 4.8% Homeless 4.0% SED 7.3% SWD 1.0%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2022-23): 56.0%	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2023): 75.7% Advanced Placement (AP) – All Students in combined graduation rate completing at least 2 AP exams with 3 or higher (CDE College/Career Measures Only Report, 2023):13.0%

| International Baccalaureate (IB)

All Students	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2019-20): 36.1%	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2020-21): 63%	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2021-22): 52% English learner NA Foster NA Homeless NA SED NA SWD NA *(NA- In order to protect student privacy, assessment results are not provided when there are fewer than 11 students.)* International Baccalaureate (IB) - All Students in combined graduation rate completing at least 2 IB exams with 4 or higher (CDE College/Career Measures Only Report, 2021-22): 1.4% English learner 0.0% Foster 0.0% Homeless 0.0% SED 1.1% SWD 0.0%	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2022-23): 51% International Baccalaureate (IB) - All Students in combined graduation rate completing at least 2 IB exams with 4 or higher (CDE College/Career Measures Only Report, 2022-23): 1.9%	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2023): 45.1% International Baccalaureate (IB) - All Students in combined graduation rate completing at least 2 IB exams with 4 or higher (CDE College/Career Measures Only Report, 2022-23): 2.0%

High School 4 Year Adjusted Cohort Dropout Rate All Students	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 2.2%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 3.2%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 3.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 0.8%
High School 4 Year Adjusted Cohort Dropout Rate African American	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 1.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 3.2%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 2.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 2.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 0.5%
High School 4 Year Adjusted Cohort Dropout Rate Hispanic	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 2.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 2.5%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 4.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 0.8%
High School 4 Year Adjusted Cohort Dropout Rate English Learners	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 5.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 7.7%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 10.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 12.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 2.6%
High School 4 Year Adjusted Cohort Dropout Rate Foster Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 9.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 15.4%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 10.0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 13.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 6.4%
High School 4 Year Adjusted Cohort Dropout Rate Students with Disabilities	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2019-20): 3.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2020-21): 4.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2021-22): 2.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2023-24): 1.6%

Middle School Dropout Rate All Students	Middle School Rate (CALPADS, 2019-20): 0.11%	Middle School Rate (CALPADS, 2020-21): 0.05%	Middle School Rate (CALPADS, 2021-22): 0.05%	Middle School Rate (CALPADS, 2022-23): 0.20%	Middle School Rate (CALPADS, (DataQuest, 2023-24): 0.11%
Universal Screener, Reading All Students	Universal Screening, Reading (2021-22): 72% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Universal Screening, Reading (2021-22): 86% of RUSD students meet or exceed middle of year learning goals (measured by Rate of Improvement growth)	Universal Screening Reading in grades 2-8 (2022-23): 74% of RUSD students meet or exceed middle of year learning goals (Measured - "At Benchmark")	Universal Screening Reading in grades 2-8 (2023-24): 49% of RUSD students meet or exceed middle of year learning goals (Measured - "At Benchmark")	Universal Screening, Reading (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)
Universal Screener, Math All Students	Universal Screening, Math (2021-22): 72% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)	Universal Screening, Reading (2021-22): 85% of RUSD students meet or exceed middle of year learning goals (measured by Rate of Improvement growth)	Universal Screening Math in grades 2-8 (2022-23): 80% of RUSD students meet or exceed middle of year learning goals (Measured - "At Benchmark")	Universal Screening Math in grades 2-8 (2023-24): 53% of RUSD students meet or exceed middle of year learning goals (Measured - "At Benchmark")	Universal Screening, Math (2023-24): 80% of RUSD students will meet or exceed end of year learning goals (measured by Rate of Improvement growth)

CA Dashboard College/Career Indicator All Students	Dashboard Status (Fall 2020, CA Dashboard): 47.7% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).	Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).	Students prepared for college (Fall 2023, CA Dashboard): 41.2% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2023, CA Dashboard): 53.7% Dashboard Performance (Fall 2023, CA Dashboard): Green
CA Dashboard College/Career Indicator African American	Dashboard Status (Fall 2020, CA Dashboard): 34.0% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).	Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).	Students prepared for college (Fall 2023, CA Dashboard): 35.5% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2023, CA Dashboard): 43.0% Dashboard Performance (Fall 2023, CA Dashboard): Green

| CA Dashboard College/Career Indicator

Hispanic | Dashboard Status (Fall 2020, CA Dashboard): 42.4%

Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022

Dashboard Performance (Fall 2020, CA Dashboard): n/a | Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022). | Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only). | Students prepared for college (Fall 2023, CA Dashboard): 34.6%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Low | Dashboard Status (Fall 2023, CA Dashboard): 48.4%

Dashboard Performance (Fall 2023, CA Dashboard): Green |
|---|---|---|---|---|---|
| CA Dashboard College/Career Indicator

English Learners | Dashboard Status (Fall 2020, CA Dashboard): 18.7%

Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022

Dashboard Performance (Fall 2020, CA Dashboard): n/a | Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022). | Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only). | Students prepared for college (Fall 2023, CA Dashboard): 5.7%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Very Low | Dashboard Status (Fall 2023, CA Dashboard): 43.0%

Dashboard Performance (Fall 2023, CA Dashboard): Yellow |

CA Dashboard College/Career Indicator Socioeconomically Disadvantaged	Dashboard Status (Fall 2020, CA Dashboard): 39.7% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).	Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).	Students prepared for college (Fall 2023, CA Dashboard): 33.4% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard Status (Fall 2023, CA Dashboard): 45.7% Dashboard Performance (Fall 2023, CA Dashboard): Green
CA Dashboard College/Career Indicator Foster Youth	Dashboard Status (Fall 2020, CA Dashboard): 21.9% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).	Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).	Students prepared for college (Fall 2023, CA Dashboard): 13.6% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard Status (Fall 2023, CA Dashboard): 43.0% Dashboard Performance (Fall 2023, CA Dashboard): Yellow

CA Dashboard College/Career Indicator Students with Disabilities	Dashboard Status (Fall 2020, CA Dashboard): 9.8% Dashboard Change (Fall 2020, CA Dashboard): Unknown due to lack of Dashboard until Fall 2022 Dashboard Performance (Fall 2020, CA Dashboard): n/a	Metric outcomes are Unknown at this time - they have not been calculated by CDE. It is anticipated that the CDE will calculate this indicator for Fall 2022 (Spring 2022).	Metric outcomes are Unknown at this time - they have not been calculated by CDE. The CDE will calculate this indicator for Fall 2023 (Status Only).	Students prepared for college (Fall 2023, CA Dashboard): 4.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2023, CA Dashboard): 18.8% Dashboard Performance (Fall 2023, CA Dashboard): Yellow
Students completing CTE Pathway by end of 12th grade year. All Students	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 6.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2020-21): 7.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.0%
Students completing CTE Pathway by end of 12th grade year. African American	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 6.4%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.5%	Percentage of students completing CTE Pathway by end of 12th grade year. (CALPADS & Aeries Reports, 2021-22): 6.3% CDE will release official data on CA Dashboard - May 2023	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 9.4%

| Students completing CTE Pathway by end of 12th grade year.

Hispanic | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.8% | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 5.7% | Percentage of students completing CTE Pathway by end of 12th grade year. (CALPADS & Aeries Reports, 2021-22): 7.2%

CDE will release official data on CA Dashboard - May 2023 | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.3% | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.8% |
|---|---|---|---|---|---|
| Students completing CTE Pathway by end of 12th grade year.

English Learners | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 10.2% | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 3.2% | Percentage of students completing CTE Pathway by end of 12th grade year. (CALPADS & Aeries Reports, 2021-22): 4.9%

CDE will release official data on CA Dashboard - May 2023 | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.3% | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 13.2% |
| Students completing CTE Pathway by end of 12th grade year.

Socioeconomically Disadvantaged | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 8.3% | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 5.7% | Percentage of students completing CTE Pathway by end of 12th grade year. (CALPADS & Aeries Reports, 2021-22): 6.4%

CDE will release official data on CA Dashboard - May 2023 | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.4% | Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 11.3% |

Students completing CTE Pathway by end of 12th grade year. Homeless	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 9.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CALPADS & Aeries Reports, 2021-22): 4.5% CDE will release official data on CA Dashboard - May 2023	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 1.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 12.1%
Students completing CTE Pathway by end of 12th grade year. Students with Disabilities	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2019-20): 7.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 3.5%	Percentage of students completing CTE Pathway by end of 12th grade year. (CALPADS & Aeries Reports, 2021-22): 3.3% CDE will release official data on CA Dashboard - May 2023	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.8%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2023-24): 10.1%
Students completing CTE Pathway and Completing CSU/UC Requirements by end of 12th grade year. All Students	Percentage of students completing CTE Pathway and Completing CSU/UC REquirements by end of 12th grade year. (CALPADS, 2019-20): 4.2%	Percentage of students completing CTE Pathway and Completing CSU/UC REquirements by end of 12th grade year. (CA Dashboard - CCI Details Report, 2020-21): 4.4%	Percentage of students completing CTE Pathway and Completing CSU/UC REquirements by end of 12th grade year. (CDE College/Career Measures Only Report, 2021-22): 4.1%	Number and Percentage of All Students in the Combined Graduation Rate (CA Dashboard, 2022-23) Combined Rate: 3.7%	Percentage of students completing CTE Pathway and Completing CSU/UC REquirements by end of 12th grade year. (CALPADS, 2022-23): 5.7%

Goal Analysis

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

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

2.1a - Universal Screeners

Substantive Differences in Implementation: New for this year at the elementary level, many teachers have started using the FastBridge system to conduct Progress Monitoring. For earlyReading, there are 1,217 students on Progress Monitoring plans within the FastBridge system across 29 elementary sites. Notably, in grades K-2, there are 1,067 students on Progress Monitoring plans. For CBMreading, there are 3,063 students on Progress Monitoring plans within the FastBridge system across 30 elementary sites. Notably, in grades 2-3, there are 2,163 students on Progress Monitoring plans. For AUTOreading, there are 82 students on Progress Monitoring plans within the FastBridge system across 7 elementary sites. For earlyMath, there are 105 students on Progress Monitoring plans within the FastBridge system across 6 elementary sites. For CBMmath, there are 132 students on Progress Monitoring plans within the FastBridge system across 8 elementary sites. Year 3 of the Contract with the Universal Screener provider cost less than originally budgeted causing this action to be underspent.

At the secondary level, screening data is used by educational partners (e.g., Administrators and Counselors) to align supports and services to meet the individualized needs of students.The academic screeners provide data that is used to adjust Tier I core instruction as well as inform targeted interventions (e.g. small-group instruction) for Tier II students. The social-emotional learning screener provides data that is used by MTSS Counselors to identify students for Tier II behavioral interventions such as restorative circles and explicit lessons from the Second Step curriculum.

2.1b - Textbook and Core Instructional Materials (Discontinued in 2022-23)

2.1c - Ethnic Studies Plan

Substantive Differences in Implementation: The History-Social Science team developed Native American Studies, Asian American and Pacific Islander Studies, and AP African American Studies courses to be implemented at high schools beginning in Fall 2024. Course descriptions were written and submitted to the Curriculum Council and will be submitted to UC Doorways Spring 2024. Supplemental materials purchased for Native American Studies. The team also began integration of civic engagement into Ethnic Studies classes. The team spent the majority of the last LCAP cycle on the systemization of Ethnic Studies courses in RUSD, with PD focused on content and concepts, but less of a focus on Ethnic Studies pedagogy. Now that the systems are in place (EDA in 9th grade, elective courses in 11th & 12th grades, etc.) there will be more teachers needed to teach these courses at the high schools and therefore, more PD needed for those teachers. Due this summer, the third grade Riverside History curriculum is anticipated to be completed, which is being moved to an online interactive platform.

2.1d - STEM Opportunities for All Students

Substantive Differences in Implementation: A new Digital Learning Specialist was hired to fill the vacancy from last year. The "Inspire Her Mind" events sponsored in this action was rebranded this year as "Ignite Her Mind." There was an Instructional Service Specialist position vacancy for most of the year in this action, and the 6th grade science camp allocations for each school were not fully expended causing the underspending in this action.

2.1e - Next Generation Science Standards

<u>Substantive Differences in Implementation:</u> The main focus for 2023-24 has been working with teachers on the TK-5 elementary Science adoption. Teachers have now chosen FOSS as the curriculum. In the secondary arena, working with teachers to increase student investigative time has been the main emphasis this year. Work with course leads was planned around inquiry-based learning. Additionally, a supply distribution hub was created this year with all science high school supplies delivered to instruction and then sent out quarterly to sites.

2.1f - English Learner Designated (ELD)

<u>Substantive Differences in Implementation:</u> Two new sessions for ELD professional development (Trainer of Trainer model) provided grade level leaders/core subject site representatives a deeper understanding of Integrated ELD and Designated ELD and how the ELD standards work in tandem with the Common Core content standards. Those teachers who attended as a representative for each site were instructed to go back and support their teams, extending their learning across grade levels/departments. Administrators were also guided to facilitate opportunities for this next step collaboration across campuses. Liaisons also attended the training to ensure their role at the school sites could provide opportunities for further support. Therefore, not all teachers attended training, but had access to a variety of support. In addition, participants were introduced to an ELPAC assessment review/gallery walk in order to learn about the rigor of the language assessment. During 2023-24, the new *Ellevation Strategies* feature of the Ellevation Platform was used by a total of 533 educators. However, the EL department did not do as much Professional Development as expected and there were EL Support TOSA vacancies for most of the year which also caused underspending/salary savings in this action.

2.1g - VAPA for All Students

<u>Substantive Differences in Implementation</u>: A National Endowment of the Arts awarded RUSD an Arts Research Grant which began this year 2023-24 and is a major accomplishment for RUSD to obtain. This grant is anticipated to demonstrate how the Arts positively impact student outcomes in ELA and Math. Results will become available in the 2024-25 school year. Other new highlights for the Arts include: a successful pilot of 3rd grade Music programs at Jefferson and Madison, expansion of the after school elementary music ensembles in Spring 2024 and expansion of the Honors Musical program for high school.

2.1h - Academic, Career, and Social-Emotional Supports

<u>Substantive Differences in Implementation:</u> Fifteen Cash for College financial aid application workshops for graduating seniors and their parents were held in RUSD due to the major changes to the Free Application for Federal Student Aid (FAFSA) and additional workshops were held by our institutes of higher education as a response to RUSD families request. The cancellation of the Middle School Conference will need to be addressed this coming year with continued financial support and proper staffing to successfully hold the event once more. Parent feedback through DELAC and NAPAC, along with elementary and middle school Counselors demonstrate that there is a need to provide this event to assist parents and students in navigating from elementary to middle and middle to high school successfully and understanding all educational options to prepare their students to be college and career ready. The need to translate international transcripts has doubled this year as international students are increasing in enrollment in RUSD.

2.1i - IB Program

<u>Substantive Differences in Implementation:</u> New for the IB course enrollment is a trend upward since returning to school after COVID. Additionally, John W. North High School had 100% pass rates in both IB Spanish Standard Level Course and IB Spanish Higher Level Course for the first time ever this past year. Expanded tutoring options as well as identification of students who might benefit from the support

of AVID are among the initiatives currently being implemented and/or expanded. The decision has also been made to discontinue IB Physics courses and replace them with IB Chemistry only.

2.1j - Dual Enrollment

Substantive Differences in Implementation: The outcomes for student participation in College and Career Access Pathways (CCAP) Dual Enrollment courses increased this year by holding parent information sessions at the site-level and the District-level, collaborating with neighboring Districts to merge sections, and continuing to offer sections in both in-person and online formats. Additional support for dual enrollment is provided by the CCAP grant, which is new for this year 2023-24. There was funding for transportation budgeted to allow students to attend classes on the Riverside Community College campus - however the transportation was not as costly as expected due to the online formats available this year.

2.1k - Career and Technical Education Programs

Substantive Differences in Implementation: New this year was an increased number of students working at off-site learning experiences with educational partners, which includes Arlington - Cybersecurity (17 students); MLKHS - Film, TV, & Video Production (32 students); Technical Theater & Live Event Production (16 students); John W. North - Sports Medicine & Injury Prevention (11 students); Poly - Film, TV, & Video Production (34 students); Culinary Arts & Services (43 students); Ramona - Residential & Commercial Construction (18 students); Culinary Arts & Services (31 students); Health Careers & Patient Care (14 students). By June 2024, we will have 1 "pilot" section of a course in the new Advanced Manufacturing pathway in partnership RCC, and have at least 1 section for each course identified in the CTE intra-school program expansion plan.

2.1l - Expand DLI Program

Substantive Differences in Implementation: The ten year DLI expansion plan for Dual Language Immersion in RUSD is complete as of this year. Final additions include: Fremont 6th grade, Ramona 10th grade Science, and University Heights Middle School opened 7th grade. Additional programs may be included in future new school sites. A new registration system has been developed to alleviate barriers and allows parents to register their children for DLI directly at the school sites.

2.2a - Summer Learning Programs

Substantive Differences in Implementation: RUSD will continue to expand our high school offerings to include in-person and virtual options. Summer school options include credit recovery, A-G recovery, and acceleration. Rising 9th graders will have the option to take high school CTE and VAPA courses for high school credit and it will allow them to get connected to the campus early. Recruitment efforts will increase next summer to ensure all students are aware of the summer options. Courses that do not have high enrollment will be replaced with other high demand courses. The summer school budget was significantly increased last year so expenditures were significant, however other funding resources were used before LCAP causing the LCAP allocation for this action to be underspent.

2.2b - AVID Programs

Substantive Differences in Implementation: No substantive Differences

2.2c - Tier II & Tier III Intensive Interventions - Credit Recovery

Substantive Differences in Implementation: Structured English courses are offered in 7th-11th grades (11th is new this year) at all comprehensive sites and Riverside Virtual School. The 11th grade program seeks to help improve students' results for the ELPI and reclassification.

2.2d - Advanced Placement Courses

Substantive Differences in Implementation: Starting in 2023-24, AP Exams were not charged to students. Previously, students paid for the exam and students on FRL paid a discounted fee. This year test fees were covered for all students. We have an increase in the number of students taking AP exams this year. This is likely attributed to the cost of the test being covered by the District which has removed the financial barrier for students.

2.2e - Heritage, Legacy, Puente Programs

Substantive Differences in Implementation: This program was able to benefit from additional grant funding to support guest speakers, field trips, and parent engagement nights to secure the expansion of the Heritage program. However, the funding for one of the consulting groups who were to work with underserved students was not used, and the Coordinator's salary for this action was moved to the LCSSP grant causing underspending in the budgeted amount for this action.

2.2f - Strategic and Intensive Services for English Learners

Substantive Differences in Implementation:. Four positions for English Learner (EL) Teachers on Special Assignment (TOSAs) at the elementary level were opened for the 2023-24 school year. Two of those four positions have been filled. ELD Summer School was offered for Newcomers in Summer 2023: 73 of the 75 Newcomers who were enrolled in the summer program actually completed it. EL Summer school dollars in this action have not been spent yet for summer school 2024, and some field trips dollars for Newcomer students were not utilized causing the underspending in this action.

2.2g - Case Management for Foster Youth

Substantive Differences in Implementation: New for this year, 20 AB evaluations (state graduation requirements) have been completed and 28 Foster Youth attended "College Bound Welcome Day" at RCC. 15 students have participated in dual enrollment at RCC. 21 out of 28 seniors are on track to complete graduation within the 4 year cohort status. According to 2022-23 DataQuest data, RUSD experienced some challenges regarding absenteeism including a 56.4% unexcused absence rate as well as a 5.2% out-of-school suspension absence rate.

2.2h - Staff Collaboration for Students with Disabilities

Substantive Differences in Implementation: There has been an increase in the percentage of students with IEPs spending more than 80% of their day in general education since inception of the goal, (as of April 2024: 71.3%, which is up from last year's 67%).

2.2i - Social-Emotional Support for Preschool Students

Substantive Differences in Implementation: New work this year has been done to advance instructional strategies for preschool: this includes providing teachers at Early Head Start's infant and toddler at Lincoln, Head Start, and California State Preschool Program teachers time to analyze data, collaboratively plan instructional responses, conduct instructional walks each trimester, monthly cluster meetings, parent meetings, and Together Learning and Collaborating (TLC) sessions. Additionally, the Spanish preschool teachers were given release time for vertical articulation with DLI teachers. DRDP (Desired Results Development Profile) data analysis was conducted in the fall and spring with a focus on outcomes for multilingual learners. Instructional teams are implementing small-group, differentiated instruction using the Cycle of

Inquiry. Teachers submitted their summary of findings with SMART goals to move students on the March and April DRDP to the next development level on the continuum, from Responding to Exploring, Building, or Integrating.

2.3a - Additional Allocations to Sites for Unduplicated Support

<u>Substantive Differences in Implementation:</u> As of this year, school sites are now monitored more closely regarding their purchase orders using LCAP funds. In the past, POs have bypassed the LCAP Director, however, the new approval process of PO expenditures is another layer of progress monitoring to avoid having unspent funds at the end of the year and to ensure funds are spent solely on increasing and improving services for Unduplicated students. All expenditures must be approved by the LCAP Director.

2.3b - Library Media Assistants

<u>Substantive Differences in Implementation:</u> No substantive differences reported

2.3c - Combination Class Reduction (Discontinued in 2023-24)

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.

RUSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

<u>2.1a Universal Screeners:</u>
Budgeted $320,319 / Estimated Actual $285,395 (-10.90%)
Year 3 of the Contract with the Universal Screener Provider cost less than originally budgeted causing this action to be underspent.

<u>2.1d Districtwide STEM:</u>
Budgeted $1,418,793 / Estimated Actual $1,237,527 (-12.78%)
There was an Instructional Service Specialist position vacancy for most of the year, and the 6th grade science camp allocations for each school were not fully expended causing the material difference for this action.

<u>2.1f English Learners:</u>
Budgeted $2,899,582 / Estimated Actual $1,486,621   (-48.73%)
The EL department did not do as much PD as expected therefore time card funds were not fully expended, and there were EL Support TOSA vacancies for most of the year which also caused underspending/salary savings.

<u>2.1j Dual Enrollment:</u>
Budgeted $130,000 / Estimated Actual $116,098   (-10.69%)
There was funding for transportation budgeted to allow students to attend classes on the Riverside Community College campus - however the transportation was not as costly as expected.

<u>2.2a Summer Programs:</u>
Budgeted $3,491,293 / Estimated Actual $3,091,293   (-11.46%)

Budget was significantly increased last year so expenditures were significant, however other funding resources used before LCAP causing the LCAP allocation to be underspent.

2.2e Heritage, Legacy, Puente:
Budgeted$1,265,948 / Estimated Actual $1,134,874 (-10.35%)
Funding for a consulting group to work with underserved students was not used, and the Coordinator's salary for this action was moved to the LCSSP grant causing underspending in this budgeted amount.

2.2f Newcomer Program:
Budgeted $847,477 / Estimated Actual $694,060   (-18.10%)
EL Summer school dollars in this action have not been spent yet for summer school 2024, and some field trips dollars for Newcomer students were not utilized causing the underspending in this action.

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

2.1a - Universal Screeners

Data Justification/Effectiveness of Action: Effective - Universal Screeners for FastBridge is no longer novel, but rather becoming institutionalized. At the elementary level, a majority of elementary teachers have started using the FastBridge system to conduct Progress Monitoring. For earlyReading, there are 1,217 students on Progress Monitoring plans within the FastBridge system across 29 elementary sites. Notably, in grades K-2, there are 1,067 students on Progress Monitoring plans. For CBMreading, there are 3,063 students on Progress Monitoring plans within the FastBridge system across 30 elementary sites. Notably, in grades 2-3, there are 2,163 students on Progress Monitoring plans. For AUTOreading, there are 82 students on Progress Monitoring plans within the FastBridge system across 7 elementary sites. For earlyMath, there are 105 students on Progress Monitoring plans within the FastBridge system across 6 elementary sites. For CBMmath, there are 132 students on Progress Monitoring plans within the FastBridge system across 8 elementary sites.

At the secondary level, screening data is used by educational partners (e.g., Administrators and Counselors) to align supports and services to meet the individualized needs of students. The academic screeners provide data that is used to adjust Tier I core instruction as well as inform targeted interventions (e.g. small-group instruction) for Tier II students. The social-emotional learning screener provides data that is used by MTSS Counselors to identify students for Tier II behavioral interventions such as restorative circles and explicit lessons from the Second Step curriculum.

2.1b - Textbook and Core Instructional Materials

Data Justification/Effectiveness of Action: (Discontinued in 2022-23)

2.1c - Ethnic Studies Plan

Data Justification/Effectiveness of Action: Effective - A structured implementation of the Ethnic Studies Plan is ready to begin next year:

-Each high school site will offer Ethnic Diversity in America to 9th grade students, paired with a freshman studies course.

-Each high school site will offer Ethnic Studies elective courses (Native American Studies, AAPI Studies, African American Studies, Chicano
-Studies, and/or AP African American Studies to 11th and 12th grade students.

-3rd, 8th, and 11th grade US History classes have integrated Ethnic Studies content where appropriate.

-In 2023-24, 562 students qualified for the State Seal of Civic Engagement compared to last year at 171.

2.1d - STEM Opportunities for All Students

Data Justification/Effectiveness of Action: Effective - Ignite her Mind: As of April 2024, 240 tenth-grade girls attended the Ignite Her Mind events in the spring and fall of this school year. A student feedback form after both events shows a 36.8% increased interest in pursuing a STEM-related career; 93.8% of attendees report an increased knowledge in STEM careers and opportunities; 86% of attendees see themselves in a college or career STEM field; and 93% of attendees report a desire for more STEM-related events and opportunities. Extended Day: Extended day teachers support professional development by increasing access and ability for teachers to learn how to better support technology and STEM in their classrooms. As of April 2024, Extended Day teacher has provided 10 PDs, serving 160 teachers showing 95% of participants agreed or strongly agreed that the objectives of their professional learning experience were met.

2.1e - Next Generation Science Standards

Data Justification/Effectiveness of Action: Effective - TK-5 Adoption was approved by the School Board this year. There has been continued revision and refinement of elementary and secondary interim assessment by teacher leads throughout the year to increase administration.

- Increase in interim assessment administration after elementary and secondary revisions

- Interim Assessment 1 (for 5th & 6th grade) shows a 10.6% growth Districtwide and 5.9% growth for English Learners

- Interim Assessment 1 - middle schools showed a 15% growth Districtwide

- District CAST scores were maintained. This is significant considering the SEL concerns of the last couple of years

- The RUSD Science and Engineering Fair has expanded participation at school sites by 20%

- Over 2,000 4th graders participated in SoCalREN environmental program which is bringing $67,000 into the District for science experiences for elementary students

- STEPCon at Bourns hosted over 3,000 students from the IE, including over 100 elementary students from RUSD

- STEAM Camp was delivered to over 2,000 6th-grade students in the spring

2.1f - English Learner Designated (ELD)

Data Justification/Effectiveness of Action: Effective - As of May 2024, there are 660 English Learners that have been reclassified to Fluent English Proficient; which is 125 more than the prior year. *Ellevation Strategies* was also introduced and teachers learned how to use the many available strategies to support their ELs language development. During 2023-24, the *Ellevation Strategies* feature of the Ellevation Platform was used by a total of 533 educators. Participation at elementary Ellevation workshops includes approximately 30 participants at each workshop x 8 workshops = 240 participants; participation at secondary Ellevation workshops includes approximately 16 participants at each workshop x 5 workshops = 80 participants. The three District commitments were reinforced and modeled: collaborative conversations, use of sentence frames and graphic organizers. 2023-24 LAS Links progress monitoring data indicates a 3% growth of students moving from

levels 1 and 2 to level 3. 2023 Summative ELPAC results reveal 31.6% of EL students decreased at least one level, 5.1% maintained level 3, and 63.3% progressed. According to the ELPI Indicator on the 2023 CA Dashboard, 44.5% of our English Learners are making progress towards English language proficiency, which is a small drop from the 46.1% from the 2022 CA Dashboard.

2.1g - VAPA for All Students

Data Justification/Effectiveness of Action: Effective - The RUSD Arts Plan, provides a robust, high-quality Arts education for students PreK through 12th grade to support students in reaching their highest creative potential. It has been given the status as one of the Top 3 Arts providers in Riverside County. Effectiveness Metrics:

- 55% enrollment or higher in instrumental Music programs for students in grades 5 and 6

- Provided general Music for 4th grade Districtwide, serving 100% of 4th grade students

- 66% or more of students from the Golden Bell Honors Musical and Arts Experience programs are now on Arts college and career pathways

- Offered 60+ Districtwide projects annually

- Offered 4,000+ Art to Go classes for TK-6th grades

- Fostered 160 community Arts partnerships

- Implemented opportunities across all 6 Arts forms (choir, instrumental music, dance, theater, visual arts, media arts)

- Provided teacher-driven professional development days that focus on high-impact Arts education, and high level of artistic development

2.1h - Academic, Career, and Social-Emotional Supports

Data Justification/Effectiveness of Action: Effective - The high education outreach successfully continues this year with our 2nd annual college fairs showing strong attendance rates in the hundreds, similar as in past years. For the Pathways to Higher Education, the partnership resulted in over 1,300 in attendance, twice as many as in previous years. We are awaiting the effectiveness results for the Cash for College financial aid application workshops (15 total) as the federal government has been unable to process any applications or provide data to institutes of higher education or school Districts to date. RUSD has a growing population of students who are coming from other countries. Helping students and families who are enrolling with international transcripts to understand what transfers for full credit into the RUSD graduation requirements is ongoing each year. International courses do not always "neatly" transfer into our system. As of May 3, 2024, there have been 79 international transcripts sent for evaluation to American Education Research Corporation (AERC).

2.1i - IB Program

Data Justification/Effectiveness of Action: Effective - There are 160 candidates registered for IB exams, up from 132 in May 2023. This puts John W. North High School closer to pre-COVID numbers, when their candidate registration averaged around the 170 range. The highest number of candidate registrations was in May 2020, as the pandemic began. There were 190 that year. The number of diploma candidates is finally more in line with pre-COVID levels. There are 31 Diploma candidates for May 2024, as compared to 17 in May 2023 and 23 in May 2022.The number of course candidates (students pursuing IB exams in one or more areas, but not completing the IB Diploma) is 98 for May 2024, as compared to 65 in May 2023 and 90 in May 2022. In fact, at 98, it is the largest cohort of course candidates ever. The number of exam registrations is 340 for May 2024, as compared to 243 in May 2023. This is increasing in the right direction, but not quite at pre-COVID numbers.The gap between the number of Hispanic/Latino students in the school as compared to the number of Hispanic/Latino students

enrolled in IB courses has decreased over time. The average difference between the percent of Hispanic/Latino students enrolled in the school as compared to the percent of Hispanic/Latino students enrolled in IB courses during the years is down to 14.6% for 2024, as compared to 41.2% ten years ago in 2014.

2.1j - Dual Enrollment

Data Justification/Effectiveness of Action: Effective - The actions taken this year to inform students and parents on College and Career Access Pathways (CCAP) Dual Enrollment courses with Riverside Community College was effective with high school data showing an expected 1,000 grades being earned by an estimated 575 students - a significant increase since the COVID break. A virtual learning environment has allowed Educational Options Center schools, STEM High School, and Lincoln High School students to also enroll in these Dual Enrollment courses. Additionally, two STEM Nursing pathways continue to also be offered at Ramona High School and Arlington High School which consist of both virtual and in-person formats.

2.1k - Career and Technical Education Programs

Data Justification/Effectiveness of Action: Effective - CTE programs continue to grow in popularity in RUSD especially since some of the classrooms have been refurbished due to the Measure O plan. 288 high-quality CTE courses are available which involve 42 pathways, and 8 revised/upgraded high school programs, and 15 middle school programs that directly feed into high school pathways. The 2022-23 CTE completion rate: 46.1% and reflects the number of students who completed a CTE pathway versus the number of students who were enrolled in a capstone. This number is impacted by students who were in the 11th grade in 2022-23 as they will not be counted as a "Completer" until 2023-24 when they are in 12th grade.

Of the 250 2022-23 CTE Completer cohort, the CTE administrative team was able to connect with 232 graduates in January 2024 to administer the CDE required CTE Completer Postsecondary Status Survey (6 months after graduation) asking for updates on various academic and work-related accomplishments. 95 of the 232 graduates responded to the survey (40.9% response rate). The findings are as follows: 40% of respondents are enrolled in a 4 year university, 35% of respondents are enrolled in a community college, 19% of respondents are not currently enrolled in an educational or training program, 3% are enrolled in a vocational or training school certificate program, and 3% are enrolled in a vocational or training school two-year degree program. 35% of respondents have secured either full-time or part-time employment with compensation at or above minimum wage, 9% have secured another type of employment, and 56% are not employed. Among those students who are employed, the following represents the fields in which they are employed: 17% marketing, sales, and service; 17% other fields not listed, 15% hospitality, tourism, and recreation; 11% education, child development, and family service; 11% public services, 9% arts, media, and entertainment; 6% building and construction trades; 4% health science and medical technology; 2% business and finance; 2% energy, environment, and utilities; 2% fashion and interior design; and 2% information and communication technologies. Lastly, 24% of respondents have earned an industry-recognized credential, 4% have earned a license issued by the State of California, and 5% have earned another measure of technical skill attainment.

2.1l - Dual Language Immersion/Expansion

Data Justification and Technical Education Programs: Effective - Listed below are the anticipated 2023-24 DLI "completers" for each school that expanded to a new grade level during 2023-24:

- Fremont Elementary School: 30 students are projected to transition to seventh grade (in 2024-25)

- Ramona High School: 55 students are projected to complete eleventh grade (in 2023-24)

- University Heights Middle School: 52 students are projected to transition to eighth grade (in 2024-25)

2.2a - Summer Learning Programs

Data Justification/Effectiveness of Action: Effective - 2023 Summer Program results indicate we met the goal for our 2023 projections:

Elementary School: 2,072 students were enrolled. In ELA, 95% of students either maintained or grew compared to 78% in 2022, which is an increase of 17% as measured by pretest/posttest assessments. In Math, 89% of students either maintained or grew compared to 88% in 2022, which is an increase of 1% as measured by pretest/posttest summer assessments.

Middle School: 969 students were enrolled. In ELA, 98% of students either maintained or grew compared to 20% in 2022, which is a 78% increase from 2022 as measured by pretest/posttest assessments. In Math, 88% of students either maintained or grew compared to 19% in 2022, which is a 69% increase as measured by pretest/posttest assessments.

High School: In Session 1, 3,303 students were enrolled and 3,254 students earned credits compared to 2,984 students in 2022. In Session 2, 3306 students were enrolled and 3201 students earned credits compared to 2,843. In summer school 3,254 students earned high school graduation credit during the 1st session. During the 2nd session, 3,231 earned credit. There were 59 additional graduates at the end of summer school compared to 36 additional graduates in 2022.

Summer courses will continue focusing on English Learner achievement offering these students priority enrollment in summer school to provide them with LAB!, Lexia, Academic Hour, and small group tutoring.

2.2b - AVID Programs

Data Justification/Effectiveness of Action: Effective - This action was effective as demonstrated by the number of 2023 graduating AVID Seniors: 442, which is an increase of 20 students over the last year. 99% graduated from high school (same as 2021-22); 92% met A-G graduation requirements (-1% from 2021-22); 96% submitted FAFSA or State Financial Aid (+1% from 2021-22); 86% applied to a 4-year university (same as 2021-22); and 83% were accepted into a 4-year university (+1% from 2021-22).

2.2c - Tier II & Tier III Intensive Interventions - Credit Recovery

Data Justification/Effectiveness of Action: Effective - Data from 1st semester shows over 1,100 courses (5,500 credits) were recovered. Data for intensive interventions show:

Tier II: Structured English (SE): Courses are offered in 7th-11th grades (11th is new this year) at all comprehensive sites and RVS.

 - 2,124 students were enrolled

- SE average beginning-of-year (BOY) FastBridge is 636 Lexile (2nd-3rd grade range)

- SE course pass rates for 1st quarter is 74.38%

Tier III: Language Arts Workshop (Language! Live curriculum)

- 360 students enrolled (43 GenEd, 317 SPED)

- BOY average reading comprehension is 319L (1st grade band)

2.2d - Advanced Placement Courses

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Data Justification/Effectiveness of Action: Effective - Last year (2022-23) 4,357 AP exams were completed by RUSD students. This 2023-24 year, with the update in test fee structures we anticipate 5,096 students will take AP exams which reflects a 17% increase from last year. District funds covered the cost of the AP exams which is believed to have had an impact on the overall increase in students taking exams due to removing financial barriers for Low-Income students.

2.2e - Heritage, Legacy, Puente Programs

Data Justification/Effectiveness of Action: Effective - Heritage Program numbers for 2023-24 include: 1,228 students enrolled; 298 seniors for the 2023-24 school year are on track for graduation compared to Heritage Program numbers for 2022-23 where 918 students were enrolled; 93.6% of program participants graduated from high school, and 53.7% met A-G requirements.

Legacy Program numbers for 2023-24 include 1,764 students enrolled; 361 seniors for the 2023-24 school year are on track for graduation compared to Legacy Program numbers for 2022-23 where 983 were enrolled, 80.1% of program participants graduated from high school, and 16.8% met A-G requirements.

Puente Program numbers for 2023-24 include 254 students enrolled; all seniors for the 2023-24 school year are on track for graduation compared to Puente Program numbers for 2022-23 where 251 students were enrolled, 100% of program participants graduated from high school, and all met A-G requirements.

2.2f - Strategic and Intensive Services for English Learners

Data Justification/Effectiveness of Action: Effective - The 5 schools that continue to offer AVID Excel are: Central, Chemawa, Gage, Sierra, and University Heights. During 2023-24 these schools maintained approximately the same enrollment as the previous year, with 196 students in grades 7 and 8 enrolled in AVID Excel. Among those participating students, 44 moved into high school AVID; that is 43% of the rising 9th grade AVID Excel students. Secondary sites hired approximately 35 tutors and 13 teachers on extra duty to support Newcomers to provide academic tutoring before, during and after school. The sites with the most Newcomers (in US schools less than three years) are John W. North High School (71), Ramona High School (80), Arlington High School (56) and Poly High School (56). 2023-24 LAS Links data reveals the following breakdown in performance levels among AVID Excel students: Beginning (8%), Early Intermediate (9%), Intermediate (43%), and Early Advanced (38%). 2023-24 LAS Links progress monitoring data indicates a 3% growth of students moving from levels 1 and 2 to level 3. During Summer 2023, ELD summer school was offered for Newcomers (one year or less in US schools). Approximately 75 Newcomers enrolled in the program.The pre and post data was not available due to complications with the data system. However, a new summer assessment will be used beginning Summer 2024. As of May 2024, there are 660 English Learners that have been reclassified to Fluent English Proficient; which is 125 more than the prior year.

2.2g - Case Management for Foster Youth

Data Justification/Effectiveness of Action: Effective - According to the California School Dashboard, the 2021-22 RUSD chronic absenteeism rate for Foster Youth was 31.6%, while the 2022-23 rate was 29.4%. The 2.3% decline in Foster Youth chronic absenteeism would suggest that our specific action has been somewhat effective in achieving our target result. 1 SAP Counselor/Case Manager is dedicated to implementing case management for 349 Foster Youth. Other relevant successes include 2,627 direct interventions that have been completed for Foster Youth. Barriers removed include attendance, school of origin determination, tutoring, records, school supplies, transportation and discipline support. 21 student attendance review team meetings have been held so far this year utilizing MTSS strategies.

2.2h - Staff Collaboration for Students with Disabilities

Data Justification/Effectiveness of Action: Effective - The goal has been effective in the scope of maintaining students with IEPs in the general education setting more than 80% of the time. The work of the Inclusive Practices Specialists in lesson planning, utilizing UDL has improved the impact of effective instructional practices. Increasing rigor and monitoring progress on goals will be a focus for the 2024-27 goals. RUSD will meet its goal for this year to have 72% of Students with Disabilities/IEPs spending 80% or more of their day in the general education classroom.

2.2i - Social-emotional Support for Preschool Students

Data Justification/Effectiveness of Action: Effective - The Preschool SAP Counselor, supports the classrooms with wrap-around services for children to self-regulate socially and emotionally as they increase their success in the classroom. Services extend to the homes by equipping parents with strategies, resources, and outside agency referrals for continuity of care.The California State Preschool Program, DRDP Fall 2023 ALT-REG 5 data shows 45% of students or 231 of 514 students achieved at the development level of Building Middle or higher. Spring 2024 data illustrates an increase to 80% of students or 387 of 487 students achieved at the development level of Building Middle or higher showing our internal SMART Goal was achieved. Head Start Preschool Program, DRDP Fall 2023 ALT-REG 5 data shows 23% of students or 28 of 120 students achieved at the development level of Building Middle or higher. Spring 2024 data illustrates an increase to 76% of students or 106 of 139 students achieved at the development level of Building Middle or higher. While the internal SMART goal was not achieved with 80% of students at Building Middle or higher, there was still a major increase of students developing in Self-Control of Feelings and Behavior from 23% to 76%.

2.3a - Additional Allocations to sites for Unduplicated Support

Data Justification/Effectiveness of Action: Effective - Out of 50 schools, 44 schools enroll 55% or greater number of Unduplicated pupils; 6 schools enroll less than 55% but more than 30% (the lowest count is 46.42% at Lake Mathews Elementary. No school is under 30% Unduplicated). Each year, school sites receive an allocation of LCAP funds based on its percentage of Unduplicated students. Effective expenditures for LCAP site allocations are: TOSAs, extended day time for teachers, Instructional Assistants (Bilingual), Translators, Community Assistants (Bilingual), incentives/awards, enhanced/supplemental curriculum, materials and supplies, and field trips. These expenditures have direct touchpoints with students and therefore the effectiveness is demonstrated by the work of teachers on special assignment who provide coaching to teachers, assistance with Reading and Math curriculum and support for English Learners. Extended Day time teachers assist with credit recovery by providing an extra period for students struggling with learning loss. The bilingual staff (Instructional Assistants, Translators, Community Assistants) provide invaluable services to school sites in that they connect to families and assist with IEPs, and provide tutoring to English Learners. Many sites utilize these funds to provide incentives/awards for attendance and behavior, purchase additional curriculum for English Learners and students with disabilities. Field trips, software, and other classroom materials and supplies also support student learning and growth. The expenditures must primarily serve Foster Youth, English Learners and/or Low-Income students.

2.3b - Library Media Assistants

Data Justification/Effectiveness of Action: Effective - LMAs successfully supported the disbursement of all instructional materials for each trimester. All students are provided with a Chromebook immediately if they report a lost or damaged device. LMAs have also continued to disperse instructional materials for students and staff which include 1:1 Chromebooks, textbooks, consumable materials, and staff resources (teacher's editions, classroom kits, etc.) to support high-quality instruction and the Williams Act (No findings in this year's audit). Staff also recommend, order, and check-out books based on student choice (recreational reading, research, etc.) and teacher request. Prior to this

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LCAP action, this data was not available. Due to the LMA organizational and implementation strategies, RUSD now has reportable data on textbook distribution and library usage. 712,623 = Total number of books for Library Check-out for school year 2023-24.

2.3c - Combination Class Reduction

<u>Data Justification/Effectiveness of Action</u> (Discontinued in 2023-24)

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

No significant Changes were made to the 2023-24 LCAP goals throughout last year. However, RUSD is currently reconstructing planned goals, metrics, and desired outcomes/actions for the 2024-27 LCAP. Our Goal 2, formerly "Provide students choices that prepare them for college and career pathways" will become "Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups." This change is a direct result of our reflections on prior practice in that the goal will become growth-focused rather than only post-secondary focused as voiced by our LCAP Parent Advisory, Culture and Climate survey, and Board of Education. Additionally, our new Goal 2 will contain sets of focused actions pertaining to student support services such as counseling, college and career guidance alignment, credit recovery, dropout prevention, graduation rates, career technical education, dual enrollment, and A-G support. These action groupings will be aligned to similar metrics as well. In prior practice our Goals and Actions were not necessarily organized and aligned around the metrics needed to demonstrate effectiveness. Many of the former Goal 2 actions are still to be found in the new Goal 2, however, the actions are more refined and detailed in around the student groups they will target include Low-Income, English Learners and Foster Youth, and the interventions/services that will be provided. Also borne out of educational partner feedback, RUSD will be establishing a 4th goal in next year's LCAP, "Provide safe, engaging, innovative, and equitable learning environments for all students" which will describe our LCAP work that is traditionally ongoing, and has proven effective over time.

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.

Goal

Goal #	Description
3	Involve the Whole Family and Community in Student Learning and Well-Being State Priorities: Priority 3 - Parental Involvement for Engagement; Priority 5 - Pupil Engagement for Engagement; Priority 6 - School Climate for Engagement; Priority 7 - Course Access for Conditions of Learning

Measuring and Reporting Results

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

CA Dashboard Chronic Absenteeism Indicator All Students	Dashboard Status (Fall 2019, CA Dashboard): 9.6% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2% Dashboard Performance: Yellow	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 13.4% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 28.3% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 23.7% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.6% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status Dashboard Performance: Green
CA Dashboard Chronic Absenteeism Indicator African American	Dashboard Status (Fall 2019, CA Dashboard): 13.8% - High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.4% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 18.8% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 29.6% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 26.1% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 3.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status Dashboard Performance: Green

CA Dashboard Chronic Absenteeism Indicator Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 10.1% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.1% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 15.3% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 30.8% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 25.9% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 10.8% - Medium Status Dashboard Performance: Green
CA Dashboard Chronic Absenteeism Indicator English Learners	Dashboard Status (Fall 2019, CA Dashboard): 9.4% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 1.2% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 17.8% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 28.8% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 23.9% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 8.1% - Medium Status Dashboard Performance: Green

CA Dashboard Chronic Absenteeism Indicator Socioeconomically Disadvantaged	Dashboard Status (Fall 2019, CA Dashboard): 12.0% - High Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.4% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 17.0% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 32.3% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 27.2% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.0% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 9.0% - Medium Status Dashboard Performance: Green
CA Dashboard Chronic Absenteeism Indicator Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 18.7% - High Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by -0.4% Dashboard Performance: Orange	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 28.6% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 31.6% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 29.4% Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.3% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 12.7% - High Status Dashboard Performance: Yellow

CA Dashboard Chronic Absenteeism Indicator Students with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 15.3% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.7% Dashboard Performance: Yellow	Chronic Absenteeism - K-8 (DataQuest, 2020-21) 18.9% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 37.2% - Very High Status Dashboard Performance: Dashboard color dials will return in 2023	Chronic Absenteeism (K-8) 31.8% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.4% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 9.3% - Medium Status Dashboard Performance: Green
School Attendance All Students	Increase student attendance rate (Aeries, 2019-20): 96.8%	Increase student attendance rate (Aeries, 2021-22): 92.5%	Increase student attendance rate (Aeries, 2022-23): 92.57%	Increase student attendance rate (Aeries, 2023-24 April): 94.4%	Increase student attendance rate (Aeries, 2022-23): >=96.8%
School Attendance African American	Increase student attendance rate (Aeries, 2019-20): 96.7%	Increase student attendance rate (Aeries, 2021-22): 92.8%	Increase student attendance rate (Aeries, 2022-23): 92.52%	Increase student attendance rate (Aeries, 2023-24 April): 94.4%	Increase student attendance rate (Aeries, 2022-23): >=96.7%
School Attendance Hispanic	Increase student attendance rate (Aeries, 2019-20): 96.8%	Increase student attendance rate (Aeries, 2021-22): 92.3%	Increase student attendance rate (Aeries, 2022-23): 92.19%	Increase student attendance rate (Aeries, 2023-24 April):94.1%	Increase student attendance rate (Aeries, 2022-23): >=96.8%
School Attendance English Learners	Increase student attendance rate (Aeries, 2019-20): 96.6%	Increase student attendance rate (Aeries, 2021-22): 91.9%	Increase student attendance rate (Aeries, 2022-23): 91.67%	Increase student attendance rate (Aeries, 2023-24 April): 93.9%	Increase student attendance rate (Aeries, 2022-23): >=96.6%
School Attendance Socioeconomically Disadvantaged	Increase student attendance rate (Aeries, 2019-20): 96.6%	Increase student attendance rate (Aeries, 2021-22): 92.2%	Increase student attendance rate (Aeries, 2022-23): 92.05%	Increase student attendance rate (Aeries, 2023-24 April): 94.0%	Increase student attendance rate (Aeries, 2022-23): >=96.6%

School Attendance Students with Disabilities	Increase student attendance rate (Aeries, 2019-20): 95.7%	Increase student attendance rate (Aeries, 2021-22): 90.4%	Increase student attendance rate (Aeries, 2022-23): 90.64%	Increase student attendance rate (Aeries, 2023-24 April): 92.8%	Increase student attendance rate (Aeries, 2022-23): >=96.7%
School Attendance Homeless	Increase student attendance rate (Aeries, 2019-20): 95.3%	Increase student attendance rate (Aeries, 2021-22): 90.0%	Increase student attendance rate (Aeries, 2022-23): 88.55%	Increase student attendance rate (Aeries, 2023-24 April): 92.3%	Increase student attendance rate (Aeries, 2022-23): >=96.8%
CA Dashboard Suspension Indicator All Students	Dashboard Status (Fall 2019, CA Dashboard): 4.2% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Orange	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 4.1% - Medium Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 4.6% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 3.3% - Medium Status Dashboard Performance: Green
CA Dashboard Suspension Indicator African American	Dashboard Status (Fall 2019, CA Dashboard): 7.6% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.8% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 7.6% - High Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 7.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.1% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 3.85% - Medium Status Dashboard Performance: Green

CA Dashboard Suspension Indicator Hispanic	Dashboard Status (Fall 2019, CA Dashboard): 4.1% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Maintained by 0.2% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.2% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 4.2% - Medium Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 4.8% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.7% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 3.2% - Medium Status Dashboard Performance: Green
CA Dashboard Suspension Indicator English Learners	Dashboard Status (Fall 2019, CA Dashboard): 3.8% - Medium Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.3% Dashboard Performance: Orange	Suspension Rate (DataQuest, 2020-21) 0.1% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 4.0% - Medium Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 4.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 2.9% - Medium Status Dashboard Performance: Green

CA Dashboard Suspension Indicator Foster Youth	Dashboard Status (Fall 2019, CA Dashboard): 12.4% - Very High Status Dashboard Change (Fall 2019, CA Dashboard): Increased by 0.4% Dashboard Performance: Red	Suspension Rate (DataQuest, 2020-21) 0.3% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 9.4% - Very High Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 12.7% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.3% Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 7.9% - High Status Dashboard Performance: Yellow
CA Dashboard Suspension Indicator Student with Disabilities	Dashboard Status (Fall 2019, CA Dashboard): 7.2% - High Status Dashboard Change (Fall 2019, CA Dashboard): Declined by 0.4% Dashboard Performance: Yellow	Suspension Rate (DataQuest, 2020-21) 0.4% CA Dashboard did not publish Status, Change, or Performance color for Fall 2021. Data published on DataQuest.	Dashboard Status (Fall 2022, CA Dashboard): 6.9% - High Status Dashboard Change 2022 Status Only due to Covid-19 Dashboard Performance: Dashboard color dials will return in 2023	Dashboard Status (Fall 2023, CA Dashboard): 7.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.2% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 3.45% - Medium Status Dashboard Performance: Green
Expulsion Rate All Students	Expulsion Rate (CALPADS, 2019-20): 0.17%	Expulsion Rate (DataQuest, 2020-21): 0.00%	Expulsion Rate (DataQuest, 2021-22): 0.2%	Expulsion Rate (DataQuest, 2022-23): 0.1%	Expulsion Rate (CALPADS, 2022-23): 0.11%
Expulsion Rate African American	Expulsion Rate (CALPADS, 2019-20): 0.31%	Expulsion Rate (DataQuest, 2020-21): 0.00%	Expulsion Rate (DataQuest, 2021-22): 0.3%	Expulsion Rate (DataQuest, 2022-23): 0.0%	Expulsion Rate (CALPADS, 2022-23): 0.16%

Expulsion Rate Hispanic	Expulsion Rate (CALPADS, 2019-20): 0.17%	Expulsion Rate (DataQuest, 2020-21): 0.00%	Expulsion Rate (DataQuest, 2021-22): 0.2%	Expulsion Rate (DataQuest, 2022-23): 0.1%	Expulsion Rate (CALPADS, 2022-23): 0.11%
Student Climate Survey All Students	Student Climate Survey - Increase Student Engagement / Connectedness to School (2020-21): 67% Agree/Strongly Agree	Student Climate Survey - Increase Student Engagement / Connectedness to School (2021-22): 69% Agree/Strongly Agree	Student Climate Survey - Increase Student Engagement / Connectedness to School (2022-23): *RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.* <u>Sense of Belonging</u> 37% Favorable as compared to the National Average of 55% Favorable <u>Engagement</u> 26% Favorable as compared to the National Average of 48% Favorable	Student Climate Survey - Increase Student Engagement / Connectedness to School (2023-24): <u>Sense of Belonging</u> 39% Favorable as compared to 37% in 2022-23 (National Average is 55%) <u>Engagement</u> 26% Favorable as compared to 26% in 2022-23 (National Average is 50%)	Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 73% Agree/Strongly Agree

| Student Climate Survey

All Students | Student Climate Survey - Increase Students' sense of Safety (2020-21): 75% Agree/Strongly Agree | Student Climate Survey - Increase Students' sense of Safety (2021-22): 67% Agree/Strongly Agree | Student Climate Survey - Increase Students' sense of Safety (2022-23):

RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.

School Safety
56% Favorable as compared to the National Average of 58% Favorable | Student Climate Survey - Increase Students' sense of Safety (2023-24):

School Safety
58% Favorable as compared to 56% in 2022-23 (National Average is 57%) | Student Climate Survey - Student Engagement / Connectedness to School (2023-24): 81% Agree/Strongly Agree |
|---|---|---|---|---|---|
| Student Climate Survey

All Students | Student Climate Survey - Increase Students' perception of Social-emotional & Behavioral Supports at Schools (2020-21): 78% Agree/Strongly Agree | Student Climate Survey - Increase Students' perception of Social-emotional & Behavioral Supports at Schools (2021-22): 73% Agree/Strongly Agree | Student Climate Survey– Increase Students' perception of Sense of Belonging (2022-23):

Sense of Belonging (SEL) 37% Favorable as compared to the National Average of 55% Favorable | Student Climate Survey– Increase Students' perception of Sense of Belonging (2023-24):

Sense of Belonging 39% Favorable as compared to 37% in 2022-23 (National Average is 55%) | (CHKS) Student Climate Survey - Increase Students' perception of Social-emotional & Behavioral Supports at Schools (2023-24): 81% Agree/Strongly Agree

(Panorama) 55% Favorable |

| Parent Climate Survey

All Parents | Parent Climate Survey - Increase Parents' perception of Safety (2020-21): 92% Agree/Strongly Agree | Parent Climate Survey - Increase Parents' perception of Safety (2021-22): 86% Agree/Strongly Agree | Parent Climate Survey - Increase Parents' perception of Safety (2022-23):

RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.

<u>School Safety</u>
68% Favorable as compared to the National Average of 80% Favorable | Parent Climate Survey - Increase Parents' perception of Safety (2023-24):

<u>School Safety</u>
68% Favorable as compared to 68% in 2022-23 (National Average is 79%) | (CHKS) Parent Climate Survey - Increase Parents' sense of Safety (2023-24): 95% Agree/Strongly Agree

(Panorama) 80% Favorable |
|---|---|---|---|---|---|
| Parent Climate Survey

All Parents | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 68% Agree/Strongly Agree | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2022-23):

RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.

<u>Barriers to Engagement</u>
79% Favorable as compared to the National Average of 85% Favorable | Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24):

<u>Barriers to Engagement</u>
79% Favorable as compared to 79% in 2022-23 (National Average is 83%) | (CHKS) Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree

(Panorama) 85% Favorable |

Parent Climate Survey Parents of student with exceptional needs	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 71% Agree/Strongly Agree	*RUSD has shifted to using Panorama Education as the Culture and Climate Tool. For Year 2, voluntary background questions will be added to capture responses of parents of students with exceptional needs.* Score not available this year	*Due to challenges in adding voluntary background questions, we were unable to add a question to capture responses of parents of students with exceptional needs.* Score not available this year	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree
Parent Climate Survey Parents of "Unduplicated Pupils"	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2020-21): 75% Agree/Strongly Agree	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2021-22): 77% Agree/Strongly Agree	*RUSD has shifted to using Panorama Education as the Culture and Climate Tool. For Year 2, voluntary background questions will be added to capture responses of parents of Unduplicated pupils.* Score not available this year	*Due to challenges in adding voluntary background questions, we were unable to add a question to capture responses of parents of Unduplicated pupils.* Score not available this year	Parent Climate Survey - Increase Parents' perception of Involvement & Participation (2023-24): 78% Agree/Strongly Agree
Staff Climate Survey All Staff	Staff Climate Survey - Increase Staff sense of Safety (2020-21): 95% Agree/Strongly Agree	Staff Climate Survey - Increase Staff sense of Safety (2021-22): 86% Agree/Strongly Agree	Staff Climate Survey - Increase Staff sense of Safety (2022-23): *RUSD has shifted to using Panorama Education as the Culture and Climate Tool. The tool will report % Favorable compared to the national average.* **School Safety** 58% Favorable as *No national data set as this is a new topic for staff*	Staff Climate Survey - Increase Staff sense of Safety (2023-24): **School Safety** 70% Favorable as compared to 58% in 2022-23 (*No national data set as this is a new topic for staff*)	(CHKS) Staff Climate Survey - Increase Staff sense of Safety (2023-24): 95% Agree/Strongly Agree (Panorama) 68% Favorable

Goal Analysis

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

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

3.1a - Family and Community Partnerships

Substantive Changes in Implementation: The most requested services from families have increased significantly in the area of connecting with community resources due to the increased cost of living - particularly the housing burden, food, healthcare, low-cost internet to support student chromebooks, parenting support, and crisis assistance. Over 2,000 new family contacts have been recorded for this school year which is slightly less than last year. Ten new community partners were identified to support the comprehensive needs of students and families.

3.1b - Family Engagement Programming

Substantive Changes in Implementation: New for this year, and in addition to workshops supporting student learning, school sites have increased requests for programs to support parenting skills. Parenting skills workshops are already provided by Riverside University Health Systems-Behavioral Health and other non-profit agencies, and Family Resource Center (FRC) has been tasked with identifying new partners to support the parenting needs of diverse families and targeted populations. This work is ongoing and will be ready for the school year 2024-25. The Facebook Live informational program - Cafecito - sponsored by FRC won a 2023-24 Golden Bell award for effectively communicating and supporting the comprehensive needs of families.

3.1c - Strategic Communications Plan

Substantive Changes in Implementation: The Director position for Communications was vacant until late April of 2024. Nevertheless, 5 new communications campaigns were carried out this year: RUSD Job Fair, Did You Know? (monthly video series), Citizens Bond Oversight Committee Recruitment, Faces of Fentanyl, and Attendance Matters.

3.2a - Translation Service

Substantive Changes in Implementation: The main difference in planned actions is that our five District translators have created a flexible schedule to cover the 3 or 4 sites that do not have a translator due to the 7 job vacancies. These job vacancies have remained unfilled all school year due to the difficulty in finding translators who meet the District qualifications.

3.2b - STEM Academy Lottery Process

Substantive Changes in Implementation: No Substantive Changes - (Discontinued for the 2024-27 LCAP)

3.3a - Comprehensive Culture and Climate Tool

Substantive Changes in Implementation: For the second year, RUSD administered the Culture and Climate Surveys developed by Panorama in 2023-24. Separate surveys were conducted for parents, students and staff in late March of 2024. The total responders included 18,259 students, an increase over last year which was 16,825 students; 3,941 families, an increase over last year which was 2,573 families; and

2,014 staff members which was an increase over last year which was 1,507. The total number of respondents were 24,000 which was a significant increase over last year which was 20,905.

3.3b - Social-emotional Learning Curriculum

<u>Substantive Changes in Implementation</u>: Second Step SEL Curriculum for all TK-8 teachers is now in its second year of implementation. This year, physical kits were purchased for use by support staff as well as Psychologists, School Counselors, and our licensed clinicians (SAP Counselors).

3.3c - Wellness Opportunities for Employees

<u>Substantive Changes in Implementation:</u> The TOSA for Wellness and Engagement expanded her role this year to include new and improved sessions for individual coaching, additional group workshops, mindfulness groups, book clubs, community circles for employees (teams/departments). Additionally the TOSA conducted Compassionate Classroom training at various school sites in the District. This year, CYBHI and Kaiser grants were awarded to further support the Compassionate Classroom trainings.

3.3d - Child Welfare and Attendance Support

<u>Substantive Changes in Implementation:</u> There was a greater emphasis on attendance this year including the implementation of the following:

District Attendance Improvement Plans: Pupil Services TOSAs and the District Attendance Team followed monthly activities/tasks aligned with a tiered support approach (MTSS framework) to increase attendance and reduce chronic absenteeism.

Site Attendance Teams and Site Improvement Plans (SMART Goal): All schools created a site-based attendance team and developed an Attendance Improvement Plan aligned with a tiered support approach focusing on a SMART Goal and attendance activities based on their Total Absence Report

Chronic Absenteeism Data: School site Principals received Chronic Absenteeism rates monthly specific to their school site, student groups, and race/ethnicity.

Conference Data for School Attendance Review Team Meetings (SARTs): At a bi-weekly interval, the TOSA analyzed data to identify areas of strengths and areas for improvement. This data was provided to each school site attendance team with their progress on their conference goal (80%). These teams received support and resources to support a restorative meeting with families to improve students' attendance/behavior.

District Site Attendance Team Meetings (Monthly): Monthly attendance team meetings are coordinated and presented by the Pupil Services Attendance team and TOSAs to provide coaching and support to site attendance teams.

Communications Plan: The Pupil Services Attendance team and the Communications Department created a year-long Attendance Campaign highlighting student voice and the theme "Showing Up Together!".

Learning Labs: (Bi-Weekly) meetings were coordinated and presented by TOSAs and the Pupil Services Attendance Team to provide a deeper dive into attendance methods to improve student attendance.

3.3e - Co-Curricular and Extracurricular Activities - HS

Substantive Changes in Implementation: There are no substantive differences during 2023-24. RUSD will continue to track students who are connected to school by being involved in 2 or more extracurricular or co-curricular activities at RUSD the . This is known as the "Schools + 2 program." The outcome metrics of comparing GPA, attendance, and suspension rate continues to be a substantive way to capture the progress of students in the "Schools +2" program; however, the team plans to add a growth metric next year to monitor students involved in 2 or more extra curricular or co-curricular activities to better demonstrate effectiveness.

3.3f - Athletic and Activities - MS

Substantive Changes in Implementation: A new CIF sport, Girl's Flag Football was established at each comprehensive high school this year.

3.4a - Student Assistance Program - Individual and Group

Substantive Changes in Implementation: Licensed clinicians on our school campuses continue to increase and provide mental health support to students, families and staff. As of April 2024, SAP Counselors have served 792 students through individual counseling and 515 students in group counseling. They have conducted 3,596 check-ins, 1,084 mindfulness sessions, 327 classroom lessons, 26 parent workshops, and 10 staff workshops.

3.4b - Student Assistance Program - Observations and Interventions

Substantive Changes in Implementation: For the first time, five full SAP teams that include Psychologists, Prevention Assistants, and SAP Counselors, have been in place since the school year started. Student Assistance Program School Psychologists and Prevention Assistants support students whose behavior negatively impacts their school experience. Expanding from 2 to 3 Psychologists in 2022-23 and from 3-4 in 2023-24 made it possible to address more student needs. As of April 2024: 162 observations, 90 behavior support plans, 280 SST Meetings, and 588 consultations have been conducted.

3.4c - Removing Barriers for Foster and Homeless Youth

Substantive Changes in Implementation: In order to ensure Foster Youth and Homeless Youth are a priority for the District, RUSD has 1 SAP Counselor/Case Manager dedicated to implementing case management for 349 Foster Youth. Substantive changes for this year, according to the 2022-23 CA Dashboard data, chronic absenteeism declined from 31.6% to 29.4%. Additional barriers removed include: programs were implemented to increase attendance, school of origin determinations were made smoother, more available tutoring, increased ease of access to records, additional school supplies were made available for students, and transportation and discipline supports were put in place. The following services were conducted during 2023-24: 21 student attendance review team meetings have been held, 20 Assembly Bill 1806 evaluations for homeless/Assembly Bill 216 evaluations for Foster Youth (state graduation requirements) have been completed, 28 Foster Youth attended "College Bound Welcome Day" at RCC, 15 Foster Youth have participated in dual enrollment at RCC and 21 out of 28 seniors are on track to complete graduation within the 4 year Foster Youth cohort status.

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.

RUSD uses plus or minus 10% as the threshold for material differences. The following actions in this goal met or exceeded this threshold.

3.2a District Translators:

Budgeted $1,734,187/Estimated Actual $1,363,609 (-21.37%)

The Vacancies in translator positions were 7 total throughout the year which caused the underspending/salary savings in this action.

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

3.1a - Family and Community Partnership

Data Justification/Effectiveness of Action: Effective - The Family Resource Center (FRC) recorded over 2,000 new family contacts for this school year which is slightly less than last year. These contacts included in-person visits, telephone calls, text messages, emails, and video calls. In addition, 10 new partners were identified to support the comprehensive needs of students and families. A FRC Customer Service Feedback Survey is currently under development with a goal to do a full scale administration next year (2024-25). This survey is aligned to the LCFF Priority 3 Self-Reflection Tool which requires LEAs to reflect on their implementation of family engagement. This survey will be administered at the conclusion of service or after a collection of touchpoints. If a family returns to the FRC for additional support within a few weeks or months regarding a new issue, the survey can be administered multiple times. The survey will be administered digitally using a Google Form and QR code. Paper copies will also be made available.

3.1b - Family Engagement Programming

Data Justification/Effectiveness of Action: Effective - The number of 2023-24 family engagement workshops and participation rates have increased compared to last year. Family Resource Center (FRC) conducted 141 workshops supporting student learning, wellness, and college and career readiness with 2,323 participants attending those workshops (parent/guardian). In addition, FRC conducted more of the Golden Bell award winning Cafecito sessions and resource events: 30 family and community activities with 4,861 participants (parent/guardian). The FRC exceeded the goal of engaging 2,400 participants in workshops and community activities by May 2024. FRC partnered with leading experts, offering research-based family and community engagement programs and professional development that foster authentic engagement and collaboration between home and school. The Family Engagement Institute is an annual training that shares best practices for employees on how to build relationships with families, creating welcoming environments, increasing effective communication, and supporting student achievement. The institute was available to classified personnel, including front office staff, school support staff, and instructional assistants. Materials, compensation, and certificates of participation were provided. Training for certificated staff was offered, pending funding availability.

During 2023-24, FRC administered a Family Workshop Feedback Survey for all family workshops that were provided by internal RUSD department staff (not for workshops provided by community partners). This brief survey was administered at the conclusion of the virtual workshops and was embedded as a poll within the Zoom platform. Therefore, families were only given a few minutes to complete the survey. Unfortunately, there was a low response rate to the survey, across 22 workshops, only 174 people completed the survey. 98% of families indicated the information and skills presented were relevant and useful. 99% of families indicated the presenters were effective or very effective at keeping them engaged during the webinar. 70% of families indicated they learned a skill that will enable them to better support their child or children's education. 43% of families indicated they learned a skill that will empower them to make better decisions. 73% of families indicated they planned to share the learned information with friends and family. The FRC team strategized a different approach for gathering this feedback for next year (2024-25). Moving forward, in an attempt to increase the participation rate, FRC will create one Google Form to use for all workshops including a question to indicate the workshop attended. They will also use a QR code and have that posted so families can complete their survey both during the workshop time or afterwards. This way they can easily gather the data across all workshops (for LCAP reporting), but can also disaggregate the data per workshop (for continuous improvement).

3.1c - Strategic Communications Plan

Data Justification/Effectiveness of Action: Effective - A reliable measure of the effectiveness of our Communications Plan continued to be the social media statistics and its widespread reach into the community. "Impressions" means the content was on the screen when someone was scrolling through.

- RUSD Job Recruitment Fair:

    77 posts

    330.81k impressions

- Did you know? (Informational Videos)

    35 posts

    38.12k impressions

- Citizens Bond Oversight Committee

    38 posts

    29.90k impressions

- Faces of Fentanyl

    46 posts

    37.08k impressions

- Attendance Matters

    92 posts

    153.29k impressions

3.2a - Translation Service

Data Justification/Effectiveness of Action: Effective - During 2023-24, 90% of translation requests were completed either by or close to their requested due dates. This metric was measured by completed documents. Additionally, 93% of interpreting requests were completed. The completion rates are often impacted by Cabinet level translation and interpretation requests, which are given priority. The implementation for the Translator/Interpreter program is almost complete with only 7 openings/vacancies left from the 15 we had at the end of the 2022-23 school year. RUSD has five District Translators/Interpreters with 1.5 assigned to Special Education.

3.2b - STEM Academy Lottery Process

Data Justification/Effectiveness of Action: Effective but Discontinued for 2024-27 LCAP - Continued equity measures were taken this year to ensure a more diverse set of students entering the STEM Academy. Recruitment was effective due to over 16,000 contacts sent out via email, auto dialer, and social media this year resulting in 354 applicants for 2024-25. Recent recruitment efforts show an increase in female applicants from 45% to 47%, an increase in Low-Income students from 57% to 60%, and an increase in English Learners from 5% to 7%.

3.3a - Comprehensive Culture and Climate Tool

Data Justification/Effectiveness of Action: Effective - 2023-24 served as RUSD's second year administering the RUSD Culture and Climate Survey (CCS) using Panorama Educations Survey Platform. RUSD asked for feedback from three important educational partner groups – families, students, and teachers/staff. The CCS was administered in February of 2024 and the overall outcomes compared to the national average are as follows:

Students:

- School Safety: 58% scored "Favorable"/National Average of 56%

- School Climate: 44% scored "Favorable"/National Average of 68%

- Sense of Belonging: 39% scored "Favorable"/National Average of 55%

- Student-Teacher Relationships: 52% scored "Favorable"/National Average of 64%

- Engagement: 26% scored "Favorable"/National Average of 48%

Staff:

- School Safety: 73% scored "Favorable"/National Average N/A

- School Climate: 61% scored "Favorable"/National Average of 61%

- Belonging: 62% scored "Favorable"/National Average of 64%

Teachers:

- School Safety: 65% scored "Favorable"/National Average of N/A

- School Climate: 55% scored "Favorable"/National Average of 61%

- Belonging: 61% scored "Favorable"/National Average of 65%

- Teacher Reflection: 73% scored "Favorable"/National Average of 74%

Families:

- School Safety: 68% scored "Favorable"/National Average of 78%

- School Climate: 59% scored "Favorable"/National Average of 70%

- Family Engagement: 79% scored "Favorable"/National Average of 83%

- Barriers to Engagement: 17% scored "Favorable"/National Average of 20%

3.3b - Social-emotional Learning Curriculum

Data Justification/Effectiveness of Action: Effective - According to the 2023 CA Dashboard, the RUSD suspension rate is 4.6% (pilot year with SEL curriculum) which increased relative to the 2022 rate of 4.1% (no SEL curriculum). This year 2023-24 was a full scale (volunteer)

implementation. Therefore, we expect to see suspension rate drop in the 2024 CA Dashboard as we hopefully transition to mandatory full scale implementation of the SEL curriculum.

3.3c - Wellness Opportunities for Employees

Data Justification/Effectiveness of Action: Effective - The District Wellness TOSA conducted 131 individual coaching sessions, 27 book club meetings, 60 employee community circles with 5-10 attendees for each circle, 30 team or department sessions, and 11 wellness workshops. The TOSA now facilitates Compassionate Classroom Presentations alongside Crisis Prevention and Intervention School Psychologists. Sixteen sessions have been held with school staff this year. An Employee Wellness Fair was held February 7, 2024 attended by approximately 165 staff members, a slight increase over last year. Compassionate Classroom training feedback revealed that 93.8% of participants rated the training very useful and 92.1% of participants agreed they learned practical strategies for building a trauma-informed classroom.

3.3d - Child Welfare and Attendance Support

Data Justification/Effectiveness of Action: Effective - 46 RUSD schools to date and their Site Attendance Teams were recognized for improving the following categories: Outstanding Attendance or Positive Attendance (K-12), Most Improved Chronic Absenteeism Rate (K-8), and Most Improved Student Groups (English Learners, SWD, Foster Youth; K-12). Various student and education groups showed a decline in their chronic absenteeism. These groups included:

American Indian (declined 9.1%)

Pacific Islander (declined 5.4%)

African American (declined 3.5%)

Hispanic (declined 4.9%)

Two or More Races (declined 3.4%)

Foster Youth (declined 2.3%)

English Learners (declined 4.9%)

Homeless (declined 6.5%)

Socioeconomically Disadvantaged (declined 5%)

Students with Disabilities (declined 5.4%)

Filipino (maintained 0.4%)

3.3e - Co-Curricular and Extracurricular Activities - HS

Data Justification/Effectiveness of Action: Effective - Effectiveness is shown in the academic performance of students who are deemed "School +2" (which means they are involved in 2 extracurricular or co-curricular activities besides school). The data from the students who are involved in 2 or more activities aligns with improved outcomes for suspension rate and attendance data. There is also effectiveness in allowing sites to craft opportunities for students that are unique to their site and their needs, but this is harder to track and there needs to be

a baseline that we refer to when a student is considered or eligible to be deemed a School +2 student. How data is entered into the system to measure and monitor progress is something that needs to be improved, but the current data we have gleaned show outcomes are still very positive and aligned to mirror results shared in research on the topic of connecting students to school. In looking at the metrics of overall GPA, attendance percentage, and suspension rate, it is evident that students identified as School +2 outperformed their peers (See Below):

Average High School GPA: School +2 Participants = 3.1

Non Participants = 2.6

High School Attendance Rate: School +2 Participants = 96.2%

Non Participants = 94.4%

Suspension %:   School +2 Participants = 1.4%

Non Participants = 5.6%

School +2 is having an impact on how students are progressing academically along with clearly showing students are more engaged based on higher attendance rates and a low suspension rate as compared to their Non School +2 peers.

3.3f - Athletic and Activities - MS

Data Justification/Effectiveness of Action: Effective - Effectiveness of this action is demonstrated using semester metrics to compare outcomes between athletes and non-athletes. Student-athletes perform more positively across the board than their peers in the following metrics: GPA, attendance rate, and suspension rate. The data is powerful and shows that athletes perform at almost .5 point GPA higher than their non-athlete peers. The attendance rate is almost 1% higher than their peers and suspension rate is overall lower as well. Coach stipends are utilized to their fullest by each site and has allowed them to build their lower level programs and most recently add a new CIF sport, Girl's Flag Football at each of the 5 comprehensive high schools.

3.4a - Student Assistance Programs - Individual and Group

Data Justification/Effectiveness of Action: Effective - As of April 2024, SAP Counselors have served 792 students through individual counseling and 515 students in group counseling. They have conducted 3,596 check-ins, 1,084 mindfulness sessions, 327 classroom lessons, 26 parent workshops, and 10 staff workshops. Social-emotional progress is monitored by the FastBridge universal screeners: Winter 2024 FastBridge SAEBRS (TK-1) results indicate 83% of students are Low Risk of exhibiting social, emotional, and academic behavioral problems. These results indicate an increase over 2022-23 Fall screening data of 82% at Low Risk. FastBridge mySAEBRS (grades 2-12) results indicate 76% of students are Low Risk. These results indicate an increase over 2022-23 Fall screening data of 73% at Low Risk.

3.4b - Student Assistance Program - Observations and Interventions

Data Justification/Effectiveness of Action: Effective - Student Assistance Program (SAP) School Psychologists and Prevention Assistants support students whose behavior negatively impacts their school experience. Expanding from 2 to 3 Psychologists in 2022-23 and from 3-4 in 2023-24 made it possible to address more student needs. As of April 2024, 162 observations, 90 behavior support plans, 280 SST Meetings, 588 consultations have been conducted. Based on the data from our GoGuardian self-harm alert system, RUSD saw a decrease

in alerts this year, 429 as compared to approximately,1000 in the past two years. This highly-effective system has helped SAP Psychologists to determine which of the students who triggered the alerts will need an immediate risk assessment.

3.4c - Removing Barriers for Foster and Homeless Youth

Data Justification/Effectiveness of Action: Effective - Successes for this year include 2,627 direct interventions that have been completed for Foster Youth, and the completion of 19,252 direct interventions for Homeless Youth. A breakdown of these interventions include: 462 attendance interventions to address chronic absenteeism, 750 enrollment interventions to assist with transiency, and 481 transportation related interventions to ensure students can be transported safely to their school of origin. The 2.3% decline in Foster Youth chronic absenteeism is showing moderate effectiveness, and the 6.5% decline in Homeless Youth Chronic Absenteeism has also proven our interventions effective.

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

No significant changes were made to the 2023-24 LCAP goals throughout last year. However, RUSD is currently reconstructing planned goals, metrics, and desired outcomes/actions for the 2024-27 LCAP. Our Goal 3, formerly "Involve the Whole Family and Community in Student Learning and Well-Being" will become "Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups." This change is a direct result of our reflections on prior practice in that the goal will become student-focused to include intentional actions, and ensure instructional practice around students staying engaged at school. The need to increase a sense of student belonging at our schools has been strongly voiced by our LCAP Parent Advisory, Culture and Climate survey, and Board of Education. Additionally, our new Goal 3 will contain sets of focused actions pertaining to social-emotional support, Foster Youth, Arts, School +2 program, community partnerships, and attendance case management. These action groupings will be aligned to similar metrics as well. In prior practice, our Goals and Actions were not necessarily organized and aligned around the metrics needed to demonstrate effectiveness. Many of the former Goal 3 actions are still to be found in the new Goal 3, however, the actions are more refined and detailed in around the student groups they will target and the interventions/services that will be provided specifically for Low-Income, Foster Youth and English Learners. Also borne out of Educational Partner feedback, RUSD will be establishing a 4th goal in Next year's LCAP, "Provide safe, engaging, innovative, and equitable learning environments for all students" which will describe our LCAP work that is traditionally ongoing and has proven effective over time.

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

Instructions

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

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

Goals and Actions

Goal(s) 1

Description:

Engage Students in High-Quality Learning by a Diverse Highly Qualified Staff

State Priorities: Priority 1 - Basic for Conditions of Learning; Priority 2 - State Standards for Conditions of Learning

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

2023–24 Local Control and Accountability Plan Annual Update Instructions

Desired Outcome for 2023–24:

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

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

2023–24 Local Control and Accountability Plan Annual Update Instructions

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

2023–24 Local Control and Accountability Plan Annual Update Instructions

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

Goal Analysis

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

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

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

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

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

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

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

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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

2023–24 Local Control and Accountability Plan Annual Update Instructions

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.

o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

▪ The reasons for the ineffectiveness, and

▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside Unified School District	Dr. Jacqueline Perez, Assistant Superintendent	japerez@riversideunified.org (951)788-7135

Plan Summary [2024-25]

General Information

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

Riverside Unified School District (RUSD) has earned the reputation of being a highly diverse and equitable organization for all students and staff. We encourage our students and staff to strive for excellence and be extraordinary every day. RUSD is located in the City of Riverside, which is also known as the City of Arts and Innovation. As the sixteenth largest District in the state, RUSD is also well known throughout the Inland Empire region of California which is distinguished for its geographical area including famous deserts, chaparral vegetation, and stunning mountain peaks. Our school District serves a large portion of the City of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 39,425 students in grades preschool through twelfth, and adult students enrolled in the Riverside Adult School. There are 50 schools in the District: 29 Elementary Schools, 7 middle schools, 5 comprehensive high schools, and 8 alternative/specialty schools. Within the 8 alternative schools, RUSD offers a Science, Technology, Engineering, and Math (STEM) Academy for grades 5-12, and a large preschool program that offers State-sponsored and Head Start options, as well as preschool for students with disabilities. Ten of the RUSD schools provide dual language curriculum, four are AVID Demonstration schools, thirty of the schools have been awarded the "Distinguished School" award by the state of California, seven Golden Bell awards have been earned by outstanding programs in the District since 2000, and five of our schools are recognized as "Blue Ribbon" schools by the US Department of Education. The Riverside student population continues to grow more diverse each year with the ethnic distribution breakdown as follows: 68.4% Hispanic, 17% White, 5.8% African American, 3.7% Asian, 1.9% Two or More Races, 1.1% Filipino, 0.3% Pacific Islander, and .03% American Indian. Approximately 73% are Socioeconomically Disadvantaged (Low-Income), 17% of students in the District are identified as English Learners, 0.6% are Foster Youth, and 2.5% are Homeless students. Over 89% of the District's English Learner population speaks Spanish; however, there are over 53 different languages represented among the English Learner students in RUSD. The other most common home languages in our District are: Arabic 0.46%, Chinese - Mandarin 0.34%,Vietnamese 0.29%, Pashto 0.14%, and Q'anjob'al 0.1%. Over the past five years, the District has welcomed an increasing number of Newcomer students who have been enrolled in a US school TK-12 for three or fewer years. In the 2023-24 school year, 985 Newcomer students are enrolled in RUSD primarily from Afghanistan,

China, Egypt, El Salvador, Guatemala, Honduras, and Vietnam. This has posed an excellent opportunity for sites as they strive to provide quality education to students who may never have been to school. RUSD has also experienced a decline in enrollment over the past three years due to families moving out of the area, and low birth rates which has changed some of the master schedules and staffing configurations across all schools. There are still some noticeable repercussions from school closures during the pandemic, as we continue work on credit recovery, classroom behavior, and student wellness; but the dedication of the District employees, administrators, educational partners, families, and students has been remarkable!

Three of RUSD's alternative education settings have been designated for Equity Multiplier funds. Designated schools receive these funds to provide additional support for their most vulnerable students. These schools have student populations who are 70% or greater Socioeconomically Disadvantaged (Low-Income) and high rates of student enrollment changes within a school year. All three of the designated schools are led by one Director who engages with the educational partners of each school in addressing the unique needs of each program.

Lincoln High School strives to create an effective Alternative Educational program that provides direct instruction to students in grades 10-12th (16+ years old) and who have generally fallen behind in credits at the comprehensive site. Lincoln focuses on developing students who will follow their own interests by emphasizing transferable skills leading to educational achievement and productive citizenship. It is the mission at Abraham Lincoln to meet the distinctive academic, and social-emotional needs of our diverse student population with a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning and to pursue post-high school opportunities. Lincoln is on a quarter system with a six-period day. Lincoln is the only school in the District that offers the CTE automotive pathway. Student enrollment is approximately 168 students. Their demographic breakdown is as follows: 83.3% Hispanic, 6.5% White, 5.4% African American, 1.2% Two or More Races, and 0.6% Asian. Approximately 93.5% are Socioeconomically Disadvantaged (Low-Income), 22.6% of students are identified as English Learners, 0.6% are Foster Youth,1.8% are Homeless students, and 4.8% are Students with Disabilities.

The following schools are housed at our Educational Options Center:

Raincross Continuation High School provides instruction through a Learning Management System (Edgenuity) to students in grades 10-12th (16+ years old) and who have generally fallen behind in credits at the comprehensive site. Raincross is on a semester system with an am/pm day. Student enrollment is approximately 238 students. Their demographic breakdown is as follows: 78.2% Hispanic, 10.1% White, 5.9% African American, 1.7% Two or More Races, 1.3% Asian, and 0.4% American Indian. Approximately 87% are Socioeconomically Disadvantaged (Low-Income), 18.9% of students are identified as English Learners, 1.7% are Foster Youth,10.4% are Homeless students, and 16.8% are Students with Disabilities.

The Opportunity Program serves middle school and high school students who have either not adjusted well to their traditional school setting or are on a suspended expulsion from their comprehensive high school with a flexible standards-based alternative. Student enrollment is approximately 48 students. Their demographic breakdown is as follows: 60.4% Hispanic, 20.8% White, 12.5% African American, 2.1% Two or More Races, and 4.2% Filipino, 0.3%. Approximately 87.5% are Socioeconomically Disadvantaged (Low-Income), 18.8% of students are identified as English Learners, 2.1% are Foster Youth,10.4% are Homeless students, and 27.1% are Students with Disabilities. By nature of the programs offered at Opportunity, many students enroll in these schools because they are struggling with various social-emotional and mental health issues. Student interview data shows that students often leave their comprehensive high school campuses due to credit deficiency or behavioral situations: as a result of various social-emotional and mental health challenges including anxiety, depression,

Local Control and Accountability Plan Template

bullying and other social issues, family dynamics, abuse, trauma, teen pregnancy, anger, and grappling with sexual identity/orientation that is not or cannot be addressed well at a comprehensive campus.

Reflections: Annual Performance

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

Based on a review of performance from state and local indicators included in the California School Dashboard (CA Dashboard), progress toward previous LCAP goals, local self-assessment tools including universal screeners, and educational partner input, Riverside Unified School District (RUSD) is proud to maintain a high graduation rate at 92.6%, which includes 378 students earning the Seal of Biliteracy, 562 students earning the State Seal of Civic Engagement, and 884 graduates earning a Golden State Seal Merit Diploma. RUSD continues to maintain and build upon these successes by sustaining and increasing our programs such as Puente, Heritage, and Legacy to provide direct support services to our students of color, and continuing and/or increasing dual enrollment options, Career Technical Education (CTE), Arts, Designated and Integrated English Language Development, and credit recovery programs at all high schools, along with college and career planning starting at the middle school level. District case management for Foster Youth, home visits, and the RUSD Family Resource Center have all provided better communication and access to support programs for our Unduplicated students; and we have made excellent strides in our AVID programs and before/after-school tutoring. Strong efforts continue to build a sense of belonging through Schools +2 co-curricular and extra-curricular school-based clubs and athletics. Expanded summer school offers more services for English Learners, additional credit recovery for high school students, as well as more A-G classes that will allow students' schedules more openings for CTE, the Arts, and STEM during the school year. All of these interventions will continue into the new 2024-25 LCAP along with other programs and activities that are aligned to our 2024-2027 LCAP goals, actions, and services which are funded by the Elementary and Secondary School Emergency Relief (ESSER) funding, the Expanded Opportunities Learning (ELO) Grant/Plan, the A-G Completion Grant, and Prop 28 funding.

Some key personnel, programs, and related supports have demonstrated a positive impact and will continue through the 2024-2027 LCAP cycle. Among these are the addition of Assistant Principals to all schools; the Multi-Tiered System of Supports (MTSS); the utilization of screeners for Math, English Language Arts, and social-emotional wellness; Professional Growth Systems for teachers, classified staff, and administrators, and the Family Resource Center.

Although RUSD has earned many successes, some students need targeted supports to improve gaps between student groups. 2024-27 Goals, Actions, and Services will build upon previous strengths while providing focused efforts for Unduplicated pupils (Foster Youth, Low-Income, English Learners) as well as all student groups in the lowest performance indicators on the CA Dashboard.

Assistant Principals

RUSD continues to provide Assistant Principals to monitor and support Unduplicated students to ensure their well-being and academic progress in school. In 2023-24, every elementary school had a full time Assistant Principal. Assistant Principals are key in providing additional support by actively developing and deploying interventions at their sites to address gaps for Low-Income, Foster Youth, and English Learner students with chronic absenteeism. Support also includes increased home visits and mentoring, tiered re-engagement to school when necessary, and training for school-site personnel on the targeted needs of Unduplicated students using universal screeners. Attendance

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incentive programs and Positive Behavior Supports practices were created and implemented by Assistant Principals with a focus on getting our students to school and keeping them in school, so they can access the grade level standards through effective first instruction provided by classroom teachers. RUSD deployed a campus metrics survey in 2021-22, 2022-23, and 2023-24 to gather feedback on AP perceptions of their impact at the site-level (not a performance review). Assistant Principals primarily believed they built positive relationships with teachers, worked well with their site Principal and had the most impact on supporting behavior management for Unduplicated students regarding attendance, chronic absenteeism and suspension rates.

Multi-Tiered System of Supports

RUSD's long-term planning and Districtwide implementation of the Multi-Tiered System of Supports (MTSS) is demonstrating positive impacts on students. Intervention protocols are based on Tier I: high-quality, universal core curriculum focusing on best, first instruction and social-emotional learning (SEL) for all students. Our Tier II level includes: targeted support in academics for struggling learners in the form of differentiated instruction, credit recovery, before/after-school tutoring, and enhanced summer school experiences, along with opportunities for clinical therapy provided by licensed clinicians (Student Assistant Program Counselors) on campus. Finally, Tier III level supports provide the highest level of services including referrals to County Mental Health for social-emotional crises, one-on-one tutoring, home visits, psychological services on campus, and continuation or specialty school options for academics.

MTSS Counselors have all developed 3 outcome based goals each, in collaboration with the administration at their sites, and current data suggests that over 80% are on target to meet their goal targets. The elementary MTSS School Counselors are facilitating small groups to meet the SEL needs of the students and are assisting with the implementation of each school's Positive Behavior Supports. Middle and high School Counselors are monitoring the effectiveness of interventions that are in place for students who are struggling academically.

MTSS Liaisons are collaborating with the administration at their site(s) to better define support services they can provide using a planning tool. Service categories include: MTSS practices, data analysis, equity, and coaching/teacher support. MTSS Liaisons are collecting evidence of various services provided for each site and conducting a mid-year and end-of-year self assessment of progress, providing a ranking within each identified area on a scale of 1-4.

Inclusive Practices Specialists support increasing knowledge of inclusive practices and provide coaching, and teacher support in the areas of the least restrictive environment and implementation of student supports. As of April 2024, 71.3% of students with disabilities are participating in general education for 80% or more of the school day, which is an increase of 3% compared to this time last year.

MTSS Psychologists support school sites in the development of schoolwide Positive Behavior Supports. As of December 2023, 100% of school sites began implementation of their schoolwide expectations, behavior matrices, and have met with the MTSS Psychologists for follow up meetings to make adjustments to their plans.

Universal screeners for students in the areas of Math, English Language Arts, and social-emotional learning were implemented in the 2021-2024 LCAP and will continue in the 2024-2027. One area of focus this year has been providing substantive professional development (PD) that is differentiated for school sites in order to build capacity in using the various tools that are included in the Universal Screener - FastBridge. Teachers in grades TK-12 have completed 280 hours of asynchronous training through the FastBridge system outside of contract hours. As more teachers receive the training, a decrease in FastBridge Professional Learning time has been observed from 534 hours in

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2022-23 to 280 hours in 2023-24. This decrease is primarily due to the low number of new TK-1 teachers requiring training and, similarly, fewer secondary teachers who are new to administering mySAEBRS.

This PD is different from the training that is provided to administer the survey. The purpose of this PD is to better understand the screening and diagnostic tools that are in the system along with the data reports to inform and guide instruction to meet the unique needs of the students. Utilization of FastBridge is above 90% across all grade spans. In 2022-23, PD for this was not available due to limitations on the PD Calendar, availability of substitutes, and other priorities. In 2023-24, it is evident that the universal screeners are being utilized at a high rate in all areas: Reading, Math, and SEL. A review of the site-based training implemented, demonstrates higher utilization of the additional tools within FastBridge to support teachers with the most use of the additional tools occurring in the elementary grade levels.

The continued development of a Districtwide Multi-Tiered System of Supports, additional MTSS Support Staff (MTSS Counselors, MTSS Liaisons, Inclusive Practices Supports, and MTSS Psychologists), and professional development on utilizing and analyzing the FastBridge screeners has contributed to the following outcomes:

Utilization Rate of 2023-24 FastBridge Screeners (Winter 2024 Screening):

FastBridge Elementary (K-6)

> **Reading:** FastBridge aReading and earlyReading results suggest we are on track to meet the year end goal of screening 95% of students at least twice. In grades K-6, 91% of students were screened in Reading. FastBridge Reading screening results indicate an increase in the utilization rate over the Fall 2022-23 Reading screening results of 90%.

> **Math:** FastBridge aMath and earlyMath results suggest we are on track to meet the year end goal of screening 95% of students at least twice. In grades K-6, 95% of students were screened in Math. FastBridge Math screening results indicate an increase in the utilization rate over the Fall 2022-23 Math screening results of 90%.

FastBridge Secondary (7-8)

> **Reading:** For the 2023-24 school year, aReading is required in grades 7-8. The Fall screening included 95% of students. The assessment was not required last year during the Fall screening window so there is not prior year data.

> **Math:** For the 2023-24 school year, aMath is required in grades 7-8. The Fall screening included 93% of students. The assessment was not required last year during the Fall screening window so there is not prior year data.

FastBridge SEL (TK-12)

> FastBridge SAEBRS and mySAEBRS results suggest we are on track to meet the year end goal of screening 95% of students at least twice. In grades TK-12, 89% of students were screened in SEL. FastBridge SEL screening results indicate an increase in the utilization rate over the Fall 2022-23 SEL screening results of 82%.

Performance

The benchmark language of risk levels (High, Some, Low) aligns with an MTSS system of support for determining which students are "at-risk" for low achievement in order to guide school and District-level decisions about instruction, curriculum, and system-wide services.

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FastBridge Elementary (K-6)

Reading: Winter 2024 FastBridge earlyReading English (K-1) results indicate 56% of students are considered Low Risk for needing additional supports and services to access grade level standards and curriculum. These results indicate an increase over 2022-23 Fall screening data of 49% at Low Risk. FastBridge earlyReading Spanish (K-1) results indicate 66% of students are Low Risk. These results indicate a decrease from 2022-23 Fall screening data of 67% at Low Risk. FastBridge aReading (2-6) results indicate 53% of students are At Benchmark. These results indicate an increase over 2022-23 Fall screening data of 52% At Benchmark.

Math: Winter 2024 FastBridge earlyMath (K-1) results indicate 61% of students are Low Risk for needing additional supports and services to access grade level standards and curriculum. These results indicate an increase over 2022-23 Fall screening data of 59%at Low Risk. FastBridge aMath (2-6) results indicate 57% of students are At Benchmark. These results indicate an increase over 2022-23 Fall screening data of 56% At Benchmark.

FastBridge Reading: Secondary (7-8)

Reading: Winter 2024 FastBridge aReading (7-8) results indicate 53% of students are At Benchmark. The assessment was not required last year during the Fall screening window so there is not prior year data.

Math: FastBridge aMath (7-8) results indicate 48% of students are At Benchmark. The assessment was not required last year during the Fall screening window so there is not prior year data.

FastBridge SEL (TK-12)

Winter 2024 FastBridge SAEBRS (TK-1) results indicate 83% of students are Low Risk of exhibiting social, emotional, and academic behavioral problems. These results indicate an increase over 2022-23 Fall screening data of 82% at Low Risk. FastBridge mySAEBRS (2-12) results indicate 76% of students are Low Risk. These results indicate an increase over 2022-23 Fall screening data of 73% at Low Risk.

Professional Growth Systems: Teachers

A fully accredited State-approved Induction Program is seamlessly integrated into Teacher PGS for teachers holding a preliminary teaching credential. Certificated teaching staff new to the profession or new to RUSD receive high-quality coaching and professional learning to support equitable, high-quality teaching and learning environments for all students focused on providing access to the core curriculum and additional support for identified students.

Teachers were successfully supported during the 2023-24 school year through the following actions:

-Support Teachers mentored 243 Participating Teachers during the 2023-24 school year, 164 of which are enrolled in Induction.

-Partnership with New Teacher Center provides coaching and feedback on the implementation of our coaching program.

-The New Teacher Center provides a platform (Kiano) to guide coaching conversations and track data.

-Novice teachers received 241,006 minutes of one-to-one coaching.

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-Experienced teachers received 33,561 minutes of one-to-one coaching.

Support Teachers facilitated four professional development workshops. Each workshop had sessions explicitly tailored for elementary and secondary teachers focusing on classroom management, standard-based planning, engagement - collaborative conversations, and finishing the year strong - assessment, classroom management, engagement.

270 coaching cycles were completed with novice teachers. Time was equally spent using foundational and high-leverage coaching tools. 100% of novice teachers are on track to complete their Induction requirements. One participant remarked, "The Induction Program staff is always available and willing to meet with me to make sure I have what I need to complete the program." Highlights from the Spring Program Quality Survey results (n =72) include: 70% of participants felt more prepared to create a student-centered learning environment and 66% made permanent and substantive changes to their practice, 95% of participants were either quite confident or extremely confident in applying effective strategies, 49% of participating teachers report that coaches discuss content/state standards monthly or twice a month, and 52% of participants report that coaches discuss classroom management procedures monthly or twice a month.

PGS for Teachers was successful overall; however, some challenges were experienced. Support Teachers had a higher than ideal caseload - supporting an average of 19 teachers. One teacher shared that there were, "Not enough meetings; I feel I could benefit from even more support." Additionally, support teachers had difficulty differentiating support for participating teachers and were subject to staffing changes throughout the year. Some additional logistical challenges included additional duties held by new teachers that limited their availability for coaching. The need and availability of substitutes has also limited some of the support provided. In the past, we were able to provide observation and planning days for participating teachers. Due to the lack of substitutes, we have limited the days offered to participating teachers. Matching participating teachers with a support teacher with a similar background (content, grade span, ethnicity) proved challenging. A teacher shared that, "One challenge is that my PGS support teacher is not from my subject matter. I find it would be helpful to have someone who could answer my content questions on the spot rather than find out for me."

To build on the successes and address the challenges in Teacher PGS, some proposed changes are being considered for 2024-25. The coaching focus will shift from minutes to the use of high-leverage tools within the Kiano platform. This decision is supported by research showing that three high-leverage tools have the most significant impact on teacher growth and student learning: the Planning Conversation Guide (PCG), Post Observation Co-Analysis (POCA), and Analyzing Student Learning (ASL). Content mentors will be utilized to support teachers in their content and grade span area. Finally, a greater focus on coaching for equity will be woven throughout the program.

Professional Growth Systems: Administrators

Leadership is the second most influential school-level factor on student achievement, after teacher quality (Clifford, Behrstock-Sherratt, & Fetters, 2012). Research has found that the impact of highly effective Principals is equivalent to raising the achievement of a typical student by two or more months of extra learning in a single school year, whereas ineffective Principals lower achievement by the same amount (Branch, Hanushek, & Rivkin, 2012, 2013). Admin PGS provided 1:1 coaching for 14 new Principals. Support was provided through the following actions:

-The Principal Liaison, PGS Director, and Principal on Special Assignment provided weekly 1:1 coaching. A retired Principal was also contracted to support two administrators.

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-Monthly Principal professional development.

-Monthly Co-Admin professional development.

-Support Principals with goal development and implementation through a Principal Support Panel.

Upon reflection, Admin PGS plans to increase support for co-admin focusing on leadership development and to prepare them for Principal positions.

Professional Growth Systems: Classified Staff

The third component of Professional Growth Systems, launched in 2023, added a classified liaison and a mentor to offer one-to-one coaching, orientation, and professional development. Classified PGS is designed to support classified staff who play an essential role in students feeling connected to school. In 2023, Campus Supervisors and Assistant Principals were added to all school sites to improve school climate and safety. Campus Supervisors (38), Assistant Principals' (AP) Secretaries (13), and Principal's Secretaries (2) who were all new to their positions or RUSD, participated in the inaugural cohort. 440 hours of one-on-one mentoring were provided to complement 105 hours of monthly workshops that was tailored to the needs of each classification. Topics included de-escalation strategies; customer service; and the Recognize It, Interrupt it, and Repair it (RIR) protocol.

Classified PGS is on track to meet the program goals of retaining and recruiting high-quality employees and improving employee satisfaction and efficacy. As of April 2024, 100% of active participants passed probation (one employee resigned due to health issues). Some of the challenges experienced included high caseloads. The classified liaison supported 23 employees and the classified mentor supported 30 employees. In response, the District plans to hire additional mentors, facilitate on-going orientation meetings for employees, increase focus on professional development, and provide targeted support for Instructional Assistants.

Family Resource Center

The RUSD Family Resource Center (FRC) acknowledges the unique needs of students and families and the importance of engaging families as equal partners. School administration, teachers, and support staff regularly contact FRC staff to address barriers to learning, including support with registration, attendance, counseling, tutoring, and health services. The most requested services from families include assistance navigating school and District services, enrollment in special programs, and connections with community resources. Due to the increased cost of living, particularly housing burdens, referrals to local partners include access to food, healthcare, rental and utility assistance, affordable housing, low-cost internet, employment, parenting support, and crisis assistance. 1,310 family contacts were recorded with families (parents/caregivers) to support student learning and family wellness. These included visits, telephone calls, text messages, emails, and video calls. By May 2024, the engagement of families as learners will reach 2,400 participants.

In coordination with RUSD experts and community partners, FRC provides family engagement workshops to equip parents and caregivers with the knowledge and skills to support student learning, wellness, and college and career readiness. The FRC continues to provide a hybrid workshop model (in-person and virtual workshops) to provide choice and accessibility for families. FRC workshops are informed by the individual needs of families contacting the center for assistance. The "reason for the call or visit" is documented and entered in a database. FRC uses this data to schedule services and programming. In addition, instructional specialists, program specialists, wellness and

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engagement, MTSS staff, and pupil services provide input on workshop topics based on the needs of the students and families they support. Site administration also provides input on workshop topics and training to support the needs of their unique communities in addition to the SPSA goals. Lastly, the FRC meets with community partners 2-3 times yearly to review changing community needs and available training topics.

FRC is leaning on support provided by faith-based agencies through referrals to CarePortal to meet the needs of families, particularly new refugee families from Afghanistan requiring assistance with basic needs, employment, and childcare, among other services. Recently arrived families seek clothing, beds, blankets, and basic household supplies. In addition, transitions in line staff and leadership at local agencies have interrupted service efficiency. FRC is reconnecting with government agencies and nonprofits to highlight the needs of RUSD families and gain support to meet the comprehensive needs of students and families. Donations and support from the RUSD Foundation also assist families requiring essential items. In 2023-24, 10 new partners were identified to support the comprehensive needs of students and families.

In addition to workshops supporting student learning, school sites have requested programs to support parenting skills. Parenting skills workshops are already provided by the Wellness and Engagement program and community partners such as Riverside University Health Systems-Behavioral Health and other non-profit agencies. FRC has been tasked with identifying new partners to support the parenting needs of diverse families and targeted populations. 141 workshops were offered supporting student learning, wellness, and college and career readiness to over 2,323 parents/guardians.

Cafecito Virtual is a Facebook Live meeting that began during COVID lockdowns to connect and engage families. These continue most Mondays during the school year. This program was recognized in 2024 as a California Golden Bell winner for their service to the RUSD community. 30 family and community resource events have been offered through the FRC and Cafecito with over 4,861 parent/guardian participants.

Innovation and Learner Engagement

The Innovation and Learner Engagement teams focus on the availability and use of technology throughout RUSD for students and staff. One component of this work encompasses professional development on digital integration and engagement. This work includes: digital citizenship, digital media literacy, foundational digital tools, engagement and instruction with digital tools, computational thinking and design thinking. Post-COVID, our schools have been struggling with discipline issues in a myriad of topics, but many related to the inappropriate use of technology. By teaching Common Sense Media's Digital Citizenship curriculum we have provided structured guidance on navigating online spaces responsibly, fostering a safer digital environment for students. For instance, the lessons equip teachers with strategies to address cyberbullying effectively, empowering students to recognize and respond to harmful behavior online. Administrators and teachers have reported that the lesson guidance continually supports their students' ability to make wiser choices online and has decreased some of the post-COVID spike of behaviors. In May 2024, RUSD was recognized as a Common Sense District by Common Sense Education for its demonstrated commitment to taking a whole-community approach to preparing students with 21st century skills.

Additionally, the curriculum offers practical tools for teaching digital literacy, such as discerning credible sources, understanding online privacy, and enhancing students' critical thinking skills in the digital age. By engaging our families three times a year at the school site level, we continually support the well-being of students in many areas. The ILE Digital Learning team conducted a Needs Assessment of all credentialed teachers in August 2023 and identified areas of technology integration that need to provide professional development training for

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teachers. As a testament to the targeted needs and effectiveness of the PD, voluntary attendance has increased 170% this year and feedback from a post-professional development survey showed a score of 96% of participants agreed or strongly agreed that training objectives were met and 87% of participants agreed or strongly agreed that they plan to apply their learning into practice.

A follow-up Classroom Impact Survey was given to all teachers who attended more than three hours of PD in January-February 2024. In this survey, 98% of teachers were satisfied with the quality and impact of ILE Digital Learning PD on their classroom instruction and student learning; 90.3% have been able to apply the knowledge and skills gained from the PD session(s) to enhance classroom instruction; 88.8% have been able to implement strategies learned in the PD session(s) to meet the diverse learning needs of their students; 86.4% report that PD sessions influenced specific student outcomes, such as increased rigor, critical thinking, and problem-solving in their classroom practices; and 93.2% report that participation in the PD sessions influences student engagement and participation in their classroom.

Student Performance: Addressing Outcome Gaps by Student Group, School, and Indicator

Closing outcome gaps for all RUSD students has been a key driver in the creation of 2024-27 LCAP's goals and their supporting actions, services, and budgets. A review of the 2023 California School Dashboard (CA Dashboard) data, as illustrated in the three tables below, reveals the students, schools, and State indicators that received the lowest performance level of Red. A number of changes have been implemented in RUSD's 2024-27 LCAP to address these needs. Goals have been restructured with targeted focus on the learning needs of our Foster Youth, Low-Income, English Learners, and the needs of all students with the lowest performance indicators. Every action has a SMART goal with greater emphasis on measuring the impact on student outcomes. Actions that address Red indicators will have additional progress monitoring by the RUSD's Executive and Curriculum and Instruction teams. Further, specific actions were created to improve these outcomes addressing the identified needs for Differentiated Assistance and required actions to the needs of our English Learners and Long-Term English Learners.

The first table below reveals the District-level student groups and State indicators that received the lowest performance level of Red. In RUSD, English Learners are demonstrating outcome gaps with the lowest performance in the following areas: English Language Arts, Math, College and Career Readiness; Foster Youth in Math and Suspension Rates; Student with Disabilities in English Language Arts and College and Career Readiness; and our American Indian students in Math. An overview of corresponding actions driven by educational partner input and District needs assessments are listed for reference. More detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section.

District-Level Student Groups and State Indicators with RED Performance Level

District Student Groups in Red	Academic: English Language Arts	Academic: Math	Suspension Rate	College/ Career Indicator	LCAP Actions
English Learners	X	X		X	1.2a Professional Learning to Support Grade-Level ELA Standards 1.2b Early Literacy Development 1.2c Reading Intervention for Secondary Students 1.3a Professional Learning to Support Grade-Level Mathematics Standards 1.3b Instructional Coaching to Support Strategies in Mathematics 1.7(a-f) Designated English Language Development 2.1a Professional Learning to Support College and Career Readiness 2.1b School Counseling Support 2.1c College Career Guidance Alignment 2.1d Parent and Student College Career Ready Workshops
Foster Youth		X	X		1.3a Professional Learning to Support Grade-Level Mathematics Standards 1.3b Instructional Coaching to Support Strategies in Mathematics 1.3c Supplemental Math Resources for Elementary and Secondary Students 1.3d Math Intervention for Secondary Students 3.2c Positive Behavior Supports and Disciplinary Practices 3.2d Restorative Practices 3.2e Additional Behavior Supports 3.2h Foster Youth Case Management
Students with Disabilities	X			X	1.1c Instructional Coaching to Support Inclusive Practices 1.2a Professional Learning to Support Grade-Level ELA Standards 1.2b Early Literacy Development 1.2c Reading Intervention for Secondary Students 2.1a Professional Learning to Support College and Career Readiness 2.1b School Counseling Support 2.1c College Career Guidance Alignment 2.1d Parent and Student College Career Ready Workshops
American Indian		X			1.3a Professional Learning to Support Grade-Level Mathematics Standards 1.3b Instructional Coaching to Support Strategies in Mathematics 1.3d Math Intervention for Secondary Students 1.3a Professional Learning to Support Grade-Level Mathematics Standards 1.3b Instructional Coaching to Support Strategies in Mathematics 1.3d Math Intervention for Secondary Students

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This second table below reveals the elementary and middle school-level student groups and State indicators that received the lowest performance level of Red. An overview of corresponding actions driven by educational partner input and District needs assessments are listed for reference. The full list of LCAP action short titles can be found in the first table, for reference. Otherwise, due to spacing, only the LCAP action numbers are provided. LCAP action titles are provided only when they have not been introduced in a previous table. More detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section.

School-Level Student Groups and State Indicators with RED Performance Level

English Learners (EL), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED)

African American (AA), Hispanic (HI), White (WH), Multiple Races (2orM)

Elementary/Middle School Name	Academic English Language Arts	Academic Math	ELPI	Chronic Absenteeism	Suspension Rate	LCAP Actions
Adams Elementary	EL, SWD	SWD				1.1c Instructional Coaching to Support Inclusive Practices 1.2a Professional Learning to Support Grade-Level ELA Standards; 1.2b Early Literacy Development; 1.2c Reading Intervention for Secondary Students 1.3a Professional Learning to Support Grade-Level Mathematics Standards; 1.3b Instructional Coaching to Support Strategies in Mathematics 1.7(a-f) Designated English Language Development
Alcott Elementary	SWD, EL	SWD, EL		SWD, EL HIS	ALL, AA SED	1.2, 1.3, 1.7(c,e,f), 1.3, 3.2, 3.3 1.1c, 1.2a, 1.2c, 1.3a, 1.3b, 1.7(a-f) 3.1a Family Engagement, 3.2a Professional Learning to Support Behavior and Social-Emotional Learning, 3.2b Attendance Case Management, 3.2c Positive Behavior Supports and Disciplinary Practices, 3.2d Restorative Practices, 3.2h Foster Youth Case Management, 3.3c Schools + 2
Franklin Elementary	SWD	SWD				1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Bryant Elementary				WH, EL		3.1a, 3.2(a-b)
Castle View Elementary	EL		EL		SED, AA	1.2, 1.7(c,e,f), 3.2(b-d,h), 3.3c
Emerson Elementary	EL			WH	AA	1.2, 1.3, 1.7(c,e,f), 3.1a, 3.2(a-d), 3.3c
Fremont Elementary	EL, SWD	SWD		HOM, SWD		1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.1a, 3.2(a-b), 3.3c
Harrison Elementary	EL			AA		1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Hawthorne Elementary	SWD					1.1c, 1.2(a-b), 1.7(a-f)
Highgrove Elementary	EL, SWD	EL				1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Highland Elementary	EL, SWD, AA, HI	EL		EL, AA	WH	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Jackson Elementary	EL, SWD			AA	HOM	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Jefferson Elementary	EL				SWD, AA	1.1c, 1.2(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Kennedy Elementary	SWD					1.1c, 1.2(a-b), 1.7(a-f)
Liberty Elementary	SWD	SWD			SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Longfellow Elementary	EL, SWD	SWD		HOM		1.1c, 1.2(a-b), 1.3(a-b),1.7(a-f), 3.2(a-b), 3.3c

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Elementary/Middle School Name	Academic: English Language Arts	Academic: Math	ELPI	Chronic Absenteeism	Suspension Rate	LCAP Actions
Madison Elementary	SWD	SWD	EL	WH	AA	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Monroe Elementary	EL, SWD	SWD	EL	SWD		1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Mountain View Elementary	EL, SWD	EL, SWD				1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Pachappa Elementary				EL, 2orM		3.2(a-b), 3.3c
Patricia Beatty Elementary					SWD	3.2(b-d,h), 3.3c
Tomas Rivera Elementary			EL	EL		3.2(a-b), 3.3c
Victoria Elementary			EL		SWD	1.7(a-f), 3.2(b-d,h), 3.3c
Washington Elementary	EL, SWD					1.1c, 1.2(a-b), 1.7(a-f)
Taft Elementary	EL, SWD	SWD	EL		ALL, SED, HI	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Amelia Earhart Middle	SWD			SWD		1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Central Middle	EL, SWD	EL		SED, AA, HI	SWD, AA	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Chemawa Middle	EL, SWD			HOM, HI	HOM	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Miller Middle				EL, AA	EL	3.2(a-b), 3.3c
Gage Middle	EL, SWD	EL, SED, SWD, AA, HI			EL, SED, SWD, AA, HI	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Sierra Middle	EL,HOM, SWD	EL,HOM, SED, SWD	ALL, EL,HOM, SED, SWD, HI	ALL, EL,HOM, SED,SWD, AA, HI, WH		1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
University Heights Middle	EL, SWD	ALL, EL, SWD, SED, AA, HI	EL	HOM, WH	EL, HOM, SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c

The third table below reveals the high school-level student groups and State indicators that received the lowest performance level of Red or Very Low. The corresponding goal and actions are listed for reference. An overview of corresponding actions driven by educational partner input and District needs assessments are listed for reference. The full list of LCAP action short titles can be found in the first table, for reference. Otherwise, due to spacing, only the LCAP action numbers are provided. LCAP action titles are provided only when they have not been introduced in a previous table. More detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section.

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School-Level Student Groups and State Indicators with RED Performance Level

English Learners (EL), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED)

African American (AA), Hispanic (HI), White (WH), Multiple Races (2orM)

High School Name	Academic ELA	Academic Math	ELPI	Suspension Rate	Graduation Rate	College/Career Indicator	LCAP Actions
Arlington High	EL	EL, SWD		EL, SED, SWD, AA, 2orM		EL, SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
King High	SWD	SWD		SWD			1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b)
North High	EL, SWD	EL, AA, HI				EL, SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 2.4b, 3.2(a-b), 3.3c
Poly High	EL, SWD	EL		EL		EL, SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Raincross High Continuation High					All, SED, HOM, HI	ALL, SED, SWD, HOM, EL, HI, WH	2.2(a-c), 2.3(a-d), 2.4b, 5.1(a-c)
Ramona High	EL	EL, HI	EL	AA		SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Lincoln Continuation High			EL		ALL, SED	ALL, EL, SED, HI	2.2a Credit Recovery, 2.2b Dropout Prevention, 2.2c Expanded Summer Programs for High School Students, 2.3a Career Technical Education (CTE) Pathway, 2.3b Dual Enrollment Course Offerings, 2.3c International Baccalaureate (IB) Program, 2.3d Advanced Placement (AP) Course Offerings and Exams, 5.1a English Learner Growth, 5.1b Increase Graduation Rates, 5.1c College/Career Preparation

Reflections: Technical Assistance

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

Eligibility: RUSD was identified as eligible for Differentiated Assistance based on outcomes for:

- Students with Disabilities in English Language Arts and College and Career Readiness

- Foster Youth in Mathematics and Suspensions

- English Learners in English Language Arts, Mathematics, and College and Career Readiness

Students with Disabilities in English Language Arts and College and Career Readiness. According to the 2023 California Assessment of Student Performance and Progress (CAASPP) results and Local Indicators as reported on the CA Dashboard, Students with Disabilities

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scored in the lowest performance level of Red, 102.9 points below the expected achievement standard with a decline of 4.2 points over the 2022 results. Further, this student group scored Very Low for College and Career Readiness. Only 4.3% of the 397 students are considered prepared for College or Career opportunities following high school graduation.

English Language Arts Performance (2023)   College & Career Readiness (2023)

Students with Disabilities

Student Group   State

Red

102.9 points below standard

Declined 4.2 Points ⊕

Number of Students: 2,692

Students with Disabilities

Student Group   State

Very Low

4.3% prepared

Number of Students: 397
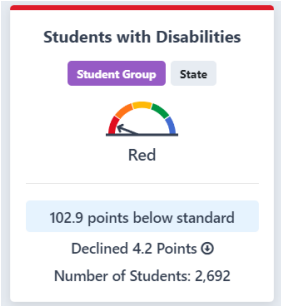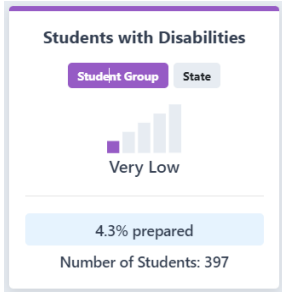
Foster Youth in Mathematics and Suspensions

According to the 2023 CAASPP results and Local Indicators, RUSD's Foster Youth scored in the lowest performance level of Red, for Mathematics at 108.6 points below the expected achievement standard. They also experienced a high rate of suspensions during the 2022-23 school year. 12.7% of RUSD's Foster Youth were suspended at least one day.

Mathematics Performance (2023)   Suspension Rate (2023
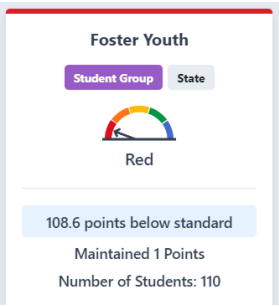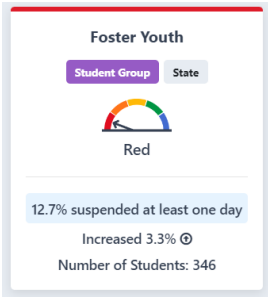
Foster Youth

Student Group   State

Red

108.6 points below standard

Maintained 1 Points

Number of Students: 110

Foster Youth

Student Group   State

Red

12.7% suspended at least one day

Increased 3.3% ⊕

Number of Students: 346

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English Learners in English Language Arts, Mathematics, and College and Career Readiness

According to the 2023 CAASPP results, RUSD's English Learners scored in the lowest performance level of Red, in English Language Arts at 82.3 points below the expected achievement standard, a decline of 11 points from 2022 scores.

English Learners also scored in the lowest performance level of Red for Mathematics at 108.3 points below the expected achievement standard, declining 3.6 points from the previous year.

English Learners did not demonstrate their readiness for College and Career Readiness. They scored in the lowest performance level, Very Low. 5.7% of English Learners in 2023 are considered prepared for college and career opportunities.

English Language Arts Performance (2023)

English Learners

Student Group   State

Red

82.3 points below standard

Declined 11 Points ⊕

Number of Students: 3,953

Mathematics Performance (2023)

English Learners

Student Group   State

Red

108.3 points below standard

Declined 3.6 Points ⊕

Number of Students: 3,946

College & Career Readiness (2023)

English Learners

Student Group   State

Very Low

5.7% prepared

Number of Students: 350
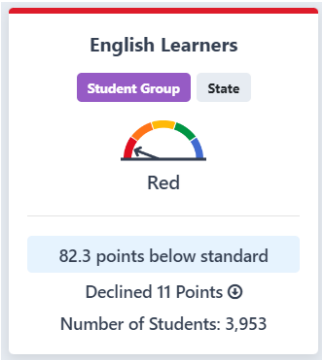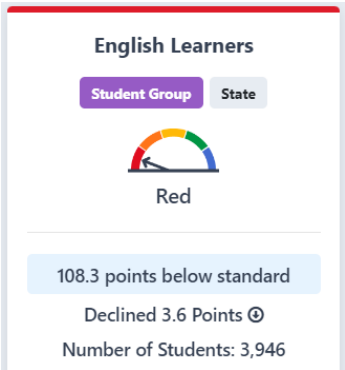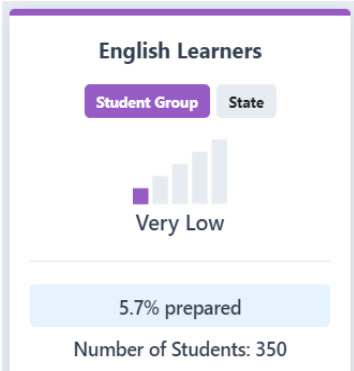
Work underway: In partnership with the Riverside County Office of Education (RCOE), RUSD engaged in several improvement efforts to investigate and address areas of identified need including conducting an in depth analysis of available data to determine the root causes of students' academic challenges, College and Career Readiness, and suspension rates on February 1, 2024 with RUSD and RCOE team members. This encompassed reviewing CA Dashboard results; Winter FastBridge Screening results for English Language Arts, Mathematics, and social-emotional learning; and Aeries Student Information System (Aeries) reports.

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RUSD Team

Dr. Daniel Sosa, *Assistant Superintendent*

Sean Curtin, Director, *Research, Assessment, and Evaluation*

Hayley Calhoun, *Director, Special Education*

Kiersten Reno-Frausto, *Director, Instructional Services TK-6*

Jamie Angulo, Director, *Instructional Services 7-12*

RCOE Team

Amanda Corridan, *Chief Academic Officer*

Barbara Sorter, *Executive Director, Special Education*

Melissa Bazanos, *Executive Director, AACI*

Felicia Cruz-Delgado, *Executive Director, IS*

Catalina Cifuentes, *Executive Director, CCR*

Elizabeth Bartholomew, *Director, LW*

Victor Portillo*Administrator, IS*

Alisha Morff, *Administrator, AACI*

Evidence-based practices and interventions were discussed to address the identified challenges. RUSD is currently in year 3 of a 5 year implementation of Multi-Tiered System of Supports (MTSS). Following a year of planning and learning, implementation began in the 2021-22 school year with Year 1, understanding Tier I structures and supports, universal design for learning, and social-emotional screeners. Year 2 was building Positive Behavior Supports and Year 3 was understanding social-emotional learning and implementing essential standards. A decrease in behaviors by 50% and a decrease in suspensions by 25% has already been observed across all student groups. 2024-25 will be focused on high-quality instruction.

Grading practices were examined including the work underway to shift RUSD's grading philosophy. Beginning at the secondary level, essential standards and learning targets were established. Grading is based upon mastery of the learning targets and accurately reflects students' learning through rubrics, feedback, and reassessment. During the 2024-25 school year, systemic emphasis will be on building consistency, understanding the continuum of assessment, and feedback.

Leveraging District resources for Students with Disabilities in RUSD was also discussed. Currently, the District incorporates inclusive practices coaches to support the LCAP goal to increase student time in the least restrictive environment. As of April 2024, 71.3% of students in TK-6 currently spend 80% or more of the school day in the general education setting. Expanding upon Tier I instruction and Universal Design for Learning will benefit all students with the greatest expected benefit to our students with disabilities.

Support for English Learners is an area of continuing need. Across the system, unified practices need to be established for English Learners. EL Teachers on Special Assignment (TOSA) take the lead on how to provide academic language to students, understanding integrated and designed English Language Development, and how to plan for regular instruction to the needs of our English Learner students. The team plans to explore what other Districts are doing that might be incorporated into RUSD, which involves a transcript analysis to understand patterns and any students who may need additional support if they are also Foster/Homeless Youth, have learning disabilities, or may be refugees without any educational records.

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RUSD's Instructional Services and Pupil Services teams continue collaborating to establish, implement, and monitor strategies for improving student outcomes. Some proposed strategies to reduce suspensions for Foster Youth include:

- Comprehensive school safety plans are reviewed and updated yearly in order for sites to plan to address excessive school suspensions and bullying, which impacts attendance.

- Provide site training to utilize data reports for Foster Youth absences.

- Work with site teams to monitor site suspension/attendance rates, student attendance review team meeting completion rates and help identify and remove potential barriers.

- Inform Social Workers, Education Rights Holders, and Attorneys for suspension and expulsion proceedings.

- Collaborate with MTSS Counselors to utilize tiered interventions for students with more intense social and emotional needs.

- Utilize early warning systems to identify behavioral and attendance issues.

- Continue trauma-informed training.

- Complete a monthly report to ensure the Aeries and CALPADS coding are accurate.

- Expedited referral system for social-emotional (SEL), and other identified needs.

The Instructional Services Team, including the SELPA Director, continue regular collaborations to identify the causes of student outcome differences and determine appropriate, research-based, strategies to close performance gaps. Considerations to support Students with Disabilities include:

- Continue to build capacity in staff (General Education Teachers, Instructional Assistants, MTSS Liaisons) to increase student time in the general education setting.

- Continue to build inclusive practices systems and staff training to incorporate Universal Design for Learning with emphasis on English Language Arts and Math.

- Continue the expansion of MTSS with a focus on English Language Arts, Math, college and career readiness.

- Ensure regular and consistent progress monitoring to assess impact on student outcomes.

In addition to collaborating with the Instructional Services and school site teams, RUSD's Coordinator of English Learners met with RCOE's Administrators of English Language Arts, English Language Development (ELD), and Dual Immersion to further identify needs and actions. Additional or continuing strategies considered to support English Learners are:

- Build capacity with staff in all content areas to incorporate English language development standards into all content areas.

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- 10 Professional Development opportunities were offered in a train-the-trainer model for Integrated English Language Development.

- These should continue with emphasis at the elementary level.

- Continue the work begun in the 2023-24 school year, to deeply understand and apply the ELD standards.

- Systemize the observation/feedback tool piloted in 2023-24 for site leaders to recognize integrated ELD instruction by their teachers.

- Identify and establish model practices for Integrated and Designated ELD instruction.

- Collaborate with the CTE team to use ELD strategies (e.g. sentence frames) to build fluency in trade specific vocabulary.

RCOE will support RUSD with implementation in 2024-25 and provide additional technical assistance as needed.

Goals and Actions intended to address identified student needs:

Academics

Goal 1.1 Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups

1.1c	Instructional Coaching to Support Inclusive Practices	Students with disabilities
1.2a	Professional Learning to Support Grade-Level ELA Standards	Student with disabilities
1.2c	Reading Intervention for Secondary Students	Students with disabilities
1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Foster Youth
1.3d	Math Intervention for Secondary Students	English Learners
3.2h	Foster Youth Case Management	Foster Youth

Goal *1.7 Designated English Language Development (ELD)*

1.7a	Professional Learning to Support ELD Standards	English Learners
1.7b	Instructional Coaching	English Learners
1.7c	Instructional Pathways for English Learners	English Learners
1.7d	Reclassification of English Learners	English Learners
1.7e	Expanded Learning Opportunities for Newcomers in Secondary	English Learners
1.7f	Additional Supports for Newcomers	English Learners

Goal 3.1 Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.

3.2h	Foster Youth Case Management	Foster Youth

College and Career Readiness

Goal 2.1 Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.

2.1a	Professional Learning to Support College and Career Readiness	Students with disabilities, English Learners
2.1c	College Career Guidance Alignment	Students with disabilities, English Learners
2.3a	Career Technical Education (CTE) Pathway	Students with disabilities, English Learners

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Suspension Rate

Goal 3.1 Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.		
3.2c	Positive Behavior Supports and Disciplinary Practices	Foster Youth
3.2h	Foster Youth Case Management	Foster Youth

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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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
Parents	**LCAP Family Survey** The LCAP Family Survey was administered from January 3 - February 22, 2024. This survey was aligned to LCAP goals, actions, and services. A new survey tool, ThoughtExchange, was used this year which was widely praised. Direct questions were asked utilizing Likert scale responses. An additional open-ended question asked, "What are some areas you think our schools are doing well and what are some areas we can focus on to improve?". Respondents could provide narrative/qualitative responses called Thoughts. The program also provided Thoughts for respondents to review and rate. This helped identify key themes and their relative importance - student engagement, student learning/academic performance, safety and accessibility of restrooms, and resources for parents. Families identified the following strengths: children know the emergency procedures for their school, the District provides an adequate amount of communication, their child's school office staff is warm and welcoming, their child's school sets high expectations for student achievement, their child's school administrators demonstrate positive leadership and are readily available to support students and families, and the English Language Arts education their children receive is engaging and useful for their future. The following were identified as areas for growth: parents disagreed that the District provides adequate support and services for Foster Youth, families also want to see more programming and access to CTE, and need a better understanding of MTSS. The family survey had 1,331 participants who produced 1,220 thoughts and 31,526 ratings. **Culture and Climate Survey (Families)** This year, between February 21 and March 6, 2024, Riverside Unified School District (RUSD) administered the mandatory Culture and Climate Survey from Panorama Education. The surveys were given to parents, students, teachers, and staff with questions focused on the following domains: School

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Safety, School Climate, Sense of Belonging, Engagement, and Relationships. There were 3,941 responses from families. The scores are based on agree/disagree (favorable) answers. The Family group rated Engagement (79%), School Safety (68%), and School Climate (58%) generally favorable. Family Engagement (16%) was rated less favorable. Responses are very similar to those reported in 2023.

LCAP Parent Advisory
RUSD's (LCAP) Parent Advisory Committee is composed of 20 parents and representatives advocating for the District's Unduplicated students. These members include:

- 2 Special Education parent/guardians: 1 Parent/President of the Special Education Community Advisory Committee

- 1 Special Education Teacher/Parent

- 5 parents of English Learners (one is also a special education parent): 1 Parent/President of the District English Learner Advisory Committee (DELAC); 1 Parent/President of Comité de la Comunidad Latina parent group

- 1 Parent/President of the Riverside Council Parent Teacher Association

- 1 Parent/President of the District African American Parent Advisory Council

- 2 Bargaining unit Presidents: Riverside City Teachers Association; California School Employees Association

- 2 Community partners: 1 UCR Professor/NAACP representative; 1 parent of former RUSD students/Advocate and member of many Inland Empire boards and organizations for students and individuals with special needs

- 6 parents/guardians at large

Parent/community observers were present at most meetings. During the 2023-24 school year, the Advisory met in October, November, December, March, April, and May through a combination of in-person, hybrid, and virtual meetings to accommodate member availability. Some consistent themes throughout the meetings included Community/Parent Engagement practices and how their feedback would be reflected in the new LCAP; support for schools; how Math and English Language Arts needs will be met particularly for Unduplicated students; and how RUSD will measure the effectiveness of the next plan. The overall discussions evolved to more specific elements of the plan including progress monitoring and determining the effectiveness of actions; priority setting for 2024-27 LCAP; and reviewing/commenting on goals, actions, services, and budget allocations. The plan is a reflection of the input from all RUSD educational partners; however, the parent and student advisories contributed to more iterations of the draft plan. They also contributed questions for the Superintendent.

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School Climate Listening Sessions
The District hosted school climate listening sessions at 3 elementary schools during August 2023 to better understand parent and community concerns about students needing intensive behavioral supports. Discussion stations facilitated by District administrators recorded responses to the following questions:

1. What have been you/your students' experiences on school campuses?

2. What types of supports would you like to see on our school campuses to positively change those experiences?

3. How can you, as a parent/community member, contribute to a positive school climate on school campuses

Responses included concerns about feeling safe at schools - the accessibility of restrooms and prevalence of vaping were specifically mentioned, the continued rise of students with intensive behavior needs, the Student Assistance Programs, additional Assistant Principals and Campus Supervisors, availability of CTE pathways at more schools, high-quality classroom instruction, and request for clear communication from schools to families.

District African American Parent Advisory Council (DAAPAC)
The LCAP Director presented at the January 2024 DAAPAC meeting, providing an overview of the LCAP and how it serves students with highlighted actions such as: (a) the Heritage Program for African American students, (b) the social-emotional and behavioral support for students provided by the Student Assistance Program (SAP), and (c) the workshops offered to families and staff. A discussion ensued regarding how data is collected during progress monitoring with the action leads, how effectiveness is determined, and how adjustments are made (if needed). The Director explained that progress monitoring data is shared with parent groups, the Board, and is included in the Superintendent's evaluation. The group also reiterated some of their ongoing questions about how RUSD supports African American students in A-G attainment and concerns about suspension rates. The President of DAAPAC and one community member are also members of the LCAP Parent Advisory.

District English Learner Advisory Committee (DELAC)
The RUSD DELAC members invited the LCAP Director to present at their September 2023 and April 2024 meetings. An overview of the LCAP was provided with emphasis on the changes to the 2024-27 LCAP identifying and monitoring Long-Term English Learners separate from all English Learners. Those in attendance were interested in continued support for families, such as the Family Resource Center, as well as ways to support academic achievement for English Learners. Families also expressed concerns about unfilled translator/interpreter positions and a concern about EL tutoring only offered at the high school level. A list of questions was emailed to the LCAP Director for consideration in the LCAP survey. During

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their April meeting, the LCAP Director provided an update on the development of the 2024-27 plan and educational partner feedback. Questions for the Superintendent were accepted.

Family Forums
10 Family Forums, also known as community meetings, were offered during the month of February. Seven occurred in-person at each of the middle school libraries throughout RUSD. 3 were offered virtually - lunchtime, weekday evening, and Saturday morning. Brief overviews of the LCAP were presented at each meeting followed by working table groups facilitated by RUSD Principals, Directors, and Managers. These groups performed a Start/Continue/Stop-Change protocol. Responses were transcribed from the group posters to a spreadsheet for coding and theming. 184 participants including parents/guardians, students, and community members attended the Family Forums not including District staff.

The following themes were identified from the feedback collected during these forums:

- Programs and Services to Continue: After school programs (including HEARTS and Primetime), Student Assistance Program (SAP) Counselors/social-emotional health, more field trips, free lunch, parent involvement, no split AP positions, AVID, and tutoring.

- Programs and Services to Start: More art lessons for all grades, more CTE opportunities (especially at the elementary level), parent/student field trips to colleges, smaller class sizes, credentialed PE and Music teachers for elementary, and strengthen/enhance all sports, including elementary.

- Programs and Services to Stop or Change: Increase supervision staff before/after school, lunch, recess/passing periods, parent communication platform, more nutritious lunch options.

Comité de la Comunidad Latina
The LCAP Director presented to a new parent group in December 2023. This is a very active group of primarily Latinx parents who are vocal advocates for their community within Riverside and for their children in RUSD. An overview of the LCAP was provided with a highlight of some relevant actions and services: (a) professional learning and support on Integrated and Designated English Language Development, (b) goal setting and progress monitoring to ensure English Learners are making growth in their language proficiency, (c) additional support for English Learners at the high school level to increase language proficiency and academic performance, (d) use of the Ellevation platform to monitor the progress of English Learners and Redesignated Fluent English Proficient (RFEP) students, and (e) LCAP supported translation and interpretation services to increase parent access to the school community. An interpreter supported the meeting which was conducted in Spanish and interpreted into English. Parents asked about attending the upcoming CABE conference and if LCAP could pay for their attendance. CABE representatives also presented that evening. A board member was also in attendance.

Native American Advisory
RUSD formed a Native American Advisory to foster a dialogue to better understand and meet the unique

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needs of the Native American community and students. The advisory met monthly from December 2023 to April 2024, facilitated by the Assistant Superintendent of Equity, Access, and Community Engagement. The meetings were virtual and in-person. The December meeting was held at the Soboba Tribal TANF center in Riverside. Topics included establishment of Native American Advisory by-laws, FAFSA applications, A-G attainment, confirmation of proper race identification in the District's student information system, graduation regalia, cultural sensitivity training for RUSD staff and teachers, and updates on Ethnic Studies curriculum. In December 2023, RUSD hosted a Native American Family Summit at Poly High School. The event included resource booths with RUSD and community providers, workshops on university Native American programs, understanding A-G requirements, navigating special education services, and social-emotional wellness supports. Attendees participated in cultural activities including Bird Song singers, Shawl dancers, and traditional basket weaving. The keynote address was delivered by Riverside parent and Federal Judge, Sunshine Sykes.

Riverside Council Parent Teacher Association (RCPTA)
The LCAP Director presented LCAP updates to the Riverside Council Parent Teacher Association (RCPTA) in November of 2023 and May of 2024. An overview of the LCAP was provided including highlighted actions. RCPTA parents expressed general satisfaction with feeling welcome on school campuses, but would like to see more communication between teachers and students/families. They also remarked that they receive a high volume of communications from their schools and the District that can be difficult to follow. RCPTA parents also had additional questions about facilities and campus safety as well as ongoing concerns related to issues of learning loss mitigation and school discipline. Parents appreciate the added Assistant Principals and Campus Supervisors. The Parent Square communications tool and 2024-27 LCAP draft actions were shared during the May meeting.

Special Education Community Advisory Committee (CAC)
During RUSD's April 2024 Special Education Community Advisory Committee (CAC) meeting, the LCAP Director shared an overview of the LCAP including the development process. The presentation included a discussion of how the LCAP supports students with disabilities within our District. The CAC President is a member of the LCAP Parent Advisory and the SELPA Director is in the 2024-27 LCAP Development Working Group to ensure that the accessibility of actions and services in the LCAP for students with disabilities are considered. Parents asked for clarification on how LCAP funding impacts students with disabilities and if it can be used to purchase supplies they believe are needed. Parents were guided to begin these discussions with their Principals. The LCAP supports Districtwide systems such as support for students with disabilities to spend 80% or more of the school day in the general education setting.

State-of-the-District Event
RUSD's State-of-the-District Event was hosted by the Superintendent and School Board President on November 2, 2023 at Ramona High School. Representatives from many of the District's departments

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	including many of those supported by the LCAP offered tables and activities in the courtyard prior to the address. The LCAP team had a table with the LCAP summary graphics to share what we do and support. We were able to point to other tables - the Family Resource Center; Innovation and Learner Engagement; and the (MTSS) Student Assistance Program, among others. Students in the Visual and Performing Arts programs performed for the audience while Career and Technical Education students provided technical support in the theater.
Students	**LCAP High School Student Focus Groups and Survey** LCAP Student Focus Groups were conducted at all comprehensive and specialty high schools from February 5 to March 15, 2024. One class from each high school was selected to participate from Aeries for its ethnic diversity and inclusion of Foster Youth and English Learners. 229 students participated. The results indicated that students generally felt welcomed to school but some teachers do not understand students' need for school/life balance. Ethnic studies helps students feel seen. Students appreciated teacher office hours and tutoring for academic support. Some areas for improvement include, only a few students know who the SAP counselors are on campus, and a desire for more art and CTE classes including the trades and cooking. The highest number of responses expressed a need for better, safer, and cleaner restrooms. Highlights of the survey findings include: 93.9% of respondents indicated their teachers use technology to enhance lessons, 92.6% of respondents indicated agreement their school sets high expectations for student achievement, and 83% of respondents indicated they feel safe most of the time they are at school. As an area of growth, only 59.8% of respondents indicated their teachers show them how to be organized and prepared for school. **Culture and Climate Survey (Students)** As described previously, RUSD implemented the Culture and Climate Survey from February to March 2024. 18,238 students in grades 5-12 responded. They rated the following as favorable: School Safety (58%), and Teacher-Student Relationships (53%). School Climate (44%), Sense of Belonging (39%), and Engagement (26%) were less favorable. These results illustrated little change from the 2023 survey results. **LCAP Student Advisory** An LCAP Student Advisory composed of students from RUSD's high schools met virtually four times from January to April 2024. This advisory was developed in partnership with the Student Board Members. Recruitment occurred through student networks primarily targeting Unduplicated pupils but open to all interested students. An overview of the LCAP and its actions and services was shared explaining how the plan impacts the educational experiences of students. The Continue/Start/Stop-Change protocol was used to collect student input and foster an active discussion about RUSD student experiences. At the April meeting, the 2024-27 Draft LCAP Goals/Actions were shared, and questions for the Superintendent were collected. Participating students shared that RUSD does a great job ensuring student representation at the

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	District-level. They appreciate all of the opportunities for students to have a voice. They also think RUSD should continue providing inclusivity and bringing schools together within the District. They also appreciate the multitude of CTE programs and being able to offer non-college geared paths for students. LCAP Advisory students would like RUSD to create more connections with students by giving them real examples of what people have done to succeed. They would also like to see more life skills classes such as how to do taxes and how to excel on job interviews. LCAP Advisory students would like to see improvements in bathroom availability and safety. Shutting down bathrooms creates lines longer than class times. **Superintendent's Student Advisory** Student representatives from each high school compose the Superintendent's Student Advisory. Each Principal facilitates the process to select one representative from each grade level. This is an opportunity for students to interact with Ms. Hill, the Superintendent, as well as District Assistant Superintendents. The LCAP Director was invited to the November 2023 and February 2024 meetings. An overview of the LCAP was presented with highlighted actions. The Continue/Start/Stop-Change protocol was implemented to solicit input. This group believes that RUSD should continue AVID as well as the wellness and college and career centers. They believe the District should expand CTE classes and offer more Districtwide events for high school students. There was disagreement about bringing back Valedictorian recognitions. The group suggested that RUSD should consider its restroom practices offering more monitoring, safety, and drug use/prevention. **Student Board Members** Since the 2016-17 school year, students from RUSD high schools have been selected to become members of the Board of Trustees. Interested students submit an application and are interviewed as part of the selection process. Student Board Members have been active advocates for all students in the District. The 2023-24 members have been interested in how the services within the LCAP serve RUSD's most vulnerable students. The LCAP Director discussed interest in forming an LCAP student advisory. The student board members were very interested and met with the LCAP Director in November to discuss the purpose, plan recruitment, determine the meeting schedules, and articulate the scope. With their support and networking, RUSD's inaugural LCAP Student Advisory launched in January.
Teachers	**LCAP Employee Survey (Teachers)** 741 respondents identified as teachers. In their responses, teachers agreed that the District provides an adequate amount of communication to inform staff of events, activities, and important alerts, and sets high expectations for student achievement. Further, teachers believe the District provides professional development opportunities, maintains staff morale, and creates a positive work environment Teachers believe some areas for growth include insufficient staffing for translation services and interpreters, insufficient onboarding for new staff, and the District should add programming and access for

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CTE. Teachers' responses also indicate that more support for ELs and Newcomers is desired along with smaller class sizes, and more support for ELD offerings.

Culture and Climate Survey (Teachers)
1,237 teachers responded to the survey. They report favorable ratings overall while reflecting improved ratings from 2023 - Teacher Self-Reflection (73%), Belonging (61%), School Safety (65%), and School Climate (55%).

Superintendent's Educator Advisory
The Superintendent's Educator Advisory consists of certificated and classified educators throughout the District who meet virtually with the Superintendent to discuss topics of interest and need and then provide feedback to the Superintendent. The LCAP Director was invited to the meeting to share an overview of the LCAP and implement the Continue/Start/Stop-Change protocol. Feedback indicated support to continue MTSS, SAP counseling services, and Campus Supervisors. Start feedback included expanding AVID tutors beyond the AVID program, expanding training within or beyond Professional Growth Systems for new staff, and considering adding even more Campus Supervisors. Greater clarification on the specific roles of MTSS was a consistent theme and how to maximize their support for students at all sites.

School Climate Listening Sessions
Although attendees were primarily parents, teachers also participated in the listening sessions hosted at the elementary schools in August and September 2024. Their feedback was incorporated into the overall analysis and shared with the School Board. Please refer to the parent section above for an overview of the combined feedback from parents and teachers.

Principals	**1:1 Meetings** The LCAP Director met individually with all Principals to understand their vision and student needs for their schools, how the LCAP aligns with that vision and the needs of their Unduplicated pupils (Foster Youth, Low-Income, English Learners), and what additional supports school site teams need to understand and utilize the actions and services in the LCAP. Common expenditures for LCAP/LCFF site allocations include Teachers On Special Assignment (TOSA), extended day time for teachers, Instructional Assistants (Bilingual), Translators, Community Assistants (Bilingual), incentives/awards for meeting behavior or attendance expectations, enhanced/supplemental curriculum, materials and supplies, and field trips. **Principals' Meetings** Principals and Assistant Principals were provided opportunities for input during monthly TK-12 Principal meetings throughout the year as well as one-on-one meetings with the LCAP Director. During September 2023 through April 2024, updates were provided on LCAP progress monitoring and 2024-27 LCAP development steps/timelines. Principals and Assistant Principals worked in their feeder patterns to

	establish priority areas through the Continue/Start/Stop-Change protocol. The LCAP Director and Coordinator of State and Federal programs co-presented guidance on aligning SPSA with the LCAP.
Administrators	**Action Leads** Meetings with action leads occurred throughout the year beginning with a metric planning meeting to articulate the metrics for all actions, the data to be collected, and the timelines for providing updated results. Progress monitoring meetings occurred quarterly to review (a) progress towards meeting goals, (b) challenges/successes, and (c) budgets. Action leads also provided their goal analysis narratives and accompanying data. **Extended Cabinet: Superintendent, Assistant Superintendents, Director Vs** The District's Extended Cabinet is composed of RUSD department and division leads. The LCAP Director was invited to the September, November, January, and April meetings to facilitate development of the 2023-24 Annual Update and the 2024-27 LCAP. Legislative changes were discussed and their impact on the services provided. Further discussions focused on student groups in Red on the CA Dashboard, staffing, educational partner feedback, LCFF budget projections, identifying priority areas (Continue/Start/Stop-Change protocol), Differentiated Assistance, and Equity Multiplier schools. **LCAP Budget Team** The LCAP Director, Business Services team (Director, Assistant Director, and Manager), and State and Federal programs Coordinator met one to two times per month to ensure that coordinated efforts and systems are in place to meet RUSD's fiduciary responsibilities, ensure LCFF funds are fully expended in line with the District's goals, and prepare for the 2023-24 Annual Update and 2024-27 LCAP. **LCAP Working and Planning Team** The working and planning team is composed of key representatives from all divisions that serve RUSD's students and specifically have a direct impact on the District's Foster Youth, Low-Income, and English Learners. This group met frequently from December through May to perform needs assessments, review educational partner feedback, evaluate District priorities, develop goals and actions, establish metrics for evaluating the effectiveness of actions, and provide input on all plan components.
Other School Personnel	**LCAP Employee Survey (Classified)** 256 respondents identified as non-certificated staff. Their responses indicate that schools are doing well in providing structure and daily routine for students, addressing social-emotional learning, providing resources to Low-Income families, and offering opportunities for college readiness. However, there are several areas for growth. These include addressing student behaviors, updating school facilities, providing more classroom support, focusing on early intervention for struggling students, improving program staffing for special day classes, increasing the number of counselors, improving site security, and providing vocational training.

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	Culture and Climate Survey (School Based Staff - Excluding Teachers)
	563 staff who work at RUSD school sites responded to the survey. They report favorable overall ratings to the three categories: School Safety (73%), Belonging - How much staff feel they are valued members of the school community (62%), and School Climate - Perceptions of the overall social and learning climate of the school (61%).
	Culture and Climate Survey (Non-School Based Staff) 212 staff who do not work on school sites, responded to the survey. They report favorable overall ratings to the three categories: School Safety (93%), Belonging - How much staff feel they are valued members of the District community (74%), and School Climate - Perceptions of the overall social and learning climate of the school (72%).
	Superintendent's Educator Advisory As explained previously, the Superintendent's Educator Advisory consists of certificated and classified educators throughout the District who meet virtually with the Superintendent to discuss topics of interest and needs and to provide feedback to the Superintendent. The LCAP Director was invited to the January 2024 meeting to share an overview of the LCAP and seek input through the Continue/Start/Stop-Change protocol. Please refer to the teacher section above for an overview of the combined feedback from certificated and classified staff.
	Site Secretary Training The LCAP Director and support staff met regularly with school site staff responsible for inputting purchase order requisitions to ensure that all expenditures align with each school's SPSA and the LCAP. Topics included allowability, appropriate justifications, and leveraging LCAP actions to meet the needs of Unduplicated pupils (Foster You, Low-Income, English Learners).
Local Bargaining Units	**California School Employees Association (CSEA) - Local Bargaining Unit** In September of 2023, the LCAP Director met with the RUSD California School Employee Association (CSEA) Chapter 506 executive cabinet to provide an overview of the LCAP to the classified employees bargaining unit. Members had questions about how to access additional resources to support classified jobs - kitchen workers, more hours for Special Education Instructional Assistants, and hiring more bilingual translators/interpreters. The process was summarized identifying student needs, defining goals, and providing actions and services to meet those needs. The CSEA President is also a member of the RUSD LCAP Parent Advisory Committee.
	Riverside City Teachers Association (RCTA) - Local Bargaining Unit In September 2023, the LCAP Director met with the President of the Riverside City Teachers Association, to make introductions and discuss engagement with RUSD's certificated bargaining unit in the

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	development of the 2024-27 LCAP. This President is also a member of the LCAP Parent Advisory Committee and the District Equity Task Force with the LCAP Director. On December 19, 2023, the LCAP Director provided the Riverside City Teachers Association (RCTA) an overview presentation of the LCAP and the development process for RUSD's 2024-27 LCAP. The teachers in attendance, primarily site representatives, offered their feedback regarding the desire for more Student Assistance Plan (SAP) counselors to address students' mental health and social-emotional needs. Student behavior issues were also a concern for members, who expressed the need for additional Campus Supervisors and Prevention Assistants particularly at high-need schools which have a significant number of Low-Income students. In discussing plans to host community meetings (Family Forums), teachers encouraged meetings throughout the District noting shifting demographics leading to higher concentrations of Unduplicated pupils in more schools and geographic clusters. Members were encouraged to respond to the LCAP Survey available January-February, 2024.
Partners at Equity Multiplier Schools	**Partners at Schools Eligible for Equity Multiplier Funds** One Director is the administrator over all three high schools eligible to receive Equity Multiplier funds: Lincoln Continuation High School, Raincross Continuation High School, and Opportunity Program. Educational Partners meet regularly through each school's English Learner Advisory Committee (ELAC), School Site Council (SSC), and staff meetings to review their CA Dashboard data as well as to provide feedback and input on the needs of each program. Discussions focus on three primary questions: ● What is the ultimate goal of the school? ● What do we want students to come away with from school? ● How can we help our students with the highest needs? This led to identifying specific needs for each school, articulating student outcome goals, and considering the resources required to achieve the goals. The development of the focus goal and metrics encompasses the input of educational partners, needs assessments, and desired outcomes. **Areas of Focus:** ● Lincoln Continuation High School: English Learner Progress, Graduation Rate, College and Career Readiness ● Raincross Continuation High School: Graduation Rate, College and Career Readiness ● Opportunity Program: Suspension Rates **LCAP Actions**: ● Graduation Rate: 2.2a (Credit Recovery), 2.4a (Advancement Via Individual Determination (AVID))

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- English Learner Progress: 1.7b (Instructional Coaching), 1.7c (Instructional Pathways for English Learners)
- College and Career: 2.3b (Dual Enrollment Course Offerings)
- Suspension: 3.2a (Professional Learning to Support Behavior and Social-Emotional Learning)

Focus Goal (5.1):

Abraham Lincoln Continuation High School (ALCHS):

- Within 3 years, LCHS will increase graduation rates by 4% for all students so that they are better prepared to meet their postsecondary goals.
- Within 3 years, LCHS will increase English Learner Progress rates by 4%.
- Within 3 years, LCHS will increase the College/Career Indicator by 4%.
- Within 3 years, LCHS will increase the percent of teachers authorized by a clear or preliminary credential for their assigned content area from 69.6% to 85%.

Opportunity Program:

- Within 3 years, the RUSD Opportunity Program will decrease the suspension rate by 4%.

- Within 3 years, LCHS will increase the percent of teachers authorized by a clear or preliminary credential for their assigned content area from 36.7% to 50%.

Raincross Continuation High School (RCHS):

- Within 3 years, RCHS will increase graduation rates by 4% for all students so that they are better prepared to meet their postsecondary goals.
- Within 3 years, RCHS will increase the College/Career Indicator by 4%.
- Within 3 years, LCHS will increase the percent of teachers authorized by a clear or preliminary credential for their assigned content area from 43.1% to 65%.

Actions:

5.1a: Implement Tier II Strategic interventions (ie: additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive intervention (ie: one-to-one support, mentoring) at Equity Multiplier Schools: Lincoln Continuation (Red), Raincross Continuation (Orange) to specifically address English learner progress and increase growth on annual ELPI.

5.1b: Implement a "Graduation Incentive" program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Lincoln (Red) and Raincross (Red).

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	5.1c: Provide support for Dual Enrollment opportunities including transportation and supplies for students; including career awareness activities, tutoring & mentoring to increase college and career readiness and provide close monitoring of credits and grades for students at Lincoln (Red) and Raincross (Red). 5.1d: Provide high quality effective first instruction by credentialed teachers; provide intensive academic intervention/structured math and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring specifically for students at Lincoln (Red) and Raincross (Orange). 5.1e: Reduce suspensions by Increasing parent outreach, restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive behavior expectations. (Opportunity/Orange) 5.1f: Provide Intensive academic intervention and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring. (Lincoln/Orange, Raincross/Orange)
Special Education Local Plan Are Administrator (SELPA)	RUSD has its own Special Education Local Plan Area Administrator. She has been an active member of the LCAP working group reviewing progress for the mid-year and annual updates as well as developing the 2024-27 LCAP. In early May, the LCAP Director and the SELPA Director met to review the draft goals and actions to ensure that the specific actions for individuals with exceptional needs included in the LCAP are consistent with strategies included in the annual assurances support plan. The SELPA administrator and LCAP Director meet regularly for progress monitoring to identify successes, challenges, and budgets/expenditures. The SELPA administrator facilitates the Special Education Community Advisory Committee along with the committee President who is also a member of the LCAP Parent Advisory. The LCAP Director met with the committee in April 2024 to provide an overview of the LCAP and seek input from the committee. Please refer to the Special Education Advisory Committee in the Parents section above for more details.

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

The Educational Partner Engagement process in RUSD is highly inclusive and consists of two main objectives:

1. Inform our collaborative/educational partners of progress toward meeting the three 2023-24 LCAP goals and,

2. Engage with our educational partners in the development of the 2024-27 LCAP.

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The year-long process provided a broad group of collaborative/educational partners with the opportunity to be part of reviewing the LCAP progress on current goals, identifying current needs, establishing priorities, and developing new goals that represent the aspirations for RUSD's Unduplicated pupils.

Needs assessments were conducted for all student groups with emphasis on Foster Youth, Low-Income, and English Learner students. An analysis of CA Dashboard data, local indicators, and Aeries reports formed the basis for identifying the student outcome gaps throughout the system (Detailed tables can be found in the Reflections section).

Data analysis provides information on *how* students are performing. Discussing these outcome gaps with our educational partners and seeking their input provides context for *why* students may be experiencing the performance gaps thereby providing critical insight into guiding priorities to address them. In RUSD, we use the cycle of inquiry (Pedaste et. al, 2015) as our method to ensure continuous improvement. The cycle of inquiry helps educators engage in productive data review sessions. Guiding questions are provided to staff which are intended to spur rich, honest, collaborative, and creative thinking about ways to improve outcomes for our students by diving deeper into our strategies, supports, and/or interventions. The guiding questions are grouped into four phases: analyze, plan, act, and reflect. The cycle of inquiry brings systemization, consistency, and actions to the analysis of RUSD data. The analysis goes beyond identifying the proportion of students who did or did not master a standard, to the "Why" behind those numbers and what can be done to remove the barriers to learning, thereby increasing student access, resulting in a higher level of mastery. Instructional implications ("What's Next" or "Now What") are also included in the discussion.

A summary of the engagements with our educational partners include: 1) ten virtual and in-person community Family Forum meetings, 2) educational presentation sessions, (which included LCAP overviews for employee groups/bargaining units representatives, parent leadership committees, student advisory, and student focus groups), 3) District student achievement data (Local Indicators and State Dashboard data), 4) survey data from LCAP parent, student and employee surveys, and the District Culture and Climate Survey, and 5) in-depth quarterly progress monitoring of the LCAP actions and services which includes a financial review of all LCAP services led by the LCAP Director, Business Services manager, and Action Leads. An extensive review of progress made by our Foster Youth, Low-Income students, and English Learners by the Superintendent, Cabinet, Directors, and Principals also influenced our plan.

Clear connections can be made from the District's educational partner feedback to the goals and actions in the plan. A synthesis for each major partner (students, families, employees) produced areas of strength upon which to continue building, areas for growth, and key findings overall. Students shared the following strengths for RUSD. They generally experience helpful, supportive, and diverse staff; they appreciate the academic and social-emotional supports available; and they value the range of extra and co-curricular opportunities. Areas of strength identified by families include the District's qualified, caring staff; the extra curricular, co-curricular activities, and afterschool programs; and the opportunity to receive free meals. Additionally, parents of elementary students have consistently expressed support for sending classes to Science Camp. Parents of high school students continue to request the District pay for Advanced Placement exam fees. Employees believe that communication throughout the District is strong; high expectations are held for students; there are many professional development opportunities to participate in; and morale and the work environment is generally positive.

Students report some areas for growth including: availability and access to clean, safe restrooms; and opportunities for more diverse course offerings including CTE and those that make real world connections. Families shared, similar to students, an interest in a broader range of course offerings including more CTE, and at the elementary level, more Visual and Performing Arts (VAPA) and Physical Education. Further,

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they believe that the District should consider providing more school supervision; support for students with intensive behavior and social-emotional needs; prioritize meeting the diverse academic needs of all students; and ensure accessibility to safe, clean restrooms. Employees shared a desire for more support for English Learners and English Language Development; increased CTE pathway access; and support for students with intense behavior and social-emotional needs.

As RUSD builds on its educational partner input to guide the development of the LCAP, feedback was integrated into four overarching themes: Safety, Facilities, Tier I Instruction, and Academic and Behavioral Supports. In consideration of all feedback, data analysis, and in consultation with RUSD's Board of Trustees, foundational priorities were established upon which the goals were developed. RUSD's 2024-27 LCAP will include an intentional focus on the following priorities and goals.

- **Grade Level Standards: Goal 1.1** Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome between student groups.

- **English Language Development: Goal 1.7** Increase the percentage of English Learners who make progress toward English language proficiency and grade level standards

- **College and Career Readiness: Goal 2.1** Demonstrate growth toward all students being college and career ready and narrow the outcome between student groups.

- **School Connectedness: Goal 3.1** Increase school connectedness for all students to improve learning and well-being and narrow the outcome between student groups.

- **Supports for Learning Environments: Goal 4.1** Provide safe, engaging, innovative learning environments for students.

Three schools are eligible for Equity Multiplier funds, Abraham Lincoln Continuation High School, Opportunity Program, and Raincross Continuation High School. One Director serves as the lead administrator over all three schools. The Director met regularly with the School Site Council, English Language Advisory Committee, and staff at each school to fully understand the needs, identify the causes, and form goals to meet those needs. These site goals then had a direct impact on the Focus Goal and supporting actions in the LCAP.

The following actions are representative of those which were significantly influenced by the RUSD's educational partner feedback:

Actions Influenced by Educational Partner Feedback

Goal 1.1: Academics

Goal 1.1: Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.

1.1e Expanded Summer Programs for Elementary and Middle School Students
1.1f Preschool Academic Foundations

1.2 English Language Arts
1.2c Reading Intervention for Secondary Students

1.4 Science
1.4b Elementary Science Experiential Learning
1.4d Expanded STEM Learning

1.7 English Language Development Professional Learning to Support ELD Standards
1.7c Instructional Pathways for English Learners

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1.3 Mathematics
1.3c Supplemental Mathematics Resources for Elementary and Secondary Students
1.3d Math Intervention for Secondary Students

1.7d Reclassification of English Learners
1.7f Additional Supports for Newcomers

Goal 2.1: College & Career Readiness

Goal 2.1: Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.

2.1b School Counseling Support
2.1c College Career Guidance Alignment
2.1d Parent and Student College Career Ready Workshops

2.4 Additional Supports for A-G Attainment
2.4b Additional Targeted Supports for A-G Attainment

2.2 Graduation Rate
2.2c Expanded Summer Programs for High School Students

2.3 College Career Indicator
2.3a Career Technical Education (CTE) Pathway
2.3b Dual Enrollment Course Offerings
2.3d Advanced Placement (AP) Course Offerings and Exams
2.3e Seal of Biliteracy Pathway

Goal 3.1: School Connectedness and Belonging

Goal 3.1: Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.

3.1a Family Engagement
3.1b Translation/Interpretation
3.1c Communications

3.3 School Belonging
3.3a Equity, Culture, and Climate
3.3b Arts

3.2 Student Engagement
3.2a Professional Learning to Support Behavior and Social-Emotional Learning
3.2b Attendance Case Management
3.2c Positive Behavior Supports and Disciplinary Practices
3.2d Restorative Practices
3.2e Additional Behavior Supports
3.2f Additional Social-Emotional Supports

3.3c Schools + 2
3.3d Partnership Programs for Students

4.1 Supports for Learning Environment

Goal 4.1: Supports for Learning Environment - Provide safe, engaging, innovative, and equitable learning environments for all students.

4.1a Safe Facilities
4.1g Supports to Schools

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5.1 Equity Multiplier Schools

(Lincoln Continuation HS, Opportunity Program, Raincross Continuation HS)

5.1a English Learner Growth	5.1d Mathematics
5.1b Increase Graduation Rates	5.1e Suspension Interventions
5.1c College/Career Preparation	5.1f English Language Arts

Goals and Actions

Goal

Goal #	Description	Type of Goal
1.1	Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.	Broad

State Priorities addressed by this goal.

State Priorities: Priority 2 - Implementation of State Standards; Priority 4 - Student Achievement; Priority 5 - Student Engagement;

Priority 8 - Other Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

CA Dashboard Analysis

The analysis of California School Dashboard (CA Dashboard) data indicated a clear need to continue supporting growth toward all students meeting academic grade level standards and narrowing the outcome gaps between student groups. For example:

Mathematics

The status of all students is Low (Orange), while the status of American Indian, English Learners, Foster Youth, and Students with Disabilities is Very Low (Red). Foster Youth and English Learners have been identified for Differentiated Assistance.

31.0% of all students in grades 3–8 and 11 met or exceeded standards in Mathematics on the Smarter Balanced assessments. However, only 24.2% of Low-Income students, 8.1% of EL students, 7.8% of Foster Youth, and 10.9% of Students with Disabilities met or exceeded standards.

English Language Arts (ELA)

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The status of all students is Low (Orange), while the status of English Learners, and Foster Youth is Very Low (Red). Students with Disabilities and English Learners have been identified for Differentiated Assistance.

46.6% of all students in grades 3–8 and 11 met or exceeded standards in English Language Arts on the Smarter Balanced assessments. However, only 36.2% of American Indian students, 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards.

Science

27.1% of all students in grades 5, 8, and 11 met or exceeded standards in Science on the Smarter Balanced assessments. However, only 18.6% of African American students, 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth, and 7.3% of Students with Disabilities met or exceeded standards.

Local Interim Assessment Analysis

This need is also reflected in local interim progress monitoring assessment data. More specifically, the analysis revealed a need for:

- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English learners and students with disabilities.
- Support for struggling learners in the area of academics and flexibility in teaching methods rather than a one-size-fits-all approach.
- An expanded school year through summer programs to maintain and accelerate learning.
- Explicit instruction and support for students to become proficient in Reading.
- A focus on Math, particularly on building Math fact fluency.
- A focus on experiential Science instruction.
- Ethnic studies and Civics coursework across grade levels.
- Technology resources to support core curricula.

Educational Partner Input

This goal was developed in response to the needs identified through data analysis and input from educational partners to increase academic growth across the District. To address these needs, it has been determined that our LCAP will include provide:

- Professional learning to develop teacher and leadership capacity in grade level content standards, content frameworks, and research based practices.
- Instructional coaching, specifically for effective first instruction in all academic areas, increasing Math content knowledge, and inclusive practices to support Students with Disabilities.
- Expanded instructional planning to analyze student data to inform instructional responses and address learner variability.
- Expanded summer programs and preschool opportunities.

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- Early literacy and building Math fact fluency in elementary schools and Reading and Math intervention in middle and high schools.

- Supplemental Math resources.

- Experiential learning opportunities in Science.

- Expanded STEM opportunities outside of the school day and in the summer.

- Ethnic Studies and Civics curriculum.

- Learning supports for the integration of instructional technology.

- Digital citizenship curriculum supports.

- Computer Science opportunities.

The District plans to improve growth toward grade level standards and narrow outcome gaps between student groups (with a focus on English Learners, Foster Youth, and Low-Income students) through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A
2	Average % of teachers implementing the academic content and performance standards adopted by the State board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers	N/A

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| 3 | CA Dashboard ELA Indicator: Distance from Standard - All Students | Dashboard Status (Fall 2023, CA Dashboard): 16.8 points below standard - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -3.1 DFS

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 4.9 points below standard - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 4 DFS from Prior Year

Dashboard Performance: Green | N/A |
| 4 | CA Dashboard ELA Indicator: Distance from Standard - American Indian | Dashboard Status (Fall 2023, CA Dashboard): 38.9 points below standard - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -16.5 DFS

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 20.8 points below standard - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year

Dashboard Performance: Yellow | N/A |

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| 5 | CA Dashboard ELA Indicator: Distance from Standard - African American | Dashboard Status (Fall 2023, CA Dashboard): 29.5 points below standard - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.7 DFS

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard):11.5 points below standard - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year

Dashboard Performance: Yellow | N/A |
| 6 | CA Dashboard ELA Indicator: Distance from Standard - Asian | Dashboard Status (Fall 2023, CA Dashboard): 66.3 points above standard - Very High Status

Dashboard Change (Fall 2023, CA Dashboard): Maintained 0.0 DFS

Dashboard Performance: Blue | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): >= 66.3 points above standard - Very High Status

Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year

Dashboard Performance: Blue | N/A |

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7	CA Dashboard ELA Indicator: Distance from Standard - Filipino	Dashboard Status (Fall 2023, CA Dashboard): 57.3 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined 4.7 DFS Dashboard Performance: Green	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): >= 60.3 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	N/A
8	CA Dashboard ELA Indicator: Distance from Standard - Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 32.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -2.7 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 14.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	N/A

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9	CA Dashboard ELA Indicator: Distance from Standard - Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 23.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -6.8 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 5 points below standard - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6.1 DFS from Prior Year Dashboard Performance: Green	N/A
10	CA Dashboard ELA Indicator: Distance from Standard - White	Dashboard Status (Fall 2023, CA Dashboard): 22.9 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -2.3 DFS Dashboard Performance: Green	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 34.9 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4 DFS from Prior Year Dashboard Performance: Green	N/A

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11	CA Dashboard ELA Indicator: Distance from Standard - Multiple Races/Two or More	Dashboard Status (Fall 2023, CA Dashboard): 32.6 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.6 DFS Dashboard Performance: Green	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 45 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4.2 DFS from Prior Year Dashboard Performance: Blue	N/A
12	CA Dashboard ELA Indicator: Distance from Standard - English Learners	Dashboard Status (Fall 2023, CA Dashboard): 82.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -11 DFS Dashboard Performance: Red	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 67.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	N/A

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13	CA Dashboard ELA Indicator: Distance from Standard - Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 33.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Decreased 2.5 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 18.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 5 DFS from Prior Year Dashboard Performance: Yellow	N/A
14	CA Dashboard ELA Indicator: Distance from Standard - Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 67.0 points below standard Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.2 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 49 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	N/A

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| 15 | CA Dashboard ELA Indicator: Distance from Standard - Foster Youth | Dashboard Status (Fall 2023, CA Dashboard): 67.9 points below standard Low Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -6.8 DFS

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 49.9 points below standard - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year

Dashboard Performance: Yellow | N/A |
| 16 | CA Dashboard ELA Indicator: Distance from Standard - Students with Disabilities | Dashboard Status (Fall 2023, CA Dashboard): 102.9 points below standard - Very Low Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -4.2 DFS

Dashboard Performance: Red | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 69.9 points below standard - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 11 DFS from Prior Year

Dashboard Performance: Yellow | N/A |

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17	CA Dashboard Math Indicator: Distance from Standard - All Students	Dashboard Status (Fall 2023, CA Dashboard): 57.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 45.5 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4 DFS from Prior Year Dashboard Performance: Yellow	N/A
18	CA Dashboard Math Indicator: Distance from Standard - African American	Dashboard Status (Fall 2023, CA Dashboard): 84.1 DFS points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 66.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	N/A

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19	CA Dashboard Math Indicator: Distance from Standard - American Indian	Dashboard Status (Fall 2023, CA Dashboard): 99.8 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined Significantly -16.4 DFS Dashboard Performance: Red	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 75.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	N/A
20	CA Dashboard Math Indicator: Distance from Standard - Asian	Dashboard Status (Fall 2023, CA Dashboard): 48.9 points above standard - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Increased 7.5 DFS Dashboard Performance: Blue	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): >= 48.9 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	N/A

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| 21 | CA Dashboard Math Indicator: Distance from Standard - Filipino | Dashboard Status (Fall 2023, CA Dashboard): 19.7 points above standard - High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined 4.3 DFS

Dashboard Performance: Green | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 35 points above standard - Very High Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 5.1 DFS from Prior Year

Dashboard Performance: Blue | N/A |
| 22 | CA Dashboard Math Indicator: Distance from Standard - Hispanic | Dashboard Status (Fall 2023, CA Dashboard): 74.8 points below standard - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.9 DFS

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 56.1 points below standard - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year

Dashboard Performance: Yellow | N/A |

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23	CA Dashboard Math Indicator: Distance from Standard - Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 42.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased 11.8 DFS Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 24.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Green	N/A
24	CA Dashboard Math Indicator: Distance from Standard - White	Dashboard Status (Fall 2023, CA Dashboard): 12.4 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +2.7 DFS Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 0.2 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4.2 DFS from Prior Year Dashboard Performance: Green	N/A

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25	CA Dashboard Math Indicator: Distance from Standard - Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 3.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +2.5 DFS Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 7 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 3.5 DFS from Prior Year Dashboard Performance: Green	N/A
26	CA Dashboard Math Indicator: Distance from Standard - English Learners	Dashboard Status (Fall 2023, CA Dashboard): 108.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -3.6 DFS Dashboard Performance: Red	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 84.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	N/A

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27	CA Dashboard Math Indicator: Distance from Standard - Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 76.1 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.2 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 58.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	N/A
28	CA Dashboard Math Indicator: Distance from Standard - Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 108.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +4 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 84.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	N/A

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29	CA Dashboard Math Indicator: Distance from Standard - Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 108.6 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.0 DFS Dashboard Performance: Red	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 84.6 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	N/A
30	CA Dashboard Math Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 131.9 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.7 DFS Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 99.9 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 11 DFS from Prior Year Dashboard Performance: Yellow	N/A

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| 31 | EAP - ELA (CAASPP/SBAC) All Students | Students designated as "Ready to enroll in a GE ELA College Level Course" (CAASPP, 2023): 17.9% | N/A | N/A | Students designated as "Ready" (CAASPP, 2026): 26.9% Increase by 3% | N/A |
| 32 | EAP - Math (CAASPP/SBAC) All Students | Students designated as "Ready to enroll in a GE Math College Level Course" (CAASPP, 2023):13.3% | N/A | N/A | Students designated as "Ready" (CAASPP, 2026): 22.3% Increase by 3% | N/A |

Goal Analysis for [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.

N/A

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.

N/A

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

N/A

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.

N/A

Local Control and Accountability Plan Template

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
1.1a	Professional Learning to Support Grade-Level Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices to target the learner variability of students with a priority on English Learners, Low-Income, Foster Youth, and Students with Disabilities. Research-based practices include the implementation of the following: ● Universal Design for Learning ● Essential Standards and Learning Targets ● Grading Practices aligned to Essential Standards and Learning Targets	$1,547,210 LCFF	Y
1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Provide site-based instructional coaching at all school sites provided by MTSS Liaisons on delivering effective first instruction and in-class intervention based on District and formative assessment results that are standards aligned emphasizing the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	$4,004,927 LCFF	Y
1.1c	Instructional Coaching to Support Inclusive Practices	Provide site-based instructional coaching at all elementary school sites provided by Inclusive Practices Specialists and Special Education Teachers on Special Assignments with the focus of implementing accommodations for students with disabilities (SWD) to ensure access to grade-level standards with a focus on ELA and Math learning outcomes and the Differentiated Assistance needed for students with Disabilities.	$1,177,528 LCFF/Other State	N

Local Control and Accountability Plan Template

1.1d	Expanded Instructional Planning	Expand planning time by one half-hour within the contracted day to give teachers increased opportunities to analyze common formative assessments and District interim assessments using the cycle of inquiry, share best practices, and plan instructional strategies to better address learner variability with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$15,173,164 LCFF	Y
1.1e	Expanded Summer Programs for Elementary and Middle School Students	Expand learning time for elementary and middle school students based on student needs to narrow learning gaps in grade-level standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-Income, and Students with Disabilities; support will be identified through local assessments, and pre-and post-assessments will be administered to determine the progress and effectiveness of the summer program.	$4,000,000 Other State	N
1.1f	Preschool Academic Foundations	Provide students increased and expanded preschool opportunities to build a strong academic foundation in oral language development, early literacy and numeracy with a priority on Low-Income students.	$280,201 LCFF/Other State	Y
1.2a	Professional Learning to Support Grade-Level ELA Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English Language Arts, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the following to address the student grade level needs and the Differentiated Assistance needed for students with Disabilities and English Learners: ● The adopted English Language Arts curriculum to teach the grade-level standards ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English Language Arts ● Integrated English Language Development ● Reading, writing, language, listening, and speaking within English Language Arts and across content areas.	$319,662 LCFF/ Federal	Y

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1.2b	Early Literacy Development	Teach early literacy skills in grades K-2 through the implementation of direct and explicit, structured, multi-sensory instruction, with a priority on English Learners, Low-Income, and Students with Disabilities.	$40,000 LCFF	Y
1.2c	Reading Intervention for Secondary Students	Provide additional strategic and intensive Reading intervention aligned to grade level standards at secondary schools that utilize explicit, systematic, structured, and multisensory teaching strategies to narrow the outcome gaps of student groups with a priority on English Learners, Foster Youth, Low-Income, and to address the Differentiated Assistance needed for Students with Disabilities.	$977,310 LCFF	Y
1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in Mathematics, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needed for Foster Youth and English Learners. Research-based practices include the implementation of the following: ● The adopted Mathematics curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Mathematics instruction. ● Integrated English Language Development. ● Early numeracy skills, purposeful Math fluency practices, content knowledge, and conceptual understanding in Mathematics.	$222,720 LCFF/ Federal	Y
1.3b	Instructional Coaching to Support Strategies in Mathematics	Provide site-based instructional coaching at school sites provided by Elementary and Secondary Mathematics Teachers on Special Assignment on delivering effective first instruction and in-class intervention based on District and formative assessment results that is standards aligned emphasizing engaging students with multiple Mathematical representations, rich Mathematical tasks, deep conceptual understanding, and purposeful fact fluency with a priority on English Learners, Foster Youth, Low-Income, American Indian Students, and Students with Disabilities.	$1,181,317 Other State	N

Local Control and Accountability Plan Template

1.3c	Supplemental Mathematics Resources for Elementary and Secondary Students	Provide supplemental Mathematics resources and applications at school and home to increase conceptual understanding and mastery of grade level standards. Resources include targeted interventions, ongoing assessment, and progress monitoring.	$217,000 Other State	N
1.3d	Math Intervention for Secondary Students	Provide opportunities for students who have been chronically unsuccessful in Math, identified using assessments and grades, to be enrolled in a structured grade level standards and content aligned Math course with lower class sizes with a priority on English Learners, Foster Youth, Low-Income, American Indian Students, and Students with Disabilities and to address the Differentiated Assistance needed for students with Disabilities and English Learners.	$2,779,155 Other State	N
1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in Science, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the following: ● The adopted Science curriculum to teach the grade-level standards. ● The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Science instruction and experiential learning opportunities. ● Integrated English Language Development. ● Understanding and use of the Science and Engineering Practices (SEPs) of NGSS.	$746,748 LCFF	Y
1.4b	Elementary Science Experiential Learning	Provide elementary grade students with at least three experiential learning opportunities aligned to grade level Science standards, including sixth grade science camp, to increase background knowledge with a priority on English Learners, Foster Youth, and Low-Income students.	$1,253,820 LCFF	Y

Local Control and Accountability Plan Template

1.4c	Secondary Science Experiential Learning	Expand common grade level standards and content-aligned experiential learning activities within the school day for middle and high school students across the District to increase background knowledge with a priority on English Learners, Foster Youth, and Low-Income students.	$125,000 LCFF	Y
1.4d	Expanded STEM Learning	Provide STEM learning opportunities outside of the school day and during the summer, with a priority on English Learners, Foster Youth, and Low-Income students.	$1,340,129 Other State	N
1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in History-Social Science (HSS), the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. Research-based practices include the implementation of the following: ● The adopted History-Social Science curriculum to teach the grade-level standards. ● Integrated English Language Development. ● Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	$193,300 LCFF	Y
1.5b	Ethnic Studies Curriculum Development	Implement the comprehensive Ethnic Studies plan that includes increased diverse course offerings that include the experiences, teach the history, and highlight the contributions of people of color with prioritized support for English Learners, Foster Youth, Hispanic, African American, Asian Pacific Islander, and American Indian students.	$94,069 LCFF	Y
1.5c	Civics	Implement the civic engagement plan to expand students' civic skills and values and develop social, political, and civic participation through school and community projects; increase the number of students who earn the State Seal of Civic Engagement with a priority on English Learners and Low-Income.	$314,587 LCFF/Other Civics Grant 2024-25 and 2025-26	Y

Local Control and Accountability Plan Template

1.6a	Professional Learning to Support Instructional Technology Integration	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of International Society for Technology in Education (ISTE) *Standards for Educators and Students*, classroom engagement strategies, and integration of technology to support standards-based instruction. Research-based practices include the implementation of: ● Utilization of research-proven instructional strategies that support all learners. ● Digital Media Literacy and Citizenship. ● Computational Thinking. ● Design Thinking.	$647,136 LCFF	Y
1.6b	Learning Support for Instructional Technology	Provide instructional technology resources to support core curricula across all schools that will bridge gaps in student learning with a priority on English Learners, Foster Youth, and Low-Income students.	$126,786 LCFF	Y
1.6c	Digital Citizenship Curriculum	Continue building a culture of Digital Literacy and Digital Citizenship among RUSD students by implementing a research-based classroom curriculum. Engage families with resources to continue building a positive digital culture at home.	$176,781 LCFF	Y
1.6d	Computer Science and Computational Thinking Opportunities	Provide increased access for Unduplicated student groups to Districtwide CS/CT enrichment opportunities in order to broaden student options for Computational and Design Thinking-focused pathways and future careers, including; ● Computer Science/CS Clubs ● Ignite Her Mind ● Data Science Academy ● Digital Storytelling Engage families with Districtwide Family Innovation Nights in order to foster broader student opportunities in Digital Literacy, Computer Science, and Computational and Design Thinking.	$144,064 LCFF	Y

Local Control and Accountability Plan Template

Goal

Goal #	Description	Type of Goal
1.7	Designated English Language Development (ELD) Within three years, the District will: ● Increase the percent of English Learners making progress toward English language proficiency by 9% ● Increase the percent of English Learners who progressed on the Summative Alternate ELPAC or who maintained a 3 by 12% ● Increase the percent of English Learners who reclassify by 9%.	Focus

State Priorities addressed by this goal.

State Priorities: Priority 2 - Implementation of State Standards; Priority 4 - Student Achievement; Priority 5 - Student Engagement

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

CA Dashboard Analysis

Approximately 6,400 students in Riverside Unified School District (RUSD) are English Learners. The analysis of CA Dashboard data indicated a clear need to continue supporting the needs of English Learners, especially in the area of providing Designated English Language Development to support language acquisition, growth toward meeting academic grade level standards, and college career readiness. For example:

English Learner Proficiency

- The status of the English Learner Progress Indicator on the CA Dashboard is Low (Orange).

- 44.6% of English Learners are making progress toward English language proficiency.

- 12.9% of English Learners are Long-Term English Learners, and 15.8% are at risk of becoming Long-Term English Learners.

- The reclassification rate for English Learners was 8.7%.

- English Learners were identified for Differentiated Assistance to increase language acquisition.

Local Interim Assessment Analysis

Local Control and Accountability Plan Template

This need is also reflected in local interim progress monitoring assessment data. More specifically, the analysis revealed a need for:

- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English learners and students with disabilities.

- Language acquisition support for Newcomers and Long-Term English Learners.

- Enhancing support for English Language Development (ELD) offerings and guidance for placing English Learners in appropriate instructional pathways and classes.

Educational Partner Input

This goal was developed in response to the needs identified through data analysis and input from educational partners to increase English Learner Proficiency across the District. To address these needs, it has been determined that our LCAP will include provide:

- Professional learning to develop teacher and leadership capacity in Designated English Language Development (ELD) standards, ELD framework, and research-based practices.

- Instructional coaching supporting teachers with implementing Integrated and Designated English Language Development, analyzing data, and monitoring the progress of English Learners.

- Instructional pathways in middle and high schools focused on Designated ELD.

- Monitor the progress toward reclassification.

- Expanded Learning opportunities for Newcomers.

- Tutoring for Newcomers.

The District plans to improve Designated English Language Development to support language acquisition, growth toward meeting academic grade level standards, and college career readiness through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

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

Local Control and Accountability Plan Template

33	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A
34	Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers	N/A
35	Average % of teachers implementing the Integrated and Designated ELD standards-based lessons	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers	N/A

36	English Learner Progress Indicator - ELPI (CA Dashboard)	Students making progress toward proficiency (Fall 2023, CA Dashboard): 44.5% Status: Medium (Fall 2023, CA Dashboard): Maintained -1.6% Dashboard Performance: Orange	N/A	N/A	Students making progress toward proficiency (Fall 2026, CA Dashboard): 53.5% Dashboard Performance: Increase by 3% - High Dashboard Performance: Green	N/A
37	English Learner Reclassification Rate (DataQuest)	English Learner Reclassification Rate (Aeries, 2022-23 Semester 1): 8.7%	N/A	N/A	English Learner Reclassification Rate (DataQuest, 2026-27): 17.7% Increase by 3%	N/A

Goal Analysis for [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.

N/A

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.

N/A

Local Control and Accountability Plan Template

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

N/A

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.

N/A

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
1.7a	Professional Learning to Support ELD Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of English Language Proficiency Assessments, reclassification procedures, ELA/English Language Development (ELD) Framework, ELD standards, designated ELD, (Differentiated Assistance for English Learners) and research-based practices to target the unique language needs of EL, Newcomers, and Long-Term English Learners (LTEL).	$850,887 LCFF/ Federal	Y
1.7b	Instructional Coaching	Provide site-based instructional coaching at elementary school sites with the highest numbers of English Learners provided by ELD Teachers on Special Assignment with the focus of supporting teachers with implementing Integrated and Designated English Language Development, (Differentiated Assistance for English Learners) and analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English Learner students at various levels.	$807,319 Other State	N

Local Control and Accountability Plan Template

1.7c	Instructional Pathways for English Learners	Provide instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting to support language acquisition, (Differentiated Assistance for English Learners) and increase language proficiency to narrow outcome gaps for English Learners.	$925,608 LCFF	Y
1.7d	Reclassification of English Learners	Monitor the progress of English Learners, Long-Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students by analyzing assessment data to inform instruction, (Differentiated Assistance for English Learners), and develop action plans to address the unique needs of English Learners using the "Ellevation" platform.	$161,000 LCFF/ Federal	Y
1.7e	Expanded Learning Opportunities for Newcomers in Secondary	Provide summer school for Newcomers (Differentiated Assistance for English Learners) to accelerate the acquisition of the English language.	$150,000 Federal	N
1.7f	Additional Supports for Newcomers	Provide tutoring at the secondary level (Differentiated Assistance for English Learners) to support access to grade level core content classes for Newcomers before and after school hours.	$86,868 Federal	N

Goal

Goal #	Description	Type of Goal
2.1	Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.	Broad

State Priorities addressed by this goal.

State Priorities: Priority 2 - Implementation of State Standards; Priority 3 - Parental Involvement and Family Engagement; Priority 4 - Student Achievement; Priority 5 - Students Engagement; Priority 7 - Course Access

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

CA Dashboard Analysis

The analysis of CA Dashboard data indicated a clear need to continue supporting growth toward all students being college and career-ready and narrowing the outcome gaps between student groups. For example:

Local Control and Accountability Plan Template

Graduation Rate

The status of all students is Medium (Yellow), while the status of Homeless students is Low (Orange).

92.6% of all students graduated in 2022-23. However, only 78% of Homeless students, 81% of EL students, 81.5% of Foster Youth, and 85% of Students with Disabilities graduated.

California College/Career Indicator

The status of all students is Medium, while the status of Hispanic, Homeless, Low-Income students, and Foster Youth is Low. The status of English Learners and Students with Disabilities is Very Low resulting in eligibility for Differentiated Assistance.

41.2% of all students were considered prepared in 2022-23. However, only 13% of Homeless students, 5.7% of EL students, 13.6% of Foster Youth , and 4.3% of Students with Disabilities were considered prepared.

Educational Partner Input

This goal was developed in response to the needs identified through data analysis and input from educational partners to raise college and career readiness across the District. During the LCAP development process, educational partners identified the need for:

- Offering more dual enrollment and AP classes in middle and high schools.

- Increasing opportunities in career development skills, including CTE and STEM.

- Continued focus on college counseling by school counselors.

- More diverse course offerings.

To address these needs, it has been determined that our LCAP will include:

- Professional learning to develop school counselors' leadership capacity.

- College and career guidance alignment for consistency of information.

- Increased access to parent/student college workshops.

- Ongoing credit recovery courses.

- Focused A-G attainment programs for underrepresented students, including Students with Disabilities.

- Advanced coursework, including International Baccalaureate Advanced Placement, and the Seal of Biliteracy programs.

The District plans to improve growth toward college and career readiness and narrow outcome gaps between student groups (with a focus on English Learners, Foster Youth, and Low-Income students) through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

Local Control and Accountability Plan Template

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
38	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A
39	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) All Students	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 54.7%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 60.7% Increase by 2%	N/A
40	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) American Indian	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 56.3%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 59.3% Increase by 1%	N/A

Local Control and Accountability Plan Template

41	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) African American	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 53.7%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 56.7% Increase by 1%	N/A
42	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Asian	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 76.5%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 78.0% Increase by 0.5%	N/A
43	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Filipino	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 83.6%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 85.0% Increase by 0.5%	N/A

Local Control and Accountability Plan Template

44	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Hispanic	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 48.7%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 53.2% Increase by 1.5%	N/A
45	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Pacific Islander	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 50.0%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 53.0% Increase by 1%	N/A
46	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) White	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 65.0%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 68.0% Increase by 1%	N/A

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47	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Multiple Races/2 or More	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 70.6%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 72.1% Increase by 0.5%	N/A
48	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) English Learners	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 21.0%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 27% Increase by 2%	N/A
49	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Socioeconomically Disadvantaged (Low-Income)	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 46.8%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 51.2% Increase by 1.5%	N/A

Local Control and Accountability Plan Template

50	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Homeless Youth	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 27.7%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 32.2% Increase by 1.5%	N/A
51	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Foster Youth	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 29.4%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 33.9% Increase by 1.5%	N/A
52	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Students with Disabilities	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 10.8%	N/A	N/A	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 20.1% Increase by 3.1%	N/A

Local Control and Accountability Plan Template

53	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year All Students	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.7%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1% Combined Rate: 6.7%	N/A
54	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year African American	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.2%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.0% Combined Rate: 6.2%	N/A

Local Control and Accountability Plan Template

55	Met UC/CSU Requirements AND Completed at Least One CTE Pathway American Indian	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 5.9%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 7.4%	N/A
56	Met UC/CSU Requirements AND Completed at Least One CTE Pathway Asian	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 6.3%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 7.8%	N/A

Local Control and Accountability Plan Template

57	Met UC/CSU Requirements AND Completed at Least One CTE Pathway Filipino	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 9.5%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 11%	N/A
58	Met UC/CSU Requirements AND Completed at Least One CTE Pathway Hispanic	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.0%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 7.5%	N/A

Local Control and Accountability Plan Template

59	Met UC/CSU Requirements AND Completed at Least One CTE Pathway White	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 4.8%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1% Combined Rate: 7.8%	N/A
60	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2 or More Races	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 5.7%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 7.3%	N/A

Local Control and Accountability Plan Template

61	Met UC/CSU Requirements AND Completed at Least One CTE Pathway English Learners	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 0.3%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 4.8%	N/A
62	Met UC/CSU Requirements AND Completed at Least One CTE Pathway Socioeconomically Disadvantaged (Low-Income)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.0%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 7.5%	N/A

Local Control and Accountability Plan Template

63	Met UC/CSU Requirements AND Completed at Least One CTE Pathway Foster Youth	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.7%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1% Combined Rate: 6.7%	N/A
64	Met UC/CSU Requirements AND Completed at Least One CTE Pathway Students with Disabilities	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 0.7%	N/A	N/A	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 5.2%	N/A

Local Control and Accountability Plan Template

65	Participation Rate on AP Exams All Students	Participation Rate of All Students taking an AP Exam (2023 College Board Report): 46.2%	N/A	N/A	Participation Rate of All Students taking an AP Exam (2026 College Board Report): 49.2% Increase by 1%	NA
66	Participation Rate on AP Exams Hispanic	Participation Rate of Hispanic Students taking an AP Exam (2023 College Board Report): 56.8%	N/A	N/A	Participation Rate of Hispanic Students taking an AP Exam (2026 College Board Report):59.8% Increase by 1%	NA
67	Participation Rate on AP Exams Asian	Participation Rate of Asian Students taking an AP Exam (2023 College Board Report): 9.5%	N/A	N/A	Participation Rate of Asian Students taking an AP Exam (2026 College Board Report): 12.5% Increase by 1%	NA
68	Participation Rate on AP Exams African American	Participation Rate of African American Students taking an AP Exam (2023 College Board Report): 4.0%	N/A	N/A	Participation Rate of African American Students taking an AP Exam (2026 College Board Report): 7.0% Increase by 1%	NA

Local Control and Accountability Plan Template

69	Participation Rate on AP Exams White	Participation Rate of White Students taking an AP Exam (2023 College Board Report): 22.6%	N/A	N/A	Participation Rate of White Students taking an AP Exam (2026 College Board Report): 25.6% Increase by 1%	NA
70	Participation Rate on AP Exams English Learners	Participation Rate of English Learners taking an AP Exam (2023 College Board Report): 3.3%	N/A	N/A	Participation Rate of English Learners taking an AP Exam (2026 College Board Report): 6.3% Increase by 1%	NA
71	Participation Rate on AP Exams Socioeconomically Disadvantaged (Low-Income)	Participation Rate of Socioeconomically Disadvantaged (Low-Income) Students taking an AP Exam (2023 College Board Report): 58.4%	N/A	N/A	Participation Rate of Socioeconomically Disadvantaged (Low-Income) Students taking an AP Exam (2026 College Board Report): 61.4% Increase by 1%	NA

Local Control and Accountability Plan Template

72	Participation Rate on AP Exams

Foster Youth | Participation Rate of Foster Youth taking an AP Exam (2023 College Board Report): 1 student | N/A | N/A | Participation Rate of Foster Youth taking an AP Exam (2026 College Board Report): 14 students

Increase by 5 students | NA |
| 73 | Participation Rate on AP Exams

Students with Disabilities | Participation Rate of Students with Disabilities taking an AP Exam (2023 College Board Report): 20 students | N/A | N/A | Participation Rate of Students with Disabilities taking an AP Exam (2026 College Board Report): 40 students

Increase by 7 students | NA |
| 74 | AP Course Enrollment

All Students | Percent of All Students enrolled in an AP Course (2023, Aeries): 21.6% | N/A | N/A | Percent of All Students enrolled in an AP Course (2026, Aeries): 24.6%

Increase by 1% | NA |

Local Control and Accountability Plan Template

75	AP Course Enrollment Hispanic	Percent of Hispanic Students enrolled in an AP Course (2023, Aeries): 18.9%	N/A	N/A	Percent of Hispanic Students enrolled in an AP Course (2026, Aeries): 21.9% Increase by 1%	NA
76	AP Course Enrollment Asian	Percent of Asian Students enrolled in an AP Course (2023, Aeries): 49.6%	N/A	N/A	Percent of Asian Students enrolled in an AP Course (2026, Aeries): 52.6% Increase by 1%	NA
77	AP Course Enrollment African American	Percent of African American Students enrolled in an AP Course (2023, Aeries): 16.3%	N/A	N/A	Percent of African American Students enrolled in an AP Course (2026, Aeries): 19.3% Increase by 1%	NA
78	AP Course Enrollment White	Percent of White Students enrolled in an AP Course (2023, Aeries): 26.7%	N/A	N/A	Percent of White Students enrolled in an AP Course (2026, Aeries): 29.7% Increase by 1%	NA

Local Control and Accountability Plan Template

79	AP Course Enrollment English Learners	Percent of English Learners enrolled in an AP Course (2023, Aeries): 4.1%	N/A	N/A	Percent of English Learners enrolled in an AP Course (2026, Aeries): 7.1% Increase by 1%	NA
80	AP Course Enrollment Socioeconomically Disadvantaged (Low-Income)	Percent of Socioeconomically Disadvantaged (Low-Income) Students enrolled in an AP Course (2023, Aeries): 18.6%	N/A	N/A	Percent of Socioeconomically Disadvantaged (Low-Income) Students enrolled in an AP Course (2026, Aeries): 21.6% Increase by 1%	NA
81	AP Course Enrollment Foster Youth	Percent of Foster Youth enrolled in an AP Course (2023, Aeries): 2 students	N/A	N/A	Percent of Foster Youth enrolled in an AP Course (2026, Aeries): 14 students Increase by 4 students	NA
82	AP Course Enrollment Students with Disabilities	Percent of Students with Disabilities enrolled in an AP Course (2023, Aeries): 26 students	N/A	N/A	Percent of Students with Disabilities enrolled in an AP Course (2026, Aeries): 52 students Increase by 9 students	NA

Local Control and Accountability Plan Template

| 83 | CA Dashboard Graduation Rate Indicator

All Students | Dashboard Status (Fall 2023, CA Dashboard): 92.6% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -1.5%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2024, CA Dashboard): 95.6% - Very High Status

Dashboard Change (Fall 2024, CA Dashboard):Increase by 1%

Color/Status: Blue

Increase by 1% | N/A |
|----|----|----|----|----|----|----|
| 84 | CA Dashboard Graduation Rate Indicator

American Indian | Dashboard Status (Fall 2023, CA Dashboard): 94.1% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Increased 12.3%

Dashboard Performance: Green | N/A | N/A | Dashboard Status (Fall 2024, CA Dashboard): 95.6% - Very High Status

Dashboard Change (Fall 2024, CA Dashboard):Increase by 0.5%

Color/Status: Blue

Increase by 0.5% | N/A |

Local Control and Accountability Plan Template

85	CA Dashboard Graduation Rate Indicator African American	Dashboard Status (Fall 2023, CA Dashboard): 94.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.1% Dashboard Performance: Green	N/A	N/A	Dashboard Status (Fall 2024, CA Dashboard): 95.6% - Very High Status Dashboard Change (Fall 2024, CA Dashboard):Increase by 0.5% Color/Status: Blue Increase by 0.5%	N/A
86	CA Dashboard Graduation Rate Indicator Asian	Dashboard Status (Fall 2023, CA Dashboard): 94.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Decreased 2.5% Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2024, CA Dashboard): 96% - Very High Status Dashboard Change (Fall 2024, CA Dashboard):Increase by 0.5% Color/Status: Blue Increase by 0.5%	N/A

Local Control and Accountability Plan Template

87	CA Dashboard Graduation Rate Indicator Filipino	Dashboard Status (Fall 2023, CA Dashboard): 98.4% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.6% Dashboard Performance: Blue	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): >+98.4% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintain or increase from prior year Color/Status: Blue	N/A
88	CA Dashboard Graduation Rate Indicator Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 91.0% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined -2.5% Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2024, CA Dashboard): 95.5% - Very High Status Dashboard Change (Fall 2024, CA Dashboard):Increase by 1.5% Color/Status: Blue Increase by 1.5%	N/A

Local Control and Accountability Plan Template

89	CA Dashboard Graduation Rate Indicator Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 100% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.0% Dashboard Performance: Blue	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 100% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintain from prior year Color/Status: Blue	N/A
90	CA Dashboard Graduation Rate Indicator White	Dashboard Status (Fall 2023, CA Dashboard): 95.7% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.7% Dashboard Performance: Green	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): >+95.7% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintain or increase from prior year Color/Status: Blue	N/A

Local Control and Accountability Plan Template

| 91 | CA Dashboard Graduation Rate Indicator

Multiple Races/2 or More | Dashboard Status (Fall 2023, CA Dashboard): 98.1% - Very High Status

Dashboard Change (Fall 2023, CA Dashboard): Increased +2.1%

Dashboard Performance: Blue | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): >+98.1% - Very High Status

Dashboard Change (Fall 2026, CA Dashboard): Maintain or increase from prior year

Color/Status: Blue | N/A |
| 92 | CA Dashboard Graduation Rate Indicator

English Learners | Dashboard Status (Fall 2023, CA Dashboard): 81.0% - Medium Status

Dashboard Change (Fall 2023, CA Dashboard): Maintained by -0.2%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 87%

Dashboard Change (Fall 2026, CA Dashboard): Increase 2%

Color/Status: Green

Increase by 2% | N/A |

| 93 | CA Dashboard Graduation Rate Indicator

Socioeconomically Disadvantaged (Low-Income) | Dashboard Status (Fall 2023, CA Dashboard): 91.4% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -1.8%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 94.4%

Dashboard Performance (Fall 2026, CA Dashboard): Increase by 1%

Color/Status: Green

Increase by 1% | N/A |
| 94 | CA Dashboard Graduation Rate Indicator

Homeless Youth | Dashboard Status (Fall 2023, CA Dashboard): 78.0% - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Decreased by -5.0%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 84% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Increase 2%

Color/Status: Green

Increase by 2% | N/A |

Local Control and Accountability Plan Template

95	CA Dashboard Graduation Rate Indicator Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 81.0% - Medium Status Dashboard Change (Fall 2023, CA Dashboard): Increased by +23.4% Dashboard Performance: Green	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 87% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increase 2% Color/Status: Green Increase by 2%	N/A
96	CA Dashboard Graduation Rate Indicator Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 85.0% Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.2% Dashboard Performance: Yellow :	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 91% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increase 2% Color/Status: Green Increase by 2%	N/A

Local Control and Accountability Plan Template

97	Advanced Placement (AP) All Students	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2022-23): 56.0%	N/A	N/A	Advanced Placement (AP) - Students completing AP exams with 3 or higher (College Board, 2026-27): 62.5% Increase by 2.5%	N/A
98	International Baccalaureate (IB) All Students	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2022-23): 51%	N/A	N/A	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2026-27): 58.5% Increase by 2.5%	N/A
99	High School 4 Year Adjusted Cohort Dropout Rate All Students	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 3.6%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.1% Decrease 0.5%	N/A

Local Control and Accountability Plan Template

100	High School 4 Year Adjusted Cohort Dropout Rate American Indian	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 5.9%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.9% Decrease by 1%	N/A
101	High School 4 Year Adjusted Cohort Dropout Rate African American	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 2.1%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 1.6% Decrease 0.5% or Maintain	N/A
102	High School 4 Year Adjusted Cohort Dropout Rate Asian	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	N/A
103	High School 4 Year Adjusted Cohort Dropout Rate Filipino	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	N/A

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104	High School 4 Year Adjusted Cohort Dropout Rate Hispanic	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.8%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 3.0% Decrease 0.6%	N/A
105	High School 4 Year Adjusted Cohort Dropout Rate Pacific Islander	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	N/A
106	High School 4 Year Adjusted Cohort Dropout Rate White	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	N/A
107	High School 4 Year Adjusted Cohort Dropout Rate Multiple Races/2 or More	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	N/A

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108	High School 4 Year Adjusted Cohort Dropout Rate Socioeconomically Disadvantaged (Low-Income)	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.3%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.8% Decrease 0.5%	N/A
109	High School 4 Year Adjusted Cohort Dropout Rate English Learners	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 12.3%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 6.3% Decrease 2%	N/A
110	High School 4 Year Adjusted Cohort Dropout Rate Homeless Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 14.8%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 8.8% Decrease 2%	N/A
111	High School 4 Year Adjusted Cohort Dropout Rate Foster Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 13.6%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 7.6% Decrease 2%	N/A

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112	High School 4 Year Adjusted Cohort Dropout Rate Students with Disabilities	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 4.1%	N/A	N/A	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.5% Decrease 0.5% or Maintain	N/A
113	Middle School Dropout Rate All Students	Middle School Rate (CALPADS, 2022-23): 0.20%	N/A	N/A	Middle School Rate (CALPADS, 2026-27): 0.05% Decrease 0.05	N/A
114	CA Dashboard College/Career Indicator All Students	Students prepared for college (Fall 2023, CA Dashboard): 41.2% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 50.2% Dashboard Change (Fall 2026, CA Dashboard): +3 % Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 3%	N/A

Local Control and Accountability Plan Template

115	CA Dashboard College/Career Indicator American Indian	Students prepared for college (Fall 2023, CA Dashboard): 47.1% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 53.1% Dashboard Change (Fall 2026, CA Dashboard): +2% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 2%	N/A

Local Control and Accountability Plan Template

| 116 | CA Dashboard College/Career Indicator

African American | Students prepared for college (Fall 2023, CA Dashboard): 35.5%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Medium | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 44.5%

Dashboard Change (Fall 2026, CA Dashboard): +3 %

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green

Increase by 3% | N/A |

| 117 | CA Dashboard College/Career Indicator

Asian | Students prepared for college (Fall 2023, CA Dashboard): 69.0%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: High | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 70.2%

Dashboard Change (Fall 2026, CA Dashboard): +0.4%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Very High - Blue

Increase by 0.4% | N/A |

Local Control and Accountability Plan Template

| 118 | CA Dashboard College/Career Indicator Filipino | Students prepared for college (Fall 2023, CA Dashboard): 68.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: High | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 70.1% Dashboard Change (Fall 2026, CA Dashboard): +0.6% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Very High - Blue Increase by 0.6% | N/A |

Local Control and Accountability Plan Template

| 119 | CA Dashboard College/Career Indicator

Hispanic | Students prepared for college (Fall 2023, CA Dashboard): 34.6%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 43.6%

Dashboard Change (Fall 2026, CA Dashboard): +3 %

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green

Increase by 3% | N/A |

| 120 | CA Dashboard College/Career Indicator

Pacific Islander | Students prepared for college (Fall 2023, CA Dashboard): 37.5%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Medium | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 43.5%

Dashboard Change (Fall 2026, CA Dashboard): +2%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green

Increase by 2% | N/A |

| 121 | CA Dashboard College/Career Indicator

White | Students prepared for college (Fall 2023, CA Dashboard): 54.9%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Medium | N/A | N/A | Dashboard Status (Fall 2024, CA Dashboard): 57.9%

Dashboard Change (Fall 2024, CA Dashboard): +1%

Dashboard Performance (Fall 2024, CA Dashboard): Color/Status: Medium - Green

Increase by 1% | N/A |

Local Control and Accountability Plan Template

| 122 | CA Dashboard College/Career Indicator

Multiple Races/2 or More | Students prepared for college (Fall 2023, CA Dashboard): 70.0%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Very Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 76.6%

Dashboard Change (Fall 2026, CA Dashboard): +2.2%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Very High - Blue

Increase by 2.2% | N/A |

| 123 | CA Dashboard College/Career Indicator

English Learners | Students prepared for college (Fall 2023, CA Dashboard): 5.7%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Very Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 17.7%

Dashboard Change (Fall 2026, CA Dashboard): +4%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Yellow

Increase by 4% | N/A |

| 124 | CA Dashboard College/Career Indicator

Socioeconomically Disadvantaged (Low-Income) | Students prepared for college (Fall 2023, CA Dashboard): 33.4%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 42.4%

Dashboard Change (Fall 2026, CA Dashboard): +3%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green

Increase by 3% | N/A |

Local Control and Accountability Plan Template

| 125 | CA Dashboard College/Career Indicator

Homeless Youth | Students prepared for college (Fall 2023, CA Dashboard): 13.0%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 22.0%

Dashboard Change (Fall 2026, CA Dashboard): +3%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Orange

Increase by 3% | N/A |

| 126 | CA Dashboard College/Career Indicator

Foster Youth | Students prepared for college (Fall 2023, CA Dashboard): 13.6%

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 22.6%

Dashboard Change (Fall 2026, CA Dashboard): +3%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Orange

Increase by 3% | N/A |

127	CA Dashboard College/Career Indicator Students with Disabilities	Students prepared for college (Fall 2023, CA Dashboard): 4.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 16.3% Dashboard Change (Fall 2026, CA Dashboard): +4% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Yellow Increase by 4%	N/A
128	Students completing CTE Pathway by the end of 12th grade. All Students	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 6.7%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.7% Increase by 2%	N/A

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129	Students completing CTE Pathway by the end of 12th grade. American Indian	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 5.9%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.2% Increase by 2%	N/A
130	Students completing CTE Pathway by the end of 12th grade. African American	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 3.7%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	N/A
131	Students completing CTE Pathway by the end of 12th grade. Asian	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 7.1%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 10.1% Increase by 1%	N/A

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132	Students completing CTE Pathway by the end of 12th grade. Filipino	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 9.5%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.5% Increase by 1%	N/A
133	Students completing CTE Pathway by the end of 12th grade. Hispanic	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 6.3%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.3% Increase by 2%	N/A
134	Students completing CTE Pathway by the end of 12th grade. Pacific Islander	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 0%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 6.0% Increase by 2%	N/A

135	Students completing CTE Pathway by the end of 12th grade. White	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 8.7%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 11.7% Increase 1%	N/A
136	Students completing CTE Pathway by the end of 12th grade. Multiple Races/2 or More	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 5.7%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	N/A
137	Students completing CTE Pathway by the end of 12th grade. English Learners	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 3.3%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.3% Increase by 2%	N/A

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138	Students completing CTE Pathway by the end of 12th grade. Socioeconomically Disadvantaged (Low-Income)	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 6.4%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.4% Increase by 2%	N/A
139	Students completing CTE Pathway by the end of 12th grade. Homeless Youth	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 1.0%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 10% Increase by 3%	N/A
140	Students completing CTE Pathway by the end of 12th grade. Foster Youth	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 3.7%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	N/A

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141	Students completing CTE Pathway by the end of 12th grade. Students with Disabilities	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College/Career Levels and Measures Report, 2023): 6.8%	N/A	N/A	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.8% Increase by 2%	N/A
142	Percentage of students enrolled in a CTE Course African American	Percentage of African American Students Enrolled in CTE Course (Aeries, 2023): 7%	N/A	N/A	Percentage of African American Students Enrolled in CTE Course (Aeries, 2026): 8.5% Increase by 0.5%	N/A
143	Percentage of students enrolled in a CTE Course Asian	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2023): 4%	N/A	N/A	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2026): 5.5% Increase by 0.5%	N/A
144	Percentage of students enrolled in a CTE Course Hispanic	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2023): 66%	N/A	N/A	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2026): 72% Increase by 2%	N/A

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145	Percentage of students enrolled in a CTE Course White	Percentage of White Students Enrolled in CTE Course (Aeries, 2023): 20%	N/A	N/A	Percentage of White Students Enrolled in CTE Course (Aeries, 2026): 21.5% Increase by 0.5%	N/A
146	Percentage of students enrolled in a CTE Course English Learners	Percentage of English Learners Enrolled in CTE Course (Aeries, 2023): 10%	N/A	N/A	Percentage of English Learners Enrolled in CTE Course (Aeries, 2026): 16% Increase by 2%	N/A
147	Percentage of students enrolled in a CTE Course Socioeconomically Disadvantaged (Low-Income)	Percentage of Socioeconomically Disadvantaged (Low-Income) Students Enrolled in CTE Course (Aeries, 2023): 74%	N/A	N/A	Percentage of Socioeconomically Disadvantaged (Low-Income) Students Enrolled in CTE Course (Aeries, 2026): 77% Increase by 1%	N/A
148	Percentage of students enrolled in a CTE Course Foster Youth	Percentage of Foster Youth Enrolled in CTE Course (Aeries, 2023): 1%	N/A	N/A	Percentage of Foster Youth Enrolled in CTE Course (Aeries, 2026): 4% Increase by 1%	N/A

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| 149 | Percentage of students enrolled in a CTE Course

Students with Disabilities | Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2023): 12% | N/A | N/A | Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2026): 72%

Increase by 0.5% | N/A |

Goal Analysis for [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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Professional Learning to Support College and Career Readiness	Develop school counselor and leader capacity to enhance the knowledge and understanding of research-based practices to help all students with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needed for students with Disabilities and English Learners. Research-based practices include the implementation of: ● Applying academic achievement strategies. ● Managing emotions and applying interpersonal skills. ● Planning for postsecondary options.	$324,548 LCFF/ Federal	Y
2.1b	School Counseling Support	Provide comprehensive school counseling programs at middle and high schools to strengthen relationships with students and families and address barriers to student attendance, school connectedness, and academic achievement with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,887,450 LCFF	Y
2.1c	College Career Guidance Alignment	Provide collaboration time with site leaders, teacher leaders, and counselors focused on aligning and monitoring schoolwide practices to ensure student progress on key "on track" metrics for College and Career Readiness by student group with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needed for students with Disabilities and English Learners.	$72,476 LCFF	Y
2.1d	Parent and Student College Career Ready Workshops	Provide college and career ready workshops to support students and families with the transition from high school to college enrollment with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$248,298 LCFF	Y

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2.2a	Credit Recovery	Provide strategic and intensive intervention at secondary schools to narrow the outcome gaps and increase opportunities for students to recover course credits with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school.	$1,423,427 LCFF	Y
2.2b	Dropout Prevention	Monitor dropout rates and indicators to provide programming for students who need support for dropout prevention in grades 8-12, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities; and strengthen relationships with students and families.	$146,938 LCFF	Y
2.2c	Expanded Summer Programs for High School Students	Expand learning time for high school students to narrow learning gaps in course content standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-Income, and Students with Disabilities; student need will be identified through grades, course credits, and academic plan.	$3,491,293 LCFF/Other State	Y
2.3a	Career Technical Education (CTE) Pathway	Continue to design and expand RUSD Career Technical Education (CTE) programs, including advanced manufacturing, in partnership with Riverside County Office of Education (RCOE), higher education, and community partners to enhance implementation of CTE standards and pathways; provide additional courses and apprenticeship opportunities with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,174,136 LCFF/Other State/LRBG	Y
2.3b	Dual Enrollment Course Offerings	Increase Dual Enrollment participation and the number of courses completed at RUSD high schools to provide early college experiences for students with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$145,000 LCFF	Y

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2.3c	International Baccalaureate (IB) Program	Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students with a priority on Low-Income students, Foster Youth, English Learners and Students with Disabilities.	$348,658 LCFF		Y
2.3d	Advanced Placement (AP) Course Offerings and Exams	Increase opportunities and remove barriers for students in Advanced Placement Courses to take the AP exam, including providing free exams, with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$510,000 LCFF/ Federal		Y
2.3e	Seal of Biliteracy Pathway	Promote multilingualism/multiliteracy skills by providing a Dual Language Immersion program at elementary, middle, and high school levels, monitoring student academic and language progress and preparation for the Seal of Biliteracy with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$15,000,417 LCFF		Y
2.4a	Advancement Via Individual Determination (AVID)	Increase A-G attainment through the implementation of elementary and secondary AVID and AVID Excel programs, which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	1,850,218 LCFF/ Federal		Y
2.4b	Additional Targeted Supports for A-G Attainment	Provide student support programs to underrepresented students in grades 9-12 with targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American Students, English Learners, and Hispanic students. • Heritage Program (African American Students) • Legacy Program (English Learner Students) • Puente Program (Hispanic/Latino Students)	$1,102,231 LCFF/ Federal		Y

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| 2.4c | A-G Awareness Campaigns | Develop and implement A-G awareness campaigns, enrollment activities and FAFSA completion plans at each high school and their feeder pattern elementary and middle schools. | $518,740

 Other State A-G Grant | N |
| 2.4d | Academic Planning for A-G Attainment | Develop and enter A-G Attainment Academic Plans for all 9th through 12th grade students in the Student Information System. | $172,913 Other State | N |

Goal

Goal #	Description	Type of Goal
3.1	Increase **school connectedness** for all students to improve learning and well-being and narrow the outcome gaps between student groups.	Broad

State Priorities addressed by this goal.

State Priorities: Priority 3 - Parental Involvement and Family Engagement; Priority 5 - Student Engagement; Priority 6 - School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to continue increasing school connectedness for all students to improve student learning and well-being and narrow the outcome gaps between student groups. For example:

<u>CA Dashboard Analysis</u>

<u>Chronic Absenteeism Rate</u>

The status of all students is Medium (Yellow), while the status of Foster Youth, American Indian, and Pacific Islander students is Low (Orange).

23.7% of all students were chronically absent in 2022-23. However, 32.9% of American Indian, 34.8% of Pacific Islander students, 29.4% of Foster Youth, 41.2% of Homeless students, and 31.8% of Students with Disabilities are chronically absent.

<u>Suspension Rate</u>

The status of all students is High (Orange), while the status of Foster Youth is Very High (Red).

4.6% of all students were suspended at least one day in 2022-23. However, 7.5% of African American students, 6.7% of American Indian students, and 8.8% of Pacific Islander students were suspended at least one day. 12.7% of Foster Youth, 6.1% of Homeless students, and 7.1% of Students with Disabilities were considered suspended at least one day.

Local Control and Accountability Plan Template

Educational Partner Input

RUSD values our parents and other educational partners as a vital part of the decision-making process. The District is proud to partner with many parent committees such as the Riverside Council Parent Teacher Association (RCPTA), District African American Parent Advisory Committee (DAAPAC), Special Education Community Advisory Committee (SECAC), District English Language Advisory Council (DELAC), RUSD Equity Task Force, and the LCAP Parent Advisory Committee. School sites partner with their own Parent Advisory Committees (PAC), and School Site Councils (SSC). These groups have continued to be an important part of the decision-making process in RUSD as they issue their comments, concerns and suggestions to the LCAP Director when they receive their annual LCAP update.

Important input from students, family and staff are captured by the Culture and Climate Survey (Panorama) which is conducted each year in the spring. The analysis of the school Culture and Climate Survey indicated a clear need to continue increasing school connectedness for all students.

Student Responses

- Sense of Belonging - 39% Favorable as compared to 37% in 2023-24 (National Average for similar schools is 55th Percentile)

- Engagement - 26% Favorable as compared to 26% in 2023-24 (National Average for similar schools is 50th Percentile)

- School Safety - 58% Favorable as compared to 56% in 2022-23 (National Average is 55th Percentile)

Family Responses

- Barriers to Engagement - 79% Favorable as compared to 79% in 2022-23 (National Average is 83%)

Staff Responses

- School Safety - 70% Favorable as compared to 58% in 2022-23 (No national data set as this is a new topic for staff)

During the LCAP development process, educational partners identified the need for:

- More support and parent resources for Low-Income families.

- Increased communication with more regular updates and the use of text messages.

- Increased opportunities for parent involvement.

- Continued and increased access to Music, the Arts, clubs and activities for students available to all grades.

- Continued and increased support for social-emotional learning, mental health, counseling, and behavioral support.

- Professional development for equitable behavior strategies and classroom management.

- Increased supervision during recess, passing periods, and of bathrooms.

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- Consistency in disciplinary practices.

- Continued support to address chronic absenteeism.

- Professional development opportunities on inclusivity, diversity, and equity.

This goal was developed in response to the needs identified through data analysis and input from educational partners to increase school connectedness across the District.

To address these needs, it has been determined that our LCAP will include:

- Family Resource Center and its family connections.

- Fostering strong connections through communication.

- Professional learning to support behavior and social-emotional learning.

- Professional learning to support diversity and inclusive practices.

- Close attendance monitoring and home visits.

- Positive Behavior Supports and disciplinary practices.

- Restorative Practices.

- Additional behavior and social-emotional support for students with intense needs.

- Foster Youth case management.

- Arts, athletics, clubs, and activities to increase school connectedness.

The District plans to increase school connectedness for all students to improve student learning and well-being and narrow the outcome gaps between student groups (with a focus on English Learners, Foster Youth, and Low-Income students) through actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

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

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150	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A	N/A	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	N/A
151	CA Dashboard Chronic Absenteeism Indicator All Students	Chronic Absenteeism (K-8) 23.7% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.6% Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 11.7% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4% Dashboard Performance: Green Decrease by 4%	N/A

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| 152 | CA Dashboard Chronic Absenteeism Indicator

American Indian | Chronic Absenteeism (K-8) 32.9% Very High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 9.1%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 14.9% - High Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6%

Dashboard Performance: Yellow

Decrease by 6% | N/A |
| 153 | CA Dashboard Chronic Absenteeism Indicator

Asian | Chronic Absenteeism (K-8) 10.5% High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.1%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 4.5% - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2%

Dashboard Performance: Green

Decrease by 2% | N/A |

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| 154 | CA Dashboard Chronic Absenteeism Indicator

Filipino | Chronic Absenteeism (K-8) 9.4% Medium Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.1%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 3.4% - Low Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2%

Dashboard Performance: Green

Decrease by 2% | N/A |
| 155 | CA Dashboard Chronic Absenteeism Indicator

Hispanic | Chronic Absenteeism (K-8) 25.9% Medium Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.9%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 10.9% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 5%

Dashboard Performance: Green

Decrease by 5% | N/A |

Local Control and Accountability Plan Template

| 156 | CA Dashboard Chronic Absenteeism Indicator

Pacific Islander | Chronic Absenteeism (K-8) 34.8% Very High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.4%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 16.8% - High Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6%

Dashboard Performance: Yellow

Decrease by 6% | N/A |
| 157 | CA Dashboard Chronic Absenteeism Indicator

White | Chronic Absenteeism (K-8) 17.2% High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.3%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 8.2% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 3%

Dashboard Performance: Green

Decrease by 3% | N/A |

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| 158 | CA Dashboard Chronic Absenteeism Indicator

Multiple Races/2 or More | Chronic Absenteeism (K-8) 21.0% High Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 3.4%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 9% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4%

Dashboard Performance: Green

Decrease by 4% | N/A |
| 159 | CA Dashboard Chronic Absenteeism Indicator

English Learners | Chronic Absenteeism (K-8) 23.9% Medium Status

Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.9%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 11.9% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4%

Dashboard Performance: Green

Decrease by 4% | N/A |

160	CA Dashboard Chronic Absenteeism Indicator Socioeconomically Disadvantaged (Low-Income)	Chronic Absenteeism (K-8) 27.2% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.0% Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 12.2% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 5% Dashboard Performance: Green Decrease by 5%	N/A
161	CA Dashboard Chronic Absenteeism Indicator Homeless Youth	Chronic Absenteeism (K-8) 41.2% Very High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 6.5% Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 17.2% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 8% Dashboard Performance: Yellow Decrease by 8%	N/A

162	CA Dashboard Chronic Absenteeism Indicator Foster Youth	Chronic Absenteeism (K-8) 29.4% Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.3% Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 11.4% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Green Decrease by 6%	N/A
163	CA Dashboard Chronic Absenteeism Indicator Students with Disabilities	Chronic Absenteeism (K-8) 31.8% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.4% Dashboard Performance: Yellow	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 13.8% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Green Decrease by 6%	N/A

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164	School Attendance All Students	Increase student attendance rate (Aeries, 2023-24 April): 94.4%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96.4% Maintain or increase from 2025-26 rate	N/A
165	School Attendance American Indian	Increase student attendance rate (Aeries, 2023-24 April): 93.6%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): 96.6% Increase 1%	N/A
166	School Attendance African American	Increase student attendance rate (Aeries, 2023-24 April): 94.4%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96.4% Maintain or increase from 2025-26 rate	N/A
167	School Attendance Asian	Increase student attendance rate (Aeries, 2023-24 April): 96.3%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96.3% Maintain or increase from prior year >=96.3%	N/A

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168	School Attendance Filipino	Increase student attendance rate (Aeries, 2023-24 April): 95.5%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96.5% Maintain or increase from prior year >=96.5%	N/A
169	School Attendance Hispanic	Increase student attendance rate (Aeries, 2023-24 April): 94.1%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96.1% Maintain or increase from 2025-26 rate	N/A
170	School Attendance Pacific Islander	Increase student attendance rate (Aeries, 2023-24 April): 93.6%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): 96.6% Increase 1%	N/A
171	School Attendance White	Increase student attendance rate (Aeries, 2023-24 April): 94.9%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): 96.4% Increase 0.5%	N/A

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172	School Attendance Multiple Races/2 or More	Increase student attendance rate (Aeries, 2023-24 April): 94.7%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): 96.2% Increase 0.5%	N/A
173	School Attendance English Learners	Increase student attendance rate (Aeries, 2023-24 April): 93.9%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=95.9% Maintain or increase from 2025-26 rate	N/A
174	School Attendance Socioeconomically Disadvantaged (Low-Income)	Increase student attendance rate (Aeries, 2023-24 April): 94.0%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96% Maintain or increase from 2025-26 rate	N/A
175	School Attendance Homeless Youth	Increase student attendance rate (Aeries, 2023-24 April): 92.5%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): 95.5% Increase 1%	N/A

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176	School Attendance Foster Youth	Increase student attendance rate (Aeries, 2023-24 April): 94.1%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): >=96.1% Maintain or increase from 2025-26 rate	N/A
177	School Attendance Students with Disabilities	Increase student attendance rate (Aeries, 2023-24 April): 92.8%	N/A	N/A	Increase student attendance rate (Aeries, 2026-27): 95.8% Increase 1%	N/A
178	CA Dashboard Suspension Indicator All Students	Dashboard Status (Fall 2023, CA Dashboard): 4.6% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 3.7% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green Decrease by 0.3%	N/A

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| 179 | CA Dashboard Suspension Indicator

American Indian | Dashboard Status (Fall 2023, CA Dashboard): 6.7% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.4%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 4.6% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.7%

Dashboard Performance: Green

Decrease by 0.7% | N/A |
| 180 | CA Dashboard Suspension Indicator

African American | Dashboard Status (Fall 2023, CA Dashboard): 7.5% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.1%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 4.5% - High Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1%

Dashboard Performance: Green

Decrease by 1% | N/A |

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| 181 | CA Dashboard Suspension Indicator

Asian | Dashboard Status (Fall 2023, CA Dashboard): 2.5% - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased by 1.1%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 1.0% - Very Low Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.5%

Dashboard Performance: Blue

Decrease by 0.5% | N/A |
| 182 | CA Dashboard Suspension Indicator

Filipino | Dashboard Status (Fall 2023, CA Dashboard): 1.5% - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.3%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 0.9% - Very Low Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.2%

Dashboard Performance: Blue

Decrease by 0.2% | N/A |

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| 183 | CA Dashboard Suspension Indicator

Hispanic | Dashboard Status (Fall 2023, CA Dashboard): 4.8% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.7%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 3.9% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3%

Dashboard Performance: Green

Decrease by 0.3% | N/A |
| 184 | CA Dashboard Suspension Indicator

Pacific Islander | Dashboard Status (Fall 2023, CA Dashboard): 8.8% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Decreased by 2.8%

Dashboard Performance: Orange | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 4.6% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1.4%

Dashboard Performance: Green

Decrease by 1.4% | N/A |

Local Control and Accountability Plan Template

| 185 | CA Dashboard Suspension Indicator

White | Dashboard Status (Fall 2023, CA Dashboard): 3.4% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Maintained by 0.2%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 2.5% - High Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3%

Dashboard Performance: Green

Decrease by 0.3% | N/A |
| 186 | CA Dashboard Suspension Indicator

Multiple Races/2 or More | Dashboard Status (Fall 2023, CA Dashboard): 4.2% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.8%

Dashboard Performance: Green | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 3.3% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3%

Dashboard Performance: Green

Decrease by 0.3% | N/A |

Local Control and Accountability Plan Template

187	CA Dashboard Suspension Indicator Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 5.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.7% Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 4.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green Decrease by 0.4%	N/A
188	CA Dashboard Suspension Indicator English Learners	Dashboard Status (Fall 2023, CA Dashboard): 4.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 3.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green Decrease by 0.3%	N/A

Local Control and Accountability Plan Template

| 189 | CA Dashboard Suspension Indicator

Homeless Youth | Dashboard Status (Fall 2023, CA Dashboard): 6.1% - High Status

Dashboard Change (Fall 2023, CA Dashboard): Decreased by 0.3%

Dashboard Performance: Yellow | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 4.3% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.6%

Dashboard Performance: Green

Decrease by 0.6% | N/A |
| 190 | CA Dashboard Suspension Indicator

Foster Youth | Dashboard Status (Fall 2023, CA Dashboard): 12.7% - Very High Status

Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.3%

Dashboard Performance: Red | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 6.7% - High Status

Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2%

Dashboard Performance: Yellow

Decrease by 2% | N/A |

Local Control and Accountability Plan Template

191	CA Dashboard Suspension Indicator Student with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 7.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.2% Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 4.1% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1% Dashboard Performance: Green Decrease by 1%	N/A
192	Expulsion Rate All Students	Expulsion Rate (DataQuest, 2022-23): 0.1%	N/A	N/A	Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %	N/A
193	Expulsion Rate African American	Expulsion Rate (DataQuest, 2022-23): 0.0%	N/A	N/A	Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %	N/A
194	Expulsion Rate Hispanic	Expulsion Rate (DataQuest, 2022-23): 0.1%	N/A	N/A	Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	N/A

Local Control and Accountability Plan Template

| 195 | Student Climate Survey

All Students | Student Climate Survey - Increase Student Engagement/Sense of Belonging (2023-24):

Sense of Belonging 39% Favorable as compared to 37% in 2023-24 (National Average for similar FRL is 55th Percentile)

Engagement 26% Favorable as compared to 26% in 2023-24 (National Average for similar FRL is 50th Percentile) | N/A | N/A | Student Climate Survey - Increase Student Engagement/Sense of Belonging (2026-27):

Sense of Belonging = 45% or Equal to National Percentile Average for similar FRL Districts

Engagement = 32% or Equal to National Percentile Rank for similar FRL Districts

Increase 2% | N/A |

| 196 | Student Climate Survey

All Students | Student Climate Survey - Increase Students' Sense of Safety (2023-24): 58%

School Safety 58% Favorable as compared to 56% in 2022-23 (National Average is 55th Percentile) | N/A | N/A | Student Climate Survey - Increase Student Engagement/Sense of Belonging (2026-27):

Sense of Safety = 61%

Increase 1% or Equal to National Percentile Average for similar FRL Districts | N/A |
| 197 | Parent Climate Survey

All Parents | Parent Climate Survey - Increase Parents' perception of Safety (2023-24):

School Safety 68% Favorable as compared to 68% in 2022-23 (National Average is 79%) | N/A | N/A | Parent Climate Survey - Increase Parents perception of Safety (2026-27):

Sense of Safety = 74%

Increase 2% or Equal to National Percentile Average for similar FRL Districts | N/A |

Local Control and Accountability Plan Template

198	Parent Climate Survey All Parents	Parent Climate Survey - Decrease Barriers to Engagement (2023-24): Barriers to Engagement 79% Favorable as compared to 79% in 2022-23 (National Average is 83%)	N/A	N/A	Parent Climate Survey - Decrease Barriers to Engagement (2026-27): Barriers to Engagement = 82% Favorable Increase 1% or Equal to National Percentile Average for similar FRL Districts	N/A
199	Staff Climate Survey Staff	Staff Climate Survey - Increase Staff sense of Safety (2023-24): School Safety 70% Favorable as compared to 58% in 2022-23 (No national data set as this is a new topic for staff)	N/A	N/A	Staff Climate Survey - Increase Staff sense of Safety (2026-27): 73% or increase 1% from prior year.	N/A

Local Control and Accountability Plan Template

| 200 | Local Indicator:

Building Partnerships for Student Outcomes | Local Indicator Status:

(2023-24):
LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

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

2023-24 Rating 3 (Initial Implementation) | N/A | N/A | Local Indicator Status:

(2026-27):
LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

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

2026-27 Rating 5 (Full Implementation and Sustainability) | N/A |

Goal Analysis for [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.

N/A

Local Control and Accountability Plan Template

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.

N/A

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

N/A

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.

N/A

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Family Engagement	Support student learning and well-being by building partnerships with families and community members to provide access to comprehensive services to address barriers with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities; provide inclusive and accessible programming that respects and values the diversity of families to encourage partnerships between home and school and build the capacity for active collaboration, engagement, and leadership to support student success, as measured by favorable responses on the annual Culture and Climate Survey.	$1,146,468 LCFF/ Federal	Y
3.1b	Translation/Interpretation	Provide translation and interpretation services to increase parent access to the school community with a priority on families of English Learners.	$1,854,716 LCFF	Y

Local Control and Accountability Plan Template

3.1c	Communications	Foster a strong connection with the community by maintaining trust through proactive and transparent communication, with an emphasis on Low-Income and English Learner families. Engage the community through expanded print and digital platforms. Create engaging content that resonates with diverse audiences while showcasing District achievements. Empower RUSD staff by providing the tools necessary to communicate the District's mission and values effectively.	$1,114,282 LCFF		Y
3.1d	Culture and Climate Survey	Implement a comprehensive Culture and Climate Survey with students, staff, and families. District leadership will analyze the survey results and develop plans to increase student resiliency, connectedness, and family engagement, with a priority on Students with Disabilities, English Learners, and Low-Income students. Additionally, results will be analyzed to develop plans for school safety and staff belonging and well-being.	$123,500 LCFF		Y
3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	Develop staff (certificated/classified) and leader capacity through to enhance the knowledge and understanding of behavioral and social-emotional learning to target the learner variability and diversity of students with a priority on Foster Youth, Students with Disabilities, and African American students. Research-based practices include the implementation of the following: ● Positive Behavior Supports ● Disciplinary Practices ● Social-Emotional Learning ● Trauma Informed Practices ● Compassionate Classrooms ● Restorative Practices	$798,652 LCFF/ Federal		Y

Local Control and Accountability Plan Template

3.2b	Attendance Case Management	Facilitate a community of practice to address chronic absenteeism through attendance case management teams with a priority on Foster Youth, Homeless Youth, Low Income, and Students with Disabilities. Attendance teams will: ● Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. ● Develop and implement school-wide attendance plans. ● Remove barriers in partnership with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services.	$9,039,386 LCFF	Y
3.2c	Positive Behavior Supports and Disciplinary Practices	Increase school connectedness and reinforce a positive learning environment through site-level positive behavior teams, including Assistant Principals, MTSS Counselors, and Campus Supervisors, to refine and implement Positive Behavior Supports (PBS) in and outside of the classroom, with a priority on Foster Youth, Low Income, Students with Disabilities, and African American/Black students. ● Develop and implement school-wide behavior expectations that are taught and practiced, acknowledged and reinforced through reward systems, corrected, and retaught. ● Analyze overall data on patterns of behavior to proactively make adjustments to campus supervision, acknowledgment, and reinforcement of expected behaviors to minimize the need for correction and consequences and ensure consistent responses to problem behaviors. ● Remove barriers in partnership with staff, families, caregivers, and community partners to ensure all students receive needed support, including counseling services and on-campus mentorships.	$11,586,666 LCFF	Y

Local Control and Accountability Plan Template

3.2d	Restorative Practices	Implement community circles and use restorative practices as a prevention and intervention strategy at each school site to reduce referrals and provide alternatives to suspensions with a focus on American Indian students, African American students, Low-Income, English Learners, Foster Youth, and Students with Disabilities.	$62,000 LCFF	Y
3.2e	Additional Behavior Supports	Provide strategic and intensive intervention for students with more intense behavior needs by conducting observations, analyzing data, and developing behavior plans to reshape disruptive behaviors with a priority on Foster Youth, Low-Income, and Students with Disabilities to enhance school safety.	$2,080,857 LCFF	Y
3.2f	Additional Social-Emotional Supports	Provide strategic and intensive intervention for Preschool through 12th-grade students with more intense social-emotional needs by providing check-ins, individual and group counseling, and crisis prevention and intervention with a priority on Foster Youth, Low-Income, and Students with Disabilities.	$7,495,389 LCFF	Y
3.2g	Home Visits and Partnerships for At-Risk Students	Provide targeted support for families of Foster Youth, Low-Income Students, and Students with Disabilities experiencing chronic absenteeism or suspensions. Conduct home visits with families to build trusting relationships and partner in identifying students' needs and providing necessary support.	$175,110 LCFF	Y
3.2h	Foster Youth Case Management	Continue to remove barriers for Foster and Homeless Youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, behavior, and social-emotional support and to address the Differentiated Assistance needs to improve outcomes for Foster Youth in Mathematics and Suspension Rate.	$649,679 LCFF/ Federal	Y
3.3a	Equity, Culture, and Climate	Build a school community that honors diversity and promotes a sense of belonging by enhancing the knowledge and understanding of diversity and inclusive practices.	$649,999 LCFF	Y

Local Control and Accountability Plan Template

3.3b	Arts	Support college and career readiness through the implementation of the RUSD Arts Plan, providing robust, high-quality Arts education for all students from Preschool through 12th grade to reach their highest creative potential with a priority on English Learners, Foster Youth, and Low-Income.	$3,134,696 LCFF		Y
3.3c	Schools +2	Increase school connectedness by continuing to provide Schools +2 options to participate in co-curricular and extracurricular activities (clubs and athletics) and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high school athletic competition with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,101,589 LCFF		Y
3.3d	Partnership Programs for Students	Maintain community partnerships with external organizations to provide mentoring and engagement opportunities for all students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$54,375 Federal		N

Goal

Goal #	Description	Type of Goal
4.1	Supports for Learning Environment - Maintain a safe, engaging, innovative, and equitable learning environment for all students by providing: Safe Facilities; High-Quality Employees; Professional Growth Systems; Classroom Technology, Support, and Digital Safety; Professional Development Systems and Structures; Access to Standards Aligned Materials; Supports to Schools; and Data-Based Decision Making.	Maintenance

State Priorities addressed by this goal.

State Priorities: Priority 1 - Basic; Priority 2 - Implementation of State Standards

An explanation of why the LEA has developed this goal.

Local Control and Accountability Plan Template

After reviewing the final reporting from the 2021-24 LCAP which has produced positive data for long-term programs, and in consultation with our educational partners, RUSD created this goal for actions that have shown continued progress and are to be maintained in the 2024-27 LCAP.

<u>Educational Partner Input</u>

During the LCAP development process, educational partners identified the need to continue to provide:

- Equitable learning environments through well-maintained facilities.

- Access to technology tools and devices for staff and students.

- Support for new staff, especially new teachers.

- Equitable resources and funding across sites.

- Easy access to data to support learning and well-being.

<u>Based on Educational Partner feedback, and consulting prior data, this Maintenance Goal will sustain funding, and provide consistent progress monitoring for the following continuing actions:</u>

- The accuracy and quality of student demographic and assessment information in District data management systems.

- School safety and safe facilities.

- Technology support for student Chromebooks and teacher laptops.

- LCAP school site allocations.

- Professional Growth Systems.

- Library Media Assistants and District Grant Writer

- High-quality teachers and staff.

- Access to State standards.

Quarterly progress monitoring will be conducted by the LCAP Director for each action in the Maintenance Goal. Action leads will be reporting progress from evidence and data to determine quality of increased and improved services for Foster Youth, Low Income students and English learners. At the end of the school year, the LCAP team will review the progress made for each maintenance action and will decide if an action is effective and should continue under the Maintenance Goal. The District plans to provide safe, engaging, innovative, and equitable learning environments for all students through these actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Local Control and Accountability Plan Template

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
201	% of students with access to standards aligned instructional Books and Supplies	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 100% of Teachers	N/A	N/A	Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	N/A
202	% of teachers appropriately assigned and fully credentialed.	87.3% (2021-22 TAMO Report)	N/A	N/A	100% (TAMO & SARC Reports)	N/A
203	% of Facilities in "Good Repair" rating	99.9% of RUSD facilities rated "Good" or better on annual FIT reports	N/A	N/A	100% of RUSD facilities rated "Good" or better on annual FIT reports	N/A

Goal Analysis for [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.

N/A

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.

N/A

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

N/A

Local Control and Accountability Plan Template

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.

N/A

Actions

Action #	Title	Description	Total Funds	Contributing
4.1a	Safe Facilities	Maintain safety and security for all students and employees on District campuses by providing safe and clean facilities, including restrooms.	$7,423,661 LCFF/ Federal	N
4.1b	High-Quality Employees	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees to better serve all students with a priority on English Learners, Low-Income, Foster Youth, and Students with Disabilities; monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the District; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families.	$269,073 LCFF	Y
4.1c	Professional Growth Systems	Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff, and site administrators new to the profession or new to RUSD in order to develop teacher and leader capacity to collaboratively design lessons at grade level rigor, enhance knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices to target the learner variability of students with a priority on on English Learners, Foster Youth, Low-Income, and Students with Disabilities; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees and families interacting at school sites.	$3,706,088 LCFF/ Federal/ Other State	Y

Local Control and Accountability Plan Template

4.1d	Classroom Technology and Support and Digital Safety	Continue to provide classroom technology for staff and students to fully engage in core and supplemental curriculum, and ensure internet safety and disaster recovery of the RUSD computer network; reliable digital infrastructure, including internet connectivity and digital devices are continuously available to staff and students with priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,184,777 LCFF	Y
4.1e	Professional Development Systems and Structures	Provide professional development platforms to house, track, and evaluate all Districtwide professional development to ensure high-quality, best first instruction for all students with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$120,000 LCFF	Y
4.1f	Access to Standards Aligned Materials	Maintain expanded hours for Library Media Assistants to ensure all students have access to required and supplemental learning resources at school and home, with a priority to serve English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,093,494 LCFF	Y
4.1g	Supports to Schools	Align School Plans for Student Achievement (SPSA) to the LCAP goals and actions to provide additional academic and behavioral support and remove barriers to family and student engagement with an emphasis on supporting the learning and well-being of English Learners, Foster Youth, and-Low Income students. Examples include additional instructional resource teachers, instructional coaching, professional learning for staff, translation, and supplies. Continue to secure additional funding through grants for schools/district programs with a priority on programs that increase diversity and inclusive practices that narrow outcomes gaps for student groups.	$6,173,513 LCFF	Y

Local Control and Accountability Plan Template

	Data-Based Decision Making	Facilitate data-based system and student-level decisions to increase outcomes and narrow gaps between student groups by administering State and local assessments; maintaining the accuracy and quality of student demographic and assessment information in District data management systems with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,584,347 LCFF	Y
4.1h				

Goal

Goal #	Description	Type of Goal
5.1	**Abraham Lincoln Continuation High School (ALCHS):** (Red: ELPI, Graduation Rate, CCI -Very Low) (Orange: Math, ELA) ● Within 3 years, ALCHS will increase graduation rates by 4% for all students so that they are better prepared to meet their postsecondary goals. ● Within 3 years, ALCHS will increase English Learner Progress rates by 4%. ● Within 3 years, ALCHS will increase the College/Career Indicator by 4%. ● Within 3 years, ALCHS will increase the percent of teachers authorized by a clear or preliminary credential for their assigned content area from 69.6% to 85%. **Opportunity Program:** (Orange: Suspension) ● Within 3 years, the RUSD Opportunity Program will decrease the suspension rate by 4%. ● Within 3 years, Opportunity will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area from 36.7% to 50%. **Raincross Continuation High School (RCHS):** (Red: Graduation Rate, CCI) (Orange: ELPI, Math, ELA) ● Within 3 years, RCHS will increase graduation rates by 4% for all students so that they are better prepared to meet their postsecondary goals. ● Within 3 years, RCHS will increase the College/Career Indicator by 4%. ● Within 3 years, RCHS will increase the percent of teachers authorized by a clear or preliminary credential for their assigned content area from 43.1% to 65%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Local Control and Accountability Plan Template

State Priorities: Priority 1 - Basic Needs; Priority 2 - State Standards; Priority 4 - Student Achievement; Priority 5 - Student Engagement; Priority 6 - School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to address the 3 schools identified in the Equity Multiplier calculation (Lincoln Continuation, Raincross Continuation and Opportunity).

CA Dashboard Analysis - Lincoln Continuation:

Graduation rate - Red

- Declined 6.9%

- 76.3% graduation rate

- All Students (Low)

- English Learners (Low)

- Homeless (Low)

- Socioeconomically Disadvantaged (Low)

- Hispanics (Low)

English Learner Progress - Red

- 21.1% making progress

- 1.2% maintained

College/Career - Very Low

- 2.4% making progress

- All Students (Very Low)

Math - Orange

ELA - Orange

CA Dashboard Analysis - Raincross Continuation:

Graduation rate - Red

Local Control and Accountability Plan Template

- Declined 11.8%

- 73.3% graduation rate

- All students (Low)

- Homeless Very (Low)

- Socioeconomically Disadvantaged (Low)

- Hispanic (Low)

College/Career - Very Low

- 2.7% making progress

- All Student Groups (Very Low)

Math - Orange

ELA - Orange

CA Dashboard Analysis - Opportunity:

Suspension rate - Orange

- All Students (Very High)

- Socioeconomically Disadvantaged (Very High)

- Students with Disabilities (Very High)

- Hispanic (High)

- White (Very High)

Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Analysis

Listed below are the percentages of teachers authorized by a clear or preliminary credential for their assigned content area (according to the 2021-22 Dataquest Teaching Assignment Monitoring Outcomes (TAMO) report):

- Lincoln Continuation - 69.6%

- Raincross Continuation - 43.1%

- Opportunity - 36.7%

Educational Partner Input

Local Control and Accountability Plan Template

Please see Partners at Equity Multiplier Schools in the Engaging Education Partners section for more detailed information on the engagement process. During the LCAP development process, educational partners including parents and staff identified the need to continue to provide:

Tier I - For CCI

- Offer concurrent/dual college course with RCC (2 course sequence)
- In-person sections at Lincoln and EOC with support staff

Tier II - All Indicators

- Improved data analysis through authentic assessment data review
- Classroom observations
- Small group instruction
- Student teacher conferences for check-ins
- Students establish goals or learning objectives
- Teacher coaching
- Parent outreach
- Supporting teachers with ELD PD (EL Progress at Lincoln)
- Collaborative and analytical practices
- Grammar structure related to language purpose and use
- Linguistic and academic achievement for English Learners
- Differentiated pedagogy and educational support
- Explicit literacy instruction
- Academic language support
- Explicit oral and written language skills development
- Supporting students to reduce suspensions (at COPE/Opportunity)
- Survey results analysis
- Compare outcomes to goals, then adjust/refine
- Establish goals or learning objectives

Local Control and Accountability Plan Template

- Restorative circles

- Small group instruction on school wide expectations and behavior expectations

Tier III - All Indicators

- One-on-one support

- Student mentoring

- Progress monitoring with check-in conferences

The District plans to provide safe, engaging, innovative, and equitable learning environments for all students through actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Abraham Lincoln Continuation High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
204	English Learner Progress	Students making progress toward proficiency (Fall 2023, CA Dashboard): 21.1% Very Low Status Status: Medium (Fall 2023, CA Dashboard): Maintained -1.0% Dashboard Performance: Red	N/A	N/A	Students making progress toward proficiency (Fall 2026, CA Dashboard): 39.1% Low Status Dashboard Performance: Increase by 6% Dashboard Performance: Yellow	N/A

Local Control and Accountability Plan Template

205	Increase Graduation Rates	CA Dashboard Status (Fall 2023, CA Dashboard): 76.3% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -6.9% Dashboard Performance: Red	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 80.8% - Medium Status Dashboard Change (Fall 2026, CA Dashboard):Increase by 1.5% Color/Status: Green Increase by 1.5%	N/A
206	College/Career Preparation	Students prepared for college (Fall 2023, CA Dashboard): 2.4% Very Low Status Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 11.4% Low Status Dashboard Change (Fall 2026, CA Dashboard): +3% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Yellow - Low Increase by 3%	N/A

Local Control and Accountability Plan Template

| 207 | Math | Dashboard Status (Fall 2023, CA Dashboard): 187.5 points below standard - Very Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased +25.5 DFS

Dashboard Performance: Red | N/A | N/A | Dashboard Status (Fall 2023, CA Dashboard): 157.8 points below standard - Very Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased +30 DFS

Dashboard Performance: Red | N/A |
| 208 | English Language Arts | Dashboard Status (Fall 2023, CA Dashboard): 124.9 points below standard - Very Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased +25.5 DFS

Dashboard Performance: Red | N/A | N/A | Dashboard Status (Fall 2023, CA Dashboard): 94.9 points below standard - Very Low Status

Dashboard Change (Fall 2026, CA Dashboard): Increased +30 DFS

Dashboard | N/A |

Local Control and Accountability Plan Template

RUSD Opportunity Program

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
209	Suspension Intervention	Dashboard Status (Fall 2023, CA Dashboard): 11.2% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Changed by -8.8% Dashboard Performance: Orange	N/A	N/A	Dashboard Status (Fall 2026, CA Dashboard): 4.9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2.1% Dashboard Performance: Green Decrease by 2.1%	N/A

Raincross Continuation High School

Metrc #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
210	English Language Arts	Dashboard Status (Fall 2023, CA Dashboard): 171.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +30.3 DFS Dashboard Performance: Red	N/A	N/A	Dashboard Status (Fall 2023, CA Dashboard): 126.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +45 DFS Dashboard Performance: Red	N/A

Local Control and Accountability Plan Template

| 211 | Math | Dashboard Status (Fall 2023, CA Dashboard): 252.0 points below standard - Very Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased +20.2 DFS

Dashboard Performance: Red | N/A | N/A | Dashboard Status (Fall 2023, CA Dashboard): 207.0 points below standard - Very Low Status

Dashboard Change (Fall 2023, CA Dashboard): Increased +45 DFS

Dashboard Performance: Red | N/A |
| 212 | Increase Grad Rates | CA Dashboard Status (Fall 2023, CA Dashboard): 73.3% - Low Status

Dashboard Change (Fall 2023, CA Dashboard): Declined -11.8%

Dashboard Performance: Red | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 80.8% - Medium Status

Dashboard Change (Fall 2026, CA Dashboard):Increase by 1.5%

Color/Status: Green

Increase by 1.5% | N/A |

Local Control and Accountability Plan Template

| 213 | College/Career Preparation | Students prepared for college (Fall 2023, CA Dashboard): 2.7% Very Low Status

Dashboard Change (2023 Dashboard reported Status only)

Dashboard Performance: Very Low | N/A | N/A | Dashboard Status (Fall 2026, CA Dashboard): 11.4% Low Status

Dashboard Change (Fall 2026, CA Dashboard): +3%

Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Yellow - Low

Increase by 3% | N/A |
| 214 | % of Teachers Appropriately Assigned and Fully Credentialed | 87.3% (2021-22 TAMO Report) | N/A | N/A | 100% (TAMO & SARC Reports) | N/A |

Goal Analysis for [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.

N/A

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.

N/A

Local Control and Accountability Plan Template

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

N/A

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.

N/A

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

Local Control and Accountability Plan Template

Action #	Title	Description	Total Funds	Contributing
5.1a	English Learner Growth	Implement Tier II Strategic Intervention (i.e., additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive Intervention (i.e., one-to-one support, mentoring) at Equity Multiplier Schools: Lincoln Continuation (Red), Raincross Continuation (Orange) to specifically address English Learner progress and increase growth on annual ELPI.	$ 68,046	N
5.1b	Increase Graduation Rates	Implement "Graduation Incentive" program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Lincoln (Red) and Raincross (Red).	$ 419,481	N
5.1c	College/Career Preparation	Provide support for Dual Enrollment opportunities including transportation and supplies for students; including career awareness activities, tutoring and mentoring to increase college and career readiness and provide close monitoring of credits and grades for students at Lincoln (Red) and Raincross (Red).	$ 328,043	N
5.1d	Mathematics	Provide high-quality effective first instruction by credentialed teachers; provide intensive academic intervention/structured Math and tutoring for students not demonstrating progress in Math, including one-to-one, small group, and individual progress monitoring specifically for students at Lincoln (Red) and Raincross (Orange).	$ 50,942	N
5.1e	Suspension Interventions	Reduce suspensions by increasing parent outreach, conducting restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive behavior expectations at Opportunity (Orange).	$ 80,247	N
5.1f	English Language Arts	Provide Intensive academic intervention and tutoring for students not demonstrating progress in Math, including one-to-one, small group, and individual progress monitoring at Lincoln (Orange) and Raincross (Orange).	$ 33,221	N

Local Control and Accountability Plan Template

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$116,732,756	$12,558,347

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
27.98%	0.734%	$3,098,303.24	28.712%

The Budgeted Expenditures for Actions identified as are 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 school wide 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 #(s)	Identified Need(s) [A description of the unique identified need(s) of the Unduplicated student group(s) for whom the action(s) are Principally directed]	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis [A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	Metric(s) to Monitor Effectiveness

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.1a	While only 24% Low-Income students, 8.1% of EL students, 7.8% of Foster Youth, met or exceeded standards in Mathematics; and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards; and 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth, met or exceeded standards in Science, increased teacher and leader capacity is needed to develop Districtwide collaboratively design lessons at grade level for enhancing the knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices which will target the learner variability of students with a priority on English Learners, and Low-Income students.	Because the CA Dashboard Indicator for ELA is Red for: EL, Students with Disabilities and Math is Red for: EL, Foster, American Indian and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will train teachers and deploy research-based practices including the implementation of the following: ● Universal Design for Learning ● Essential Standards and Learning Targets ● Grading Practices aligned to Essential Standards and Learning Targets	CAASPP Local Indicators (FastBridge) Professional Learning Evaluation Average % Implementing Standards % of class visits where instruction is aligned with grade level standards

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.1b	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; providing instructional coaching to support Multi-Tiered System of Supports (MTSS) site-based instructional coaching at all school sites is needed to give teachers increased opportunities to deliver effective first instruction and in-class intervention that will help them better address learner variability, social emotional well being, and positive behavioral strategies with a priority on English Learners, Foster Youth, Low-Income students.	To increase academic achievement (CA Dashboard Indicator for ELA is Red for: EL, Students with Disabilities, and Math is Red for: EL, Foster, American Indian and all other student groups in Orange); and to increase student engagement (only 25% of students stated this was favorable on the District Culture and Climate Survey); and decrease suspensions rates (All Students - Orange; Foster Youth - Red) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide each school site with MTSS Liaisons who will train teachers on delivering effective first instruction and in-class intervention based on District and formative assessment results that are standards aligned and emphasize the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	CAASPP Local Indicators (FastBridge) Local Indicators (Interim and formative assessments) Suspensions and other Behavior metrics

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.1d	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; expanding planning time by one half-hour within the contracted day is needed to give teachers increased opportunities to better address learner variability with a priority on English Learners, Foster Youth, Low-Income students.	Because the CA Dashboard Indicator for ELA is Red for: EL, Students with Disabilities and Math is Red for: EL, Foster, American Indian and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide an extra half-hour planning time, teachers will analyze common formative assessments and District interim assessments using the cycle of inquiry, share best practices, and plan instructional strategies to narrow gaps between student groups. CAASPP Local Indicators (Interim assessments)
Broad Goal 1.1 Action 1.1f	Foster Youth, Low-Income and English Learner preschool students scored below average on the Desired Results Developmental assessment (building middle level); therefore, providing our youngest students increased and expanded preschool opportunities is needed to build a strong academic foundation.	Because of lower than expected results on the DRDP across the District preschools this need will be addressed LEA-wide. Preschool teachers will participate in professional learning that will develop foundations in oral language, early literacy, and numeracy. Desired Results Developmental Profile (DRDP)

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.2a	In ELA, only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students), therefore developing teacher and leader capacity is needed to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English Language Arts, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students.	Because the CA Dashboard Indicator for ELA is Red for: EL, Students with Disabilities and all other student groups indicating Orange, this need will be addressed on a LEA-wide basis.In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other student groups, professional development opportunities will be offered to RUSD teachers to provide them with research-based practices for the implementation of the following: -The adopted English Language Arts curriculum to teach the grade-level standards. -The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English Language Arts. -Integrated English Language Development. -Reading, writing, language, listening, and speaking within English Language Arts and across content areas.	CAASPP Local Indicators Professional Learning Evaluation Average % Implementing Standards % of class visits where instruction is aligned with grade level standards
Broad Goal 1.1 Action 1.2b	In ELA, only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); therefore, teaching early literacy skills in grades K-2 is needed to narrow gaps between student groups with a priority on English Learners, Low-Income, and Foster Youth.	Because the CA Dashboard Indicator for ELA is Red for: EL, Students with Disabilities and all other student groups indicating Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, professional learning for teachers will be offered for the implementation of direct and explicit, structured, multi-sensory instruction in English Language Arts for children to better address students with learning differences and difficulties in learning to read.	Local Indicators

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.2c	In ELA, only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); providing additional strategic and intensive Reading intervention aligned to grade level standards is needed to narrow the outcome gaps of student groups with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Because the CA Dashboard Indicator for ELA is Red for: EL, Students with Disabilities and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, teachers will implement interventions that utilize explicit, systematic, structured, and multisensory instructional strategies appropriate for middle and high school students to address reading difficulties and learning differences.	CAASPP Local Indicators Increase in Lexile Levels % of students passing with C or better
Broad Goal 1.1 Action 1.3a	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Mathematics, the Framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students.	Because the CA Dashboard Indicator for Math is Red for: EL, Foster, American Indian and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, professional development opportunities will be offered to provide with teachers research-based practices for the implementation of the following: -The adopted Mathematics curriculum to teach the grade-level standards. -The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Mathematics instruction. -Integrated English Language Development. -Early numeracy skills, purposeful Math fluency practices, content knowledge, and conceptual understanding in Mathematics.	CAASPP Local Indicators Professional Learning Evaluation Average % Implementing Standards % of class visits where instruction is aligned with grade level standards

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.4a	Because only 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Science, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students.	Because the CA Dashboard status of CAST results wherein only 27.1% of RUSD students in grades 5, 8 , and 11 met or exceeded the State standards for Science, and Math is Red for: EL, Foster, American Indian and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups RUSD will provide research-based practices including the implementation of the following: -The adopted Science curriculum to teach the grade-level standards. -The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Science instruction and experiential learning opportunities. -Integrated English Language Development. -Understanding and use of the Science and Engineering Practices (SEPs) of NGS.	CAASPP Local Indicators Professional Learning Evaluation Average % Implementing Standards % of class visits where instruction is aligned with grade level standards
Broad Goal 1.1 Action 1.4b	Only 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; therefore, providing elementary grade students with increased background knowledge in Science is needed to narrow gaps between student groups and increase and improve services for English Learners, Foster Youth, and Low-Income students.	Because the CA Dashboard status of CAST results wherein only 27.1% of RUSD students met or exceeded the State standards for Science, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, the District will provide at least three experiential learning opportunities aligned to grade-level Science standards, including sixth-grade science camp, to increase Science proficiency.	Classroom Walkthroughs and Report card data CAST results

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.4c	Because only 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; expanding and increasing background knowledge in the secondary Sciences is needed to narrow gaps between student groups and increase and improve services with a priority on English Learners, Foster Youth, and Low-Income students.	Because the CA Dashboard status of CAST results wherein only 27.1% of RUSD students met or exceeded the State standards for Science, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils the District will provide professional learning and student activity opportunities aligned to grade-level standards, along with content-aligned experiential learning activities within the school day for middle and high school students across the District to increase participation in STEM activities.	Classroom Walkthroughs
Broad Goal 1.1 Action 1.5a	In ELA, only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and because strong ELA skills are needed to succeed in History Social Science, developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in History-Social Science, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students.	To increase the average % of History-Social Science classes implementing State Standards and instruction aligned with grade level standards for HSS and ELA, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other student groups research-based practices will be provided to teachers which include the implementation of the following: -The adopted History-Social Science curriculum to teach the grade-level standards. -Integrated English Language Development. -Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	Professional Learning Evaluation Average % Implementing Standards % of class visits where instruction is aligned with grade level standards CAASPP for ELA

Local Control and Accountability Plan Template

Broad Goal 1.1

Action 1.5b | Implementing a comprehensive Ethnic Studies plan is needed to address the feedback from educational partners on the LCAP parent/partner surveys to ensure student equity and access to diverse course offerings for Unduplicated pupils; therefore RUSD will create and expand the Ethnic Studies curriculum and provide increased access to diverse course offerings with prioritized support for English Learners, Foster Youth, and Low-Income students. | To increase the average % of History-Social Science classes implementing State Standards and instruction aligned with grade level standards, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide new and expanded coursework and Educational Materials for Ethnic studies to include the real-life experiences, teach the history, and highlight the contributions of People of Color. | Average % Implementing Standards

% of class visits where instruction is aligned with content standards

% of students with access to standards aligned instructional Books and Supplies

# of Diverse Course offerings |
| Broad Goal 1.1

Action 1.5c | Implementing a Civics engagement plan across the District is needed to address the requests from educational partners on the LCAP parent/partner surveys to increase access to Civics programs for Unduplicated pupils, and to promote the District mission to provide opportunities for Unduplicated pupils to earn the State Seal of Civic Engagement and to expand Unduplicated pupils' civic skills and values, with a priority on English Learners, Foster Youth, and Low-Income. | To increase the average % of History-Social Science classes implementing State Standards and Civics instruction aligned with grade level standards, and offer course work and activities to earn the State Seal of Civic Engagement, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will help develop students' social, political, and civic participation through civics-based school and community projects, and increase the number of students who earn the State Seal of Civic Engagement. | # of students earning seal of civic engagement

# of students participating in school and community projects |

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.6a	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; developing teacher and leader capacity is needed to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of the International Society for Technology in Education (ISTE) *Standards for Educators and Students*, classroom engagement strategies, and integration of technology to support standards-based instruction with a priority on English Learners, Foster Youth and Low-Income students	Because CA Dashboard status for ELA is Red for: EL, Students with Disabilities; and Math is Red for: EL, Foster, American Indian and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide teacher training and researched-based practices that include the implementation of: ● Utilization of research-proven instructional strategies that support all learners ● Digital Media Literacy and Citizenship ● Computational Thinking ● Design Thinking	Professional Learning Evaluations (KickUp) CAASPP

Broad Goal 1.1 Action 1.6b	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; providing instructional technology resources to support core curricula across all schools is needed to bridge gaps in student learning with a priority on English Learners, Foster Youth, and Low-Income students.	Because the CA Dashboard status of CAST results wherein only 27.1% of RUSD students met or exceeded the State standards for Science, and the CA Dashboard status for ELA is Red for: EL, Students With Disabilities and Math is Red for: EL, Foster, American Indian, and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional learning for teachers to utilize instructional technology in the classroom such as: Chromebooks, Ozobos, Spheros, Micro:bits, Rovers, Indi cars and a new iPad pilot for 2024-25.	Professional Learning Evaluations (KickUp) CAASPP/CAST
Broad Goal 1.1 Action 1.6c	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; continuing to build a culture of Digital Literacy and Digital Citizenship among RUSD students and families is needed to build a positive digital culture at school and in the home and increase overall achievement, with a focus on Low-Income, Foster Youth and English Learners.	Because the CA Dashboard status for ELA is Red for: EL, Students with Disabilities; and Math is Red for: EL, Foster, American Indian, and all other student groups in Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will implement a research-based classroom curriculum and school site certification for Digital Citizenship, and will engage families with Family Innovation nights, and other resources to continue building a positive digital culture at home.	% of schools completing Digital Citizenship lessons Site and District Certification Metrics CAASPP/CAST

Local Control and Accountability Plan Template

Broad Goal 1.1 Action 1.6d	While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and only 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science, providing continual access for Unduplicated student groups, and all students to Districtwide Computer Science/Computational Thinking enrichment opportunities is needed in order to broaden students' awareness and options for future careers.	Because the CA Dashboard indicator for Math is Red for: for EL, Foster Youth, American Indian and all other student groups in Orange, and CAST results indicate only 27.1% of students met or exceeded the State standards for Science, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide Computational and Design Thinking-focused activities and events including: ● Computer Science/CS Clubs ● Ignite Her Mind ● Data Science Academy ● Digital Storytelling and engage families with Districtwide Family Innovation Nights in order to foster broader student opportunities in Digital Literacy, Computer Science, Computational, and Design Thinking.	Participation in events; student evaluations Family participation in events; family evaluations CAASPP/CAST
Broad Goal 2.1 Action 2.1a	Due to the fact that 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, developing capacity of school counselors and site leaders to enhance the knowledge and understanding of research-based practices is needed to help prepare students for college and career readiness with a priority on English Learners, Foster Youth, and Low-Income students.	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional learning for counselors and site leaders to implement the application of academic achievement strategies, how to help students manage emotions, and how to teach interpersonal skills for college and career readiness.	Required Metrics - CAASPP and Local Indicators (FastBridge) Post conference surveys Professional Learning Evaluation (KickUp)

Local Control and Accountability Plan Template

Broad Goal 2.1 Action 2.1b	Due to 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students considered as Low or underprepared for college and career on the state dashboard results, providing comprehensive school counseling programs at middle and high schools is needed to strengthen relationships with students and families with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will work to eliminate barriers to student attendance using enhanced software, increased school connectedness with positive student/counselor ratios, and foster academic achievement with consistent student monitoring for grades, credits, and A-G attainment.	Required Metrics - CAASPP and Local Indicators (FastBridge) Attendance Culture and Climate Survey
Broad Goal 2.1 Action 2.1c	Since 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, providing collaboration time is needed for site leaders and teacher leaders to meet with counselors to ensure college and career guidance alignment with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide focused meeting time across the District for aligning and monitoring schoolwide practices to ensure student progress on key metrics for College and Career Readiness by student group.	Required Metrics - CAASPP and Local Indicators On track metrics for college and career readiness CCI
Broad Goal 2.1 Action 2.1d	Considering 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, providing college and career ready workshops is needed to support students and families with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will conduct up to 15 (or more) college and career workshops throughout the school year made specifically accessible for both parents and students to attend.	# of workshops provided and # of participants Post workshop surveys

Local Control and Accountability Plan Template

Broad Goal 2.1 Action 2.2a	In an effort to increase English Learner and Low-Income graduation rates from Yellow to Green status and maintaining Foster Youth grad rate at Green; providing strategic and intensive intervention at secondary schools is needed to narrow the outcome gaps and increase opportunities for students with a priority on English Learners, Foster Youth, and Low-Income students.	Because the Graduation Rate for RUSD slightly declined and is in Yellow status overall on the CA Dashboard Indicator, this need will be addressed LEA-wide. In order to meet the needs, conditions, and circumstances of Unduplicated students, RUSD will provide opportunities during the school day and extended day for students to recover course credits for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school.	Grad Rate # of Credits Recovered
Broad Goal 2.1 Action 2.2b	In an effort to increase English Learner and Low-Income graduation rates from Yellow to Green status and maintaining Foster Youth graduation rate at Green; consistent monitoring of dropout rates and Dashboard indicators is needed for successful dropout prevention with a priority on English Learners, Foster Youth, and Low-Income students.	Because the Graduation Rate for RUSD slightly declined and is in Yellow status on the CA Dashboard Indicator, this need will be addressed LEA-wide. In order to meet the needs, conditions, and circumstances of Unduplicated students, RUSD will provide a dropout prevention specialist who will strengthen relationships with students and families, and facilitate programming and supports for students who need dropout prevention in grades 8-12.	Grad Rate # of Family Contacts # of Students Exiting Dropout Program Supports
Broad Goal 2.1 Action 2.2c	In an effort to increase English Learner and Low-Income graduation rates from Yellow to Green status and maintaining Foster Youth grad rate at Green; expanded learning time for high school students is needed to narrow learning gaps in course content standards and accelerate progress of all student groups, prioritizing services for English Learners, Foster Youth, and Low-Income students.	Because the Graduation Rate for RUSD slightly declined and is in Yellow status overall on the CA Dashboard Indicator, this need will be addressed LEA-wide. In order to meet the needs, conditions, and circumstances of Unduplicated students, students will be provided organized summer learning programs that will specifically address grades, course credits, and progress on their academic plan.	Grad Rate # of Students Completing Courses # of Credits Recovered Academic Benchmark Assessments

Local Control and Accountability Plan Template

Broad Goal 2.1 Action 2.3a	Considering 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, continuing to design and expand RUSD Career Technical Education (CTE) programs, is needed to enhance life skills, and college and career readiness for all students with a priority on English Learners, Foster Youth, and Low-Income students.	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will enhance implementation of CTE standards and pathways and provide additional courses and apprenticeship opportunities for students including Advanced Manufacturing, in partnership with Riverside County Office of Education (RCOE), higher education, and community partners.	College Career Indicator # of student completers in CTE pathways
Broad Goal 2.1 Action 2.3b	Considering 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, increasing Dual Enrollment participation is needed to provide early college experiences for students in RUSD with a priority on English Learners, Low-Income students, and Foster Youth.	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide dedicated staff time to actively recruit students to increase enrollment in the number of college courses that will provide early college experiences for high school students.	College Career Indicator # of college courses completed # of grades earned College enrollment rates
Broad Goal 2.1 Action 2.3c	Considering 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, providing a growing, and challenging International Baccalaureate program to 10th-12th grade students is needed at John W. North Comprehensive High School because of its high enrollment of Low-Income students, Foster Youth, and English Learners at 88.6%.	Because the International Baccalaureate Program is only offered at John W. North High School, (highest enrollment of Unduplicated students at a comprehensive high school in the district) this need will be addressed School-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the John W. North High School IB program (only IB program in RUSD) will consist of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students.	College Career Indicator # of diploma candidates # of course candidates # of IB exam registrations

Local Control and Accountability Plan Template

Broad Goal 2.1 Action 2.3d	Considering 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, providing accelerated academic programs is needed to continue narrowing the outcome gaps between student groups with a priority on English Learners, Low-Income students, and Foster Youth	Because no student groups are in the Very High status on the College/Career Indicator, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will work to increase Unduplicated enrollment in AP courses, as well as work to increase AP exam passing rates for all students enrolled.	College Career Indicator # of AP exams score 3 or higher # of AP student registrations # of AP exam registrations
Broad Goal 2.1 Action 2.3e	Overall, only 44.6% of English Learners are making progress in the district and currently 12.9% of English Learners are Long-Term English Learners (LTELs), 15.8% are at risk of becoming LTELs, and 8.7% are eligible for reclassification, and to address educational partner interests, promoting multilingualism/multiliteracy skills and providing Dual language Immersion is needed to enhance student learning, provide opportunities to earn the Seal of Biliteracy, and to prepare students with bilingual skills for the future, ensuring a priority on English Learners, Low-Income students and Foster Youth.	Because no student groups are in the Very High in the College and Career ready status, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, and other student groups, RUSD will provide a multi-school Dual Language Immersion program at elementary, middle and high school levels, monitoring student academic and language progress and provide preparation for earning the Seal of Biliteracy.	College Career Indicator # of students enrolled in DLI # of students earning Seal of Biliteracy Required Academic Metrics

Local Control and Accountability Plan Template

Broad Goal 2.1 Action 2.4a	Because 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career, increasing A-G attainment is needed through the continuation of elementary and secondary AVID and AVID Excel programs, with a priority on English Learners, Foster Youth, Low-Income students.	To provide additional supports to raise A-G attainment rates across all schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, and other student groups, RUSD will continue to grow multi-school AVID and AVID Excel programs which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting.	UC/CSU Entrance Requirements (A-G) Graduation Rates % of AVID Elementary teachers trained % of rising 7th graders accepted into secondary AVID programs % of graduation and A-G rate of AVID seniors
Broad Goal 2.1 Action 2.4b	Considering only 21% of English Learners, 46.8% of Low-Income students and 29.4% of Foster youth completed UC/CSU entrance requirements, providing student programs with specific monitoring is needed to support underrepresented students in grades 9-12 with a priority on English Learners, Low-Income, and Foster Youth.	To provide additional supports to raise A-G attainment rates across all schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American students, English Learners, and Hispanic students. ● Heritage Program (African American Students) ● Legacy Program (English Learner Students) ● Puente Program (Hispanic/Latino Students)	% of A-G completion and graduation rates of program seniors

Local Control and Accountability Plan Template

Broad Goal 3.1 Action 3.1a	Based on educational partner feedback from the District Culture and Climate Survey regarding family engagement, and noting that increasingly over 2,900 family participants (95% English Learner and Low-Income families) continuously work with the Family Resource Center each year, providing inclusive and accessible programming that respects and values the diversity of families to encourage partnerships is needed ongoing - between home and school to build the capacity for active collaboration, engagement, and leadership to support student success with a priority on English Learners, Foster Youth, Low-Income students.	To increase school connectedness and continue to alleviate barriers to Family Engagement - (Only 17% families stated this was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and other high-need student groups, RUSD will support student learning and well-being, through staffing the Family Resource Center whose mission is to build partnerships with families and community members to provide access to comprehensive services to address and eliminate barriers.	# of family contacts #Workshop, training, event Attendance Workshop participant feedback data # of workshops, "Cafecitos", events RUSD Culture and Climate Survey
Broad Goal 3.1 Action 3.1c	Based on educational partner feedback from students, parents and family members of Unduplicated pupils on the annual District Culture and Climate Survey, only 12% of parents are involved with parent groups, 7% of parents indicate they hardly ever meet with teachers in person and only 12% of parents have helped out at their child's school this year; therefore, fostering a strong connection with parents through proactive and transparent communication is needed for Low-Income, Foster Youth, and English Learner families.	To increase school connectedness and continue to alleviate barriers to Family Engagement - (79% agreed the District provides an adequate amount of communication to inform parents/guardians of events, activities, and important alerts, yet only 17% of parents scored Family Engagement favorably on the Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and their families, RUSD will engage the community through expanded print and digital platforms and create engaging content that resonates with diverse audiences while showcasing District achievements. RUSD staff will als be provided with the tools necessary to communicate the District's mission and values effectively via school sites.	Monthly/annual analytics from resources utilized by District RUSD Culture and Climate Survey # of Media Pitches # of campaigns

Local Control and Accountability Plan Template

Broad Goal 3.1 Action 3.1d	Based on educational partner feedback from the LCAP Student Advisory and the LCAP Parent Advisory who annually review student focus group results, parent engagement event reports and survey data from the families of Unduplicated pupils, and to also comply with state/LCAP requirements, implementing a comprehensive Culture and Climate Survey with students, staff, and families is needed to measure and gauge effectiveness and satisfaction levels of programming, and to project future services to be provided by the District with a priority on English Learners, Foster Youth and Low-Income students.	To increase school connectedness and continue to alleviate barriers to Family Engagement (Only 17% families stated this was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, District leadership will analyze the Culture and Climate Survey results and develop plans to increase student resiliency, belonging, connectedness, and family engagement, Additionally, results will be analyzed to further develop plans for school safety and staff belonging and well-being.	RUSD Culture and Climate Survey: # of student, family, employee participants Implementation of survey results

Broad Goal 3.1 Action 3.2a	Considering recent data from the Districts' FastBridge Social-Emotional Learning screener data, on average, 75% of students (including Unduplicated pupils) score at Low Risk levels; yet suspension rates for Foster Youth are 12.7% - suspended at least one day; English Learners - 4.5% suspended at least one day; and Low-Income students 5.5% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 29.4%; English Learners are 23.9% and Low-Income are 27.2%; therefore developing all staff (certificated/classified) and school leadership capacity is needed to maintain the current positive trends for SEL, and enhance the knowledge and understanding of behavioral and social-emotional learning, learner variability, and diversity of students as related to school behavior, chronic absenteeism and suspensions, with a priority on Foster Youth, Low-Income, and English Learners.	While 75% of all students scored at Low Risk on the social emotional screener, only 39% of students stated that school belonging was favorable on the District Culture and Climate Survey); and to focus on suspensions rates (All Students - Yellow; Foster Youth - Red) and Chronic Absenteeism (All Students - Yellow; Foster Youth, American Indian, and Pacific Islander students - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide MTSS Counselors, Assistant Principals and Campus Supervisors professional learning from research-based practices and provide support for the implementation of the following: ● Positive Behavior Supports ● Disciplinary Practices ● Social-Emotional Learning ● Trauma Informed Practices ● Compassionate Classrooms ● Restorative Practices	Suspension Rates Expulsion Rates Culture and Climate Survey Restorative Practices Dispositions Culture and Climate Survey Education Code Violations Professional Learning Evaluation (KickUp)

Broad Goal 3.1 Action 3.2b	Considering chronic absenteeism rates for Foster Youth are 29.4%; English Learners are 23.9% and Low-Income students are at 27.2%; facilitating a community of practice with staff is needed to address chronic absenteeism through Attendance Teams who will conduct home visits, analyze attendance data, and develop school wide plans to improve chronic absenteeism rates with a priority on English Learners, Foster Youth and Low-Income students.	To increase student engagement (only 25% of students stated this was favorable on the District Culture and Climate Survey) and decrease suspensions rates (All Students - Orange; Foster Youth - Red) and decrease Chronic Absenteeism (All Students - Yellow; Foster Youth, American Indian, and Pacific Islander students - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will deploy Attendance Teams to: ● Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. ● Develop and implement school wide attendance plans. ● Conduct home visits as necessary. ● Remove barriers using partnerships with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services.	Chronic Absenteeism Rates School Attendance SART Rates Attention to Attendance (A2A) Metrics

Local Control and Accountability Plan Template

Broad Goal 3.1 Action 3.2c	RUSD's current suspension rates for Foster Youth are 12.7% - suspended at least one day; English Learners 4.5% suspended at least one day and Low-Income students 5.5% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 29.4%; English Learners are 23.9% and Low-Income are 27.2%; therefore, in order to increase school connectedness and engagement, the implementation of Positive Behavior Supports (PBS) in and outside of class, providing MTSS Counselors and deploying Campus Supervisors on school campuses is needed and will include consistent responses to problem behaviors, progressive discipline plans, and clear student expectations at each school site to reinforce a positive learning environments with a priority on Foster Youth, Low-Income and English Learners.	To increase student engagement (only 26% of students scored this as favorable on the District Culture and Climate Survey) and decrease suspensions rates (All Students - Orange; Foster Youth - Red) and decrease Chronic Absenteeism (All Students - Yellow; Foster Youth, American Indian, and Pacific Islander students - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to train staff and implement Positive Behavior Supports across schools (PBS is unique to RUSD and includes the development of clear behavior expectations that are taught and practiced, rewarded through praise, corrected, and retaught), and provide MTSS Counselors to address social emotional needs for students, and Campus Supervisors at Elementary, Middle and High Schools to address behavioral issues and provide support for school site staff.	Suspension Rates Expulsion Rates Culture and Climate Survey Other Means of Correction Dispositions Education Code Violations

Local Control and Accountability Plan Template

Broad Goal 3.1

Action 3.2d | While the number of Education Code violations entered in Aeries decreased by 56% from 2022-23 to 2023-24 and the number of suspensions has also decreased by 22% from 2022-23 to 2023-24, RUSD's current suspension rates for Foster Youth are 12.7% - suspended at least one day; English Learners 4.5% - suspended at least one day; and Low-Income students 5.5% - suspended at least one day; therefore, increasing community circles and restorative practices is needed to keep making progress for prevention and intervention strategies at each school site with a focus on Low-Income, English Learners, and Foster Youth. | To increase student engagement (only 26% of students scored this as favorable on the District Culture and Climate Survey) and decrease the suspensions rates (All Students - Orange; Foster Youth - Red), this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will train staff (both certificated and classified) and implement alternative discipline strategies such as community circles and restorative practices at all school sites to reduce referrals and provide alternatives to suspensions. | Restorative Practices Dispositions

Professional Learning Evaluation (KickUp) |
| Broad Goal 3.1

Action 3.2e | RUSD's current suspension rates for Foster Youth are 12.7% - suspended at least one day; English Learners 4.5% - suspended at least one day; and Low-Income students 5.5% - suspended at least one day; strategic and intensive intervention conducted by Prevention Assistants and School Psychologists is needed for students with more intense behavior needs, with a priority on Foster Youth, Low-Income, and English Learners. | To increase student engagement and positive behaviors (only 26% of students stated their engagement was favorable on the District Culture and Climate Survey) and decrease suspensions rates (All Students - Orange; Foster Youth - Red) and decrease Chronic Absenteeism (All Students - Yellow; Foster Youth, American Indian, and Pacific Islander students - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD Behavior Prevention Assistants staff including School Psychologists will conduct observations, analyze data, and develop behavior plans to reshape disruptive behaviors for identified students at all school sites. | Suspension Rates

Education Code Violations

Culture and Climate Survey Restorative Practices Dispositions

Implementation of Behavior Plans |

Local Control and Accountability Plan Template

Broad Goal 3.1 Action 3.2f	Because 75% of students served by the Student Assistance Plan program (clinical therapy, behavior prevention services, risk assessments, etc.) are Unduplicated pupils, and Foster Youth are 12.7% - suspended at least one day; English Learners are 4.5% - suspended at least one day; and Low-Income students are 5.5% - suspended at least one day, strategic and intensive intervention is needed for Preschool through 12th-grade to serve students who display disruptive behaviors, have multiple suspensions, and exhibit more intense social-emotional needs with a priority on Foster Youth, Low-Income, and English Learners.	To increase student engagement and positive behaviors (only 26% of students stated this was favorable on the District Culture and Climate Survey) and decrease suspensions rates (All Students - Orange; Foster Youth - Red) and decrease Chronic Absenteeism (All Students - Yellow; Foster Youth, American Indian, and Pacific Islander students - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD's Student Assistant Plan counselors (licensed clinicians) will provide check-ins, individual and group counseling sessions, and crisis prevention and intervention for students who may exhibit higher behavioral risks.	Universal Screeners Chronic Absenteeism Rates
Broad Goal 3.1 Action 3.2g	Because current suspension rates for Foster Youth are 12.7% - suspended at least one day; English Learners 4.5% - suspended at least one day; and Low-Income students 5.5% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 29.4%; English Learners are 23.9% and Low-Income are 27.2%; providing targeted support in the form of Attendance Teams and community partnerships for families of Foster Youth, Low-Income Students, and English Learners, is needed to reduce the number of students experiencing chronic absenteeism and/or suspensions.	To increase student engagement (only 26% of students stated this was favorable on the District Culture and Climate Survey) and decrease suspensions rates (All Students - Orange; Foster Youth - Red) and decrease Chronic Absenteeism (All Students - Yellow; Foster Youth, American Indian, and Pacific Islander students - Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD Attendance Teams will conduct regular home visits with families to build trusting relationships and partner in identifying students' needs and providing necessary support utilizing school and community resources in order to improve chronic absenteeism suspension rates.	# of Home Visits Chronic Absenteeism Rates School Attendance SART Rates Suspension Rates Expulsion Rates

Local Control and Accountability Plan Template

Broad Goal 3.1

Action 3.3a | Based on data and feedback from LCAP student focus groups, Unduplicated pupils including English Learners, Foster Youth, and Low-Income students feel there should be more adult to student check-ins on how they are doing on a more personal level; therefore, building a school community that honors diversity and promotes a sense of belonging is needed to enhance knowledge and understanding of diversity and inclusive practices with a priority on English Learners, Foster Youth, and Low-Income. | To increase Sense of Belonging for all students (only 39% of students stated this was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional development and leadership training for staff on cultural awareness, cultural proficiency and anti-bias practices in order to increase belonging for students, staff and families and eliminate inequities. | Professional Learning Evaluation

Culture and Climate Survey (Student, Teacher/Staff, and Families)

Unduplicated Student Focus Groups |
| Broad Goal 3.1

Action 3.3b | Currently, 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career according to the state dashboard: therefore, providing a diverse set of course offerings and supporting college and career readiness through the implementation of the RUSD Arts Plan is needed for a balanced educational experience for students, with a priority on English Learners, Foster Youth, and Low-Income. | To increase Sense of Belonging (only 39% of students stated this was favorable on the District Culture and Climate Survey) and to ensure college and career preparatory options are available across the District, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide robust, high-quality Arts education (Band, Elementary Music, Choir, Drama, Visual Arts) for all students, across all schools, from Preschool through 12th grade to reach their highest creative potential. | % of students enrolled in instrumental Music programs in grades 5 through 6

% of students from the Honors Musical and Arts experiences on Arts college/career pathways post graduation

# of partnership opportunities, and students serviced |

Local Control and Accountability Plan Template

Broad Goal 3.1

Action 3.3c | Only 59% of all Unduplicated pupils participate in organized sports and school activities, therefore, continuing to provide "School +2" options (two activities for students outside of the school day) is needed to increase student belonging, and to allow students to participate in co-curricular and extracurricular activities free of charge and free of barriers (clubs and athletics) with a priority on English Learners, Foster Youth, and Low-Income students. | To increase Sense of Belonging (only 39% of students stated this was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide co-curricular and extracurricular activities across all schools and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high school athletic competition thereby increasing school connectedness and belonging. | # of students participating in Schools +2 options

GPA, attendance, and suspension rate of students in Schools +2/not in Schools +2 |
| Broad Goal 4.1

Action 4.1b | In order to maintain and grow graduation rates for Unduplicated pupils (English Learners 81%, Low-Income students 91.4%, and Foster Youth 81.5%), attracting, recruiting, and developing highly qualified, highly effective, and ethnically diverse employees is needed to better serve all students with a priority on English Learners, Low-Income, and Foster Youth. | To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students; and to maintain and increase District graduations rates (92.6%); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the District; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families. | 98% of teachers will be appropriately assigned and fully credentialed

Retention Rates of Certificated, Classified, and Managers

Staff Demographic Data

Professional development opportunities for substitutes |

Local Control and Accountability Plan Template

| Broad Goal 4.1 Action 4.1c | In order to maintain and grow graduation rates for Unduplicated pupils (English Learners 81%, Low-Income students 91.4%, and Foster Youth 81.5%), providing high-quality coaching and professional learning through Professional Growth Systems (PGS) is needed to increase retention of certificated teaching staff, site administrators, and classified staff new to the profession or new to RUSD and to better serve Foster Youth, Low-Income students, and English Learners. | To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students; and to maintain and increase District graduations rates (92.6%); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to develop teacher and leader capacity through mentoring by PGS staff, fostering the collaboration and design of lessons at grade level rigor, enhancing knowledge and understanding of academic grade-level State Standards, Content Frameworks, and research-based practices; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees, and families interacting at school sites. | % of teachers appropriately assigned and fully credentialed

Retention rates of certificated, classified, and Principals
Induction completion rates |

Broad Goal 4.1 Action 4.1d	While only 24% Low-Income students, 8.1% of EL students, 7.8% of Foster Youth, met or exceeded standards in Mathematics; and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards; continuing to provide classroom technology for staff and students is needed to fully engage students in core and supplemental curriculum, with priority on English Learners, Foster Youth, and Low-Income students.	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will ensure internet safety and disaster recovery of the RUSD computer network; provide a reliable digital infrastructure, including internet connectivity and digital devices which will be continuously available to staff and students.	% of students with access to a digital device % of staff with a device for delivering instruction % of classrooms with updated classroom display % of classrooms with updated document cameras # of Cyber Security Analytics - Blocked attempts
Broad Goal 4.1 Action 4.1e	While only 24% Low-Income students, 8.1% of EL students, 7.8% of Foster Youth, met or exceeded standards in Mathematics; and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards; professional development (PD) platforms are needed to house, track, and evaluate all Districtwide professional development with a priority on enhancing instruction for English Learners, Foster Youth, and Low-Income students.	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and to ensure high-quality instruction, RUSD will provide online Professional Development offerings to staff to enhance best first instruction for all students and monitor and evaluate PD services.	# and % of employees using Districtwide professional development resources

Local Control and Accountability Plan Template

Broad Goal 4.1 Action 4.1f	While only 24% Low-Income students, 8.1% of EL students, 7.8% of Foster Youth, met or exceeded standards in Mathematics; and in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards; maintaining the expanded hours for Library Media Assistants is needed to ensure all students have continued access to required and supplemental learning resources at school and home, with a priority to serve English Learners, Foster Youth, and Low-Income students.	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to staff school libraries with Library Media Assistants who ensure the District is in compliance with the Williams Act and that Chrombooks are tracked for repairs.	% of students with access to standards aligned instructional Books and Supplies

Local Control and Accountability Plan Template

| Broad Goal 4.1

Action 4.1g | While only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); in English Language Arts only 37.6% of Low-Income students, 8.9% of EL students, and 20.0% of Foster Youth met or exceeded standards (in comparison to 46.6% of all students); and only 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; aligning School Plans for Student Achievement (SPSA) to the LCAP goals and actions is needed to ensure that increased and improved services in the form of additional educational resources and high-quality instruction and supervision are consistently available, and highly effective to support the learning and well-being of English Learners, Foster Youth, and Low-Income students. | To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the RUSD LCAP Director will ensure the following: 1) SPSA goals and LCAP goals are parallel in monitoring academic, social-emotional, and behavioral data; 2) quarterly monitoring will take place to ensure the fidelity of the spending allocations to be used for actual needs such as: instructional resource teachers, community assistants instructional coaching, professional learning for staff, translation and needed students supplies; and 3) the District and schools will mutually continue to secure additional funding through grants to develop programs that increase diversity and inclusive practices while narrowing outcomes gaps for Unduplicated pupil groups. | Academic and School Connectedness Metrics

$ in external grants earned to support programs |

Broad Goal 4.1 Action 4.1h	Because only 24% of Low-Income students, 8.1% of EL student, 7.8% of Foster Youth met or exceeded standards in Mathematics (in comparison to 31% of all students); and only 20.8% of Low-Income students, 1.4% of EL students, 10.8% of Foster Youth (in comparison to 27.1% of all students) met or exceeded standards in Science; and 5.7% of EL students, 13.6% of Foster Youth, and 33.4% of Low-Income students were considered Low or underprepared for college and career according to the state dashboard; Unduplicated pupils' assessment scores, attendance, behavior records and academic achievement must be closely monitored by the District to consistently increase and improve services for English Learners, Foster Youth and Low-Income students; therefore facilitating data-based systems and creating opportunities for student-level decision making is needed to increase outcomes, and narrow gaps for these student groups.	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the District will continue to administer State and local assessments with fidelity; and maintain the accuracy and quality of student demographic and assessment information in District data management systems, focusing on growth for Foster Youth, Low Income and English learners who need to increase outcomes and narrow gaps.	Local Indicator: Assessment Administration Rate Reduction in Fatal Errors # of Work Orders completed Dashboard data

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

Local Control and Accountability Plan Template

Focus Goal 1.7 Action 1.7a	Because only 44.6% of EL students are making progress towards language acquisition, with 12.9% as Long-Term English Learners, 15.8% who are at risk, and reclassification totals at 8.7%; building teacher and leader capacity is needed to collaboratively design lessons at grade level rigor to enhance the knowledge and understanding of English Language Development with a specific focus on instruction for English Learners.	Due to the Low (Orange) status on the CA Dashboard - English Learner Progress indicator, and the need for EL Differentiated Assistance, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide professional development to teachers on EL assessments, reclassification procedures, ELA/English language Development (ELD) Framework, EDL Standards, Designated ELD, and research-based practices to target the unique language needs of EL, Newcomers, and Long-Term English Learners (LTEL).	ELPAC Alt ELPAC Reclass Local Indicator Professional Learning Evaluation Average % Implementing Standards % of class visits where instruction is aligned with content standards
Focus Goal 1.7 Action 1.7c	Because only 44.6% of EL students are making progress towards language acquisition, with 12.9% as Long-Term English Learners, 15.8% who are at risk, and reclassification totals at 8.7%; providing instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting is needed to support language acquisition and increase language proficiency to narrow outcome gaps for English Learners.	Due to the Low (Orange) status on the CA Dashboard - English Learner Progress Indicator, and the need for EL Differentiated Assistance, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students RUSD will provide Tier II support for English Learners at the high school level including: data analysis, authentic assessment, classroom observations, review of student work samples across subject matter disciplines, small group instruction, and progress monitoring.	ELPAC Alt ELPAC Reclassification Local Indicator Average % Implementing Standards

Local Control and Accountability Plan Template

Focus Goal 1.7 Action 1.7d	Because only 44.6% of EL students are making progress towards language acquisition, with 12.9% as Long-Term English Learners, 15.8% who are at risk, and reclassification totals at 8.7%; monitoring the progress of English Learners, Long-Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students is needed so teachers can learn to analyze assessment data to inform instruction as needed, and to develop action plans to address the unique needs of English Learners.	In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide English Learners daily Integrated and Designated ELD in all grades, with additional support offered at the high school level to increase language proficiency and academic performance. The District will use the Ellevation platform to monitor the reclassification progress of English Learners (EL) and monitor the progress of Redesignated Fluent English Proficient students.	ELPAC Alt ELPAC Reclassification Local Indicator
Broad Goal 3.1 Action 3.1b	Over 6,500 students/families in RUSD speak a first language other than English, (majority of English Learners' first language is Spanish) therefore, to increase school connectedness for English Learners, providing translation and interpretation services is needed to increase parent access to the school community with a priority on families of English Learners.	To increase school connectedness and continue to alleviate barriers to Family Engagement - (48% of parents indicated translation services and interpreters are readily available at their child's school on the District's annual LCAP Family Survey While) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, particularly English Learners, the District will provide an ongoing staff of translators and interpreters to provide services for school meetings, school events, IEPs, parent meetings, etc. to ensure access for families whose first language is other than English.	# of translation/interpretation services provided during the school year

Local Control and Accountability Plan Template

Broad Goal 3.1 Action 3.2h	Since suspension rates for Foster Youth are 12.7% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 29.4%; removing barriers by providing additional case management from RUSD's Pupil Services departments to serve Foster Youth is needed in order to help these underrepresented students to access school and graduate prepared for college and career ready; therefore removing barriers for Foster Youth is needed in order for these students to access school, graduate prepared for college and career, and have access to additional resources such as tutoring, transportation, school supplies, field trips, behavior, and social-emotional support.	To increase student engagement (only 26% of students stated this was favorable on the District Culture and Climate Survey) and decrease suspensions rates for all Foster Youth - (Red) and decrease Chronic Absenteeism for all Foster Youth (Orange) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide additional case management from our Pupil Services department using outreach strategies and providing additional resources such as tutoring, transportation, school supplies, field trips, behavior, and social-emotional support for Foster Youth, and a District-level specialized case manager for Foster Youth who will monitor their A-G courses, their path to graduation and ensure they are supported throughout their schooling experience.	Chronic Absenteeism Rates Suspension Rates Grad Rates Academic Metrics

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.

As of our 2024 calculations, 44 schools in Riverside Unified School District (RUSD) meet the greater than 55% enrollment threshold for Unduplicated pupils (Low-Income, English Learners, and Foster Youth), and there are 5 Schools with less than 55% but more than 30%. The lowest unduplicated count is 46.42% at Lake Matthews Elementary. No school in RUSD is under 30% unduplicated. In order to provide direct services to students at schools that have a high concentration of Unduplicated students, RUSD has created a substantive plan to use the additional Concentration grant funding to balance the ratio of MTSS-focused staff who provide direct services to students on these high-need school campuses.

Local Control and Accountability Plan Template

RUSD's Multi-Tiered System of Supports (MTSS) Initiative is designed to address the unique needs of our Unduplicated students in the three domains of academics, behavior, and social-emotional learning. The RUSD MTSS Initiative takes a proactive, integrated approach to identifying students for targeted services. Key components of our program include: universal screening of all students early in the school year to determine the greatest need for academic and behavioral support, along with mid-year and end-of-year screening to track progress or decline in the three domains. Additional tiers of interventions can be amplified in response to levels of need which may include: risk assessments, clinical therapy provided on campuses, increased behavioral strategies, and more inclusive practices. Ongoing progress monitoring and continual assessment ensures the implementation of appropriate and effective interventions in classrooms and supplemental programs during, before, and after the school day.

MTSS focused staff are a necessary component of the Student Assistant Plan (SAP) teams across the District who attend to student wellness, including those who conduct risk assessments and referrals, provide clinical therapy at school sites, offer group counseling, teacher coaching, data analysis, classroom instructional support and behavior prevention. RUSD's 2024-25 LCAP, using Additional Concentration dollars, will maintain funding for the following staff: 24.25 FTEs for MTSS Liaisons, 21.25 FTEs for MTSS Counselors at Elementary, 9.4 FTEs for MTSS Counselors at Secondary, 42.0 FTEs for SAP Counselors, 20.0 FTEs for SAP Prevention Assistants, 2.0 FTEs for MTSS Clinical Psychologists, and 2.0 FTEs for Inclusive Practices Specialists. These employees who work at school sites also assist with attendance outreach, conducting universal screeners, and classroom academic and social-emotional learning support. MTSS Liaisons work directly with data analysis and teachers to apply data findings into the classroom to further MTSS strategies. Inclusive Practices Specialists support increasing knowledge of inclusive practices and provide coaching, and teacher/classroom support in the areas of the least restrictive environment and implementation of student supports. MTSS Counselors work at school sites to address students with social-emotional issues that are disrupting learning behaviors. Student Assistant Program Prevention Assistants support students who exhibit behavioral issues, conduct restorative practices in schools, teach mindfulness exercises, and help school sites with Positive Behavior Supports. Clinical Psychologists conduct Tier II and Tier III interventions that arise during the year including risk assessments and referrals to external medical partners. SAP Counselors work directly with students at school sites who are in need of counseling by a licensed clinician.

RUSD promotes a schoolwide approach to expectations and supports for behavior by intentionally monitoring attendance patterns and addressing the socio-emotional health of students. Teachers engage in the cycle of inquiry to identify root causes of students' challenges and subsequent interventions to address those challenges. Parent involvement, both in the home and at school sites, supports individualized needs of students, which may include home visits and other outreach through the RUSD Family Resource Center and other community partners. The LCAP Additional Concentration dollars is funding the additional staffing needed to continue the Districtwide implementation of MTSS in Riverside Unified School District. Currently, the RUSD 2024-27 LCAP includes the following MTSS-focused actions: 1.1b, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.2f.

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	66:1	49:1
Staff-to-student ratio of certificated staff providing direct services to students	24:1	22:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 417,224,373	$ 116,732,756	27.978%	0.734%	28.712%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 128,028,275	$ 18,617,237	$ -	$ 3,437,824	$ 150,083,336.00	$ 108,649,848	$ 41,433,488

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	1.1a	Professional Learning to Support Grade-Level Standards	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 621,460	$ 925,750	$ 1,547,210	$ -	$ -	$ -	$ 1,547,210	0.000%
1.1	1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 4,004,927	$ -	$ 4,004,927	$ -	$ -	$ -	$ 4,004,927	0.000%
1.1	1.1c	Instructional Coaching to Support Inclusive Practices	All	No	LEA-wide	N/A	All Elementary Schools	Ongoing	$ 1,177,528	$ -	$ 484,356	$ 693,172	$ -	$ -	$ 1,177,528	0.000%
1.1	1.1d	Expanded Instructional Planning	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 15,173,164	$ -	$ 15,173,164	$ -	$ -	$ -	$ 15,173,164	0.000%
1.1	1.1e	Expanded Summer Programs for Elementary and Middle School Students	All	No	LEA-wide	All	All Elementary and Middle Schools	Ongoing	$ -	$ 4,000,000		$ 4,000,000	$ -	$ -	$ 4,000,000	0.000%
1.1	1.1f	Preschool Academic Foundations	Preschool	Yes	LEA-wide	All	Preschool	Ongoing	$ 247,949	$ 32,252	$ 185,831	$ 94,370	$ -	$ -	$ 280,201	0.000%
1.2	1.2a	Professional Learning to Support Grade-Level ELA Standards	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 319,662	$ -	$ 291,333	$ -	$ -	$ 28,329	$ 319,662	0.000%
1.2	1.2b	Early Literacy Development	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
1.2	1.2c	Reading Intervention for Secondary Students	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ 918,057	$ 59,253	$ 977,310	$ -	$ -	$ -	$ 977,310	0.000%
1.3	1.3a	Professional Learning to Support Grade-Level Mathematics Standards	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 222,720	$ -	$ 200,996	$ -	$ -	$ 21,724	$ 222,720	0.000%
1.3	1.3b	Instructional Coaching to Support Strategies in Mathematics	All	No	LEA-wide	All	All Schools	Ongoing	$ 1,181,317	$ -	$ -	$ 1,181,317	$ -	$ -	$ 1,181,317	0.000%
1.3	1.3c	Supplemental Mathematics Resources for Elementary and Secondary Students	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 217,000	$ -	$ 217,000	$ -	$ -	$ 217,000	0.000%
1.3	1.3d	Math Intervention for Secondary Students	All	No	LEA-wide	All	All Secondary Schools	Ongoing	$ 2,779,155	$ -	$ -	$ -	$ -	$ -	$ 2,779,155	0.000%
1.4	1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 619,002	$ 127,746	$ 746,748	$ -	$ -	$ -	$ 746,748	0.000%
1.4	1.4b	Elementary Science Experiential Learning	All	Yes	LEA-wide	All	All Elementary Schools	Ongoing	$ -	$ 1,253,820	$ 1,253,820	$ -	$ -	$ -	$ 1,253,820	0.000%
1.4	1.4c	Secondary Science Experiential Learning	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ 25,000	$ 100,000	$ 125,000	$ -	$ -	$ -	$ 125,000	0.000%
1.4	1.4d	Expanded STEM Learning	All	No	LEA-wide	All	All Elementary Schools	Ongoing	$ 74,409	$ 1,265,720		$ 1,340,129	$ -	$ -	$ 1,340,129	0.000%
1.5	1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 193,300	$ -	$ 193,300	$ -	$ -	$ -	$ 193,300	0.000%
1.5	1.5b	Ethnic Studies Curriculum Development	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ 49,069	$ 45,000	$ 94,069	$ -	$ -	$ -	$ 94,069	0.000%
1.5	1.5c	Civics	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ 181,114	$ 133,473	$ 80,000	$ 234,587	$ -	$ -	$ 314,587	0.000%
1.6	1.6a	Professional Learning to Support Instructional Technology Integration	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 385,316	$ 261,820	$ 647,136		$ -	$ -	$ 647,136	0.000%
1.6	1.6b	Learning Support for Instructional Technology	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 126,786	$ -	$ 126,786	$ -	$ -	$ -	$ 126,786	0.000%
1.6	1.6c	Digital Citizenship Curriculum	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 176,781	$ -	$ 176,781	$ -	$ -	$ -	$ 176,781	0.000%

Goal	Action	Title	Student Group	Yes/No	Scope	Unduplicated Group	Location	Timeframe	Amount 1	Amount 2	Amount 3	Amount 4	Amount 5	Amount 6	Total	%
1.6	1.6d	Computer Science and Computational Thinking Opportunities	All	Yes	LEA-wide	All	All Schools	Ongoing	$41,259	$102,805	$144,064	$ -	$ -	$ -	$144,064	0.000%
1.7	1.7a	Professional Learning to Support ELD Standards	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$549,886	$301,001	$684,888	$ -	$ -	$165,999	$850,887	0.000%
1.7	1.7b	Instructional Coaching	English Learners	No	Limited	English Learners	All Elementary Schools	Ongoing	$807,319	$ -	$ -	$807,319	$ -	$ -	$807,319	0.000%
1.7	1.7c	Instructional Pathways for English Learners	English Learners	Yes	Limited	English Learners	All Secondary Schools	Ongoing	$925,608	$ -	$925,608	$ -	$ -	$ -	$925,608	0.000%
1.7	1.7d	Reclassification of English Learners	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$84,000	$77,000	$77,000	$ -	$ -	$84,000	$161,000	0.000%
1.7	1.7e	Expanded Learning Opportunities for Newcomers in Secondary	English Learners	No	Limited	English Learners	All High Schools	Ongoing	$78,000	$72,000	$ -	$ -	$ -	$150,000	$150,000	0.000%
1.7	1.7f	Additional Supports for Newcomers	English Learners	No	Limited	English Learners	All Secondary Schools	Ongoing	$ -	$86,868	$ -	$ -	$ -	$86,868	$86,868	0.000%
2.1	2.1a	Professional Learning to Support College and Career Readiness	All	Yes	LEA-wide	All	All High Schools	Ongoing	$244,548	$80,000	$183,411	$ -	$ -	$141,137	$324,548	0.000%
2.1	2.1b	School Counseling Support	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$1,887,450	$ -	$1,887,450	$ -	$ -	$ -	$1,887,450	0.000%
2.1	2.1c	College Career Guidance Alignment	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$ -	$72,476	$72,476	$ -	$ -	$ -	$72,476	0.000%
2.1	2.1d	Parent and Student College Career Ready Workshops	All	Yes	LEA-wide	All	All High Schools	Ongoing	$138,298	$110,000	$248,298	$ -	$ -	$ -	$248,298	0.000%
2.2	2.2a	Credit Recovery	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$1,423,427	$ -	$1,423,427	$ -	$ -	$ -	$1,423,427	0.000%
2.2	2.2b	Dropout Prevention	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$146,938	$ -	$146,938	$ -	$ -	$ -	$146,938	0.000%
2.2	2.2c	Expanded Summer Programs for High School Students	All	Yes	LEA-wide	All	All High Schools	Ongoing	$1,080,652	$2,410,641	$1,091,293	$2,400,000	$ -	$ -	$3,491,293	0.000%
2.3	2.3a	Career Technical Education (CTE) Pathway	All	Yes	LEA-wide	All	All High Schools	Ongoing	$1,272,649	$5,901,487	$4,151,756	$3,022,380	$ -	$ -	$7,174,136	0.000%
2.3	2.3b	Dual Enrollment Course Offerings	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ -	$145,000	$145,000	$ -	$ -	$ -	$145,000	0.000%
2.3	2.3c	International Baccalaureate (IB) Program	All	Yes	Schoolwide	All	North High School	Ongoing	$246,667	$101,991	$348,658	$ -	$ -	$ -	$348,658	0.000%
2.3	2.3d	Advanced Placement (AP) Course Offerings and Exams	All	Yes	LEA-wide	All	All High Schools	Ongoing	$ -	$510,000	$400,000	$ -	$ -	$110,000	$510,000	0.000%
2.3	2.3e	Seal of Biliteracy Pathway	All	Yes	LEA-wide	All	DLI Schools	Ongoing	$14,819,495	$180,922	$15,000,417	$ -	$ -	$ -	$15,000,417	0.000%
2.4	2.4a	Advancement Via Individual Determination (AVID)	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$1,102,635	$747,583	$1,274,907	$ -	$ -	$575,311	$1,850,218	0.000%
2.4	2.4b	Additional Targeted Supports for A-G Attainment	All	Yes	LEA-wide	All	All High Schools	Ongoing	$793,722	$308,509	$760,918	$ -	$ -	$341,313	$1,102,231	0.000%
2.4	2.4c	A-G Awareness Campaigns	All	No	LEA-wide	All	All Secondary Schools	Ongoing	$518,740	$ -	$ -	$518,740	$ -	$ -	$518,740	0.000%
2.4	2.4d	Academic Planning for A-G Attainment	All	No	LEA-wide	All	All High Schools	Ongoing	$172,913	$ -	$ -	$172,913	$ -	$ -	$172,913	0.000%
3.1	3.1a	Family Engagement	All	Yes	LEA-wide	All	All Schools	Ongoing	$887,990	$258,478	$763,708	$ -	$ -	$382,760	$1,146,468	0.000%
3.1	3.1b	Translation/Interpretation	English Learners	Yes	Limited	English Learners	English Learners Secondary Schools	Ongoing	$1,854,716	$ -	$1,854,716	$ -	$ -	$ -	$1,854,716	0.000%
3.1	3.1c	Communications	All	Yes	LEA-wide	All	All Schools	Ongoing	$561,604	$552,678	$1,114,282	$ -	$ -	$ -	$1,114,282	0.000%
3.1	3.1d	Culture and Climate Survey	All	Yes	LEA-wide	All	5th-12th Grades	Ongoing	$ -	$123,500	$123,500	$ -	$ -	$ -	$123,500	0.000%
3.2	3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	All	Yes	LEA-wide	All	All Schools	Ongoing	$741,152	$57,500	$741,152	$ -	$ -	$57,500	$798,652	0.000%
3.2	3.2b	Attendance Case Management	All	Yes	LEA-wide	All	All Schools	Ongoing	$8,616,363	$423,023	$9,039,386	$ -	$ -	$ -	$9,039,386	0.000%
3.2	3.2c	Positive Behavior Supports and Disciplinary Practices	All	Yes	LEA-wide	All	All Schools	Ongoing	$11,541,906	$44,760	$11,586,666	$ -	$ -	$ -	$11,586,666	0.000%
3.2	3.2d	Restorative Practices	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$62,000	$62,000	$ -	$ -	$ -	$62,000	0.000%
3.2	3.2e	Additional Behavior Supports	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$2,080,857	$ -	$2,080,857	$ -	$ -	$ -	$2,080,857	0.000%
3.2	3.2f	Additional Social-Emotional Supports	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$7,401,636	$93,753	$7,495,389	$ -	$ -	$ -	$7,495,389	0.000%
3.2	3.2g	Home Visits and Partnerships for At-Risk Students	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$175,110	$ -	$175,110	$ -	$ -	$ -	$175,110	0.000%
3.2	3.2h	Foster Youth Case Management	Foster Youth	Yes	Limited	Foster Youth	Foster Youth Secondary Schools	Ongoing	$562,679	$87,000	$17,428	$ -	$ -	$632,251	$649,679	0.000%
3.3	3.3a	Equity, Culture, and Climate	All	Yes	LEA-wide	All	5th-14th Grades	Ongoing	$509,876	$140,123	$649,999	$ -	$ -	$ -	$649,999	0.000%
3.3	3.3b	Arts	All	Yes	LEA-wide	All	All Schools	Ongoing	$2,578,651	$556,045	$3,134,696	$ -	$ -	$ -	$3,134,696	0.000%

Goal	Action	Title					Location	Timeframe	Amount 1	Amount 2	Amount 3	Amount 4	Amount 5	Amount 6	Total	Percent
3.3	3.3c	Schools +2	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$ 3,175,635	$ 3,925,954	$ 7,101,589	$ -	$ -	$ -	$ 7,101,589	0.000%
3.3	3.3d	Partnership Programs for Students	All	No	LEA-wide	All	All Secondary Schools	Ongoing	$ -	$ 54,375	$ -	$ -	$ -	$ 54,375	$ 54,375	0.000%
4.1	4.1a	Safe Facilities	All	No	LEA-wide	All	All Secondary Schools	Ongoing	$ 1,624,900	$ 5,798,761	$ 7,266,004	$ -	$ -	$ 157,657	$ 7,423,661	0.000%
4.1	4.1b	High-Quality Employees	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 189,073	$ 80,000	$ 269,073	$ -	$ -	$ -	$ 269,073	0.000%
4.1	4.1c	Professional Growth Systems	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,343,765	$ 362,323	$ 3,081,313	$ 176,175	$ -	$ 448,600	$ 3,706,088	0.000%
4.1	4.1d	Classroom Technology and Support and Digital Safety	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$ 2,389,942	$ 4,794,835	$ 7,184,777	$ -	$ -	$ -	$ 7,184,777	0.000%
4.1	4.1e	Professional Development Systems and Structures All	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 120,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
4.1	4.1f	Access to Standards Aligned Materials	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$ 1,093,494	$ -	$ 1,093,494	$ -	$ -	$ -	$ 1,093,494	0.000%
4.1	4.1g	Supports to Schools	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$ 2,323,041	$ 3,850,472	$ 6,173,513	$ -	$ -	$ -	$ 6,173,513	0.000%
4.1	4.1h	Data-Based Decision Making	All	Yes	LEA-wide	All	All Secondary Schools	Ongoing	$ 1,264,028	$ 320,319	$ 1,584,347	$ -	$ -	$ -	$ 1,584,347	0.000%
5.1	5.1a	English Learner Growth	All	No	LEA-wide	English Learners	Lincoln, Opportunity and Raincross	1 Year	$ 64,055	$ 3,991	$ -	$ 68,046	$ -	$ -	$ 68,046	0.000%
5.1	5.1b	Increase Graduation Rates	All	No	LEA-wide	All	Lincoln, Opportunity and Raincross	1 Year	$ 394,880	$ 24,601	$ -	$ 419,481	$ -	$ -	$ 419,481	0.000%
5.1	5.1c	College/Career Preparation	All	No	LEA-wide	All	Lincoln, Opportunity and Raincross	1 Year	$ 308,805	$ 19,238	$ -	$ 328,043	$ -	$ -	$ 328,043	0.000%
5.1	5.1d	Mathematics	All	No	LEA-wide	All	Lincoln, Opportunity and Raincross	1 Year	$ 47,954	$ 2,988	$ -	$ 50,942	$ -	$ -	$ 50,942	0.000%
5.1	5.1e	Suspension Interventions	All	No	Schoolwide	All	Opportunity	1 Year	$ 75,541	$ 4,706	$ -	$ 80,247	$ -	$ -	$ 80,247	0.000%
5.1	5.1f	English Language Arts	All	No	LEA-wide	All	Lincoln, Opportunity and Raincross	1 Year	$ 31,273	$ 1,948	$ -	$ 33,221	$ -	$ -	$ 33,221	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 417,224,373	$ 116,732,756	27.978%	0.734%	28.712%	$ 120,277,915	0.000%	28.828%	**Total:**	$ 120,277,915
								LEA-wide Total:	$ 116,369,617
								Limited Total:	$ 3,559,640
								Schoolwide Total:	$ 348,658

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	1.1a	Professional Learning to Support Grade-Level Standards	Yes	LEA-wide	All	All Schools	$ 1,547,210	0.000%
1.1	1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	All	All Schools	$ 4,004,927	0.000%
1.1	1.1d	Expanded Instructional Planning	Yes	LEA-wide	All	All Schools	$ 15,173,164	0.000%
1.1	1.1f	Preschool Academic Foundations	Yes	LEA-wide	All	Preschool	$ 185,831	0.000%
1.2	1.2a	Professional Learning to Support Grade-Level ELA Standards	Yes	LEA-wide	All	All Schools	$ 291,333	0.000%
1.2	1.2b	Early Literacy Development	Yes	LEA-wide	All	All High Schools	$ 40,000	0.000%
1.2	1.2c	Reading Intervention for Secondary Students	Yes	LEA-wide	All	All High Schools	$ 977,310	0.000%
1.3	1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Yes	LEA-wide	All	All Schools	$ 200,996	0.000%
1.4	1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	LEA-wide	All	All Schools	$ 746,748	0.000%
1.4	1.4b	Elementary Science Experiential Learning	Yes	LEA-wide	All	All Elementary Schools	$ 1,253,820	0.000%
1.4	1.4c	Secondary Science Experiential Learning	Yes	LEA-wide	All	All High Schools	$ 125,000	0.000%
1.5	1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	LEA-wide	All	All Schools	$ 193,300	0.000%
1.5	1.5b	Ethnic Studies Curriculum Development	Yes	LEA-wide	All	All High Schools	$ 94,069	0.000%
1.5	1.5c	Civics	Yes	LEA-wide	All	All High Schools	$ 80,000	0.000%
1.6	1.6a	Professional Learning to Support Instructional Technology Integration	Yes	LEA-wide	All	All Schools	$ 647,136	0.000%
1.6	1.6b	Learning Support for Instructional Technology	Yes	LEA-wide	All	All Schools	$ 126,786	0.000%
1.6	1.6c	Digital Citizenship Curriculum	Yes	LEA-wide	All	All Schools	$ 176,781	0.000%
1.6	1.6d	Computer Science and Computational Thinking Opportunities	Yes	LEA-wide	All	All Schools	$ 144,064	0.000%
1.7	1.7a	Professional Learning to Support ELD Standards	Yes	Limited	English Learners	All Schools	$ 684,888	0.000%
1.7	1.7c	Instructional Pathways for English Learners	Yes	Limited	English Learners	All Secondary Schools	$ 925,608	0.000%
1.7	1.7d	Reclassification of English Learners	Yes	Limited	English Learners	All Schools	$ 77,000	0.000%

2.1	2.1a	Professional Learning to Support College and Career Readiness	Yes	LEA-wide	All	All High Schools	$	183,411	0.000%
2.1	2.1b	School Counseling Support	Yes	LEA-wide	All	All Secondary Schools	$	1,887,450	0.000%
2.1	2.1c	College Career Guidance Alignment	Yes	LEA-wide	All	All Secondary Schools	$	72,476	0.000%
2.1	2.1d	Parent and Student College Career Ready Workshops	Yes	LEA-wide	All	All High Schools	$	248,298	0.000%
2.2	2.2a	Credit Recovery	Yes	LEA-wide	All	All Secondary Schools	$	1,423,427	0.000%
2.2	2.2b	Dropout Prevention	Yes	LEA-wide	All	All Secondary Schools	$	146,938	0.000%
2.2	2.2c	Expanded Summer Programs for High School Students	Yes	LEA-wide	All	All High Schools	$	1,091,293	0.000%
2.3	2.3a	Career Technical Education (CTE) Pathway	Yes	LEA-wide	All	All High Schools	$	4,151,756	0.000%
2.3	2.3b	Dual Enrollment Course Offerings	Yes	LEA-wide	All	All High Schools	$	145,000	0.000%
2.3	2.3c	International Baccalaureate (IB) Program	Yes	Schoolwide	All	North High School	$	348,658	0.000%
2.3	2.3d	Advanced Placement (AP) Course Offerings and Exams	Yes	LEA-wide	All	All High Schools	$	400,000	0.000%
2.3	2.3e	Seal of Biliteracy Pathway	Yes	LEA-wide	All	DLI Schools	$	15,000,417	0.000%
2.4	2.4a	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	All	All Secondary Schools	$	1,274,907	0.000%
2.4	2.4b	Additional Targeted Supports for A-G Attainment	Yes	LEA-wide	All	All High Schools	$	760,918	0.000%
3.1	3.1a	Family Engagement	Yes	LEA-wide	All	All Schools	$	763,708	0.000%
3.1	3.1b	Translation/Interpretation	Yes	Limited	English Learners	English Learners Secondary Schools	$	1,854,716	0.000%
3.1	3.1c	Communications	Yes	LEA-wide	All	All Schools	$	1,114,282	0.000%
3.1	3.1d	Culture and Climate Survey	Yes	LEA-wide	All	5th-12th Grades	$	123,500	0.000%
3.2	3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	Yes	LEA-wide	All	All Schools	$	741,152	0.000%
3.2	3.2b	Attendance Case Management	Yes	LEA-wide	All	All Schools	$	9,039,386	0.000%
3.2	3.2c	Positive Behavior Supports and Disciplinary Practices	Yes	LEA-wide	All	All Schools	$	11,586,666	0.000%
3.2	3.2d	Restorative Practices	Yes	LEA-wide	All	All Schools	$	62,000	0.000%
3.2	3.2e	Additional Behavior Supports	Yes	LEA-wide	All	All Secondary Schools	$	2,080,857	0.000%
3.2	3.2f	Additional Social-Emotional Supports	Yes	LEA-wide	All	All Secondary Schools	$	7,495,389	0.000%
3.2	3.2g	Home Visits and Partnerships for At-Risk Students	Yes	LEA-wide	All	All Secondary Schools	$	175,110	0.000%
3.2	3.2h	Foster Youth Case Management	Yes	Limited	Foster Youth	Foster Youth Secondary Schools	$	17,428	0.000%
3.3	3.3a	Equity, Culture, and Climate	Yes	LEA-wide	All	5th-14th Grades	$	649,999	0.000%
3.3	3.3b	Arts	Yes	LEA-wide	All	All Schools	$	3,134,696	0.000%
3.3	3.3c	Schools +2	Yes	LEA-wide	All	All Secondary Schools	$	7,101,589	0.000%
4.1	4.1b	High-Quality Employees	Yes	LEA-wide	All	All Schools	$	269,073	0.000%
4.1	4.1c	Professional Growth Systems	Yes	LEA-wide	All	All Schools	$	3,081,313	0.000%
4.1	4.1d	Classroom Technology and Support and Digital Safety	Yes	LEA-wide	All	All Secondary Schools	$	7,184,777	0.000%
4.1	4.1e	Professional Development Systems and Structures	Yes	LEA-wide	All	All Schools	$	120,000	0.000%
4.1	4.1f	Access to Standards Aligned Materials	Yes	LEA-wide	All	All Secondary Schools	$	1,093,494	0.000%
4.1	4.1g	Supports to Schools	Yes	LEA-wide	All	All Secondary Schools	$	6,173,513	0.000%
4.1	4.1h	Data-Based Decision Making	Yes	LEA-wide	All	All Secondary Schools	$	1,584,347	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 144,018,385.00	$ 138,868,646.00

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	1.1a	Attract Quality Educators	Yes	$ 89,999	$ 121,131
1	1.2a	Additional 30 Min. time for Teacher Planning	Yes	$ 15,224,358	$ 15,224,358
1	1.2b	Assistant Principals	Yes	$ 14,015,386	$ 14,376,650
1	1.3a	Professional Learning for Culturally Responsive Leading	Yes	$ 33,500	$ 3,897
1	1.3b	Professional Growth Systems (PGS) Teachers	Yes	$ 2,838,334	$ 2,625,859
1	1.3c	Professional Growth Systems (PGS) Principals	Yes	$ 258,984	$ 252,965
1	1.3d	PGS Classified Staff	Yes	$ 416,364	$ 370,392
1	1.3e	Multi -Tiered System of Supports - Staff Training	Yes	$ 9,927,675	$ 9,912,150
1	1.3f	Multi -Tiered System of Supports - Site Training	No	$ 902,446	$ 965,542
1	1.3g	Multi - Tiered System of Supports - Admin. Training	No	$ 184,998	$ 191,556
1	1.3h	Preschool Professional Development	No	$ 198,604	$ 207,680
1	1.3i	Cultural Proficiency Coaching and PD	Yes	$ 864,358	$ 876,878
1	1.3j	Cultural Proficiency Training Substitutes	Yes	$ 20,146	$ 7,991
1	1.4a	Common Core State Standards PD	Yes	$ 4,353,849	$ 4,123,656

1	1.4b	Technology Professional Development	Yes	$ 1,187,447	$ 976,189
1	1.4c	English Learner Professional Development	No	$ 250,000	$ 250,025
1	1.4d	Ethnic Studies	Yes	$ 119,394	$ 114,353
1	1.4e	PD for Counselors on College and Career	Yes	$ 381,539	$ 219,253
1	1.4f	PD for Career Tech Education	Yes	$ 479,444	$ 488,055
1	1.5a	Safe Learning Environments	No	$ 709,312	$ 719,094
1	1.5b	Internet Safety	No	$ 275,000	$ 255,835
1	1.5c	Digital Inclusion	Yes	$ 7,750,653	$ 9,031,823
1	1.5d	Student Demographic and College Readiness	Yes	$ 1,137,846	$ 1,129,201
1	1.5e	Grant Writer	Yes	$ 231,442	$ 416,732
1	1.5f	Preventative Maintenance for Classrooms	No	$ 111,599	$ 113,964
1	1.5g	Maintain and Support Facilities	No	$ 6,533,583	$ 4,845,772
1	1.5h	Caps and Gowns for Graduates	Yes	$ 206,192	$ 206,102
2	2.1a	Universal Screeners	Yes	$ 320,319	$ 285,395
2	2.1b	Discontinued	No	$ -	$ -
2	2.1c	Ethnic Studies Plan	Yes	$ 54,475	$ 54,475
2	2.1d	STEM Opportunities for All Students	Yes	$ 1,418,793	$ 1,237,527
2	2.1e	Next Generation Science Standards	Yes	$ 391,695	$ 388,121
2	2.1f	English Learner Designated ELD	Yes	$ 2,899,582	$ 1,486,621
2	2.1g	VAPA for All Students	Yes	$ 2,937,696	$ 3,063,008
2	2.1h	Academic, Career, and Social-Emotional Supports	Yes	$ 1,677,928	$ 1,655,667
2	2.1i	IB Program	Yes	$ 338,296	$ 322,407
2	2.1j	Dual Enrollment	Yes	$ 130,000	$ 116,098
2	2.1k	Career and Technical Education Programs	Yes	$ 3,652,656	$ 3,542,450

2	2.1l	Expand DLI Programs	Yes	$	14,154,714	$	13,923,390
2	2.2a	Summer Learning Programs	Yes	$	3,491,293	$	3,091,293
2	2.2b	AVID Programs	Yes	$	1,416,806	$	1,286,412
2	2.2c	Tier II & Tier III Intensive Interventions-Credit Recovery	Yes	$	2,422,117	$	2,373,459
2	2.2d	Advanced Placement Courses	Yes	$	425,000	$	390,448
2	2.2e	Heritage, Legacy, Puente Programs	Yes	$	1,265,948	$	1,134,874
2	2.2f	Strategic and Intensive Services for English Learners	Yes	$	847,477	$	694,060
2	2.2g	Case Management for Foster Youth	No	$	185,065	$	192,293
2	2.2h	Staff Collaboration for Students with Disabilitites	Yes	$	933,458	$	994,421
2	2.2i	Social Emotional Support for Preschool Students	Yes	$	667,468	$	606,003
2	2.3a	Additional Allocations to Sites for Unduplicated Support	Yes	$	8,903,124	$	8,423,467
2	2.3b	Library Media Assistants	Yes	$	1,807,179	$	1,760,033
2	2.3c	Discontinued	No	$	-	$	-
3	3.1a	Family and Community Partnerships	Yes	$	905,179	$	923,604
3	3.1b	Family Engagement Programming	Yes	$	198,000	$	185,589
3	3.1c	Strategic Communications Plan	Yes	$	1,018,735	$	955,896
3	3.2a	Translation Service	Yes	$	1,734,187	$	1,363,609
3	3.2b	STEM Academy Lotter Process	Yes	$	21,750	$	19,617
3	3.3a	Comprehensive Culture and Climate Tool	Yes	$	123,500	$	111,560
3	3.3b	Social Emotional Learning Curriculum	Yes	$	230,535	$	242,795
3	3.3c	Wellness Opportunities for Employees	No	$	150,839	$	152,074
3	3.3d	Child Welfare and Attendance Support	Yes	$	6,271,389	$	5,992,069
3	3.3e	Co-Curricular and Extracurriculuar Activities - HS	Yes	$	2,045,061	$	2,119,322

3	3.3f	Athletic and Activities - MS	Yes	$	3,342,311	$	3,401,357
3	3.4a	Student Assistance Program - Individual and Group	Yes	$	6,200,420	$	5,826,719
3	3.4b	Student Assistance Program - Observations and Interventions	Yes	$	2,369,267	$	2,143,374
3	3.4c	Removing Barriers for Foster and Homeless Youth	No	$	363,671	$	382,036

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 118,009,972	$ 128,648,295	$ 125,508,240	$ 3,140,055	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.1a	Attract Quality Educators	Yes	$ 89,999	$ 121,131.00	0.000%	0.000%
1	1.2a	Additional 30 Min. time for Teacher Planning	Yes	$ 15,224,358	$ 15,224,358.00	0.000%	0.000%
1	1.2b	Assistant Principals	Yes	$ 14,015,386	$ 14,376,650.00	0.000%	0.000%
1	1.3a	Professional Learning for Culturally Responsive Leading	Yes	$ 33,500	$ 3,897.00	0.000%	0.000%
1	1.3b	Professional Growth Systems (PGS) Teachers	Yes	$ 2,245,730	$ 2,069,567.00	0.000%	0.000%
1	1.3c	Professional Growth Systems (PGS) Principals	Yes	$ 258,984	$ 252,965.00	0.000%	0.000%
1	1.3d	PGS Classified Staff	Yes	$ 416,364	$ 370,392.00	0.000%	0.000%
1	1.3e	Multi-Tiered System of Supports - Staff Training	Yes	$ 9,927,675	$ 9,912,150.00	0.000%	0.000%
1	1.3i	Cultural Proficiency Coaching and PD	Yes	$ 864,358	$ 876,878.00	0.000%	0.000%
1	1.3j	Cultural Proficiency Training Substitutes	Yes	$ 20,146	$ 7,991.00	0.000%	0.000%
1	1.4a	Common Core State Standards PD	Yes	$ 4,310,714	$ 4,072,746.00	0.000%	0.000%
1	1.4b	Technology Professional Development	Yes	$ 925,222	$ 965,201.00	0.000%	0.000%
1	1.4d	Ethnic Studies	Yes	$ 119,394	$ 114,353.00	0.000%	0.000%
1	1.4e	PD for Counselors on College and Career	Yes	$ 167,293	$ 42,374.00	0.000%	0.000%
1	1.4f	PD for Career Tech Education	Yes	$ 479,444	$ 488,055.00	0.000%	0.000%
1	1.5c	Digital Inclusion	Yes	$ 6,729,849	$ 7,792,520.00	0.000%	0.000%
1	1.5d	Student Demographic and College Readiness	Yes	$ 1,137,846	$ 1,129,201.00	0.000%	0.000%
1	1.5e	Grant Writer	Yes	$ 231,442	$ 416,732.00	0.000%	0.000%
1	1.5h	Caps and Gowns for Graduates	Yes	$ 206,192	$ 206,102.00	0.000%	0.000%
2	2.1a	Universal Screeners	Yes	$ 320,319	$ 285,395.00	0.000%	0.000%
2	2.1c	Ethnic Studies Plan	Yes	$ 54,475	$ 54,475.00	0.000%	0.000%
2	2.1d	STEM Opportunities for All Students	Yes	$ 1,418,793	$ 1,237,527.00	0.000%	0.000%
2	2.1e	Next Generation Science Standards	Yes	$ 391,695	$ 388,121.00	0.000%	0.000%
2	2.1f	English Learner Designated ELD	Yes	$ 2,899,582	$ 1,486,621.00	0.000%	0.000%
2	2.1g	VAPA for All Students	Yes	$ 2,937,696	$ 3,063,008.00	0.000%	0.000%
2	2.1h	Academic, Career, and Social-Emotional Supports	Yes	$ 1,677,928	$ 1,655,667.00	0.000%	0.000%

2	2.1i	IB Program	Yes	$	338,296	$ 322,407.00	0.000%	0.000%
2	2.1j	Dual Enrollment	Yes	$	130,000	$ 116,098.00	0.000%	0.000%
2	2.1k	Career and Technical Education Programs	Yes	$	3,515,752	$ 3,400,975.00	0.000%	0.000%
2	2.1l	Expand DLI Programs	Yes	$	14,154,714	$ 13,923,390.00	0.000%	0.000%
2	2.2a	Summer Learning Programs	Yes	$	3,091,293	$ 3,091,293.00	0.000%	0.000%
2	2.2b	AVID Programs	Yes	$	1,251,825	$ 1,120,019.00	0.000%	0.000%
2	2.2c	Tier II & Tier III Intensive Interventions-Credit Recovery	Yes	$	2,250,186	$ 2,229,771.00	0.000%	0.000%
2	2.2d	Advanced Placement Courses	Yes	$	425,000	$ 390,448.00	0.000%	0.000%
2	2.2e	Heritage, Legacy, Puente Programs	Yes	$	882,245	$ 548,938.00	0.000%	0.000%
2	2.2f	Strategic and Intensive Services for English Learners	Yes	$	331,110	$ 324,425.00	0.000%	0.000%
2	2.2h	Staff Collaboration for Students with Disabilitites	Yes	$	283,338	$ 312,554.00	0.000%	0.000%
2	2.2i	Social Emotional Support for Preschool Students	Yes	$	358,704	$ 327,717.00	0.000%	0.000%
2	2.3a	Additional Allocations to Sites for Unduplicated Support	Yes	$	8,687,470	$ 8,166,799.00	0.000%	0.000%
2	2.3b	Library Media Assistants	Yes	$	1,807,179	$ 1,760,033.00	0.000%	0.000%
3	3.1a	Family and Community Partnerships	Yes	$	660,144	$ 663,508.00	0.000%	0.000%
3	3.1b	Family Engagement Programming	Yes	$	77,000	$ 64,602.00	0.000%	0.000%
3	3.1c	Strategic Communications Plan	Yes	$	1,018,735	$ 955,896.00	0.000%	0.000%
3	3.2a	Translation Service	Yes	$	1,734,187	$ 1,363,609.00	0.000%	0.000%
3	3.2b	STEM Academy Lotter Process	Yes	$	21,750	$ 19,617.00	0.000%	0.000%
3	3.3a	Comprehensive Culture and Climate Tool	Yes	$	123,500	$ 111,560.00	0.000%	0.000%
3	3.3b	Social Emotional Learning Curriculum	Yes	$	230,535	$ 242,795.00	0.000%	0.000%
3	3.3d	Child Welfare and Attendance Support	Yes	$	6,271,389	$ 5,992,069.00	0.000%	0.000%
3	3.3e	Co-Curricular and Extracurriculuar Activities - HS	Yes	$	2,045,061	$ 2,119,322.00	0.000%	0.000%
3	3.3f	Athletic and Activities - MS	Yes	$	3,342,311	$ 3,401,357.00	0.000%	0.000%
3	3.4a	Student Assistance Program - Individual and Group	Yes	$	6,142,920	$ 5,781,587.00	0.000%	0.000%
3	3.4b	Student Assistance Program - Observations and Interventions	Yes	$	2,369,267	$ 2,143,374.00	0.000%	0.000%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 422,174,153	$ 118,009,972	2.510%	30.463%	$ 125,508,240	0.000%	29.729%	$ 3,098,303.24	0.734%

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:

Local Control and Accountability Plan Instructions

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English Learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

Local Control and Accountability Plan Instructions

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Local Control and Accountability Plan Instructions

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

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Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School Districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,

Local Control and Accountability Plan Instructions

- Parents, and
- Students

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school Districts, see [Education Code Section 52062 (California Legislative Information)](#);

  o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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- **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.

Local Control and Accountability Plan Instructions

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.

  o 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.

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- 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.

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- 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).

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- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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- 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.

  o 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.

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

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- 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.

Local Control and Accountability Plan Instructions

- 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.

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- 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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 #

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- 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.

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Required Actions

- LEAs with 30 or more English Learners and/or 15 or more long-term English Learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English Learners and 15 or more long-term English Learners, the LEA must include actions for both English Learners and long-term English Learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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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.

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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

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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).

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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

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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:

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- 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.
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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.

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- **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.

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- o **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.

  - o 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.

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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

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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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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).

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- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023