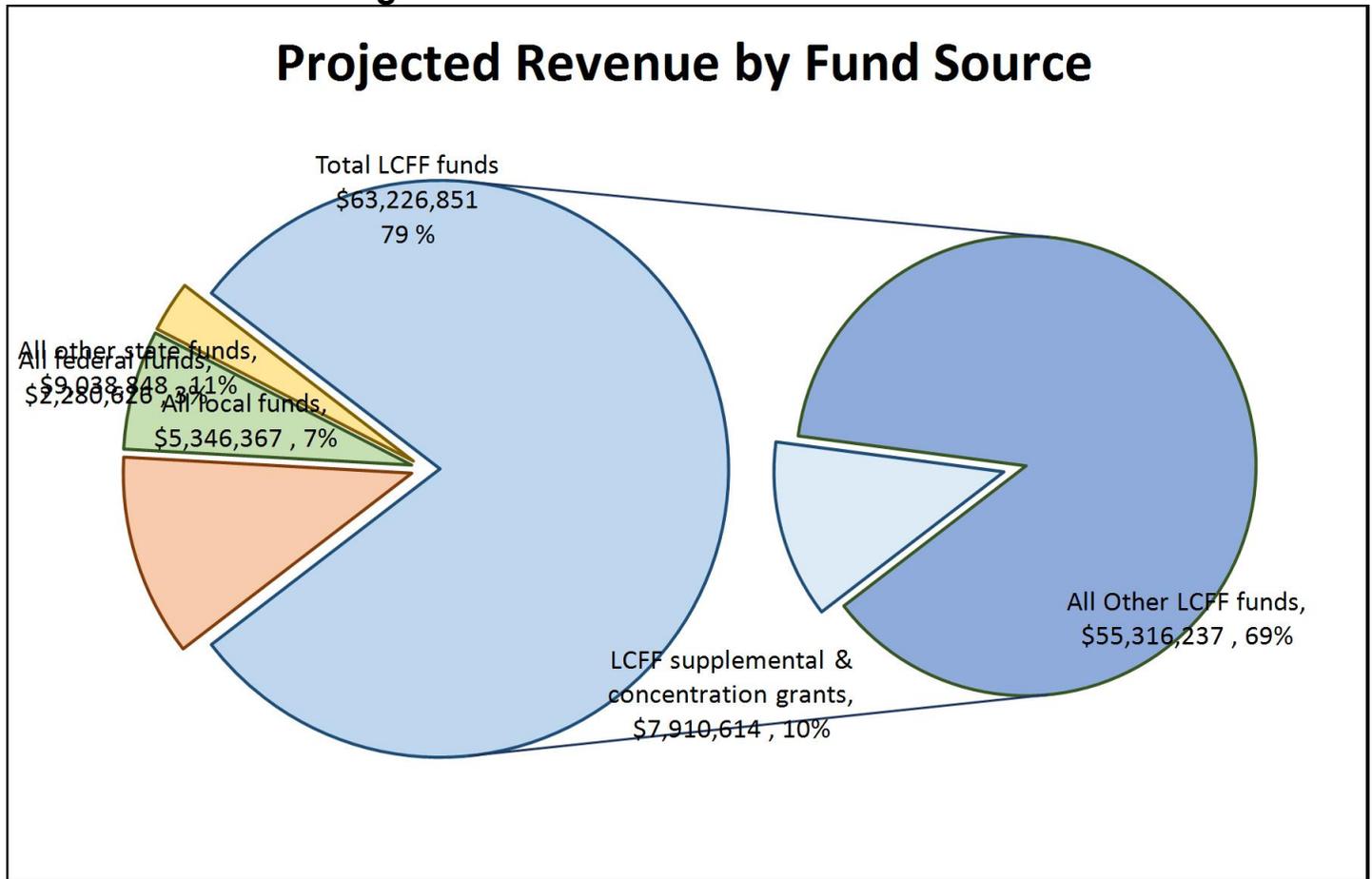# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ramona City Unified School District

CDS Code: 37683040000000

School Year: 2024-25

LEA contact information:

Brian Thurman

Superintendent

bthurman@ramonausd.net

760-787-2000

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $63,226,851 79 %

All other state funds, $9,038,848 , 11%

All federal funds, $2,280,626 , 3%

All local funds, $5,346,367 , 7%

LCFF supplemental & concentration grants, $7,910,614 , 10%

All Other LCFF funds, $55,316,237 , 69%

This chart shows the total general purpose revenue Ramona City 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 Ramona City Unified School District is $79,892,692, of which $63,226,851 is Local Control Funding Formula (LCFF), $9,038,848 is other state funds, $5,346,367 is local funds, and $2,280,626 is federal funds. Of the $63,226,851 in LCFF Funds, $7,910,614 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
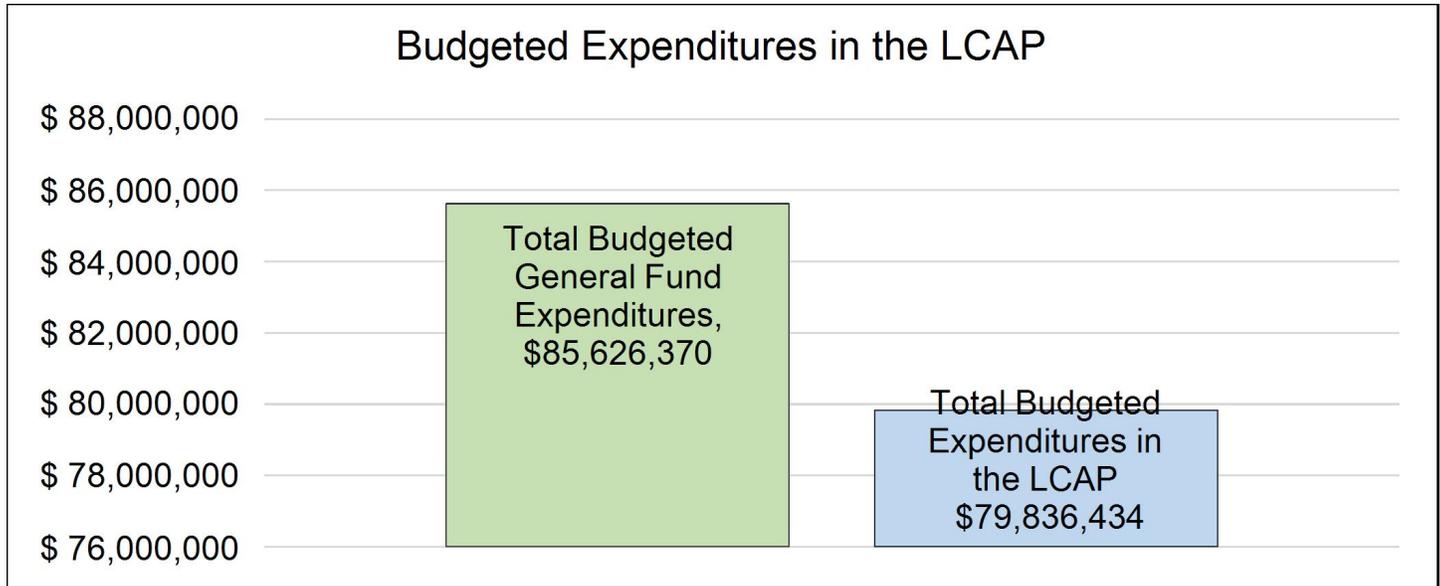
This chart provides a quick summary of how much Ramona City Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ramona City Unified School District plans to spend $85,626,370 for the 2024-25 school year. Of that amount, $79,836,434 is tied to actions/services in the LCAP and $5,789,936 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
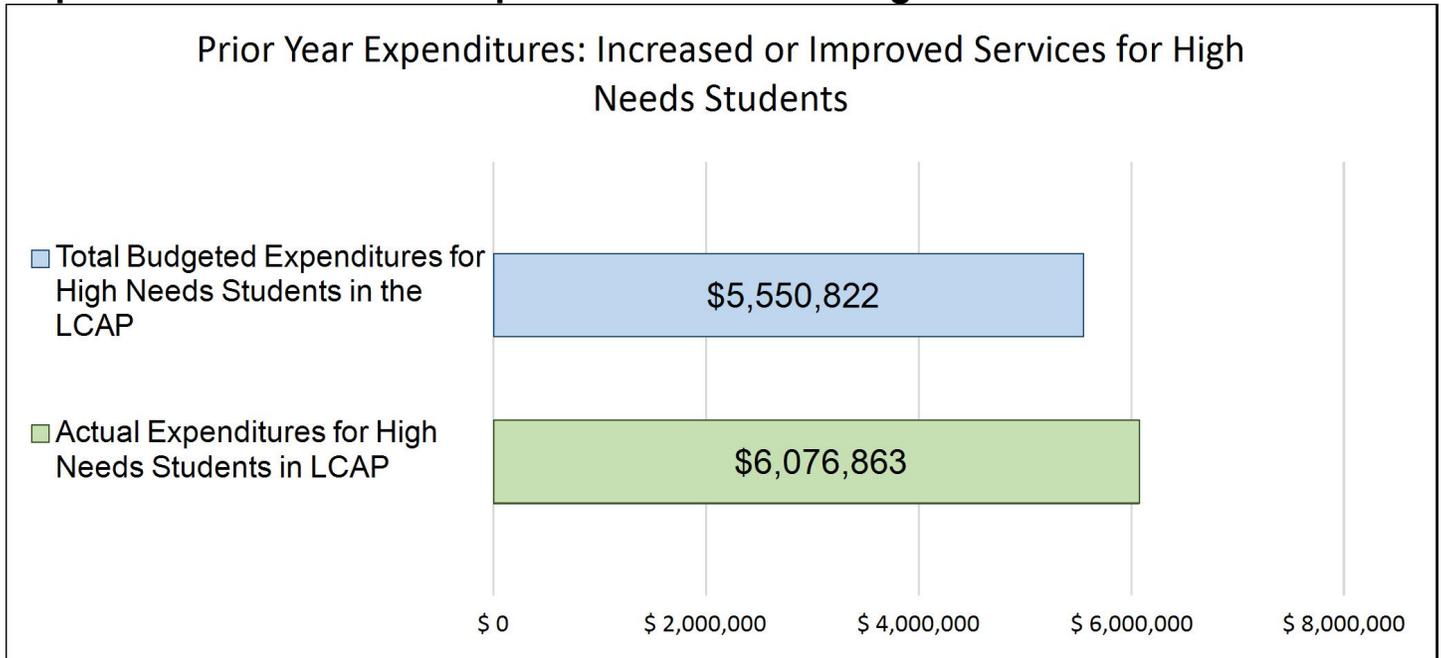
The high cost items not included in the LCAP are the COP payment, long term debt for Solar lease, STRS on Behalf, legal and professional fees, utility fees, contracted services, and liability insurance.

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

In 2024-25, Ramona City Unified School District is projecting it will receive $7,910,614 based on the enrollment of foster youth, English learner, and low-income students. Ramona City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ramona City Unified School District plans to spend $8,258,659 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$5,550,822
☐ Actual Expenditures for High Needs Students in LCAP	$6,076,863

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000

This chart compares what Ramona City 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 Ramona City 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 2023-24, Ramona City Unified School District's LCAP budgeted $5,550,822 for planned actions to increase or improve services for high needs students. Ramona City Unified School District actually spent $6,076,863 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ramona City Unified School District	Brian Thurman Superintendent	bthurman@ramonausd.net 760-787-2000

Goals and Actions

Goal

Goal #	Description
1	Students will be prepared for college, career and intelligent, responsible citizenry as they experience high quality, locally-controlled, standards-based teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Self Reflection Tool: • Basic Conditions: Fully Credentialed and Appropriately Placed Teachers	89% are considered experienced; 99.6% are fully credentialed; 99.3% working in their field of study	Winter Update: 84% are considered experienced; 98.6% are fully credentialed; 100% working in their field of study	2022-2023 1.4% (4 of 286) teachers are considered mis-assigned and work with English learner students 87% (249 of 286) of teachers are considered experienced (greater than 2 years teaching) 95% (272 of 286) of teachers are fully credentialed 97% (277 of 286) teachers are working in their field of study	2023-2024 4.4% (13 of 297) Not fully credentialed. 3.7% or 11 of the teachers who are not fully credentialed are working with ELs. 88% (261 of 297) of teachers are considered experienced (greater than 2 years teaching) 84% (248 of 297) of teachers are fully credentialed 95% (283 of 297) of teachers are working in their field of study	100% fully credentialed and appropriately assigned teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
UCP Williams	Zero UCP Williams Complaints regarding standards aligned instructional materials	Zero unresolved UCP Williams Complaints regarding standards aligned instructional materials	Zero UCP Williams Complaints regarding standards aligned instructional materials	Zero UCP Williams Complaints regarding standards aligned instructional materials	Zero UCP Williams Complaints regarding standards aligned instructional materials
Local Indicator Self Reflection Tool: • Implementation of Standards & Instructional delivery • Providing Standards Aligned Materials • Identifying and Providing Needed Professional Development	20-21 Local Indicator Self Reflection Tool: Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation ELD - Initial Implementation Mathematics - Full Implementation NGSS Full Implementation History/Social Science - Beginning Implementation Making Instructional Materials Available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability	21-22 Local Indicator Self Reflection Tool: Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation and Sustainability ELD - Initial Implementation Mathematics - Full Implementation and Sustainability NGSS- Full Implementation History/Social Science - Beginning Implementation Making Instructional Materials Available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability	22-23 Local Indicators Self Reflection Tool: Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation and Sustainability ELD - Full Implementation Mathematics - Full Implementation and Sustainability NGSS- Full Implementation History/Social Science - Beginning Implementation Making Instructional Materials Available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability	23-24 Local Indicators Self Reflection Tool: Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation and Sustainability ELD - Full Implementation Mathematics - Full Implementation and Sustainability NGSS- Full Implementation History/Social Science - Beginning Implementation Making Instructional Materials Available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability	All areas with state adopted standards will make progress toward a level 4, full implementation or above while maintaining a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELD-Initial Implementation Mathematics-Full Implementation and Sustainability NGSS-Initial Implementation History/Social Science-Beginning Development Implementation of academic standards: Career Technical Education-Full Implementation Health Education-Beginning Development (new Framework) Physical Education-Full Implementation Visual and Performing Arts-Full Implementation World Language-Full Implementation Engaging teachers and school administrators in the following areas: Identifying the professional learning needs of groups of	ELD-Initial Implementation Mathematics-Full Implementation and Sustainability NGSS-Initial Implementation History/Social Science-Beginning Development Implementation of academic standards: Career Technical Education-Full Implementation and Sustainability Health Education-Beginning Development (new Framework) Physical Education-Full Implementation Visual and Performing Arts-Full Implementation and Sustainability World Language-Full Implementation Engaging teachers and school administrators in the following areas:	ELD-Full Implementation Mathematics-Full Implementation and Sustainability NGSS-Full Implementation History/Social Science-Beginning Development Implementation of academic standards: Career Technical Education-Full Implementation and Sustainability Health Education-Beginning Development Physical Education-Full Implementation and Sustainability Visual and Performing Arts-Full Implementation and Sustainability World Language-Full Implementation and Sustainability Engaging teachers and school administrators in the following areas:	ELD-Full Implementation Mathematics-Full Implementation and Sustainability NGSS-Full Implementation History/Social Science-Beginning Development Implementation of academic standards: Career Technical Education-Full Implementation and Sustainability Health Education-Initial Implementation Physical Education-Full Implementation and Sustainability Visual and Performing Arts-Full Implementation and Sustainability World Language-Full Implementation and Sustainability Engaging teachers and school administrators in the following areas:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teachers or staff as a whole- Full Implementation and Sustainability Identifying the professional learning needs of individual teachers- Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered-Full Implementation	Identifying the professional learning needs of groups of teachers or staff as a whole- Full Implementation and Sustainability Identifying the professional learning needs of individual teachers- Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered-Full Implementation	Identifying the professional learning needs of groups of teachers or staff as a whole- Full Implementation and Sustainability Identifying the professional learning needs of individual teachers- Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered-Full Implementation and Sustainability	Identifying the professional learning needs of groups of teachers or staff as a whole- Full Implementation and Sustainability Identifying the professional learning needs of individual teachers- Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered-Full Implementation and Sustainability	
Academic Indicator for ELA: CAASPP and CA Dashboard	2019 CA Dashboard 5x5 Grid: Over the previous year: -All students Status: medium Growth: increased -English Learner Status: low Growth: increased -Socio- Economically	Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards. In lieu of the Dashboard, RUSD provided local	2022 CA Dashboard ELA: -All students Status: low -English Learner Status: low -Socio- Economically Disadvantag ed	2023 CA Dashboard ELA: -All students Status: Low Change: Declined -English Learner Status: Very Low Change: Significantly Declined -Socio- Economically	The all students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard 5x5 grid. Any student group performing below the "all student" group, including English Learners, Socio-economically Disadvantaged, Hispanic, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged Status: low Growth: increased • -Hispanic student Status: low Growth: increased • -Students with Disabilities Status: low Growth: maintained 2018-2019 ELA CAASPP Scores: Grade 3 - All: 48.81% EL: 15.28% SED: 35.59% SwD: 14.0% Grade 4 - All: 44.28% EL: 16.9% SED: 42.65% SwD: 15.63% Grade 5 - All: 50.66% EL: 5.45% SED: 33.53% SwD: 13.72% Grade 6 -	assessments for the Educational Partners to review: Percent of students meeting Reading growth expectations from Winter 2021-Winter 2022: Grade 3 - All: 54% EL: 48% SED: 51% SwD: 61% Grade 4 - All: 47% EL: 43% SED: 49% SwD: 52% Grade 5 - All: 37% EL: 38% SED: 33% SwD: 33% Grade 6 - All: 43% EL: 37% SED: 43% SwD: 33% Spring 2021:	Status: low • -Hispanic Status: low • -Students with Disabilities Status: very low • -Homeless Status: low • -Two or more races Status: high • -White Status: high 2022 CAASPP ELA Grade 3 - All: 45% EL: 7% SED: 31% SwD: 18% Grade 4 - All: 44% EL: 8% SED: 34% SwD: 17% Grade 5 -	Disadvantaged Status: Low Change: Declined • -Students with Disabilities Status: Very Low Change: Declined • -Homeless Status: Low Change: Increased Significantly • -Two or more races Status: Medium Change: Declined • -White Status: Medium Change: Declined 2023 CAASPP ELA Update - Percent of Students Meeting or Exceeding Standard (increase/decline from baseline) Grade 3 - All: 35%, declined 13.81%	Students with Disabilities will increase by more than the "all student" group as demonstrated on the California Dashboard 5x5 grid ELA indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All: 51.51% EL: 10.81% SED: 42.7% SwD: 8.0% Grade 7 - All: 53.09% EL: 8.0% SED: 41.54% SwD: 13.2% Grade 8 - All: 56.95% EL: 6.67% SED: 41.58% SwD: 19.64% Grade 11 - All: 57.27% EL: 7.83% SED: 47.21% SwD: 15.86%	Grade 7 Comprehensive- All: 15.0% EL: 0% SED: 12.0% SwD: 8.1% Grade 8 Comprehensive- All: 44.3% EL: 4.3% SED: 29.9% SwD: 8.2% Grade 11 CAASPP- All: 65.12% EL: 0% SED: 42.55% SwD: 46.73%	All: 44% EL: 4% SED: 30% SwD: 10% Grade 6 - All: 48% EL: 0% SED: 38% SwD: 9% Grade 7 - All: 57% EL: 19% SED: 50% SwD: 20% Grade 8 - All: 56% EL: 0% SED: 50% SwD: 11% Grade 11 - All: 53% EL: 0% SED: 37% SwD: 20%	EL: 6%, declined 9.28% SED: 30%, declined 5.59% SwD: 14%, no change Grade 4 - All: 44%, declined 0.28% EL: 0%, declined 16.9% SED: 29%, declined 13.65% SwD: 15%, declined 0.63% Grade 5 - All: 36%, declined 16.66% EL: 2%, declined 3.45% SED: 27%,declined 6.53% SwD: 7%, declined 6.72% Grade 6 - All: 45%, declined 6.51% EL: 3%, declined 7.81% SED: 32%, declined 10.7% SwD: 14%, increased 6%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 7 - All: 58%, increased 4.91% EL: 7%, declined 1% SED: 48%, increased 6.46% SwD: 15%, increased 1.8% Grade 8 - All: 41%, declined 15.95% EL: 2%, declined 4.67% SED: 37%, declined 4.58% SwD: 7%, declined 12.64% Grade 11 - All: 48%, declined 9.27% EL: 7%, declined 0.83% SED: 38%, declined 9.21% SwD: 6%, declined 9.86%	
Academic Indicator for Math: CAASPP and CA Dashboard	2019 CA Dashboard 5x5 Grid: • -All students	Senate Bill 98 and Assembly Bill 130 suspended the publication of state	2022 CA Dashboard Math: • -All students	2023 CA Dashboard MATH: • -All students	The all students group will achieve a high or very high status level or they will increase or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: low Growth: maintained • -English Learner Status: low Growth: maintained • -Socio-Economically Disadvantaged Status: low Growth: maintained • -Hispanic Status: low Growth: maintained • -Students with Disabilities Status: low Growth: maintained 2018-2019 Math CAASPP Scores: Grade 3 - All: 49.08% EL: 19.18% SED: 34.08% SwD: 20.0% Grade 4 - All: 40.25% EL: 11.33% SED: 29.72% SwD: 20.31%	indicators on the 2020 and 2021 California School Dashboards. In lieu of the Dashboard, RUSD provided local assessments for the Educational Partners to review: Percent of students meeting Math growth expectations from Winter 2021-Winter 2022: Grade 3 - All: 55% EL: 31% SED: 51% SwD: 51% Grade 4 - All: 46% EL: 42% SED: 53% SwD: 52% Grade 5 - All: 43% EL: 27% SED: 37% SwD: 43%	Status: low • -English Learner Status: very low • -Socio-Economically Disadvantaged Status: low • -Hispanic Status: low • -Students with Disabilities Status: very low • -Homeless Status: very low • -Two or more races Status: low • -White Status: low 2022 CAASPP Math Grade 3 - All: 44% EL: 9%	Status: Low Change: Declined • -English Learner Status: Very Low Change: Declined • -Socio-Economically Disadvantaged Status: Low Change: Maintained • -Students with Disabilities Status: Very Low Change: Declined • -Homeless Status: Very Low Change: Declined • -Two or more races Status: Medium Change: Increase • -White Status: Low Change: Declined	significantly increase on the CA Dashboard 5x5 grid. Any student group performing below the "all student" group, including English Learners, Socio-economically Disadvantaged, Hispanic, and Students with Disabilities will increase by more than the "all student" group as demonstrated on the California Dashboard 5x5 grid Math indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5 - All: 28.61% EL: 1.72% SED: 18.13% SwD: 3.85% Grade 6 - All: 36% EL: 2.56% SED: 21.17% SwD: 6.0% Grade 7 - All: 37.3% EL: 5.77% SED: 24.87% SwD: 9.43% Grade 8 - All: 34.51% EL: 3.33% SED: 22.03% SwD: 5.36% Grade 11 - All: 33.76% EL: 5.01% SED: 20.93% SwD: 10.79%	Grade 6 (Comprehensive) - All: 10.5% EL: 0% SED: 5.1% SwD: 6.2% Grade 7 (Comprehensive) - All: 7.8% EL: 0% SED: 7.7% SwD: 0% Grade 8 (Comprehensive) - All: 4.5% EL: 0% SED: 4.5% SwD: 1.9% Grade 11 (CAASPP) - All: 32.88% EL: 0% SED: 20.22% SwD: 0%	SED: 31% SwD: 33% Grade 4 - All: 34% EL: 5% SED: 26% SwD: 16% Grade 5 - All: 27% EL: 0% SED: 18% SwD: 8% Grade 6 - All: 31% EL: 5% SED: 20% SwD: 6% Grade 7 - All: 32% EL: 2% SED: 25% SwD: 12% Grade 8 - All: 28% EL: 0% SED: 23% SwD: 5% Grade 11 - All: 27%	2023 CAASPP MATH Update Percent of Students Meeting or Exceeding Standard (increase/decline from baseline) Grade 3 - All: 39%, declined 10.8% EL: 8%, declined 11.18% SED: 30%, declined 4.08% SwD: 14%, declined 6% Grade 4 - All: 44%, increased 4.25% EL: 2%, declined 9.33% SED: 27%, declined 2.72% SwD: 10%, declined 10.31% Grade 5 - All: 20%, declined 8.61% EL: 0%, declined 1.72% SED: 12%, declined 6.13%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			EL: 0% SED: 18% SwD: 5%	SwD: 3%, increased 3.85% Grade 6 - All: 36%, no change EL: 0%, declined 2.56% SED: 25%, increased 3.83% SwD: 16%, increased 10% Grade 7 - All: 35%, declined 2.3% EL: 4%, declined 1.77% SED: 27%, increased 2.13% SwD: 15%, increased 5.57% Grade 8 - All: 23%, declined 11.51% EL: 0%, declined 3.33% SED: 19%, declined 3.03% SwD: 10%, increased 4.64% Grade 11 - All: 22%, declined 11.76%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				EL: 0%, declined 5.01% SED: 16%, declined 4.93% SwD: 3%, declined 7.79%	
Academic Indicator for College and Career: CAASPP and CA Dashboard	2019 CA Dashboard 5x5 Grid: • -All students Status: medium Growth: declined • -Students with Disabilities Status: very low Growth: maintained • -Socio-economically Disadvantaged Status: low Growth: significantly declined • -Hispanic students Status: low Growth: declined	Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards. Metric Data is also found in the Metric for A-G College and Career Indicator on page 32-33 in the RUSD LCAP.	Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020, 2021, and 2022 California School Dashboards.	2023 CA School Dashboard: College and Career Indicator CCI is only reported as status on the 2023 Dashboard. Change indicates difference from Baseline year of the CCI • -All students Status: Medium Change from Baseline: Maintained • -Students with Disabilities Status: Very Low Change from Baseline: Maintained • -Socio-economically	The all students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard 5x5 grid. Any student group performing below the "all student" group, including English Learners, Socio-economically Disadvantaged, Hispanic, and Students with Disabilities will increase by more than the "all student" group as demonstrated on the California Dashboard 5x5 grid College and Career indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Disadvantaged Status: Low Change from Baseline: Maintained • -Hispanic students Status: Low Change from Baseline: Maintained • -English Learner students Status: Very Low Change from Baseline: Maintained	
CAST: Science	Baseline to be established with the new CAST to be implemented in 2022. 2019 CAST results, percent of students meeting or exceeding expectations: All students - 32%; Students with Disabilities - 10%; Socio-economically Disadvantaged group 20%;	Due to the impact of COVID, hybrid learning and reliability of internet services in student homes, administration of the CAST during 2020 was suspended and in 2021 was determined to not be viable. Therefore there are no results to report.	2022 CAST results, percent of students meeting or exceeding expectations: All students - 33%; Students with Disabilities - 8%; Socio-economically Disadvantaged group 24%; English Learner group - 0%; Hispanic group - 23% White - 41%	2023 CAST results, percent of students meeting or exceeding expectations: RUSD (1,463 of 1,504 tested), increase/decline from baseline: All students - 27%; declined 5%	Using CAST baseline data, the percent of students meeting or exceeding standards on the CAST will increase for all student groups including English Learners, Socio-economically Disadvantaged, and Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner group - 0%; Hispanic group - 21%	2019 CAST results, percent of students meeting or exceeding expectations: All students - 32%; Students with Disabilities - 10%; Socio-economically Disadvantaged group 20%; English Learner group - 0%; Hispanic group - 21%	Two or more races - 36%	Students with Disabilities - 7%; declined 3% Socio-economically Disadvantaged group 20%; no change English Learner group - 0%; no change Hispanic group - 16%, declined 5% White - 38% Two or more races - 32%	
NWEA Measure of Academic Progress: Math Grades 1 and 2	Percent of students meeting growth expectations from Winter 2020-Winter 2021: 1st Grade: All Students - 51% English Learners - 19% Socio-Economically Disadvantaged - 22% Students with Disabilities - 25% 2nd Grade: All Students - 20% English Learners - 9%	Percent of students meeting Math growth expectations from Winter 2021-Winter 2022: 1st Grade: All Students - 39% English Learners - 36% Socio-Economically Disadvantaged - 33% Students with Disabilities - 39% 2nd Grade: All Students - 34%	Percent of students meeting Math growth expectations from Winter 2022-Winter 2023 1st Grade: All Students - 52% English Learners - 34% Socio-Economically Disadvantaged - 45% Students with Disabilities - 51% 2nd Grade: All Students - 41%	Percent of students meeting Math growth expectations from Winter 2023-Winter 2024 - increase/decrease from baseline: 1st Grade: All Students - 56%, increased 5% English Learners - 44%, increased 25% Socio-Economically Disadvantaged - 54%, increased 32%	100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting growth expectations will increase by 3% over the previous year for the all student group and 5% over the previous year for other student groups including English Learners, Socio-economically Disadvantaged, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged - 19% Students with Disabilities - 30%	English Learners - 36% Socio-Economically Disadvantaged - 37% Students with Disabilities - 30%	English Learners - 29% Socio-Economically Disadvantaged - 38% Students with Disabilities - 43%	Students with Disabilities - 40%, increased 15% 2nd Grade: All Students - 48%, increased 28% English Learners - 52%, increased 43% Socio-Economically Disadvantaged - 47%, increased 28% Students with Disabilities -37%, increased 7%	Students with Disabilities.
NWEA Measure of Academic Progress: Reading Grades 1 and 2	Percent of students meeting growth expectations from Winter 2020-Winter 2021: 1st Grade: All Students - 32% English Learners - 15% Socio-Economically Disadvantaged - 22% Students with Disabilities - 14% 2nd Grade: All Students - 35%	Percent of students meeting Reading growth expectations from Winter 2021-Winter 2022: 1st Grade: All Students - 38% English Learners - 25% Socio-Economically Disadvantaged - 27% Students with Disabilities - 24% 2nd Grade: All Students - 41%	Percent of students meeting Reading growth expectations from Winter 2022-Winter 2023: 1st Grade: All Students - 53% English Learners - 30% Socio-Economically Disadvantaged - 50% Students with Disabilities - 51% 2nd Grade: All Students - 51%	Percent of students meeting Reading growth expectations from Winter 2023-Winter 2024 - increase/decrease from baseline: 1st Grade: All Students - 54%, increased 22% English Learners - 44%, increased 29% Socio-Economically Disadvantaged - 49%, increased 27%	100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting growth expectations will increase by 3% over the previous year for the all student group and 5% over the previous year for other student groups including English Learners, Socio-economically Disadvantaged, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners - 19% Socio-Economically Disadvantaged - 28% Students with Disabilities - 14%	English Learners - 20% Socio-Economically Disadvantaged - 38% Students with Disabilities - 43%	English Learners - 50% Socio-Economically Disadvantaged - 48% Students with Disabilities - 33%	Students with Disabilities - 37%, increased 23% 2nd Grade: All Students - 48%, increased 13% English Learners - 35%, increased 16% Socio-Economically Disadvantaged - 43%, increased 15% Students with Disabilities -46%, increased 32%	Students with Disabilities.
NWEA Measure of Academic Progress: Math Grade K	Winter 2021: Percent of students meeting a RIT score of 153 or above All Students - 53.6% English Learners - 38% Socio-economically Disadvantaged - 48% Students with Disabilities - 49%	Winter 2022: Percent of students meeting a RIT score of 153 or above All Students - 45% English Learners - 26% Socio-economically Disadvantaged - 28% Students with Disabilities - 15%	In lieu of NWEA MAP testing for kindergarten, students in RUSD took mathematical thinking (CGI) performance task. The added unique metric is added to the end of the metrics for Goal 1.	In lieu of NWEA MAP testing for kindergarten, students in RUSD took mathematical thinking (CGI) performance task. The added unique metric is added to the end of the metrics for Goal 1.	100% of students will achieve a Winter RIT score of 153 or above or the percent of students meeting a Winter RIT score of 153 or above will increase by 3% over the previous year for the all student group and 5% over the previous year for other student groups including English Learners, Socio-economically Disadvantaged, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Students with Disabilities.
NWEA Measure of Academic Progress: Reading Grade K	Winter 2021: Percent of students meeting a RIT score of 149 or above All Students - 44.8% English Learners - 29% Socio-economically Disadvantaged - 41% Students with Disabilities - 12%	Winter 2022: Percent of students meeting a RIT score of 149 or above All Students - 35% English Learners - 16% Socio-economically Disadvantaged - 29% Students with Disabilities - 16%	Measurement of Reading at the Kindergarten level was changed from the MAP assessment to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) provide a more developmentally appropriate assessment experience. The added unique metric is added to the end of the metrics for Goal 1.	Measurement of Reading at the Kindergarten level was changed from the MAP assessment to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) provide a more developmentally appropriate assessment experience. The added unique metric is added to the end of the metrics for Goal 1.	100% of students will achieve a Winter RIT score of 149 or above or the percent of students meeting a Winter RIT score of 149 or above will increase by 3% over the previous year for the all student group and 5% over the previous year for other student groups including English Learners, Socio-economically Disadvantaged, and Students with Disabilities.
English Learner Progress Indicator (ELPI)	2019 ELPAC results: 48% maintained a level of 4 or increased over the previous year	2021 ELPAC results indicated 26.3% maintained a level of 4 or increased over the previous year.	2022 ELPAC results: 43% maintained a level of 4 or increased over the previous year Status: low	2023 ELPAC Results 43% maintained a level of 4 or increased over the previous year Status: Low Change: Maintained	The percent of students maintaining a level four or increasing a level on the Summative ELPAC will increase to a status level of high (55-65%) or very high (over 65%), or the percent of students will increase over the previous year until we reach a status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					level of high or very high.
Comprehensive Assessments (ELA)	Baseline to be established in Spring 2021. Spring 2021: ELA 7th All: 15.0% 7th EL: 0.0% 7th SED: 12.0% 7th SwD: 7.3% 8th All: 44.3% 8th EL: 4.3% 8th SED: 29.9% 8th SwD: 7.8% 9th All: 35.3% 9th EL: 14.3% 9th SED: 30.2% 9th SwD: 7.1% 10th All: 52.4% 10th EL: 0.0% 10th SED: 39.5% 10th SwD: 11.1% 11th All: 36.6% 11th EL: 0.0% 11th SED: 26.3% 11th SwD: 19%	Winter 2022 Update: ELA 7th All: 9.9% 7th EL: 0.0% 7th SED: 6.6% 7th SwD: 0.0% 8th All: 32.9% 8th EL: 0.0% 8th SED: 29.9% 8th SwD: 3.0% 9th All: 30.0% 9th EL: 5.9% 9th SED: 23.5% 9th SwD: 2.6% 10th All: 39.0% 10th EL: 4.2% 10th SED: 27.9% 10th SwD: 7.9% 11th All: 32.5% 11th EL: 0.0% 11th SED: 20.3% 11th SwD: 10.3%	Spring 2022: ELA 7th All: 8.8% 7th EL: 0.0% 7th SED: 6.6% 7th SwD: 0.0% 8th All: 29.1% 8th EL: 0.0% 8th SED: 26.4% 8th SwD: 3.8% 9th All: 42.5% 9th EL: 5.9% 9th SED: 33.7% 9th SwD: 10% 10th All: 54.9% 10th EL: 4.2% 10th SED: 45.7% 10th SwD: 7.7% 11th All: 31.0% 11th EL: 0.0% 11th SED: 20.3% 11th SwD: 12.9%	Spring 2023: The test changed this school year from the Comprehensive Test to the MyPerspectives End of Year Assessment ELA 7th All: 39% 7th EL: 0.0% 7th SED: 6.6% 7th SwD: 34% 8th All: 21% 8th EL: 3% 8th SED: 11% 8th SwD: 3.8% 9th All: 70% 9th EL: 15% 9th SED: 67% 9th SwD: 29% 10th All: 53% 10th EL: 5% 10th SED: 42% 10th SwD: 7.7% 11th All: 55% 11th EL: 5% 11th SED: 45%	The percent of students meeting or exceeding performance standards will increase from the previous year for all students including English Learners, Socio-economically Disadvantaged, and Students with Disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				11th SwD: 15%	
PSAT / SAT	2019-2020 College Board: PSAT 8/9: ERW: 53%; Math: 36%; Meeting both: 31% PSAT 10: ERW: 56%; Math: 28%; Meeting Both: 25% SAT Grade 12 ERW: 80.18% Math: 64.15% Meeting Both: 60.38%	2020-2021: PSAT 8/9: 0 students took the assessment PSAT 10: 1 11th grader and 9 10th graders took the assessment. Due to low numbers, ERW and Math data are not available. SAT ERW: 83% Math:75% Meeting both: 71% Note: 38 student records	2022-2023: PSAT 8/9: ERW: 100% Math: 80% Meeting both: 80% Note: 1 8th and 14 9th grade records PSAT 10: ERW: 77% Math: 56% Meeting both: 54% Note: 43 10th and 5 11th grade records SAT: ERW: 90% Math:75% Meeting both: 70% Note: 20 student records	2023-2024: PSAT 8/9: Note: 8th graders did not take the PSAT in the fall of 2023 PSAT 10: ERW: 43% (144 students) Math: 22% (73 students) Meeting both: 19% (64 students) Note: 336 student participants taken in October 2023 SAT: ERW: 85% Math: 68% Meeting both: 65% Note: 40 participants	100% of all students will meet both ERW and Math expectations or the percent of students meeting both criteria will increase by 3% over the previous year
A-G for CCI	2020 CA Dashboard: College and Career Indicator for Prepared students meeting A-G requirements: Prepared via A-G	2021 Students in cohort: All: 423 English Learners (EL): 18	Source: CA School Dashboard. College/Career Measures Only Report & Data - 2022	2023 CA Dashboard College and Career Indicator for Prepared students meeting A-G requirements:	100% of students will meet Prepared criteria for the CCI and 50% will meet prepared via A-G or the percent of students meeting prepared by meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Student Group: 35% Hispanic: 22% English Learner: 0% Socio-Economically Disadvantaged: 25% Students with Disabilities: 10% The CA School Dashboard changed the information presented in comparison to 2020. The following shift from percent of students who met prepared and how they met to the number and percent of students who met categories in comparison to the whole cohort. 2020 Students in cohort: All: 448 English Learners (EL): 28 Socio-Economically Disadvantaged (SED): 188	Socio-Economically Disadvantaged (SED): 198 Students with Disabilities (SwD): 69 Completed at least 1 CTE Pathway: All: 91/423 or 22% EL: 1/18 or 6% SED: 26/198 or 13% SwD: 18/69 or 26% AP Exams: All: 46/423 or 11% EL: 0 SED: 13/198 or 7% SwD: 0 A-G Completion: All: 177/423 or 42% EL: 1/18 or 6% SED: 57/198 or 29% SwD: 7/69 or 10% Completed A-G AND at least 1 CTE Pathway: All: 37/423 or 9% EL: 0 SED: 7/198 or 4% SwD: 2/69 or 3% Earned State Seal of Biliteracy:	Percent of students graduating meeting A-G requirements: All students 172/427 or 40.3% English Learners 2/23 or 8.7% Socio-Economically Disadvantaged 25/204 or 51% Students with Disabilities 6/69 or 8.7% Completed at least 1 CTE Pathway: All: 92 or 22% EL: 5 or 22% SED: 37 or 18% SwD: 9 or 13% Completed A-G AND at least 1 CTE Pathway: All: 38 or 9% EL: 0	Students in the Cohort: All: 450 English Learners (EL): 35/7.8% Socio-Economically Disadvantaged (SED): 258/57.3% Students with Disabilities (SwD): 70/15.6% Percent of students graduating meeting A-G requirements: All: 147/450 or 32.7% EL: 2/35 or 5.7% SED: 59/258 or 22.9% SwD: 3/70 or 4.3% Completed at least 1 CTE Pathway: All: 125/450 or 27.8% EL: 8/35 or 22.9% SED: 58/258 or 25.5% SwD: 12/70 or 17.1% Completed A-G AND at least 1 CTE Pathway: All: 50/450 or 11.1% EL: 1/35 or 2.9% SED: 19/258 or 7.4% SWD: 0/70 or 0%	A-G requirements will increase by 5% over the previous year for the all student group and for student groups including English Learners, Socio-economically Disadvantaged, and Students with Disabilities will increase by 8% over the previous year as indicated on the CA Dashboard College and Career Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities (SwD): 50 Completed at least 1 CTE Pathway: All: 49/448 or 11% EL: 0 SED: 15/188 or 8% SwD: 3/50 or 6% AP Exams: All: 58/448 or 13% EL: 0 SED: 15/188 or 8% SwD: 1/50 or 2% Earned State Seal of Biliteracy: All: 37/448 or 8% EL: 0 SED: 20/188 or 11% SwD: 0 Military Science: All: 15/448 or 3% EL: 0 SED: 4/188 or 2% SwD: 2/50 or 4% Registered Pre-Apprenticeship: All: 62/448 or 14% EL: 3/28 or 11% SED: 30/188 or 16% SwD: 9/50 or 18%	All: 34/423 or 8% EL: 0 SED: 19/198 or 10% SwD: 0	SED: 7 or 3% SwD: 4 or 6% SwD: 4 or 5.8% Earned State Seal of Biliteracy: All: 16 or 4% EL: 0 SED: 12 or 6% SwD: 0	AP Exams: All: 44/450 or 10% EL: 0% SED: 14/258 or 5.4% SwD: 0/70 or 0% Earned State Seal of Biliteracy: All: 14/450 or 3.1% EL: 0/35 or 0% SED: 8.6% SwD: 0% Military Science: All: 14/450 or 7.9% EL: 0/35 or 0% SED: 4/258 or 1.5% SwD: 1/70 or 1.4% Registered Pre-Apprenticeship: All: 2/450 or 0.4% EL: 0/35 or 0% SED: 0/258 or 0% SwD: 0/70 or 0%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Physical Fitness Test (PFT)	2018-2019 Physical Fitness Test: Percent of students meeting 5 or 6 of 6 Healthy Fitness Zones on the PFT. Grade 5: All Students - 55.3% Socio-economically Disadvantaged - 48.5% Hispanic - 46.5% Grade 7: All Students - 57.5% Socio-economically Disadvantaged - 51.6% Hispanic - 45% Grade 9: All Students - 71.6% Socio-economically Disadvantaged - 57.9% Hispanic - 58.1%	Section 68, of Senate Bill 820 (Chapter 110, 2020), continued the suspension of the PFT for only school year 2020–21 and required the CDE to consult with experts and other interest holders, including, but not limited to, individuals with expertise in fitness, adapted physical education, gender identity, body image, and pupils with disabilities, in order to provide recommendations regarding the equitability and accessibility of the PFT. As a result, the Body Composition component and the Body Composition Healthy Fitness Zone (HFZ) will not be calculated in the 21-22 school year.	Due to CDE Changes for the PFT, only participation rates are available for reporting on the School Accountability Report Card (SARC). 2021-2022 School Year: The following are the participation rate averages of all 5 required components: Grade 5: Barnett - 94% Hanson - 85% James Dukes - 97% Mt. Woodson - 100% Ramona Elementary - 85% Ramona Community Montessori - 100% Mountain Valley Academy - 97% Grade 7: Olive Peirce - 97% Mountain Valley Academy - 91% Grade 9:	2022-2023 School Year: The following are the participation rate averages of all 5 required components: Grade 5: Barnett - 95% Hanson - 90% James Dukes - 97% Mt. Woodson - 96% Ramona Elementary - 91% Ramona Community Montessori - 100% Mountain Valley Academy - 83% Grade 7: Olive Peirce - 96% Mountain Valley Academy - 70% Grade 9: Ramona High - 91% Mountain Valley Academy - 90%	All students will meet at least 5 of 6 healthy fitness zones on the California Fitness Test in grades 5, 7 and 9, or the percent of students meeting 5 or 6 of 6 healthy fitness zones will increase by 10% over the previous year for the all student group and 15% for other student groups including Socio-economically Disadvantaged and Hispanic students as indicated by the DataQuest "Meeting Healthy Fitness Zones Summary Report" for the Physical Fitness Test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2018-2019 (Most Recent PFT Scores) Grade 5: All Students - 55.3% Socio-economically Disadvantaged - 48.5% Hispanic - 46.5% Grade 7: All Students - 57.5% Socio-economically Disadvantaged - 51.6% Hispanic - 45% Grade 9: All Students - 71.6% Socio-economically Disadvantaged - 57.9% Hispanic - 58.1%	Ramona High - 91% Mountain Valley Academy - 75% Montecito High - 50%		
Broad Course of Study: Report card and master schedule	2021 Local Indicator Self-Reflection Tool: 100% of students in grades TK-6 have access to a broad course of study. 100% of students in grades 7-8 have access to a broad course of study with	2022 Local Indicator Self-Reflection Tool: 100% of students in grades TK-6 have access to a broad course of study. 100% of students in grades 7-8 have access to a broad course of study with	2023 Local Indicator Self-Reflection Tool: 100% of students in grades TK-6 have access to a broad course of study. 100% of students in grades 7-8 have access to a broad course of study with	2024 Local Indicator Self-Reflection Tool: 100% of students in grades TK-6 have access to a broad course of study. 100% of students in grades 7-8 have access to a broad course of study with	As reported by the standards based report card and master schedule, 100% of students, including unduplicated students and students with exceptional needs, will have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the exception of Health. 100% of students in grades 9-12 have access to a broad course of study.	the exception of Health. 100% of students in grades 9-12 have access to a broad course of study.	the exception of Health. 100% of students in grades 9-12 have access to a broad course of study with the exception of Drivers Education.	the initial implementation of Health this year. 100% of students in grades 9-12 have access to a broad course of study with the exception of Drivers Education. The course of study for Drivers Education was approved December 14, 2023 for implementation in the 2024-2025 school year.	
Math Acceleration Student Progress	2020-2021 School Year: 95% of Accelerated students maintained a letter grade of C or higher in mathematics.	Winter 2022 Update: 97% of Accelerated students maintained a letter grade of C or higher in mathematics for Semester 1.	Winter 2023 Update: 97% of Accelerated students maintained a letter grade of C or higher in mathematics for Semester 1.	Winter 2024 Update: 96% of Accelerated students maintained a letter grade of C or higher in mathematics for Semester 1. 80 students have accelerated since 2018. 22 have transferred out of RUSD, 9 are no longer accelerated, and 2 of 49 accelerated students	100% of accelerated students will maintain a letter grade of C or higher in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				earned a grade below C.	
% of students with devices	100% of students have a device to use at school and home	100% of students have a device to use at school and home	100% of students have a device to use at school and home	100% of students have a device to use at school and home	100% of students will have a device to use at school and home
% of RUSD courses active in Canvas	February 2021: 79% of Published Courses are considered Active in Canvas	February 2022: 72% of Published Courses are considered Active in Canvas	February 2023: 79% of published courses are considered active in Canvas	February 2024: 76% of published courses are considered active in Canvas	95% of RUSD courses will be considered active
CTE Pathway Completion	Percent of students meeting "prepared" on the College and Career Readiness indicator through CTE Pathway Completion: 2020: 18.6% Increased: 0.8% Percent of students meeting "approaching-prepared" on the College and Career Readiness indicator through CTE Pathway Completion: 2020: 19.1% Decreased: 13.6%	Due to the changes on the California School Dashboard reporting website, the percent of students meeting "prepared" or "approaching prepared" on the College Career Readiness Indicator is not available. Other information reported is below: 2021: Completed a-g requirements and at least one CTE pathway. All: 37 of 423 or 8.7% EL: 0 of 18 or 0%	Source: CA School Dashboard Completed at least 1 CTE Pathway: All: 92/427 or 21.5% EL: 5/23 or 21.7% SED: 37/204 or 18.1% SwD: 9/69 or 13%	Source: CA School Dashboard Completed at least 1 CTE Pathway: All: 125/450 or 27.8% EL: 8/35 or 22.9% SED: 58/258 or 22.5% SwD: 12/70 or 17.1%	Percent of students meeting "prepared" on the College and Career Readiness indicator through CTE Pathway Completion will increase over the previous year, and students approaching prepared will decrease from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SED: 7 of 198 or 3.5% SwD: 2 of 69 or 2.9% 2021: Completed at least one CTE pathway: All: 91 of 423 or 21.5% EL: 1 of 18 or 5.6% SED: 26 of 198 or 13.1% SwD: 18 of 69 or 26.1%			
LCAP Parent Survey	20-21 LCAP Parent Survey Percent of responding families selected WELL or VERY WELL: 68.39% - How well does your student's school ensure they are ready for the next grade? 71.17% - How well does your student's school engage them in the learning?	21-22 LCAP Parent Survey Percent of responding families selected WELL or VERY WELL: 65.26% - How well does your student's school ensure they are ready for the next grade? 69.95% - How well does your student's school engage them in the learning?	22-23 LCAP Parent Survey Percent of responding families selected WELL or VERY WELL: 76.32% - How well does your student's school ensure they are ready for the next grade? 83.25% - How well does your student's school engage them in the learning?	23-24 LCAP Parent Survey Percent of responding families selected WELL or VERY WELL: 84.70% - How well does your student's school ensure they are ready for the next grade? 87.83% - How well does your student's school engage them in the learning?	90% of all families will think their child's school and our district does WELL or VERY WELL: Ensuring students are ready for the next grade. Engaging students in learning.
English Learner Reclassification Rate	Number and Percent of English Learners	Number and Percent of English Learners	Number and Percent of English Learners	Number and Percent of English Learners	The percent of English Learners reclassifying

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	designated for reclassification: 2020-2021 - 95 students, 14.6% 2019-2020 - 85 students, 12.2%	designated for reclassification: 2021-2022 - 93 students, 13.4% of ELs reclassified	designated for reclassification: 2022-2023 - 72 students, 11% of ELs reclassified	designated for reclassification: 2023-2024: 84 students, 13.9% of ELs reclassified	annually to Fluent English Proficient will increase by at least 2% over the previous year.
Advanced Placement Exam Pass Rate	2019-20 DataQuest Reports: 301 students took 526 AP exams. 252 tests or 47.9% of tests were passed with a score of 3, 4, or 5. Socio-economically Disadvantaged students took 95 AP exams. 52.6% of tests were passed with a score of 3, 4, or 5. Hispanic students took 172 AP exams. 59.3% of tests were passed with a score of 3, 4, or 5.	2020-21: 234 students took 401 AP exams. 176 tests or 43.9% of tests were passed with a score of 3, 4, or 5. 73 Socio-economically Disadvantaged students took 118 AP exams. 40.0% of tests were passed with a score of 3, 4, or 5. 48 Hispanic students took 74 AP exams. 29.7% of tests were passed with a score of 3, 4, or 5.	2021-22 183 students took 311 AP exams. 197 tests or 63.3 % of tests were passed with a score of 3, 4, or 5. 37 Socio-economically Disadvantaged students took 60 AP exams. 58.3% of tests were passed with a score of 3, 4, or 5. 37 Hispanic students took 55 AP exams. 45.5% of tests were passed with a score of 3, 4, or 5.	2022-23 222 students took 395 AP exams. 237 tests or 60 % of tests were passed with a score of 3, 4, or 5. 38 Socio-economically Disadvantaged students took 62 AP exams. 55% of tests were passed with a score of 3, 4, or 5. 1 EL student took 1 AP exams. 0% of tests were passed with a score of 3, 4, or 5. 30 Reclassified Fluent English Proficient (RFEP) and 2 Initial Fluent English Proficient (IFEP)	The percent of AP exams passed will increase by at least 5% over the previous year for all student groups including Socio-economically Disadvantaged and Hispanic students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				students took 61 AP exams. 43% of tests were passed with a score of 3, 4, or 5.	
EAP / 11th Grade CAASPP	2019 Smarter Balanced ELA: % of students meeting standard Grade 11 - All: 63.89% EL: 0% SED: 50.0% SwD: 11.11% 2019 Smarter Balanced Math: % of students meeting standard Grade 11 All: 40.32% EL: 0% SED: 26.67% SwD: 5.56%	2021 Smarter Balanced ELA: % of students meeting standard Grade 11 - All: 65.12% EL: 0% SED: 42.55% SwD: 17.39% 2021 Smarter Balanced Math: % of students meeting standard Grade 11 All: 32.88% EL: 0% SED: 20.22% SwD: 0%	2022 Smarter Balanced ELA: % of students meeting standard Grade 11 - All: 52.83% EL: 0% SED: 37.32% SwD: 19.52% 2022 Smarter Balanced Math: % of students meeting standard Grade 11 All: 26.74% EL: 0% SED: 18.32% SwD: 5.00%	2023 Smarter Balanced ELA: % of students meeting standard Grade 11 - All: 47.93% EL: 7% SED: 37.76% SwD: 5.72% 2023 Smarter Balanced Math: % of students meeting standard Grade 11 - All: 21.90% EL: 0% SED: 15.77% SwD: 2.86%	The percentage of students meeting or exceeding the standards on the EAP/11th grade CAASPP will increase by a minimum of 3% All student groups scoring below the "all students" group will increase by 5%
Mathematical Performance Task Added Metric for the 2022-2023 School Year	N/A	N/A	Baseline: Fall 2022: % of Kindergarten students at each Stage LEARNING PROGRESSION A: K-2 (Addition and	Fall 2023: % of Kindergarten students (301) at each Stage LEARNING PROGRESSION A: K-2 (Addition and Subtraction of Whole Numbers)	Because this is a baseline year, expected outcome will be established after a full year cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Subtraction of Whole Numbers) All Students: Stage 0: 27% Stage 1: 63% Stage 2: 7% Stage 3 & 4: 0 Stage 5: 3% Stage 6: 0% EL Students: Stage 0: 43% Stage 1: 54% Stage 2: 2% Stage 3 & 4: 0 Stage 5: 2% Stage 6: 0% SED Students: Stage 0: 33% Stage 1: 62% Stage 2: 3% Stage 3 & 4: 0 Stage 5: 1% Stage 6: 0 SwD: Stage 0: 47% Stage 1: 47% Stage 2: 4% Stage 3 & 4: 0 Stage 5: 2% Stage 6: 0%	All Students (301 students): Stage 0: 22% Stage 1: 60% Stage 2: 12% Stage 3: 1% Stage 4: 0% Stage 5: 4% Stage 6: 0% EL Students (55 students): Stage 0: 29% Stage 1: 53% Stage 2: 16% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0% SED Students (187 students): Stage 0: 28% Stage 1: 57% Stage 2: 12% Stage 3: 0% Stage 4: 0.5% Stage 5: 2% Stage 6: 0% SwD (37 students): Stage 0: 32% Stage 1: 51% Stage 2: 11%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students: Stage 0: 71% Stage 1: 44% Stage 2: 9% Stage 3: 3% EL Students: Stage 0: 44% Stage 1: 19% Stage 2: 4% Stage 3: 2% SED Students: Stage 0: 55% Stage 1: 33% Stage 2: 9% Stage 3: 2% SwD: Stage 0: 53% Stage 1: 42% Stage 2: 2% Stage 3: 2%	Stage 3: 0% Stage 4: 3% Stage 5: 3% Stage 6: 0% LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students (301 students): Stage 0: 71% Stage 1: 44% Stage 2: 9% Stage 3: 3% EL Students (55 students): Stage 0: 40% Stage 1: 53% Stage 2: 7% Stage 3: 0% SED Students (187 students): Stage 0: 48% Stage 1: 47% Stage 2: 6% Stage 3: 0%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Spring 2023: % of students at each Stage LEARNING PROGRESSION A: K-2 (Addition and Subtraction of Whole Numbers) All Students: Stage 0: 14% Stage 1: 73% Stage 2: 10% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0% EL Students: Stage 0: 35% Stage 1: 61% Stage 2: 2% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0% SED Students: Stage 0: 19% Stage 1: 75% Stage 2: 4% Stage 3: 0% Stage 4: 0%	SwD (37 students): Stage 0: 51% Stage 1: 46% Stage 2: 3% Stage 3: 0% Spring 2023: Results will be available in May	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Stage 5: 1% Stage 6: 0% SwD: Stage 0: 24% Stage 1: 63% Stage 2: 12% Stage 3: 0% Stage 4: 0% Stage 5: 0% Stage 6: 0% LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students: Stage 0: 22% Stage 1: 62% Stage 2: 12% Stage 3: 4% EL Students: Stage 0: 51% Stage 1: 45% Stage 2: 4% Stage 3: 0% SED Students: Stage 0: 30%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Stage 1: 60% Stage 2: 10% Stage 3: 1% SwD: Stage 0: 26% Stage 1: 58% Stage 2: 14% Stage 3: 2%		
Dynamic Indicators for Basic Early Literacy Skills (DIBELS) Added Metric for the 2022-2023 School Year			Baseline: Fall 2022 Composite Scores: Negligible Risk 19% Minimal Risk 10% Some Risk 17% At-Risk 55% Winter 2023 Composite Scores: Negligible Risk 16% Minimal Risk 16% Some Risk 19% At-Risk	Fall 2023 Composite Scores: Negligible Risk 16% Minimal Risk 27% Some Risk 21% At-Risk 36% Winter 2024 Composite Scores: Negligible Risk 18%, increased 2% Minimal Risk 25%, increased 9% Some Risk 16%, decreased 3% At-Risk	For the 2023-24 school year, the percent of students performing within the at-risk performance band will be no more than 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			49%	38%, decreased 11%	

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.

1.3, 4: TK experienced major change in 2023-24. We transitioned TK to a 4-hour day with no-cost mini-THRIVE after school care. The challenges expressed by staff included four hours being too short for comprehensive instruction, and staffing for mini-THRIVE was hard to fill with 80% of students participating. Post-winter break, we reverted back to a traditional full day for TK.

1.4, 6: High Schools within RUSD are still developing plans to support and implement opportunities for earning the CA State Seal of Civic Engagement.

1.7, 1f: The PSAT8 was not administered in the 2023-24 school year. The test benefits did not outweigh the time the test took away from classroom instruction, and because test administration dates changed, tests could not be ordered in August for the October testing date.

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.

1.1) Additional costs for added positions and 5.5% pay increase
1.2) K-8 History Textbook adoption was pushed back to the 24-25 school year.
1.7) - Additional costs for added positions and 5.5% pay increase

1.1 Highly Qualified Staff and 1.3 High Quality Standards Based Teaching and Learning
RUSD has been effective overall in making progress toward hiring high quality staff and ensuring all staff have the professional learning needed to support students and improve outcomes. Some highlights of progress made include:
* A 5.5% increase in pay was given to certificated and classified staff
* Professional Learning for certificated and classified educators included English Language Development, Cognitively Guided Instruction in Mathematics, Science, History/Social Science, using Canvas, Google Suite, Brainfuse, Assessment Data Reviews, and building educator leadership.
* Continuation of E3 the revised evaluation plan for certificated staff
* Continuation of Ramona Leadership Team (RLT) which:
  • Develops a culture of learning and a common understanding of RUSD's Collective Commitments to Accelerate Student Learning
* Developed the Educators' Academy that:
  • Builds capacity of certificated and classified around student engagement and supports all students, including English learners and Students with Disabilities

We did not meet our staffing goals due to challenges in recruiting, hiring, and retaining fully credentialed and appropriately assigned teachers.
* 96% of teachers are fully credentialed, down 2.4% from baseline
* 96% of teachers are working in their field, down 2.7% from baseline
* 88% of teachers are considered experienced (more than two years' experience)
* 16% (43 of 297) teachers are new in the 2023-2024 school year

1.2 Standards Aligned Materials and 1.4 Student Access to a Broad Course of Study
RUSD was effective in ensuring students have access to a broad course of study and the accompanying appropriate grade level, standards aligned instructional materials.
* RUSD completed curriculum pilots and adoptions in History, Career Technical Education, alternative English and Spanish texts.
* Middle School Health piloted curriculum will be reviewed by the School Board at the May 2024 Board meeting.
* TK instructional materials training continued to develop teachers' understanding of the complex developmentally appropriate curriculum.
* RUSD approved an English 2 and English 2 Honors course that integrates the Ethnic Studies state graduation requirement for implementation in 25-26.
* RUSD approved a Driver's Education course for implementation in 24-25.
* Where we were lacking in previous years, RUSD implemented Health in the middle school this school year.

1.5 Interventions and Supports for Unduplicated Students and 1.6 Interventions and Support for Special Education Students
Intervention Teachers and Teachers on Special Assignment are effective in closing learning gaps of students performing below grade level. Metrics indicate interventions at the elementary level are working.
* MAP Reading and Math scores increased from baseline for all students including English learners, Students with Disabilities, and Socio-economically Disadvantaged student groups.

* DIBELS indicates fewer students reading at some/at-risk levels, and an increase in students reading at grade level (minimal/negligible risk).
* The metric for secondary math changed mid year to MAP testing, giving us a consistent single measure for grades 1-11.

RUSD was effective in supporting under-performing student groups:
* RUSD was effective in creating the RUSD EL Master Plan designed to align with California's EL Roadmap.
  * Designates how RUSD will operate to support English learner students and families.
  * This plan was co-constructed in partnership with educational partners (parents, advisory committees, students, teachers, ELD paraeducators, counselors, and administrators).
Students with Disabilities continue to have access to interventions specific to their learning styles with professional development.
 **Implementation fidelity has been a challenge with significant staff turn-over.

1.7 College and Career Supports
RUSD High Schools are effective in helping students graduate ready for College and Career. High Schools monitor students' four-year graduation plan and are expanding CTE pathway options. Metrics indicate student progress has been made:
* 27.8% completed at least one CTE Pathway, an increase of 16.8% from baseline
* 25% passed two or more AP exams, an increase of 9% from baseline
* 32.7% met A-G requirements, a decline 2.3% from baseline.
* District Parent Advisory Committees suggest a College and Career readiness focus for students and parents/guardians to begin at the end of 6th grade.

1.8 Additional Learning Support for All Students (grant funding sources)
Grant funding has been effective in providing RUSD with many opportunities to support students at risk of failing or not meeting grade level standards.
* At all levels:
  * Class sizes have been reduced, giving students more individual attention
  * Summer school was offered to at-risk students so learning can be accelerated
  * All students have access to devices and the internet to ensure students have access to academic supports, tutoring, instructional materials
* At elementary:
  * TK teachers receive professional development on Preschool Learning Foundations
  * Full time instructional paraeducators to support the TK program.
  * Funding to provide developmentally appropriate learning environment for TK students
  * THRIVE is offering Spanish to our afterschool program participants.
* At secondary:
  * BARR (Building Assets, Reducing Risks) coordinators at OPMS and RHS monitor and support students at risk of failing, coordinating support with all teachers
  * Schedules are being restructured so interventions can be offered during the school day
  * Academic counselors' school year was extended 10 days to ensure graduation plan meetings are held and students' progress is monitored to meet A-G requirements.

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.

Ramona Unified saw growth in some academic areas, but was ineffective in ensuring all students graduate ready for college or career. Changes to the new plan metrics will include more disaggregated English Learner data to include Long-Term English learners, to monitor Seal of Biliteracy and Biliteracy Attainment awards, and a closer monitoring of the staff we recruit, hire and maintain.

Actions will focus on recruiting, hiring, and maintaining highly qualified staff that are trained to deliver effective instruction to students including feedback.

Special focus will be placed on instructional strategies and feedback that best support our students with the most needs (EL, SED, SWD, and Homeless) along with schools that service student populations.

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

Goals and Actions

Goal

Goal #	Description
2	Students will benefit from the development of a comprehensive system for communication and collaboration between general education and special education teachers to ensure the needs of special education students are met and they are prepared for college or career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of meetings specific to collaboration between SPED and Gen Ed by school site	To be established in 2022-2023	N/A	2022-2023 (August - March) BES: 28 HES: 18 JDES: 7 MWES: 15 RCMS: 23 RES: 25 OPMS: 56 MVA: 28 RHS: 1768 (17 co-taught and planned classes daily) MHS: 28 FB: N/A	2023-2024 (August - January) BES: 6 HES: 28 JDES: 18 MWES: 20 RCMS: 27 RES: 32 plus 15 weeks of ongoing written communication between GE and SPED OPMS: 96 MVA: 6 RHS: 253 (number of IEP meetings held to date) MHS: 225 FB: N/A	Each school site will have no less than 10 collaboration meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of high school students with disabilities that participated in four year plan meeting through the IEP process	To be established in 2022-2023	N/A	2022-2023 (August - March) 100% of high school students with disabilities participated in a four year plan meeting through the IEP process.	2023-2024 (August - January) • 100% of all students at RHS are scheduled to meet with their counselors for a 4-year plan meeting between the dates of Jan 29 - Feb15, 2024. However, since this data is being reported in January, the meetings have not yet occurred. Please note that this metric is on track to be met. (Last year, we reported on LCAP Mid-Year data later, after these	100% of all high school students participate in a four year plan meeting through the IEP process

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				meetings had already occurred and so that's why it was 100% last year as reported in March instead of January. MVA - n/a - no students with disabilities in high school grades at MVA MHS - 100% participated	
CA School Dashboard: College and Career Readiness Indicator	2020 CA School Dashboard - College and Career Readiness Indicator for Students with Disabilities: 28% of SPED are prepared 20% of SPED are approaching prepared 52% of SPED are unprepared % of SPED meeting through CTE pathway-21.4%	2021 CA School Dashboard - College and Career Readiness Measures Only Report & Data for Students with Disabilities: The following data was not available this year: % of SPED are prepared % of SPED are approaching prepared % of SPED are unprepared	2022 CA School Dashboard - College and Career Readiness Measures Only Report & Data for Students with Disabilities: The following data was not available this year: % of SPED are prepared % of SPED are approaching prepared % of SPED are unprepared	2023 CA School Dashboard - College and Career Readiness Indicator for Students with Disabilities: 5.7 % of SPED are prepared 24.3% of SPED are approaching prepared 70% of SPED are unprepared 15.5% of students in the grad cohort have a disability	100% of students will meet Prepared criteria for the CCI or will increase by 8% over the previous year as indicated on the CA Dashboard College and Career Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% of SPED meeting through workability - 0% % of SPED meeting though CAASPP- 21.4% % of SPED meeting though A-G - 35.7% % of SPED meeting through AP - 7.1% % of SPED meeting through Military - 14.3% % of SPED meeting through Pre-Apprenticeship - 64.3% Student enrollment (Combined Cohort): All students: 448 Students with Disabilities: 50	Data available for this year is provided below: 16.3% of All Students in the Combined Graduation Rate: % of students in the cohort have a disability Advanced Placement Exams: 0% Completed A-G requirements: 2.9% Completed at Least One Career Technical Education (CTE) Pathway: 26.1% Completed College Credit Courses: 0% Completed Leadership/Military Science: Workability: not available	Data available for this year is provided below: % of All Students in the Combined Graduation Rate: 16.2% of students in the cohort have a disability Advanced Placement Exams: 2.9% Completed A-G requirements: 8.7% Completed at Least One Career Technical Education (CTE) Pathway: 13% Completed College Credit Courses: 0% Completed Leadership/Military Science: 5.8% Workability: 0%	Of the students with a disability that met prepared (2.3% of cohort, 4 students): Advanced Placement Exams: 0% Completed A-G requirements: 50% (2 students) Completed at Least One Career Technical Education (CTE) Pathway: 25% (1 student) Completed College Credit Courses: 0% Completed Leadership/Military Science: 25% (1 student) Workability: 0%	

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.

After a deep dive into both the goal, metrics and actions, it is clear RUSD was not successful in moving the needle for this goal in a positive direction when it comes to outcomes for students with disabilities. While the goal was well intended, it didn't directly address the needs of the student group. An unclear goal coupled with both vague and mismatched actions and metrics resulted in little to no growth for students with

disabilities.

While there was an increase in the number of meetings specific to collaboration between General Education and SPED staff at the school site and 100% of students did meet with counselors to establish a four year plan,however that was not through the IEP process, as the metrics state. Over the three year cycle students with disabilities College and Career indicators dropped drastically (28% prepared to 5.7 % prepared) and RUSD was not close to achieving the desired results for the 23-24 school year.

The following Actions and Services were not completed with fidelity due to the vagueness of expectations:
- Meaningful graduation plans were not developed with student's IEP in mind
- Graduation plans were updated once per year, but limited progress monitoring was completed in between updates

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.

2.1) Used other temporary funding sources for the Professional Development intended
2.2) Used other temporary funding sources for some materials and supplies
2.3) Actual costs were higher due to hiring a more experienced staff member

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

2.1 RUSD was not successful at effectively increasing and improving communication and collaboration.
- While the quantity seems to have increased, as evidence in the metrics for the goal, there were no clear parameters given to school sites on what constitutes the successful implementation of this action and teams were inconsistent with both frequency and purposeful content.
- Professional learning was not provided for co-teaching/collaboration, even though this was the focus of the goal.
- Professional learning was provided at varying degrees to a variety of audiences in the areas of reading, writing and accommodations and modification, however a comprehensive approach to professional learning for Special Education and General Education teachers as their roles relate to Students with Disabilities did not take place.

2.2 RUSD made efforts to increase opportunities for college and career readiness, however these efforts did not translate on the CCI, therefore were not effective in meeting the metric
100% of students with disabilities met to either develop or review their four year plan, however progress monitoring progress toward meeting college and career readiness did not take place. The meetings were focused on the schedule for the upcoming year and not on college or career readiness.
While there may have been efforts to educate families about CTE pathways throughout their four year plan and IEP meetings, the efforts

were not realized on the dashboard

In 2023 only four students met prepared for the CCI. Of the four, only one or 25% of Students with Disabilities met CCI through the CTE pathway, this is down from our baseline year in 2020 where 3 students met through that path.

Workability is a bright spot in RUSD and there is evidence that clear communication about this path for students with disabilities in a variety of ways:

- Presentations to SPED ELT class at Ramona High School
- Hosting of "Plan for Your Future" week
- Hosting of Transition Fair for employee awareness and opportunities
- Increased partnerships with community employers and increased placement of students in the Workability program
- MHS Students toured the Job Corps Program

2.3 RUSD was effective at adding support to improve inclusive teaching and learning practices

The addition of a Program Specialist to support both Special Education and General Education was a huge success. While the dashboard metrics do not show the impact of the support, the qualitative data through the LCAP survey along with parent, teacher, and administrative feedback demonstrate the clear need and positive impact of this position.

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.

Since RUSD was ineffective at meeting the needs of students with disabilities, the LCAP Goal will be completely re-written and accompanying metrics and actions will be developed with partners to ensure alignment across all areas.

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

Goals and Actions

Goal

Goal #	Description
3	Students will benefit from positive and supportive learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Engagement Indicator for Chronic Absenteeism	2019 CA Dashboard 5x5 Grid: • All students group: Status level: high Absenteeism: declined • English Learners: Status level: high Absenteeism: declined • Socio-economically Disadvantaged: Status level: high Absenteeism: declined • Students with Disabilities: Status level: high Absenteeism: declined	Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards. 2020-2021 CALPADS 14.2 Point in Time Report for Chronically Absent students (7/7/21):	2021-2022 CA Dashboard Status Only: • All students group: Status level: very high • English Learners: Status level: very high • Socio-economically Disadvantaged: Status level: very high • Students with Disabilities: Status level: very high • Homeless student group:	2022-2023 CA Dashboard Data: Student Groups that decreased: Socioeconomically Disadvantaged 35.2% (-3%) Students with Disabilities 36.39% (-4.4%) Foster Youth 27.6% (-20.2%) Homeless 42.2% (-4.2%) Two or more races: 25.2% (-2.7%) Student groups that maintained: Hispanic 35.4% (-0.2%) White 25.2 (-0.4%)	The all student group and all other student groups including English Learners, Socio-economically Disadvantaged, Hispanic, Foster Youth, and Students with Disabilities will achieve a status level of low or very low absenteeism or will demonstrate declined or significantly declined absenteeism rates over the previous year as demonstrated on the CA Dashboard 5x5 Grid.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Hispanic student groups: Status level: high Absenteeism: declined 2019-2020 CALPADS 14.2 Point in Time Report for Chronically Absent Students (7/22/20): • All Students: 13.3% or 765 out of 5770 students • English Learners: 14.9% or 94 out of 630 students • Socio-economically Disadvantaged: 16.9% or 423 out of 2507 students • Hispanic 14.7% or 327 out of 2224 students DataQuest:	• All Students: 17% or 895 out of 5260 students Chronically Absent • English Learners: 27.9% or 189 out of 677 students • Socio-economically Disadvantaged: 25.6% or 540 out of 2112 students • Hispanic 22.2% or 481 out of 2166 students DataQuest: • Students with Disabilities 23.7% or 209 out of 883 students	Status level: very high • Foster Youth student group: Status level: very high • Hispanic student group: Status level: very high • Two or More Races student group: Status level: very high • White student group: Status level: very high	Student Groups that increased: English Learners 38.9% (+1.7%)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SwD not reported in 2019-2020 2018-2019 • Students with Disabilities 21.2% or 179 of 845				
Academic Engagement Indicator for Graduation Rate	2019 CA Dashboard 5x5 Grid: • -All students: Status level: high Graduation rate: increased • -English Learners: Status level: medium Graduation rate: increased • -Socio- economically Disadvantag ed: Status level: medium Graduation rate: increased • -Students with Disabilities: Status level: low Graduation rate: increased	Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards. 2020-2021 DataQuest 5 Year Cohort Graduation Rate:	2021-2022 CA Dashboard Status Only: • All students group: Status level: high • English Learners: Status level: n/a • Socio- economically Disadvantag ed: Status level: medium • Students with Disabilities: Status level: low	2022-2023 CA Dashboard Data: Percentage by student group with percent change from 2021- 2022 Dashboard data White 92.8% (-2.9%, 251 students) Hispanic 87.6% (- 2.4%, 170 students) Socioeconomically disadvantaged 86% (- 2.7%, 258 students) Students with disabilities 71.4% (- 3.9%, 70 students) Homeless 64.7% (- 18.6%, 17 students)	The all student group and all other student groups including English Learners, Socio-economically Disadvantaged, Hispanic,Foster Youth, and Students with Disabilities will achieve a status level of high or very high or demonstrate an increase or significant increase over the previous year as demonstrated on the CA Dashboard 5x5 Grid.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• -Hispanic: Status level: medium Graduation rate: declined 2019-2020 DataQuest 5 Year Cohort Graduation Rate: • -All Students: 90.6% • -English Learners: 76.2% • -Socio-economically Disadvantaged: 83.7% • -Homeless: 80% • -Students with Disabilities: 69.2%	• -All Students: 91.2% • -English Learners: 70.4% • -Socio-economically Disadvantaged: 87.0% • -Homeless: 64.3% • -Students with Disabilities: 71.4%	• Homeless student group: Status level: medium • Foster Youth student group: Status level: n/a • Hispanic student group: Status level: medium • Two or More Races student group: Status level: n/a • White student group: Status level: very high		
Conditions and Climate Indicator for Suspension Rate	2019 CA Dashboard 5x5 Grid: • -All students: Status level: medium Suspension rate: maintained • -English Learners:	Source: Ed Data 2020-2021 All: 33 EL: 4 SED: 16 Homeless: 0 Foster Youth: 0 Hispanic: 11	2021-2022 CA Dashboard Status Only: • All students group: Status level: medium	2022-2023 CA Dashboard Data: Number of students that were suspended 1 or more days throughout the year	The all student group and all other student groups including English Learners, Socio-economically Disadvantaged, Hispanic, Foster Youth, and Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status level: medium Suspension rate: maintained • -Socio-economically Disadvantaged: Status level: medium Suspension rate: maintained • -Hispanic: Status level: medium Suspension rate: decreased • -Students with disabilities: Status level: high Suspension rate: maintained Source: Ed Data 2019-2020 All: 150 EL: 19 SED: 90 Homeless: 3 Foster Youth: 3 Hispanic: 65 SwD: 44	SwD: 12	• English Learners: Status level: low • Socio-economically Disadvantaged: Status level: medium • Students with Disabilities: Status level: high • Homeless student group: Status level: high • Foster Youth student group: Status level: very high • Hispanic student group: Status level: medium • Two or More Races student group: Status level: medium	Student Groups that decreased: Homeless 5.7% (-0.8%) Student groups that maintained: African American 5% (-0.1%) Two or more races 3.7% (+0.1%) Student Groups that increased: Students with Disabilities 7.5% (+2.5%) English Learners 4.9% (+2.4%) Socioeconomically disadvantaged 5.20% (+1.4%) Hispanic 4.5% (+1.2%) White 4.2% (+1.1)	with Disabilities will to achieve a status level of low or very low or demonstrate a decrease or significant decrease in the suspension rate over the previous year as demonstrated on the CA Dashboard 5x5 Grid.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• White student group: Status level: medium		
California Healthy Kids Survey - Survey is administered every other school year (2020-2021 and 2022-2023)	School Climate CA Healthy Kids Student Survey (2019) • -The percentage of students indicating a high level of school connectedness: All Students: 5th grade 69%; 7th grade 59%; 9th grade 43%; 11th grade 27%, Non-Traditional Schools (Montecito High School) All Students 60%, • -The percentage of students indicating a high level of caring adult relationships	School Climate CA Healthy Kids Student Survey (2021) • -The percentage of students indicating a high level of school connectedness: All Students: 5th grade n/a; 7th grade 57%; 9th grade 48%; 11th grade 47%, Non-Traditional Schools (Montecito High School) All Students n/a, • -The percentage of students indicating a high level of caring adult relationships on their	School Climate CA Healthy Kids Student Survey (2023) Due to the small sample size, there is no reportable data. Student participation: Grade 5: 14 Grade 7: 0 Grade 9 or 11: 0 Non Traditional HS: 0	Per board direction, the California Healthy Kids Survey was not given to students last year. Therefore, data is not available to report on this metric. All required metrics pertaining to school connectedness and culture has been added to the RUSD LCAP Survey metrics listed below to ensure the requirements are met.	Increase of 3% or more over the previous reporting period as demonstrated on the CA Healthy Kids Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on their campus: All Students 5th grade 73%; 7th grade 44%; 9th grade 25%; 11th grade 29%; Non-Traditional Schools (Montecito High School) All Students 40% • -The percentage of students indicating a high level of academic expectation: All Students 5th grade 88%; 7th grade 57%, 9th grade 37%, 11th grade 35%, Non-Traditional Schools (Montecito High School) All Students 44%, • -The percentage of students indicating a high level of meaningful participation:	campus: All Students 5th grade n/a; 7th grade 59%; 9th grade 46%; 11th grade 62%; Non-Traditional Schools (Montecito High School) All Students n/a% • -The percentage of students indicating a high level of academic expectation: All Students 5th grade n/a; 7th grade 76%, 9th grade 62%, 11th grade 64%, Non-Traditional Schools (Montecito High School) All Students n/a, • -The percentage of students indicating a high level of meaningful participation:			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students 5th grade 45%; 7th grade 15%, 9th grade 5%, 11th grade 7%, Non-Traditional Schools (Montecito High School) All Students 12%, • -The percentage of students indicating they feel their school is very safe or safe: All Students 5th grade 75%; 7th grade 67%, 9th grade 45%, 11th grade 39%, Non-Traditional Schools (Montecito High School) All Students 56% Student participation: Grade 5: 124 Grade 7: 67 Grade 9: 124 Grade 11: 108 Non Traditional HS:	All Students 5th grade n/a; 7th grade 19%, 9th grade 16%, 11th grade 14%, Non-Traditional Schools (Montecito High School) All Students n/a, • -The percentage of students indicating they feel their school is very safe or safe: All Students 5th grade n/a; 7th grade 65%, 9th grade 51%, 11th grade 56%, Non-Traditional Schools (Montecito High School) All Students n/a, Student participation: Grade 5: 1 Grade 7: 95 Grade 9: 68 Grade 11: 63 Non Traditional HS: 3			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	66				
Average Daily Attendance	Baseline: 2018-2019 Average Daily Attendance = 93.61% 2019-2020 Average Daily Attendance = 94.75% 2020-2021 Average Daily Attendance as of March 25, 2021 (MVA and FB as of February 28, 2021) = 89.36%	2020-2021 Average Daily Attendance All Students: 89.42% EL: 81.18% of 658 SED: 92.34% of 2160 SPED: 92.68% of 937	ADA for school year 2021-22 All students - 90.30% EL - 87.02% SED - 88.91% SWD - 87.02%	ADA for school year 2022-2023 All students - 91% EL - 90% SED - 91% SWD - 90%	Average Daily Attendance will be at or above 95% or will increase by 1% over the previous year as indicated in PowerSchool attendance reports.
Drop-out Rates for Middle and High School	2019-2020 DataQuest 5 Year Cohort Graduation Rate Outcomes: • -All Students Drop-Out/Noncompleters: 2.7% • -English Learners Drop-Out/Noncompleters: 4.8% • -Socio-economically Disadvantaged Drop-	2020-2021 DataQuest 5 Year Cohort Graduation Rate Outcomes: • -All Students Drop-Out/Noncompleters: 4.2% • -English Learners Drop-Out/Noncompleters: 14.8% • -Socio-economically Disadvantag	2021-2022 DataQuest 5 Year Cohort Graduation Rate Outcomes: • -All Students Drop-Out/Noncompleters: 3.1% • -English Learners Drop-Out/Noncompleters: 5.0% • -Socio-economically Disadvantaged Drop-	2022-2023 DataQuest 5 Year Cohort Graduation Rate Outcomes: • -All Students Drop-Out/Noncompleters: 2.9% • -English Learners Drop-Out/Noncompleters: 9.0% • -Socio-economically Disadvantaged Drop-	The drop out rate will decrease by a least 1% annually for the all student group until we have no drop outs for all students. Student groups including English Learners, Students with Disabilities, Homeless, Foster Youth and Socio-economically Disadvantaged drop out rates will equal that of the all student group or decrease by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Out/Noncompleters: 4.8% • -Homeless Drop-Out/Noncompleters: 13.3% • -Students with Disabilities Drop-Out/Noncompleters: 9.6% • -Foster Youth - N/A	ed Drop-Out/Noncompleters: 5.8% • -Homeless Drop-Out/Noncompleters: 14.3% • -Students with Disabilities Drop-Out/Noncompleters: 12.5% • -Foster Youth - N/A	Out/Noncompleters: 5.8% • -Homeless Drop-Out/Noncompleters: 15.4% • -Students with Disabilities Drop-Out/Noncompleters: 10.4% • -Foster Youth - N/A	Out/Noncompleters: 5.7% • -Homeless Drop-Out/Noncompleters: 5.9% • -Students with Disabilities Drop-Out/Noncompleters: 6.8% • -Foster Youth - N/A	at least 1.5% from the previous year until we have no drop outs for student groups as indicated by the 5 year cohort Graduation Outcomes in DataQuest.
LCAP Parent Survey	20-21 LCAP Parent Survey: Percent of responding parents who selected WELL or VERY WELL: 74.45% - How well does your student's school make them feel cared about? 80.92% - How well does your student's school keep students safe from physical harm?	21-22 LCAP Parent Survey: Percent of responding parents who selected WELL or VERY WELL: 66.08% - How well does your student's school make them feel cared about? 68.42% - How well does your student's school keep students safe from physical harm?	22-23 LCAP Parent Survey: Percent of responding parents who selected WELL or VERY WELL: 80.63% - How well does your student's school make them feel cared about? 72.25% - How well does your student's school keep students safe from physical harm?	23-24 LCAP Parent Survey: Percent of responding parents who selected WELL or VERY WELL: 86.45% - How well does your student's school make them feel cared about? 84.06% - How well does your student's school keep students safe from physical harm?	90% of all families will think their child's school and our district does WELL or VERY WELL at: • -Make students feel cared about. • -Keep students safe from physical harm. • -Prevent bullying.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	67.30% - How well does your student's school prevent bullying?	54.92% - How well does your student's school prevent bullying?	53.35% - How well does your student's school prevent bullying?	59.85% - How well does your student's school respond to bullying concerns? (Note language changes to the question)	As indicated in the annual LCAP survey.
State Seal of Civic Engagement	Baseline to be established in the 2021-2022 school year.	Due to the COVID pandemic, focus was placed on ensuring safe schools reopening and independent study. Baseline was not established in the 21-22 school year and will be established during the 22-23 school year.	0 students participated in the State Seal of Civic Engagement.	0 students participated in the State Seal of Civic Engagement.	Each year will show improvement over the previous year.
Expulsion Rate	2018-2019 School Year: 0.02% 2019-2020 School Year: 0.0%	2020-2021 School Year: 0.0%	2021-2022 School Year 0.1%	2022-2023 School Year 4 Students were expelled for a percentage of 0.0008%	Maintain 0.0% expulsion rate for all students and student groups including English Learners, Students with Disabilities, Homeless, Foster Youth and Socio-economically Disadvantaged.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student/Staff LCAP Survey - School Climate	2022 LCAP survey 2705 Students responded to the • 876 Elementary Student Responses • 1673 Secondary Student Responses % of students indicating a high level of school connectedness: • 69.75% of Elementary Students • 43.87% of Secondary Students % of students indicating a high level of caring adult relationships on their campus: • 63.81% of Elementary Students • 36.64% of Secondary Students	Metric was added for the 2022-23 plan	2023 LCAP survey 2705 Students responded to the • 972 Elementary Student Responses • 1457 Secondary Student Responses % of students indicating a high level of school connectedness: • 67.89% of Elementary Students • 40.36% of Secondary Students % of students indicating a high level of caring adult relationships on their campus: • 61.94% of Elementary Students • 34.73% of Secondary Students	2024 LCAP survey 2281 Students responded to the • 1056 Elementary Student Responses • 1116 Secondary Student Responses % of students indicating a high level of school connectedness: • 86.37% of Elementary Students • 73.93% of Secondary Students % of students indicating a high level of caring adult relationships on their campus: • 87.31% of Elementary Students • 77.6% of Secondary Students	100% of all students will indicate high levels of school connectedness, caring adult relationships, academic expectations, teachers providing feedback that help students succeed, adults listening to students, and feeling safe or there will be an increase of 5% each year until 100% of students is met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	% of students indicating a high level of academic expectation: • 81.51% of Elementary Students • 56.18% of Secondary Students % of students indicating how well teachers or other adults at school give me feedback that helps me succeed with the learning task: • 76.26% of Elementary Students • 53.26% of Secondary Students % of students indicating how well teachers or other adults at school listen to them when they have something to say:		% of students indicating a high level of academic expectation: • 77.98% of Elementary Students • 54.08% of Secondary Students % of students indicating how well teachers or other adults at school give me feedback that helps me succeed with the learning task: • 74.7% of Elementary Students • 48.73% of Secondary Students % of students indicating how well teachers or other adults at school listen to them when they have something to say:	% of students indicating a high level of academic expectation: • 93.94% of Elementary Students • 83.69% of Secondary Students % of students indicating how well teachers or other adults at school give me feedback that helps me succeed with the learning task: • 86.55% of Elementary Students • 74.02% of Secondary Students % of students indicating how well teachers or other adults at school listen to them when they have something to say:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 71.01% of Elementary Students • 48.53% of Secondary Students % of students indicating they feel their school is very safe or Safe: • 73.4% of Elementary Students • 43.51% of Secondary Students		• 68.11% of Elementary Students • 45.78% of Secondary Students % of students indicating they feel their school is safe or very safe: • 68.31% of Elementary Students • 38.58% of Secondary Students Staff results: 279 Certificated Staff responded to the survey % of staff indicating how well school keeps students safe: • 76.34% of staff % of staff indicating how well school site fosters trusting and respectful relationships among staff members:	• 86.08% of Elementary Students • 73.03% of Secondary Students % of students indicating they feel their school is safe or very safe: • 85.42% of Elementary Students • 65.42% of Secondary Students Staff results: 218 Certificated Staff responded to the survey % of staff indicating how well school keeps students safe: • 86.24% of staff % of staff indicating how well school site fosters trusting and respectful relationships among staff members:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• 77.78% of staff % of staff indicating how well school site guides staff to have trusting and respectful relationships with families: • 75.99% of staff 27 Classified Staff responded to the survey % of staff indicating how well school site fosters trusting and respectful relationships among staff members: • 85.19% of staff % of staff indicating how well site/department creates welcoming environment for staff: • 81.49% of staff	• 77.78% of staff % of staff indicating how well school site guides staff to have trusting and respectful relationships with families: • 83.95% of staff 144 Classified Staff responded to the survey % of staff indicating how well school site fosters trusting and respectful relationships among staff members: • 90.97% of staff % of staff indicating how well site/department creates welcoming environment for staff: • 90.98% of staff	

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.

Based on the metrics overall, RUSD has made a positive impact on students' sense of safety, connectedness and support across our school sites. Four of six of the defined actions were partially implemented and two were fully implemented. Although there is still work to be done as we strive to ensure that every student feels connected to their school community and supported by staff both personally and academically, we are pleased to see the following areas of improvement since the 20-21 school year:

*LCAP Student surveys showed substantial increases in the number of positive responses to questions about student safety and supportive learning environments
*LCAP Parent survey results showed significant increases in the number of positive responses to questions about student safety and supportive learning environments
*Middle School/High School dropout rates decreased for students with disabilities and homeless youth
*Chronic absenteeism rate decreased overall, however, the rate slightly increased for our English Learners

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.

3.5 - Purchased a new bus

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

3.1 While overall RUSD was successful at analyzing student needs and providing supports, our efforts must continue and increase, especially as they relate to attendance and student engagement moving into a new three year cycle.
- Chronic Absenteeism maintained it's status and the District has ramped up systems and supports in the 23-24 school year and positive results are seen when comparing data from March 2023 to March 2024.
- ADA for significant groups improved by 1-3%, depending on the group, but has not reached the desired outcome of 95%
- All LCAP student survey responses pertaining to school connectedness showed significant improvement
- All school sites reviewed the LCAP Educational Partner data and reflected on needs
- Six of our nine school-based attendance teams which include the Administrator, the attendance tech, the school counselor, and a school social worker, consistently meet two or more times a month to review attendance data and respond to the data with individualized plans to support students and families. The other three sites are partially implementing this model and are routinely looking at attendance data.

- Schools continue to provide adult mentors to students who are at-risk

3.2 Promote Inclusive School Climate and Safety

RUSD has made progress on promoting an inclusive and safe school climate, however we hope to see an exponentially increasing positive impact from the more recent actions as the structures and learning take root and become more routine. This years LCAP identified significant growth in student's perception on caring relationships, and safety. LCAP student survey results impoved significantly for both our elementary students and secondary students in the areas of caring adult relationships, feeling that adults at school listen to thier voices, and thier sense of safety at school. The foundational element of the district's collective commitments is a focus on the impact all staff have on students and families. All professional learning has the skills of genuine student engagement embedded within and site principals have discussed the importance of building relationships with every student on their campus, acknowledging the impact of school connectedness on academic achievement. OPMS launched their "SPIRIT" themed school behavioral expectations. OPMS and RHS have invested in online skill-based other means of correction as an alternative and supplement to exclusionary discipline. The capacity for mental health counseling support has increased with the hiring of 4 School Social Workers this school year. Quantitative and qualitative data from the LCAP survey still show there is still a substantial need to address bullying concerns at school sites. Additionally it shows, we need to address an ongoing perception of racism and discrimination to fully reach our intended outcome of an inclusive school climate.

3.3 Provide Supportive, Safe and Engaging Physical Environments

RUSD has continued to adjust health and safety protocols based on the recommendations of the County Health Department and CDC. Our nutrition department follows the school nutrition guidelines of the California Department of Education and continues to offer free breakfast and lunch to all students in the 23-24 school year. All positions for campus safety officers are filled and the increases in supervision staff that were made in 22-23 were maintained in 23-24. The need to improve the teaching of explicit and universal (consistent site-wide) behavior expectations through Positive Behavior Interventions and Support (PBIS) strategies remains. Student comments in the LCAP survey reflect strained relationships between students and campus safety officers (CSO) at some sites. Further investigation into the prevalence of this concern needs to be done along with training to support to improve engagement and positive relationships between students and CSOs.

3.4 Adopt Positive Behavior Supports

RUSD has maintained the level of working on the adoption of PBIS in our elementary schools and made progress at the secondary level. The 22-23 CA Dashboard Data reflected an overall increase in Suspensions of 1.1%. Changes by demographic group: our Homeless student rate decreased slightly (-0.8%), the rates for African American students and two or more races maintained, and the demographic groups that increase are Students with Disabilities (+2.5%), English Learners (+2.4%), Socioeconomically disadvantaged (+1.4%), Hispanic (+1.2%), and White 4.2% (+1.1). The expulsion rate for 22-23 was maintained (0.0008%). Behavior data continues to be inputted into our student information system and reviewed in our student data dashboard and the site level and district level. Feedback from site administrators indicates that there is a significant need for alternatives to suspension, called other means of correction, that can be assigned. Feedback from parents following indicates that there needs to be more awareness of the impact on witnesses and victims and a plan to offer support for students. Individual school sites offer a variety of prevention and education programs such as OPMS's student led Kindness assembly which addressed bullying prevention and RHS's Every 15 Minutes which seeks to bring awareness and prevention for driving under the influence and substance use. The Teen Recovery Center continues to offer cessation and education programs at our secondary schools. Two elementary schools received recognition in 22-23 for their PBIS programs, James Dukes received Platinum and Ramona Elementary received Gold. OPMS has a site-based PBIS team that is in a professional learning program to build PBIS programming at their site. At RHS

a team of teachers and support staff attended a webinar and collaborated on future plans to bring the framework of PBIS to their school site in future years. We would like to continue to work towards universal behavior expectations and explicit teaching of those expectations at every school site. We'd also like to increase our use of restorative behavioral interventions that increase a student's connectedness to the community at the school site and build the skills they need to make positive choices and have a positive impact.

3.5 Supports for At-Risk Students
RUSD continues to grow our support for at-risk students. Our School Social Workers were trained this year on how to support McKinney Vento students and are the site-based liaisons for our foster and homeless youth. Additional mental health counseling support is available with the increase of 4 school social workers in the 23-24 school year. We continue to contract with community agencies who provide counseling to students and parent support for at-risk students and families and added the Screening to Care program at OPMS through one of those partnerships.

3.6 Increased Social and Emotional Supports for Students and Staff
RUSD grew our capacity to support the social and emotional needs of our students and increase the amount of available support in 23-24 by:
- hired 4 new school social workers
- opened up an additional school site (RCMS) for our Extended Learning Program, Thrive and increased the capacity overall of the Thrive program (grew by over 50 student spots)
- offered a 2-part training on Trauma-Informed practices to certificated, classified, and administrative staff
- continue to have 1:1 site-based elementary school counselors as well.

By looking at data points such as counseling referrals, waiting lists for community partner agencies, referrals for IEP and 504 assessments and chronic absenteeism rates there remains a significant need to increase our ability to better support students who struggle with social connections, mental health, and behaviors. Additionally we need to determine methods to evaluate the interventions we invest in to ensure effective practices.

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.

Our district does not plan to continue offering the CHKSurvey. Questions about school safety and connectedness have been added to our LCAP partner survey. For the 24-25 LCAP, feedback from our partner survey makes it clear there is still work to be done to ensure our students benefit from positive and supportive learning environments. Action items can be reorganized, action 3.1 can be combined with 3.5 since data monitoring and analysis are an essential practice of supporting our at-risk students. The description of at-risk student groups needs to be expanded to include students with disabilities, English Learners, student's with trauma (or high ACE scores), students with high discipline/behavior rates, and possibly other groups where data reveals significant areas of concern. A focus on restorative discipline and community building can be added to action 3.4. We will refine the description of our action items by identifying specific measurable practices and intended outcomes to more effectively evaluate the impact of the work we are doing to support students.
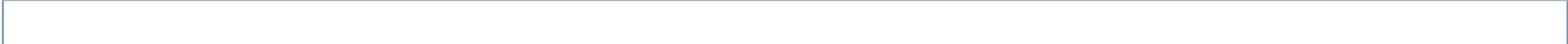
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Students will benefit from school environments where meaningful family collaboration and community engagement are encouraged.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey	2021 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: 86.78% - How well does your student's school demonstrate trusting and respectful relationships with your family and with all families? 85.69% - How well does your student's school create welcoming environments for your family and all families in the community? 70.18 % - How well does your student's	2022 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: 73.99% - How well does your student's school demonstrate trusting and respectful relationships with your family and with all families? 70.76% - How well does your student's school create welcoming environments for your family and all families in the community? 60.58% - How well does your student's	2023 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: 85.16% - How well does your student's school demonstrate trusting and respectful relationships with your family and with all families? 85.64% - How well does your student's school create welcoming environments for your family and all families in the community? 71.53% - How well does your student's	2024 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: 87.95% - How well does your student's school demonstrate trusting and respectful relationships with your family and with all families? 89.83% - How well does your student's school create welcoming environments for your family and all families in the community? 80.8% - How well does your student's	90% of all families will think their child's school and our district does WELL or VERY WELL at: - Demonstrating trusting and respectful relationships with all families. -Creating welcoming environments for all families in the community. -Guiding all families to effectively participate in advisory

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school guide you and all families to effectively participate in advisory groups and decision-making opportunities (Site Council, English Learner Advisory Committee, PTA, LCAP Stakeholder Committee, etc.)? 60.04% - How well does your student's school provide you and all families in the school community with opportunities to share ideas and give input on programs and policies?	school guide you and all families to effectively participate in advisory groups and decision-making opportunities (Site Council, English Learner Advisory Committee, PTA, LCAP Stakeholder Committee, etc.)? 47.01% - How well does your student's school provide you and all families in the school community with opportunities to share ideas and give input on programs and policies?	school guide you and all families to effectively participate in advisory groups and decision-making opportunities (Site Council, English Learner Advisory Committee, PTA, LCAP Stakeholder Committee, etc.)? 54.78% - How well does your student's school provide you and all families in the school community with opportunities to share ideas and give input on programs and policies?	school guide you and all families to effectively participate in advisory groups and decision-making opportunities (Site Council, English Learner Advisory Committee, PTA, LCAP Stakeholder Committee, etc.)? 66.87% - How well does your student's school provide you and all families in the school community with opportunities to share ideas and give input on programs and policies?	groups and decision-making opportunities (Site Council, English Learner Advisory Committee, PTA, LCAP Stakeholder Committee, etc.). • -Providing all families in the school community with opportunities to share ideas and give input on programs and policies As demonstrated in the annual LCAP survey.
California Healthy Kids Survey for Parents	Baseline established 2018-2019: 510 parents took this survey: Elementary (121), Middle School (94), High School	2020-2021 584 took this survey: 303 from Elementary 63 from Middle School 219 from High School	2022-2023 7 took this survey: 4 from Elementary 1 from Middle School 2 from High School	Not Available	Percent of parents who agree or strongly agree will increase over the previous year by 5% and participation increases

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(282), Non-Traditional Schools (13). Percentage of parents who agree or strongly agree. School allows input and welcomes parents' contributions. All: 74% Elementary: 83% Middle: 70% High: 71% Non-Traditional: 70% School encourages me to be an active partner with the school in educating my child. All: 81% Elementary: 93% Middle: 78% High: 77% Non-Traditional: 67% Parents feel welcome to participate at this school. All: 74% Elementary: 91% Middle: 71% High: 69% Non-Traditional: 51%	2 from Non-Traditional School Percent of parents who agree or strongly agree. School allows input and welcomes parents' contributions. All: 67% Elementary Schools: 71% Middle Schools: 70% High Schools: 60% Non-Traditional Schools: n/a School encourages me to be an active partner with the school in educating my child. All: 81% Elementary Schools: 86% Middle Schools: 80% High Schools: 76% Non-Traditional Schools: n/a Parents feel welcome to participate at this school. All: 68%	0 from Non-Traditional School Due to the small sample size, there is no reportable data.		by 10% as demonstrated in the California Healthy Kids Survey for parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School staff take parent concerns seriously. All: 74% Elementary: 82% Middle: 74% High: 70% Non-Traditional: 75%	Elementary Schools: 70% Middle Schools: 58% High Schools: 67% Non-Traditional Schools: n/a School staff take parent concerns seriously. All: 76% Elementary Schools: 78% Middle Schools: 58% High Schools: 67% Non-Traditional Schools: n/a			
Parent Involvement in IEP	Baseline is 2019-2020 school year: 100% parent participation in their child's IEP process	2020-2021 school year: 100% parent participation in their child's IEP process	2022-2023 school year: 99.9988% parent participation in their child's IEP process	As of January 11, 2024: 938 out of 949 (99%) parents have participated in their child's IEP As of March 1, 2024: 99% of parents have participated in their child's IEP	Maintain 100% parent participation in their child's IEP process
School Messenger: District and school:	Baseline to be established:	School Messenger was not able to report like we initially	2022-2023 School Messenger is	2023-2024 School Messenger is	Parents and Families will receive no less than 3 School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Number of School Messenger Communications directly related to communicating and encouraging parent and family engagement and participation in parent advisory groups	intended. Method of communicating and encouraging parents and families to engage and participate in parent advisory groups: • School Messenger e-mail: 11 of 11 schools • School Messenger all call: 4 of 11 schools • School Messenger text message: 6 of 11 schools • Post on school website or Facebook page: 6 of 11 schools • Sent home fliers/written communication: 4 of 11 schools • Canvas Global	the primary method of communicating important messages to all parents and families, including unduplicated students. To engage and participate in parent advisory groups: • School Messenger e-mails in English & Spanish: 11 of 11 schools • School Messenger all calls in English & Spanish: 6 of 11 schools • School Messenger text messages in English & Spanish: 10 of 11 schools • Posts on school websites or social media sites in English &	the primary method of communicating important messages to all parents and families, including unduplicated students. To engage and participate in parent advisory groups: • School Messenger e-mails in English & Spanish: 11 of 11 schools • School Messenger all calls in English & Spanish: 5 of 11 schools • School Messenger text messages in English & Spanish: 9 of 11 schools • Posts on school websites or social media sites in English &	Messenger Communications directly relating to family engagement and/or participation in parent advisory groups each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Announcements: 1 of 11 schools • Personal Calls Home: 1 of 11 schools and our district parent liaison Number of communications encouraging engagement and participation in the following: School Site Council (SSC) • 7 schools sent between 1-3 • 1 school sent between 4-6 • 2 schools sent between 7-10 • 1 school sent between 11-15 District Advisory Committee (DAC) • DO sent between 4-6 • English Learner	Spanish: 9 of 11 schools • Sent home fliers/written communication: 3 of 11 schools • Canvas Global Announcements: 2 of 11 schools • Personal Calls Home: 5 of 11 schools and our district parent liaison, who is bilingual Spanish Number of communications encouraging engagement and participation in the following in English & Spanish, intentionally reaching out to families of unduplicated students to create diverse committees: School Site Council (SSC)	Spanish: 4 of 11 schools • Sent home fliers/written communication: 2 of 11 schools • Canvas Global Announcements: 0 of 11 schools • Personal Calls Home: 6 of 11 schools and our district parent liaison, who is bilingual Spanish Number of communications encouraging engagement and participation in the following in English & Spanish, intentionally reaching out to families of unduplicated students to create diverse committees: School Site Council (SSC)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Advisory Committee (ELAC) • 7 schools sent between 1-3 • 3 schools sent between 4-6 • 1 school sent between 7-10 • District English Learner Advisory Committee (DELAC) • DO sent between 11-15 Annual Title I Parent Meetings • 2 of 6 schools sent none • 4 of 6 schools sent between 1-3 LCAP Educational Partner Committee • 9 schools sent between 1-3	• 2 schools sent between 1-3 • 4 school sent between 4-6 • 4 schools sent between 7-10 • 1 school sent between 11-15 District Advisory Committee (DAC) • DO sent between 7-10 English Learner Advisory Committee (ELAC) • 3 schools sent between 1-3 • 5 schools sent between 4-6 • 1 school sent between 7-10 Note: Not all schools have an ELAC (RCMS, MVA, FB, JD) District English	• 1 schools sent between 1-3 • 6 school sent between 4-6 • 1 schools sent between 7-10 • 1 school sent between 11-15 • 2 school sent more than 15 District Advisory Committee (DAC) • 6 schools sent between 1-3 • 5 school sent between 4-6 • 1 DO sent between 7-10 English Learner Advisory Committee (ELAC) • 2 schools sent between 1-3 • 3 schools sent between 4-6	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 2 schools sent between 4-6 • DO sent between 7-10 School/District Plan Feedback • 1 school sent none • 7 schools sent between 1-3 • 2 schools sent between 4-6 • 1 school sent between 7-10	Learner Advisory Committee (DELAC) • DO sent out more than 15 Annual Title I Parent Meetings • 2 of 6 schools sent between 1-3 • 4 of 6 schools sent between 4-6 LCAP Educational Partner Committee invitations through DO and each school site in English & Spanish, intentionally looking at unduplicated student group: • 2 schools sent between 1-3 • 8 schools sent between 4-6 • DO sent between 7-10 School/District Plan	• 3 school sent between 7-10 Note: Not all schools have an ELAC (FB, MHS, JD) District English Learner Advisory Committee (DELAC) • 5 schools sent between 1-3 • 2 school sent between 4-6 • 2 schools sent between 7-10 • 1 DO sent between 11-15 Annual Title I Parent Meetings • 3 of 6 schools sent between 1-3 • 3 of 6 schools sent between 4-6 LCAP Educational Partner Committee invitations through DO and each school site	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Feedback in English & Spanish: • 1 school sent none • 3 schools sent between 1-3 • 7 schools sent between 4-6	in English & Spanish, intentionally looking at unduplicated student group: • 2 schools sent between 1-3 • 7 schools sent between 4-6 • 3 sites/DO sent between 7-10 School/District Plan Feedback in English & Spanish: • 2 schools sent between 1-3 • 8 schools sent between 4-6 • 1 sites/DO sent between 7-10 • 7 schools se	
Percentage of students with Canvas Observer accounts associated with them	2020-2021 26% of RUSD students have an observer account associated with them	2021-2022 27.9% of RUSD students have an observer account associated with them	2022-2023 28.8% of RUSD students have an observer account associated with them	2023-2024 34% of students have a Canvas Observer account associated with them	90% of families of parent observer accounts in Canvas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 1,322 K-12 students (total of 5,050)	• 1,417 K-12 students (total of 5,072)	• 1,464 K-12 students (total of 5,082)	• 1744 students (total of 5,153)	

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.

Based on the metrics overall, RUSD was successful at moving the needle for this goal in a positive direction when it comes to parent connectedness. All actions were either partially or wholly completed. While there is still work to be done to improve connections with families, especially families of low- income students, we were pleased to see the following areas show an improvement since the 20-21 school year for all students:

Families perception has increased in:
* Trusting and respectful relationships
* Welcoming environments
* Guiding parent participation in advisory groups
* Opportunities to share ideas and give input

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.

4.2) Incurred more Homeless transportation costs and did not use supplemental funding for this
4.4) Used other temporary funding sources for the Professional Development intended

4.1 RUSD was effective in maintaining the action of ensuring welcoming and inclusive schools
* All metrics connected to this action showed improvement over the three year cycle
* Families and parents of all students, including those with disabilities, English Learners, Foster Youth and Homeless participated in District Advisory Groups, District Wide surveys and had access to Parent Portals
* Approximately 50 staff members took a Conversational Spanish Course to better ensure a welcoming and inclusive environment for Spanish-speaking parents/families

4.2 While overall RUSD was successful at increasing connections with English Learner Families. We believe that our efforts toward low-income could be improved as we move into a new three year cycle.
* Despite concerted efforts by our staff, we would like to see increased improvement in the following areas:
* 4.2.3a: The recruitment and hiring of bilingual staff
* The bilingual parent liaison has recruited and supported applicants with process (11 success stories to date), but RUSD struggles to have enough bilingual applicants to meet our needs.
* New Action is needed: Specific action to support low-income students and families

4.3 RUSD was effective in maintaining the strategic connections with families of Special Education
* 99% of all Parents/families were involved in the development of their child's IEP

4.4 While overall, RUSD was successful with providing parents the opportunity to enrich the learning environment through workshops, presentations, etc., the challenge with getting parents to attend the events is still evident. Additionally, we would like to improve (4.4.1) the professional learning opportunities for all staff to feel proficient in supporting students, parents and families of all student groups. The following was voluntary and we would like to ensure all staff have the opportunity to participate.
*47 of staff participated in Educators' Academy learning how to support English Learners and their families
* 70 of staff participated in Trauma Informed practices to learn how to support our population of students who are at-risk and needing mental health supports
* 49of staff participated in Educators' Academy learning how to support Students with Disabilities

We would like to show improvement for:
* Parent comments indicate a need for consistency with all teammates returning calls/emails, being informed of student issues, and following up with affected students after an incident may have occurred, 29 of 49 parent comments directly related to Goal 4 reflected how we are communicating with families.

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.

Metrics to be added to the 2024 LCAP:
* 74.53% of parents/families feel they are provided the resources to support learning at home. This is up overall by 14.11%. While nearly three-quarters of our families feel they are given the resources, we want to ensure this continues to grow and all families can support learning at home in partnership with educators.

The following LCAP Survey questions will be edited to provide clarity for these existing metrics:
* 66.87% of parents/families feel they have the opportunity to share ideas and give input on policies and programs. While this is up 12% from the 2023 survey, it is still only two-thirds of our families feeling this way. Language will be added to better explain what policies and programs, especially for EL, Foster Youth, Homeless, and Socio-economically disadvantaged students like with the LCAP, SPSA, Parent Engagement Policy, transportation plan, etc.
* 51.82% of parents/families feel they are informed of their legal rights and are taught how to advocate for their students. This is up 7.56% from the 2023 survey, it is still only about half of our families feeling this way. Language will be added to better explain what legal rights parents are informed about (special education parent rights, rights for homeless, foster youth, and migrant families, options to opt out as outlined in the Parent Handbook, etc.).

Additionally, parent comments and Educational Partners indicated a need to be informed of student issues, and the need to follow up with affected students after an incident may have occurred.

Actions in the new plan will reflect the following, all in an effort to build meaningful partnerships and improve parent/guardian engagement:
* Improved communication with families
* Providing resources to families to support students and learning in school and at home
* Providing parent/family engagement and education opportunities

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

Goals and Actions

Goal

Goal #	Description
5	Students will be educated in school facilities that are safe, clean, well-maintained, and supportive of healthy learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	20-21 Parent LCAP Survey Percent of responding parents selected WELL or VERY WELL: 84.39% - How well does your student's school maintain a clean campus? 77.93% - How well does your student's school maintain the buildings, playground, fields, etc.?	21-22 Parent LCAP Survey Percent of responding parents selected WELL or VERY WELL: 75.44% - How well does your student's school maintain a clean campus? 68.66% - How well does your student's school maintain the buildings, playground, fields, etc.?	22-23 Parent LCAP Survey Percent of responding parents selected WELL or VERY WELL: 86.6% - How well does your student's school maintain a clean campus? 77.51% - How well does your student's school maintain the buildings, playground, fields, etc.?	23-24 Parent LCAP Survey Percent of responding parents selected WELL or VERY WELL: 88.96% - How well does your student's school maintain a clean campus? 81.56% - How well does your student's school maintain the buildings, playground, fields, etc.?	90% of all families will think their child's school and our district does WELL or VERY WELL at: Maintaining a clean campus. Maintaining the buildings. playground, fields, etc.
FACILITY INSPECTION TOOL (FIT) Report	20-21 FIT report: Good: 2 of 9 school buildings Fair: 4 of 9 school buildings Poor: 3 of 9 school buildings	Based on the 2021-2022 FIT report, 0 of 9 school buildings received a Good ranking, 8 of 9 received a Fair	Based on the 2022-2023 FIT report, • 2 of 9 school buildings received a Good ranking	Based on the 2023-2024 FIT report, • 0 of 9 school buildings received a Good ranking	All schools receive a Good or Excellent ranking on the FIT report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ranking, and 1 of 9 received Poor ranking.	(MW and RCC) • 7 of 9 received a Fair ranking • 0 of 9 received a Poor ranking	• 8 of 9 received a Fair ranking • 1 of 9 received a Poor ranking (OPMS)	

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.

The majority of actions were completed and effective in meeting the needs of safe, clean, and well-maintained facilities.

5.3.4) Security fencing has been completed at Barnett and Ramona High School. 50% of RE will be completed by the end of March. Montecito High School will be determined in the 24-25 school year.

5.4.1) Lower DO windows were more expensive than projected and the resources were funneled to higher priorities for students

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

5.1) Due to increased need and the flexibility of the Arts and Music Discretionary Block Grant the district reallocated $1,000,000 dollars for roofing projects at Hanson Elementary. Also, the district uncommitted $1,600,000 for additional roofing projects at Ramona Elementary, Ramona High School, and Olive Pierce Middle School.

5.2) The district addressed the need for updating equipment and had significant cost pressures for cleaning materials and supplies.

5.3) The district reallocated portions of the Arts and Music Discretionary Block Grant for additional security fencing projects at Ramona Elementary, Barnett Elementary and Ramona High School.

5.4) The district incurred less HVAC related expenses due to work in previous years and reallocated the funds to other facilities needs.

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

Facility Maintenance and Operations has made progress with most of the actions being completed or partially implemented except the two previously mentioned. Significant site safety improvements have been made with the majority of sites having some form of perimeter fencing and plans for updated security cameras. M&O has completed or begun significant roofing projects at many sites to maintain a safe learning environment for our students.

We were very intentional in responding to our educational partners and their concerns regarding facilities with our numerous projects completed and begun this year. The FIT reports were not reflective of all the work we have put in this year. The area we saw the most increased percent of deficiencies was restrooms/fountains. Comments by this inspector indicated that the majority of restroom deficiencies were related to the availability of menstrual products and accompanying required signage. In addition, the fit reports reflected two critical deficiencies for lit candles in classrooms which resulted in a drastic drop in ranking for one site.

Based on our LCAP survey, we saw parents indicating a 4% increase over baseline for clean and well maintained facilities.

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.

Going forward in 24-25, salaries for M&O will be moved from Goal 1 to Goal 5, a new LCAP survey question will be developed to measure school safety, and goal 5.4 was removed due to the specificity of now obsolete COVID related requirements.

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)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ramona City Unified School District	Brian Thurman Superintendent	bthurman@ramonausd.net 760-787-2000

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.

Ramona Unified School District is located in the unincorporated community of Ramona in the center of San Diego County. The community includes low-income apartment complexes, a range of single-family dwellings and exclusive homes located in secure estate style settings. The District encompasses 11 distinct schools: six elementary, four secondary and one TK-12, across nine school campuses. RUSD offers a rich learning experience for all students including opportunities for acceleration, advanced placement and CTE pathways. Additionally, the District offers alternative and continuation programs, including home school, Montessori, independent study and traditional settings to help meet the needs of all students and families. The school system is a diverse community of approximately 5,082 scholars, with the largest student groups comprised of White (46.9%), Hispanic/Latino (45%), two or more races (6.2%) and socio-economically disadvantaged (59.4%). Additional student groups include students with disabilities (16.5%), English Learners (13.1%), foster youth (0.5%) and Homeless (2.1%). Ramona Unified is a district like many others facing declining enrollment. (Student enrollment and percentages reflect the 2023-2024 school year.)

Source: CA Dashboard https://www.caschooldashboard.org/reports/37683040000000/2023

Beginning with the 2024-2025 school year, Montecito High School and Future Bound will qualify to receive Equity Multiplier funding. Hence, we have created a new goal (#5) to address the needs at these two schools. More information on the Equity Multiplier funding is found in the Engaging Educational Partners and Goal #5 sections.

The following school site and student group acronyms will be used throughout this document:

RUSD School Sites:
BES - Barnett Elementary School
HES - Hanson Elementary School
JDES - James Dukes Elementary School
MVA - Mountain Valley Academy

MWES - Mt. Woodson Elementary School
RCMS - Ramona Community Montessori School
RES - Ramona Elementary School
OPMS - Olive Peirce Middle School
MHS - Montecito High School
FB - Future Bound
RHS - Ramona High School

Student Groups:
EL - English Learners
SED - Socioeconomically disadvantaged
FY - Foster Youth
HOM - Homeless youth
SwD - Students with Disabilities
LTEL - Long-term English Learners
RFEP - Reclassified Fluent English Proficient
HI - Hispanic
WH - White
AA - African American
AS - Asian
MR - Multi racial (Two or more races)

Reflections: Annual Performance

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

Reflection on LEA's Annual Performance:

RUSD's annual performance review reveals both successes and challenges across various indicators. Noteworthy achievements include substantial progress in math education facilitated by cognitively guided instruction and dedicated math TOSAs collaborating with teachers and principals. Elementary math MAP scores demonstrate consistent growth trends, with significant progress observed in Grade 2 and the highest percentage of growth target achievement in Grade 1. Secondary math MAP scores also indicate above-average performance in Grades 9-11.

Furthermore, the implementation of explicit phonics instruction has yielded positive outcomes, particularly in primary grades, with promising signs of growth in reading proficiency. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments showcased growth across all grade levels. Secondary formative ELA assessments depicted either maintenance or improvement in meeting standards from Grades 7-12.

RUSD has made significant strides in expanding educational programs, including a full-day TK program across elementary schools and restructuring pupil services to enhance support for both general and special education. Increased access to mental health services,

professional development opportunities, and the introduction of virtual Spanish courses for staff highlight the LEA's commitment to holistic student development and educator capacity building.

Despite these achievements, RUSD faces challenges, particularly in ELA and mathematics, as indicated by the California School Dashboard. English Learners (EL), Students with Disabilities (SWD), and socioeconomically disadvantaged (SED) students exhibit low performance levels in both subjects. Chronic absenteeism rates remain high across various student groups, and suspension rates at certain schools are concerning, especially among English Learners and Students with Disabilities.

Addressing Identified Needs:

To address the identified needs of student groups, RUSD remains committed to targeted interventions and support strategies outlined in the Local Control and Accountability Plan (LCAP). Specifically:

1. **Chronic Absenteeism:** RUSD as a district has high Chronic Absenteeism rates for all student groups, but specifically for EL, HI, and WH student groups. Specific schools with high absenteeism rates for all student group, such as BES, MWES, and RCMS, will receive targeted interventions to improve attendance and engagement strategies. Additionally, student groups with high Chronic Absenteeism rates will also receive these services and support: HES (EL & WH), JD (MR), MVA (SED), MWES (ALL, EL, HI, MR, SED, SWD, WH), RCMS (ALL, SED, SWD, WH), RES (EL, HI).

2. **College and Career Readiness & Graduation Rate** RUSD as a district has low CCI rate for EL, HOM, and SWD student groups and low Grad rate for HOM. Priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored at all school sites, especially for EL, SWD, HOM and SED students will be prioritized. Additional support will be provided to schools such as MHS (for ALL and SED student groups), FB, RHS (SWD) to boost performance in this indicator.

3. **Suspension Rates:** Schools with elevated suspension rates, including RUSD (EL, FY, SWD), OPMS (ALL, EL, HI, SED, SWD, WH, SWD), MHS (ALL, HI, SED, & WH) and RHS (SWD), will implement restorative justice practices and interventions to create a positive school climate conducive to learning and behavioral improvement.

4. **Academic Performance in ELA and Mathematics:** Targeted interventions will be implemented to address the low performance levels of EL and SWD in ELA and mathematics, with a focus on improving instructional practices and providing additional support resources. The targeted supports in ELA include the following: RUSD (EL & SWD), BES (EL & SWD), HES (EL, SWD & HI), MWES (EL & SWD), OPMS (EL & SWD), RES (EL, HI, & SWD), and RHS (SWD). The targeted supports in mathematics include the following: RUSD (EL, HOM, & SWD), BES (SWD), HES (EL & SWD), MWES (EL), OPMS (SWD), RES (EL & SWD), and RHS (HI).

5. **Community Engagement and Support:** Collaborative efforts with educational partners will be strengthened to address underlying factors contributing to absenteeism, suspension rates, and academic performance disparities.

By leveraging data-driven decision-making and ongoing collaboration among educators, administrators, and educational partners, RUSD aims to address the identified needs of student groups and foster an inclusive learning environment conducive to academic success and holistic student development.

Supporting Documentation:
To see a summary of RUSD's identified student group/school site needs aligned to indicators, please refer to the Federal Addendum.

Resource: Mid Year Local Assessments
(https://docs.google.com/presentation/d/18sb6IUlSLky6CKhuCb1jbWZeLkhGBzpBA7bZa4dsNz8/edit?usp=sharing)
Resource: MAP Growth (https://drive.google.com/file/d/1bfgNzn7rMXcsv8cGjKpx7PdA0mtlLfMK/view)

Reflections: Technical Assistance

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

Summary of Differentiated Assistance (DA) and Technical Assistance:

RUSD is currently engaged in Differentiated Assistance (DA) to address specific areas of concern identified within the district. The DA team collaborates to leverage existing initiatives and state requirements aligned with the Local Control and Accountability Plan (LCAP) to enhance services and improve outcomes for targeted focus areas and groups.

Reasons for DA Eligibility:
1. **English Learners (EL):**
   - Academic performance, suspension rates, and College and Career Indicator (CCI) are very low.

2. **Students with Disabilities (SWD):**
   - Academic performance, suspension rates, and CCI are very low.

3. **Homeless Students:**
   - Graduation rate and CCI are very low.

Summary of Work Underway:

1. **Technical Assistance from San Diego County Office of Education (SDCOE):**
   - Received support through Putting It All Together (PIAT) meetings to guide the DA journey.
   - Engaged in three phases: examining the system, data collection and analysis, and identifying root causes.
   - Enhanced understanding of the fairness blueprint, evaluated district initiatives, and reflected on fairness challenges.

2.** Focused Attention Expanded**
   - Continued district-wide focus on chronic absenteeism.
   - Targeted attention on the EL group regarding academics, suspension, chronic absenteeism, and college and career readiness.
   - Expanded DA team membership to ensure diverse representation and perspectives in the comprehensive district plan.

3. **Student Focus Group Interviews:**
- Conducted student focus group interviews to collect street data related to chronic absenteeism and assess support for SWD and EL groups.
- Randomly selected students participated to provide insights into their school experiences, including factors that motivate attendance and barriers to attendance.
- Interviews conducted district-wide at all school sites in Spring 2024.
- Insights gathered from student perspectives will inform district decisions, professional learning plans, and LCAP revisions.

By actively engaging in Differentiated Assistance and leveraging technical support from SDCOE, RUSD aims to gather data to identify the root cause for low student performance and address identified areas of concern, enhance fairness and support services, and ultimately improve outcomes for EL, SWD, and homeless student populations. The district's commitment to data-informed decision-making and student-centered approaches underscores its dedication to continuous improvement and equitable education opportunities.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Other School Personnel and Parents	We engaged our school personnel and parents through the LCAP Surveys, LCAP meetings, DAC, DELAC, SSC, and ELAC meetings. They analyzed current data and provided recommendations on how to improve support and services.
Students	We engaged our students through the LCAP Surveys, LCAP meetings, District Advisory Committee, and Board meetings. They analyzed current data and provided recommendations on how to improve support and services.
Parent Advisory Committee	Our parents had opportunities through DAC, SSC, LCAP and Community Forum meetings to provide their input to help shape our LCAP.
English Language Parent Advisory Committee	Our parents had opportunities through ELAC, DELAC, SSC, LCAP and Community Forum meetings to provide their input to help shape our LCAP.
Local bargaining units	We engaged with RTA and CSEA through the LCAP Surveys and LCAP meetings. They analyzed current data and provided recommendations on how to improve support and services. After all the LCAP meetings are completed, the RTA and CSEA representatives met with Cabinet members to discuss the plan.
Special Education Local Plan Area Administrator	We engaged with our SELPA administrator through our LCAP meetings and through our Director of Students with Disabilities. The administrator had opportunities to analyze current data and provide recommendations on how to improve support and services.

The LCAP Survey for all Educational Partners was posted to the District and school websites, posted on social media, emailed to all RUSD staff and students, and shared through School Messenger. The survey was open for input from January 29-February 15, 2024. Ramona gathered 3,682 survey responses composed of 62% students, 24% parents, 11% RUSD employees, and less than 1% community members. As a result of MHS and FB qualifying for Equity Multiplier funds, Goal #5 was included to get feedback from our Educational Partners.

The LCAP Educational Partners Meetings were comprised of 49% RUSD employees and 51% parents, students, and community members, including our SELPA administrator. The Educational Partner meetings took place on the following dates: March 11, March 25, April 22, and May 13.
We also gathered input from the following groups/committees:
District Advisory Council (DAC) Meetings, which is comprised of principals, teachers, and parents, with parents being the majority - November 6, February 5, & May 20
District English Learner Advisory Committee Meetings (DELAC) - October 19, April 24, & May 13
LCAP Board Meeting Updates - December 14, January 11, February 8, March 14, April 11, May 9, June 13 & June 27
Student Board Representation at LCAP Board Presentations (see above dates)
School Site Council (SSC) Meetings (approximately 1 LCAP meeting per site)
English Learner Advisory Committee (ELAC) (approximately 1 LCAP meeting per site)
District Budget Advisory/LCAP Meetings includes District Administrators (March 5)
LCAP CSEA Bargaining Unit Meeting- May 22
LCAP RTA Bargaining Unit Meeting - May 22
LCAP Community Forum - May 22
Public Hearing - June 13
Board approval - June 27

A summary of the feedback provided by specific educational partners:
Our Educational Partners expressed the need for:
Support for staff to provide engaging, hands-on learning for all students (students, teachers, administrators, and parents)
Structured and consistent interventions and support for SwD and EL groups (teachers, administrators, other school personnel, and parents)
Protected collaboration time between all IEP team members to support SwD (teachers, other school personnel, administrators, and parents)
Increase training and support for teachers to implement English Language Development (ELD) instructional strategies (teachers)
Professional development and support for teachers on how to better meet the needs of SwD (teachers, other school personnel, parents, administrators)
Actively recruit, hire, and retain high quality staff (teachers, administrators, other school personnel, parents, local bargaining units, and community)
More enrichment activities and opportunities to explore the arts (parents)
Fill open/hard to fill positions and retain highly qualified staff (teachers, administrators, other school personnel, parents, community, and local bargaining units)
More frequent, personalized connections between teachers and parents (parents)
Consistent communication from sites regarding school events and information and especially after any major school incident (parents)
Resources for parents to help them engage, including parent education events and workshops (parents)

Strategies to support staff and student relationships in order to reduce suspension rates to address needs of EL, FY, and SwD students (parents, teachers, and administrators)
Supports to address behavior concerns across all school sites (parents, teachers, students, administrators)
Increased communication and transparency from school site Administrators regarding incidents of bullying (parents)
Increase training for staff and Campus Safety Officers in de-escalation practices to provide safe and inclusive school environment (staff, administrators, students, and parents)
Access to appealing and nutritious meals (students)
Increase and improve repairs on all facilities to ensure that it is clean and well-maintained (students, teachers, administrators, other school personnel, parents, local bargaining units, and community)

Based on this feedback, the following themes emerged:
Recruit and retain high-quality staff for all, but specifically to support SWD and EL students
Increase student engagement and decrease rates of chronic absenteeism for SED, SWD, and EL students
Improve math and ELA performance for all students
Continue to provide staff training to meet needs of EL and SWD
Provide parent resources to connect with schools and support students at home

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to teaching and learning identified by educational partners, RUSD will implement a broad goal that includes actions to:
Goal One:
Actively recruit, hire and retain high quality staff (Action 1)
Fully credentialed staff are assigned and professionally developed for the students they are supporting, including SWD, EL, FY, and HOM (Action 2)
Provide access to broad course of study and standards-aligned materials to ensure students are prepared for College and Career (Action 3)
Implement the EL Master Plan to ensure all EL students receive appropriate support (Action 5)
Align and clarify the roles of an IEP team to improve outcomes for SWD (Action 6)
Provide supplemental programs and services for unduplicated students (Action 7)

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to school culture and connectedness identified by educational partners, RUSD will implement a broad goal that includes actions to:
Goal Two:
Provide supportive, inclusive, safe, and engaging school environments (Action 2)
Ensure access to appealing and nutritious meals (Action 3)
Implement new strategies, including usage of Other Means of Correction, additional staff support, and transparency with bullying data, to address problem behaviors and bullying (Action 5)
Build students' competencies through SEL and behavioral supports for at-risk students (Action 6)
Increase the inclusion of high interest activities in before and after school programs (Action 7)

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to family collaboration and community engagement identified by educational partners, RUSD will implement a broad goal that includes actions to:
Goal Three:
Improve communication with families through consistent sharing of information (Action 1)
Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support (Action 3)
Increase connections with families of SED and EL families by providing translation and childcare services during meetings and leverage parent liaison to provide support for enrollment process (Action 4)
Ensure parents/guardians of SWD are engaged in decision making process (Action 5)

A description of the aspects of the LCAP that were influenced by specific input from educational partners:
In response to the needs that educational partners identified related to facilities identified by educational partners, RUSD will implement a broad goal that includes actions to:
Goal Four:
Ensure all facilities and resources are well maintained with ongoing maintenance, repairs, and improvement projects (Action 1)
Provide clean facilities by establishing common cleaning protocols, provide training, and hire/retain high quality staff (Action 2)
Ensure safe facilities through partnership with Sheriff's department, campus safety plans, perimeter security fencing, and visible exterior lettering (Action 3)

Equity Multiplier School
We added a new Goal 5 as a result of the LCAP Equity Multiplier criteria. The focus is to ensure that students at Montecito High School (MHS) and Future Bound (FB) will graduate ready for career or college upon graduation. The goal was developed based on student performance on the CA School Dashboard and on the identified needs of students through data analysis of state and local assessments, surveys, and educational partner input. The staff at MHS and FB helped develop the goal, it was brought before our Educational Partners at our LCAP meeting, and then incorporated into our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be prepared for college, career and intelligent, responsible citizenry as they experience high quality, locally controlled, standards-based teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure all students educated in the Ramona Unified School District will have the skills that prepare them for career or college upon graduation.

The goal was developed based on the identified needs of students through data analysis of state and local assessments, surveys, and educational partner input as indicated in the metrics below (organized by state assessments and reporting, local indicators, and then local measures and local assessments).

The analysis of the California School Dashboard (Dashboard) data indicated 39.3% of RUSD students graduated ready for College or Career based on the College and Career Indicator (CCI).

The Dashboard also showed a clear need to continue supporting reading, writing, listening, and speaking skills (through English Language Arts (ELA) and English Language Development (ELD)). For example:
* The Dashboard reports RUSD students are performing at the LOW status and DELCLINED 12.9 points from last school year in ELA.
* 43.63% of ALL students in grades 3-8 and 11 met or exceeded standards in ELA (CAASPP). 11.46% of SWD, 34.56% of SED, 3.9% of EL, and 20.83% of HOM students met or exceeded standards on the same assessments.
* 42.9% of ELs are making progress toward English proficiency according to the English Language Proficiency Indicator on the Dashboard.

Focus also needs to be placed on improving problem-solving, analysis, and mathematical reasoning skills (through all content areas including math, history/social science, science, world languages, visual and performing arts (VAPA), and career/technical education (CTE)). For example:
* The Dashboard reports RUSD students are performing at the LOW status and DECLINED 4.3 points from last school year in Math.
* 29.79% of ALL students in grades 3-8 and 11 met or exceeded standards in MATH (CAASPP). 10.54% of SWD, 22.10% of SED, 2.27% of EL, and 18.37% of HOM students met or exceeded standards on the same assessments.

* 30.18% of ALL students in grades 5, 8, and 11 or 12 met or exceeded standard on the California Science Test (CAST). 8.7% of SWD, 19.32% of SED, 2.32% of EL, and 13.04% of HOM students met or exceeded standards on the same assessments.

One of the actions in this goal describes that staff will participate in the Educational Benefit Review process for students with IEP's. The Educational Benefit Review Process is a comprehensive way to deeply analyze one IEP at a time in order to determine whether that IEP was reasonably calculated to result in educational benefit for the student. The purpose of this process is to assist educators in examining the characteristics of IEPs that increase student access to, participation in, and progress in general education by providing an appropriate education. The process is intended to be reflective rather than evaluative, and there is a protocol to capture the findings that occur during the process. Reviewing and discussing the findings assists staff in identifying common practices that are improving or impeding outcomes for students so that appropriate adjustments can be made.

Based on 2023-24 data, 12% of our teaching staff are considered inexperienced (two or fewer years of teaching experience), and an additional 4.4% of our teachers are not fully credentialed. Of the 14 teachers not fully credentialed, nine fall under the Special Education umbrella, and of the 11 Speech and Language Pathologist positions in our district, seven of them are unfilled. Training and support is needed, especially for the nearly 17% of teachers new to the profession.

During the LCAP development, Educational Partners identified the need for:
* More training for teachers on how to provide English Language Development (ELD) instruction
* More training and support for teachers on how to better meet the needs of SWD
* More consistent tutoring and intervention support is needed, especially in the area of mathematics
* Provide more afterschool enrichment activities and opportunities to explore the arts
* Find ways to make learning more fun, hands-on, and engaging
* Fill open staffing positions and retain highly qualified and effective staff

Our school district plans to improve literacy, EL proficiency, and problem-solving, analysis, and reasoning skills through through all content areas with actions that support and improve teaching and learning and will measure progress towards this goal using 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
1.1	Percent of students in grades 3-8 and 11 who meet or exceed standard in ELA (Source: California Assessment of Student Performance	2022-2023 ELA CAASPP ALL: 43.63% SWD: 11.46% SED: 34.56% HOM: 20.83%			The percent of students meeting standard for the ALL student group will increase by 5% over the previous	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Progress - CAASPP) Status and Change for ELA Indicator (Source: CA School Dashboard ELA Indicator)	EL: 3.9% LTEL: 3.21% RFEP: 46.54% 2022-2023 and change from 2021-2022 ELA Dashboard Indicator ALL: Low; Declined 12.9 points; Orange SWD: Very Low; Declined 14.9 points; Red SED: Low; Declined 12.2 points; Orange EL: Very Low, Declined 16.6 points, Red HOM: Maintained; Increased 15.7 Points, Yellow The Dashboard does not currently report on LTEL or RFEP student groups. The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. BES-EL: Low; Declined 3.6 points BES-SWD: Low; Declined 7.8 points			year, and the EL, SED, HOM, and SWD student groups will increase by 10% over the previous year to meet or surpass the all student group. The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including EL, SED, HOM, and SWD will increase by more than the "all student" group as demonstrated on the California Dashboard ELA indicator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HES-EL: Low; Declined 30.7 points HES-HI: Low; Declined 25.7 points HES-SWD: Low; Declined 17.5 points MWES-EL: Low; Declined 26.2 points MWES-SWD: Low; Maintained +1.6 points RES- EL: Low; Declined 16.0 points RES-HI: Low; Declined 14.5 points RES-SWD: Low; Declined 3.5 points OPMS- EL: Low; Declined 19.5 points OPMS-SWD: Low; Declined 24.2 points RHS-SWD: Low; Maintained -2.6 points				
1.2	EL Reclassification Rate (Source: DataQuest Enrollment by English Language Acquisition Status (ELAS) Report) Percent of ELs who: A. decreased one ELPI level B. maintained ELPI Levels 1, 2L, 2H, 3L, 3H C. progressed at least one ELPI level	2022-2023 Percent of Reclassified Students: 10.2% 2022-2023 ELPI A. 27.4% B. 29.9% C. 39.9% D. 2.9% 2023 Summative ELPAC Scores ALL EL (606 students)			Reclassification Rate is a required metric for the LCAP and will be reported for monitoring purposes. All EL students will increase one ELPI level or Maintain a level 4, or the percent of students increasing by an	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	D. maintained ELPI level 4 (Source: CA School Dashboard ELPI) Summative ELPAC Scores (Source: Test Results for CA Assessments - English Language Proficiency - Summative ELPAC - Student Group is ELs)	Level 1 - 12.71% Level 2 - 32.84% Level 3 - 38.78% Level 4 - 15.68% LTEL (136 students with 6+ years in program) Level 1 - 6.62% Level 2 - 38.24% Level 3 - 34.56% Level 4 - 20.59% The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. Below are the 2022-2023 ELPI scores BES - A. 21.7% B. 34.8% C. 43.5% D. 0% HES - A. 27.6% B. 26.4% C. 44.8% D. 1.1% MWES - A. 31.7% B. 23.8% C. 42.9% D. 1.6%			ELPI level or maintaining at level 4 will increase by 5% over the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RES - A. 24.4% B. 29.5% C. 41.0% D. 5.1% OPMS - A. 26.3% B. 29.3% C. 40.4% D. 4.0%				
1.3	Percent of students in grades 3-8 and 11 who meet or exceed standard in MATH (Source: California Assessment of Student Performance and Progress - CAASPP) Status and Change for MATH Indicator (Source: CA School Dashboard ELA Indicator)	2022-2023 Math CAASPP ALL: 29.79% SWD: 10.54% SED: 22.10% HOM: 18.37% EL: 2.27% LTEL: 2.25% RFEP: 20.63% 2022-2023 and change from 2021-2022 Math Dashboard Indicator ALL: Low; Declined 4.3 points; Orange SWD: Very Low; Declined 7.9 points; Red SED: Low; Maintained -1.8 points; Orange EL: Very Low, Declined 3.6 points, Red HOM: Very Low; Declined 8.3 Points, Red			The percent of students meeting standard for the ALL student group will increase by 5% over the previous year, and the EL, SED, HOM, and SWD student groups will increase by 10% over the previous year to meet or surpass the ALL student group. The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The Dashboard does not currently report on LTEL or RFEP student groups. The following schools reported the identified student groups were performing at the lowest level (RED) on the Dashboard and require additional support and monitoring. BES-EL: Low; Declined 14.8 points BES-SWD: Low; Declined 17.6 points HES-EL: Low; Declined 13.6 points HES-SWD: Low; Declined 6.2 points MWES-EL: Low; Declined 26.2 points RES- EL: Low; Declined 7.9 points RES-SWD: Low; Declined 2.7 points OPMS-SWD: Low; Declined 14.7 points RHS-HI: Low; Declined 37.0 points			performing below the ALL student group, including EL, SED, HOM, and SWD will increase by more than the ALL student group as demonstrated on the California Dashboard Math indicator.	
1.4	EAP/11th Grade CAASPP (Source: Test Results for CA Assessments - ELA and Mathematics)	2023 CAASPP ELA: % of students meeting standard Grade 11 - ALL: 47.93%			The percent of students meeting or exceeding the standards on the EAP/11th grade	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SwD: 5.72% SED: 37.76% EL: 7% LTEL: 4.55% RFEP: 45.06% 2023 CAASPP Math: % of students meeting standard Grade 11 - ALL: 21.90% SwD: 2.86% SED: 15.77% EL: 0% LTEL: 0% RFEP: 13.04%			CAASPP will increase by a minimum of 5% and students within the EL, SED, and SWD student groups will increase by 8% or more over the previous year.	
1.5	Percent of students in grades 5, 8 and 11 or 12 who meet or exceed standard in SCIENCE (Source: California Assessment of Student Performance and Progress - CAASPP) CA School Dashboard Indicator for Science to come in the 2024 Dashboard	2022-2023 ALL: 30.18% SWD: 8.7% SED: 19.32% EL: 2.32% HOM: 13.04% 2024 CA Dashboard Science Indicator: Baseline to be determined upon release. The Dashboard does not currently report on LTEL or RFEP student groups.			The percent of students meeting or exceeding standards on the CAST will increase for all student groups by 5% over the previous year and by 8% for students within the EL, SED, and SWD student groups.	
1.6	Status and Change for Graduation Rate	2022-2023 and change from 2021-2022			The ALL students group will achieve	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CA School Dashboard Grad Rate Indicator)	ALL: 89.8% Low; Declined 3.9%; Orange SWD: 71.4% Low; Declined 3.9%; Orange SED: 86% Low; Declined 2.7%; Orange EL: 91.4%, Increased 8.8%, No Performance Color Available HOM: 64.7% Declined 18.6%, Red The Dashboard does not currently report on LTEL or RFEP student groups.			a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including C will increase by more than the "all student" group as demonstrated on the California Dashboard Graduation Rate indicator.	
1.7	Status for College/Career Indicator (Source: CA School Dashboard College and Career Indicator)	2022-2023 CCI Status and Percent Prepared ALL: Medium, 39.3% SWD: Very Low, 5.7% SED: Low, 27.1% EL: Very Low, 8.6% HOM: Very Low, 5.9% The Dashboard does not currently report on LTEL or RFEP student groups. The following schools reported the identified student groups were performing at the lowest level on the Dashboard and require additional support and monitoring.			The ALL students group will achieve a high or very high status level or they will increase or significantly increase on the CA Dashboard. Any student group performing below the ALL student group, including EL, SED, and SWD and for these students groups at RHS, MHS, and FB will increase by more than the district ALL student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RHS EL: No status level , 8.3% RHS SWD: Very Low, 7.8% FB SED: No Data Available, Group is too small MHS SED: Very Low, 0% MHS SWD: Very Low, 0%			group as demonstrated on the California Dashboard College/Career indicator.	
1.8	Dashboard Additional Reports: Met UC/CSU AND at least one CTE Pathway (Source: Met UC/CSU Requirements and CTE Pathway Completion Report) CTE Pathway Completion A-G Completion Meeting Dual Credit Passed 2 or more AP Exams Seal of Biliteracy Leadership/Military Science	CA School Dashboard CCI - Percent of students meeting prepared. Data is reported for district student groups and specific schools that reported the identified student groups performing at the lowest level on the Dashboard and require additional support and monitoring. UC/CSU and at least one CTE Pathways Completed ALL: 50/450, 11.1% SWD: 0/70, 0% SED: 19/258, 7.4% EL: 1/35, 2.9% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0%			100% of students will meet Prepared criteria for the CCI or an increase of 5% over the previous year for all reported areas will be seen for the ALL student group and SWD, SED, EL, for the district, RHS, MHS, and FB will show at least a 7% increase over the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: College/Career Levels and Measures Report & Data)	MHS - SWD: 0/13, 0% CTE Pathways Completed ALL: 46/450, 10.2% SWD: 1/70, 1.4% SED: 15/258, 5.8% EL: 1/35, 2.9% RHS - SWD: 1/51, 23.5% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% Meeting A-G ALL: 130/450, 28.9% SWD: 2/70, 2.8% SED: 52/258, 20.2% EL: 2/35, 5.7% RHS - SWD: 2/51, 3.9% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% Earned Dual Credit (CCR) ALL: 1/450; 0% Passed 2 or more AP Exams (CCR) ALL: 44/450, 9.8% SWD: 0/70, 0% SED: 14/258, 5.4% EL: 0/35, 0% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MHS - SWD: 0/13, 0% Earned Seal of Biliteracy (CCR) ALL: 14/450, 3.1% SWD: 0/70, 0% SED: 6/258, 2.3% EL: 0/35, 0% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% Leadership/Military Science (CCR) ALL: 14/450, 3.1% SWD: 1/70, 1.4% SED: 4/258, 1.6% EL: 0/35, 0% RHS - SWD: 0/51, 0% FB - SED: 0/18, 0% MHS - SED: 0/44, 0% MHS - SWD: 0/13, 0% The Dashboard does not currently report on LTEL or RFEP student groups.				
1.9	Advanced Placement Test Pass Rate (Source: Performance Matters via College Board School Site Reports)	2022-23 AP Pass rate with a score of 3 or higher ALL: 222 students took 395 AP exams. 237 tests, 60% of tests passed			The percent of AP exams passed will increase by at least 5% over the previous year for ALL student groups including SED and EL	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PSAT10 and SAT (Source: College Board Reporting)	SED: 38 students took 62 AP exams. 55% of tests passed EL: 1 student took 1 AP exams. 0% of tests were passed PSAT 10: ERW: 43% (144 students) Math: 22% (73 students) Meeting both: 19% (64 students) Note: 336 student participants taken in October 2023 SAT: ERW: 85% Math: 68% Meeting both: 65% Note: 40 participants			student populations. The percent of students meeting both the ERW and Math on the PSAT10 will increase by 10% over the previous year. The percent of students meeting both the ERW and Math will increase by 10% over the previous year.	
1.10	Learning Walk Data Count of classroom learning walks where there is evidence of UDL implementation: Evidence of student choice. (Source: Learning Walk Form)	A. Count of classroom learning walks where there is evidence of UDL implementation: Evidence of student choice. As of 5/1/24: 75/128 TK-12 59% B. Rubric and ratings baseline will be established in the spring of 2025			A. During classroom learning walks, 100% of classrooms will implement UDL strategies or increase by 15% over the previous year. B. Certificated ALT will create a rubric and rate learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Quality of feedback from learning walks based on a Rubric				walk feedback to established expectations for high quality feedback.	
1.11	Basic Conditions: Fully Credentialed and Appropriately Placed Teachers (Source: Local Indicator Self Reflection Tool) Enrollment of SWD, EL, FY, HOM assigned in classes where teachers are inappropriately assigned or not fully credentialed. (Source: Performance Matters Enrollment by teachers not fully credentialed)	2023-2024 • 4.7% (13 of 297) Not fully credentialed at all schools, and 7% at Title I schools. 3.7% or 11 of the teachers who are not fully credentialed work with ELs. • 88% (261 of 297) of teachers are considered experienced (greater than 2 years teaching) at all schools, and 10% at Title I schools. • 84% (248 of 297) of teachers are fully credentialed • 95% (283 of 297) of			100% fully credentialed and appropriately assigned teachers Enrollment of SWD, EL, FY, and HOM in classes where teachers are not fully assigned or appropriately credentialed will decrease from the previous year by 5%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers are working in their field of study The number of students assigned to teachers not fully credentialed. SWD - 169/897, 18.8% EL - 92/621, 14.8% FY - 2/25, 8% HOM - 25/162, 15.4% (May 1, 2023)				
1.12	UCP Williams (Source: Human Resources)	2023-2024 Zero UCP Williams Complaints regarding standards aligned instructional materials			Zero UCP Williams Complaints regarding standards aligned instructional materials	
1.13	Broad Course of Study: Report card and master schedule (Source: Local Indicators Self-Reflection Tool)	• 100% of students in grades TK-6 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study.			As reported by the standards based report card and master schedule, 100% of students, including unduplicated students and students with exceptional needs will have access to a broad course of study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 100% of students in grades 7-8 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study. • 100% of students in grades 9-12 have access to a broad course of study, including unduplicated students and students with exceptional needs will have access to a broad course of study.				
1.14	A. Implementation of Standards & Instructional delivery	23-24 Local Indicators Self Reflection Tool: Implementation includes materials and			All areas with state adopted standards will make progress toward a level 4,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. Providing Standards Aligned Materials C. Identifying and Providing Needed Professional Development (Source: Local Indicator Self Reflection Tool) D. Master Schedule that includes Designated ELD protected time (Source: School site master schedule)	instructional support for SED, EL, HOM, FY and SWD student groups. A. Implementation of Standards - Providing Professional Learning for teaching to adopted standards: ELA - Full Implementation and Sustainability ELD - Full Implementation Mathematics - Full Implementation and Sustainability NGSS- Full Implementation History/Social Science - Beginning Implementation Implementation of academic standards: Career Technical Education-Full Implementation and Sustainability Health Education-Initial Implementation Physical Education-Full Implementation and Sustainability Visual and Performing Arts-Full			full implementation or above while maintaining a broad course of study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation and Sustainability World Language-Full Implementation and Sustainability B. Making instructional materials available in all classrooms where the subject is taught: ELA- Full Implementation and Sustainability ELD-Full Implementation Mathematics-Full Implementation and Sustainability NGSS-Full Implementation History/Social Science-Beginning Development C. Engaging teachers and school administrators in the following areas: Identifying the professional learning needs of groups of teachers or staff as a whole- Full Implementation and Sustainability Identifying the professional learning				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needs of individual teachers - Full Implementation and Sustainability Providing support for teachers on the standards they have not yet mastered -Full Implementation and Sustainability D. 23-24 school year: Master Schedule that includes Designated ELD protected time. 1 (BES) of 11 schools have a master schedule that includes protected ELD time for all EL students.				
1.15	Staff Recruitment, Hiring, and Retention Data Certificated Compensation Comparison (Source: websites for Poway Unified, EUSD, Valley Center) Percentage of staffed hard-to-fill positions (Documentation	RUSD Certificated Starting Salary Comparison to Countywide Mean/Median BA/BS +30 RUSD: $52,446 Countywide Mean: $57,619 Countywide Median: $58,442 BA/BS +60 RUSD: $54,757			The gap between RUSD salary and Countywide Mean will decrease each year 3 randomly selected neighboring school districts will be reviewed each year as a comparison	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provided by Human Resources) Caseloads as of March 2024 (Documentation reflected by caseloads in SEIS) Class Size Ratios (Students to 1 teacher) on CBEDS Day, by Grade (Source: 23-24 Staffing Worksheet) E3 teacher evaluation process completed (Source: Human Resources and teacher bargaining group)	Countywide Mean: $63,918 Countywide Median: $64,742 Compensation as compared to like districts: • 3 out of 3 randomly surveyed neighboring school districts pay more than RUSD for SLP's Baseline for hard to fill positions as of March 2024 (EL paras, Special Ed. paras, SLPs, SAI, OT, math and science teachers): Percentage of filled EL Paraeducator positions districtwide: 77% Percentage of filled Special Ed. Paraeducator positions districtwide by type: • Paraeducator I: 71.4% • Paraeducator II: 82.7%			All hard-to-fill positions will be 100% filled. Special Education Caseloads will be at or below the "legal max," California Board recommendations, and collective bargaining agreements. Class sizes will remain at or below collective bargaining agreements Reference (24-25 SY) TK: 12:1 K-3: 25:1 4-6: 28:1 7-12: 30:1 E3 process will be completed.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Paraeducator III: 100% Percentage of filled SLP positions districtwide: 43% (the other 57% is filled by agency staff instead of district staff) Percentage of filled SAI positions districtwide by type: • Mild/Moderate SAI: 83.6% • Moderate SAI: 100% • Moderate/Severe SAI: 80% • IOP SAI: 100% Percentage of filled math positions districtwide: 100% Percentage of middle school science positions filled districtwide: 100% Percentage of bilingual paraeducator positions filled: Baseline for Special				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Education Caseloads as of March 2024: • SLP's (excluding preschool) average caseload among 8 positions: 69.6 (Legal max is, "average not to exceed 55 per SELPA") • SLP's (Preschool only) average caseload among 2 positions: 36.5 (*Legal max is 40) • Occupational Therapists (OT) average caseload among 2 positions: 105 (California board of OT recommends no more than 60) Mild/Mod SAI average caseload by level:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary - 31 Middle School - 21.2 High School - 26 Moderate SAI average caseload by level Elementary - 13.3 Middle School - 10 High School - 15.5 Mod/Severe SAI Elementary average caseload by level: Elementary - 9.6 Middle School - 11 High School- 10 IOP SAI average caseload by level: Elementary - N/A Middle School - 2 High School- 8 Class Size Ratios on CBEDS Day, 10/4/23 by Grade Spans TK: 17.5:1 + paraeducator K-3: 23.28:1 4-6: 26.89 7-8: 20.16 9-12: 22.78 Completion of E3 teacher evaluation process:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Not Yet Complete				
1.16	District English Language Arts Measures: MAP Reading (Winter 23 to Winter 24) Percent of students meeting Growth Target (Source: Growth Summary Report) Dynamic Indicators for Basic Early Literacy Skills (DIBELS) - Percent of students performing in each risk area (Source: Performance Matters DIBELS Scoreboard Report) Secondary (Grades 7-12) Reading - Performance Task (Source: Performance Matters Student Item Analysis Report) Secondary (Grades 7-12) Reading End of Year (Source: Performance Matters Student Item Analysis Report)	MAP Reading (Winter 23 to Winter 24) Percent of students meeting Growth Target: A. Gr 1 - ALL: 53% EL: 44% SED: 49% SWD: 37% B. Gr 2 - ALL: 48% EL: 35% SED: 43% SWD: 46% C. Gr 3 - ALL: 52% EL: 50% SED: 50% SWD:53% D. Gr 4 - ALL: 42% EL: 50% SED: 42% SWD: 38% E. Gr 5 - ALL: 49% EL: 49% SED: 46% SWD: 42% F. Gr 6 - ALL: 49% EL: 42% SED: 47% SWD: 41%			100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting growth expectations will increase by 5% over the previous year for the ALL student group and 10% over the previous year for other student groups including EL, SED, and SWD. On the DIBELS assessment, the percent of students performing within the at-risk performance band will decrease by at least 10% from the previous year and the students in the some risk performance band will decrease by at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 7 - Baseline to be established Winter 2025 Grade 8 - Baseline to be established Winter 2026 DIBELS Winter 2024 Composite Scores: Negligible Risk 18%, increased 2% Minimal Risk 25%, increased 9% Some Risk 16%, decreased 3% At-Risk 38%, decreased 11% 2023-2024 Secondary ELA Performance Task Gr 7 – All: 46% EL: 0% SED: 36% SWD: 6% Gr 8 – All: 53% EL: 19% SED: 44% SWD: 22% Gr 9 – All: 62% EL: 30% SED: 55% SWD: 27% Gr 10 – All: 77%			least 5% from the previous year. On the ELA End of Year assessment, the ALL student group will increase by 10% over the pervious year and by 15% for the EL, SED, and SWD student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 23% SED: 72% SWD:64% Gr 11 – All: 86% EL: 69% SED: 82% SWD: 50% Gr 12 – All: 85% EL: 59% SED: 83% SWD: 57% Spring 2023 End of Year Gr 7 – All: 39% EL: 0% SED: 38% SWD: 14% Gr 8 – All: 21% EL: 3% SED: 15% SWD: 12% Gr 9 – All: 71% EL: 15% SED: 67% SWD: 29% Gr 10 – All: 53% EL: 5% SED: 42% SWD:11% Gr 11 –				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 55% EL: 5% SED: 45% SWD: 15% Gr 12 – All: 47% EL: 6% SED: 35% SWD: 21%				
1.17	District Math Measures: MAP Math (Winter 23 to Winter 24) Percent of students meeting Growth Target (Source: Growth Summary Report) Mathematical Thinking and Problem Solving Post Test Growth in developmental Stages (Source: PM Student Item Analysis Report Rubric View)	MAP MATH (Winter 23 to Winter 24) Percent of students meeting Growth Target: A. Gr 1 - ALL: 56% EL: 44% SED: 54% SWD: 40% B. Gr 2 - ALL: 48% EL: 52% SED: 47% SWD: 37% C. Gr 3 - ALL: 50% EL: 58% SED: 51% SWD: 47% D. Gr 4 - ALL: 39% EL: 48% SED: 39% SWD:27% E. Gr 5 - ALL: 43% EL: 49%			100% of students will meet expected growth projections based on Winter to Winter scores or the percent of students meeting growth expectations will increase by 5% over the previous year for the ALL student group and 10% over the previous year for other student groups including EL, SED, and SWD. The percent of students at Stage 0 will decrease by 5% for the ALL student group and for EL, SED, and SWD, there will be	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 38% SWD: 37% F. Gr 6 - ALL: 54% EL: 74% SED: 56% SWD: 52% Grades 7 and 8 - Baseline to be established Winter 2025 Spring 2023: % of students at each Stage LEARNING PROGRESSION A: K- 2 (Addition and Subtraction of Whole Numbers) All Students: Stage 0: 14% Stage 1: 73% Stage 2: 10% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0% EL Students: Stage 0: 35% Stage 1: 61% Stage 2: 2% Stage 3: 0% Stage 4: 0% Stage 5: 2% Stage 6: 0%			a decrease of 10% over the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED Students: Stage 0: 19% Stage 1: 75% Stage 2: 4% Stage 3: 0% Stage 4: 0% Stage 5: 1% Stage 6: 0% SwD: Stage 0: 24% Stage 1: 63% Stage 2: 12% Stage 3: 0% Stage 4: 0% Stage 5: 0% Stage 6: 0% LEARNING PROGRESSION D: 3-5 Multiplication and Division (Use for Multiplication, Measurement Division, Partitive Division) All Students: Stage 0: 22% Stage 1: 62% Stage 2: 12% Stage 3: 4% EL Students: Stage 0: 51% Stage 1: 45% Stage 2: 4%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Stage 3: 0% SED Students: Stage 0: 30% Stage 1: 60% Stage 2: 10% Stage 3: 1% SwD: Stage 0: 26% Stage 1: 58% Stage 2: 14% Stage 3: 2%				
1.18	Biliteracy Attainment Awards (Source: District Awards)	2023 Biliteracy Attainment Awards Gr 6 - 5 Gr 8 - 12 16 of 17 were EL or RFEP			Biliteracy Attainment Awards will increase over the previous year by at least 2 at grade 6 and 4 at grade 8, doubling the baseline by the end of the three year outcome.	
1.19	• Protected collaboration time will exist in the monthly schedule at each school (on the annual school calendar or within the master schedule).	• Protected collaboration time exists in the monthly schedule at 0/9 campuses (on the annual school calendar or within the			• Protected collaboration time exists in the monthly schedule at 9/9 campuses (on the annual	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• A random sampling of IEPs (5%) district-wide reflects that the student received educational benefit per the Educational Benefit Checklist. • A random sample of 10% of IEPs district wide will be audited for IEP service implementation. • Parent Involvement in IEP meetings will be reported as "yes" for 100% of IEP meetings. • Metric 1.1(CAASPP ELA), Metric 1.3 (Math), and Metric 1.5 (Science) scores for SWD will increase • General education and special	master schedule). • A random sampling of IEPs (5%) district-wide has not yet been conducted using the Educational Benefit Checklist. This data will be collected. • A random sample of 10% of IEPs district wide indicate 95-100% IEP Implementatio n for services delivered will be determined no later than June 30, 2024 to collect baseline data. • Parent Involvement in IEP meetings is reported as "yes" for 98% of IEP meetings. • See metric 1.1, 1.3 and 1.5			school calendar or within the master schedule). • A random sampling of IEPs (5%) district-wide will reflect that 90% of those sampled indicate that the student received Education al Benefit per the Education al Benefit Checklist. • A random sample of 10% of IEPs district wide will indicate 95-100% IEP Implemen	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	education staff will be surveyed quarterly to measure how well they know which parts of an IEP document are their respective responsibilities to implement for a student.	above to observe whether the CAASPP scores for SWD increase. • General education and special education staff have not yet been surveyed to measure how well they know which parts of an IEP document are their respective responsibilities to implement for a student. A brief quarterly survey will be developed and sent out to staff for this purpose to obtain the baseline.			tation for services delivered. • Parent Involvement in IEP meetings is reported as "yes" for 100% of IEP meetings. • See metric 1.1, 1.3 and 1.5 above to observe whether the CAASPP scores for SWD increase. • Quarterly staff reporting on a brief online survey will reflect a trend that general education and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					special education staff district-wide are endorsing that they know which parts of the IEP are their respective responsibilities to implement for a student with higher frequency.	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Actively recruit, hire and retain high quality staff (certificated and classified)	Review and refine policies and procedures to identify, select, place, retain, and sustain high quality staff. Including: • Posting and hiring practices • Competitive compensation for certificated and classified personnel • Signing bonus for hard to fill positions • Competitive caseload and class size ratios • PAR will be reestablished to provide support to struggling teachers in an effort to retain and sustain high quality staff Action 1.1 will be monitored by metrics 1.11 (teacher credentialing) or 1.15 (staffing) as described above	$51,625,358.00	No
1.2	Staff (certificated and classified) are assigned, fully credentialed and professionally developed for the students they are supporting, including SWD, EL, FY and HOM	Provide high-quality, individualized, and responsive professional learning and coaching opportunities designed to build the capacity needed for school improvement with increased attention to: • New Staff Pathways & Induction • Integrated & Designated ELD instruction for all ELs • Supporting SWD • Mathematics Instruction • Early Literacy During Certificated ALT meetings, district and site administrators will focus on the quality of teacher feedback on student thinking and actions during integrated and designated ELD, UDL, and differentiation instructional strategies to improve learning outcomes for language/literacy and problem-solving skills for EL, SWD, and HI students.	$662,913.00	No

Action #	Title	Description	Total Funds	Contributing
		• Certificated ALT team will develop a rubric for high quality feedback and rank the quality of feedback samples. • During learning walks at BES, HES, MWES, RES, OPMS, and RHS, administrators will interview at least one EL, SWD, or HI student during the walk-through to determine if the student understands the learning intention and has additional supports to access the learning (scaffolds, task choice, graphic organizers, integrated ELD supports, etc.). Use CSTPs to share expectations for a level of professional performance and opportunities for growth. RUSD Area of Focus: • Educator Effectiveness Evaluation Completion and Implementation Monitor enrollment of SWD, EL, FY, and HOM students assigned to teachers not yet fully credentialed or appropriately assigned. Action 1.2 will be monitored by metrics 1.10 (master schedule), 1.11 (Teacher credentialing), 1.12 (Williams compliance), 1.15 (Teacher feedback and evaluation) as described above		
1.3	Broad Course of Study and standards-aligned materials to ensure students are prepared for College and Career	ALL students, TK-12, will have access to a broad course of study and standards-aligned instructional materials, including integrated and designated ELD for ELs to ensure students are prepared for College and Career • Maintain course of study for all state required courses as new legislation is passed, including A-G courses at high school level • Update standards-based materials on a seven year cycle, as budget allows or as standards are revised • Provide digital programs to support standards based instruction • Embed UDL in each course to ensure differentiation and tier one intervention is present and the needs of all students are being addressed • Ensure all TK-12 students have access to VAPA courses All high school students will engage in annual graduation plan conferences	$2,593,830.00	No

Action #	Title	Description	Total Funds	Contributing
		that guide students toward graduating ready for College or Career that encourage students to meet A-G requirements or Career Technical Pathways. The following student groups will receive priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored at all school sites : EL, HOM, SWD Additionally, the following schools will ensure priority scheduling, annual counselor consultation, and transcript reviews will be closely monitored for the corresponding student groups: • MHS – ALL and SED for CCI • RHS – SWD for CCI Action 1.3 will be monitored with the following actions 1.1 (ELA progress), 1.2 (EL Progress), 1.3 (Math progress), 1.4 (EAP), 1.6 (Grad Rate), 1.7 (CCI), 1.8 (CCR)		
1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Academic performance will be monitored and school site principals/academic counselors will prioritize placement and scheduling that supports implementation of tier two and three interventions for SWD, ELs, FY and HOM students • Elementary Intervention teachers will provide research based intervention for students in literacy and mathematics • ACE and ELT will be used to provide necessary tier one, two and three interventions in literacy and mathematics • Student support meetings (BARR, SST, etc.) will take place to discuss and plan for student supports and improved outcomes • District data and assessment tools will be utilized to monitor student outcomes and progress • Provide supplemental digital programs, online tutoring to support standards based instruction and intervention The following schools will prioritize and closely monitor the corresponding student groups when providing interventions: • BES: ELs and SWD for both ELA and Math	$2,408,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- HES: ELs and SWD for both ELA and Math, HI students for ELA - MWES: ELs for ELA and Math, SWD for ELA - RES: ELs and SWD for both ELA and Math, HI students for ELA - OPMS: ELs for ELA and SWD for ELA and Math - RHS: SWD for ELA and HI students for math TOAs will provide additional coaching to schools in ELA and Math to support increased student outcomes. Action 1.4 will be monitored with the following actions, 1.1 (ELA progress), 1.3 (math progress), 1.5 (science progress), 1.16 (local ELA measures), and 1.17 (local math measures)		
1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support.	All schools will use the EL Master Plan to follow district ELD practices and support student learning. - Ensure a master schedule where all EL students, including LTELs, have designated ELD embedded in the school day. (base) - Provide additional EL support in the classroom by providing paraeducator staff at each site - Promote, monitor, and award students with State Seal of Biliteracy and Biliteracy Attainment Awards - Monitor RFEP students for four years and provide academic supports, as needed (base) - Provide ELD Professional Learning through ELD PLC, with specific instructional supports for LTELs - Align the work of Differentiated Assistance to build staff capacity around UDL and ELD instruction to develop English skills for varied needs of EL students including newcomers and LTELs Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes), 1.3 (Math CAASPP), 1.8 (Seal of Biliteracy), 1.15 (EL Para Staffing), 1.18 (Biliteracy Pathway)	$482,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Interventions and support for special education students	By participating in protected collaboration time, all members of the IEP team will have a clear understanding of their role in measuring a student's progress and implementing IEP services. • General Education and Special Education Staff will collaborate to design IEPs that are reasonably calculated for the student to receive educational benefit. • General Education and Special Education Staff will know which parts of the IEP are their respective responsibilities. • IEP teams will develop and implement IEPs reflecting measurable, grade level, and standards-aligned IEP goals. • Parent input will be considered by the IEP team. Ensure all students with disabilities are receiving intervention services and have appropriate and accessible materials to support their learning (preschool, NPS, all other programs, etc.) Action 1.6 will be monitored with metric 1.19.	$1,299,335.00	No
1.7	Provide supplemental, programs and services for unduplicated students	In addition to the base program, ELs, SED, FY and HOM will receive additional academic support, opportunities for equitable access to assessments, programs and education in order to be college and career ready. • Provide internet connectivity for students of need outside of school • Pay AP, SAT, PSAT10 exam fees for unduplicated students • Utilize Flexi-sched to design a school schedule that supports intervention time for at-risk students • Employ additional staff, above base staffing, to provide instructional support and opportunities for students to engage in career based pathways • Provide instructional materials and programs supporting interventions for at-risk students Action 1.7 will be monitored by metrics 1.8 (AP) and 1.9 (AP and SAT)	$904,232.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will benefit from positive and supportive learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to build on the increased supports and previously implemented initiatives that positively impacted the collective perceptions held by personnel, students, and families about school culture in the last LCAP cycle. This goal seeks to provide explicit expectations, support, and accountability for each program and position in supporting the needs of students and to improve the underlying conditions that contribute to ongoing school climate issues.

The goal was developed based on the identified needs of students through data analysis of state and local assessments, surveys, discipline data, attendance data, and educational partner input.

The CA Dashboard Data on Chronic Absenteeism indicates LOW performance scores for our Hispanic, Socioeconomically Disadvantaged, Students with Disabilities student groups and VERY LOW performance for Homeless youth.

The CA Dashboard Data on Suspensions indicates LOW performance scores for our African American, Hispanic, Socioeconomically Disadvantaged, and White student groups and VERY LOW performance for our English Learners, Foster Youth and Students with Disabilities.

LCAP Partners analyzed the LCAP survey data and identified the following needs and focus areas:
Better support for our Homeless students, our Students with Disabilities, and our Economically disadvantaged students
Discipline and suspension rates that demonstrate a lack of students engagement
High rates of Chronic Absenteeism
Bullying, including the recommendations of transparency from site Administrators regarding incidents of bullying and of applying Restorative Practices as a response.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Chronic Absenteeism Rate and Rate of Change [Previous Year]	In RUSD, 32.2% of Students were Chronically Absent. Change Rate from '21-'22 SY data was (-0.2%) Performance Level Data by student groups: Moderate Performance: SED: 35.2% (-3%) SWD: 36.9% (-4.4%) Low Performance: FY: 27.6% (-20.2%) HOM: 42.4% (-4.2%) MR: 25.2% (-2.7%) Very Low Performance: EL 38.9% (+1.7%) HI 35.4% (-0.2%) WH 25.2% (-0.4%) The Dashboard does not currently report on LTEL or RFEP student groups.			Chronic Absenteeism Rate of 10% or lower.	
2.2	6-week Improvement Rates for SART Plan Intervention [March 1st of current school year]	New Metric. Baseline will be established in Year 1, '24-'25 SY.			An improvement of 60% or better when comparing the data from 6-weeks pre-intervention to 6-weeks following the implementation of a SART Plan.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	LCAP Education Partner Student Survey Results - Student responses to culture questions (#1, 2, 6, 7)	2024 LCAP Student Survey Responses: Elementary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 87.88% Not at all/Not Well = 12.12% **SWD Specific: **Well/Very Well = 83% **Not at all/Not Well = 17% Question: How well do you feel like you are a part of the school? Well/Very Well = 86.37% Not at all/Not Well = 13.63% **SWD Specific: **Well/Very Well = 76% **Not at all/Not Well = 24% Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 86.08%			95% of RUSD students answer Well or Very Well to LCAP Student Survey questions related to campus culture.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Not at all/Not Well = 13.92% **SWD Specific: **Well/Very Well = 86% **Not at all/Not Well = 14% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 87.31% Not at all/Not Well = 12.69% **SWD Specific: **Well/Very Well = 81% **Not at all/Not Well = 19% Secondary: Question: How well does your school make you feel like you belong and are cared about? Well/Very Well = 75.18% Not at all/Not Well = 24.82% **SWD Specific: **Well/Very Well = 73% **Not at all/Not Well = 27%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Question: How well do you feel like you are part of the school? Well/Very Well = 73.93% Not at all/Not Well = 26.07% **SWD Specific: **Well/Very Well = 64% **Not at all/Not Well = 36% Question: How well do teachers or other adults at school listen to you when you have something to say? Well/Very Well = 73.03% Not at all/Not Well = 26.97% **SWD Specific: **Well/Very Well = 74% **Not at all/Not Well = 26% Question: How well do teachers or other adults at school notice when you are not there? Well/Very Well = 71.6% Not at all/Not Well = 28.4% **SWD Specific: **Well/Very Well = 79% **Not at all/Not Well = 21%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	LCAP Education Partner Student Survey Results - Student responses to safety questions (#11, 12)	2024 LCAP Student Survey Responses: Elementary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 85.42% Not at all/Not Well = 14.58% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 93% LTEL: 77% HI: 87% HOM: 92% SED: 85% SWD: 86% Question: How well does your school promote the prevention of bullying? Well/Very Well = 74.25% Not at all/Not Well = 25.75% Specific Student Groups, percentage of students reporting Well/Very Well:			100% of RUSD students answer Well or Very Well to LCAP Student Survey questions related to feeling safe on campus.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 84% LTEL: 75% HI: 76% HOM: 80% SED: 76% SWD: 70% Secondary: Question: How well does your school keep students safe from physical harm? Well/Very Well = 65.42% Not at all/Not Well = 34.58% Specific Student Groups, percentage of students reporting Well/Very Well: EL: 91% LTEL: 74% HI: 68% HOM: 79% SED: 66% SWD: 69% Question: How well does your school promote the prevention of bullying? Well/Very Well = 65.51% Not at all/Not Well = 34.49%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Specific Student Groups, percentage of students reporting Well/Very Well: EL: 82% LTEL: 73% HI: 66% HOM: 68% SED: 67% SWD: 67%				
2.5	Percentage of Administrators, Administrative Designees and CSO's that are certified in de-escalation strategies [March 1st of current school year]	75% of our Adminstrators are ProAct Certified, 28% of our Admin Designees are ProAct Certified, 30% Campus Safety Officers ProAct Certified			100% of all Site Administrators, Admin Designees and Campus Safety Officers will have a ProAct or other comparable certification	
2.6	Number of staff, district-wide, that are trained in de-escalation strategies [March 1st of current school year]	104 staff district-wide have currently ProAct Certified			185 staff district-wide with a ProAct or other comprable certification	
2.7	Secondary Course (9-12) Failure Rates for Semester 1/Trimester 1 [Current Year]	375 secondary students failed one or more courses at the end of the first semester/trimester			Reduce the number of course failures in Semester 1/Trimester 1 by 80%.	
2.8	Middle School Drop Out Rates	Source: CalPads 1.24 Dropouts by Subgroup 23-24 (Fall1) Total = 2			Maintain a 0% Middle School drop-out rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 1				
2.9	High School Drop Out Rates	Source: CalPads 1.24 Dropouts by Subgroup 23-24 (Fall1) Total = 21 HOM: 1 EL: 2 SWD: 8 SED: 18			Maintain a drop-out rate below 1% and ensure RUSD rate continues to be below County and State percentages.	
2.10	High School Graduation Rates [Previous Year]	RUSD had an overall 89.8% Graduation Rate in the '22-'23 SY. Performance Level Data by student groups: Moderate Performance: WH: 92.8% Low Performance: HI: 87.6% SED: 86% SWD: 71.4% Very Low Performance: HOM: 64.7% The Dashboard does not currently report on LTEL or RFEP student groups.			RUSD Graduation Rate of 95% or better with no variability within student groups.	
2.11	Scores on RUSD SST Fidelity Inventory [Current Year]	New Metric. Baseline will be established in Year 1, '24-'25 SY.			100% Score on SST Fidelity Inventory for all school sites.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Number of days of absenteeism district-wide due to suspension [March 1st of current school year]	Suspensions between Aug. 21, 2023 and March 1, 2024 accounted for 462 days of absenteeism.			To reduce the number of absenteeism days due to suspension by 10% each year.	
2.13	Suspension Rate [Previous Year]	RUSD Suspended 4.3% of students in the '22-'23 SY. An overall increase of 1.1% from '21-'22 SY. CA Dashboard Performance Level Data by student groups: Moderate Performance: HOM: 5.7% MR: 3.7% Low Performance: AA: 5% HI: 4.5% SED: 5.2% WH: 4.2% Very Low Performance: EL: 4.9% FY: 18.2% SWD 7.5%			Suspension rate of 3% or below and to not have any student groups falling in the "Very Low" or "Low" Performance category	
2.14	Expulsion Rate [Previous Year]	4 Students were Expelled in the '22-'23 SY, well under 1%.			Maintain an expulsion rate below 1%.	
2.15	Number of "Bullying Reports" recieved by school sites [March 1st of current school year]	New Metric. Baseline will be established in Year 1, '24-'25 SY.			Year-to-year significant reductions in the number or reports recieved, at least 30% reduction	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					from Year 1 outcome to Year 2 outcome.	
2.16	Disciplinary Incidents for Bullying [March 1st of current school year]	46 Incidents of Bullying documented in the '23-'24 SY as of March 1st.			Zero Incidents of Bullying	
2.17	Audit of school site's websites to determine if a "Report Bullying" Form is present on their front page [Current Year]	2 of the 10 RUSD school site webpages had easy-to-find ways to report bullying through the website. RHS - Not Present MHS/FB - Not Present MVA - Not Present OPMS - Not Present BES - Not Present HES - Not Present JDES - Present MWES - Not Present RCMS - Present RES - Not Present			10 out of 10, All school sites with a visible way to report bullying present on their website	
2.18	Top 5 Behaviors resulting in Incident Management entries, with the corresponding number of incidents [March 1st of current school year]	#1: Disrespect towards Peers (171) #2: Disrepect/defiance towards Staff (167) #3: Physical Aggression (143) #4: Unsafe Behavior (not directed toward or harming another person) (95) #5: Disruption of Classroom/School Activity (93)			Overall 30% decrease in number of incidents and a list that does not include aggressive or bullying behaviors in the Top 3.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Percentage of Homeless and Foster Youth who are chronically absent who are receiving/or have been offered transportation services at no cost	New Metric. Baseline will be established in Year 1, '24-'25 SY.			100% of HOM and FY that are struggling to routinely attend school have been offered or are receiving no cost transportation.	
2.20	Number of students on a waitlist for Transportation Services	Zero students are awaiting availability for transportation services.			Maintain a ZERO waitlist, demonstrating that all students eligible and requesting transportation services are receiving it.	
2.21	English Language Arts and Math Performance Standards of Foster and Homeless Youth	RUSD Overall: 20.4 points below standard in English Language Arts and 57.8 points below standard in Math HOM: 52.6 points below standard in English Language Arts and 104.4 points below standard in Math FY: Data not displayed, less than 11 students			For all FY and HOM students to be meeting the grade level performance standards	
2.22	LCAP Education Partner Parent Survey Results (#21)	2023 LCAP Parent Survey Responses:			All RUSD families will respond "Very	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Question: How well informed are you regarding the afterschool program provided at your child(ren)'s school, including how to register for the program? Well/Very Well = 47.43% Not at all/Not Well = 23.96% Not Applicable = 28.61%			Well/Well" or "Not Applicable.	
2.23	Number of students on Waitlist for Before/After School Care [March 1st of current school year]	Current Year: 355 on Waitlist			Zero Waitlist, demonstrating that all RUSD families that have a need for before/after school care are able to access the program	
2.24	LCAP Education Partner Staff Survey Results - Responses to connectedness question	2023 LCAP Staff Survey Responses: Question: How well does your school foster trusting and respectful relationships among staff members? Certificated Staff (218 responses) Well/Very Well = 83.95%			100% of RUSD staff answer Well or Very Well to LCAP Staff Survey question related to positive staff connectedness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Not at all/Not Well = 16.05% Classified Staff (144 responses) Well/Very Well = 90.97% Not at all/Not Well = 9.03% Administrative Leadership (15 responses) Well/Very Well = 100% Not at all/Not Well = 0%				
2.25	Average Daily Attendance	'22-'23SY Average Daily Attendance Rate All Students: 91% EL: 90% SED: 91% SWD: 90%			Average Daily Attendance will increase each year by 1% or more over the previous year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered interventions to address Chronic Absenteeism	All school sites will create School Attendance Teams that meet at minimum twice a month. The team's priority will be to focus on monitoring attendance outcomes for students and to respond to cases of chronic absenteeism with targeted interventions. Schedule's of each team's meetings and student tracking documents will be shared with the Director of MTSS and the District's Central Registrar by Sept. 1st of each school year. Sites will develop and invest in routine practices for rewarding and incentivizing students for high attendance rates and improvement with relevant rewards. The District's SARB Hearing Panel will adopt a Restorative Practices approach to our DART/SARB process. BES, HE, JDE, MVA, MWE, RCMS, RE Attendance Teams will receive the support of the district's Central Registrar who specialized in attendance support, attending at least one team meeting every quarter to support the analysis of data and the identification of appropriate next steps and interventions. Outcome data will be documented on a shared tracking document. Our RUSD Parent Liaison will monitor the attendance data for our English Learners (EL), Multi-Racial (MR) and Hispanic (HI) students and make connections with families, providing an extra layer of monitoring and intervention support.	$775,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Principals will prioritize resources for site-level attendance interventions (i.e. personalized phone calls from attendance techs, teacher communication through phone calls and notes home, home visits, SART meetings) to the following student groups: EL, HI, MR, SED, SWD, WH , and report outcome data on district-wide tracking document. An attendance review will be added to the agenda of every IEP Annual Review meeting for all Students with Disabilities (SWD) so that the attendance related concerns and impact of attendance can be discussed. Metrics 2.1, 2.2, 2.25		
2.2	Provide supportive, inclusive, safe, and engaging school environments	Ensure all schools are safe and equipped with appropriate health and safety supplies and have appropriately trained staff • Administrators, Admin Designees and Campus Safety Officers are trained in de-escalation practices and increase the number of trained certificated and classified staff district-wide. Students will benefit from the adoption and implementation of Restorative Practices district-wide and ongoing practices of Positive Behavioral Supports and trauma-informed practices at our school sites. PBIS site teams will invest in routine practices for rewarding and incentivizing students for positive behavior. Students will benefit from engaging in enrichment and athletic activities to improve school connectedness and culture. In order to provide all students with a genuinely inclusive school experience, the current "inclusion" mindset for SWD in general education classrooms will be developed and further explored. As a result of this development, there will be evidence of each SWD's rightful presence in the general education classroom such as a desk (or appropriate learning space) for each SWD. Metrics 2.3, 2.5, 2.6, 2.24	$2,120,783.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services to ensure students come to school and are ready to learn. Continue to ensure access to nutritious meals through the administration of the state and federal nutrition program. Elicit and apply feedback from students to increase the appeal of menu items. Continue to ensure students have access to safe, adequate school transportation (except at schools of choice or students who live within 2 miles of their school site). Provide Foster and Homeless Youth free transportation services to ensure minimal interruptions in school attendance and access to school supports. Metrics: 2.19, 2.20	$6,160,881.00	Yes
2.4	Through MTSS, analyze data to determine students' needs and provide explicit and strategic supports	At a minimum frequency of every quarter, site-based MTSS teams, comprised of both certificated and classified instructional staff, will participate in data talks which analyze student academic achievement, discipline, and need for supportive services. Based on the data, students will be identified for targeted interventions. Calendars and Agendas for the MTSS data talk meetings will be shared in the MTSS Shared Drive. To systematically identify barriers to student learning and identify opportunities to enhance learning, RUSD will adopt a universal process for Student Study Teams (SST) to follow that utilizes evidence-based Interventions and builds learning partnerships with parents. In SY '24-25, the area of focus will be at elementary school sites. In SY '25-26, the area of focus will be secondary sites. Metrics: 2.7, 2.8, 2.9, 2.10, 2.11	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	New strategies to address problem behaviors and bullying	Expand the options/offerings of other means of correction at our school sites in order to reduce the occurrence of exclusionary discipline. Suspension rates and the usage of Other Means of Correction will be analyzed on a quarterly basis at OPMS, MHS, and RHS. Students receiving more than 6 days of suspension will be referred for a SST meeting and ongoing interventions will be put in place to support the student's behavior and other identified areas of need. At all school sites, students that are EL, HI, HOM, SED with 6 days of suspension will be referred for a SST meeting. Additionally, SWD will be referred to their IEP teams for an IEP meeting and review of existing supports. RUSD will develop a matrix that is used as a guide districtwide which identifies discipline and intervention strategies to respond to specific Ed Code violations that are in compliance with student rights as defined by CA Ed Code. Hire a Behavior Specialist to consult with classroom teachers and write behavior support plans for students who are identified as needing targeted behavioral interventions as part of the SST process. In consideration of our educational partners' perception that bullying is a significant concern on our campuses we will be transparent with our bullying data, by providing data regarding incidents of bullying bi-annually to be shared with school-site SSCs, DAC and DELACs. To comply with current legislative requirements, make available a way to report bullying on all school and RUSD websites and include parent resources for how to support their students when dealing with peer conflict. School-sites will identify evidence-based strategies in the book Safe and Peaceful Schools that will be used to respond to reports of bullying at their school-site. Metrics: 2.4, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18	$248,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Social, Emotional, and Behavioral Support for at-risk students	To intentionally build student's personal competencies to pursue goals, persist with tasks, self-monitor, and direct their own learning, mentors (certificated and classified site-staff) will be assigned to every student in RUSD that has three or more risk factors (SED, EL, HOM, FY, SWD, 504). Mentors will be trained on cultural competency (including trauma-informed strategies), student engagement, and motivational strategies. School Social Workers will serve as McKinney Vento and Foster Youth Liaisons, engage in ongoing professional learning to better support students through advocacy and resource connections. Additionally, they will develop site-based models of support and case-management. Maintain mental health services and social emotional support through our School Social Workers and Elementary Counselors. Continue to contract with community-based agencies to provide counseling and additional support for students. Metrics: 2.1, 2.13, 2.21	$1,644,839.00	Yes
2.7	Before and After School Care Program	Continue to provide extended learning opportunities for students before and after school, including intersession and summer programming. Maintain the Extended Learning Program Manager and Supervisor to oversee all before and after school programs. Increase the inclusion of high interest learning activities through sports and SEL activities. Include positive behavioral interventions and support strategies to address difficult behaviors and reinforce behaviors expectations throughout their entire day on their campus. Provide ASES and ASSETS at Ramona Elementary, Montecito High School and Olive Peirce Middle School to provide opportunities for students to have a safe place after school to receive academic support and enrichment opportunities.	$2,586,921.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric: 2.22		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will benefit from school environments where meaningful family collaboration and community engagement are encouraged.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

RUSD believes parents/families are our partners in educating our students as evidenced RUSD Core Belief number 3, "PARENTS AS PARTNERS – COMMUNITY COLLABORATION
We value the families in our community and believe that student success is our primary product. The education of our children is a community responsibility, requiring families, businesses, and service organizations to provide support and to participate actively in our schools." Family engagement is an essential strategy for building pathways to college and career readiness for all students. This goal was developed to ensure genuine and meaningful partnerships with our families and increased family engagement in the successful development of Ramona students.

The RUSD LCAP Survey data indicates a need for families to feel more connected and a part of the decision making process at their children's school. In particular, families of students need to benefit from increased opportunities to engage in their child's education in a welcoming environment. Educators and parents/guardians/families need to partner together to make the best decisions for students and our schools.
* 66.87% of parents/families feel they have the opportunity to share ideas and give input on policies and programs. While this is up 12% from the 2023 survey, it is still only two-thirds of our families feeling this way.
* 51.82% of parents/families feel they are informed of their legal rights and are taught how to advocate for their students. This is up 7.56% from the 2023 survey, it is still only about half of our families feeling this way.
* 73.53% of parents/families feel they are provided the resources to support learning at home. This is down 2.26% from the 2023 survey. While nearly three-quarters of our families feel they are given the resources, we want to ensure this decline does not continue and all families can support learning at home in partnership with educators.

Additionally, parent comments and Educational Partners indicated a need to be informed of student issues, and the need to follow up with affected students after an incident may have occurred.

Actions in this plan will reflect the following, all in an effort to build meaningful partnerships and improve parent/guardian engagement:
* Providing parent/family engagement and education opportunities
* Providing resources to families to support students and learning in school and at home
* Improved communication with families

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Parent Survey	2024 LCAP Survey Results: Percent of parent respondents who selected WELL or VERY WELL: 87.95% - How well does your student's school demonstrate trusting and respectful relationships with your family and with all families? 89.83% - How well does your student's school create welcoming environments for your family and all families in the community? 80.8% - How well does your student's school guide you and all families to effectively participate in advisory groups and decision-making opportunities (Site Council, EL Advisory Committee, PTA, LCAP Stakeholder Committee, etc.)?			100% of respondents will select well or very well or there will be an increase of 3% over the previous year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.87% - How well does your student's school provide you and all families in the school community with opportunities to share ideas and give input on programs and policies? 72.89% - How well does your student's school provide ways for families, teachers, and principals to work together to create family involvement activities for school sites? 74.53% - How well does your student's school provide your family with information and resources to support your child's learning and development at home? 78.17% - How well does your student's school keep you informed of emergency protocols? 51.82% - How well does your student's school inform and teach you about your legal rights				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and how to advocate for your student? 74.53% - How well does your student's school provide your family with information and resources to support your child's learning and development at home?				
3.2	Parent Involvement in a student's IEP Parent participation in Post IEP Survey	2022-2023 school year: 99.9988% parent participation in their child's IEP process Post IEP Survey data to be established in the 2024-2025 school year			100% parent/guardian participation in their child's IEP process Post IEP Survey data will result in improving results over the previous year	
3.3	Diverse Parent/Guardian Advisory Groups District Advisory Parent/Family Representation (Source: Performance Matters Demographic Data) DAC and DELAC Focus Groups	2023-2024 DAC Parent/Family Representation: EL Representative: Yes SWD Representative: Yes SED Representative: Yes HOM Representative: No FY Representative: No DAC Focus Group			All district and school site advisory groups, including DAC, has parent representation that reflects the student group populations of the school/district Baseline to be established for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: RUSD DAC, DELAC Focus Group Responses)	Qualitative data to improve family engagement Baseline to be established in 24-25 school year DELAC Focus Group Qualitative data to improve family engagement Baseline to be established in 24-25 school year			focus group qualitative data	
3.4	Bilingual Parent Liaison	Employment Support: Winter 2023- Winter 2024 helped 12 parents apply for RUSD employment			The bilingual parent liaison will continue to support parents applying for RUSD employment each year and RUSD will track the impact. Target outcome is a consistent support is in place for bilingual parents.	
3.5	Participation in Parent Education workshops (Source: FSU Parent University Certifications)	Parent University Certifications Spring 2023 - 12 parents Fall 2023 - 15 parents the hub is created.			Parent University Certifications will increase by 15 parents over the previous semester	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Parent Resource Hub (Source: Google Website Analytics)	Monitor parent access to the "hub" using Google Websites Analytics Baseline to be established after			Create Hub in the 24-25 school year Increase parent usage over the previous year.	
3.7	School Messenger messages delivered in both English and Spanish (Source: Number of messages sent in English and Spanish)	School Messenger messages delivered in both English and Spanish (August 1, 2023 - May 5, 2024) Total - English messages: 799,150 Total - Spanish messages: 141,903 Phone- English messages:79,941 Phone- Spanish messages: 18,407 Email- English messages: 409,500 Email- Spanish messages: 71,107 Text- English messages: 309,709 Text- Spanish messages: 52,389			School Messenger messages delivered in both English and Spanish at least 95% of the time.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve communication with families through consistent sharing of information	Consistent communication regarding important information and events schoolwide and districtwide will be shared. • Communicate both immediate response and follow-up information when major school incidents occur • Sites will maintain up-to-date information on their webpage with links to CANVAS messages and/or newsletters with information regarding school events and advisory committee meetings will be shared no less than once monthly • Classroom teachers communicate to parents when students are not meeting behavior or academic standards • Consistently send parent/family communications out in both English and Spanish Action 3.1 will be monitored using metric 3.1 (LCAP Survey) and 3.7	$125,506.00	No

Action #	Title	Description	Total Funds	Contributing
		(school messages in English/Spanish)		
3.2	Engage parents/ guardians engagement in decision-making processes	Provide training for parents/families who fill School Site Council and English Learner Advisory Committee leadership roles Educate, recruit and empower educational partners to participate in advisory committees and decision-making teams Action 3.2 will be monitored through metrics 3.1 (LCAP survey) and 3.3 (advisory committee input)	$0.00	No
3.3	Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support	Develop a resource hub for parent/family access to get help and support from school and community resources to build their capacity to fully engage in school activities and their child's education including post-secondary, including free afterschool tutoring Provide parents/guardians with workshops that help parents improve their skills and enhance their employment marketability to end generational poverty Schools will hold parent education events to build parents' capacity to support learning at home Action 3.3 will be monitored with metrics 3.1 (LCAP Survey), 3.5 (workshop participation), and 3.6 (Parent Hub use)	$21,952.00	No
3.4	Increased and strategic connections with families of low income and EL families	RUSD parent liaison, teachers, and support staff will build meaningful partnerships with families. • Provide translation services and childcare for parent meetings • Ensure school and district advisory committees have representation from parents of EL and SED families so their experience and perspective is reflected in decision-making	$69,635.00	No

Action #	Title	Description	Total Funds	Contributing
		• Sites identify a staff parent liaison to help the parent access needed support throughout the school day • Parent liaison will provide intensive supports for individuals and families through enrollment processes Action 3.4 will be monitored with metrics 3.1 (LCAP Survey), 3.5 (workshop participation), and 3.6 (Parent Hub use)		
3.5	Increased and strategic connections with families of students with disabilities	Ensure parents/guardians of students with disabilities continue to have a voice in decisions made. • Continue to provide options for parent participation in IEP meetings. • Ensure parents/guardians of students with disabilities participate in School Site Councils, District Advisory, and LCAP Educational Partner committees • Provide parents with an additional way to provide feedback (post-IEP meeting survey) about their involvement and experience in the IEP process Action 3.5 will be monitored by: Metric 3.3: (Parent demographic representation in advisory committees), Metric 3.2 (Parent Participation Rates for IEPs), and Metric 3.2 (Parent participation in post-IEP meeting feedback survey)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be educated in school facilities that are safe, clean, well-maintained, and supportive of healthy learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on the RUSD LCAP Survey and Educational Partner groups, there is a need to increase school site cleanliness and improve facilities overall. Additionally, there is concern with school site safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FACILITY INSPECTION TOOL (FIT) Report	Based on the 2023-2024 FIT report, • 0 of 9 school buildings received a Good ranking • 8 of 9 received a Fair ranking • 1 of 9 received a Poor ranking (OPMS)			All schools shall receive a Good or Excellent ranking on the FIT report.	
4.2	LCAP Survey	23-24 LCAP Survey Percent of respondents selected WELL or VERY WELL: How well does your school or your student's			90% of respondent groups will answer Well or Very Well to LCAP Survey questions related to campus cleanliness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school maintain a clean campus? Elementary Students: 75.0% Secondary Students: 65.59% Certificated Staff: 85.33% Classified Staff: 87.50% Parents: 94.04% How well does your school or your student's school maintain the building, playgrounds, fields, etc.? Elementary Students: 81.91% Secondary Students: 70.52% Certificated Staff: 68.81% Classified Staff: 68.75% Parents: 87.84%				
4.3	LCAP Survey	23-24 LCAP Survey Percent of respondents selected WELL or VERY WELL: How well does your school or your student's school keep you informed of what to do			90% of respondent groups will answer Well or Very Well to LCAP Survey questions related to campus safety.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in case of an emergency? Elementary Students: 91.95% Secondary Students: 76.61% Certificated Staff: 86.70% Classified Staff: 89.59% Parents: 78.67% Additional safety questions to be developed in the 24-25 school year.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Basic Service: Well Maintained Facilities	Continue to ensure all facilities and resources are well maintained • Hire and maintain a proficient maintenance team • Implement preventive maintenance measures • Address roof repairs promptly • Enhance bathroom facilities • Conduct field repairs as needed • Undertake building improvement projects	$2,909,169.00	No
4.2	Basic Service: Clean Facilities	Ensure all school facilities are clean • Hire and maintain a skilled custodial team • Implement consistent cleaning protocols across all sites • Ongoing training for all custodial staff members • Ensure adequate cleaning supplies and materials for all sites and staff	$2,812,892.00	No
4.3	Basic Service: Safe Facilities	Ensure all sites are safe • Ensure staff participation in annual safety trainings and conferences • Maintain collaboration with the Sheriff's department and Fire department on school security	$185,000.00	No

Action #	Title	Description	Total Funds	Contributing
		- Keep campus safety plans current and effectively communicate them to students, parents, and staff - Install perimeter security fencing at all locations - Enhance our emergency communication capabilities, including upgrading radios and PA systems.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, students at Montecito High School and Future Bound Independent Study will increase achievement on the College & Career Readiness Indicator for all students including the socioeconomically disadvantaged student group.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that all students educated in the Ramona Unified School District will graduate ready for career or college upon graduation. The goal was developed as the result of LCAP Equity Multiplier criteria, student performance on the CA School Dashboard and on the identified needs of students through data analysis of state and local assessments, surveys, and educational partner input.

The analysis of the California School Dashboard (Dashboard) data indicated 0% of Montecito students and 4.3% of Future Bound students graduated ready for College or Career based on the College and Career Indicator (CCI) in 2023.
MHS is currently in ATSI for suspension rates for the All students, White and Hispanic student groups.

The Dashboard also showed a clear need to continue supporting:
* ELA and ELD - reading, writing, listening, and speaking skills (MHS = 26.98% met or exceeded standards in 2023) (Future Bound - Student groups were too small to report on Dashboard)
* Math (MHS = 4.76% met or exceeded standard in 2023) (FB - Student groups were too small to report on Dashboard)
* Graduation Rate (MHS = 71.7%, declined from previous year) (FB = 47.8%, declined from previous year)
* School Climate as measured by suspension rate (MHS = Red/ very low for all student groups and ATSI for All students, White, Hispanic and socioeconomically disadvantaged student groups)

Using the data collected from the Prop 28 Arts survey in 2023, staff have identified the most interest in adding courses focused on the visual arts and graphic production, which would incorporate photography, painting, screen printing and fashion design, and video / film production. MHS staff will collaborate on the development of this two course sequence in the Graphic Production and Design pathway for implementation in the 2025-2026 school year.

The 2024 RUSD LCAP educational partners survey indicates high levels of school connectedness and safety for both MHS and FB. 97.83% of MHS students and 100% of FB students answered "well" and "very well" when asked how well their school makes them feel like they belong and are cared about. The same number of respondents, (97.83% MHS and 100% FB) report that they have an adult at school who listens to them. There were no findings for FB in CSI/DA or ATSI for the current school year.

During the LCAP development, educational partners identified the need for:
* Increasing academic performance in ELA and Mathematics
* More training and support for staff how to better meet students' social-emotional needs and engagement in school (to increase attendance, persistence to graduation, decrease suspension rates)
* More consistent instruction, tutoring and intervention support is needed, especially in the area of mathematics and science
* Find ways to make learning more fun, hands-on, and engaging
* Increase access to CTE pathways
* Improve attendance and student engagement at school consistently
* Mental health support - As indicated by students, staff and other educational partners, and in the MHS WASC 2023 mid-cycle report, there is a need for a multi-tiered systems of support including PBIS, to be developed and implemented. This aligns with the larger RUSD plan for MTSS and PBIS.

RUSD plans to improve literacy, problem-solving, analysis, and reasoning skills through all content areas, access to CTE, increase support for social emotional needs, reduce suspensions, and increase attendance and engagements with actions that support and improve teaching and learning and will measure progress towards this goal using 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
5.1	Increase achievement on CAASPP ELA	MHS Distance from Standard: All Students: -81.7 points SED: -95.1 points MHS ELA 5x5 grid Growth Level: All Students: Orange / Very Low / Increased Significantly There were not enough students in subgroups			For both MHS and FB, the distance from standard will be reduced for all students by 66.7 points.(by 2027) Increase significantly on 5x5 Grid for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for representation on the grid. FB Distance from Standard: The number of FB students was not a large enough group for scores to be reported on the CA School Dashboard for all students and subgroups.				
5.2	Increase achievement on CAASPP MATH	MHS Distance from Standard: All Students: -186.1 points SED: -194.1 points MHS ELA 5x5 grid Growth Level: All Students: Orange / Very Low / Increased Significantly There were not enough students in subgroups for representation on the grid. FB Distance from Standard The number of FB students was not a large enough group for scores to be reported on the CA School			For both MHS and FB, the distance from standard will be reduced for all students by 66.7 points.(by 2027) Increase significantly on 5x5 Grid for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard for all students and subgroups.				
5.3	Increase Graduation Rate	MHS 2023 Graduation Rate: All Students = 71.7% SED = 68.2% FB 2023 Graduation Rate: All Students = 47.8% SED = 33.3%			The graduation rate will increase to 85% or higher at both MHS and FB.	
5.4	Increase the number of students completing a CTE Pathway.	MHS 2023: Ten (12%) students completed the CTE Construction pathway, 9 of which were SED. There were 81 total program participants. FB does not offer any CTE pathways.			MHS: CTE completion rate will increase to 35% or more of pathway participants for all student groups. FB: increase the number of students completing CTE elective courses; 80% of students will take at least one CTE course each year. MHS and FB: Percent of students "prepared" on CCI through CTE Pathway	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Completion will increase annually.	
5.5	Increase student engagement	MHS: Current attendance data: Data Quest Chronic Absenteeism rate All students = 75.2%. SED = 75.0% Suspensions: All 13% (Red) WH = 15.7% (Red) HI = 12.5% (Red) SED = 12.4% (Red) Future Bound: Data Quest Chronic Absenteeism rate All Students = 50% SED = 56.8% There were no students suspended at FB in the 22/23 school year. School Social Worker contacts baseline to be established 2024-2025 school year (each trimester or semester) School counselor contacts baseline to be established 2024-2025 school year (each MHS			MHS: Reduce the number of chronically absent students for all student groups by at least 25% Reduce the suspension rate to 5% or less annually. MHS & FB: Increase in the percentage of students enrolling in and/or completing a CTE pathway by 15% annually Increase student access to social emotional support as measured by School Social Worker contacts Increase student access to counseling and post-secondary planning as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		trimester or FB semester)			measured by School counselor contacts	
5.6	Increase College & Career Indicator for all students	MHS CCI: 2023 - 0% Prepared 20.8% Approaching Prepared. FB CCI: 4.3% Prepared 8.7% were Approaching Prepared.			MHS: Percent of students who are Prepared will increase to 25% or more for all student groups and the percent of students Approaching Prepared will increase by 25% by 2027 FB: Percent of students who are Prepared will increase to 25% or more for all student groups and the percent of students Approaching Prepared will increase by 25% by 2027.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Academic Intervention Supports for Learning for increased achievement on CAASPP ELA and Math	Provide additional academic supports for MHS and FB students: Research & purchase digital and print interventions (ELA and Math) Provide professional learning and release time for staff development and collaboration. Action 5.1 will be measured by the following metrics: Metric 5.1 will measure ELA growth and achievement Metric 5.2 will measure Math growth and achievement Metric 5.5 will monitor the effectiveness of the professional learning that was provided and implemented, as measured by outcomes listed above.	$7,342.00	No
5.2	Increase both academic and mental	Provide increase to academic and mental health staff:	$90,792.00	No

Action #	Title	Description	Total Funds	Contributing
	health support services	Increase Counselor position at MHS and FB from 49% to 100% to improve student outcomes including graduation, college and career readiness, engagement, and social emotional support Increase School Social Worker position at MHS and FB from 50% to 100% Provide added parent engagement, training and supports The action will improve student outcomes including graduation, college and career readiness, engagement, and social emotional support by meeting with students, tracking and monitoring student progress, and providing interventions or support. Provide added parent engagement, training and supports Action 5.2 will be measured by the following metrics: Metric 5.3 will measure student graduation rate Metric 5.5 will monitor impact of interventions and supports		
5.3	Increase CTE And College and Career Readiness	Increase options for CTE Pathways at MHS: Additional 0.8 FTE (+0.2 funded through Prop 28 Art Education) teacher for engaging, relevant career focused courses and to aid in the planning and implementation of new CTE pathway at MHS Research & purchase digital and print materials, provide professional learning and release time for staff development and collaboration. This action will improve student outcomes including college and career readiness, graduation and engagement. Action 5.3 will be measured by the following metrics: Metric 5.4 will measure the number of students enrolled in CTE courses and completing CTE pathways. Metric 5.5 will monitor the impact of guidance counselor support for student post-secondary preparations. Metric 5.6 will measure CCI growth and achievement.	$92,629.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Professional Learning and Coaching to improve outcomes for all students	This action will improve student outcomes: academic achievement, college and career readiness, graduation and engagement. Research & provide professional learning and release time for staff development and collaboration: 1. Root cause analysis training for all staff to investigate and plan collaboratively a system to support social-emotional learning while increasing rigor, graduation rate, and college/career readiness and decreasing suspension rates. 2. Trauma Informed Schools, PBIS and/or MTSS Training for all staff (determined by root cause analysis) 3. Research, purchase, training for staff, release time for staff to investigate a schoolwide College & Career Readiness curriculum 4. Coaching for staff in aforementioned areas Action 5.4 will be measured by the following metrics: Metric 5.3 will measure student graduation rate. Metric 5.5 will monitor the impact of guidance counselor support for student post-secondary preparations. Metric 5.6 will measure CCI growth and achievement.	$7,342.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,910,614	$360,179

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
14.705%	0.221%	$121,115.00	14.926%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes **Need:** Identified Need: When disaggregating the 2023 CAASPP English Language Arts (ELA) performance of SED students (61% of our student population) and comparing it to our ELs (13% of our	Educators will provide targeted interventions in all classrooms and supplemental intervention support during the school day, so students will have the academic help they need to improve learning outcomes. Students performing below grade level standards are not closing the achievement gap without targeted interventions and scaffolded instructional strategies to access content and develop skills.	1.1, 1.3, 1.5, 1.16, 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student population) we found significant discrepancies. ALL students met/exceeded standards at a rate of 44%. SED students met/exceeded standards at a rate of 35% and EL students met/exceeded standards at a rate of 4%. Of our EL students, 95% are also SED. Similar results were noticed when disaggregating the 2023 CAASPP Math performance for SED students. ALL students met/exceeded standard at a rate of 30%. SED students met or exceeded standard at a rate of 22% and of our EL students who are also SED, only 2% met/exceeded standards. Educational partners indicated the need for more interventions, extended learning opportunities, and tutoring support available for these students to improve literacy and math performance for SED and EL students. **Scope:** LEA-wide	Classroom teachers will differentiate to meet the needs of EL and SED students by pulling small flexible groups to target instruction. Supplemental intervention teachers will service students not meeting standards. Educators will receive training and coaching in the areas of math, literacy and ELD. Digital and supplemental instructional materials will be provided so that teachers have the materials needed to provide tiered support to SED and EL students. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. We expect these actions will significantly improve literacy and math comprehension and student outcomes for SED and EL students participating in intervention support. These actions will be provided LEA wide because all students performing below grade level can benefit from opportunities to improve their reading and math skills. Additional support for EL students is demonstrated in action 1.5.	
2.1	**Action:** Tiered interventions to address Chronic Absenteeism **Need:** The chronic absenteeism rates of our HOM (42.4%) and our EL (38.9%) subgroups are significantly higher than our overall rate of 32.2%. Because the barriers to attendance	Attendance technicians and attendance intervention teams will prioritize the described actions and interventions for our HOM, EL, and SED student groups. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	2.1, 2.2, 2.25

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	tend to be unique to individuals and their families we need to increase our monitoring of individual attendance rates and implement meaningful interventions that address the barriers to individual student's attendance. **Scope:** LEA-wide		
2.3	**Action:** Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services **Need:** RUSD population of SED students increased significantly in '22-'23SY and has been on an upward trend for the last three years. '22-'23SY 59.4% '21-'22SY 41.8% '20-'21SY 39.3% It is critical that our SED students have access to nutritious meals and transportation to address barriers to school engagement. Transportation concerns are routinely identified as a need through the work of attendance intervention. 35.2% of our SED students are chronically absent as well as 27.6% or our FY, and 38.9% of EL students. **Scope:** LEA-wide	Serving cost-free meals to all students is absolutely necessary for our SED students and can benefit all. An added benefit of offering cost-free meals to all instead of just SED students is that it removes any concerns of social acceptance based on one's economic status. Transportation is extremely important in removing barriers to consistent attendance. Our SED, FY, HOM are offered free transportation. Based on circumstances, EL students may qualify for no-cost or low-cost services as well. Transportation is offered LEA-wide to reduce the stigma of utilizing school-based transportation and to generate additional funds for transportation services within the district.	2.19, 2.20

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** New strategies to address problem behaviors and bullying **Need:** Educational partner feedback indicated we need more impactful interventions and methods to address bullying concerns at the school sites as well as more transparent practices to share data related to bullying concerns to our Educational Partners. EL (4.9%), SED (5.2%) and FY (18.2%) subgroups both fall in the "Very Low Performance" category on the school dashboard. Suspension rates for these student groups occur at a higher level than our overall population (4.3%). We need to ensure discipline strategies are meaningful and work to correct student behavior and teach lagging skills that impact behavior. **Scope:** LEA-wide	These actions will create an opportunity to address the suspension rates for EL, SED, and FY and our approach discipline with more of an equitable and restorative mindset. These actions are being provided on an LEA-wide basis to build capacity of all staff, reframe how we teach behavior expectations, calibrate on our response to behavior, and change the overall perception of bullying in the LEA.	2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18
2.6	**Action:** Social, Emotional, and Behavioral Support for at-risk students **Need:** Our EL, HOM, and SED students have higher rates of Chronic Absenteeism and higher rates of suspension than our overall student group. Additionally, HOM and SED students have lower graduation rates than our overall.	Having School Social Workers, Counselors, and mentors at our school-sites makes available staff with the professional skills and focus to support and advocate for our EL, HOM, FY, and SED students. These positions are provided on an LEA-wide basis to maximize their impact and ensure interventions are implemented across all tiers. This strategy allows us to support the individual students as well as address underlying causes of culture and awareness and to alleviate	2.1, 2.13, 2.21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increased support that is capable of assessing and responding to the needs from a whole child perspective are needed. Chronic Absenteeism: Overall (32.2%), EL (38.9%), HOM (42.4%) SED (35.02%) Suspension: Overall (4.3%), EL (4.9%), HOM (5.7%) SED (5.2%) Graduation Rates: Overall (89.8%), HOM (64.7%), SED (86%) **Scope:** LEA-wide	any stigma applied to seeking out supportive services at school.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Implement the EL Master Plan to ensure all EL students receive appropriate support. **Need:** EL students are widely not meeting standards **Scope:** Limited to Unduplicated Student Group(s)	Providing additional classroom support with ELD paraeducators and and ensuring systems and structures to implement the district EL Master Plan will improve student outcomes.	Action 1.5 will be monitored with 1.1 (ELA CAASPP), 1.2 (EL outcomes), 1.3 (Math CAASPP), 1.8 (Seal of Biliteracy), 1.15 (EL Para Staffing), 1.18 (Biliteracy Pathway)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Provide supplemental, programs and services for unduplicated students **Need:** Unduplicated students need access to college and career pathways **Scope:** Limited to Unduplicated Student Group(s)	Removes cost barriers so students can take necessary college readiness exams and provides opportunities for them to learn about how they can become college and career ready	Action 1.7 will be monitored by metrics 1.8 (AP) and 1.9 (AP and SAT) as described above

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.

The additional concentration add-on funding will be allocated towards hiring full-time intervention teachers, a BARR Support Intervention Teacher and a MTSS Director (Goal 1, Action 4).

These intervention teachers will play a crucial role in supporting literacy and mathematics through research-based intervention. Additionally, all positions will support a multi-tiered system of support (MTSS) for students, addressing various aspects such as attendance, academics, behavior, and school connectedness. By employing evidence-based interventions tailored to the needs of individual students, these teachers and Administrator will work to improve student outcomes and promote overall success. Through the implementation of MTSS, students will receive targeted support at different levels based on their specific needs, ensuring that interventions are both timely and effective. This approach will not only address academic challenges but also foster a supportive and inclusive school environment that promotes student engagement and overall well-being.

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	Barnett Elementary – 1:42.82 James Dukes Elementary – 1:26.01 Mountain Valley Academy and RCMS – 1:60.49	Hanson Elementary – 1:36.54 Montecito High (Continuation) and FB – 1:34.09 Mt. Woodson Elementary – 1:42.23 Olive Peirce Middle – 1:45.75 Ramona Elementary – 1:16.18 Ramona High – 1:51.84
Staff-to-student ratio of certificated staff providing direct services to students	Barnett Elementary – 1:17.07 James Dukes Elementary – 1:15.66 Mountain Valley Academy and RCMS – 1:19.87	Hanson Elementary – 1:17.24 Montecito High (Continuation) and FB – 1:9.07 Mt. Woodson Elementary – 1:17.62 Olive Peirce Middle – 1:16.27 Ramona Elementary – 1:12.27 Ramona High – 1:19.76

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	53,795,041	7,910,614	14.705%	0.221%	14.926%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$62,169,518.00	$11,009,820.00	$4,483,414.00	$2,173,682.00	$79,836,434.00	$71,849,594.00	$7,986,840.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Actively recruit, hire and retain high quality staff (certificated and classified)	All	No			All Schools	Ongoing	$51,597,286.00	$28,072.00	$44,185,702.00	$2,388,075.00	$3,898,942.00	$1,152,639.00	$51,625,358.00	
1	1.2	Staff (certificated and classified) are assigned, fully credentialed and professionally developed for the students they are supporting, including SWD, EL, FY and HOM	All	No			All Schools	1-3 years	$279,531.00	$383,382.00	$1,300.00	$529,000.00	$0.00	$132,613.00	$662,913.00	
1	1.3	Broad Course of Study and standards-aligned materials to ensure students are prepared for College and Career	All	No			All Schools	1-3 Years	$55,804.00	$2,538,026.00	$625,057.00	$1,705,428.00	$0.00	$263,345.00	$2,593,830.00	
1	1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, HES, RES, OPMS, RHS	1-3 years	$2,219,232.00	$189,681.00	$1,761,930.00	$297,739.00	$0.00	$349,244.00	$2,408,913.00	
1	1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1-3 years	$482,459.00	$0.00	$482,459.00	$0.00	$0.00	$0.00	$482,459.00	
1	1.6	Interventions and support for special education students	Students with Disabilities	No			All Schools	1-3 years.	$26,729.00	$1,272,606.00	$965,450.00	$4,288.00	$262,145.00	$67,452.00	$1,299,335.00	
1	1.7	Provide supplemental, programs and services for unduplicated students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	9-12	1-3 years	$857,361.00	$46,871.00	$872,731.00	$0.00	$0.00	$31,501.00	$904,232.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.1	Tiered interventions to address Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1-3 years	$764,036.00	$11,021.00	$775,057.00	$0.00	$0.00	$0.00	$775,057.00	
2	2.2	Provide supportive, inclusive, safe, and engaging school environments	All	No			All Schools	1-3 years	$2,048,908.00	$71,875.00	$2,100,783.00	$20,000.00	$0.00	$0.00	$2,120,783.00	
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,415,181.00	$1,745,700.00	$2,710,808.00	$3,447,461.00	$0.00	$2,612.00	$6,160,881.00	
2	2.4	Through MTSS, analyze data to determine students' needs and provide explicit and strategic supports	All	No			All Schools	1-3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	New strategies to address problem behaviors and bullying	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1-3 years	$248,654.00	$0.00	$248,654.00	$0.00	$0.00	$0.00	$248,654.00	
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1-3 years	$1,407,020.00	$237,819.00	$1,407,020.00	$237,819.00	$0.00	$0.00	$1,644,839.00	
2	2.7	Before and After School Care Program	All	No			Specific Schools: MWES, HES, RES, RCMS, BES, JDES, OPMS, MHS TK-12	1-3 years	$2,465,494.00	$121,427.00	$0.00	$2,181,905.00	$322,327.00	$82,689.00	$2,586,921.00	
3	3.1	Improve communication with families through consistent sharing of information	All	No			All Schools	1-3 years	$0.00	$125,506.00	$125,506.00	$0.00	$0.00	$0.00	$125,506.00	
3	3.2	Engage parents/ guardians engagement in decision-making processes	All	No			All Schools	1-3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Provide parents/ guardians resources and workshops to help them navigate the school system and provide parenting support	All	No			All Schools	1-3 years	$0.00	$21,952.00	$0.00	$0.00	$0.00	$21,952.00	$21,952.00	
3	3.4	Increased and strategic connections with families of low income and EL families	EL and SED	No			All Schools	1-3 years	$61,295.00	$8,340.00	$0.00	$0.00	$0.00	$69,635.00	$69,635.00	
3	3.5	Increased and strategic connections with families of students with disabilities	Students with Disabilities	No			All Schools	1-3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Basic Service: Well Maintained Facilities	All	No			All Schools	3 Years	$2,014,291.00	$894,878.00	$2,909,169.00	$0.00	$0.00	$0.00	$2,909,169.00	
4	4.2	Basic Service: Clean Facilities	All	No			All Schools	3 Years	$2,722,892.00	$90,000.00	$2,812,892.00	$0.00	$0.00	$0.00	$2,812,892.00	
4	4.3	Basic Service: Safe Facilities	All	No			All Schools	3 Years	$0.00	$185,000.00	$185,000.00	$0.00	$0.00	$0.00	$185,000.00	
5	5.1	Academic Intervention Supports for Learning for increased achievement on CAASPP ELA and Math	All	No			Specific Schools: MHS, FB	1 - 3 years	$0.00	$7,342.00	$0.00	$7,342.00	$0.00	$0.00	$7,342.00	
5	5.2	Increase both academic and mental health support services	All	No			Specific Schools: MHS, FB	1-3 years	$90,792.00	$0.00	$0.00	$90,792.00	$0.00	$0.00	$90,792.00	
5	5.3	Increase CTE And College and Career Readiness	All	No			Specific Schools: MHS	1-3 years	$92,629.00	$0.00	$0.00	$92,629.00	$0.00	$0.00	$92,629.00	
5	5.4	Professional Learning and Coaching to improve outcomes for all students	All	No			Specific Schools: MHS, FB	1-3 years	$0.00	$7,342.00	$0.00	$7,342.00	$0.00	$0.00	$7,342.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
53,795,041	7,910,614	14.705%	0.221%	14.926%	$8,258,659.00	0.000%	15.352 %	**Total:**	$8,258,659.00
								LEA-wide Total:	$6,903,469.00
								Limited Total:	$1,355,190.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Provide support and progress monitor the implementation of standards and performance standards and respond to outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, HES, RES, OPMS, RHS	$1,761,930.00	
1	1.5	Implement the EL Master Plan to ensure all EL students receive appropriate support.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$482,459.00	
1	1.7	Provide supplemental, programs and services for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	9-12	$872,731.00	
2	2.1	Tiered interventions to address Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$775,057.00	
2	2.3	Support the basic student needs of food and transportation by providing Food and Nutrition Services and Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,710,808.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	New strategies to address problem behaviors and bullying	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$248,654.00	
2	2.6	Social, Emotional, and Behavioral Support for at-risk students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,407,020.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$74,701,625.00	$80,971,734.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly qualified staff	No	$53,359,562.00	$58,355,343.00
1	1.2	Standards aligned materials	No	$1,436,510.00	$472,625.00
1	1.3	High quality standards based teaching and learning	No	$0.00	$0.00
1	1.4	Student access to a broad course of study	No	$0.00	$0.00
1	1.5	Interventions and supports for unduplicated students	Yes	$801,656.00	$769,758.00
1	1.6	Interventions and support for special education students	No	$1,277,540.00	$1,375,567.00
1	1.7	College and Career Supports	Yes	$2,124,910.00	$2,435,596.00
1	1.8	Additional learning support for all students (grant funding sources)	No	$3,983,380.00	$3,822,191.00
2	2.1	Increasing and improving communication and collaboration	No	$2,500.00	$0.00
2	2.2	Increasing opportunities for college and career readiness	No	$9,494.00	$4,922.00
2	2.3	Improve inclusive teaching and learning practices	No	$126,688.00	$159,079.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Analyze students' needs and provide supports	No	$0.00	$0.00
3	3.2	Promote Inclusive School Climate and Safety	No	$400,200.00	$377,692.00
3	3.3	Provide supportive, safe and engaging physical environments	No	$0.00	$0.00
3	3.4	Adopt Positive Behavior Supports	No	$0.00	$0.00
3	3.5	Supports for at-risk students	Yes	$6,995,930.00	$7,399,796.00
3	3.6	Increased Social and Emotional Supports for Students and Staff	No	$2,637,554.00	$2,576,042.00
4	4.1	Welcoming and inclusive schools	No	$115,000.00	$118,130.00
4	4.2	Increased and strategic connections with families of English learners and low-income families	Yes	$15,551.00	$26,081.00
4	4.3	Increased and strategic connections with families of special education students	No	$0.00	$0.00
4	4.4	Partnering with parents to enrich the learning environment	No	$5,000.00	$0.00
5	5.1	Basic Service: Well Maintained Facilities	No	$1,133,650.00	$2,630,041.00
5	5.2	Basic Service: Clean Facilities	No	$90,000.00	$131,429.00
5	5.3	Basic Service: Safe Facilities	No	$91,500.00	$241,467.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Increase ventilation and air circulation	No	$95,000.00	$75,975.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,197,978	$5,550,822.00	$6,076,863.00	($526,041.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Interventions and supports for unduplicated students	Yes	$573,373.00	$565,827.00		
1	1.7	College and Career Supports	Yes	$1,785,557.00	$1,895,533.00		
3	3.5	Supports for at-risk students	Yes	$3,191,892.00	$3,615,503.00		
4	4.2	Increased and strategic connections with families of English learners and low-income families	Yes	$0	$0		

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
54,770,595	$6,197,978	0	11.316%	$6,076,863.00	0.000%	11.095%	$121,115.00	0.221%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    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.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

   o 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,

   o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  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.

- **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.

- 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.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  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 #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

o 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.

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

- o **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.

- o **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).

  - o **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.

  - 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.

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%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  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**

  - 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).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o 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)**

  - o 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

2024 RUSD
ACRONYMS LIST

ACT	American College Test
AP	Advanced Placement
API	Academic Performance Index
CAASPP	California Assessment of Student Performance and Progress
CCPT	College Career Pathways Trust
CAST	California Science Test
CCSS	Common Core State Standards
CELDT	CA English Language Development Test
CPM	College Preparatory Mathematics
CTE	Career & Technical Education
CTEIG	Career Technical Education Inventive Grant
DA	Differentiated Assistance
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
DIBEL	Dynamic Indicators of Basic Early Literacy Skills (Assessment)
EAAE	Estimated Annual Actual Expenditure
EAP	Early Assessment Program
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELAC	English Learner Advisory Committee (Site)
ELLC	English Language Learner Committee (District Committee for EL Teachers)
ELPAC	English Language Proficiency Assessment for California
ELPI	English Language Progress Indicator
EXPLORE	Preliminary ACT test that is generally administered in 8th grade
FIT	Facilities Inspection Tool
HQT	Highly Qualified Teacher
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long Term English Learner
MAP	Measures of Academic Progress
MDTP	Mathematics Diagnostic Testing Project
MPP	Minimum Perportionality Percentage
MTSS	Multi-Tiered System of Supports
NGSS	Next Generation Science Standards
NWEA	Northwest Evaluation Association
PD	Professional Development
PERT	Psychological Emergency Response Team

PLAN	Preliminary ACT test that is generally administered in 10th grade
PLC	Professional Learning Community
PSAT	Preliminary Scholastic Aptitude Test
PTA	Parent Teacher Association
RFEP	Reclassified Fluent English Proficient
RtI	Response to Intervention
RRM	Routine Restricted Maintenance
RUSD	Ramona Unified School District
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium
SDCOE	San Diego County Office of Education
SEL	Social Emotional Learning
SES	Supplemental Education Services
SPED	Special Education
SPSA	Single Plan for Student Achievement
STEAM	Sciene, Technology, Engineering, Art, and Math
SwD	Students with Disabilities
UC/CSU	University of CA/CA State University
UCP	Uniform Complaint Procedure
Unduplicated Count	Each pupil is counted only once even if the pupil meets more than one eligibility requirement for a Supplemental or Concentraton Grant
WASC	Western Association of Schools & Colleges

LOCAL INDICATORS ALIGNMENT TO LCAP

Local Indicators:
(College and Career Readiness, Chronic Absenteeism,
English Language Arts, English Learner Progress Indicator,
Graduation Rate, Math, Suspension Rate)

Student Groups:
(ALL, English Learner, Foster, Hispanic, Homeless, Multiple Races,
Socioeconomically Disadvantaged, Students with Disabilities, White)

Ramona USD Data Overview:

Count of Stu Grp / Row Labels	ALL	EL	FOS	HI	HOM	MR	SED	SWD	WH	Grand Total
⊟ CCI	2	2		1	1		2	3	2	13
District		1			1			1		3
Future Bound Independent Study Secondary	1						1		1	3
Montecito High (Continuation)	1			1			1	1	1	5
Ramona High		1						1		2
⊟ CHRO	4	5		4		2	4	3	5	27
Barnett Elementary	1	1		1			1	1	1	6
District	1	1		1					1	4
Hanson Elementary		1							1	2
James Dukes Elementary						1				1
Mountain Valley Academy							1			1
Mt. Woodson Elementary	1	1		1		1	1	1	1	7
Ramona Community Montessori	1						1	1	1	4
Ramona Elementary		1		1						2
⊟ ELA		6		2				7		15
Barnett Elementary		1						1		2
District		1						1		2
Hanson Elementary		1		1				1		3
Mt. Woodson Elementary		1						1		2
Olive Peirce Middle		1						1		2
Ramona Elementary		1		1				1		3
Ramona High								1		1
⊟ GRAD					1					1
District					1					1
⊟ MATH		5		1	1			5		12
Barnett Elementary		1						1		2
District		1			1			1		3
Hanson Elementary		1						1		2
Mt. Woodson Elementary		1								1
Olive Peirce Middle								1		1
Ramona Elementary		1						1		2
Ramona High				1						1
⊟ SUSP	2	2	1	2			2	3	2	14
District		1	1					1		3
Montecito High (Continuation)	1			1			1		1	4
Olive Peirce Middle	1	1		1			1	1	1	6
Ramona High								1		1
Grand Total	8	20	1	10	3	2	8	21	9	82

Criteria 1: All schools with lowest dashboard performance on one or more indicators
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☑ Chronic Absenteeism (CHRO)	☐ ALL	☑ Barnett Elementary: CHRO
☑ College and Career Indicator (CCI)	☐ African American (AA)	☑ Mt. Woodson Elementary: CHRO
☐ English Language Arts (ELA)	☐ American Indian (AI)	☑ Ramona Community Montessori: CHRO
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☑ Olive Peirce Middle: SUSP
☐ Graduation Rate (GRAD)	☐ English Learner (EL)	☑ Montecito High: CCI, SUSP
☐ Mathematics (MATH)	☐ Foster (FOS)	☑ Future Bound Independent Study: CCI
☑ Suspension Rate (SUSP)	☐ Hispanic (HI)	☐ ☐ ☐ ☐ ☐
Notes: CHRO is not a secondary school indicator	☐ Homeless (HOM)	Notes: All goes into Goal 2
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☐ Students with Disabilities (SWD)	
	☐ White (WH)	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#2	2.1	2.1
#5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4

Criteria 2: Any student group performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☑ Chronic Absenteeism (CHRO)- EL, HI, WH	☐ ALL	☐ ☐ ☐ ☐ ☐
☑ College and Career Indicator (CCI)- EL, HOM, SWD	☐ African American (AA)	
☑ English Language Arts (ELA)- EL, SWD	☐ American Indian (AI)	
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	
☑ Graduation Rate (GRAD)- HOM	☑ English Learner (EL)- CHRO, CCI, ELA, MATH, SUSP	
☑ Mathematics (MATH)- EL, HOM, SWD	☑ Foster (FOS)- SUSP	
☑ Suspension Rate (SUSP)- EL, FOS, SWD	☑ Hispanic (HI)- CHRO	
Notes:	☑ Homeless (HOM)- CCI, GRAD, MATH	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD)- CCI, ELA, MATH, SUSP	
	☐ White (WH)- CHRO	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.15, 1.16, 1.17	1.3, 1.4, 1.5, 1.6, 1.7
#2	2.1, 2.10, 2.13	2.1, 2.4, 2.5

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL	☑ Ramona High: EL, SWD
☑ College and Career Indicator (CCI)	☐ African American (AA)	☑ Future Bound Independent Study: SED
☐ English Language Arts (ELA)	☐ American Indian (AI)	☑ Montecito High: SED, SWD
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☐
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - RHS	☐
☐ Mathematics (MATH)	☐ Foster (FOS)	
☐ Suspension Rate (SUSP)	☑ Hispanic (HI) - MHS	

Notes:	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) - FB, MHS	
	☑ Students with Disabilities (SWD) - MHS, RHS	
	☑ White (WH) - FB, MHS	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.7, 1.8,	1.2, 1.4,
#5	5.1, 5.2, 5.3, 5.4, 5.5	5.1, 5.2, 5.3, 5.4

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☑ Chronic Absenteeism (CHRO)	☐ ALL	☑ Barnett Elementary: EL, HI, SED, SWD, WH
☐ College and Career Indicator (CCI)	☐ African American (AA)	☑ Hanson Elementary: EL, WH
☐ English Language Arts (ELA)	☐ American Indian (AI)	☑ James Dukes Elementary: MR
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☑ Mountain Valley Academy: SED
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - BE, HE, MW, RE	☑ Mt. Woodson Elementary: EL, HI, MR, SED, SWD, WH
☐ Mathematics (MATH)	☐ Foster (FOS)	☑ Ramona Community Montessori: SED, SWD, WH
☐ Suspension Rate (SUSP)	☑ Hispanic (HI) - BE, MW, RE	☑ Ramona Elementary: EL, HI

Notes:	☐ Homeless (HOM)	Notes:
	☑ Multiple Races (MR) - JD, MW	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) - BE,MVA, MW, RCMS	
	☑ Students with Disabilities (SWD) - BE, MW, RCMS, RE	
	☑ White (WH) - BE, HE, MW, RCMS	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#2	2.1	2.1

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL	☑ Barnette Elementary: EL, SWD
☐ College and Career Indicator (CCI)	☐ African American (AA)	☑ Hanson Elementary: EL, HI, SWD
☑ English Language Arts (ELA)	☐ American Indian (AI)	☑ Mt. Woodson Elementary: EL, SWD
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☑ Ramona Elementary: EL, HI, SWD
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - BE, HE, MW, OP, RE	☑ Olive Peirce Middle: EL, SWD
☐ Mathematics (MATH)	☐ Foster (FOS)	☑ Ramona High: SWD
☐ Suspension Rate (SUSP)	☑ Hispanic (HI) - HE, RE	
Notes:	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD) - BE, HE, MW, OP, RE, RHS	
	☐ White (WH)	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.1, 1.2, 1.3	1.4

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA
Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL	☑ Barnette Elementary: EL, SWD
☐ College and Career Indicator (CCI)	☐ African American (AA)	☑ Hanson Elementary: EL, SWD
☐ English Language Arts (ELA)	☐ American Indian (AI)	☑ Mt. Woodson Elementary: EL
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☑ Ramona Elementary: EL, SWD
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - BE, HE, MW, RE	☑ Olive Peirce Middle: SWD
☑ Mathematics (MATH)	☐ Foster (FOS)	☑ Ramona High: HI
☐ Suspension Rate (SUSP)	☑ Hispanic (HI) - RHS	☐ ☐ ☐ ☐ ☐

Notes:	☐ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☐ Socioeconomically Disadvantaged (SED)	
	☑ Students with Disabilities (SWD) - BE, HE, RE, OP	
	☐ White (WH)	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#1	1.1, 1.2, 1.3	1.4
#2	2.1	2.1

Criteria 3: Any student group within a school performing at the lowest level of dashboard performance on one or more indicators within the LEA

Justification for how this set of goals/actions/service will meet the needs of the student groups and school sites outlined below:

Indicator(s)	Student Group(s)	School Site(s)
☐ Chronic Absenteeism (CHRO)	☐ ALL	☑ Olive Peirce Middle: EL, HI, SED, SWD, WH
☐ College and Career Indicator (CCI)	☐ African American (AA)	☑ Montecito High: HI, SED, WH
☐ English Language Arts (ELA)	☐ American Indian (AI)	☑ Ramona High: SWD
☐ English Learner Progress Indicator (ELPI)	☐ Asian (AS)	☐
☐ Graduation Rate (GRAD)	☑ English Learner (EL) - OP	☐
☐ Mathematics (MATH)	☐ Foster (FOS)	
☑ Suspension Rate (SUSP)	☑ Hispanic (HI) - OP, MHS	

Notes:	☑ Homeless (HOM)	Notes:
	☐ Multiple Races (MR)	
	☐ Pacific Islander (PI)	
	☑ Socioeconomically Disadvantaged (SED) - OP, MHS	
	☑ Students with Disabilities (SWD) - OP, RHS	
	☐ White (WH) - OP, MHS	

Please note where these goals, metrics, and actions can be found in your final LCAP:

Goal	Metric	Action
#2	2.13	2.5
#5	5.5	5.2, 5.4

MAP SUMMARY REPORT

2023-2024
GRADES 1-12
MATH, READING, ELA
(EL, SWD, & SED)

Student Growth Summary Report

Aggregate by District

Term: Winter 2023-2024
District: Ramona City Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023) ^
End - 20 (Winter 2024) ^

Grouping: Program
Small Group Display: No

Math: Math K-12

Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods								Growth Evaluated Against					
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK		Statistics cannot be aggregated above the program level														
0		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	1	*			*			*					*			
Free and Reduced Lunch (FRL)	4	*			*			*					*			
Individualized Education Plan (IEP)	2	*			*			*					*			
1		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	16	147.8	16.0	32	164.5	15.2	17	17	3.2	19.1	-1.26	10	16	7	44	42
Free and Reduced Lunch (FRL)	87	151.8	10.7	63	170.3	11.1	51	18	0.9	18.9	-0.21	42	87	47	54	56
Individualized Education Plan (IEP)	30	151.2	14.1	58	166.9	12.3	29	16	2.1	18.9	-1.68	5	30	12	40	43
2		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	44	161.4	9.7	7	177.3	13.6	13	16	1.4	15.1	0.43	67	44	23	52	49
Free and Reduced Lunch (FRL)	188	168.3	12.3	38	181.1	15.1	31	13	0.7	14.7	-1.04	15	188	89	47	43
Individualized Education Plan (IEP)	52	167.4	12.3	32	177.6	15.5	14	10	1.1	14.7	-2.52	1	52	19	37	24
3		Statistics cannot be aggregated above the program level														

Explanatory Notes
^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

MAP GROWTH

Aggregate by District

Term:	Winter 2023-2024
District:	Ramona City Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Winter 2023 - Winter 2024
Weeks of Instruction:	Start - 20 (Winter 2023) ^
	End - 20 (Winter 2024) ^
Grouping:	Program
Small Group Display:	No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against					
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	50	171.2	12.6	2	186.5	16.3	6	15	1.2	12.4	1.75	96	50	29	58	70
Free and Reduced Lunch (FRL)	188	179.5	13.2	22	192.5	15.5	27	13	0.6	12.4	0.35	64	188	96	51	50
Individualized Education Plan (IEP)	51	176.5	14.4	10	188.5	17.2	11	12	1.5	12.4	-0.23	41	51	24	47	42
4		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	40	181.0	11.0	1	191.8	11.3	2	11	1.6	9.4	0.86	81	40	19	48	38
Free and Reduced Lunch (FRL)	215	191.5	14.4	22	199.1	15.6	16	8	0.6	10.0	-1.47	7	215	83	39	30
Individualized Education Plan (IEP)	64	182.7	14.4	2	186.7	18.0	1	4	1.5	9.5	-3.40	1	64	17	27	11
5		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	37	189.9	9.0	1	197.6	8.6	1	8	1.4	7.9	-0.09	46	37	18	49	43
Free and Reduced Lunch (FRL)	195	200.4	15.4	21	207.4	15.4	18	7	0.6	8.6	-0.89	19	195	75	38	37
Individualized Education Plan (IEP)	59	190.3	17.4	1	197.6	16.6	1	7	1.0	7.9	-0.33	37	59	22	37	37
6		Statistics cannot be aggregated above the program level														

Explanatory Notes
^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Aggregate by District

Term:	Winter 2023-2024
District:	Ramona City Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Winter 2023 - Winter 2024
Weeks of Instruction:	Start - 20 (Winter 2023) ^
	End - 20 (Winter 2024) ^
Grouping:	Program
Small Group Display:	No

Math: Math K-12

		Comparison Periods									Growth Evaluated Against					
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	34	192.5	9.6	1	202.8	11.3	2	10	1.5	4.7	2.94	99	34	25	74	69
Free and Reduced Lunch (FRL)	196	207.5	16.0	18	213.1	15.0	21	6	0.6	4.6	0.54	70	196	109	56	55
Individualized Education Plan (IEP)	61	197.1	14.9	1	202.8	14.3	2	6	1.2	4.7	0.53	70	61	32	52	49
7		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	15	201.0	12.8	1	202.2	13.8	1	1	2.6	5.3	-2.68	1	15	4	27	16
Free and Reduced Lunch (FRL)	96	214.8	13.4	28	219.1	15.2	29	4	0.9	5.7	-0.92	18	96	38	40	38
Individualized Education Plan (IEP)	20	207.3	16.9	7	212.2	19.4	9	5	2.5	5.5	-0.39	35	20	8	40	38
8		Statistics cannot be aggregated above the program level														
9		Statistics cannot be aggregated above the program level														
10		Statistics cannot be aggregated above the program level														
11		Statistics cannot be aggregated above the program level														
12		Statistics cannot be aggregated above the program level														
-1		Statistics cannot be aggregated above the program level														

Explanatory Notes
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Student Growth Summary Report

Aggregate by District

Term:	Winter 2023-2024
District:	Ramona City Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Winter 2023 - Winter 2024
Weeks of Instruction:	Start - 20 (Winter 2023) ^
	End - 20 (Winter 2024) ^
Grouping:	Program
Small Group Display:	No

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events‡	Comparison Periods Winter 2023 Mean RIT Score	Standard Deviation	Achievement Percentile	Winter 2024 Mean RIT Score	Standard Deviation	Achievement Percentile	Growth Observed Growth	Observed Growth SE	Growth Evaluated Against Grade-Level Norms Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	Statistics cannot be aggregated above the program level															
0	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	1	*			*			*					*			
Free and Reduced Lunch (FRL)	4	*			*			*					*			
Individualized Education Plan (IEP)	2	*			*			*					*			
1	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	16	139.2	8.6	8	156.3	11.7	5	17	2.4	17.8	-0.33	37	16	7	44	38
Free and Reduced Lunch (FRL)	86	144.2	8.3	34	163.1	10.9	32	19	1.0	18.0	0.38	65	86	42	49	47
Individualized Education Plan (IEP)	30	145.3	9.3	42	159.9	10.8	16	15	2.0	18.1	-1.56	6	30	11	37	31
2	Statistics cannot be aggregated above the program level															
English Language Learner (ELL)	43	154.5	8.9	3	168.9	14.1	3	14	1.6	16.2	-0.86	19	43	15	35	30
Free and Reduced Lunch (FRL)	187	163.1	12.2	32	176.0	16.9	22	13	0.8	15.5	-1.22	11	187	80	43	38
Individualized Education Plan (IEP)	52	159.9	11.6	16	174.1	17.0	15	14	1.8	15.7	-0.73	23	52	24	46	40

Explanatory Notes

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MAP GROWTH

Aggregate by District

Term:	Winter 2023-2024
District:	Ramona City Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Winter 2023 - Winter 2024
Weeks of Instruction:	Start - 20 (Winter 2023) ^
	End - 20 (Winter 2024) ^
Grouping:	Program
Small Group Display:	No

Language Arts:
Reading

Grade (Winter 2024)	Total Number of Growth Events‡	Winter 2023 Mean RIT Score	Winter 2023 Standard Deviation	Winter 2023 Achievement Percentile	Winter 2024 Mean RIT Score	Winter 2024 Standard Deviation	Winter 2024 Achievement Percentile	Growth Observed Growth	Growth Observed Growth SE	Grade-Level Norms Projected School Growth	Grade-Level Norms School Conditional Growth Index	Grade-Level Norms School Conditional Growth Percentile	Student Norms Number of Students With Growth Projections	Student Norms Number of Students Who Met Their Growth Projection	Student Norms Percentage of Students Who Met Growth Projection	Student Norms Student Median Conditional Growth Percentile
3				Statistics cannot be aggregated above the program level												
English Language Learner (ELL)	50	166.9	13.1	2	181.3	12.9	4	14	1.4	14.0	0.25	60	50	25	50	49
Free and Reduced Lunch (FRL)	190	174.3	16.0	15	188.3	14.7	22	14	0.8	13.3	0.43	67	190	95	50	48
Individualized Education Plan (IEP)	53	170.1	16.8	5	184.8	16.2	10	15	1.9	13.7	0.62	73	53	28	53	52
4				Statistics cannot be aggregated above the program level												
English Language Learner (ELL)	40	173.1	13.9	1	184.6	11.7	1	12	1.5	10.4	0.84	80	40	20	50	45
Free and Reduced Lunch (FRL)	215	187.8	16.7	20	194.5	15.3	13	7	0.6	9.2	-1.84	3	215	90	42	36
Individualized Education Plan (IEP)	65	179.2	18.7	2	185.8	16.8	1	7	1.7	9.9	-2.44	1	65	25	38	28
5				Statistics cannot be aggregated above the program level												
English Language Learner (ELL)	37	185.7	10.7	1	192.1	10.4	1	6	1.8	8.0	-1.10	14	37	18	49	44
Free and Reduced Lunch (FRL)	195	198.0	16.1	26	203.5	14.5	21	6	0.8	7.2	-1.18	12	195	89	46	41
Individualized Education Plan (IEP)	59	188.9	16.5	3	194.0	15.5	2	5	1.6	7.8	-1.85	3	59	25	42	37
6				Statistics cannot be aggregated above the program level												

Explanatory Notes

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‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by District

Term: Winter 2023-2024
District: Ramona City Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2023 - Winter 2024
Weeks of Instruction: Start - 20 (Winter 2023) ^
End - 20 (Winter 2024) ^
Grouping: Program
Small Group Display: No

Language Arts:
Reading

| Grade (Winter 2024) | Total Number of Growth Events‡ | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Winter 2023 | | | Winter 2024 | | | | | Grade-Level Norms | | | Student Norms | | | |
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	36	187.5	12.5	1	194.8	11.7	1	7	1.8	6.9	0.23	59	36	15	42	36
Free and Reduced Lunch (FRL)	199	201.8	15.5	15	206.8	14.8	16	5	0.7	5.6	-0.40	34	199	94	47	42
Individualized Education Plan (IEP)	61	192.3	15.9	1	198.1	13.9	1	6	1.3	6.5	-0.45	33	61	25	41	37
7	Statistics cannot be aggregated above the program level															
8	Statistics cannot be aggregated above the program level															
9	Statistics cannot be aggregated above the program level															
10	Statistics cannot be aggregated above the program level															
11	Statistics cannot be aggregated above the program level															
12	Statistics cannot be aggregated above the program level															
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Explanatory Notes
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Aggregate by District

Term:	Winter 2023-2024
District:	Ramona City Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Winter 2023 - Winter 2024
Weeks of Instruction:	Start - 20 (Winter 2023) ^
	End - 20 (Winter 2024) ^
Grouping:	Program
Small Group Display:	No

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK		Statistics cannot be aggregated above the program level														
0		Statistics cannot be aggregated above the program level														
1		Statistics cannot be aggregated above the program level														
2		Statistics cannot be aggregated above the program level														
3		Statistics cannot be aggregated above the program level														
	English Language Learner (ELL)	50	171.1	11.6	3	184.0	16.2	4	13	1.6	13.4	-0.35	36	50	26	52	49
	Free and Reduced Lunch (FRL)	188	178.4	15.0	21	190.6	15.5	24	12	0.8	12.6	-0.25	40	188	96	51	48
	Individualized Education Plan (IEP)	52	171.7	14.8	4	183.7	18.1	4	12	1.8	13.4	-0.89	19	52	25	48	45
4		Statistics cannot be aggregated above the program level														
	English Language Learner (ELL)	39	174.2	14.0	1	184.2	12.3	1	10	1.8	10.1	-0.05	48	39	20	51	49
	Free and Reduced Lunch (FRL)	215	188.4	16.5	15	195.4	15.8	13	7	0.6	8.7	-1.29	10	215	98	46	38
	Individualized Education Plan (IEP)	64	176.7	16.8	1	182.3	17.0	1	6	1.4	9.8	-3.23	1	64	19	30	18
5		Statistics cannot be aggregated above the program level														

Explanatory Notes

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MAP GROWTH

Aggregate by District

Term:	Winter 2023-2024
District:	Ramona City Unified School District

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Winter 2023 - Winter 2024
Weeks of Instruction:	Start - 20 (Winter 2023) ^
	End - 20 (Winter 2024) ^
Grouping:	Program
Small Group Display:	No

Language Arts:
Language Usage

|		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
English Language Learner (ELL)	37	186.0	11.5	1	193.4	10.9	1	7	1.7	7.1	0.26	60	37	17	46	41
Free and Reduced Lunch (FRL)	195	197.8	15.6	22	203.7	15.6	22	6	0.7	6.2	-0.22	41	195	98	50	47
Individualized Education Plan (IEP)	59	185.6	14.9	1	191.9	16.4	1	6	1.1	7.1	-0.58	28	59	24	41	34
6		Statistics cannot be aggregated above the program level														
English Language Learner (ELL)	36	188.6	13.2	1	196.2	13.0	1	8	1.6	5.8	1.45	93	36	21	58	54
Free and Reduced Lunch (FRL)	201	201.6	15.5	14	207.9	14.9	21	6	0.6	4.8	1.17	88	201	124	62	56
Individualized Education Plan (IEP)	62	188.3	14.4	1	195.7	14.7	1	7	1.3	5.8	1.28	90	62	36	58	55
7		Statistics cannot be aggregated above the program level														
8		Statistics cannot be aggregated above the program level														
9		Statistics cannot be aggregated above the program level														
10		Statistics cannot be aggregated above the program level														
11		Statistics cannot be aggregated above the program level														
12		Statistics cannot be aggregated above the program level														
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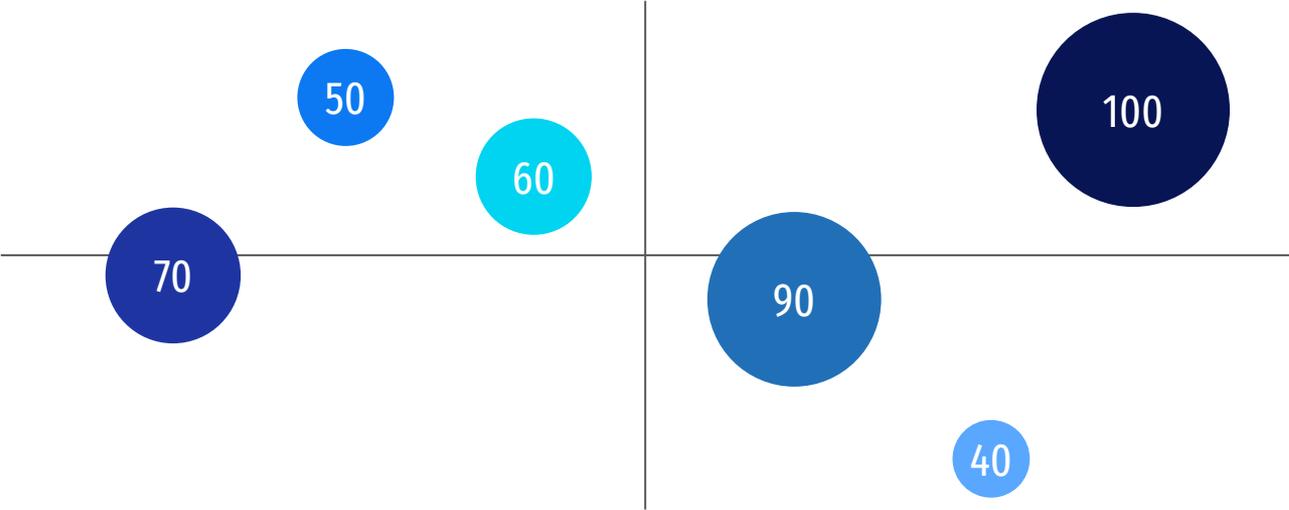**nwea**

MID YEAR LOCAL ASSESSMENTS

ELA & MATH
GRADES 1-12
(EL, SED, & SWD)

Ramona Unified

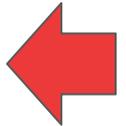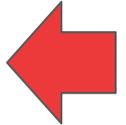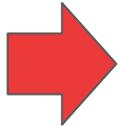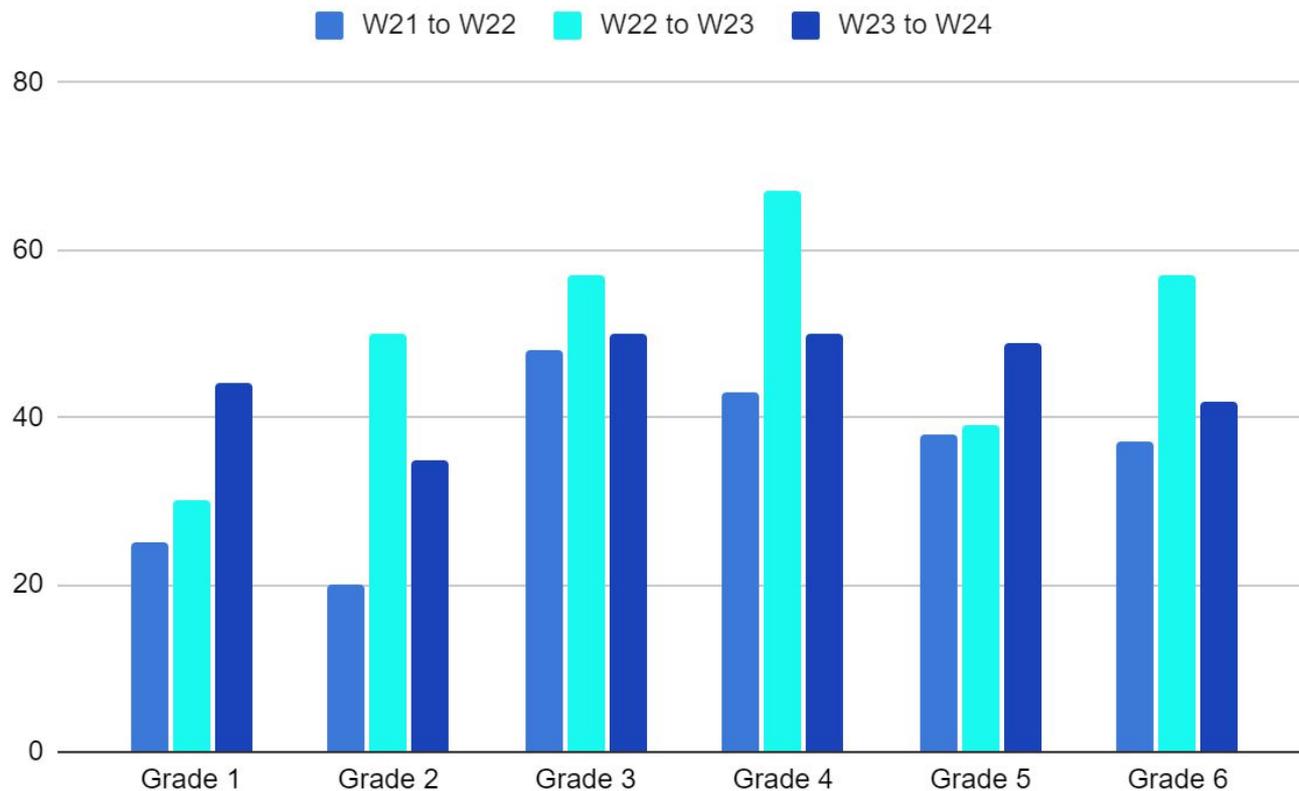A look at student performance and progress.
March 12, 2024
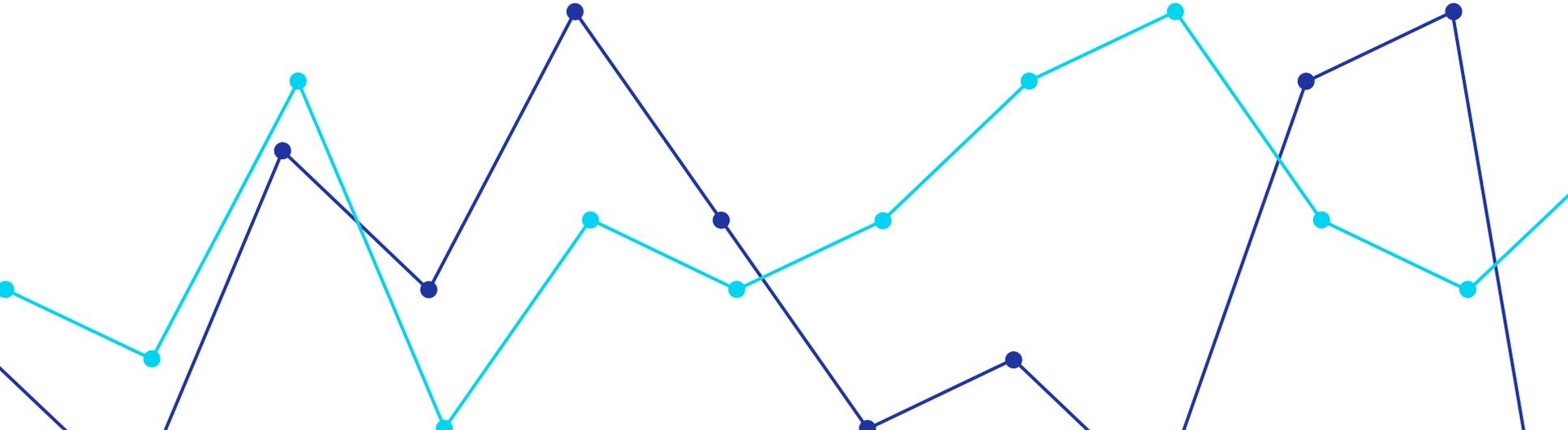
Reading Growth Targets

Winter–to–Winter: % of students meeting growth targets by cohort.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 1	52	**63**	32	38	53	53
Grade 2	**54**	39	35	41	51	48
Grade 3	54	46	49	54	**60**	52
Grade 4	49	53	52	47	**57**	42
Grade 5	44	46	**49**	37	38	**50**
Grade 6	57	54	**60**	43	52	49

MAP Reading: % of EL Students Meeting Growth Targets

MAP Reading: % of SED Students Meeting Growth Targets

MAP Reading: % of SwD Meeting Growth Targets
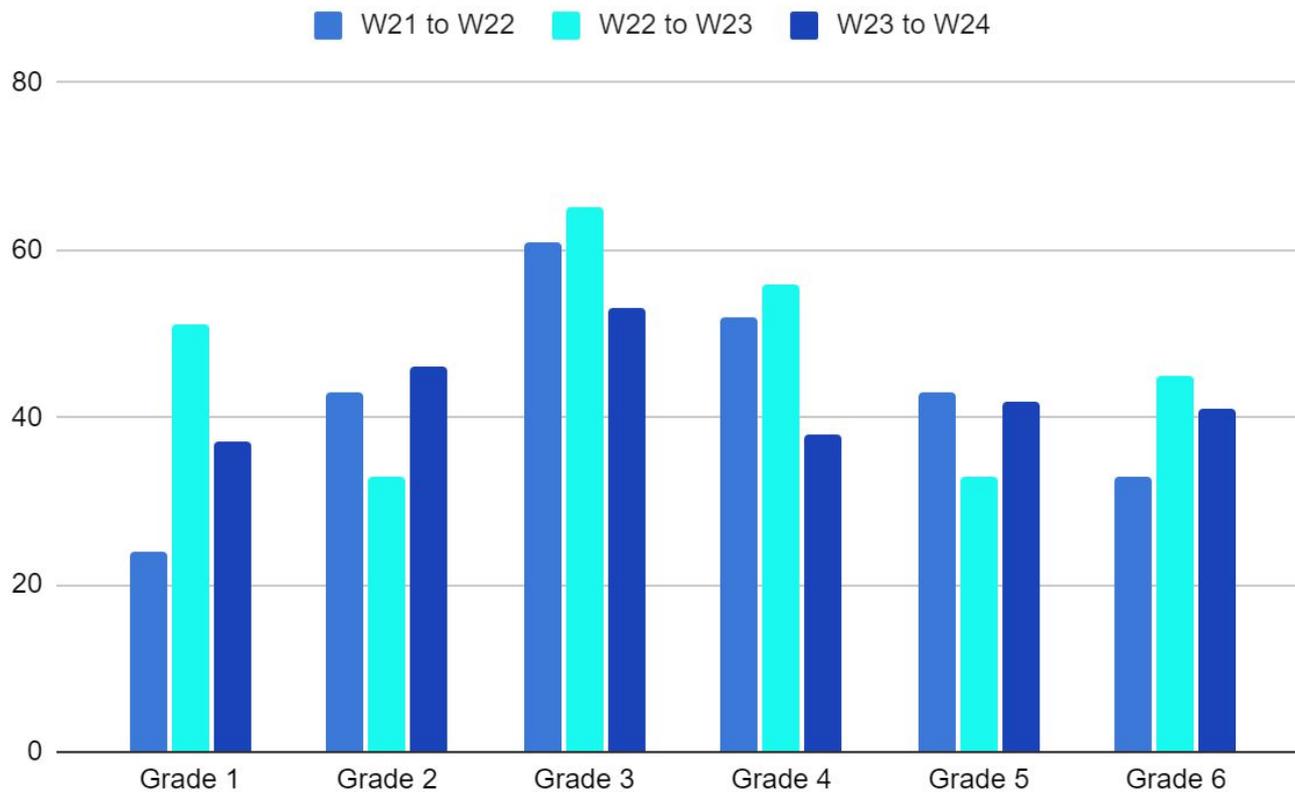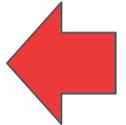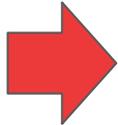
READING
(Fall 2023 to Winter 2024)

Dynamic Indicators of Basic Early Literacy Skills DIBELS

Winter 2023

Winter 2024

Percent of students at minimal or negligible risk of not meeting grade level reading expectations.

Grade	Winter 2023	Winter 2024
Grade K	32	39
Grade 1	36	43
Grade 2	43	50
Grade 3	39	47
Grades K-3	37	44
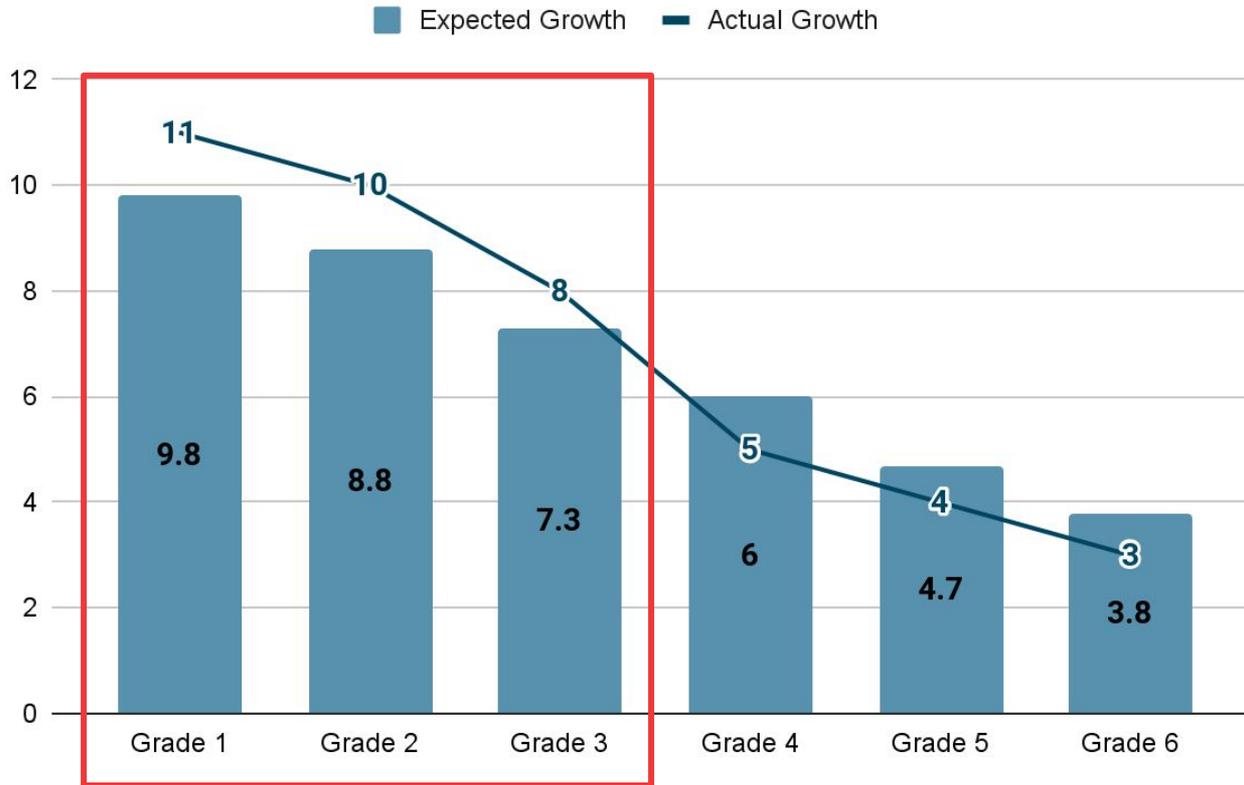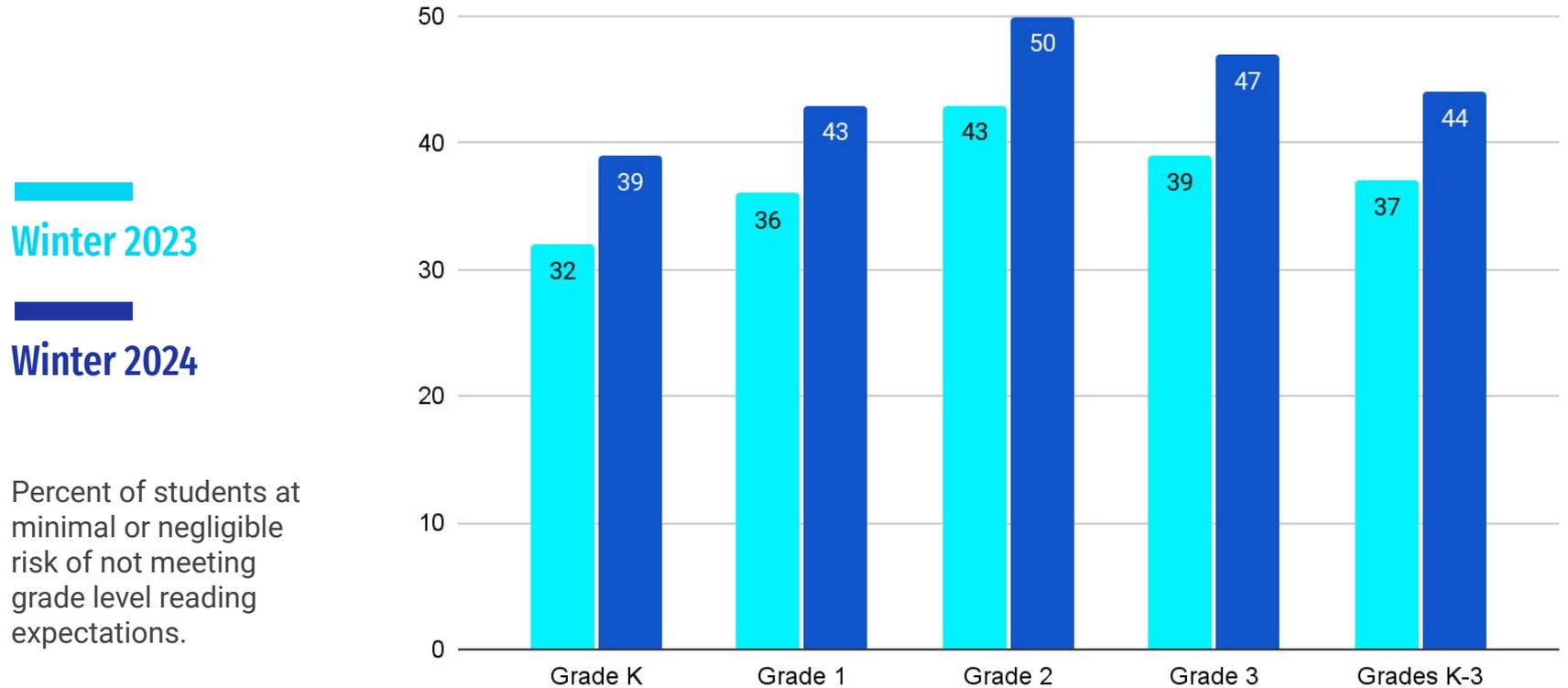
Mathematics Growth Targets

Winter–to–Winter: % of students meeting growth targets by cohort.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 1	61	**73**	51	39	52	56
Grade 2	37	29	20	34	41	**48**
Grade 3	54	54	43	55	**63**	**50**
Grade 4	47	49	34	46	**53**	39
Grade 5	51	50	36	43	**54**	43
Grade 6						**54**

MATHEMATICS
(Fall 2023 to Winter 2024)
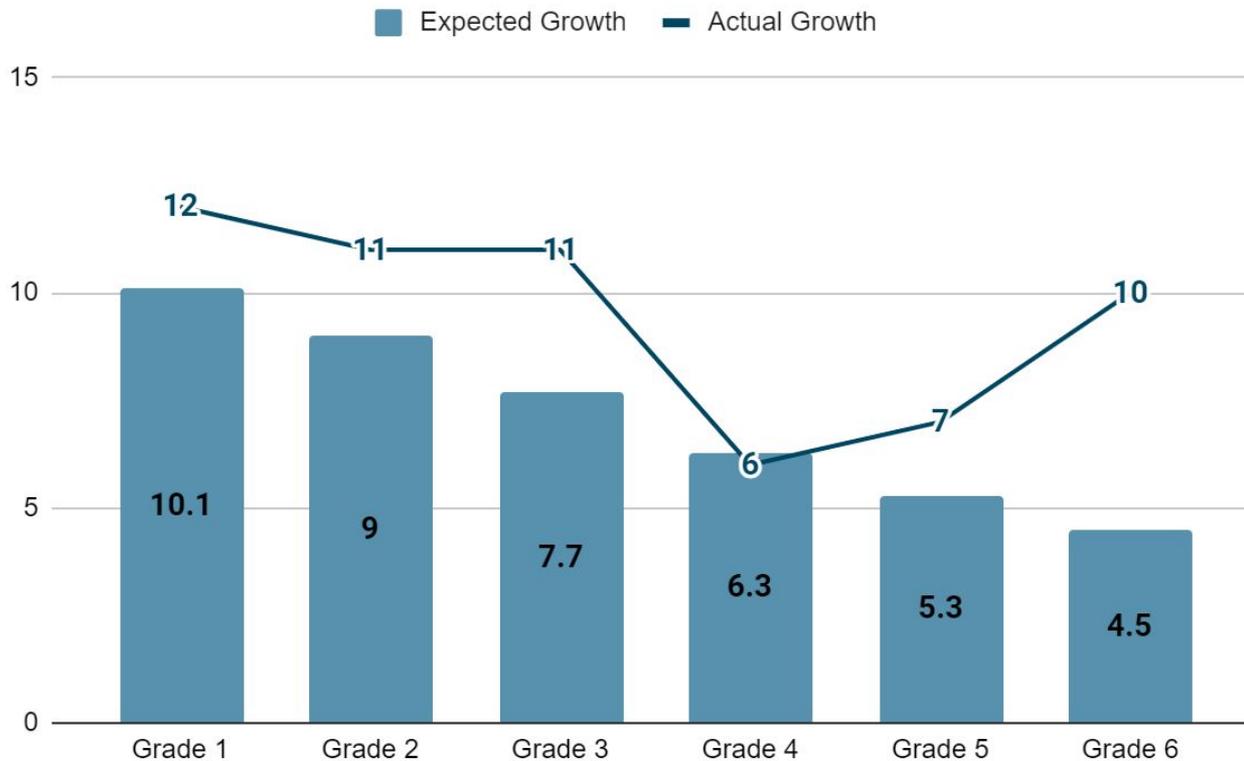
Expected Growth ■ Actual Growth ▬

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Expected Growth	10.1	9	7.7	6.3	5.3	4.5
Actual Growth	12	11	11	6	7	10

MATH Formative Assessment 1

21-22　　22-23　　23-24

MATH 6
Percent of students
Meeting/Exceeding
Standards

8%　21%　34%

MATH 7
Percent of students
Meeting/Exceeding
Standards

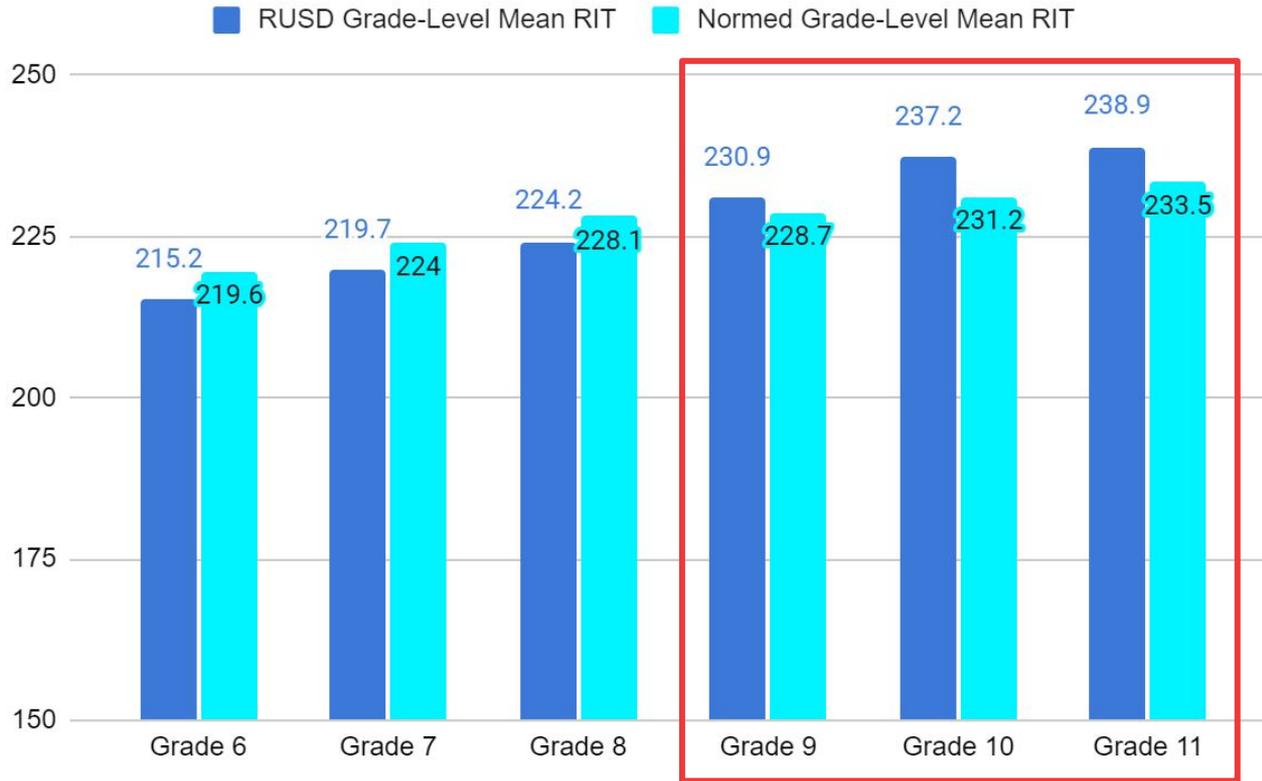13%　26%　19%

MATH 8
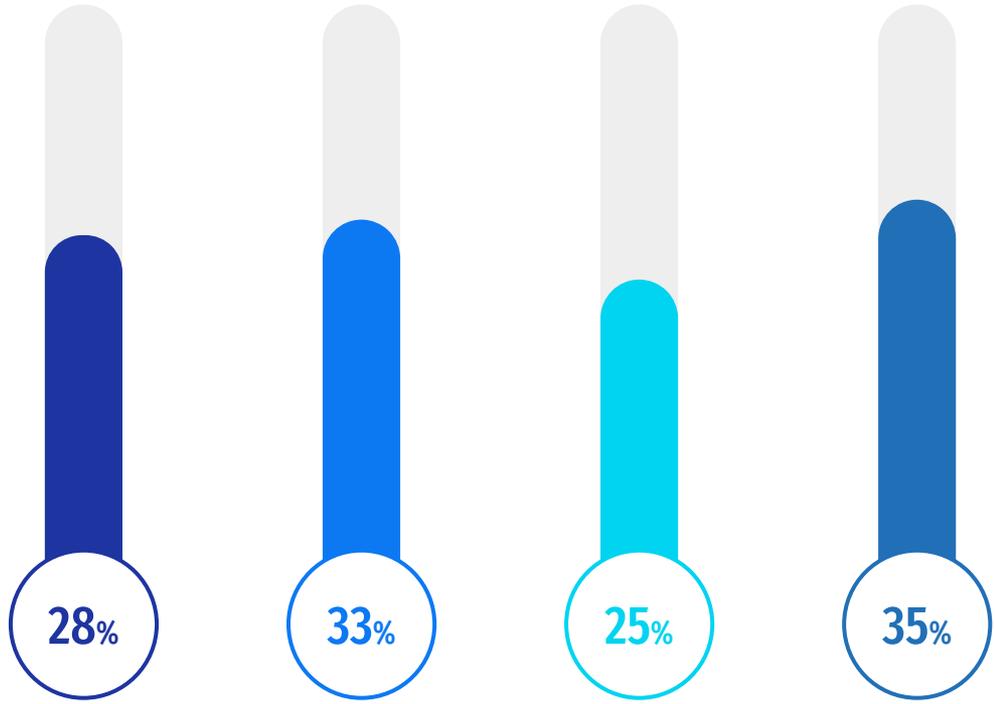Percent of students
Meeting/Exceeding
Standards

24%　45%　27%
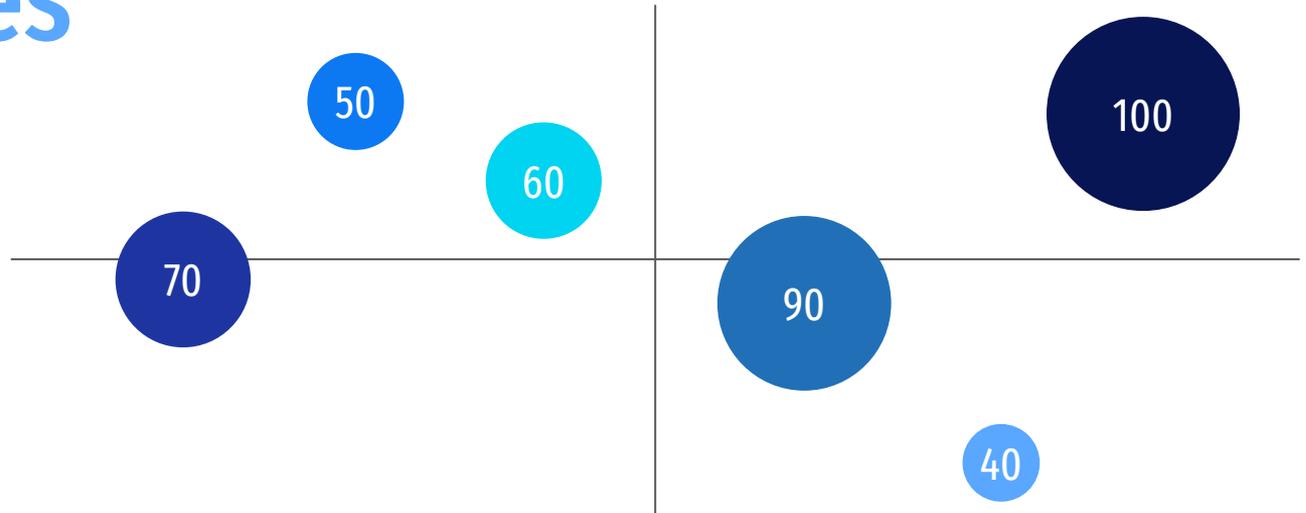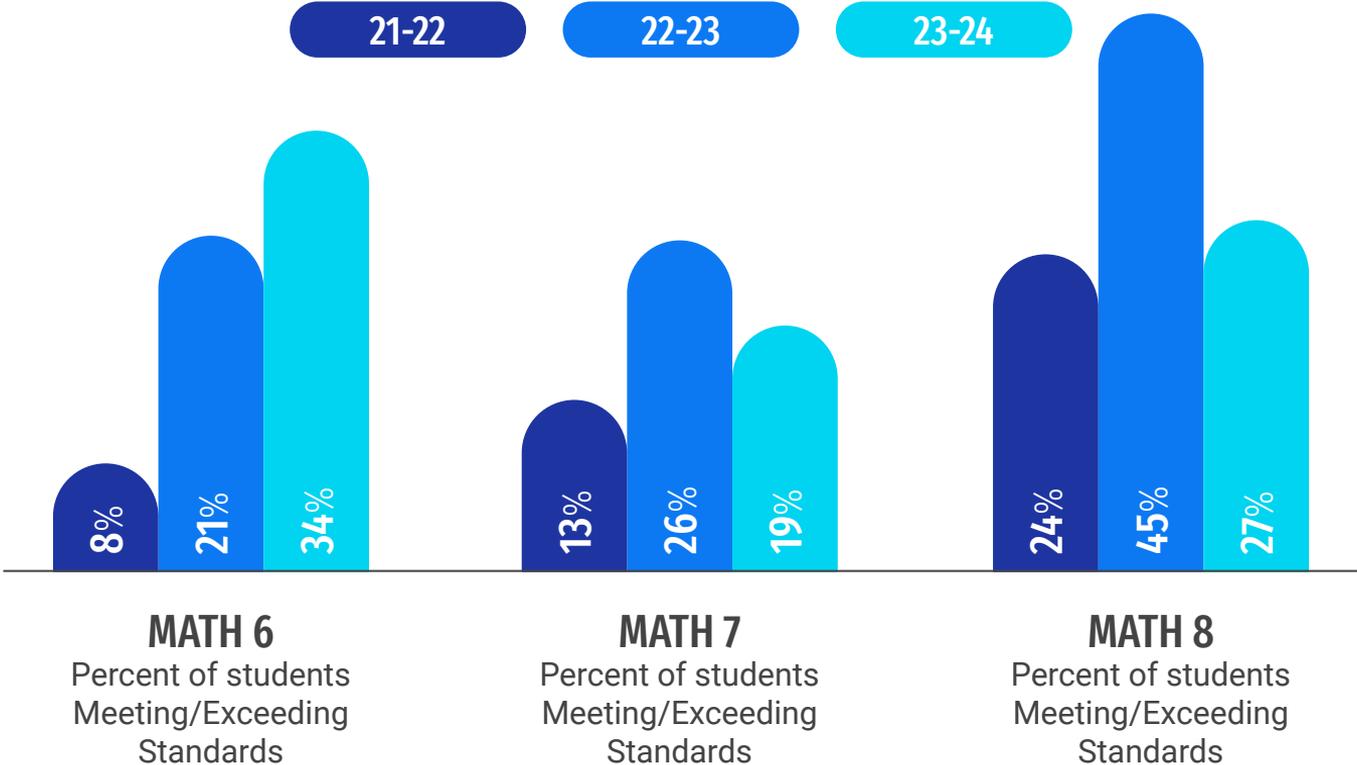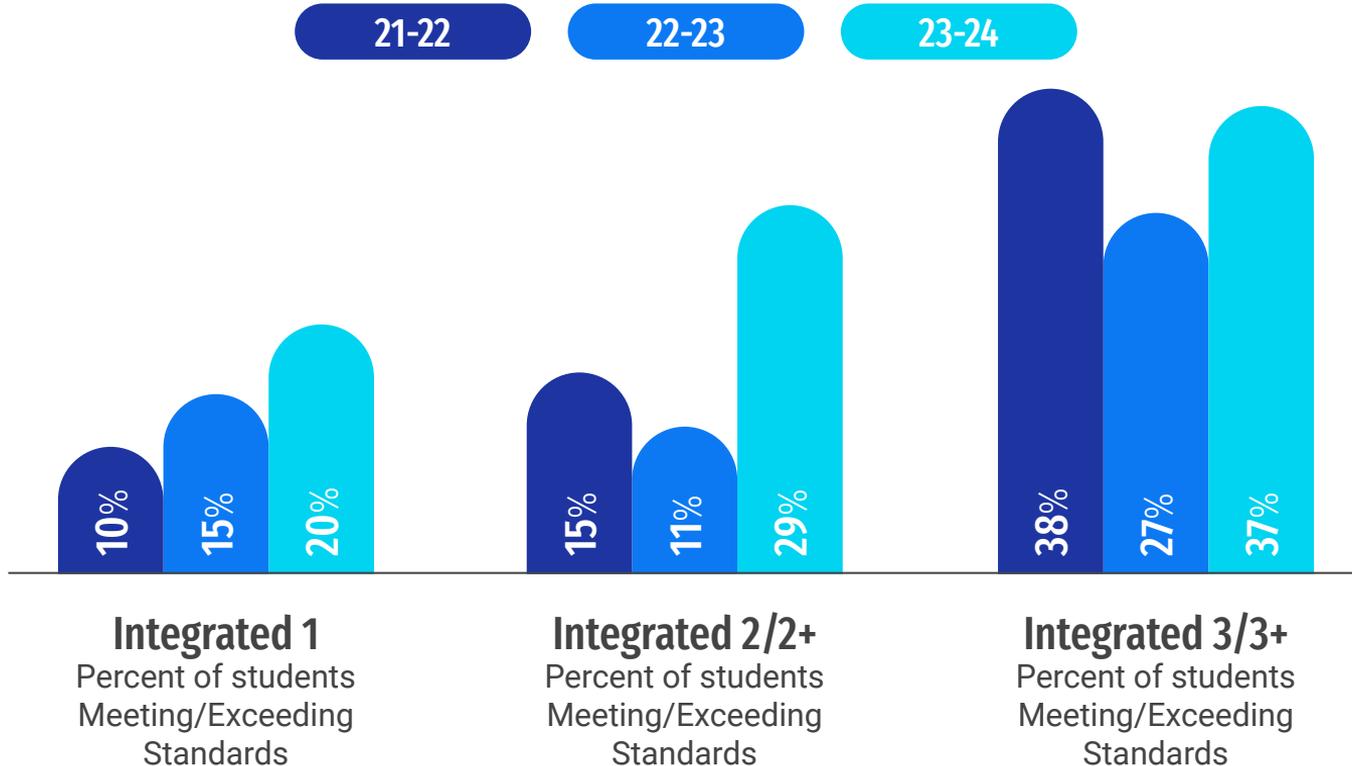
MATH MAP Testing
Winter 2024 MEAN RIT Score by Grade

% of Students **Projected** to Meet Standard
(Winter 2024 MAP Testing Scores)

Gr 6	Gr7	Gr 8	Gr 11
28%	33%	25%	35%

ELA Formative Assessment 1 - Reading Literary Texts

Percent of students meeting or exceeding standard

- Exceeds Standard
  80-100%
- Meets Standard
  60-79%
- Nearly Meets
  Standard
  40-59%
- Does Not Meet
  Standard
  39% and below