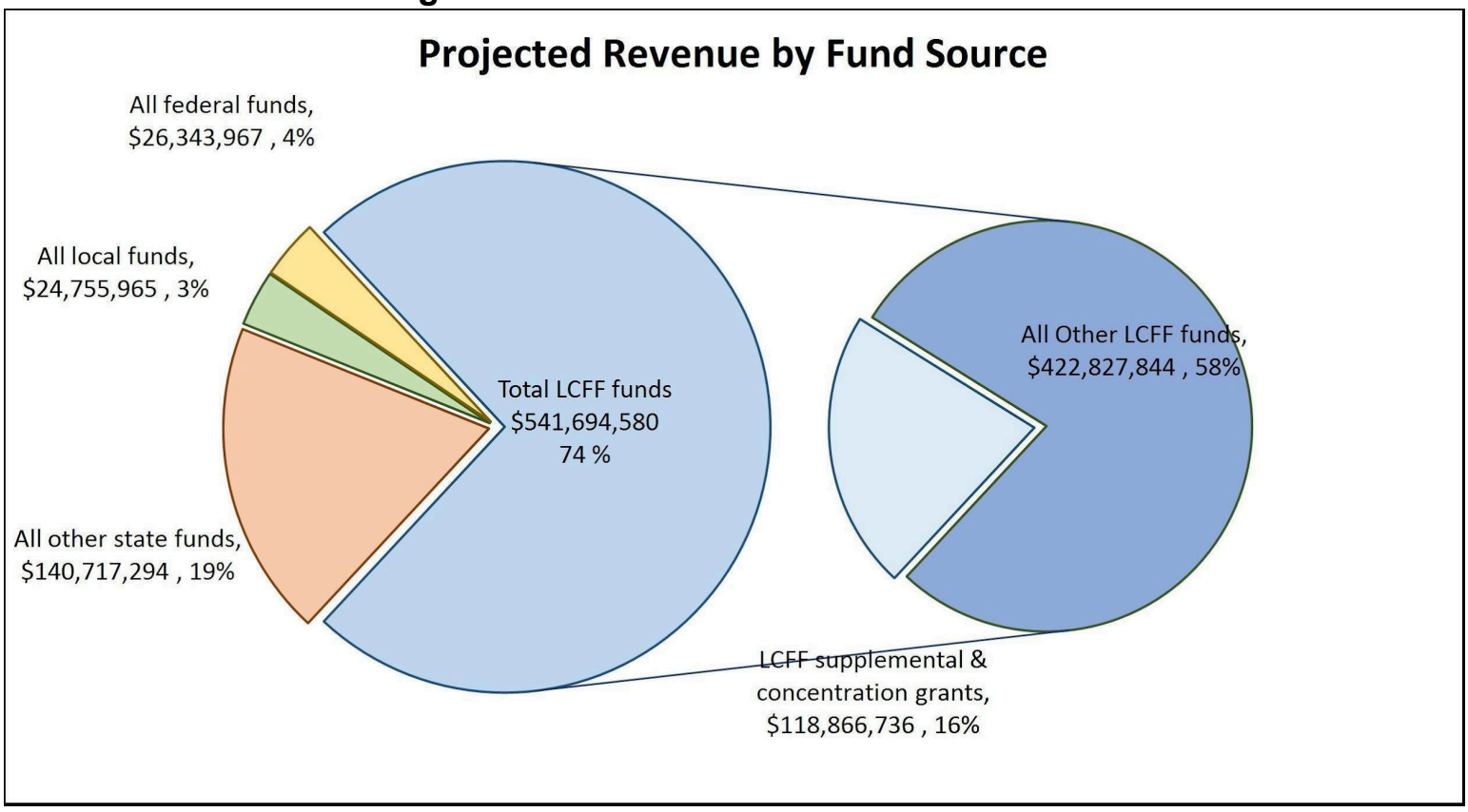
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Unified
CDS Code: 33-67215-000000
School Year: 2025-26
LEA contact information:
Jacqueline Perez, Ed.D.
Assistant Superintendent
japerez@riversideunified.org
(951) 788-7135

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

Budget Overview for the 2025-26 School Year

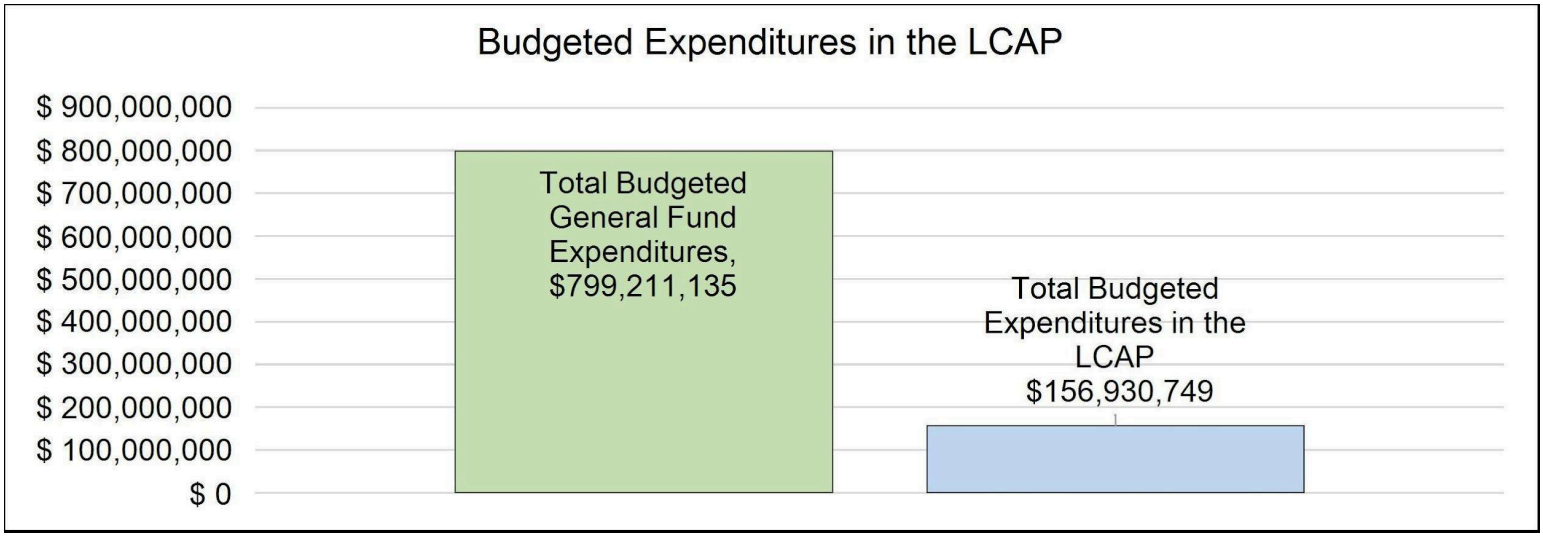


This chart shows the total general purpose revenue Riverside Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Unified is $733,511,806, of which $541,694,580 is Local Control Funding Formula (LCFF), $140,717,294 is other state funds, $24,755,965 is local funds, and $26,343,967 is federal funds. Of the $541,694,580 in LCFF Funds, $118,866,736 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Riverside Unified plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside Unified plans to spend $799,211,135 for the 2025-26 school year. Of that amount, $156,930,749 is tied to actions/services in the LCAP and $642,280,386 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

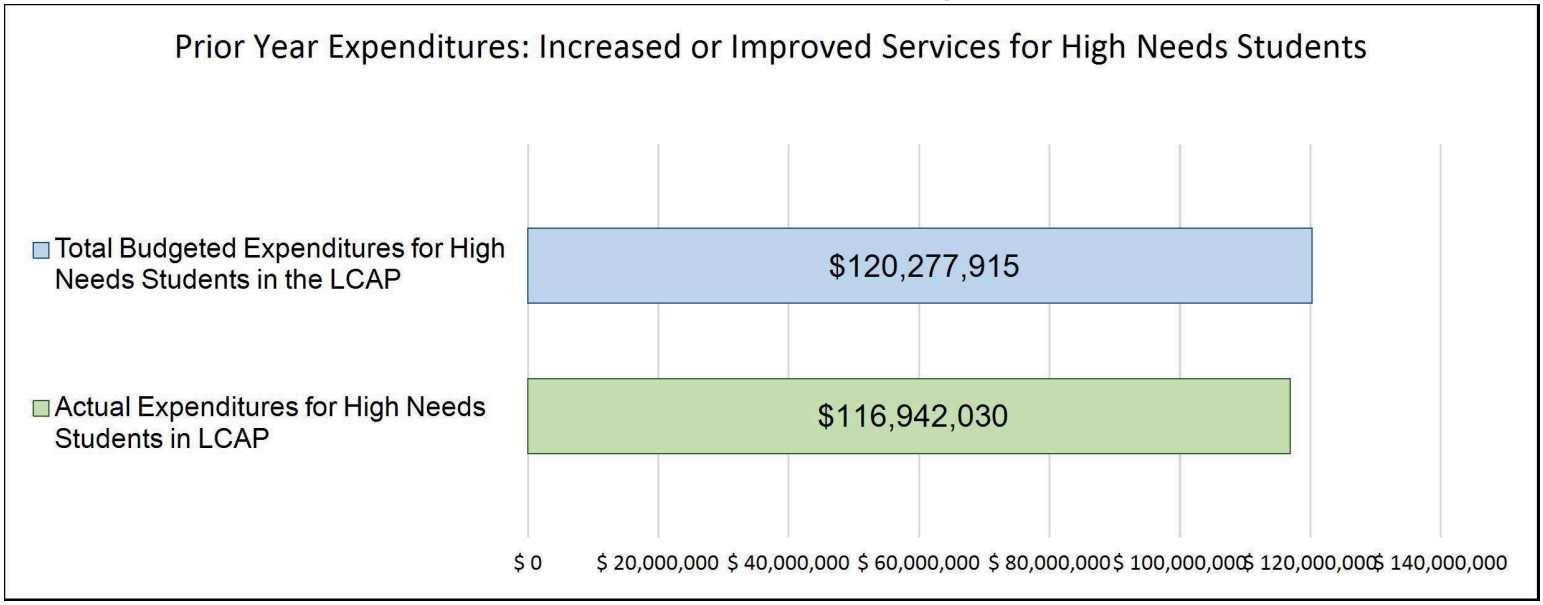
Teacher salaries are paid from our base program, along with general administration such as: Cabinet-level employees, curriculum and instruction, personnel, business services and facilities planning departments. Additionally, general overhead, transportation, utilities, maintenance and operations, other operational costs, and some restricted State and Federal funding sources not directly related to LCAP goals, actions and services are not included in the RUSD Local Control and Accountability Plan.

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

In 2025-26, Riverside Unified is projecting it will receive $118,866,736 based on the enrollment of foster youth, English learner, and low-income students. Riverside Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Unified plans to spend $122,186,370 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Riverside Unified's LCAP budgeted $120,277,915 for planned actions to increase or improve services for high needs students. Riverside Unified actually spent $116,942,030 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,335,885 had the following impact on Riverside Unified's ability to increase or improve services for high needs students:

This difference did not negatively impact the actions and services for students that the LCAP primarily serves (Foster Youth, Low-Income students, and English Learners). This year, the material differences in spending were due primarily to: Reductions in the cost of some contracts, Fewer professional development sessions for staff due to challenges finding substitute teachers, Changes in staffing assignments and costs, and a decrease in spending for supplies and materials. All students received increased and improved services as planned in the LCAP for 2024-25. Unspent funds in 2024-25 have been carried over and included in the budgeted expenditures for 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Riverside Unified School District (RUSD) has earned the reputation of being a highly diverse and equitable organization for all students and staff. We encourage our students and staff to strive for excellence and be extraordinary every day. RUSD is located in the City of Riverside, which is also known as the City of Arts and Innovation. As the seventeenth largest District in the state, RUSD is also well known throughout the Inland Empire region of California which is distinguished for its geographical area including famous deserts, chaparral vegetation, and stunning mountain peaks. Our school District serves a large portion of the City of Riverside as well as unincorporated areas of Highgrove and Woodcrest in Riverside County. RUSD currently serves over 38,032 students in grades preschool through twelfth, and adult students enrolled in the Riverside Adult School. There are 51 schools in the District: 30 Elementary Schools, 7 middle schools, 5 comprehensive high schools, and 8 alternative/specialty schools. Within the 8 alternative schools, RUSD offers a Science, Technology, Engineering, and Math (STEM) Academy for grades 5-12, and a large preschool program that offers State-sponsored and Head Start options, as well as preschool for students with disabilities. Casa Blanca Elementary School will welcome its inaugural classes this upcoming school year in August 2025. Focused on innovative STEM-integrated instructional practices, Casa Blanca Elementary School will have three learning labs along with three open terrace learning spaces that will be an optimal learning environment for hands-on collaborative learning for students. There will be an intentional focus on students being given the opportunity to apply their learned knowledge to real-life scenarios through project-based learning (PBL).

RUSD is recognized throughout the CA and the nation for its outstanding academic, Career Technical Education (CTE), and Visual and Performing Arts (VAPA) programs. Eleven schools provide Dual Language Immersion programs. Four schools are AVID Demonstration sites. Thirty schools have been awarded the Distinguished School award by the state of California, five schools have been recognized as Blue

Ribbon schools by the US Department of Education, two schools are Core Knowledge Schools of Distinction, and one Middle School To Watch distinction. Nine Golden Bell awards have been earned by outstanding programs in the District since 2000.

According to the 2024 CA Dashboard, the Riverside student population continues to grow more diverse each year with the ethnic distribution breakdown as follows: 69% Hispanic, 16.1% White, 5.7% African American, 3.8% Asian, 2% Two or More Races, 1.1% Filipino, 0.3% Pacific Islander, and .03% American Indian. Approximately 74.4% are Low-Income (data source: CALPADS 1.17 Report), 16.8% of students in the District are identified as English Learners, 0.53% are Foster Youth, and 4.7% are Homeless students. Over 89% of the District's English Learner population speaks Spanish; however, there are over 51 different languages represented among the English Learner students in RUSD including Arabic, Chinese - Mandarin, Vietnamese, Pashto, and Q'anjob'al. Over the past five years, the District has welcomed an increasing number of students who have been enrolled in a US school TK-12 for three or fewer years. In the 2024-25 school year, students are enrolled in RUSD from Afghanistan, China, Egypt, El Salvador, Guatemala, Honduras, and Vietnam. This has posed an excellent opportunity for sites as they strive to provide quality education to students who may never have been to school. RUSD has also experienced a declining enrollment due to families moving out of the area, and low birth rates which has changed some of the master schedules and staffing configurations across all schools. There are still some noticeable repercussions from school closures during the pandemic, as we continue work on credit recovery, classroom behavior, and student wellness; but the dedication of the District employees, administrators, educational partners, families, and students has been remarkable!

Moving forward for Year 2 of our LCAP, four of RUSD's alternative education settings have been designated for Equity Multiplier funds: Abraham Lincoln Continuation, Raincross High Continuation School, Opportunity Program, and Summit View Independent Study. Designated schools receive these funds to provide additional support for their most vulnerable students. These schools have student populations who are 70% or greater Low-Income and high rates of student enrollment changes within a school year. All four of the designated schools are led by one Director who engages with the educational partners of each school in addressing the unique needs of each program.

Abraham Lincoln Continuation, a 2025 Model Continuation School, strives to create an effective alternative educational program that provides direct instruction to students in grades 10-12th (16+ years old) and who have generally fallen behind in credits at the comprehensive site. Abraham Lincoln Continuation focuses on developing students who will follow their own interests by emphasizing transferable skills leading to educational achievement and productive citizenship. It is the mission at Abraham Lincoln to meet the distinctive academic, and social-emotional needs of our diverse student population with a safe and nurturing environment to encourage students to develop an enthusiasm for life-long learning and to pursue post-high school opportunities. Lincoln is on a quarter system with a six-period day. Lincoln is the only school in the District that offers the CTE automotive pathway. Student enrollment is approximately 171 students. Their demographic breakdown is as follows: 81.3% Hispanic, 6.4% White, 3.5% African American, 1.2% Two or More Races, and 1.2% Asian. Approximately 67.3% are Low-Income, 25.1% of students are identified as English Learners, 0.6% are Foster Youth,9.4% are Homeless students, and 7% are Students with Disabilities.

The following schools are housed at our Educational Options Center:

- Raincross High Continuation School provides instruction through a Learning Management System (Edgenuity) to students in grades 10-12th (16+ years old) and who have generally fallen behind in credits at the comprehensive site. Raincross is on a semester system with an am/pm day. Student enrollment is approximately 252 students. Their demographic breakdown is as follows: 73% Hispanic, 13.9% White, 4.4% African American, 2% Two or More Races, 1.6% Asian, and 0.4% American Indian. Approximately

59.9% are Socioeconomically Disadvantaged (Low-Income), 19.4% of students are identified as English Learners, 0.8% are Foster Youth, 8.3% are Homeless students, and 17.5% are Students with Disabilities.

- The Opportunity Program serves middle school and high school students who have either not adjusted well to their traditional school setting or are on a suspended expulsion from their comprehensive high school with a flexible standards-based alternative. Student enrollment is approximately 48 students. Their demographic breakdown is as follows: 68.8% Hispanic, 8.3% White, 12.5% African American, and 2.1% Filipino. Approximately 70.8% are Low-Income, 20.8% of students are identified as English Learners, 8.3% are Homeless students, and 29.2% are Students with Disabilities. By nature of the programs offered at Opportunity, many students enroll in these schools because they are struggling with various social-emotional and mental health issues. Student interview data shows that students often leave their comprehensive high school campuses due to credit deficiency or behavioral situations: as a result of various social-emotional and mental health challenges including anxiety, depression, bullying and other social issues, family dynamics, abuse, trauma, teen pregnancy, anger, and grappling with sexual identity/orientation that is not or cannot be addressed well at a comprehensive campus.

- Summit View Independent Study Program serves students in grades TK-12 providing the flexibility of homeschool learning. Student enrollment is approximately 86 students. Their demographic breakdown is as follows: 52.3% Hispanic, 34.9% White, 5.8% African American, 2.3% American Indian, and 4.7% Two or More Races. Approximately 45.3% are Low-Income, 3.5% of students are identified as English Learners, 8.3% are Homeless students, and 5.8% are Students with Disabilities.

Reflections: Annual Performance

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

Based on a review of performance from state and local indicators included in the 2024 California School Dashboard (CA Dashboard), progress toward previous LCAP goals, local self-assessment tools including universal screeners, educational partner input, and local data, Riverside Unified School District (RUSD) is proud to maintain a high graduation rate at 94.5%, which includes 303 students eligible to earn the Seal of Biliteracy, 569 students eligible to earn the State Seal of Civic Engagement, and 800 students eligible to earn the Golden State Seal Merit Diploma during the 2024-25 school year. RUSD continues to maintain and build upon these successes by sustaining and increasing our programs such as Puente, Heritage, and Legacy to provide direct support services to our students of color, and continuing and/or increasing dual enrollment options, Career Technical Education (CTE), Arts, Designated and Integrated English Language Development, and credit recovery programs at all high schools, along with college and career planning starting at the middle school level. District case management for Foster Youth, home visits, and the RUSD Family Resource Center have all provided better communication and access to support programs for our Unduplicated students; and we have made excellent strides in our AVID programs and before/after-school tutoring. Strong efforts continue to build a sense of belonging through Schools +2 co-curricular and extra-curricular school-based clubs and athletics. Expanded summer school offers more services for English Learners, additional credit recovery for high school students, as well as more A-G classes that will allow students' schedules more openings for CTE, the Arts, and STEM during the school year. All of these interventions will continue in the 2025-26 LCAP along with other programs and activities that are aligned to RUSD's 2024-27 LCAP goals, actions, and services which are funded through the following sources: Expanded Opportunities Learning (ELO) Grant, the A-G Completion Grant, and Prop 28 funding among other state and federal funding sources. Additional funding was also provided in the beginning of the 2024-25 school year through Elementary and Secondary School Emergency Relief (ESSER) funding which sunsetted in September 2024.

RUSD is proud of the progress we have made this year to support student learning, prepare students for college and careers, and strengthen family engagement. Programs like Dual Language Immersion (DLI), Career Technical Education (CTE), and College and Career Access Pathways (CCAP) are helping students build strong academic foundations and prepare for the future. We're seeing more students graduate, fewer students missing school, and suspension rates continue to decline. At the same time, we are deepening our partnership with families through the Family Resource Center, active parent advisory groups, and expanded communication tools that keep families informed and connected. These efforts reflect our ongoing commitment to ensuring that all students, especially English Learners, Foster Youth, and Low-Income students, as well as others experiencing achievement gaps, feel supported and ready to succeed.

Dual Language Immersion
RUSD is proud to offer a strong Dual Language Immersion (DLI) program that supports our students in becoming bilingual and biliterate, preparing them for the Seal of Biliteracy and college and career success. We offer DLI in 6 elementary schools, 3 middle schools, and 2 high schools, with focused teacher training in secondary AP Spanish courses to help students succeed in advanced Spanish courses.

Success of the Seal of Biliteracy Pathway is measured through performance in several key Spanish classes at the secondary level, which demonstrate the program is effective in developing students' Spanish proficiency in listening, speaking, reading, and writing, while also deepening their understanding of Spanish-speaking cultures. The courses being tracked for this purpose include seventh grade Pre-AP Spanish, eighth grade AP Spanish, and tenth grade AP Spanish. The state criteria follow a multi-path program, with AP Spanish serving as one component of this pathway. Over 85% of all DLI students earned passing grades (A, B, or C) in AP Spanish, with especially strong results in middle school—94% in 7th grade and 91% in 8th grade. Our high school students also performed well, with over 90% earning passing grades in 10th-grade AP Spanish. Across all grade levels, students from low-income households (89.87%) and students with disabilities also performed well in their AP Spanish classes (87.5%). However, English Learners earned passing grades at a lower rate (78%), and no Foster Youth or homeless students were enrolled in DLI this year. We're encouraged by the success of our students and the impact of teacher training. At the same time, we recognize the need to provide more support for English Learners and to ensure all student groups have access to this valuable program.

College and Career Readiness
Career Technical Education (CTE)
RUSD's Career Technical Education (CTE) program supports students from Kindergarten through 12th grade with a wide range of career exploration and pathway opportunities. Elementary and middle school students benefit from virtual speakers, career days, and access to the Pathful platform. Middle school has 13 CTE pathways while high school has 45 pathways in 26 unique programs across 13 industry sectors. This year was the first year of initial implementation of the intra-school CTE program where students can take a CTE pathway offered at a school that is not their school of residence. This intra-school CTE program increases access to CTE across the District. However, some students were unclear about the time commitment, as the courses meet weekly for several hours. The District plans to address this by hosting Parent Nights and improving communication about course expectations so families receive clarification for next year. Lastly, the new CTE welding program is in the planning and approval stage with its inaugural class anticipated beginning in the 2026-27 school year.

The CTE program enrollment demographics mirror those of the District, which has been a priority this year. Additionally, the focus on increasing opportunities in CTE has helped to improve outcomes on the 2024 CA Dashboard College and Career Indicator as shown in the

data below:

- All Students: 45.6% Prepared, (+4.3% from previous year)
- Low-Income; 39.4% Prepared, (+5.8% from previous year)
- English Learners: 10.3% Prepared, (+4.5% from previous year)
- Foster Youth: 20.8% Prepared, (+7.2% from previous year)
- Homeless: 23.7% Prepared, (+10.7% from previous year)
- Students with Disabilities: 8.8% Prepared, (+4.5% from previous year)

Dual Enrollment Program

RUSD's Dual Enrollment Program continues to show strong progress in helping high school students earn college credit and prepare for the future. Offered both virtually and in-person across all five comprehensive high schools and Riverside Virtual School, the program expanded this year to include two new sections at alternative education schools for the first time. Nursing pathway courses also continue to be offered at Ramona and Arlington High Schools, blending in-person and virtual learning formats.

Fall 2024 data shows 679 grades were earned in dual enrollment courses—a 43.85% increase over the 472 grades earned in Fall 2023. Of those, 84% were passing grades (C or better), indicating that students are succeeding academically in these college-level courses. Preliminary enrollment numbers indicate that Spring 2025 will produce 800 earned grades, resulting in an increase over the previous year. Additionally, expanding course offerings to Summer School 2025 at the comprehensive high schools will continue to prove effective in increasing the completion of dual enrollment courses for this and the coming year.

Several challenges emerged this year, including the cost of textbooks and materials, the lack of transportation for nursing students to attend college lectures and labs, and the difficulty high school Counselors face in supporting large numbers of students through the enrollment process. However, a District-level grant provided critical support by covering many expenses and funding staff who now assist students daily at school sites.

Student Engagement

Chronic Absenteeism

RUSD has made strong progress in reducing chronic absenteeism, with encouraging trends across most student groups. The overall chronic absenteeism rate fell from 18.8% (2024 CA Dashboard) to 18.14% (March 2025 Aeries data), indicating that Districtwide strategies are taking effect. High-need student groups experienced especially notable improvements in comparing our internal Aeries reports from March 2024 to March 2025: Foster Youth decreased from 25.9% to 23.69% (declined by 2.21%), American Indian students dropped from 26.3% to 23.47% (declined by 2.83%), and Pacific Islander students improved from 32.1% to 29.29% (declined by 2.81%). English Learners also showed progress, declining from 19.1% to 18.36% (declined by 0.74%). While some student groups, such as Students with Disabilities and Filipino students, saw slight increases, the District is prioritizing these areas for additional support.

These reductions reflect the success of site attendance teams, schoolwide attendance plans, and targeted supports, including Student Attendance Review Teams (SART) conferences and Student Attendance Review Board (SARB) referrals. Notably, the majority of schools are making steady gains toward updating their attendance improvement plans and meeting the District's 80% SART completion target.

Additionally, increased outreach and real-time monitoring are helping schools respond more quickly to student needs.

Suspension Rates

RUSD is making significant strides in reducing suspension rates across nearly all student groups. According to the 2024 CA Dashboard, the suspension rate for all students is 4.0%, which is a 0.6% decline from last year. Several high-need student groups showed even greater progress: Foster Youth 11.5% (declined by 1.2%), Low-Income students 4.7% (declined by 0.8%), Homeless 5.3% (declined by 0.8%), and Hispanic students 4.1% (declined by 0.7%). Other student groups had smaller decreases in suspension rates: Students with Disabilities 6.6% (declined by 0.5%) and African American students 7.4% (declined by 0.1%). The success of these improvements in behavioral outcomes is also demonstrated by the 2024-25 Winter FastBridge mySAEBRS social-emotional screener which reveals an increase in the percentage of students in grades 9-12 who scored “Low Risk” of exhibiting social, emotional, and behavioral problems, from 76% (Spring 2023-24) to 79% (Winter 2024-25).

These improvements reflect the effectiveness of Districtwide actions rooted in Positive Behavior Supports (PBS), restorative practices, social-emotional learning, and Multi-Tiered System of Supports (MTSS). Additionally, anti-bullying training, digital citizenship instruction, and Pro-Act training for Campus Supervisors have enhanced school climates and student safety.

Graduation Rates

RUSD has demonstrated commendable progress in improving graduation rates across various student groups, surpassing both county and state averages in several categories. According to the 2024 CA Dashboard, RUSD achieved an overall graduation rate of 94.5%, marking a 1.9% increase from the previous year. English Learners graduated at a rate of 84.5% while Long-Term English Learners (LTELs) achieved a rate of 88.9%, well above the county (79.7%) and state (73.5%) averages. Foster Youth earned a graduation rate of 76.0%, significantly outperforming the county (66.3%) and state (63.2%) averages. Similarly, homeless students had a graduation rate of 84.5%, exceeding the county (82.0%) and state (73.7%) averages. Students with Disabilities graduated at 83.8%, which is notably higher than both the county (74.6%) and state (72.7%) averages. Finally, Low-Income students in RUSD had a graduation rate of 93.9%, surpassing the county (88.1%) and state (83.7%) averages.

These results underscore RUSD’s effective use of professional learning to support college and career readiness and targeted support programs and interventions such as AVID, Heritage, Legacy, and Puente, aimed at addressing the unique needs of its diverse student population. Continued focus on data-driven strategies and inclusive practices will be essential in sustaining and further enhancing these positive outcomes.

Community Engagement

RUSD’s Family Resource Center (FRC) continues to build strong partnerships with families by offering workshops, personalized support, and events that help parents support their children's success in school and beyond. From July 2024 to March 2025 the FRC has had 1,491 contacts with families to support student learning and wellness. From November 2024 to March 2025, 151 parents and caregivers received personalized services from the FRC team to remove obstacles to student learning. 259 parent workshop sessions were conducted from September 2024 to March 2025 where 3,229 parent and caregiver participants attended across all the workshops. In October 2024, the FRC collaborated with the College and Career Readiness team to coordinate the *Pathways to College and Career Family Engagement Summit* where 679 parents, caregivers, and students attended this event. 2,909 parents, caregivers, staff, and community partners participated in thirty-one Golden Bell award winning "Cafecito Amigos de RUSD Facebook Live" sessions that were held from July 2024 to March 2025. The FRC administered a new workshop survey, family feedback survey, and an event survey to gather feedback from stakeholders for

continuous improvement. All surveys were voluntary and contact information was not collected. Surveys were administered through a variety of methods including: a Zoom poll feature, electronically using a bit.ly, QR code, or paper copies.

The FRC Event Survey (n = 301) was administered at the conclusion of the Pathways to College and Career Family Engagement Summit in October 2024. The survey data revealed: a 90% or higher satisfaction rate, 100% of respondents strongly agreed or agreed the session presented ideas that would be useful, 93% of respondents strongly agreed or agreed the session addressed their family's needs and interests, 100% of respondents strongly agreed or agreed the session met their expectations for that particular topic.

The FRC Family Feedback Survey (n=74) was conducted in November 2024. This survey generated valuable insights to enhance the services and programs of the FRC. Parents and caregivers are encouraged to provide feedback after receiving comprehensive services aimed at alleviating barriers to learning, wellness, and engagement. The survey data revealed: 99% of respondents strongly agreed or agreed FRC staff are friendly and helpful during interactions, 92% of respondents strongly agreed or agreed FRC provided them with information and support for their child's learning and well-being, 91% of respondents strongly agreed or agreed they felt more confident supporting their child(ren)'s overall success after engaging with the FRC. Although there is potential for a higher response rate, the feedback collected created opportunities for reflection and improvement. Moving forward, FRC plans to expand the number of touchpoints with parents and caregivers to help identify needs and remove barriers to student learning.

The FRC Workshop Survey was administered at the end of each workshop (n=423). The data revealed that: 99% of respondents strongly agreed or agreed the information and/or skills presented during the workshop were relevant and useful, and 98% of respondents strongly agreed or agreed the presenters were effective or very effective at keeping them engaged during the webinar.

A persistent challenge with the surveys is achieving higher response rates, even with additional strategies implemented to encourage participants to complete the survey. Challenges remain in collecting more responses and simplifying the survey process. Although a solid baseline has been established this year, the FRC is working on streamlining data collection and increasing participation through follow-up reminders like ParentSquare messages. The Family Resource Center continues to respond to family needs with thoughtful programming and a strong commitment to continuous improvement. Their use of real-time feedback is helping shape programs that support student learning, wellness, and long-term success.

Communications
RUSD made strong progress in family and community engagement this year, as shown by a 56% increase in attendance at Local Control and Accountability Plan (LCAP) Parent Advisory Committee meetings. The total number of participants rose from 62 in 2024 to 173 in 2025, with 113 attending in person and 60 joining virtually. This growth reflects the success of intentional outreach strategies, including a planned and structured communication plan, coupled with flexible attendance options, regular reminders through social media, photos from prior meetings, and agenda previews.

Parent communication tools like ParentSquare also contributed to engagement efforts, with a 59% open rate from July 2024 to March 2025. The open rate reflects the percentage of recipients who open a message sent through the ParentSquare platform. This early adoption helped strengthen connections at the classroom and school levels. Meanwhile, the District's website proved to be a high-traffic platform, with an average of over 37,000 visits per month to the home page and thousands more to calendar, employment, and staff pages, indicating families

are actively seeking information online.

Social media trends also demonstrate growth with parent engagement. While engagement dipped in the first half of the year, Instagram and Facebook interactions rebounded significantly between January and March 2025, increasing by 27% and 25%, respectively. These improvements align with new strategies such as using videos and targeted paid promotions.

Additionally, 82% of the 2025 Culture and Climate Parent Survey respondents rated barriers to engagement favorably, which means the primary barrier most parents experience that prevents them from getting more involved at their child's school is their own busy schedule. All the other potential issues were not perceived by parents to be barriers to parent involvement. Expanded use of multilingual channels such as radio, grocery store ads, and Spanish-language TV apps have helped broaden the District's outreach.

Culture and Climate Survey
RUSD continues to prioritize school culture and climate, as evidenced by the results of the 2025 Culture and Climate Surveys. These surveys were administered during a three-week window from February 24 - March 14, 2025 and garnered responses from 17,632 students in grades 5–12, 3,018 families, and 2,014 staff members. The surveys captured feedback across three key areas: school safety, climate, and belonging. Participation increased this year, especially among staff, whose response count grew by over 150 compared to 2024.

Across all groups (students, staff, and families) favorable responses increased in every category. Students reported a +2% gain in perceptions of school safety (from 58% to 60%), a +1% gain in school climate (from 44% to 45%), and a +1% gain in belonging (from 39% to 40%). Teacher perceptions also improved, with safety rising by +2% (from 65% to 67%) and school climate rising by +3% (from 55% to 58%). The strongest growth came from families, with safety increasing by +6% (from 68% to 74%), school climate by +4% (from 59% to 63%), and belonging by +3% (from 79% to 82%), fully meeting or exceeding their 2025 growth targets.

Student and staff scores showed steady improvement across all areas. To build on this positive momentum and further accelerate growth, Educational Services leaders are exploring administering the student survey in both the fall and spring. This shift would provide earlier insights, allowing schools to implement timely supports and monitor the impact of their efforts throughout the year.

Learning Recovery Emergency Block Grant (LREBG)
RUSD's 2024-27 LCAP strategically uses multiple funding sources to implement actions that increase and improve services for unduplicated students. Beginning in 2025-26 and continuing through 2028, the District will expend LREBG funds exclusively through LCAP actions and services.

Over the past year, RUSD has taken steps to address key areas of student need, as identified through performance data and educational partner input. Our focus has centered on supporting students in mathematics, improving outcomes for English Learners and students with disabilities, addressing chronic absenteeism, and helping all students stay on track for graduation. All initiatives implemented this year align with California's LRBG funding requirements and are grounded in evidence-based practices shown to improve student outcomes. Together, these efforts represent a comprehensive response to student needs and reflect our ongoing commitment to closing achievement gaps.

Mathematics

In mathematics, our 2024 CA Dashboard data highlighted persistent gaps for many student groups, including English Learners, Students with Disabilities, and students from Low-Income households. In response, we expanded access to instructional coaching for teachers through our Elementary Math TOSAs, implemented smaller, structured math classes at the secondary level, and offered additional tutoring. These supports were paired with supplemental tools like (a) NextGen which is a platform designed to support K-8 teachers in building Common Core math assignments and providing resources for students through unlimited, individualized math content, real-time data, and teaching resources and (b) Desmos, which includes things like a graphing calculator, geometry tools, and a 3D calculator. Students can use these tools at home and in class to build math confidence and mastery.

English Learner Supports

Our English Learner population benefited from targeted instructional coaching through our EL Support TOSAs. These educators worked alongside classroom teachers to enhance both integrated and designated English Language Development instruction. This additional staffing helped improve reclassification rates and better support students at varying language proficiency levels.

At-Risk Student Support

We also recognized the need to expand support for students at-risk of failing courses, dropping out of school, or not meeting expected academic standards. This underperformance can be due to various factors like poverty, bullying, health problems, or family issues. Early identification, intervention, and support can help these students succeed. Our expanded summer school programs, additional credit recovery sections at alternative education sites, and aligned college and career readiness guidance ensure students have more opportunities to recover credits and prepare for post-secondary success. In particular, our Ethnic Studies curriculum development initiative has worked to create relevant, engaging coursework that connects with at-risk students' experiences and supports graduation.

Chronic Absenteeism

Chronic absenteeism remains a challenge, particularly for Foster Youth, students experiencing homelessness, and students with disabilities. To combat this, our Attendance TOSAs supported the creation of school-level attendance teams that engage families and develop personalized support plans. This work has been reinforced by expanding access to high-interest programs like Career Technical Education, which both reduce absences and increase engagement.

Data-Based Decision Making

To guide and evaluate these efforts, we have integrated advanced data systems, like PowerSchool Analytics, enabling real-time insights into student progress. The PowerSchool Analytics and Insights module is a data and analytics platform that consolidates student data from various school systems into a unified dashboard. These tools support evidence-based decision-making and help educators adjust supports quickly based on student performance data.

RUSD has $15,235,120 in unexpended LREBG funds that are planned to be spent during the 2025-26 school year. The table below provides a list of LCAP actions with (a) an explanation of the current student needs, (b) how the action addresses the need, and (c) in what category this is considered an LREBG funded allowable cost. For example, in LCAP Action 1.3b (instructional coaching in elementary math), the lowest performing student groups are: English Learners, Foster Youth, Low-Income, American Indian, and Students with Disabilities. This action directly addresses elementary math learning gaps through coaching, which is considered an allowable use of LREBG funds through

instructional support for learning recovery.

1.3b – Instructional Coaching to Support Strategies in Mathematics
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander

How Student Needs Will Be Addressed: Provide site-based instructional coaching at school sites provided by Elementary Mathematics Teachers on Special Assignment on delivering effective first instruction and in-class intervention that is standards aligned, based on district and formative assessment results, that emphasizes engaging students with multiple mathematical representations, rich mathematical tasks, deep conceptual understanding, and purposeful fact fluency.

Allowable Use: Per EC32526(c)(2): (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicator (Interim Assessments), % of Class Visits where Instruction is Aligned with Grade Level Standards

1.3c – Supplemental Mathematics Resources for Elementary & Secondary Students
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander

How Student Needs Will Be Addressed: Provide supplemental mathematics resources and applications at school and home to increase conceptual understanding and mastery of grade level standards, resources include targeted interventions, ongoing assessment, and progress monitoring.

Allowable Use: (ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. (i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicator (Interim Assessments), % of Class Visits where Instruction is Aligned with Grade Level Standards.

1.3d – Math Intervention for Secondary Students
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; Elementary students needing supplemental math support: English Learners | Low-Income | Students With Disabilities

How Student Needs Will Be Addressed: Provide opportunities for students who have been chronically unsuccessful in Math, identified using assessments and grades, to be enrolled in a structured grade level standards and content aligned math course with lower class sizes.

Allowable Use: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicator (Interim Assessments), % of Class Visits where Instruction is Aligned with Grade Level Standards

1.5b – Ethnic Studies Curriculum Development
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Provide curriculum development TOSAs to develop, enhance and expand current core subject offerings that lead to students staying On Track for graduation. Implement the comprehensive Ethnic Studies plan that includes increased diverse course offerings that include the experiences, teach the history, and highlight the contributions of people of color with prioritized support for English learners, Foster Youth, Hispanic, African American/Black, Asian Pacific Islander, and American Indian students.

Allowable Use: (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.
(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

Metrics to Measure Effectiveness: Participant Survey Results

1.7b – Instructional Coaching to Support English Learners
Identified Student Needs: English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Provide site-based instructional coaching at elementary school sites with the highest numbers of English learners provided by ELD Teachers on Special Assignment with the focus of supporting teachers with implementing Integrated and Designated English Language Development, analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English learner students at various levels.

Allowable Use: (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.

Metrics to Measure Effectiveness: Local Indicators (Interim Assessments)

2.1c – College Career Guidance Alignment
Identified Student Needs: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities |

African American | American Indian | Pacific Islander; English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Provide collaboration time with site leaders, teacher leaders, and counselors focused on aligning and monitoring schoolwide practices to ensure student progress on key metrics for College and Career Readiness by student group with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.

Allowable Use: (v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.

Metrics to Measure Effectiveness: CA Dashboard Indicator, % On Track for Graduation.

2.2c – Expanded Summer Programs for High School Students
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Expand learning time for high school students to narrow learning gaps in course content standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English learners, Foster Youth, Low-income, and Students with Disabilities; student need will be identified through grades, course credits, and academic plan.

Allowable Use: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Metrics to Measure Effectiveness: % On Track for Graduation, # of Additional Graduates after Summer School, LCAP Surveys.

2.3a – Career Technical Education (CTE) Pathway
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American; Chronic Absenteeism: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American | White

How Student Needs Will Be Addressed: Continue to design and expand RUSD Career Technical Education (CTE) programs, including advanced manufacturing, in partnership with Riverside County Office of Education(RCOE), higher education, and community partners to

enhance implementation of CTE standards and pathways; provide additional courses and apprenticeship opportunities with a priority on English learners, Foster Youth, Low-income students, and Students with Disabilities.

Allowable Use: (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

Metrics to Measure Effectiveness: College Career Indicator, LCAP Surveys, LCAP High School Student Focus Groups.

3.2b – Attendance Case Management
Identified Student Needs: Chronic Absenteeism: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American | White

How Student Needs Will Be Addressed: Facilitate a community of practice to address chronic absenteeism through attendance case management teams with a priority on Foster Youth, Homeless Youth, Low-income, and Students with Disabilities. Attendance teams will:

Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year.
Develop and implement school-wide attendance plans.
Remove barriers in partnership with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services.

Allowable Use: (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism.

Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicators, Chronic Absenteeism Rates, LCAP Surveys.

4.1h – Data-Based Decision Making (Accelerating Progress to Close Learning Gaps Using Data)
Identified Student Needs: Math: English Learners | Foster Youth | Homeless | Long-Term English Learners | Low-Income | Students with Disabilities | African American | American Indian | Pacific Islander; English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American; Chronic Absenteeism: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American | White

How Student Needs Will Be Addressed: Facilitate data-based system and student-level decisions to increase outcomes and narrow gaps between student groups by administering State and local assessments; maintaining the accuracy and quality of student demographic and assessment information in district data management systems with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.

Allowable Use: (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism.

Metrics to Measure Effectiveness: Local Indicators: Universal Screener Completion Rate, % of Schools with Completed Data Confirmation, # of Work Orders Completed within 30 Days, LCAP Surveys.

5.1b – Increase Graduation Rates
Identified Student Needs: English Language Arts: English Learners | Long-Term English Learners | Students with Disabilities | Low-Income | Homeless | Hispanic | African American

How Student Needs Will Be Addressed: Implement a “Graduation Incentive” program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Abraham Lincoln Continuation (Red) and Raincross High Continuation (Red).

Allowable Use: (D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.

Metrics to Measure Effectiveness: Local Indicator: Graduation Rates

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Student Performance: Addressing Outcome Gaps by Student Group, School, and Indicator
Closing outcome gaps for all RUSD students has been a key driver in the ongoing monitoring, evaluation, and improvement of services outlined in our 2024-27 LCAP goals and their supporting actions, services, and budgets. The LCAP team conducted a year-over-year analysis incorporating 2024 California School Dashboard (CA Dashboard) data, local indicators, and Aeries reports to continue to inform the identification of student outcome gaps throughout the system. This LCAP annual reporting helps keep RUSD accountable for tracking our progress towards established goals, assessing the effectiveness of our actions, and making necessary adjustments to our plans.

A review of the 2024 CA Dashboard data, as illustrated in the three tables below, reveals the students, schools, and State indicators that received the lowest performance level of Red. Actions that address Red indicators will have additional progress monitoring by the RUSD’s Executive and Curriculum and Instruction teams. Further, specific actions continue to be implemented with the intent to improve outcomes that address the identified needs for Differentiated Assistance and required actions to support the needs of our English Learners and Long-Term English Learners.

Since the 2023 CA Dashboard serves as our baseline data for the current 2024-27 LCAP cycle, we will continue to monitor those particular student groups in the Red performance level throughout the full three years of this LCAP cycle. Moving forward, it is important to also analyze data on an ongoing basis to determine how effectively interventions or instructional strategies are working for individual students and to make timely adjustments to support their progress. The first table below reveals the District-level student groups and State indicators that received

the lowest performance level of Red on the (a) 2023 CA Dashboard (Baseline) and (b) 2024 CA Dashboard (Year 1).

At the District-level, the following student groups have improved their performance levels: English Learners in College / Career (moved from Red to Yellow) and in ELA (moved from Red to Orange), Foster Youth in Math and Suspension (both moved from Red to Orange), and Students with Disabilities in College / Career (moved from Red or Orange). There was only one student group that declined in their performance level: Students with Disabilities in Math (moved from Orange to Red). More detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section.

RED Performance Levels from 2023 to 2024 CA Dashboard District-Level Student Groups and State Indicators									
District Student Groups	Academic: English Language Arts		Academic: Math		Suspension Rate		College & Career Indicator		LCAP Actions
	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	
	2023	2024	2023	2024	2023	2024	2023	2024	
English Learner	Red	Orange	Red	Red	--	--	Red	Yellow	1.2(a-c), 1.3(a-b), 1.7(a-f), 2.1(a-d)
Foster Youth	--	--	Red	Orange	Red	Orange	--	--	1.3(a-d), 3.2(c-e), 3.2h
Students with Disabilities	Red	Red	Orange	Red	--	--	Red	Orange	1.1c, 1.2(a-c), 2.1(a-d)
American Indian	--	--	Red	Red	--	--	N/A Fewer than 11 students	N/A Fewer than 11 students	1.3(a-b), 1.3d

This second table below reveals the elementary and middle school-level student groups and State indicators who received the lowest performance level of Red on the (a) 2023 CA Dashboard (Baseline) and (b) 2024 CA Dashboard (Year 1). 44% of these schools saw an increase in student groups receiving a performance level of Red, 38% of these schools saw a decrease in student groups receiving a performance level of Red, and 18% of these schools maintained the same number of student groups receiving a performance level of Red. A more detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section. The following abbreviations were used for student groups: English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM).

RED Performance Levels from 2023 to 2024 CA Dashboard
Elementary / Middle School-Level Student Groups and State Indicators

English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM)

District Student Groups	Academic: English Language Arts		Academic: Math		ELPI		Chronic Absenteeism		Suspension Rate		LCAP Actions
	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	
Adams Elementary	EL, SWD	-	SWD	-	-	-	-	SWD	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Alcott Elementary	SWD, EL	SWD, EL	SWD, EL	SWD, EL	-	EL	SWD, EL, HIS	-	ALL, AA, LI	AA	1.1c 1.2(a-c), 1.3(a-b), 1.7(a-f), 3.1a, 3.2(a-d,h) 3.3c
Benjamin Franklin Elementary	SWD	-	SWD	-	-	-	-	SWD	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Bryant Elementary	-	-	-	-	-	-	WH, EL	-	-	-	3.1a, 3.2(a-b)
Castle View Elementary	EL	SWD, EL	-	SWD	EL	-	-	SWD	LI, AA	-	1.2(a-b), 1.7(c,e,f), 3.2(b-d,h), 3.3c
Emerson Elementary	EL	-	-	SWD	-	EL	WH	-	AA	WH	1.2(a-b), 1.3(a-b), 1.7(c,e,f), 3.1a, 3.2(a-b), 3.3c

Fremont Elementary	EL, SWD	-	SWD	-	-	EL	HOM, SWD	-	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.1a, 3.2(a-b), 3.3c
Harrison Elementary	EL	SWD	-	SWD	-	EL	AA	HIS, EL	-	-	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Hawthorne Elementary	SWD	SWD	-	SWD	-	EL	-	EL	-	-	1.1c, 1.2(a-b), 1.7(a-f)
Highgrove Elementary	EL, SWD	-	EL	-	-	EL	-	WH	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f)
Highland Elementary (renamed Harada Elementary in 2024-25)	EL, SWD, AA, HIS	ALL, AA, HIS, LI, SWD, EL	EL	AA, SWD, EL	-	-	EL, AA	-	WH	AS	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Jackson Elementary	EL, SWD	SWD	-	SWD, EL	-	-	AA	HOM	HOM	SWD	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Jefferson Elementary	EL	-	-	SWD, EL	-	EL	-	AA, HOM	SWD, AA	WH	1.1c, 1.2(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
John F. Kennedy Elementary	SWD	SWD	-	-	-	-	-	-	-	-	1.1c, 1.2(a-b), 1.7(a-f),

Lake Mathews Elementary	-	-	-	-	-	EL	-	-	-	ALL, HIS, LI, SWD, EL	1.1c, 1.7(a-f), 3.2(b-d,h) 3.3c
Liberty Elementary	SWD	-	SWD	SWD, EL	-	-	-	EL	SWD	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Longfellow Elementary	EL, SWD	-	SWD	-	-	-	HOM	-	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Madison Elementary	SWD	EL	SWD	SWD	EL	-	WH	-	AA	ALL, AA, HIS, LI, SWD, EL	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Mark Twain Elementary		-		-		EL		-		-	1.7(a-f)
Monroe Elementary	EL, SWD	-	SWD	-	EL	-	SWD	SWD	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Mountain View Elementary	EL, SWD	SWD	EL, SWD	SWD	-	-	-	-	-	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f),
Pachappa Elementary	-	SWD	-	-	-	-	EL, 2orM	-	-	-	3.2(a-b), 3.3c

Patricia Beatty Elementary	-	SWD	-	SWD	-	-	-	-	SWD	SWD	3.2(b-d,h), 3.3c
Tomas Rivera Elementary	-	-	-	-	EL	-	EL	EL	-	-	1.7(a-f), 3.2(a-b), 3.3c
Victoria Elementary	-	-	-	-	EL	-	-	-	SWD	SWD	1.7(a-f), 3.2(b-d,h), 3.3c
Washington Elementary	EL, SWD	EL	-	-	-	-	-	-	-	-	1.1c, 1.2(a-b), 1.7(a-f)
William Howard Taft Elementary	EL, SWD	-	SWD	-	EL	-	-	-	ALL, LI, HIS	AA	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Woodcrest Elementary	-	SWD, EL	-	SWD	-	-	-	-	-	SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(b-d,h), 3.3c
Amelia Earhart Middle	SWD	SWD	-	-	-	EL	SWD	-	-	-	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Central Middle	EL, SWD	EL, LT	EL	LI, EL, LT	-	EL, LT	LI, AA, HIS	WH	SWD, AA	AA, SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c

Chemawa Middle	EL, SWD	EL, SWD, LT	-	ALL, HIS, LI, EL	-	-	HOM, HIS	AA	HOM	-	1.1c, 1.2(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Frank Augustus Miller Middle	-	SWD	-	SWD	-	-	EL, AA	-	EL	AA	3.2(a-b), 3.3c
Matthew Gage Middle	EL, SWD	EL, LT	EL, LI, SWD, AA, HIS	AA, LT	-	-	-	AA	EL, LI, SWD, AA, HIS	AA	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Sierra Middle	EL, HOM, SWD	SWD, EL, LT	EL, HOM, LI, SWD	SWD	-	-	ALL, EL, HOM, LI, SWD, HIS	AA	ALL, EL, HOM, LI, SWD, AA, HIS, WH	-	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
University Heights Middle	EL, SWD	SWD	ALL, EL, SWD, LI, AA, HIS	SWD	EL	-	HOM, WH	ALL, HIS, WH, LI, SWD, EL, LT	EL, HOM, SWD	ALL, AA, HIS, WH, LI, SWD	1.1c, 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b), 3.3c
Riverside Virtual		SWD		AA, SWD				ALL, AA, HIS, LI, SWD			1.1c, 1.2(a-b), 3.2(a-b), 3.3c

This third table below reveals the high school-level student groups and State indicators who received the lowest performance level of Red or Very Low on the (a) 2023 CA Dashboard (Baseline) and (b) 2024 CA Dashboard (Year 1). 44% of these schools saw an increase in student groups receiving a performance level of Red or Very Low, 44% of these schools saw a decrease in student groups receiving a performance level of Red or Very Low, and 111% of these schools maintained the same number of student groups receiving a performance level of Red or Very Low. A more detailed explanation of goals, actions, and metrics can be found in the Goals and Actions section. The following abbreviations were used for student groups: English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM).

RED Performance Levels from 2023 to 2024 CA Dashboard
High School-Level Student Groups and State Indicators

English Learners (EL), Long-Term English Learners (LT), Foster Youth (FY), Homeless (HOM), Students with Disabilities (SWD), Low-Income (LI) African American (AA), Hispanic (HIS), White (WH), Multiple Races (2orM)

District Student Groups	Academic: English Language Arts		Academic: Math		ELPI		Suspension Rate		Graduation Rate		College/Career Indicator		LCAP Actions
	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	Baseline	Yr 1	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	
Abraham Lincoln Continuation	-	-	-		EL	-	-	-	ALL, LI	-	ALL, EL, LI, HIS	ALL, HIS, LI, EL, LT	2.2(a-c), 2.3(a-d), 5.1(a-c,e-f)
Arlington High	EL	SWD	EL, SWD	HIS, SWD, EL, LT	-	EL, LT	EL, LI, SWD, AA, 2orM	AA	-	-	EL, SWD	-	1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 2.2(a-c), 2.3(a-d), 2.4b, 3.2(a-b), 3.3c
Martin Luther King Jr. High	SWD	SWD	SWD	SWD	-	LT	SWD	-	-	-	-	-	1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 3.2(a-b)
John W. North High	EL, SWD	-	EL, AA, HIS	ALL, AA, HIS, LI, SWD	-	EL, LT	-	-	-	-	EL, SWD	SWD, LT	1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 2.2(a-c), 2.3(a-d), 2.4b, 3.2(a-b), 3.3c

Opportunity Program	-	-	-	-	-	-	-	ALL, HIS, LI	-	-	-	-	3.2(a-b), 3.3c
Polytechnic High	EL, SWD	SWD	EL	SWD, LT	-	EL, LT	EL	EL, SWD, HOM, LT	-	-	EL, SWD	-	1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 2.2(a-c), 2.3(a-d), 2.4b, 3.2(a-b), 3.3c
Raincross High Continuation	-	-	-	-	-	-	-	WH, SWD	ALL, LI, HOM, HIS	HOM	ALL, LI, SWD, HOM, EL, HIS, WH	ALL, HIS, WH, LI, EL, HOM, LT	2.2(a-c), 2.3(a-d), 2.4b, 5.1(a-b,e)
Ramona High	EL	-	EL, HIS	ALL, LI, HIS, EL	EL, HIS, LI, EL	EL, LT	AA	AA, HOM, LT	-	-	SWD	-	1.1c 1.2(a-b), 1.3(a-b), 1.7(a-f), 2.2(a-c), 2.3(a-d), 3.2(a-b), 3.3c
Summit View	-	-	-	ALL	-	-	-	-	-	-	-	-	1.2(a-b), 5.1(c-d)

Reflections: Technical Assistance

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

Eligibility

RUSD is in Year 2 of eligibility for Differentiated Assistance based on outcomes for the following student groups:

- Students with Disabilities in English Language Arts and College and Career Readiness
- Foster Youth in Mathematics and Suspensions
- English Learners in English Language Arts, Mathematics, and College and Career Readiness

Students with Disabilities in English Language Arts

- An analysis of student performance in English Language Arts and College and Career Readiness for Students with Disabilities, based on the 2023 California Assessment of Student Performance and Progress (CAASPP) results and Local Indicators reported on

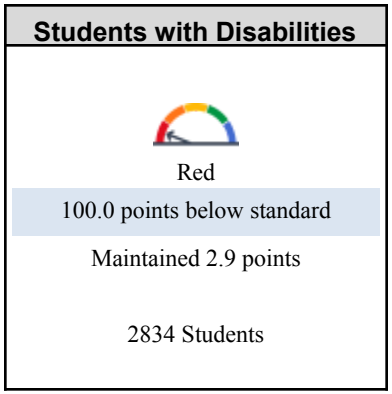
the California School Dashboard (CA Dashboard), indicated that this student group achieved at the lowest performance level of Red (Very Low), scoring 102.9 points below the expected achievement standard, with a 4.2-point decline from the 2022 results.

- Subsequent 2024 CAASPP results demonstrate that progress has been maintained for this student group. While Students with Disabilities remain at the Red (Very Low) performance level, the achievement gap relative to the expected standard is 100.0 points, representing a positive change of 2.9 points from the 2023 results

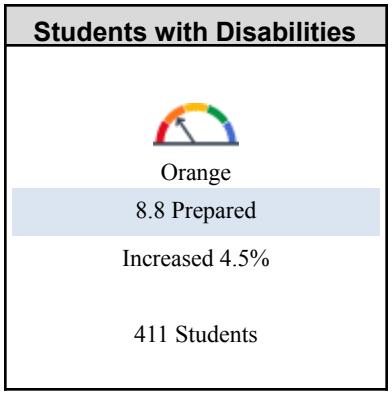
Students with Disabilities in College and Career Readiness

- This student group scored at the Red (Very Low) level for College and Career Readiness. In 2023, only 4.3% of the 397 students were considered prepared for opportunities after high school.
- Based on the 2024 CAASPP results, these students have shown improvement. They are now in the Orange (Very Low) performance category, and 8.8% of them are considered ready for college or careers. This reflects a 4.5% increase compared to the 2023 results.

English Language Arts Performance (2024)



College & Career Readiness (2024)



Foster Youth in Mathematics

- An analysis of the 2023 California Assessment of Student Performance and Progress (CAASPP) results and Local Indicators revealed that Foster Youth within RUSD performed at the lowest level of Red (Very Low) in Mathematics, scoring 108.6 points below the expected achievement standard.
- However, the 2024 CAASPP results indicate a positive trend for this student group. Foster Youth have demonstrated improvement, moving into the Orange (Low) performance category in Mathematics with a score of 102.9 points, representing a 5.7-point increase compared to the 2023 results.

Foster Youth in Suspensions

- During the 2022-23 school year, Foster Youth in RUSD experienced a high rate of suspensions, with 12.7% of these students suspended for at least one day.
- Based on the 2024 results, we see a positive trend in this area. The percentage of Foster Youth suspended for at least one day has decreased to 11.5%. This indicates that 1.2% fewer Foster Youth were suspended compared to the previous school year.

Mathematics Performance (2024)

Foster Youth

Orange
102.9 points below standard
Increased 5.7 points
92 Students

Suspension Rate (2024)

Foster Youth

Orange
11.5% suspended at least one day
Declined 1.2%
340 Students

English Learners in English Language Arts

- An analysis of the 2023 California Assessment of Student Performance and Progress (CAASPP) results indicated that English Learners within RUSD performed at the lowest level of Red (Very Low) in English Language Arts, scoring 82.3 points below the expected achievement standard, representing an 11-point decline from the 2022 scores.
- However, the 2024 CAASPP results demonstrate improvement for this student group. English Learners have moved into the Orange (Very Low) performance category, achieving a score of 77.8 points, which reflects a 4.5-point increase compared to the 2023 results

English Learners in Mathematics

- In Mathematics, English Learners also scored at the lowest performance level of Red (Very Low) on the 2023 CAASPP, falling 108.3 points below the expected achievement standard, a decrease of 3.6 points from the previous year.
- The 2024 results show progress in this area. English Learners have moved to the Orange (Very Low) performance category in Mathematics, achieving a score of 104.6 points, which is an improvement of 3.7 points compared to the 2023 results.

English Learners in College and Career Readiness

- English Learners did not demonstrate College and Career preparedness according to the 2023 results. This student group scored at the lowest performance level, Red (Very Low), with only 5.7% of English Learners considered prepared for post-secondary opportunities in 2023.

- However, the data indicates improvement in this area. The performance level for English Learners has risen to Yellow (Medium), with 10.3% of these students now considered prepared for college and career opportunities. This represents a 4.5% improvement over the 2023 results.

English Language Arts Performance (2024)

English Learners

Orange
77.8 points below standard
Increased 4.5 points
4002 Students

Mathematics Performance (2024)

English Learners

Orange
104.6 points below standard
Increased 3.7 points
4100 Students

College & Career Readiness (2024)

English Learners

Yellow
10.3 Prepared
Increased 4.5%
390 Students

Work Underway

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

RUSD Team
Dr. Daniel Sosa, Assistant Superintendent
Sean Curtin, Director, Research, Assessment, and Evaluation
Hayley Calhoun, Director, Special Education
Kiersten Reno-Frausto, Director, Instructional Services TK-6
Jamie Angulo, Director, Instructional Services 7-12

RCOE Team
Amanda Corridan, Chief Academic Officer
Barbara Sorter, Executive Director, Special Education
Melissa Bazanos, Executive Director, AACI

Felicia Cruz-Delgado, Executive Director, IS
Catalina Cifuentes, Executive Director, CCR
Elizabeth Bartholomew, Director, LW
Victor Portillo Administrator, IS
Alisha Morff, Administrator, AACI

Evidence-based practices and interventions were discussed to address the identified challenges. RUSD is currently in year 4 of a 5 year implementation of Multi-Tiered System of Supports (MTSS). Following a year of planning and learning, implementation began in the 2021-22 school year with Year 1, understanding Tier I structures and supports, universal design for learning, and social-emotional screeners. Year 2 was building Positive Behavior Supports. Year 3 was understanding social-emotional learning and implementing essential standards. A decrease in behaviors by 50% and a decrease in suspensions by 25% has already been observed across all student groups. Year 4, 2024-25, focused on high-quality instruction by establishing and training teachers, administrators, and staff on Essential Standards within the CA Common Core State Standards, identifying learning targets, and building capacity in data teams to monitor student achievement.

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

Leveraging District resources for Students with Disabilities in RUSD was also discussed. Currently, the District incorporates inclusive practices coaches to support the LCAP goal to increase student time in the least restrictive environment. As of April 2025, approximately 71% of students with disabilities in TK-6 participate in general education at least 80% of the day. Expanding upon Tier I instruction and Universal Design for Learning benefits all students with the greatest expected impact on our Students with Disabilities. English Language Arts (ELA) Interim data shows a 7% increase when compared to last year's data. In the 2024-25 school year, Interim Math Assessments were revised to better match the rigor of the CAASPP resulting in a decrease in outcomes when compared to the District interim assessments last year. Although the number of Students with Disabilities who scored at mastery level or above decreased by 8% between the 2023-24 and 2024-25 second Interim assessments, Students with Disabilities scoring mastery level or above increased by 5% between the 2024-25 Interim #1 and Interim #2, indicating our instructional response and the focus on accommodations being taught and utilized on assessments are positively impacting student achievement in both academic areas.

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

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

- Comprehensive school safety plans are reviewed and updated yearly in order for sites to plan to address excessive school suspensions and bullying, which impacts attendance.
- Provide site training to utilize data reports for Foster Youth absences.
- Work with site teams to monitor site suspension/attendance rates, student attendance review team meeting completion rates and help identify and remove potential barriers.
- Inform Social Workers, Education Rights Holders, and Attorneys for suspension and expulsion proceedings.
- Collaborate with MTSS Counselors to utilize tiered interventions for students with more intense social-emotional needs.
- Utilize early warning systems to identify behavioral and attendance issues.
- Continue trauma-informed training.
- Complete a monthly report to ensure the Aeries and CALPADS coding are accurate.
- Expedited referral system for social-emotional (SEL), and other identified needs.

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

- Continue to build capacity in staff (General Education Teachers, Instructional Assistants, MTSS Liaisons) to increase student time in the general education setting.
- Continue to build inclusive practices systems and staff training to incorporate Universal Design for Learning with emphasis on English Language Arts and Math.
- Continue the expansion of MTSS with a focus on English Language Arts, Math, college and career readiness.
- Ensure regular and consistent progress monitoring to assess impact on student outcomes.

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

- Build capacity with staff in all content areas to incorporate English language development standards into all content areas.
- 10 Professional Development opportunities were offered in a train-the-trainer model for Integrated English Language Development.
- These should continue with emphasis at the elementary level.
- Continue the work begun in the 2023-24 school year, to deeply understand and apply the ELD standards.
- Systemize the observation/feedback tool piloted in 2023-24 for site leaders to recognize integrated ELD instruction by their teachers.
- Identify and establish model practices for Integrated and Designated ELD instruction.
- Collaborate with the CTE team to use ELD strategies (e.g. sentence frames) to build fluency in trade specific vocabulary.

RUSD will continue to monitor student achievement and address performance gaps. RCOE will support RUSD with implementation in 2025-26 and provide additional technical assistance if adequate progress is not achieved.

Goals and Actions intended to address identified student needs:

Academics	
Goal 1.1 Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups	
1.1c Instructional Coaching to Support Inclusive Practices	Students with disabilities
1.2a Professional Learning to Support Grade-Level ELA Standards	Student with disabilities
1.2c Reading Intervention for Secondary Students	Students with disabilities
1.3a Professional Learning to Support Grade-Level Mathematics Standards	Foster Youth
1.3d Math Intervention for Secondary Students	English Learners
3.2h Foster Youth Case Management	Foster Youth
Goal 1.7 Designated English Language Development (ELD)	
1.7a Professional Learning to Support ELD Standards	English Learners
1.7b Instructional Coaching	English Learners
1.7c Instructional Pathways for English Learners	English Learners
1.7d Reclassification of English Learners	English Learners
1.7e Expanded Learning Opportunities for Newcomers in Secondary	English Learners
1.7f Additional Supports for Newcomers	English Learners
Goal 3.1 Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.	
3.2h Foster Youth Case Management	Foster Youth
College and Career Readiness	
Goal 2.1 Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.	
2.1a Professional Learning to Support College and Career Readiness	Students with disabilities, English Learners
2.1c College Career Guidance Alignment	Students with disabilities, English Learners
2.3a Career Technical Education (CTE) Pathway	Students with disabilities, English Learners
Suspension Rate	
Goal 3.1 Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.	
3.2c Positive Behavior Supports and Disciplinary Practices	Foster Youth
3.2h Foster Youth Case Management	Foster Youth

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	**LCAP Family Survey** The LCAP Family Survey was administered from December 6-20, 2024. This survey was aligned to LCAP goals, actions, and services. The ThoughtExchange survey tool was used following widespread praise from educational partners in 2023-24. Direct questions were asked utilizing Likert scale responses. An additional open-ended question asked, “What do you value most about your child’s school or what can we do better to prepare your child for the future?”. Respondents could provide narrative/qualitative responses called Thoughts. The program also provided Thoughts for respondents to review and rate. 865 participants responded to the family survey producing 649 thoughts and 10,321 ratings. Through a qualitative analysis of open-ended responses, families identified the following strengths: RUSD has dedicated teachers and staff; the availability and range of extra-curricular and co-curricular opportunities are strongly valued; the Special Education supports were recognized and appreciated, school is a safe environment; the District and schools provide effective communication. The following were identified as areas for growth: Safety of school facilities and bullying are concerns requiring more supervision, better infrastructure, and improved safety protocols; more supports and programs are desired for students with Autism and learning challenges; more elementary and middle school opportunities for sports, arts, and field trips (e.g. College visits); more timely updates on student progress and school events; and smaller class sizes. Through a quantitative analysis of Likert scale responses, the following areas are

Educational Partner(s)	Process for Engagement
	highlights which reflect high favorability ratings for quality instruction: 81% in ELA, 79% in Science, 79% in Mathematics, and 78% in Arts. Families reported their children had strong access to learning materials (85%) and technology tools (80%). They also reported the following services were readily available at their child's school: translation and interpretation services (79%) and family engagement opportunities (76%). Areas for growth included the following: only 36% of parents think RUSD provides adequate support and services for English Learners. Only 43% of families reported participating in STEM learning outside of the classroom. Only 46% of families reported their child benefited from CTE pathways. Only 32% of families indicated their child benefited from targeted supports through the Heritage, Legacy, and Puente programs. **Culture and Climate Survey (Families)** This year Riverside Unified School District (RUSD) administered the required Culture and Climate Survey from Panorama Education between February 24 and March 14, 2025. The surveys were given to parents, students, teachers, and staff with questions focused on the following domains: School Safety, School Climate, Barriers to Engagement, and Family Engagement. 3,018 families responded. The scores are based on Favorability ratings. Higher Favorability ratings are equated with more positive responses. The Family group rated Barriers to Engagement/Belonging (82%) - How big of a problem are the issues for becoming involved with your child's current school? School Safety (74%) - Overall, how safe does your child feel at school? School Climate (63%) - To what extent do you think that children enjoy going to your child's school? and Family Engagement (18%) - To what extent do families get involved with and interact with their child's school. Responses indicated moderate increases in favorability ratings to those reported in 2024. There were no open-ended questions incorporated into the Culture and Climate Family Survey. Therefore, these results focus on the quantitative results (rather than qualitative results). ● 2025 Barriers to Engagement (Belonging): Favorable responses increased from 79% to 82% (+3%) ● 2025 School Safety: Favorable responses increased from 68% to 74% (+6%) ● 2025 School Climate: Favorable responses increased from 68% to 74% (+6%) ● 2025 Family Engagement: Favorable responses increased from 17% to 18% (+1%)

Educational Partner(s)	Process for Engagement
	LCAP Parent Advisory RUSD's (LCAP) Parent Advisory Committee is composed of 33 parents and representatives advocating for the District's Unduplicated students. These included returning members and representatives from the District's schools and geographic clusters. Consistent attendance included up to 69 in-person and 46 virtual participants. To increase participation this year, the meetings were publicized widely through District and school channels. Parent/community observers were present at most meetings. Meetings were structured workshop style around topics and issues relevant to the LCAP. All participants had equal participation and involvement. Most meetings were presented in a hybrid format. Food and childcare were provided for in-person attendees. Synchronous virtual options allowed families to actively participate from a remote location. Spanish interpretation was available in each setting. American Sign Language (ASL) was available by request. During the 2024-25 school year, the LCAP Parent Advisory met in October, November, December, February, March, and April. LCAP Parent Advisory members identified the following strengths: appreciation for (a) Special Education supports for students; (b) extra- and co-curricular opportunities (e.g. afterschool and summer programs); and (c) site administrators who were present and attentive on their campuses. In contrast, LCAP Parent Advisory members identified the following areas for improvement: (a) a faster evaluation process is needed to identify students for Special Education services, (b) more opportunities for parent involvement at school, (c) more STEM opportunities, (d) better behavior supports available for teachers to use; and (b) and (e) career and college guidance. The overall discussions evolved to more specific elements of the plan including strategies/actions in response to CA Dashboard data and their effectiveness measures, and reviewing proposed adjustments to actions and budget allocations including funding source (eg LCFF, Federal/Title, Grant/LREBG). The plan and annual updates reflect input from all RUSD educational partners; however, the parent and student advisories and DELAC contributed to more iterations of the reflection and adjustments for consideration. They also contributed questions for the Superintendent. **District African American Parent Advisory Council (DAAPAC)** The LCAP Director presented at the October 2024 DAAPAC meeting, providing an overview of the LCAP and how it serves students, and the importance and impact of community feedback. A discussion ensued with an accompanying survey around the guiding question, "What are we doing well, and what can we do better to

Educational Partner(s)	Process for Engagement
	prepare your child/ren for the future?" Questions and comments encompassed ways for parents to be more involved and part of the decision-making processes (e.g., SSC at schools, LCAP PAC), could DLI programs be offered at all schools, what does the LCAP provide to schools where parents would not necessarily have awareness of (i.e., school allocations, science camp for elementary, AP test fees). The President of DAAPAC and one community member are also members of the LCAP Parent Advisory. **District English Learner Advisory Committee (DELAC)** The RUSD DELAC members invited the LCAP Director and team to present at their November, March, and April meetings. An interpreter supported the meeting which was conducted in Spanish and interpreted into English. An overview of the LCAP was provided with highlighted actions/services for English Language Development and English Learner, understanding CA Dashboard results, educational partner feedback themes-to-date, and proposed adjustments for actions. Opportunities for feedback and discussion were incorporated into every presentation. The key topics that emerged related to (a) middle school athletics, (b) ensuring program equity through robotics and technology opportunities at the high schools, (c) restroom safety to address the risks of substance abuse, (d) programs and applications to support ELs at home, (e) influence of current political climate on schools, and (f) strategies for unspent funds (i.e., carryover). Questions for the Superintendent were generated at the April meeting. **Comité de la Comunidad Latina** The LCAP Director was invited to present to this parent group in October. This parent leadership group of primarily Latinx parents are vocal advocates for their community within Riverside and for their children in RUSD. An overview of the LCAP, its purpose, and the importance of community engagement was provided. An interpreter supported the meeting which was conducted in Spanish and interpreted into English. A think-pair-share activity was conducted around the guiding questions, "What do you value most about your child's school and What can we do better to prepare your child for the future?" The activity responses were transcribed and included in our theming. Overall, their feedback indicated strong support for the District's work to provide an inclusive environment, extra-curricular opportunities, and support for students in special education. Some areas for growth included more opportunities for interaction between students in General Education and students in receiving Special Education support, and more EL support - Newcomers, EL Academies, and integration of LTELs.

Educational Partner(s)	Process for Engagement
	Riverside Council Parent Teacher Association (RCPTA) In October 2024, the LCAP Director presented to the Riverside Council Parent Teacher Association (RCPTA). The presentation covered an overview of the 2024–25 (Year 1) LCAP, the District's mission and equity tenets, and the 2024–27 LCAP priorities. During the meeting, a live ThoughtExchange survey invited parent input on two guiding questions: What are we doing well? and What can we do better to prepare your child(ren) for the future? Parents highlighted several needs, including outdoor sensory and playground equipment for middle and high school students to support movement and focus. There was also a request for expanded material arts (possibly CTE) education at the elementary level and a desire for continued communication through regular LCAP updates. Parents praised the District's hiring of excellent Special Education (SPED) teachers and appreciated the Director's active engagement with RCPTA meetings. Suggestions for improvement included providing cultural humility training to better support areas like English as a Second Language (ESL) and expanding programs like Dual Language Immersion (DLI) and STEM to reduce waitlists and increase access. The RCPTA President is also a member of the LCAP Parent Advisory Committee. **Somos Dual Language Immersion (DLI)** At the November 2024 meeting, the LCAP Director presented during the Somos DLI parent group. This parent leadership group formed to advocate and provide support for the Dual Language Immersion programs throughout RUSD. The presentation covered an overview of the 2024–25 (Year 1) LCAP, the District's mission and equity tenets, and the 2024–27 LCAP priorities. The presentation highlighted the Seal of Biliteracy pathway which promotes multilingualism and multiliteracy skills by: (a) Providing a Dual Language Immersion program at elementary, middle and high school levels; (b) Monitoring student academic and language progress and; (c) Preparation for the Seal of Biliteracy with a priority on English learners, Low-income students Foster Youth and Students with Disabilities. (2.3e) Our main conversation focused on how the District can better support and offer more Dual Language Immersion (DLI) programs. We talked about an initial idea to combine the elementary DLI programs, which would have meant closing the DLI classes at one of our elementary schools. However, following parent conversations with the District and the school board, the program was saved!

Educational Partner(s)	Process for Engagement
	We also clarified that the Local Control and Accountability Plan (LCAP) funds, which come from the state's Local Control Funding Formula (LCFF), are given to the school District each year, even though the LCAP itself is a three-year plan. Parents shared how much they appreciate the Family Resource Center and the middle school Assistant Principals, and they were glad to see them included in the LCAP. The Somos DLI President is a member of the LCAP Parent Advisory Committee. **Special Education Community Advisory Committee (CAC)** At the November 2024 Special Education Community Advisory Committee (CAC) meeting, the LCAP Director presented an overview of the 2024–25 (Year 1) LCAP, the District's mission and equity tenets, and how students with disabilities are supported through LCAP actions and services. The presentation highlighted inclusive practices in Math and English Language Arts, along with supports in social-emotional learning, attendance, suspension reduction, interventions from PK–12, and access to extracurricular activities (Schools +2 initiative). The CAC President, who also serves on the LCAP Parent Advisory Committee, and the SELPA Director were both actively involved in the development of the plan and in planning adjustments for 2025–26. Their involvement ensures that the accessibility of LCAP actions and services for students with disabilities remains a priority. The LCAP continues to support Districtwide efforts to increase inclusion, aiming for students with disabilities to spend at least 80% of their school day in general education settings. **Family Forums** 6 Family Forum Community Meetings were hosted this year. In early December, 2 hybrid (in-person and virtual) and 2 virtual only meetings were offered. In mid-February, the 2 virtual meetings were offered - morning and evening options. Brief overviews of the LCAP were presented at each meeting followed with small group discussions facilitated by RUSD Principals, Directors, and Managers. These groups shared their key ideas for a whole group discussion. Responses were transcribed from the group posters to a spreadsheet for coding and theming. 96 participants including parents/guardians, students, and community members attended the Family Forums not including District staff.

Educational Partner(s)	Process for Engagement
	The following themes were identified from the feedback collected during these forums: The most common themes reported for District strengths included: (a) well-qualified teachers and rigorous classes, (b) an appreciation for the clubs and extracurriculars options available to students, (c) good communication, and (d) appreciation for the DLI program and afterschool programs. Some areas for growth included: (a) more discipline and solutions to address student behaviors, (b) more bilingual supports (e.g. bilingual teachers, interpreters, DLI, foreign language classes, books), (c) more special education staff with a streamlined evaluation process, (d) more field trip opportunities, and (e) more STEM learning opportunities.
Students	**LCAP Student Survey** An LCAP Student Survey was administered through the ThoughtExchange survey platform from December 6-20, 2024. This survey was aligned to LCAP goals, actions, and services within the scope of students' knowledge and experience. Direct questions were asked utilizing Likert scale responses. Additional open-ended questions asked, "What do you value most about your school and What can your school do better to prepare you for the future?". Unlike the family survey, respondents couldn't view and comment on their peer's responses. 1,320 participants in grades 7-12 responded to the student survey. Through a qualitative analysis of open-ended responses, students identified the following strengths: (a) an appreciation for high-quality teachers and staff , (b) opportunities for building strong friendships and relationships, (c) overall safety and security, (d) extra curricular activities and clubs, (e) inclusivity of school culture and environment. The following were identified as areas for growth: (a) offer more opportunities to learn practical life skills such as managing finances, paying taxes, and understanding mortgages, (b) offer more options in creative arts, (c) provide more personalized learning experience with one-on-one support, (d) provide better guidance on college and career pathways, (e) and increased opportunities for social interaction and extracurricular activities. Through a quantitative analysis of Likert scale responses, the following areas are highlights which reflect high favorability ratings for quality instruction: 83% in History Social-Science, 82% in ELA, and 81% in Science. Students reported easy access to learning materials (90%), assessment platforms (83%), and technology tools (75%). They also reported satisfaction with the extracurricular activities offered at their school (75%). Areas for growth included the following: only 19% of

Educational Partner(s)	Process for Engagement
	students think RUSD provides adequate support and services for Foster Youth. Only 30% of students indicated their parents have used RUSD's Family Resource Center to better support their learning. Only 36% of students indicated they benefited from targeted supports through the Heritage, Legacy, and Puente programs. **LCAP High School Student Focus Groups and Survey** The LCAP high school student focus groups were conducted at each comprehensive and specialty high school from November 5th through December 3rd, 2024. One representative class from each school was selected based on enrollment of Low-Income, Foster Youth, and English Learner students, resulting in 231 student participants. Students shared feedback across eight topic areas. In Career Technical Education (CTE), students felt classes prepared them well for careers but asked for greater awareness of CTE pathways and more course options. The most frequent request was for more access to the automotive pathway. In the arts, students valued creative freedom, supportive teachers, and opportunities to collaborate with peers across the District and professionals through events like Honors Musical, Band Extravaganza, and Chalk Day. In extracurricular activities, students requested more college field trips, expanded sports options with better funding, and a better balance of club offerings. They also expressed a need for more life-skills classes on topics like resume writing and home management. Safety and security remained important, with students calling for enhanced campus fencing and better monitoring of social media to prevent incidents. In terms of the learning environment, students appreciated supportive teachers, tutoring, and student voice opportunities but requested fewer substitutes and when substitutes are needed, they should be high-qualified for that content area. Students would also like more communication from their Counselors and follow ups to check-in with them. Restrooms continued to be a hot topic with concerns involving: cleanliness, availability, maintenance, and behavioral issues. While technology was praised for improving learning efficiency, students cited frustrations with restrictive website filters and Chromebook performance involving lag time, battery life, and slow Wifi. For summer school, students requested more movement breaks but were grateful for the chance to advance academically. Survey highlights included high favorability ratings for quality instruction: 82% in ELA, 76% in History-Social Science, 76% in Science, and 74% in Mathematics. Students reported strong access to learning materials (85%) and assessment platforms (82%). Areas for growth included increasing awareness of support services and family engagement opportunities. Only 52% of students knew about

Educational Partner(s)	Process for Engagement
	support services for Low-Income students, 21% for Foster Youth, and 75% for English Learners. Additionally, only 30% indicated their parents had used the Family Resource Center and only 48% were aware of family engagement opportunities at their school. **Culture and Climate Survey (Students)** RUSD administered the Culture and Climate Survey from February through March 2025. 17,631 students in grades 5-12 responded. They rated the following as favorable: School Safety (60%) - How often do you worry about violence at your school?, Teacher-Student Relationships (53%) - , School Climate (45%) - At your school, how much does the behavior of other students help or hurt your learning?, Sense of Belonging (40%) - Overall, how much do you feel like you belong at your school? Rated less favorable, Engagement (25%) - How attentive and invested are students in class? ● 2025 School Safety: Favorable responses increased from 68% to 74% (+6%) ● 2025 Teacher-Student Relationships: Favorable responses increased from 52% to 33% (+1%) ● 2025 School Climate: Favorable responses increased from 59% to 63% (+4%) ● 2025 Belonging: Favorable responses increased from 79% to 82% (+3%) ● 2025 Engagement: Favorable responses decreased from 26% to 25% (-1%) This 2024-25 school year, several open-ended questions were also embedded into the Culture and Climate Student Survey. Listed below are a few key themes that resulted from the qualitative analysis of those responses. Students identified the following strengths: (a) opportunities for friendships, (b) high-quality teachers, (c) positive school community, (d) interactions with peers, and (e) high-quality education. Students identified the following areas for growth: (a) a desire for cell phones to be allowed during school hours or at least during passing periods, (b) dissatisfaction with cafeteria food and limited lunch options, (c) a desire to change to the two-lunch system to one unified lunch, (d) more inclusive school culture, and (e) better communication and respect from staff. **Superintendent's Student Advisory/Student Board Members**

Educational Partner(s)	Process for Engagement
	Student representatives from each RUSD high school serve on the Superintendent's Student Advisory, meeting with Superintendent Ms. Hill and District leadership. Since 2016–17, select students have also served as Student Board Members, advocating for all students while participating in the Advisory. The Superintendent's Student Advisory also reflects the input from the Student Board Members. At the October, November, and April meetings, students provided critical feedback on LCAP priorities and District initiatives: ● Strengths: Connections across schools, student voice being heard, and inclusivity. ● Areas for Growth: Increased student rewards, enhanced mental and physical health supports, and improved behavior management. Students strongly supported expanding Dual Language Immersion (DLI) and raised concerns about restroom access, vaping, and campus safety. They advocated for expanding college field trips to all students, along with more job shadowing, internships, financial aid workshops, and life-skills education. Additional feedback included the need for more bilingual supports for English learners and questions about funding stability. Overall, students expressed deep appreciation for the opportunity to be heard and are hopeful that their input will continue to drive positive change across RUSD campuses.
Teachers	**LCAP Employee Survey** 692 of the 1,082 participants who responded to the employee survey identified as Certificated/Non-Management. They produced 638 thoughts and 15,160 ratings. Survey results show strong support for programs serving English Learners, Low-Income students, and Foster Youth, as well as high favorability for AVID, CTE, arts, and extracurricular opportunities. Families and students rated school safety, technology access, and student connectedness positively. Key areas for growth include strengthening core academic instruction, enhancing social-emotional and behavioral supports, and improving communication and family engagement. This feedback will guide updates to the 2025–26 LCAP to better support student success and well-being across the District. Culture and Climate Survey (Teachers)

Educational Partner(s)	Process for Engagement
	RUSD administered the Culture and Climate Survey from February through March 2025. 1,262 teachers responded yielding the following favorable ratings: Self Reflection (76%) - Faculty perceptions on their strengths and areas for growth related to social-emotional learning, School Safety (67%) - Faculty perceptions of physical safety for students, Belonging (61%) - How much faculty members feel they are valued members of the school community, and School Climate (58%) - Perceptions of the overall social and learning environment of the school. ● 2025 Teacher Self-Reflection: Favorability responses increased from 73% to 76% (+3%) ● School Safety: Favorable responses increased from 65% to 67% (+2%) ● 2025 School Climate: Favorable responses increased from 55% to 58% (+3%) ● 2025 Belonging: Favorable responses increased from 61% to 61% (+0%) This 2024-25 school year, several open-ended questions were also embedded into the Culture and Climate Teacher Survey. Listed below are a few key themes that resulted from the qualitative analysis of those responses. Teachers identified the following strengths: (a) educators are effectively building positive relationships and fostering a strong sense of community with students, (b) teachers are modeling appropriate behavior and emotional regulation, which supports both student learning and emotional well-being, (c) teachers are creating engaging and effective lessons, and (d) teachers are using restorative practices which is positively impacting the school environment. Key areas for growth identified: (a) a need for improved student behavior and discipline on campus, (b) a desire for increased planning time and reduced workload (c) better communication and collaboration among staff and leadership, and (d) a stronger focus on teacher autonomy and greater respect for their professional expertise.

Educational Partner(s)	Process for Engagement
Principals / Site Leadership	**1:1 Meetings** Quarterly meetings with Principals and site teams were facilitated by Business Services and the LCAP Director to review progress on spending to-date for all site allocations. Barriers to spending and clarifications for aligning funding with student needs were discussed. In coordination with the State and Federal Coordinator, site leadership were guided on conducting needs assessments, incorporating strategies with metrics to meet those needs, and alignment with their appropriate funding sources including LCFF/Supplemental and Concentration. School Site Councils were an active part of the process. Common expenditures for LCAP/LCFF site allocations include Teachers On Special Assignment (TOSA), extended-day time for teachers, Instructional Assistants (Bilingual), Translators, Community Assistants (Bilingual), incentives/awards for meeting behavior or attendance expectations, enhanced/supplemental curriculum, materials and supplies, and field trips. Monthly updates were sent to principals regarding their spending patterns to ensure that all LCAP/LCFF were fully utilized to meet student needs. Purchase order requisitions were reviewed to ensure appropriate use for the funding source and, where appropriate, alignment of expenditure with SPSA goals/strategies. **Principals' Meetings** Principals and Assistant Principals were provided opportunities for input during monthly TK-12 Principal meetings throughout the year as well as one-on-one meetings with the LCAP Director. Periodic updates were provided on LCAP Goal/Action progress monitoring. The LCAP Director and Coordinator of State and Federal programs co-presented guidance on aligning SPSA with the LCAP.
Administrators	**Extended Cabinet: Superintendent, Assistant Superintendents, Director Vs: Action Leads** The District's Extended Cabinet is composed of RUSD department and division leads - LCAP Action Leads. Meetings with action leads occurred throughout the year which included goal setting, identifying local metrics, how those data elements would be collected, and the timelines for providing results. Progress monitoring meetings occurred quarterly to review (a) progress towards meeting goals, (b) challenges/successes, and (c) budgets. Action leads worked with their teams to provide their mid-year and end-of-year goal analysis narratives and accompanying data. Review of action effectiveness and allocations occurred. **LCAP Budget Team** The LCAP Director, in conjunction with the Business Services Team (comprising the Director, Assistant Director, and Budget Manager), and the Coordinator of State and

Educational Partner(s)	Process for Engagement
	Federal Programs, convened on a monthly or bi-monthly basis. These meetings were conducted to ensure the sustained coordination of efforts and systems necessary for the district to meet its fiduciary responsibilities in alignment with the District's 2024-25 goals. Discussions during these sessions encompassed the progress monitoring of expenditures, the development of budget projections, the implementation of necessary adjustments, and the preparation of pertinent information for School Board updates and the annual update.
Other School Personnel	**LCAP Employee Survey** The LCAP Employee Survey was administered from December 6-20, 2024. 297 respondents identified as non-certificated staff. The qualitative analysis of the open-ended survey responses identified the following strengths: (a) strong mental health support for students, (b) diverse extracurricular opportunities, (c) a commitment to equity and inclusion, (d) effective communication between RUSD parents, staff, and the community, and (e) recognition of the supports provided to teachers, such as professional development, resources, and fostering a positive work environment. Staff also identified the following areas of growth: (a) the need for improved behavior management and clearer consequences for negative behavior, (b) more supports for teachers, (c) class size reduction, (d) holding students accountable for their actions, grades, and behavior to better prepare them for the future, and (e) more mental health support, including additional counselors and resources. **Culture and Climate Survey (School Based Staff - Excluding Teachers)** RUSD administered the Culture and Climate Survey from February through March 2025. 601 staff who work at RUSD school sites responded to the survey. They report favorable overall ratings to the three categories: School Safety (76%), Belonging - How much staff feel they are valued members of the school community (63%), and School Climate - Perceptions of the overall social and learning climate of the school (62%). ● 2025 School Safety: Favorable responses increased from 73% to 76% (+3%) ● 2025 School Climate: Favorable responses increased from 62% to 63% (+1%) ● 2025 Belonging: Favorable responses increased from 63% to 64% (+1%)

Educational Partner(s)	Process for Engagement
	This 2024-25 school year, several open-ended questions were also embedded into the Culture and Climate School-Based Staff Survey. Listed below are a few key themes that resulted from the qualitative analysis of those responses. School-based staff (non-teachers) identified the following areas for growth: (a) more support for staff and students, (b) improved student behavior and discipline on campus, (c) enhanced communication and collaboration among staff and administration, (d) reduction of workload and unnecessary tasks, and (e) increased campus safety and supervision. **Culture and Climate Survey (Non-School Based Staff)** RUSD administered the Culture and Climate Survey from February through March 2025. 336 Department staff responded to the survey. They report favorable overall ratings to the three categories: School Safety (88%), Belonging - How much staff feel they are valued members of the school community (69%), and School Climate (60%) - Perceptions of the overall social and learning climate of the school. ● 2025 School Safety: Favorable responses decreased from 93% to 88% (-5%) ● 2025 School Climate: Favorable responses decreased from 72% to 60% (-12%) ● 2025 Belonging: Favorable responses increased from 74% to 69% (-5%) This 2024-25 school year, several open-ended questions were also embedded into the Culture and Climate Non-School Based Staff Survey. Listed below are a few key themes that resulted from the qualitative analysis of those responses. Non-school based staff identified the following areas for growth: (a) more support from management or administration, (b) improved communication within departments and leadership, (c) increased autonomy and flexibility in their roles, (d) better staffing levels and team collaboration, and (e) enhanced respect and recognition for staff contributions. **Site Secretary Training** The LCAP Director and support staff met regularly with school site staff responsible for inputting purchase order requisitions to ensure that all expenditures align with each school's SPSA and the LCAP. Topics included allowability, appropriate justifications, and leveraging LCAP actions to meet the needs of Unduplicated pupils (Foster You, Low-Income, English Learners).

Educational Partner(s)	Process for Engagement
Local Bargaining Units	**California School Employees Association (CSEA)** At the January 2025 general membership meeting, the LCAP Director presented an overview of the LCAP and its purpose, educational partner engagement process, and highlighted areas where classified positions are supported within the LCAP. The President is also a member of the LCAP Parent Advisory Committee. Some discussion topics included interpreter/translator positions - number and challenges of split positions between multiple schools, managing student behaviors, and supports for students with learning challenges. **Riverside City Teachers Association (RCTA)** In November 2024, the LCAP Director provided the Riverside City Teachers Association (RCTA) an overview presentation of the 2024-27 LCAP. The teachers in attendance, primarily site representatives, responded to the guiding questions. Many also responded to the questions at their sites. The following areas of strength were identified: (a) value in career readiness and trade school preparation, (b) strong support for Special Education, (c) appreciation for opportunities for input in decision-making processes, (d) consistent professional development to help educators enhance their skills, and (e) the use of positive reinforcement incentives. Areas for growth include: (a) additional Special Education training for staff, (b) increased stakeholder involvement, including more teacher input and school autonomy, (c) more mental health supports for students, (d) stronger support for Newcomers and (e) clearer consequences for behavioral issues. The President is also a member of the LCAP Parent Advisory Committee.
Special Education Local Plan Area Administrator (SELPA)	RUSD has its own Special Education Local Plan Area Administrator. She has been an active member of the Superintendent's Council, providing input and feedback at all points in the progress monitoring, review, and proposed adjustment process. The SELPA administrator and LCAP Director meet quarterly for progress monitoring to identify successes, challenges, and budgets/expenditures. The SELPA administrator facilitates the Special Education Community Advisory Committee along with the committee President who is also a member of the LCAP Parent Advisory. Please refer to the Special Education Advisory Committee in the Parents section above for more details.
Partners at Equity Multiplier Schools	**Partners at Schools Eligible for Equity Multiplier Funds** One Director is the administrator over all four high schools eligible to receive Equity Multiplier funds: Lincoln Continuation High School, Opportunity Program, Raincross Continuation High School, and Summit View. Educational Partners meet regularly through each school's English Learner Advisory Committee (ELAC),

Educational Partner(s)	Process for Engagement
	School Site Council (SSC), and staff meetings to review their CA Dashboard data as well as to provide feedback and input on the needs of each program. Discussions focus on three primary questions: ● What is the ultimate goal of the school? ● What do we want students to come away with from school? ● How can we help our students with the highest needs? This led to identifying specific needs for each school, articulating student outcome goals, and considering the resources required to achieve the goals. The development of the focus goal and metrics encompasses the input of educational partners, needs assessments, and desired outcomes. Across all the schools, the following overall themes were identified from this feedback. Educational partners expressed interest in wanting to increase graduation rates, see improvements in math and ELA test scores, and decreased suspension rates. The feedback from parents was overall positive with suggestions to partner with local community colleges to request to have students to serve as tutors or to explore the possibility of having alternative education students take college classes on a community college campus. Lastly, parents also suggested partnering with community health professionals to conduct workshops or one-on-one meetings with students regarding behavior management. <u>Areas of Focus:</u> ● Lincoln Continuation High School: English Language Arts, Mathematics, College and Career Readiness, Suspension Rates ● Raincross Continuation High School: Graduation Rate, Suspensions, College and Career Readiness, English Language Arts, Mathematics ● Opportunity Program: Suspension Rates ● Summit View Independent Study: College and Career Readiness, English, Language Arts, Mathematics, Suspension Rates <u>LCAP Actions:</u> ● 1.2c: Reading Intervention for Secondary Students (Lincoln, Raincross, Summit View) ● 1.3d Math Intervention for Secondary Students (Lincoln, Raincross, Summit View) ● 2.3b: Dual Enrollment Course Offerings (Lincoln, Raincross, Summit View)

Educational Partner(s)	Process for Engagement
	● 3.2c: Positive Behavior Supports and Disciplinary Practices: (Lincoln, Opportunity, Raincross, Summit View) <u>Focus Goal (5.1):</u> **Abraham Lincoln Continuation High School (ALCHS):** ● By the end of the 2025-26 school year, we will increase the College/Career Indicator 4% ● By the end of the 2025-26 school year, we will increase English Language Arts by 25 points. ● By the end of the 2025-26 school year, we will increase Math by 18 points. ● By the end of the 2025-26 school year, we will decrease the suspension rate by 4% *Student Groups:* ● Red (Very Low): CCI (EL, LTEL, Low-Income, Hispanic) ● Orange (Low): Suspension (EL, LTEL, Low-Income, Hispanic) **Opportunity Program:** ● By the end of the 2025-26 school year, we will decrease the suspension rate by 4% *Student Groups:* -Red (Very Low): Suspension (Low-Income, Hispanic) **Raincross Continuation High School (RCHS):** ● By the end of the 2025-26 school year, we will increase the College/Career Indicator 4%. ● By the end of the 2025-26 school year, we will increase the graduation rates by 1%. ● By the end of the 2025-26 school year, we will increase English Language Arts by 25 points. ● By the end of the 2025-26 school year, we will increase Math by 18 points. ● By the end of the 2025-26 school year, we will decrease the suspension rate by 4% *Student Groups:*

Educational Partner(s)	Process for Engagement
	● Red (Very Low): CCI (Low-Income, EL, LTEL, Homeless, Hispanic, White), Graduation Rate (Homeless), Suspension (Students with Disabilities, White) ● Orange (Low): Suspension (EL, Hispanic, Homeless, LTEL, Low-Income) **Summit View:** ● By the end of the 2025-26 school year, we will increase the College/Career Indicator 4%. ● By the end of the 2025-26 school year, we will increase English Language Arts by 25 points. ● By the end of the 2025-26 school year, we will increase Math by 18 points. ● By the end of the 2025-26 school year, we will decrease the suspension rate by 4% *Student Groups:* ● Orange (Low): Math (Low-Income) <u>Actions:</u> ● 5.1a: Implement Tier II Strategic interventions (ie: additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive intervention (ie: one-to-one support, mentoring) at Equity Multiplier Schools: Lincoln Continuation to specifically address English learner progress and increase growth on annual ELPI. ● 5.1b: Implement a “Graduation Incentive” program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Lincoln, Raincross, and Summit View. ● 5.1c: Provide support for Dual Enrollment opportunities including transportation and supplies for students; career awareness activities, tutoring, mentoring to increase college and career readiness, and provide close monitoring of credits and grades for students at Lincoln (Red), Raincross (Red), and Summit View. ● 5.1d: Provide high-quality effective first instruction by credentialed teachers; provide intensive academic intervention/ structured math and tutoring for students not demonstrating progress in math, including

Educational Partner(s)	Process for Engagement
	one-to-one, small group, and individual progress monitoring specifically for students at Lincoln, Raincross, and Summit View. • 5.1e: Reduce suspensions by Increasing parent outreach, restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive behavior expectations at Lincoln (Orange), Raincross (Orange), and Opportunity (Red). • 5.1f: Provide Intensive academic intervention and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring at Lincoln, Raincross, and Summit View (Red).

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

The Educational Partner Engagement process in RUSD is highly inclusive and consists of two main objectives:
1. Inform our collaborative/educational partners of progress toward meeting the three 2023-24 LCAP goals and,
2. Engage with our educational partners in the development of the 2024-27 LCAP

The year-long process provided a broad group of educational partners with the opportunity to be part of reviewing the LCAP progress on current goals including: identifying current 2024-25 needs, establishing priorities, and making adjustments to current actions to better align with RUSD's Unduplicated needs in the upcoming 2025-26 school year.

As part of the LCAP development process last year, needs assessments were conducted for all student groups with emphasis on Foster Youth, Low-Income, and English Learner students. This year, the LCAP team conducted an updated analysis using 2024 CA Dashboard data, local indicators, and Aeries reports to continue to inform the identification of student outcome gaps throughout the system (detailed tables can be found in the Reflections section).

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

A summary of the engagements with our educational partners include: 1) two hybrid (in-person and virtual) and two virtual only community Family Forum meetings; 2) educational presentation sessions with the following parent groups: Local Control and Accountability Plan Parent Advisory, District African American Parent Advisory Committee, District English Learner Advisory Committee, Somos Dual Language Immersion Advisory, La Comunidad Latina Advisory, and Special Education Community Advisory Committee; 3) educational presentation sessions for the following employee groups and bargaining units including: CA School Employee Association (CSEA), Riverside City Teachers Association (RCTA), Principal meetings, and Site Secretary trainings; 4) high school student focus groups; 5) educational presentation sessions with the Superintendent's Student Advisory; 6) surveys for students, parents, and staff through both the LCAP Surveys and the Culture and Climate Surveys; 7) in-depth quarterly progress monitoring of the LCAP actions and services which includes a financial review of all LCAP services led by the LCAP Director, Business Services manager, and Action Leads; 7) in-depth bi-annual progress monitoring of the LCAP actions and services led by the LCAP Director, Business Services manager, and Principals; and 9) an extensive review of LCAP progress through both ongoing Cabinet, Extended Cabinet, and Superintendent's Council meetings.

Clear connections can be made from the District's educational partner feedback to the goals and actions in the plan. A synthesis for each major partner (students, families, employees) produced areas of strength upon which to continue building, areas for growth, and key findings overall.

Students
Students shared the following strengths for RUSD: an appreciation for (a) the opportunities for connections and friendships, (b) a positive and inclusive school environment, and (c) high-quality teachers. Students identified the following areas of growth: (a) more practical skills classes (i.e., mortgage, taxes, balancing checkbooks, etc.), (b) a desire for less substitute teachers, (c) more college field trips, (d) advocating to allow cells phones to be allowed at least passing periods, and (d) better school lunch options with one unified lunch time rather than separate lunches.

Families
Families identified the following areas of strength: appreciation for (a) Special Education supports, (b) extracurricular opportunities, (c) afterschool and summer programs, (d) high-quality teachers, and (e) inclusive environments on campus. Families identified the following areas of growth: (a) more adaptive programs with faster evaluation timelines and respect between general education and special education, (b) more STEM opportunities, (c) more bilingual supports on campus, and (d) more college field trips.

Staff
Staff identified the following areas of strength: (a) strong mental health supports for students, (b) positive school community, and (c) staff are modeling appropriate behavior and appropriately using restorative practices. Staff identified the following areas of growth: (a) the need to allow consequences for behaviors, (b) more communication and collaboration between staff and leadership, (c) more autonomy among schools and departments, and (d) requests for reduced workload.

Overall Findings Across All Educational Partners
Across all educational partners, the four following broad themes emerged:

- School Environment
- Students with Disabilities
- College and Career Preparation

- Teachers and Staff

In consideration of all feedback, data analysis, and in consultation with LCAP Action Leads and Business Services, the following actions were significantly influenced by the RUSD's educational partner feedback, moving forward for 2025-26:

Actions Influenced by Educational Partner Feedback:

Goal 1.1: Academics
1.3b - Instructional Coaching to Support Strategies in Mathematics
1.3c Supplemental Mathematics Resources for Elementary & Secondary Students
1.7a - Professional Learning to Support ELD Standards
1.7b - Instructional Coaching

Goal 2.1: College & Career Readiness
2.1a - Professional Learning to support College and Career Readiness
2.1c - College Career Guidance Alignment
2.3a - Career Technical Education (CTE) Pathway
2.3e - Seal of Biliteracy Pathway
2.4a - Advancement Via Individual Determination (AVID)
2.4b - Additional Targeted Supports for A-G Attainment

Goal 3.1: School Connectedness and Belonging
3.2c - Positive Behavior Supports and Disciplinary Practices
3.2e - Additional Behavior Supports
3.3c - Schools +2

4.1 Supports for Learning Environment
4.1h - Data-Based Decision Making

5.1 Equity Multiplier Schools
5.1a - English Learner Growth
5.1b - Increase Grad Rates
5.1c - College/Career Prep
5.1d - Math
5.1e - Suspension Interventions
5.1f - English Language Arts

Our four Equity Multiplier schools (Lincoln Continuation High School, Opportunity Program, Raincross Continuation High School, and Summit View) regularly consulted with educational partners at their respective schools through each school's English Learner Advisory Committee (ELAC), School Site Council (SSC), and staff meetings to garner ongoing input about the effectiveness of services provided at their schools.

Across all the schools, the following overall themes were identified from this feedback. Educational partners expressed interest in wanting to increase graduation rates, see improvements in math and ELA test scores, and decreased suspension rates. The feedback from parents was overall positive with suggestions to partner with local community colleges to request to have those students serve as tutors or to explore the possibility of having alternative education students take college classes on a community college campus. Lastly, parents also suggested partnering with community health professionals to conduct workshops or one-on-one meetings with students regarding behavior management.

After conducting an updated analysis using 2024 CA Dashboard data, local indicators, and Aeries reports, coupled with the above educational partner feedback from our Equity Multiplier schools, the following changes were made to Goal 5 metrics:

- Graduation rate is no longer a required metric for Lincoln Continuation High School because they moved from Red to Blue on the 2024 CA Dashboard. Therefore, this metric will be discontinued in 2025-26.
- The following school-level metrics were added for Summit View because this school was a new qualifier this year for Equity Multiplier: College/Career (Orange) and Mathematics (Red).
- Raincross Continuation High School was removed as an eligible school for English Language Arts Equity Multiplier funding for 2025-26 because their performance level changed from Orange (2023) to “no performance level” (2024). Therefore, this metric will be discontinued next year.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

Mathematics
The status of all students is Low (Orange), while the status of American Indian, English Learners, Foster Youth, and Students with Disabilities is Very Low (Red). Foster Youth and English Learners have been identified for Differentiated Assistance.
31.0% of all students in grades 3–8 and 11 met or exceeded standards in Mathematics on the Smarter Balanced assessments. However, only 24.2% of Low-Income students, 8.1% of EL students, 7.8% of Foster Youth, and 10.9% of Students with Disabilities met or exceeded standards.

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

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

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

Local Interim Assessment Analysis
This need is also reflected in local interim progress monitoring assessment data. More specifically, the analysis revealed a need for:
- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English learners and students with disabilities.
- Support for struggling learners in the area of academics and flexibility in teaching methods rather than a one-size-fits-all approach.
- An expanded school year through summer programs to maintain and accelerate learning.
- Explicit instruction and support for students to become proficient in Reading.
- A focus on Math, particularly on building Math fact fluency.
- A focus on experiential Science instruction.
- Ethnic studies and Civics coursework across grade levels.
- Technology resources to support core curricula.

Educational Partner Input
This goal was developed in response to the needs identified through data analysis and input from educational partners to increase academic growth across the District. To address these needs, it has been determined that our LCAP will include provide:
- Professional learning to develop teacher and leadership capacity in grade level content standards, content frameworks, and research based practices.
- Instructional coaching, specifically for effective first instruction in all academic areas, increasing Math content knowledge, and inclusive practices to support Students with Disabilities.
- Expanded instructional planning to analyze student data to inform instructional responses and address learner variability.
- Expanded summer programs and preschool opportunities.
- Early literacy and building Math fact fluency in elementary schools and Reading and Math intervention in middle and high schools.
- Supplemental Math resources.
- Experiential learning opportunities in Science.
- Expanded STEM opportunities outside of the school day and in the summer.
- Ethnic Studies and Civics curriculum.
- Learning supports for the integration of instructional technology.
- Digital citizenship curriculum supports.
- Computer Science opportunities.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
2	Average % of teachers implementing the academic content and performance standards adopted by the state board	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - at least 90% of Teachers	No Change
3	CA Dashboard ELA Indicator: Distance from Standard All Students	Dashboard Status (Fall 2023, CA Dashboard): 16.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -3.1 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 16.2 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard):Maintained +0.6 DFS from the prior year. Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 4.9 points below standard - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4 DFS from Prior Year Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard):Maintained +0.6 DFS from the prior year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	CA Dashboard ELA Indicator: Distance from Standard American Indian	Dashboard Status (Fall 2023, CA Dashboard): 38.9 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -16.5 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 43.1 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Declined -4.2 DFS from Prior Year Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 20.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Declined -4.2 DFS from Prior Year
5	CA Dashboard ELA Indicator: Distance from Standard African American	Dashboard Status (Fall 2023, CA Dashboard): 29.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 25.3 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +4.2 DFS from Prior Year Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard):11.5 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Increased +4.2 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	CA Dashboard ELA Indicator: Distance from Standard Asian	Dashboard Status (Fall 2023, CA Dashboard): 66.3 points above standard - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained 0.0 DFS Dashboard Performance: Blue	Dashboard Status (Fall 2024, CA Dashboard): 62.8 points below standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Declined -3.6 DFS from Prior Year Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): >= 66.3 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	Dashboard Change (Fall 2024, CA Dashboard): Declined -3.6 DFS from Prior Year
7	CA Dashboard ELA Indicator: Distance from Standard Filipino	Dashboard Status (Fall 2023, CA Dashboard): 57.3 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined 4.7 DFS Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 52.3 points above standard - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Declined 5.0 DFS from Prior Year Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): >= 60.3 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	Dashboard Change (Fall 2024, CA Dashboard): Declined -5.0 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	CA Dashboard ELA Indicator: Distance from Standard Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 32.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -2.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 31.4 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.9 DFS from Prior Year Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 14.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.9 DFS from Prior Year
9	CA Dashboard ELA Indicator: Distance from Standard Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 23.3 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained: -6.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 43.7 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Declined -20.4 DFS from Prior Year		Dashboard Status (Fall 2026, CA Dashboard): 5 points below standard - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6.1 DFS from Prior Year Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Declined -20.4 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Performance: Orange			
10	CA Dashboard ELA Indicator: Distance from Standard White	Dashboard Status (Fall 2023, CA Dashboard): 22.9 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -2.3 DFS Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 22.9 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.1 DFS from Prior Year Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 34.9 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4 DFS from Prior Year Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.1 DFS from Prior Year
11	CA Dashboard ELA Indicator: Distance from Standard Multiple Races/Two or More	Dashboard Status (Fall 2023, CA Dashboard): 32.6 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.6 DFS Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 29.8 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -2.8 DFS from Prior Year		Dashboard Status (Fall 2026, CA Dashboard): 45 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4.2 DFS from Prior Year	Dashboard Change (Fall 2024, CA Dashboard): Maintained -2.8 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Performance: Green		Dashboard Performance: Blue	
12	CA Dashboard ELA Indicator: Distance from Standard English Learners	Dashboard Status (Fall 2023, CA Dashboard): 82.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -11 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 77.8 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased 4.5 DFS from Prior Year Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 67.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Increased 4.5 DFS from Prior Year
13	CA Dashboard ELA Indicator: Distance from Standard Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 33.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined 2.5 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 32.5 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.2 DFS from Prior Year		Dashboard Status (Fall 2026, CA Dashboard): 18.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 5 DFS from Prior Year	Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.2 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Performance: Orange		Dashboard Performance: Yellow	
14	CA Dashboard ELA Indicator: Distance from Standard Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 67.0 points below standard Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.2 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 57.7 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +9.3 DFS from Prior Year Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 49 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Increased +9.3 DFS from Prior Year
15	CA Dashboard ELA Indicator: Distance from Standard Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 67.9 points below standard Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -6.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 66.1 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.8		Dashboard Status (Fall 2026, CA Dashboard): 49.9 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard):	Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.8 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DFS from Prior Year Dashboard Performance: Orange		Increased 6 DFS from Prior Year Dashboard Performance: Yellow	
16	CA Dashboard ELA Indicator: Distance from Standard - Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 102.9 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -4.2 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 100 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.9 DFS from Prior Year Dashboard Performance: Red		Dashboard Status (Fall 2026, CA Dashboard): 69.9 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 11 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.9 DFS from Prior Year
17	CA Dashboard Math Indicator: Distance from Standard All Students	Dashboard Status (Fall 2023, CA Dashboard): 57.5 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS	Dashboard Status (Fall 2024, CA Dashboard): 55.6 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard):		Dashboard Status (Fall 2026, CA Dashboard): 45.5 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard):	Dashboard Change (Fall 2024, CA Dashboard): Maintained +1.8 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Orange	Maintained +1.8 DFS from Prior Year Dashboard Performance: Orange		Increased 4 DFS from Prior Year Dashboard Performance: Yellow	
18	CA Dashboard Math Indicator: Distance from Standard African American	Dashboard Status (Fall 2023, CA Dashboard): 84.1 DFS points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.8 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 78.8 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +5.3 DFS from Prior Year Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 66.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Increased +5.3 DFS from Prior Year
19	CA Dashboard Math Indicator: Distance from Standard American Indian	Dashboard Status (Fall 2023, CA Dashboard): 99.8 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined Significantly -16.4 DFS	Dashboard Status (Fall 2024, CA Dashboard): 103.0 points below standard - Low Status Dashboard Change (Fall 2024, CA		Dashboard Status (Fall 2026, CA Dashboard): 75.8 points below standard - Low Status Dashboard Change (Fall 2026, CA	Dashboard Change (Fall 2024, CA Dashboard): Declined -3.2 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Red	Dashboard): Declined -3.2 DFS from Prior Year Dashboard Performance: Red		Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	
20	CA Dashboard Math Indicator: Distance from Standard Asian	Dashboard Status (Fall 2023, CA Dashboard): 48.9 points above standard - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Increased 7.5 DFS Dashboard Performance: Blue	Dashboard Status (Fall 2024, CA Dashboard): 40.9 points above standard - High Status Dashboard Change (Fall 2024, CA Dashboard): Declined -8.0 DFS from Prior Year Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): >= 48.9 points above standard - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintained or Increased from Prior Year Dashboard Performance: Blue	Dashboard Change (Fall 2024, CA Dashboard): Declined -8.0 DFS from Prior Year
21	CA Dashboard Math Indicator: Distance from Standard Filipino	Dashboard Status (Fall 2023, CA Dashboard): 19.7 points above standard - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined 4.3 DFS	Dashboard Status (Fall 2024, CA Dashboard): 19.5 points above standard - High Status Dashboard Change (Fall 2024, CA		Dashboard Status (Fall 2026, CA Dashboard): 35 points above standard - Very High Status Dashboard Change (Fall 2026, CA	Dashboard Change (Fall 2024, CA Dashboard): Maintained -0.1 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Green	Dashboard): Maintained -0.1 DFS from Prior Year Dashboard Performance: Green		Dashboard): Increased 5.1 DFS from Prior Year Dashboard Performance: Blue	
22	CA Dashboard Math Indicator: Distance from Standard Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 74.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.9 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 72.7 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.2 DFS from Prior Year Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 56.1 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.2 DFS from Prior Year
23	CA Dashboard Math Indicator: Distance from Standard Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 42.8 points below standard - Low Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 63.4 points below standard - Low Status		Dashboard Status (Fall 2026, CA Dashboard): 24.8 points below standard - Low Status	Dashboard Change (Fall 2024, CA Dashboard): Maintained -20.6 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased 11.8 DFS Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained -20.6 DFS from Prior Year Dashboard Performance: Orange		Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Green	
24	CA Dashboard Math Indicator: Distance from Standard White	Dashboard Status (Fall 2023, CA Dashboard): 12.4 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +2.7 DFS Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 9.0 points below standard - Medium Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +3.4 DFS from Prior Year Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 0.2 points above standard - High Status Dashboard Change (Fall 2026, CA Dashboard): Increased 4.2 DFS from Prior Year Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Maintained +3.4 DFS from Prior Year
25	CA Dashboard Math Indicator: Distance from Standard Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 3.5 points below standard - Low Status	Dashboard Status (Fall 2024, CA Dashboard): 11.6 points below standard - Medium Status		Dashboard Status (Fall 2026, CA Dashboard): 7 points above standard - High Status	Dashboard Change (Fall 2024, CA Dashboard): Maintained -8.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Maintained +2.5 DFS Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained -8.1 DFS from Prior Year Dashboard Performance: Yellow		Dashboard Change (Fall 2026, CA Dashboard): Increased 3.5 DFS from Prior Year Dashboard Performance: Green	DFS from Prior Year
26	CA Dashboard Math Indicator: Distance from Standard English Learners	Dashboard Status (Fall 2023, CA Dashboard): 108.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -3.6 DFS Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 104.6 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +3.7 DFS from Prior Year Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 84.3 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Increased +3.7 DFS from Prior Year
27	CA Dashboard Math Indicator: Distance from Standard	Dashboard Status (Fall 2023, CA Dashboard): 76.1 points below standard - Low Status	Dashboard Status (Fall 2024, CA Dashboard): 74.1 points below		Dashboard Status (Fall 2026, CA Dashboard): 58.1 points below	Dashboard Change (Fall 2024, CA Dashboard):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Low-Income)	Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.2 DFS Dashboard Performance: Orange	standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.0 DFS from Prior Year Dashboard Performance: Orange		standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 6 DFS from Prior Year Dashboard Performance: Yellow	Maintained +2.0 DFS from Prior Year
28	CA Dashboard Math Indicator: Distance from Standard Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 108.8 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +4 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 93.5 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +15.3 DFS from Prior Year Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 84.8 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained +15.3 DFS from Prior Year
29	CA Dashboard Math Indicator:	Dashboard Status (Fall 2023, CA Dashboard):	Dashboard Status (Fall 2024, CA		Dashboard Status (Fall 2026, CA	Dashboard Change (Fall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard Foster Youth	108.6 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +1.0 DFS Dashboard Performance: Red	Dashboard): 102.9 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Increased +5.7 DFS from Prior Year Dashboard Performance: Orange		Dashboard): 84.6 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 8 DFS from Prior Year Dashboard Performance: Yellow	2024, CA Dashboard): Increased +5.7 DFS from Prior Year
30	CA Dashboard Math Indicator: Distance from Standard Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 131.9 points below standard - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.7 DFS Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 130 points below standard - Low Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.0 DFS from Prior Year Dashboard Performance: Red		Dashboard Status (Fall 2026, CA Dashboard): 99.9 points below standard - Low Status Dashboard Change (Fall 2026, CA Dashboard): Increased 11 DFS from Prior Year Dashboard Performance: Yellow	Dashboard Change (Fall 2024, CA Dashboard): Maintained +2.0 DFS from Prior Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
31	EAP - ELA (CAASPP/SBAC) All Students	Students designated as “Ready to enroll in a GE ELA College Level Course” (CAASPP, 2023): 17.9%	Students designated as “Ready” (CAASPP, 2024): 33.9% (Includes students at level 3 with a C- or better in ELA) Increased by 16.0%		Students designated as "Ready” (CAASPP, 2026): 26.9% Increase by 3%	Increased by 16.0%
32	EAP - Math (CAASPP/SBAC) All Students	Students designated as “Ready to enroll in a GE Math College Level Course” (CAASPP, 2023):13.3%	Students designated as “Ready” (CAASPP, 2024): 21.6% (Includes students at level 3 with a C- or better in Math) Increased 7.7%		Students designated as “Ready” (CAASPP, 2026): 22.3% Increase by 3%	Increased 7.7%

Goal Analysis [2024-25]

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

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

1.1a Professional Learning to Support Grade Level Standards

Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently

Five rounds of Site Leadership Team (SLT) training were conducted with all elementary grade level leaders and secondary course/content leaders focused on understanding essential standards and learning targets in four core academic areas, including: language arts, mathematics, history-social science, and science. In addition, SLTs focused on continuing to strengthen constructive collaboration with a focus on the cycle of inquiry and instructional planning with the standards and learning targets. Teams have also adjusted their collaboration planning agendas to reflect the Districtwide focus. While the District has successfully provided significant professional learning, which has strengthened collaboration, instructional practices, and grade level standards aligned instruction, the number of sessions offered each year to grade level and content leads has limited the opportunities to offer similar sessions to other teacher groups.

Content area specific professional learning was also conducted in core academic areas. However, the number of sessions delivered were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments. For this reason, many of the content area specific professional learning transitioned from release time during the day with substitutes to staff meetings and after school sessions.

1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)
Implementation, Substantive Changes, Challenges, & Successes: Implemented As Planned
MTSS Liaisons have supported sites with the administration and analysis of FastBridge data through 979 touch points with collaborative meetings and professional development (overview, implementation, certifications, administration, data analysis, and reporting).

MTSS Liaisons also support sites with strategies to strengthen data analysis, tiered supports during team/department planning, and collaboration opportunities with Instructional Services Specialists. Instructional Services works with Principals through principal meetings to support sites with intentional progress monitoring for all student groups. Additionally, MTSS Liaisons support site administrators and staff with progress monitoring to build on our system of collective responsibility.

1.1c Instructional Coaching to Support Inclusive Practices
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
In the 2024-25 school year, Inclusive Practices Specialists have spent approximately 32% of their time engaging in on-site coaching, providing professional development, modeling lessons, and participating in grade level/department meetings and Professional Learning Communities (PLCs). Inclusive Practices Specialists (IPSs) have worked with site-level teams to take a deep dive into accommodations and designated supports to ensure alignment between District and statewide testing. This work has also included on-site coaching to encourage the classroom teacher to implement accommodations during regular instruction and to begin to identify which students will benefit the most from specific testing accommodations. This targeted support has helped teachers understand the importance of the implementation of accommodations.

1.1d Expanded Instructional Planning
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Five rounds of Site Leadership Team (SLT) training were conducted with all elementary grade level leaders and secondary course/content leaders focused on understanding essential standards and learning targets in four core academic areas, including language arts, mathematics, history-social science, and science. In addition, SLTs focused on continuing to strengthen constructive collaboration with a focus on the cycle of inquiry to analyze (e.g. What do you want all students to know and be able to do?), act (e.g. How will we know they have learned it?) and or reflect on practices (e.g. How will we respond?) that maximize student achievement. Examples of collaboration include: use of data to inform instruction, enhancement of content knowledge and pedagogical skills, and sharing effective strategies. Teams have also adjusted their collaboration planning agendas to reflect this Districtwide focus areas and analysis of data by demographic student groups with a focus on English Learners, students with disabilities, Low-Income, and Foster Youth. Each school site also created a data team to analyze key data points on a quarterly basis.

1.1e Expanded Summer Programs for Elementary and Middle School Students
Implementation, Substantive Changes, Challenges, & Successes: Not Yet Implemented

The 2025 Summer Program begins in June. Elementary summer exploration and summer camp will be held at 11 sites across the District and will serve approximately 2,500 students from across all 30 elementary sites. In addition to reading and math support, a supplemental writing program is being implemented as an additional support for Language Arts in responses to needs identified in the analysis of CAASPP and District writing assessment data.

The middle school summer program will be held at all middle school sites across the District and will serve approximately 800 students. To increase the percentage of continuous enrollment through the end of summer at the middle school level, a couple of sites will pilot choice programs, such as the Arts Program and a PLTW Robotics program in addition to language arts and math support. Students opting for these programs will have an alternative morning academic program. Incentives are also being offered to all students to attend summer field trips based on their summer attendance and participation.

A challenge in both elementary and middle school summer programs is ensuring continuous attendance by all students enrolled on day one of the program to increase achievement for participating students.

1.1f Preschool Academic Foundations

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Five rounds of Preschool Site Leadership Team (SLT) professional learning were conducted with teacher leaders from California State Preschool Program (CSPP), Headstart, and Special Education focused on understanding the new preschool and transitional kindergarten learning foundations. In addition, SLTs have focused on continuing to strengthen constructive collaboration with a focus on the cycle of inquiry and instructional planning with the new learning foundations. Teams analyzed results using the cycle of inquiry to plan adjustments to instruction after the Fall administration, ensuring alignment to the learning foundations and Desired Results Developmental Profile (DRDP) expectations. This analysis and adjustments to instruction helped increased student outcomes for the Spring administration window that occurred in March and April.

1.2a Professional Learning to support Grade-Level ELA Standards

Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently

Targeted professional development for sites, teacher teams, and teacher leaders groups were provided to increase student achievement. Increased outcomes for student groups and understanding essential grade level standards drove the professional learning topics. Additional research-based strategies that were focus areas included the use of graphic organizers, sentence frames, and collaborative conversations, as well as providing on-the-spot interventions within Tier 1 instruction. Utilizing our current systems, such as MTSS, Site Leadership Teams, and other teacher leader groups showed success in supporting effective Tier 1 instruction in ELA. Implementation data indicates a need to continue strengthening ongoing, regular progress monitoring of effective practices and standards-based planning using progress monitoring tools in the screeners and common assessments. Another challenge is the number of ELA content area sessions delivered were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments. For this reason, many of the content area specific professional learning transitioned from release time during the day with substitutes to staff meetings, after school sessions, and summer offerings.

1.2b Early Literacy Development

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The implementation of this action was directly tied to outcome data that suggested a need for professional learning on foundational skills in Tier 1. Sites whose data indicated a decline were provided full day professional learning for teachers in grades K-2 (7 sites) and 3-6 (8 sites). This targeted response was substantively different from Tier 2 support as data showed a greater need in Tier 1 delivery. To ensure implementation of this action, follow up site visits continue to be conducted as well as site-based follow up professional learning.

To support teachers across sites in making timely instructional decisions in response to data analysis from universal screeners, an emphasis has been placed on the use of progress monitoring as a key strategy toward meeting end-of-year objectives. Teachers have been provided professional learning and encouraged to use both earlyReading (K–1) and CBMReading (2–6) progress monitoring tools to gather immediate, actionable data.

1.2c Reading Intervention for Secondary Students
Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently
Foundational skills resources and after-school training for teachers was provided to support reading intervention in Secondary ELA Structured courses. The mid-year retirement of the Staff Development Specialist who provided robust support, including the development of intervention curriculum, has been a challenge. Additionally, after school professional learning is not required whereas providing some professional learning during the school day with a substitute to release the teacher ensures participation for more teachers.

1.3a Professional Learning to Support Grade-Level Mathematics Standards
Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently
At the elementary and secondary levels, the overall implementation was to provide professional learning aligned to grade level essential standards, standards based planning, and the District language commitments. During classroom walkthroughs, administrators and the math instructional services team observed more shifts in instructional practices, such as more balanced teacher talk and student talk using academic language, use of visual representations, and students engaged in problem solving. Secondary is in its third year of implementation of grade level essential standards and is seeing successes with increased student outcomes. Elementary is at the beginning phase of implementation of grade level essential standards. It is expected there will be more growth in student outcomes similar to the trend seen in secondary. A challenge has been the number of math content area sessions delivered were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments. For this reason, many of the content area specific professional learning transitioned from release time during the day with substitutes to staff meetings, after school sessions, and summer offerings.

1.3b Instructional Coaching to Support Strategies in Mathematics
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
At the elementary level, 3 additional Teachers On Special Assignment (TOSAs) were hired to support 6 schools, for a total of 10 sites with coaching support in Math. Castle View, Emerson, Washington, and Woodcrest Elementary Schools are in their first year of implementation. Bryant, Hawthorne, Magnolia, Monroe, Rivera, and Taft Elementary Schools are in their second year of implementation. Targeted support through coaching focused on effective instructional strategies such as standards-based lesson design planning, use of NextGen to support progress monitoring and data analysis, using Building Fact Fluency (K-4), utilizing the components of the District language commitments intentionally in math instruction, re-engaging students with Essential Standards that have not been mastered, maximizing opportunities for students to develop in mathematical practices, and providing more opportunities for students to write in math.

At the secondary level, coaching was provided to structured math teachers via professional learning throughout the year (5 days for Year 1 Structured Math Teachers and 3 Days for Year 2 structured math teachers). Targeted support through coaching focused on effective instructional strategies such as grade level essential standards, lesson design, scaffolded support, small group instruction, and use of Desmos for additional support.

1.3c Supplemental Mathematics Resources for Elementary & Secondary Students
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
At the elementary level, 10 sites were provided an intervention program with training and support provided by the math Teachers on Special Assignment (TOSAs). Successes were experienced by teachers who were able to consistently implement the program with fidelity. Challenges were faced from sites whose teachers were not able to utilize the program or implement to fidelity.

At the secondary level, the overall action involved providing professional learning on the implementation of Desmos along with follow up support throughout the year. Professional learning provided to Structured Math Teachers on the supplementary program during their training and the follow up with implementation was a success. However a challenge was providing the professional learning to teachers of other courses due to the limited substitutes available.

1.3d Math Intervention for Secondary Students
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
At the secondary level, students who have been chronically unsuccessful in math were identified using assessments and grades to participate in a Structured Math Course with lower class sizes and a focus on instruction aligned to essential grade level math standards with supports. Structured math teachers were provided professional learning throughout the school year (5 days for Year 1 Structured Math Teachers and 3 Days for Year 2 Structured Math Teachers) focused on effective instructional strategies such as grade level essential standards, lesson design, scaffolded support, small group instruction, and use of Desmos for additional support.

1.4a Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
At the elementary and secondary levels, the overall implementation was to provided professional learning aligned to grade level essential standards, standards based planning, incorporation of the District language commitments, inquiry and sense-making. During classroom walkthroughs, administrators, and the instructional services team members observed more shifts in instructional practices, such as more balanced teacher talk and student talk using academic language, students engaged in inquiry, and experiential learning. Elementary is in its first year of implementation with new curriculum and participated in 3 days of professional learning related to the NGSS science standards implementation through the FOSS curriculum. It is expected there will be more growth in student outcomes as implementation continues and teachers continue to make the instructional shifts. This initial year, teachers focused on physical and earth science modules while the life science module will be added this upcoming year. Interim assessments will continue to be updated to reflect the rigor of the CAST assessment and the modules being taught.

In secondary, the professional learning focused on content leads and the revision of assessments in addition to the increase of sense making and increasing experiential learning opportunities in class. A challenge has been the number of science content area sessions delivered were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments.

1.4b Elementary Science Experiential Learning
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
The new science curriculum for TK-5 allows students much greater experiential learning opportunities than previous curricula. We have implemented 2 of 3 days of professional learning with elementary teachers. We have been able to provide an emphasis on language commitments by focusing on discussion and writing in science. Teachers report increased student engagement by providing more opportunities for experiential learning. As with any new curriculum adoption, a challenge is keeping the momentum of initial implementation and continuing to find the necessary time to teach science standards to the depth and complexity required for mastery.

1.4c Secondary Science Experiential Learning
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
With secondary course leads, the work has centered around sense-making and creating interim assessments that are more closely aligned to the rigor of the CAST Assessments. Supplies for experiential learning opportunities continue to be supported to increase the number of hands-on lessons students are provided.

Middle school teachers indicate that more hands-on learning is needed as the current curriculum offers many simulations versus actual hands-on experiential learning opportunities. With the implementation of standards based planning, teachers are able to address these concerns more effectively. In high school, teachers continue to work on the mindset necessary to implement Next Generation Science Standards, with increased experiential learning taking place as a result.

1.4d Expanded STEM Learning
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
The after-school programs have increased STEM experiences by implementing the Month of STEM. All HEARTS & PRIMETime sites have incorporated several STEM activities in their programs thus far. To support students with equitable access, professional learning with built-in preparation and lesson planning has been provided for the Spring "Month of STEM" offering at every site for the after-school program. Additionally, all Exploration Days, which are offered as intersessions during breaks, have a STEM focus. The 2025 Spring Exploration Days focused on animals and their habitats.

1.5a Professional Learning to support Grade-Level Standards & Course Content in History-Social Science
Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently
At the elementary and secondary levels, the overall implementation was to provide professional learning aligned to grade level essential standards, standards based planning, the incorporation of writing into history instruction, and the District language commitments. During classroom walkthroughs, administrators and the instructional services team observed an increase in the integration of history-social science content with language arts instruction. Elementary grade level leads and secondary course content leads were provided support in understanding grade level essential standards and standards based planning during 2 days of the Site leadership Team training within the MTSS professional learning sessions. In addition, secondary course content leads attended 2 additional days and monthly meetings focused on the development of District assessments aligned to the essential grade level standards.

A challenge has been the number of history-social science content area sessions delivered were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and

departments. For this reason, many of the content area specific professional learning transitioned from release time during the day with substitutes to staff meetings, after school sessions, and summer offerings.

1.5b Ethnic Studies Curriculum Development

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

This is the first year of implementation of the 9th grade ethnic studies course requirement in support of RUSD's Board Resolution 2020/21-40 and California law AB101. 9th grade students were enrolled in the new Ethnic Diversity in America for a semester paired with a semester of the new High School Seminar course, which supports students with the transition to high school. Additionally, three new ethnic studies courses were made available to 11th and 12th graders, including: (a) Native American Studies, (b) Asian American and Pacific Islander Studies, and (c) AP African American Studies. Additionally, Ethnic Studies teachers have participated in professional learning focused on developing standards for the discipline. These standards will be used to guide classroom instruction and walkthrough data collection along with the student survey data.

1.5c Civics

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Along with supporting students to earn the State Seal of Civic Engagement (SSCE), RUSD recognizes the importance of civic research, action, and showcasing student work. RUSD Civics provides a variety of opportunities for students to get involved in civic research and action including:

Voter Registration Education, which provides resources and opportunities to host pre-registration voter drives on sites.

Project Soapbox, which provides high-quality and engaging civic action curriculum from Mikva Challenge to secondary schools where students grapple with the question, “What is the biggest issue facing your community, and what should be done about it?” They identify a problem, research it, determine possible solutions, and present an original speech about it.

Connecting Classrooms to Congress, where students participate in a virtual town hall with their local Congressional Representative around a topic that they have researched. To date, over 500 students have engaged with Member of Congress Mark Takano about current topics of interest.

Civic Engagement Projects, which have been implemented in middle school history courses, high school Government, AP Government, AP Environmental Science, ERWC, AP Language, AP Literature, and a variety of CTE courses where students pose questions, research a topic, apply their new knowledge, revise their thinking, and take action on an issue they are passionate about.

RUSD Civic Showcase, which is an event where students throughout RUSD showcase their civic engagement projects to the community and have the opportunity to connect with individuals within industries affiliated with their project topics. This affords students time with affinity partners and the ability to further their research.

This action also provides teachers doing civic engagement projects extra duty pay for the additional time these projects take. In December, ten students presented Soapbox speeches answer the question, "What is an important issue facing your community and what should be done about it?" In April 2025, RUSD Civics hosted their annual Civic Showcase at the Riverside Convention Center. Approximately 630

students presented 280 projects on ways they engaged with their communities to improve social, political, economic, and environmental issues. Another six students presented their Soapbox speeches at the spring event.

2025-26 was a planning year for three of our high schools. Teachers spent the year learning about how to implement civic learning opportunities for their students so they can hit the ground running with this work next year. Therefore, we expect to see even more student participation next year.

1.6a Professional Learning to Support Instructional Technology Integration
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Innovation and Learner Engagement (ILE) professional development offerings were consistent based on Need Assessment data from teacher needs and LCAP goals aligned with District priorities. Our success are many; as of March 21, 2025, we supported staff from 56 schools in over 6,000 hours of professional development. Teachers reported a 55% increase in knowledge after attending one PD; the average number of PDs that teachers voluntarily attend is 3.2 showing that our PDs serve their needs and they chose to return. A challenge we experienced this year, which is represented in the decrease in unique attendance, is competition with other professional development priorities.

1.6b Learning Support for Instructional Technology
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Each cohort has a unique purpose and objectives, but all run to support the use of core curriculum, student engagement, and instructional technology. Teachers involved in the cohorts have received substantial support from ILE TOSAs in classroom instruction, planning, and curriculum development. In addition to professional development and mentorship, the cohorts meet with each other informally often to support each other with the shared leadership model in action. The challenge is always time; most of the teachers involved are also involved in other things on campus. For Tech and Innovation Leads (TILs), timecards are not enough for the time commitment to support their staff, we need to explore stipend positions for the extension of our team.

1.6c Digital Citizenship Curriculum
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Schools taught curriculum August through October with the support the Digital Learning Team. Tech and Innovation Leads led work to engage families for recertification through the fall and winter. TILs applied for recertification in January 2025 and after each school was recertified we could apply for District re-certification for next school year (2025-26).

1.6d Computer Science and Computational Thinking Opportunities
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
1. We continued building Coding Clubs from last year's growth. A success is adding our first middle school clubs (6 clubs) and adding several new elementary clubs; we continued to see growth in the number of Unduplicated students participated in clubs across the school district. This is the first year we intentionally recruited unduplicated students instead of "just who wanted to come" and it is evident in the percentage of unduplicated students in our clubs nearly matching the district's percentage. The first year of the Coding Collaborative allowed advisors to identify resources, receive additional training and support through ILE TOSAs, and encouraged collaborative planning and support of each other. The structures and logistics improved Districtwide which opened the doors for advisors to feel more comfortable exploring curriculum

options. The challenge continues to be adding more secondary clubs with advisor confidence to teach computer science principals at an advancing level.

2. We have continued to hold District-Hosted Family Innovation Nights throughout the District with great attendance; having site staff support the event has been successful and helps the cluster families feel more welcomed. Advertising and signing up through ParentSquare has increased visibility for the events, allowing for more families to participate in fewer events, increasing our average attendance over last year. Our challenges are minor, but include RSVPs from families and then not attending. Each District-hosted event was a unique theme based on the time of year and that allowed families who wanted to come to more than one event to experience different areas of computational and design thinking; 60.4% of parents had not seen ways to support their students with STEM and coding activities before attending, but after the event their evaluations showed that they learned ways to engage with their students to support them. The intent of the evening is met with parents who leave comments about how their students are "excited to see coding activities [are] used for crafting" and "have ways to incorporate [activities] into his learning to support his interest in STEM." Site-based nights were held across the District with schools; this funding covered food, paper products, and ILE TOSA support to plan and organize event. ILE's lesson plans, event models, and existing supplies are used by the schools and are well received.

3. As we moved *Ignite her Mind* from 10th grade to 8th grade, we experienced some challenges with recruitment based on the uncertainty of an unknown event which resulted in a lower number of 8th graders attending the event; however, 91.7% 8th graders who attended responded in Post-Attendance Survey say that they know about STEM and STEM Careers after the event and an amazing 72.5% of the 8th graders say that they "see themselves in a college or career program related to a STEM field." In the first year of the Leadership Ambassador program, eleventh graders served as mentors for the eighth graders and adult chaperones reported that "Ambassadors were outstanding mentors" and watching eighth graders look up to them was "priceless."

4. Middle school girls were recruited for the 2025 Data Science via ParentSquare and attended the 2-day class over a single weekend. While 26 students completed the registration form, 16 students attended this year’s data science academy. Challenges to attendance numbers stemmed from conflicts with sports and illness. The students who did attend expressed interest in learning more about data science, coding, computer science college pathways, and careers in computer science which is successful to reach the action objective.

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

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions within Goal 1 demonstrated material differences that met or exceeded this threshold:

<u>1.1a – Professional Learning to Support Grade-Level Standards</u>
Budgeted: $1,547,210 | Actual: $1,037,600 (-33%)
The difference is due to planned professional development services and contracts not being implemented during the year.

<u>1.1e – Expanded Summer Programs for Elementary and Middle School Students</u>
Budgeted: $4,000,000 | Actual: $5,015,084 (+25%)

The increase reflects an increase in the number of days teachers worked from 4 days (M-Th) to 5 days (M-F) resulting in 4 extra work days for about 132 teachers. Additionally, increases in Nutrition and Transportation costs were higher than anticipated.

1.2a – Professional Learning to Support Grade-Level ELA Standards
Budgeted: $319,662 | Actual: $528,185 (+65%)
The increase is due to increasing 2 Instructional Services Specialists from .2 to 1.0 FTE.

1.2b – Early Literacy Development
Budgeted: $40,000 | Actual: $33,124 (-17%)
The underspending is due to reduced purchases of materials and resources.

1.3a – Professional Learning to Support Grade-level Mathematics Standards
Budgeted: $222,720 | Actual: $547,706 (+146%)
The increase is due to increasing 2 Instructional Services Specialists by .8 FTE each and added .85 FTE for Admin Secretary I.

1.3b – Instructional Coaching to Support Strategies in Mathematics
Budgeted: $1,181,317 | Actual: $1,013,870 (-14%)
The variance is due to salary savings from unfilled positions.

1.3c – Supplemental Mathematics Resources for Elementary and Secondary Students
Budgeted: $217,000 | Actual: $190,691 (-12%)
Lower spending is due to fewer resource purchases than anticipated.

1.3d – Math Intervention for Secondary Students
Budgeted: $2,779,155 | Actual: $2,454,704 (-12%)
Salary savings from staffing vacancies contributed to the difference.

1.4b – Elementary Science Experiential Learning
Budgeted: $1,253,820 | Actual: $1,052,141 (-16%)
The material difference is due to lower-than-planned resource expenditures.

1.4c – Secondary Science Experiential Learning
Budgeted: $125,000 | Actual: $109,375 (-13%)
Underspending reflects fewer material purchases than expected.

1.4d – Expanded STEM Learning
Budgeted: $1,340,129 | Actual: $874,506 (-35%)
The material difference is due to lower than anticipated costs to maintain STEM kits and labs.

1.5c – Civics
Budgeted: $314,587 | Actual: $267,054 (-15%)
The material difference reflects reduced costs for supplies and instructional resources.

1.6a – Professional Learning to Support Instructional Technology Integration
Budgeted: $647,136 | Actual: $788,588 (+22%)
The increase resulted from a one-time purchase of technology licenses.

1.6b – Learning Support for Instructional Technology
Budgeted: $126,786 | Actual: $148,426 (+17%)
The variance is due to salary adjustments for support positions.

1.6c – Digital Citizenship Curriculum
Budgeted: $176,781 | Actual: $197,960 (+12%)
Increased staffing and implementation efforts contributed to higher expenditures.

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

1.1a Professional Learning to Support Grade Level Standards
Data Justification/Effectiveness of Action: Effective
Classroom Walkthroughs
A process for data collection of classroom walkthroughs was developed and launched with all TK-12 Principals and Educational Services staff. Three rounds of data collection were conducted in December, February, and April. Classroom walkthrough data indicates this action has been effective in increasing standards-based instruction with 92% of classrooms instruction lessons aligned to grade level standards in core content areas.

Professional Learning Survey
Additional professional learning session data collected indicates 94% of participants left with a plan to implement what they learned, 87% left with a plan to implement within 2-6 weeks of the session, and 89% described their knowledge as strong after attending the professional learning session.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 72% of families (n = 865) agreed or strongly agreed that their child's school provides high-quality teaching across all subject areas. 71% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality teaching across all subject areas. Lastly, 71% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality teaching across all subject areas.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)
Data Justification/Effectiveness of Action: Partially Effective
Data indicates that support in the area of language arts has been effective with decreases in the percent of students showing flat growth for all students, students with disabilities, and English Learners. There was also a decrease in the percent of students showing flat growth in math for students with disabilities and English Learners. However, there was an increase in the percent of students showing flat growth in math for all students. When analyzing the content areas addressed by MTSS Liaisons, more time was spent on language arts support than math support. The specific data by content assessment and student group is below:

Mathematics
As of April 2025, the percentage of students showing flat growth on FastBridge universal screeners: earlyMath increased by 1% (from 19% to 20%) and aMath increased by 1% (from 19% to 20%).
earlyMath (grades K-1)
-Students with Disabilities: 22% to 21% (1% decrease)
-English Learners: 16% to 12% (4% decrease)
aMath (grades 2-8)
-Students with Disabilities: 25% to 24% (1% decrease)
-English Learners: 24% to 23% (1% decrease)

Reading
As of April 2025, the percentage of students showing flat growth on FastBridge universal screeners: earlyReading decreased by 1% (from 26% to 25%) and aReading decreased by 2% (from 22% to 20%).
earlyReading (grades K-1)
-Students with Disabilities: 49% to 43% (6% decrease)
-English Learners: 40% to 36% (4% decrease)
aReading (grades 2-8)
-Students with Disabilities: 25% to 22% (3% decrease)
-English Learners: 23% to 20% (3% decrease)

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.1c Instructional Coaching to Support Inclusive Practices
Data Justification/Effectiveness of Action: Effective
Interim Data
English Language Arts (ELA) Interim data shows a 7% increase when compared to last year's data. In the 2024-25 school year, Interim Math Assessments were revised to better match the rigor of the CAASPP resulting in a decrease in outcomes when compared to the district interim assessments last year. Although the number of students with disabilities who scored at mastery level or above decreased by 8% between the 2023-24 and 2024-25 Second Interim assessments, students with disabilities scoring mastery level or above increased by 5% between the 2024-25 Interim #1 and Interim #2, indicating our instructional response and the focus on accommodations being taught and utilized on assessments are positively impacting student achievement in both academic areas.

Classroom Walkthroughs
Additionally, classroom walkthrough data from special day classes also indicates this action has been effective in increasing standards-based instruction with 77% of ELA and math instructional lessons aligned to grade level standards, which is a substantial increase from last year. Approximately, 71% of students with disabilities in TK-6 participate in general education at least 80% of the day.

1.1d Expanded Instructional Planning
Data Justification/Effectiveness of Action: Effective
A process for data collection of classroom walkthroughs was developed and launched with all TK-12 principals and Educational Services staff. Three rounds of data collection were conducted in December, February, and April. Classroom walkthrough data indicates this action has been effective in increasing standards-based instruction with 92% of classrooms instruction was aligned to grade level standards in core content areas.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.1e Expanded Summer Programs for Elementary and Middle School Students
Data Justification/Effectiveness of Action: Effective
Evaluating last year's 2024 Elementary Summer Program, the percent of students maintaining or showing growth in the ELA post-assessment was 88%, and the math post-assessment was 93% as a result of aligned instruction to grade level standards. By the end of the 2024 Middle School Summer Program, the percent of students maintaining or showing growth in the ELA post-assessment was 82%, and the math post-assessment was 89% as a result of aligned instruction to grade-level standards. Overall, the elementary and middle summer programs are effective in reducing summer slide and helping students maintain and grow their knowledge in language arts and math.

LCAP High School Student Focus Groups
The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad themes that emerged from this qualitative feedback were: (a) several students expressed appreciation for the ability to take classes during summer to get ahead and open a space in their schedule during the school year and (b) many students requested more breaks during the summer school day for high school students to move around. It is really challenging to sit all day without any breaks.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 62% of families (n = 865) agreed or strongly agreed that summer school provided an opportunity for my child to catch up / get ahead in their learning. 64% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that summer school provided an opportunity for them to catch up / get ahead in their learning. Lastly, 66% of staff (n = 1,082) agreed or strongly agreed that summer school provides opportunities for students to catch up / get ahead in their learning.

1.1f Preschool Academic Foundations
Data Justification/Effectiveness of Action: Partially Effective
Overall, this action objective is partially effective.
Language and Literacy

As of April 2025, 79% of California State Preschool Program (CSPP) students scored in the Building Middle and Later Levels on the Spring administration of the phonological awareness subtest of the Desired Results Developmental Profile (DRDP) Language and Literacy Development measure while the Head Start Preschool Program increased from 70% (2024) to 75% (2025) by intentionally implementing the new Preschool Learning Foundations with fidelity. CSPP Dual Language Learners (EL) increased from 69% to 72% and Head Start Dual Language Learners (EL) increased from 69% to 74%. CSPP students with disabilities increased from 75% to 76%, in contrast, Head Start students with disabilities decreased from 67% to 56%.

Mathematics
In the area of mathematics, 91% of CSPP students and 83% of Head Start students scored Building Middle and Later Levels on the Spring administration. CSPP Dual Language Learners (EL) increased from 82% to 89% in math. Head Start Dual Language Learners (EL) increased/decreased from 82% to 87% in math. CSPP Students with disabilities increased from 67% to 85% in math and Head Start Students had no change from 67% to 67% in math.

Separate Setting
Additionally, the percent of students with disabilities being served in a separate setting decreased from 65% to 55% as a result of the focus on preschool academic foundations and the collaboration of Special Education and general education staff.

1.2a Professional Learning to support Grade-Level ELA Standards
Data Justification/Effectiveness of Action: Effective
Classroom Walkthrough Results
Classroom walkthrough data indicates this action has been effective in increasing standards-based instruction with 91% of classrooms instruction lessons aligned to grade level standards in English Language Arts (ELA). Elementary and Secondary Interim ELA data also indicates the action has been effective to support grade-level standards when compared to Interim ELA data from last year. However, English Learners, Foster Youth, and students with disabilities must continue to be a focus to meet our goal of narrowing outcome gaps for these student groups.

Elementary ELA Interim Results
38% of All Students met and exceeded standards, which is a 17% increase.
15% of Foster Youth met and exceeded standards, which is a 5% decrease.
9% of English Learners met and exceeded standards, which is a 7% increase.
37% of Low-Income met and exceeded standards, which is a 21% increase.
15% of Students with Disabilities met and exceeded standards, which is a 4% increase.

Secondary ELA Interim Results
43% of All Students met and exceeded standards, which is an 11% increase.
30% of Foster Youth met and exceeded standards, which is a 13% increase.
12% of English Learners met and exceeded standards, which is an 8% increase.
43% of Low-Income met and exceeded standards, which is an 26% increase.
16% of Students with Disabilities met and exceeded standards, which is a 9% increase.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 81% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in English Language Arts (ELA). 82% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in ELA. Lastly, 75% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in ELA.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.2b Early Literacy Development
Data Justification/Effectiveness of Action: Effective
The impact of providing literacy development training for teachers has been effective in increasing the number of teachers intentionally designing Tier I foundational reading skills lessons and providing direct instruction to support students' needs in Tier 1as seen in follow up site walkthroughs.

The effectiveness of site support for progress monitoring has been positive as indicated in the increase in the percent of students in progress monitoring plans in the 2024-25 school year compared to the 2023-24 school year. There has been a 50% increase from 1,217 to 1,819 students in the use of progress monitoring for grades K and 1 and over a 200% increase from 3,063 to 10,879 students in grades 2-6. This significant increase demonstrates a strong system response in using data to guide instruction and support student learning.

Additionally, the percentage of students showing flat growth on FastBridge universal screener results: on earlyReading decreased by 1% (from 26% to 25%) and on aReading decreased by 2% (from 22% to 20%). Student group data is listed below.
earlyReading (grades K-1)
Students with Disabilities: 49% to 43% (6% decrease)
English Learners: 40% to 36% (4% decrease)

aReading (grades 2-6)
Students with Disabilities: 25% to 22% (3% decrease)
English Learners: 23% to 20% (3% decrease)

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 81% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in English Language Arts (ELA). 82% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in ELA. Lastly, 75% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in ELA.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.2c Reading Intervention for Secondary Students

Data Justification/Effectiveness of Action: Partially Effective
Reading intervention is nuanced and complex in the secondary classroom. The support provided was partially effective, as we see reflected in the data reflected below:

Percent of Students Earning Grades A, B, or C:
All students - 71.84 %, which is a decrease of 16.75%
Low-Income - 71%, which is an increase of 1%
English Learners - 73%, which is an increase of 7%
Foster Youth - 70%, which is an increase of 0%
Students With Disabilities - 76%, which is an increase of 0% "

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 81% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in English Language Arts (ELA). 82% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in ELA. Lastly, 75% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in ELA.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.3a Professional Learning to Support Grade-Level Mathematics Standards
Data Justification/Effectiveness of Action: Effective
Classroom Walkthroughs
Classroom walkthrough data indicates this action has been effective in increasing standards based instruction with 93% of classrooms instruction lessons aligned to grade level standards in mathematics.

Elementary Interim Data
At the elementary level, professional learning was effective in beginning to shift pedagogical practices and increased alignment to the grade level essential standards supporting more effective students' learning experiences. Interim Assessments were revised this year to better match the rigor of the CAASPP resulting in a decrease in outcomes when compared to the district interim assessments last year. However, when comparing interim 2 outcomes to interim 1 outcomes from this year, there is are increases the percent of students meeting and exceeding standards.

2024-25 Fall to Spring Elementary Math Interim Results:
33% of All Students met and exceeded standards which is an 11% increase
12% of Foster Youth met and exceeded standards which is a 5% increase
10% of English Learners met and exceeded standards which is a 5% increase
32% of Low-Income met and exceeded standards which is a 11% increase
15% of Students with Disabilities met and exceeded standards which is a 5% increase

Secondary Interim Data
At the secondary level the continued professional learning focused on implementation of grade level essential standards was effective in supporting student learning with the majority of student groups increasing outcomes on this year's interim assessment as compared to last year with the exception of homeless.

2023-24 Spring Secondary Math Interim Compared to 2024-25 Spring Math Interim Results:
39% of All Students met and exceeded standards, which is a 3% increase
30% of Students experiencing Homeless met and exceeded standards, which is a 0% increase
27% of Foster Youth met and exceeded standards, which is a 1% increase
15% of English Learners met and exceeded standards, which is a 1% increase
39% of Low-Income met and exceeded standards, which is a 6% increase
17% of Students with Disabilities met and exceeded standards, which is a 6% increase

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.3b Instructional Coaching to Support Strategies in Mathematics
Data Justification/Effectiveness of Action: Effective
Elementary
At the elementary level, the action was effective in shifting teaching practices and learning experiences for students, as evidenced in classroom walkthroughs with 95% of lessons aligned to grade level standards and 80% of lessons using the three language commitments to support student access. The volume of requests from teachers for instructional support from the TOSAs at their sites has also increased.

2024-25 Spring Interim Results (% Standard Met or Exceeded):
All Students - 37%, which is 4% higher than the overall district
Homeless Students - 29%, which is 11% higher than the overall district
English Learners - 14%, which is 3% higher than the overall district
Foster Youth - 7%, which is 5% lower than the overall district
Low-Income - 37% , which is 5% higher than the overall district
Students with Disabilities - 20%, which is 5% higher than the overall district

Secondary
At the secondary level, the action was effective overall. The professional learning and implementation of strategies resulted in an 14.4% of students in structured math courses meeting and exceeding standards, which is 11% higher than the expected baseline. Specific student group data is included below:

2024-25 Spring Math Interim Results (% Standard Met or Exceeded):
All Students - 14.4%
English Learners - 6.1%
Foster Youth - 0%

American Indian 67%
Low-Income - 15%
Students with Disabilities -7.8%

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 79% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in Mathematics. 76% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in Mathematics. Lastly, 68% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in Mathematics.

1.3c Supplemental Mathematics Resources for Elementary & Secondary Students
Data Justification/Effectiveness of Action: Effective
Elementary
At the elementary level, the action was effective when the resources were utilized as designed to fidelity. Individual teacher classroom metrics where implemented to fidelity of the program and with consistency saw more growth than other classroom metrics where the program was not implemented to fidelity.

2024-25 Spring Math Interim Results (% Standard Met or Exceeded):
All Students - 37%, which is 4% higher than the overall district
Homeless Students - 29%, which is 11% higher than the overall district
English Learners - 14%, which is 3% higher than the overall district
Foster Youth - 7%, which is 5% lower than the overall district
Low-Income - 37% , which is 5% higher than the overall district
Students with Disabilities - 20%, which is 5% higher than the overall district

Secondary
At the secondary level, action was overall effective. Progress was made in the action objective as middle school increased in mastery by 4% from 39% to 43% meeting and exceeding standards. Student group data was not available for secondary students due to issues with the data elements required at the course level for middle school students.

1.3d Math Intervention for Secondary Students
Data Justification/Effectiveness of Action: Effective
Interim Data
The professional learning and implementation of strategies resulted in 14.4% of students in structured math courses meeting and exceeding standards, which is 11% higher than the expected baseline. Specific student group data is included below:

2024-25 Spring Math Interim Results (% Standard Met or Exceeded):
All Students - 14.4%
English Learners - 6.1%
Foster Youth - 0%

American Indian 67%
Low-Income - 15%
Students with Disabilities -7.8%

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 79% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in Mathematics. 76% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in Mathematics. Lastly, 68% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in Mathematics.

1.4a Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)
Data Justification/Effectiveness of Action: Effective
Classroom walkthrough data indicates this action objective has been effective in increasing standards based instruction with 96% of classrooms instruction lessons aligned to grade level standards in science.

Elementary outcomes increased on the 2024-25 Fall Science Interim compared to the 2023-24 Fall Science Interim by 6% (from 41% to 47%). Specific student group data is below:
25% of English Learners met and exceeded standards, which is a 7% increase
46% of Low-Income met and exceeded standards, which is a 8% increase
26% of Students With Disabilities met and exceeded standards, which is a 8% increase
However, Interim 2 data dipped from last year. This is attributed to the revisions to the assessment to continue to better align them to the CAST assessments and the focus on the challenges teachers faced balancing the instructional time needed to implement the curriculum.

Middle School and sixth grade outcomes increased on the 2024-25 Fall Science Interim compared to the 2023-24 Fall Science Interim by 7% (from 35% to 42%). Specific student group data is below:
10% of English Learners met and exceeded standards, which is a 2% increase
42% of Low-Income students met and exceeded standards, which is a 12% increase
16% of Students with Disabilities met and exceeded standards, which is a 1% increase
However, similar to elementary Interim 2 data (2024-25), middle school data dipped from last year (2023-24). This is also attributed to the revisions to the assessment to continue to better align them to the CAST assessments.

High School outcomes increased on on the 2024-25 Fall Science Interim compared to the 2023-24 Fall Science Interim by 12% (from 34% to 46%). Specific student group data is below:
21% of English Learners met and exceeded standards, which is a 11% increase
46% of Low-Income students met and exceeded standards, which is a 16% increase
26% of Students with Disabilities met and exceeded standards, which is a 12% increase

High School outcomes also increased on the 2024-25 Spring Science Interim compared to the 2023-24 Spring Science Interim by 16% (from 41% to 57%). Specific student group data is below:
31% of English Learners met and exceeded standards, which is a 16% increase

57% of Low-Income students met and exceeded standards, which is a 17% increase
36% of Students with Disabilities met and exceeded standards, which is a 14% increase

Despite the dip in data on the 2024-25 Spring Science Interim data for elementary and middle school students as compared to last year (2023-24), overall, the action has been effective in increasing standards aligned instruction using research-based instructional practices to increase sense-making through inquiry.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 79% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in science. 81% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in science. Lastly, 68% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in science.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.4b Elementary Science Experiential Learning
Data Justification/Effectiveness of Action: Effective
During Day 2 of NGSS Professional Development with TK-5 teachers, teachers were asked open-ended questions with these sentences starters about science teaching: "I used to think...", "I now think...", "What are successes you've experienced since Day 1 of PD?" 51% of teachers used to think that teaching science was hard. 78% of teachers commented on the increased student engagement and hands-on learning with our new curriculum. For successes, 93% of teachers commented on increased student engagement, science interest, and hands-on learning. Classroom walkthrough and report card data indicates 100% of students have been provided at least 3 experiential learning opportunities through the implementation of the new science curriculum aligned to grade level standards.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 64% of families (n = 865) agreed or strongly agreed that (at the elementary level) their child has gained confidence in learning science by participating in experiential science learning (i.e. 6th grade science camp, science field trips, science presentations/assemblies). Lastly, 62% of staff (n = 1,082) agreed or strongly agreed that all students have benefited from experiential science learning (i.e., hands-on experiences to connect theories to real-world situations).

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.4c Secondary Science Experiential Learning
Data Justification/Effectiveness of Action: Effective
While interim data for high school demonstrates increases on outcomes, according to classroom walkthrough data and administrator reports, there continues to be a need to increase experiential learning opportunities. However, progress is being made with more learning experiences being offered this year compared to last year.

Middle School and sixth grade outcomes increased on the 2024-25 Fall Science Interim compared to the 2023-24 Fall Science Interim by 7% (from 35% to 42%). Specific student group data is below;
10% of English Learners met and exceeded standards, which is a 2% increase
42% of Low-Income students met and exceeded standards, which is a 12% increase
16% of Students with Disabilities met and exceeded standards, which is a 1% increase
However, similar to elementary Interim 2 data, middle school data dipped from last year. This is also attributed to the revisions to the assessment to continue to better align them to the CAST assessments.

High School outcomes increased on the 2024-25 Fall Science Interim compared to the 2023-24 Fall Science Interim by 12% (from 34% to 46%). Specific student group data is below;
21% of English Learners met and exceeded standards, which is a 11% increase
46% of Low-Income students met and exceeded standards, which is a 16% increase
26% of Students with Disabilities met and exceeded standards, which is a 12% increase

High School outcomes also increased on the 2024-25 Spring Science Interim compared to the 2023-24 Spring Science Interim by 16% (from 41% to 57%). Specific student group data is below;
31% of English Learners met and exceeded standards, which is a 16% increase
57% of Low-Income students met and exceeded standards, which is a 17% increase
36% of Students with Disabilities met and exceeded standards, which is a 14% increase

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.4d Expanded STEM Learning
Data Justification/Effectiveness of Action: Effective
Overall, this action has been effective in providing all students enrolled in the after school programs for at least 30 days at least 2 STEM experiences this school year.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 43% of families (n = 865) agreed or strongly agreed that their child has participated in Science Technology Engineering and Mathematics (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities) and it has increased his or her interest in STEM related-careers. 41% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that by participating in Science Technology and Engineering (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities), my interest in STEM related-careers has increased. Lastly, 66% of staff (n = 1,082) agreed or strongly agreed that the District provides numerous opportunities for students and parents to participate in STEM learning outside of the classroom (i.e., student or parent events such as: Family Innovation Nights, Coding Clubs, computational thinking activities).

1.5a Professional Learning to support Grade-Level Standards & Course Content in History-Social Science
Data Justification/Effectiveness of Action: Effective

Classroom Walkthroughs
Classroom walkthrough data indicates this action has been effective in increasing standards based instruction with 91% of classrooms instruction lessons aligned to grade level standards in history-social science. The intentional focus on grade level essential standards and writing across the content area is in the initial implementation phase for both elementary and secondary.

Elementary Grades
Preliminary grade data in elementary shows similar grades from trimester 1 to trimester 2 with 67.89% of all students meeting or exceeding standards on the report cards. However, student groups are showing increases from trimester 1 to trimester 2 as shown below:
Low-Income: 57.91% to 62.72%, which is a 4.81% increase
English Learners: 42.39% to 47.27%, which is a 4.88% increase
Foster Youth: 49.59% to 50.69%, , which is a 1.10% increase
Students with Disabilities: 36.67% to 40.12%, , which is a 3.45% increase

High School Grades
Preliminary grade data in high school shows similar grades from semester 1 to quarter 3 this year with 77.36% of all students earning a C or better compared to 78.32% earning a C or better in quarter 3. However, student groups are showing increases from as shown below:
Low-Income: 74.59% to 75.43%, which is a 0.84% increase
English Learners: 60.05% to 60.24%, which is a 0.19% increase
Foster Youth: 52.7% to 55.68%, which is a 2.98% increase

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 78% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in history-social science. 83% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school provides high-quality support for all students in history-social science. Lastly, 67% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in history-social science.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.5b Ethnic Studies Curriculum Development
Data Justification/Effectiveness of Action: Effective
This action is in the initial implementation stage. Baseline data is being collected through participation and grades. To provide additional insights and data, students were asked to provide their opinion about the Ethnic Studies classes. The following data represents 565 students in the Ethnic Diversity in America class from the five (5) comprehensive high schools. The survey consisted of 22 questions about the student's experience in the class. While students could provide qualitative responses in addition to the 5-point Likert scale questions, the following only includes the quantitative data. Questions can be categorized into four main categories: Value, Instructional Practices, Diversity, and Supportive and Safe, with one other three questions that did not fit into any category. The following percentages are of students rating the question a 3 or higher on a 5-point favorability Likert scale.

-Value (of class, materials, experience): 5 questions; 81.14%

-Instructional Practices (in alignment with RUSD Big 4): 6 questions; 83.9%
-Diversity (of perspectives, cultures, materials): 6 questions; 88.5%
-Safe & Supportive (teachers and admin): 2 questions; 86.95%

Ethnic Diversity in America (EDA) teachers received three days of PD to support their instruction. Many EDA teachers were new to teaching the subject this year, so the PD helped them gain a deeper understanding of the content and provided valuable collaboration time. Teachers received a scope and sequence with recommended resources and office hours have been available for teachers every two weeks throughout the year.

The Instruction Team has continued to host four Ethnic Studies Advisory Committee meetings this year. The Advisory Committee has provided valuable insight into the community perspective around Ethnic Studies in addition to providing feedback on the development of Ethnic Studies standards and recommendations regarding the student survey.

1.5c Civics
Data Justification/Effectiveness of Action: Effective
This action has been very effective. The number of students receiving the SSCE continues to rise. 569 students will earn the SSCE this year, which is over 3% more than the number of students who earned the seal last year. Teachers have been provided time to collaboratively norm and score projects that earn the SSCE.

1.6a Professional Learning to Support Instructional Technology Integration
Data Justification/Effectiveness of Action: Effective
As of April 2025, 606 unique participants have attended professional development hosted by ILE. As of April 2025, 88% of participants indicated that they left the professional development with a plan to apply their learning in practice, as measured by post professional development surveys. This LCAP Action is effective despite not meeting the action objective. Developing teacher and leader capacity to design lesson plans at grade level rigor is an ongoing process and by increasing the effectiveness of teachers through PD, we will continue to be more effective. This year we explicitly "enhanced the knowledge and understanding of ISTE Standards for Educators and Students" in every PD with 90.3% of educators reporting in Post PD surveys that they understood the ISTE standard and 73.1% understanding the "application" of the standard in their practice. With the understanding of ISTE standards, teachers have the groundwork to into the integration of technology with core curriculum.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.6b Learning Support for Instructional Technology
Data Justification/Effectiveness of Action: Effective
As of April 2025, the ILE instructional technology core curricula-focused cohort members total 239 which represents an increase of 162% (from 91 to 239).

Feedback from post-professional development surveys of cohort participants shows a score of 98% of surveyed participants left the professional learning experiences with a plan to apply their learning in practice.

These initiatives will focus on delivering engaging lessons that address gaps in student learning, with a particular emphasis on supporting English Learners, Foster Youth, and Low-Income students.
-Civics/Secondary iPad Digital Storytelling, 17 teachers
-Writing across all Content Areas/Elementary iPad Digital Storytelling, 75 teachers (increased by 49 from 2023-24)
-All Subjects/Innovation Kits, Elementary and Secondary Tech and Innovation Leads, 62 teachers
-All Subjects/Technology Integration into the curriculum, ISTE Cohort, 43 teachers and 4 administrators
-Early Literacy and Math, Elementary Osmo Cohort, 26 teachers (new for Fall 2024)
-Computer Science, Coding Collaborative, 12 teachers (new for Fall 2024)

This action is effective. Cohort members are highly effective teachers and ongoing mentorship from ILE TOSAs allow them to accelerate their effectiveness.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.6c Digital Citizenship Curriculum
Data Justification/Effectiveness of Action: Effective
As of April 2025, 100% of teachers have taught the Digital Citizenship curriculum to their students and 100% of schools are recertified as Common Sense Schools. The school district has applied to be recertified as a Common Sense District. This action is effective. We are one of the largest school district in the country to be a Common Sense Certified District and our commitment to ensuring the safety of our students online is commendable.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

1.6d Computer Science and Computational Thinking Opportunities
Data Justification/Effectiveness of Action: Effective
1. As of April 2025, we have 40 Coding Club throughout the district which is an increase of 42.8% from 2023-24 school year (from 28 to 40). Student attendance has increased 67.6% to 848 students (from 506 to 848) with 73.4% unduplicated students. This action was effective. Advisors specifically recruited unduplicated student through campus teachers, via Hearts and PrimeTime, and with direct invites to unduplicated student populations (low SES, EL, Homeless, and Foster Youth). In order to broaden student options for Computational thinking pathways, ALL Coding Clubs incorporate career discovery and exploration with students TK-12. Advisors taught about career fields in these 5 general themes: software engineering, computer hardware, information technology, physical computing devices, and interdisciplinary computer science topics.
2. As of April 2025, District-Hosted Family Innovation Night attendance is 825 at four events with one more scheduled for May 2025. With one more events planned, we project a total attendance of 1125 which would represent a 33.6% increase (842 to projected 1125) in Computer Science-related family engagement. We have provided funds for eight Site-Hosted, District-Sponsored Family Nights with a total attendance of 1533. With 5 more events planned, we project a total attendance of 2100 which would represent a 318% increase (502 to projected 2100) in site-based Computer Science-related family engagement. This action was effective. All action objectives were far

exceeded and families were engaged. District events increased attendance despite conducting two lesson events than last year. In post-attendance survey data, 74.5% were interested in Coding and STEM activities before attending the event and 93.4% believed that the Innovation Night was excellent as a way to learn and support their student in the areas of STEM and coding. Site based events were motivating to get families back onto campus and the ILE structure provided a way for the school sites to easily make the events happen. Parent evaluations narratives are consistently positive about how "It was a great environment to foster family time, fun, and learning all at once."
3. In February 2025, Ignite Her Mind was held with 224 eighth grade girls and 28 eleventh grade leadership Ambassador girls for a total of 252. This action was effective. After the first year of the restructure we have more ideas on how to continue to restructure the event to support the eighth graders and continue to expand the Ambassador program. Next year (Fall 2025), we will have ninth graders go on hands-on STEM trips with their high school chaperones.
4. In April 2025, 16 girls participated in Data Science Academy, in partnership with UCR. This action objective was partially effective. The action objective for Data Science was not met because of the funding changes in the grant that supports UCR's data science outreach program. This resulted in a single session of the Data Science Academy with a cap of 24 students. Student attendance was low due to timing determined by UCR and out of our control (our recommendation based on previous year's successes was May).

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

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.

1.1a Professional Learning to Support Grade Level Standards
Planned Changes: Yes
Discussions have begun at the District-level to make adjustments to the professional learning system and to allow for more content specific professional learning for the 2025-26 school year. Site Leadership Team (SLTs) will also be discontinued to provide more opportunities for other teacher groups to receive similar professional learning sessions on effective pedagogy and grade levels standards aligned instruction and planning. LCAP Action 1.1a will receive an adjustment to its LCFF funding allocation to account for contracts, extra duty timecards, and substitutes.

1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)
Planned Changes: Yes
The focus by MTSS Liaisons on language arts will continue in the 2025-26 school year and the district is expanding elementary math teachers on special assignment (TOSAs) so that every elementary site will have a 50% math coach to focus on standards aligned math instruction and pedagogy to support math achievement. This action will also add coverage for our new Casa Blanca Elementary School which opens in August 2025.

1.1c Instructional Coaching to Support Inclusive Practices
Planned Changes: No
There are no anticipated changes to this action for the upcoming school year.

1.1d Expanded Instructional Planning
Planned Changes: Yes
There are no anticipated program changes to this action for the upcoming school year. However, next year, LCAP Action 1.1d will receive an adjustment to its LCFF funding allocation to account for adjustments to salary costs.

1.1e Expanded Summer Programs for Elementary and Middle School Students
Planned Changes: Yes
A focus on continuous enrollment is being added to increase the number of students who sustain enrollment from day one to the final day of the programs. Data will be collected by demographic for the 2025 program on attendance, enrollment, and achievement. The elementary language arts assessment has also been revised to collect data aligned to instructional focus areas.

1.1f Preschool Academic Foundations
Planned Changes: Yes
Action objectives will be revised with consideration to serving younger three-year-olds. Teachers participated in training with Preschool/Transitional Kindergarten Learning Foundations (PTKLF) alignment to Desired Results Developmental Profile (DRDP) with early foundations for 3 - 4.5 year olds and later foundations for 4 to 5.5 year olds. Action objectives will be differentiated for early and later developmental levels.

1.2a Professional Learning to support Grade-Level ELA Standards
Planned Changes: Yes
Discussions have begun at the district-level to make adjustments to the professional learning system to allow for more content specific professional learning for the 2025-26 school year. The Instructional Services Staff will continue to provide targeted session for teachers and administrators on supporting Foster Youth, English Learners, and Students with Disabilities from the beginning of the year to ensure progress toward closing outcome gaps using data by leveraging the Professional Development system for the 2025-26 School Year. Next year, LCAP Action 1.2a will receive an adjustment to its LCFF funding allocation to reallocate the following positions: Instructional Services Specialist and Staff Development Specialists.

1.2b Early Literacy Development
Planned Changes: Yes
To further strengthen early literacy outcomes, the district is preparing to integrate a new screener for reading difficulties in the 2025–26 school year. This tool will provide deeper insights into student learning needs and help target supports more precisely. Additionally, the data cycle of inquiry will be further aligned with site-level MTSS structures to ensure decisions are collaborative, consistent, and equity-centered. Ongoing partnership with MTSS liaisons (including targeted professional learning of foundational skills instruction, screener training, and instructional response) will support teams in aligning resources, interpreting data, and responding through instruction that meets the needs of diverse learners, particularly English Learners, socio-economically disadvantaged students, and students with disabilities.

1.2c Reading Intervention for Secondary Students
Planned Changes: Yes
There is a plan to replace the Secondary Intervention Staff Development Specialist for the 2025-26 School Year. With the replacement, there is a plan to update the reading intervention course (Structured ELA course for 7th-11th grade) elements to ensure the program is

implemented with fidelity and there is explicit alignment to the Secondary ELA grade level essential standards. Leveraging the proposed adjustments to the 2025-26 Professional Development system will also allow more teachers to participate in the professional learning, which will target reading intervention support with a focus on the following student groups: Students with Disabilities, English Learners, Low-Income, and Foster Youth.

1.3a Professional Learning to Support Grade-Level Mathematics Standards
Planned Changes: Yes
Discussions have begun at the District-level to make adjustments to the professional learning system to allow for more content specific professional learning for the 2025-26 school year. Additionally, the district is expanding elementary math teachers on special assignment so that every elementary site will have a 50% math coach to focus on standards aligned math instruction and pedagogy to support math achievement. Next year, LCAP Action 1.3a will receive an adjustment to its LCFF funding allocation to reallocate the following positions: Instructional Services Specialists, Staff Development Specialist, and Administrative Secretary.

1.3b Instructional Coaching to Support Strategies in Mathematics
Planned Changes: Yes
The district is expanding elementary math Teachers on Special Assignment (TOSAs) so that every elementary site will have a 50% math coach to focus on standards aligned math instruction and pedagogy to support math achievement. Next year, Action 1.3b will receive an adjustment to its LCFF funding allocation to add 10 elementary math TOSAs and will reallocate 5 elementary math TOSAs, and reduce a partial Structured Math TOSA. This LCAP Action 1.3b has also been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

1.3c Supplemental Mathematics Resources for Elementary & Secondary Students
Planned Changes: Yes
Discussions have begun at the District-level to make adjustments to the professional learning system to allow for more content specific professional learning for the 2025-26 school year. Additionally, the district is expanding elementary math teachers on special assignment so that every elementary site will have a 50% math coach to focus on standards aligned math instruction and pedagogy to support math achievement including the implementation of intervention programs. This LCAP Action 1.3c has been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action. In addition, next year, LCAP Action 1.3c will receive an adjustment to its LCFF funding allocation to account for supplementary math software licenses.

1.3d Math Intervention for Secondary Students
Planned Changes: No
There are no planned changes for next year.

1.4a Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)
Planned Changes: Yes
Elementary grades will be implementing all three modules of the science curriculum by adding the life science lessons. In addition, professional learning opportunities for elementary will shift from the required 3 days of training to support the curriculum implementation to content area professional learning with a continued focus on sense-making through inquiry. Additionally, discussions have begun at the

District-level to make adjustments to the professional learning system to allow for more content specific professional learning for the 2025-26 school year, which will assist in providing more opportunities for secondary teachers beyond just course leads.

1.4b Elementary Science Experiential Learning
Planned Changes: Yes
The focus of experiential science learning professional development will transition from pullout training days to instructional coaching in the classroom to support the depth and complexity necessary for full implementation of the science standards. Next year, LCAP Action 1.4b will receive an adjustment to its LCFF funding allocation to account for transportation program rates and sixth grade enrollment projections.

1.4c Secondary Science Experiential Learning
Planned Changes: No
There are no planned changes for next year.

1.4d Expanded STEM Learning
Planned Changes: Yes
There are no programmatic changes anticipated for next year. However, LCAP Action 1.4d will receive an adjustment to its LCFF funding allocation to account for the supply allocation.

1.5a Professional Learning to support Grade-Level Standards & Course Content in History-Social Science
Planned Changes: Yes
Discussions have begun at the district-level to make adjustments to the professional learning system to allow for more content specific professional learning for the 2025-26 school year, which will assist in providing more opportunities for secondary teachers beyond just course leads. In secondary, the new district assessment will be administered. This data in addition to grades and classroom visits will provide a more clear understanding about students' progress toward mastery of history and social sciences.

1.5b Ethnic Studies Curriculum Development
Planned Changes: Yes
The Instruction team plans to continue implementation of Ethnic Studies and support teachers in both the stand-alone classes and areas where ethnic studies content has been integrated into U.S. History classes. We are considering ways to increase teacher content knowledge as well as their pedagogical practices through a variety of PD opportunities in 2025-26 for any teacher of integrated or stand-alone ethnic studies content. Next year, Action 1.5b will receive an adjustment to its LCFF funding allocation and will be revised to incorporate unexpended LREBG funds in order to reallocate two curriculum development TOSAs.

1.5c Civics
Planned Changes: No
We will continue to work with teachers toward increasing student SSCE numbers, providing them time to collaborate and paying them for their extra duty time. In the spring of 2026, we will host the annual RUSD Civic Showcase, displaying high-quality civic engagement work and student Soapbox speeches.

1.6a Professional Learning to Support Instructional Technology Integration

Planned Changes: Yes
The ILE Department will update their action objective to represent ISTE Standard alignment and implementation of strategies.

1.6b Learning Support for Instructional Technology
Planned Changes: Yes
Next year the following changes will occur, we will be: adding a Spike Lego Middle School cohort, ending our ISTE Cohort, swapping out our Osmo cohort with a new group of teachers, maintaining our iPad cohort, and possibly adding more teachers due to school shifts.

1.6c Digital Citizenship Curriculum
Planned Changes:Yes
Artificial Intelligence (AI) literacy will be manually added into Digital Citizenship curriculum next year.

1.6d Computer Science and Computational Thinking Opportunities
Planned Changes: Yes
1. Planned changes to action objectives: maintain number of clubs at 40, increase attendance by 10%, increase % of unduplicated to district percentage. In addition, the ILE Department will (a) continue to build advisor capacity to lead club meetings through Coding Collaborative with curriculum development, support of club recruitment, micro:bit extensions and accessories, and unplugged coding and (b) create an of inventory of technology resources for clubs to use on a rotating bases for year-around clubs.
2. Grant funding will be explored to increase the number of family events.
3. Planned changes to action objectives: the Ambassador number will need to be increased to 30 students, 8th grade number stays at 250.
4. The future of UCR's outreach program is contingent on funding, but there may be opportunities to support data science in other avenues. This action objective will need to be removed or revised, but we do not have any details at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Professional Learning to Support Grade-Level Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices to target the learner variability of students with a priority on English Learners, Low-Income, Foster Youth, and Students with Disabilities. Research-based practices include the implementation of the following: - Universal Design for Learning - Essential Standards and Learning Targets	$1,258,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Grading Practices aligned to Essential Standards and Learning Targets		
1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Provide site-based instructional coaching at all school sites provided by MTSS Liaisons on delivering effective first instruction and in-class intervention based on District and formative assessment results that are standards aligned emphasizing the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	$4,054,974.00	Yes
1.1c	Instructional Coaching to Support Inclusive Practices	Provide site-based instructional coaching at all elementary school sites provided by Inclusive Practices Specialists and Special Education Teachers on Special Assignments with the focus of implementing accommodations for students with disabilities (SWD) to ensure access to grade-level standards with a focus on ELA and Math learning outcomes and the Differentiated Assistance needed for students with Disabilities.	$1,195,934.00	No
1.1d	Expanded Instructional Planning	Expand planning time by one half-hour within the contracted day to give teachers increased opportunities to analyze common formative assessments and District interim assessments using the cycle of inquiry, share best practices, and plan instructional strategies to better address learner variability with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$15,105,878.00	Yes
1.1e	Expanded Summer Programs for Elementary and Middle School Students	Expand learning time for elementary and middle school students based on student needs to narrow learning gaps in grade-level standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-Income, and Students with Disabilities; support will be identified through local assessments, and pre-and post-assessments will be administered to determine the progress and effectiveness of the summer program.	$4,000,000.00	No
1.1f	Preschool Academic Foundations	Provide students increased and expanded preschool opportunities to build a strong academic foundation in oral language development, early literacy and numeracy with a priority on Low-Income students.	$273,489.00	Yes
1.2a	Professional Learning to Support Grade-Level ELA Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English Language Arts, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the	$785,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
		following to address the student grade level needs and the Differentiated Assistance needed for students with Disabilities and English Learners: - The adopted English Language Arts curriculum to teach the grade-level standards - The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English Language Arts - Integrated English Language Development - Reading, writing, language, listening, and speaking within English Language Arts and across content areas.		
1.2b	Early Literacy Development	Teach early literacy skills in grades K-2 through the implementation of direct and explicit, structured, multi-sensory instruction, with a priority on English Learners, Low-Income, and Students with Disabilities.	$40,000.00	Yes
1.2c	Reading Intervention for Secondary Students	Provide additional strategic and intensive Reading intervention aligned to grade level standards at secondary schools that utilize explicit, systematic, structured, and multi-sensory teaching strategies to narrow the outcome gaps of student groups with a priority on English Learners, Foster Youth, Low-Income, and to address the Differentiated Assistance needed for Students with Disabilities.	$974,204.00	Yes
1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in Mathematics, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needed for Foster Youth and English Learners. Research-based practices include the implementation of the following: - The adopted Mathematics curriculum to teach the grade-level standards. - The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Mathematics instruction. - Integrated English Language Development. - Early numeracy skills, purposeful Math fluency practices, content knowledge, and conceptual understanding in Mathematics.	$832,426.00	Yes
1.3b	Instructional Coaching to Support Strategies in Mathematics	Provide site-based instructional coaching at school sites provided by Elementary and Secondary Mathematics Teachers on Special Assignment on delivering effective first instruction and in-class intervention based on District and formative assessment results that is standards aligned	$2,625,216.00	No

Action #	Title	Description	Total Funds	Contributing
		emphasizing engaging students with multiple Mathematical representations, rich Mathematical tasks, deep conceptual understanding, and purposeful fact fluency with a priority on English Learners, Foster Youth, Low-Income, American Indian Students, and Students with Disabilities. Evidence-based research supports that instructional coaching can significantly improve math instruction and student outcomes. By providing teachers with targeted support and feedback, coaching can help them implement research-based strategies more effectively, leading to improved student learning and engagement. Studies have shown that teachers who work with coaches are more likely to adopt student-centered approaches and engage students in deeper mathematical thinking. LREBG funds ($2,625,216) will be used to support this action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicator (Interim Assessments), % of Class Visits where Instruction is Aligned with Grade Level Standards.		
1.3c	Supplemental Mathematics Resources for Elementary and Secondary Students	Provide supplemental Mathematics resources and applications at school and home to increase conceptual understanding and mastery of grade level standards. Resources include targeted interventions, ongoing assessment, and progress monitoring. Evidence-based research supports the use of mathematical resources and applications to increase conceptual understanding and mastery of grade-level standards, as well as significantly enhance student learning and foster a positive attitude towards mathematics. Resources may include manipulatives, digital tools, and targeted interventions, ongoing assessments, and progress monitoring. LREBG funds ($292,264) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicator (Interim Assessments), % of Class Visits where Instruction is Aligned with Grade Level Standards.	$292,264.00	No
1.3d	Math Intervention for Secondary Students	Provide opportunities for students who have been chronically unsuccessful in Math, identified using assessments and grades, to be enrolled in a structured grade level standards and content aligned Math course with	$2,719,308.00	No

Action #	Title	Description	Total Funds	Contributing
		lower class sizes with a priority on English Learners, Foster Youth, Low-Income, American Indian Students, and Students with Disabilities and to address the Differentiated Assistance needed for students with Disabilities and English Learners. Evidence-based research supports an explicit and systematic approach to breaking down complex concepts into smaller, manageable steps, providing clear explanations, modeling problem-solving techniques, and offering ample opportunities for practice and feedback. LREBG funds ($2,719,308) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicator (Interim Assessments), % of Class Visits where Instruction is Aligned with Grade Level Standards		
1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in Science, the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research-based practices include the implementation of the following: - The adopted Science curriculum to teach the grade-level standards. - The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Science instruction and experiential learning opportunities. - Integrated English Language Development. - Understanding and use of the Science and Engineering Practices (SEPs) of NGSS.	$731,175.00	Yes
1.4b	Elementary Science Experiential Learning	Provide elementary grade students with at least three experiential learning opportunities aligned to grade level Science standards, including sixth grade science camp, to increase background knowledge with a priority on English Learners, Foster Youth, and Low-Income students.	$1,305,564.00	Yes
1.4c	Secondary Science Experiential Learning	Expand common grade level standards and content-aligned experiential learning activities within the school day for middle and high school students across the District to increase background knowledge with a priority on English Learners, Foster Youth, and Low-Income students.	$117,187.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4d	Expanded STEM Learning	Provide STEM learning opportunities outside of the school day and during the summer, with a priority on English Learners, Foster Youth, and Low-Income students.	$846,099.00	No
1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in History-Social Science (HSS), the framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. Research-based practices include the implementation of the following: -The adopted History-Social Science curriculum to teach the grade-level standards. -Integrated English Language Development. -Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	$197,028.00	Yes
1.5b	Ethnic Studies Curriculum Development	Implement the comprehensive Ethnic Studies plan that includes increased diverse course offerings that include the experiences, teach the history, and highlight the contributions of people of color with prioritized support for English Learners, Foster Youth, Hispanic, African American, Asian Pacific Islander, and American Indian students. Evidence-based research suggests ethnic studies curriculum courses positively impact students by fostering a stronger sense of identity, agency, and academic motivation. Additionally, studies indicate that ethnic studies can lead to increased attendance, improved standardized test scores (particularly in math and science), higher GPAs, and better graduation and college enrollment rates, especially for at-risk students and unduplicated pupils. LREBG funds ($350,909) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Participant Survey Results.	$436,640.00	Yes
1.5c	Civics	Implement the civic engagement plan to expand students' civic skills and values and develop social, political, and civic participation through school and community projects; increase the number of students who earn the State Seal of Civic Engagement with a priority on English Learners and Low-Income.	$391,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6a	Professional Learning to Support Instructional Technology Integration	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of International Society for Technology in Education (ISTE) Standards for Educators and Students, classroom engagement strategies, and integration of technology to support standards-based instruction. Research-based practices include the implementation of: - Utilization of research-proven instructional strategies that support all learners. - Digital Media Literacy and Citizenship. - Computational Thinking. - Design Thinking.	$657,084.00	Yes
1.6b	Learning Support for Instructional Technology	Provide instructional technology resources to support core curricula across all schools that will bridge gaps in student learning with a priority on English Learners, Foster Youth, and Low-Income students.	$153,269.00	Yes
1.6c	Digital Citizenship Curriculum	Continue building a culture of Digital Literacy and Digital Citizenship among RUSD students by implementing a research-based classroom curriculum. Engage families with resources to continue building a positive digital culture at home.	$178,852.00	Yes
1.6d	Computer Science and Computational Thinking Opportunities	Provide increased access for Unduplicated student groups to Districtwide CS/CT enrichment opportunities in order to broaden student options for Computational and Design Thinking-focused pathways and future careers, including; - Computer Science/CS Clubs - Ignite Her Mind - Data Science Academy - Digital Storytelling Engage families with Districtwide Family Innovation Nights in order to foster broader student opportunities in Digital Literacy, Computer Science, and Computational and Design Thinking.	$144,248.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

English Learner Proficiency
- The status of the English Learner Progress Indicator on the CA Dashboard is Low (Orange).
- 44.6% of English Learners are making progress toward English language proficiency.
- 12.9% of English Learners are Long-Term English Learners, and 15.8% are at risk of becoming Long-Term English Learners.
- The reclassification rate for English Learners was 8.7%.
- English Learners were identified for Differentiated Assistance to increase language acquisition.

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

- More professional learning for staff on curriculum implementation and addressing learner variability, particularly for English learners and students with disabilities.
- Language acquisition support for Newcomers and Long-Term English Learners.
- Enhancing support for English Language Development (ELD) offerings and guidance for placing English Learners in appropriate instructional pathways and classes.

Educational Partner Input
This goal was developed in response to the needs identified through data analysis and input from educational partners to increase English Learner Proficiency across the District. To address these needs, it has been determined that our LCAP will include provide:
- Professional learning to develop teacher and leadership capacity in Designated English Language Development (ELD) standards, ELD framework, and research-based practices.
- Instructional coaching supporting teachers with implementing Integrated and Designated English Language Development, analyzing data, and monitoring the progress of English Learners.
- Instructional pathways in middle and high schools focused on Designated ELD.
- Monitor the progress toward reclassification.
- Expanded Learning opportunities for Newcomers.
- Tutoring for Newcomers.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
33	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
34	Average % of teachers implementing the academic content and performance standards	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) at	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adopted by the state board				least 90% of Teachers	
35	Average % of teachers implementing the Integrated and Designated ELD standards-based lessons	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 5 - Full Implementation and Sustainability (LCAP Local Indicator Rubric) at least 90% of Teachers	No Change
36	English Learner Progress Indicator ELPI (CA Dashboard)	Students making progress toward proficiency (Fall 2023, CA Dashboard): 44.5% Status: Medium (Fall 2023, CA Dashboard): Maintained -1.6% Dashboard Performance: Orange	Students making progress toward proficiency (Fall 2024, CA Dashboard): 39.8% - Low Status Dashboard Performance: Declined -4.7% from the prior year Dashboard Performance: Orange		Students making progress toward proficiency (Fall 2026, CA Dashboard): 53.5% Dashboard Performance: Increase by 3% High Dashboard Performance: Green	Dashboard Performance: Declined -4.7% from the prior year
37	English Learner Reclassification Rate (DataQuest)	English Learner Reclassification Rate (Aeries, 2022-23 Semester 1): 8.7%	English Learner Reclassification Rate (Aeries, 2023-24): 11.7% Increased 3% from the prior year		English Learner Reclassification Rate (DataQuest, 2026-27): 17.7% Increase by 3%	Increased 3%

Goal Analysis [2024-25]

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

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

1.7a Professional Learning to Support ELD Standards

Implementation, Substantive Changes, Challenges, & Successes: Delayed Implementation

Professional learning for teachers began in February of 2025. Secondary English Language Arts teachers participated in a half-day session to focus on Integrated English Language Development (ELD). Secondary ELD course teachers attended a full day of professional learning focused on the needs of Newcomers, the many typologies of their students and the varying needs, as well as a deep dive into the ELD standards. Kindergarten through second grade teachers also participated in a full day session to focus on Designated ELD. The number of sessions delivered were impacted by the challenges experienced with the current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments.

1.7b Instructional Coaching

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

English Learner (EL) Teachers On Special Assignment (TOSAs) are assigned to eight elementary schools. EL TOSAs provide ongoing site support for ELD planning with an intentional focus on Part II of the ELD standards during the designated ELD, “How English Works.” EL Services provides EL TOSAs monthly collaboration in support of coaching teachers, modeling lessons, and collaboratively planning and teaching. Site visits were conducted to provide feedback on instructional practices implementation. Specific resources and professional learning opportunities to support all English Learners are made available to teachers in response to ELD Reading, Writing, and Listening assessment results to support scaffolding and access to the rigor of the ELD standard.

EL TOSAs collaborate with site leadership to plan and deliver professional learning targeting intentional planning for designated and integrated ELD, and intentional use of the three language commitments, which are: use of sentence frames, graphic organizers, and collaborative conversations.

1.7c Instructional Pathways for English learners

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The majority of English Learners in the high school setting receive integrated ELD in many content areas. Newcomers receive designated ELD in an ELD course and integrated ELD in other courses. One challenge is the administration of the assessment to every English Learner in secondary due to the scheduling of classes. The participation rate on the second administration of the ELD Reading assessment declined by 28%.

1.7d Reclassification of English learners

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Monthly English Learner Contact meetings with a focus on reclassification supported EL student reclassification throughout the year. Additional planning time for sites to analyze student data and create instructional plans to support reclassification and ELPAC growth began in January. One challenge is the number of sessions delivered were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments.

Another challenge is reclassifying EL students who obtained a 3 on the Alternate ELPAC because basic skills data was not readily available. Teachers of the extensive supports special education classes were provided professional learning early in the year on a new curriculum and how to record the data to keep record of student progress. Implementation of the curriculum is in the initial stages and teachers are still adjusting to using it. EL Services worked closely with the Special Education staff developers to support teachers so they would be able to provide the necessary basic skills data to reclassify their students.

1.7e Expanded Learning Opportunities for Newcomers in Secondary
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Currently, EL Services is collaborating with RUSD's Administrator on Assignment for College and Career for recruiting teachers and students for the 2025 ELD Summer Program. Personnel will soon inform teachers of their assignments, and EL Services will continue to recruit Newcomers by visiting ELD classes at schools.

In addition, EL Services continues to partner with (a) the Mission Inn Foundation to plan out enriching Riverside history lessons and field trips and (b) colleges near by for students to visit.

1.7f Additional Supports for Newcomers
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Sites recruited tutors to provide support to Newcomers enrolled at their sites. Students received tutoring to support access to their content classes.

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

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

1.7b – Instructional Coaching
Budgeted: $807,319 | Actual: $943,162 (+17%)
The increase is due to higher compensation for coaching personnel.

1.7d – Reclassification of English Learners
Budgeted: $161,000 | Actual: $84,000 (-48%)
A monitoring tool subscription was deferred for payment in 2024–25.

1.7e – Expanded Learning Opportunities for Newcomers in Secondary
Budgeted: $150,000 | Actual: $49,939 (-67%)
Slower rollout and reduced supply orders contributed to the lower actual expenditure.

1.7f – Additional Supports for Newcomers
Budgeted: $86,868 | Actual: $69,130 (-20%)

The difference reflects lower purchasing of support materials and resources.

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

1.7a Professional Learning to Support ELD Standards
Data Justification/Effectiveness of Action: Effective
This action is in its initial implementation and began in February affecting the degree of growth in outcomes initially expected. However, there is still growth as shown in the results of ELD assessments administered in fall and winter listed below:
2024-25 Fall to Winter Comparison ELD Reading
All ELs: Increased 4% Well Developed
Low-Income: Increased 5% Well Developed
Dually Identified Students with Disabilities: Increased 3.5% Well Developed

2024-25 Fall to Winter Comparison ELD Writing Elementary Grades 1-6
ALL ELs: Increased 2.3% Well Developed
Low-Income: Increased 2.7% Well Developed
Dually Identified Students with Disabilities Increased 1.6% Well Developed

2024-25 Fall to Winter Comparison ELD Writing Secondary Newcomers
ALL ELs: Increased 8% Well Developed
Low-Income: Increased 8% Well Developed

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 78% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in English Language Development (ELD). 62% of students in grades 7-12 (n = 1,320) agreed or strongly agreed their teacher(s) provide high-quality support for all students in ELD. Lastly, 66% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in ELD.

1.7b Instructional Coaching
Data Justification/Effectiveness of Action: Effective
The action was effective in increasing outcomes on both the ELD reading and writing assessments. Our assessment system (Illuminate) does not have a filter for Long-Term English Learners (LTELs), therefore, this year we were unable to report this ELD reading and writing assessment data disaggregated by LTELs. We will work with our Research Assessment and Evaluation Department to explore ways we can report this outcome disaggregated by LTELs next year.

2024-25 Fall to Winter Comparison ELD Reading
All ELs: Increased 7% Well Developed
Low-Income: Increased 6% Well Developed
Dually Identified Students with Disabilities: Increased 5% Well Developed

2024-25 Fall to Winter Comparison ELD Writing
All ELs: Increased 4% Well Developed
Low-Income: Increased 4% Well Developed
Dually Identified Students with Disabilities: Increased 3% Well Developed

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 78% of families (n = 865) agreed or strongly agreed that their child's teacher(s) provide high-quality support for all students in English Language Development (ELD). 62% of students in grades 7-12 (n = 1,320) agreed or strongly agreed their teacher(s) provide high-quality support for all students in ELD. Lastly, 66% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality support for all students in ELD.

1.7c Instructional Pathways for English learners
Data Justification/Effectiveness of Action: Partially Effective:
The action is in its initial implementation as assessments were revised this year and occur more frequently to provide progress monitoring data. Our assessment system (Illuminate) does not have a filter for Long-Term English Learners (LTELs), therefore, this year we were unable to report this ELD reading and writing assessment data disaggregated by LTELs. We will work with our Research Assessment and Evaluation Department to explore ways we can report this outcome disaggregated by LTELs next year. The action has been partially effective in that participation rates declined. Outcomes on the assessments are below:

2024-25 Fall to Winter Comparison ELD Reading Grades 9 - 12
All ELs: Increased 2.3% Well Developed
Low-Income: Increased 2.5% Well Developed
Dually Identified Students with Disabilities: Maintained 2.5% Well Developed

2024-25 Fall to Winter Comparison ELD Writing Secondary Newcomers
ALL ELs: Increased 3.4% Well Developed
Low-Income: Increased 4.5% Well Developed

1.7d Reclassification of English learners
Data Justification/Effectiveness of Action: Partially Effective
The implementation was partially effective with a total of 577 reclassifications out of 600 students with an eligible Summative ELPAC score. Below is a breakdown by grade, as of April 25, 2025:

Grades K-1: 99/142 reclassifications (70%)
Grades 2-6: 269/299 reclassifications (90%)
Grades 7-8: 104/128 reclassifications (81%)
Grades 9-12: 94/103 reclassifications (91%)
Extensive Support Needs: 11/14 reclassification (79%)

1.7e Expanded Learning Opportunities for Newcomers in Secondary
Data Justification/Effectiveness of Action: Effective
Overall, the expanded learning opportunities for Newcomers at the secondary level during the summer programs are effective in supporting increased language acquisition. 78 Newcomers completed the four week summer program during Summer 2024. The percent of participating students increasing their language acquisition to the Well Developed level increased by 10% (from 12% to 22%). Planning continues for Summer 2025 where our ELD Summer Program currently has 140 Newcomers eligible in grades 7-11.

1.7f Additional Supports for Newcomers
Data Justification/Effectiveness of Action: Effective
The overall implementation was effective when looking at the assessment data below:

2024-25 Fall to Winter Comparison ELD Writing Secondary Newcomers
All ELs: Increased 3.4% Well Developed
Low-Income: Increased 4.5% Well Developed

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.

1.7a Professional Learning to Support ELD Standards
Planned Changes: Yes
Discussions have begun at the District-level to make adjustments to the professional learning system to allow for more content specific professional learning for the 2025-26 school year, which will assist in providing more opportunities for teachers beyond just course leads and EL contacts to receive training. For the next school year, the plan is to continue professional development for 3rd - 6th grade teachers with a focus on designated ELD. For secondary content teachers, the focus will be on integrated ELD. Additionally, all sites will have a part-time English Learner Teacher on Special Assignment (TOSA) to support job-embedded coaching and professional learning to support effective ELD instruction. Next year, LCAP Action 1.7a will receive an adjustment in its LCFF funding allocation to reallocate the following positions: EL Coordinator and Administrative Assistant I.

1.7b Instructional Coaching
Planned Changes: Yes
For the 2025-26 school year, all sites will have support from an EL TOSA. EL TOSAs will participate in two days of onboarding before the close of the 2024-25 school year to review their role as EL TOSAs and learn more in-depth about the work they will engage in next year in support of EL students. They will also receive professional development on how to coach teachers as well throughout the 2025-26 school year. This LCAP Action 1.7b has been revised to incorporate unexpended LREBG funds to add 17 Elementary and Secondary TOSAs.

Our assessment system (Illuminate) does not have a filter for Long-Term English Learners (LTELs), therefore, this year we were unable to report this ELD reading and writing assessment data disaggregated by LTELs. We will work with our Research Assessment and Evaluation Department to explore ways we can report this outcome disaggregated by LTELs next year.
1.7c Instructional Pathways for English learners

Planned Changes: Yes
Moving forward, EL TOSAs, in collaboration with site administration and EL Services, will plan and deliver integrated ELD professional development to content teachers. In addition, EL TOSAs will partner with site MTSS Liaisons and site administration to bring resources and tools to content teachers for planning instruction aligned to content standards and in tandem with ELD standards. To increase participation, EL Services will reconsider the timing of the ELD reading assessments so they do not overlap with end-of-semester finals and the summative ELPAC assessment.

Our assessment system (Illuminate) does not have a filter for Long-Term English Learners (LTELs), therefore, this year we were unable to report this ELD reading and writing assessment data disaggregated by LTELs. We will work with our Research Assessment and Evaluation Department to explore ways we can report this outcome disaggregated by LTELs next year.

1.7d Reclassification of English learners
Planned Changes: Yes
Discussions have begun at the District-level to make adjustments to the professional learning system and to allow for more content specific professional learning for the 2025-26 school year. For the 2025-26 school year, all sites will have support from an EL TOSA who will conference with all English Learners who scored a Level 4 on their Summative ELPAC assessment (2025) to set goals for reclassification at each site. This collaboration will support students in reaching the ultimate goal of reclassification. EL Services will also be providing additional support to sites with a large number of English Learners who scored a Level 4 on their Summative ELPAC assessment in order for them to plan instructional practices that will lead English Learners to reclassify earlier in the year. Next year, LCAP Action 1.7d will receive an adjustment to its LCFF funding allocation because the contract for the EL data monitoring tool is not up for renewal until 2027.

1.7e Expanded Learning Opportunities for Newcomers in Secondary
Planned Changes: No
There are no planned changes for next year.

1.7f Additional Supports for Newcomers
Planned Changes: Yes
EL Services will distribute available Title III funds to secondary sites based on the number of Newcomers enrolled at the start of the year. Therefore, next year, LCAP Action 1.7f will receive an adjustment to its Title III funding to account for the supply allocation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.7a	Professional Learning to Support ELD Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of English Language Proficiency Assessments, reclassification procedures, ELA/English Language Development (ELD) Framework, ELD standards, designated ELD, (Differentiated Assistance for English Learners) and research-based practices to target the unique language needs of EL, Newcomers, and Long-Term English Learners (LTEL).	$1,026,567.00	Yes
1.7b	Instructional Coaching	Provide site-based instructional coaching at elementary school sites with the highest numbers of English Learners provided by ELD Teachers on Special Assignment with the focus of supporting teachers with implementing Integrated and Designated English Language Development, (Differentiated Assistance for English Learners) and analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English Learner students at various levels. Evidence-based research indicates instructional coaching can significantly improve instruction and student outcomes. By providing teachers with targeted support and feedback, coaching can help them implement research-based strategies more effectively, leading to improved student learning and engagement. LREBG funds ($3,570,545) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Local Indicators (Interim Assessments).	$3,570,545.00	No
1.7c	Instructional Pathways for English Learners	Provide instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting to support language acquisition and increase language proficiency to narrow outcome gaps for English Learners and specifically address the language acquisition needs of Long-Term English Learners (LTEL).	$921,658.00	Yes
1.7d	Reclassification of English Learners	Monitor the progress of English Learners, Long-Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students by analyzing assessment data to inform instruction, (Differentiated Assistance for English Learners), and develop action plans to address the unique needs of English Learners using the “Ellevation” platform.	$84,001.00	No

Action #	Title	Description	Total Funds	Contributing
1.7e	Expanded Learning Opportunities for Newcomers in Secondary	Provide summer school for Newcomers (Differentiated Assistance for English Learners) to accelerate the acquisition of the English language.	$150,000.00	No
1.7f	Additional Supports for Newcomers	Provide tutoring at the secondary level (Differentiated Assistance for English Learners) to support access to grade level core content classes for Newcomers before and after school hours.	$86,223.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

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

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

Graduation Rate
The status of all students is Medium (Yellow), while the status of Homeless students is Low (Orange).
92.6% of all students graduated in 2022-23. However, only 78% of Homeless students, 81% of EL students, 81.5% of Foster Youth, and 85% of Students with Disabilities graduated.

California College/Career Indicator
The status of all students is Medium, while the status of Hispanic, Homeless, Low-Income students, and Foster Youth is Low. The status of English Learners and Students with Disabilities is Very Low resulting in eligibility for Differentiated Assistance.
41.2% of all students were considered prepared in 2022-23. However, only 13% of Homeless students, 5.7% of EL students, 13.6% of Foster Youth , and 4.3% of Students with Disabilities were considered prepared.

Educational Partner Input
This goal was developed in response to the needs identified through data analysis and input from educational partners to raise college and career readiness across the District. During the LCAP development process, educational partners identified the need for:
- Offering more dual enrollment and AP classes in middle and high schools.

- Increasing opportunities in career development skills, including CTE and STEM.
- Continued focus on college counseling by school counselors.
- More diverse course offerings.

To address these needs, it has been determined that our LCAP will include:
- Professional learning to develop school counselors' leadership capacity.
- College and career guidance alignment for consistency of information.
- Increased access to parent/student college workshops.
- Ongoing credit recovery courses.
- Focused A-G attainment programs for underrepresented students, including Students with Disabilities.
- Advanced coursework, including International Baccalaureate Advanced Placement, and the Seal of Biliteracy programs.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
38	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
39	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) All Students	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 54.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2023-24): 55.1% Increased by 0.4%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 60.7% Increase by 2%	Increased by 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
40	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) American Indian	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 56.3%	To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 59.3% Increase by 1%	To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.
41	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) African American	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 53.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 57.3% Increased by 3.6%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 56.7% Increase by 1%	Increased by 3.6%
42	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Asian	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 76.5%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 87.5% Increased by 11.0%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 78.0% Increase by 0.5%	Increased by 11.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
43	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Filipino	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 83.6%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 84.1% Increased by 0.5%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 85.0% Increase by 0.5%	Increased by 0.5%
44	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Hispanic	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 48.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 49.9% Increased by 1.2%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 53.2% Increase by 1.5%	Increased by 1.2%
45	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Pacific Islander	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 50.0%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 38.5% Decreased by 11.5%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 53.0% Increase by 1%	Decreased by 11.5%
46	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) White	Students completing UC/CSU entrance requirements - “A-G” Completion Rate	Students completing UC/CSU entrance requirements - “A-G” Completion		Students completing UC/CSU entrance requirements -	Decreased by 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(DataQuest, 2022-23): 65.0%	Rate (DataQuest, 2024-25): 64.7% Decreased by 0.3%		"A-G" Completion Rate (DataQuest, 2026-27): 68.0% Increase by 1%	
47	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Multiple Races/2 or More	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 70.6%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 69.4% Decreased by 1.2%		Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 72.1% Increase by 0.5%	Decreased by 1.2%
48	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) English Learners	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 21.0%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 22.6% Increased by 1.6%		Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 27% Increase by 2%	Increased by 1.6%
49	Students completing UC/CSU entrance requirements - "A-G" (DataQuest) Socioeconomically Disadvantaged (Low-Income)	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2022-23): 46.8%	Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2024-25): 49.4% Increased by 2.6%		Students completing UC/CSU entrance requirements - "A-G" Completion Rate (DataQuest, 2026-27): 51.2% Increase by 1.5%	Increased by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
50	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Homeless Youth	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 27.7%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 35.9% Increased by 8.2%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 32.2% Increase by 1.5%	Increased by 8.2%
51	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Foster Youth	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 29.4%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 27.8% Decreased by 1.6%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 33.9% Increase by 1.5%	Decreased by 1.6%
52	Students completing UC/CSU entrance requirements - “A-G” (DataQuest) Students with Disabilities	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2022-23): 10.8%	Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2024-25): 16.6% Increased by 5.8%		Students completing UC/CSU entrance requirements - “A-G” Completion Rate (DataQuest, 2026-27): 20.1% Increase by 3.1%	Increased by 5.8%
53	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year	Number and Percentage of All Students in the Combined Graduation Rate	Number and Percentage of All Students in the Combined Graduation Rate		Number and Percentage of All Students in the Combined Graduation Rate	Increased by 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All Students	(Fall 2023 CA Dashboard) Combined Rate: 3.7%	(Fall 2024 CA Dashboard) Increased by 4.1% Combined Rate: 7.8%		(Fall 2026 CA Dashboard): Increase by 1% Combined Rate: 6.7%	
54	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year African American	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.2%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increased by 3.9% Combined Rate: 7.1%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.0% Combined Rate: 6.2%	Increased by 3.9%
55	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year American Indian	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 5.9%	To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 7.4%	To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.
56	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Asian	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard)	Number and Percentage of All Students in the Combined Graduation Rate		Number and Percentage of All Students in the Combined Graduation Rate	Increased by 5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Combined Rate: 6.3%	(Fall 2024 CA Dashboard) Increased by 5.4% Combined Rate: 11.7%		(Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 7.8%	
57	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Filipino	Number and Percentage of AllStudents in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 9.5%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increased by 1.6% Combined Rate: 11.1%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 11%	Increased by 1.6%
58	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Hispanic	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.0%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increased by 3.9% Combined Rate: 6.9%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 7.5%	Increased by 3.9%
59	Met UC/CSU Requirements AND	Number and Percentage of All	Number and Percentage of All		Number and Percentage of All	Increased by 6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Completed at Least One CTE Pathway by end of 12th grade year White	Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 4.8%	Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increased by 6.1% Combined Rate: 10.9%		Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1% Combined Rate: 7.8%	
60	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Multiple Races/2 or More	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 5.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increase by 0.1% Combined Rate: 5.8%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 0.5% Combined Rate: 7.3%	Increase by 0.1%
61	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year English Learners	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 0.3%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increased by 2.0% Combined Rate: 2.3%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 4.8%	Increased by 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
62	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Socioeconomically Disadvantaged (Low-Income)	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.0%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Increased by 3.4% Combined Rate: 6.4%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1.5% Combined Rate: 7.5%	Increased by 3.4%
63	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Foster Youth	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 3.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard) Decreased by 3.7% Combined Rate: 0.0%		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard): Increase by 1% Combined Rate: 6.7%	Decreased by 3.7%
64	Met UC/CSU Requirements AND Completed at Least One CTE Pathway by end of 12th grade year Students with Disabilities	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2023 CA Dashboard) Combined Rate: 0.7%	Number and Percentage of All Students in the Combined Graduation Rate (Fall 2024 CA Dashboard)		Number and Percentage of All Students in the Combined Graduation Rate (Fall 2026 CA Dashboard):	Increased by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increased by 2.6% Combined Rate: 3.3%		Increase by 1.5% Combined Rate: 5.2%	
65	Participation Rate on AP Exams All Students	Participation Rate of All Students taking an AP Exam (2023 College Board Report): 37%	Participation Rate of All Students taking an AP Exam (2024 College Board Report): 39%		Participation Rate of All Students taking an AP Exam (2026 College Board Report): 49.2% Increase by 1%	Decreased 7.2%
66	Participation Rate on AP Exams Hispanic	Participation Rate of Hispanic Students taking an AP Exam (2023 College Board Report): 56.8%	Participation Rate of Hispanic Students taking an AP Exam (2024 College Board Report): 61.0% Increased 4.2%		Participation Rate of Hispanic Students taking an AP Exam (2026 College Board Report): 59.8% Increase by 1%	Increased 4.2%
67	Participation Rate on AP Exams Asian	Participation Rate of Asian Students taking an AP Exam (2023 College Board Report): 9.5%	Participation Rate of Asian Students taking an AP Exam (2024 College Board Report): 11.0% Increased 1.5%		Participation Rate of Asian Students taking an AP Exam (2026 College Board Report): 12.5% Increase by 1%	Increased 1.5%
68	Participation Rate on AP Exams African American	Participation Rate of African American Students taking an AP	Participation Rate of African American Students		Participation Rate of African American Students	Increased 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Exam (2023 College Board Report): 4.0%	taking an AP Exam (2024 College Board Report):4.6% Increased 0.6%		taking an AP Exam (2026 College Board Report): 7.0% Increase by 1%	
69	Participation Rate on AP Exams White	Participation Rate of White Students taking an AP Exam (2023 College Board Report): 22.6%	Participation of White Students taking an AP Exam (2024 College Board Report): 18% Decreased 4.6%		Participation Rate of White Students taking an AP Exam (2026 College Board Report): 25.6% Increase by 1%	Decreased 4.6%
70	Participation Rate on AP Exams English Learners	Participation Rate of English Learners taking an AP Exam (2023 College Board Report): 3.3%	Participation Rate of English Learners taking an AP Exam (2024 College Board Report): 2.2% Decreased by 1.1%		Participation Rate of English Learners taking an AP Exam (2026 College Board Report): 6.3% Increase by 1%	Decreased by 1.1%
71	Participation Rate on AP Exams Socioeconomically Disadvantaged (Low-Income)	Participation Rate of Socioeconomically Disadvantaged taking an AP Exam (2023 College Board Report): 58.4%	Participation Rate of Socioeconomically Disadvantaged taking an AP Exam (2024 College Board Report) 63% Increased 4.6%		Participation Rate of Socioeconomically Disadvantaged taking an AP Exam (2026 College Board Report): 61.4% Increase by 1%	Increased 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
72	Participation Rate on AP Exams Foster Youth	Participation Rate of Foster Youth taking an AP Exam (2023 College Board Report): 1 student	Participation Rate of Foster Youth taking an AP Exam (2024 College Board Report): 3 students Increased by 2 Students		Participation Rate of Foster Youth taking an AP Exam (2026 College Board Report): 14 students Increase by 5 students	Increased by 2 Students
73	Participation Rate on AP Exams Students with Disabilities	Participation Rate of Students with Disabilities taking an AP Exam (2023 College Board Report): 20 students	Participation Rate of Students with Disabilities taking an AP Exam (2024 College Board Report): 12 students Decreased by 8 Students		Participation Rate of Students with Disabilities taking an AP Exam (2026 College Board Report): 40 students Increase by 7 students	Decreased by 8 Students
74	AP Course Enrollment All Students	Percent of All Students enrolled in an AP Course (2023, Aeries): 21.6 %	Percent of All Students enrolled in an AP Course (Aeries, 2024-25 - April): 23.1% Increased by 1.5%		Percent of All Students enrolled in an AP Course (2026, Aeries): 24.6% Increase by 1%	Increased by 1.5%
75	AP Course Enrollment Hispanic	Percent of Hispanic Students enrolled in an AP Course (2023, Aeries): 18.9%	Percent of Hispanic Students enrolled in an AP Course (Aeries, 2024-25 - April): 20.1% Increased by 1.2%		Percent of Hispanic Students enrolled in an AP Course (2026, Aeries): 21.9% Increase by 1%	Increased by 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
76	AP Course Enrollment Asian	Percent of Asian Students enrolled in an AP Course (2023, Aeries): 49.6%	Percent of Asian Students enrolled in an AP Course (Aeries, 2024-25 - April): 46.2% Decreased by 3.4%		Percent of Asian Students enrolled in an AP Course (2026, Aeries): 52.6% Increase by 1%	Decreased by 3.4%
77	AP Course Enrollment African American	Percent of African American Students enrolled in an AP Course (2023, Aeries): 16.3%	Percent of African American Students enrolled in an AP Course (Aeries, 2024-25 - April): 18.6% Increased by 2.3%		Percent of African American Students enrolled in an AP Course (2026, Aeries): 19.3% Increase by 1%	Increased by 2.3%
78	AP Course Enrollment White	Percent of White Students enrolled in an AP Course (2023, Aeries): 26.7%	Percent of White Students enrolled in an AP Course (Aeries, 2024-25 - April): 29.2% Increased by 2.5%		Percent of White Students enrolled in an AP Course (2026, Aeries): 29.7% Increase by 1%	Increased by 2.5%
79	AP Course Enrollment English Learners	Percent of English Learners enrolled in an AP Course (2023, Aeries): 4.1%	Percent of English Learner Students enrolled in an AP Course (Aeries, 2024-25 - April): 7.7% Increased by 3.6%		Percent of English Learners enrolled in an AP Course (2026, Aeries): 7.1% Increase by 1%	Increased by 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
80	AP Course Enrollment Socioeconomically Disadvantaged (Low-Income)	Percent of Socioeconomically Disadvantaged (Low-Income) Students enrolled in an AP Course (2023, Aeries): 18.6%	Percent of Socioeconomically Disadvantaged Students enrolled in an AP Course (Aeries, 2024-25 - April):19.8% Increased by 1.2%		Percent of Socioeconomically Disadvantaged (Low-Income) Students enrolled in an AP Course (2026, Aeries): 21.6% Increase by 1%	Increased by 1.2%
81	AP Course Enrollment Foster Youth	Percent of Foster Youth enrolled in an AP Course (2023, Aeries): 2 students	To protect student privacy, data are suppressed if the cell size within a selected student population (cohort students) is 11 or less.		Percent of Foster Youth enrolled in an AP Course (2026, Aeries): 14 students Increase by 4 students	To protect student privacy, data are suppressed if the cell size within a selected student population (cohort students) is 11 or less.
82	AP Course Enrollment Students with Disabilities	Percent of Students with Disabilities enrolled in an AP Course (2023, Aeries): 26 students	Percent of Students with Disabilities enrolled in an AP Course (Aeries, 2024-25 - April): 29 students (2.0%) Increased by 3 students		Percent of Students with Disabilities enrolled in an AP Course (2026, Aeries): 52 students Increase by 9 students	Increased by 3 students
83	CA Dashboard Graduation Rate Indicator All Students	Dashboard Status (Fall 2023, CA Dashboard): 92.6% - High Status	Dashboard Status (Fall 2024, CA Dashboard):		Dashboard Status (Fall 2026, CA Dashboard):	Dashboard Change (Fall 2024, CA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Declined -1.5% Dashboard Performance: Yellow	94.5% - High Status Dashboard Change (Fall 2024, CA Dashboard): Increased by 1.9% Color/Status: Green		95.6% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Increase by 1% Color/Status: Blue Increase by 1%	Dashboard): Increased by 1.9%
84	CA Dashboard Graduation Rate Indicator American Indian	Dashboard Status (Fall 2023, CA Dashboard): 94.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased 12.3% Dashboard Performance: Green	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.		Dashboard Status (Fall 2026, CA Dashboard): 95.6% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Increase by 0.5% Color/Status: Blue Increase by 0.5%	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.
85	CA Dashboard Graduation Rate Indicator African American	Dashboard Status (Fall 2023, CA Dashboard): 94.1% - High Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 94.9% - High Status		Dashboard Status (Fall 2026, CA Dashboard): 95.6% - Very High Status	Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Maintained +0.1% Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.8% Color/Status: Green		Dashboard Change (Fall 2026, CA Dashboard): Increase by 0.5% Color/Status: Blue Increase by 0.5%	
86	CA Dashboard Graduation Rate Indicator Asian	Dashboard Status (Fall 2023, CA Dashboard): 94.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined 2.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 94.6 - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.1% Color/Status: Green		Dashboard Status (Fall 2026, CA Dashboard): 96% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Increase by 0.5% Color/Status: Blue Increase by 0.5%	Dashboard Change (Fall 2024, CA Dashboard): Maintained +0.1%
87	CA Dashboard Graduation Rate Indicator Filipino	Dashboard Status (Fall 2023, CA Dashboard): 98.4% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.6%	Dashboard Status (Fall 2024, CA Dashboard): 97.8% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -0.6%		Dashboard Status (Fall 2026, CA Dashboard): >+98.4% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintain or	Dashboard Change (Fall 2024, CA Dashboard): Maintained -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Blue	Color/Status: Blue		increase from prior year Color/Status: Blue	
88	CA Dashboard Graduation Rate Indicator Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 91.0% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined -2.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 94.4% - High Status Dashboard Change (Fall 2024, CA Dashboard): Increased +3.3% Color/Status: Green		Dashboard Status (Fall 2026, CA Dashboard): 95.5% - Very High Status Dashboard Change (Fall 2026, CA Dashboard):Increase by 1.5% Color/Status: Blue Increase by 1.5%	Dashboard Change (Fall 2024, CA Dashboard):Increased +3.3%
89	CA Dashboard Graduation Rate Indicator Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 100% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.0%	Dashboard Status (Fall 2024, CA Dashboard): 92.9% - High Dashboard Change (Fall 2024, CA Dashboard): Declined 7.1%		Dashboard Status (Fall 2026, CA Dashboard): 100% - Very High Status Dashboard Change (Fall 2026, CA Dashboard):	Dashboard Change (Fall 2024, CA Dashboard): Declined 7.1% Color/Status: No Performance Color due to size of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Blue	Color/Status: No Performance Color due to size of group less than 30 students.		Maintain from prior year Color/Status: Blue	group less than 30 students.
90	CA Dashboard Graduation Rate Indicator White	Dashboard Status (Fall 2023, CA Dashboard): 95.7% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.7% Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 95.1% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained -0.5% Color/Status: Blue		Dashboard Status (Fall 2026, CA Dashboard): >+95.7% - Very High Status Dashboard Change (Fall 2026, CA Dashboard): Maintain or increase from prior year Color/Status: Blue	Dashboard Change (Fall 2024, CA Dashboard): Maintained -0.5%
91	CA Dashboard Graduation Rate Indicator Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 98.1% - Very High Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 96.2% - Very High Status Dashboard Change (Fall		Dashboard Status (Fall 2026, CA Dashboard): >+98.1% - Very High Status Dashboard Change (Fall	Dashboard Change (Fall 2024, CA Dashboard): Declined 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased +2.1% Dashboard Performance: Blue	2024, CA Dashboard): Declined 2% Color/Status: Blue		2026, CA Dashboard): Maintain or increase from prior year Color/Status: Blue	
92	CA Dashboard Graduation Rate Indicator English Learners	Dashboard Status (Fall 2023, CA Dashboard): 81.0% - Medium Status Dashboard Change (Fall 2023, CA Dashboard): Maintained by -0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 84.5% - Medium Status Dashboard Change (Fall 2024, CA Dashboard): Increased 3.4% Color/Status: Green		Dashboard Status (Fall 2026, CA Dashboard): 87% Dashboard Change (Fall 2026, CA Dashboard): Increase 2% Color/Status: Green Increase by 2%	Dashboard Change (Fall 2024, CA Dashboard): Increased 3.4%
93	CA Dashboard Graduation Rate Indicator Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 91.4% - High Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 93.9% - High Status		Dashboard Status (Fall 2026, CA Dashboard): 94.4% Dashboard Performance (Fall	Dashboard Performance (Fall 2024, CA Dashboard): Increased 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Declined -1.8% Dashboard Performance: Yellow	Dashboard Performance (Fall 2024, CA Dashboard): Increased 2.5% Color/Status: Green		2026, CA Dashboard): Increase by 1% Color/Status: Green Increase by 1%	
94	CA Dashboard Graduation Rate Indicator Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 78.0% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined by -5.0% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 84.5% - High Status Dashboard Change (Fall 2024, CA Dashboard): Increased 6.4% Color/Status: Green		Dashboard Status (Fall 2026, CA Dashboard): 84% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increase 2% Color/Status: Green Increase by 2%	Dashboard Change (Fall 2024, CA Dashboard): Increased 6.4%
95	CA Dashboard Graduation Rate Indicator Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 81.5% - Medium Status	Dashboard Status (Fall 2024, CA Dashboard): 76% - Low Status		Dashboard Status (Fall 2026, CA Dashboard): 87% - Medium Status	Dashboard Change (Fall 2024, CA Dashboard): Declined 5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Increased by +23.4% Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Declined 5.5% Color/Status: Orange		Dashboard Change (Fall 2026, CA Dashboard): Increase 2% Color/Status: Green Increase by 2%	
96	CA Dashboard Graduation Rate Indicator Students with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 85.0% Dashboard Change (Fall 2023, CA Dashboard): Maintained -0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 83.8% - Low Status Dashboard Change (Fall 2024, CA Dashboard): Declined 1.2% Color/Status: Orange		Dashboard Status (Fall 2026, CA Dashboard): 91% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Increase 2% Color/Status: Green Increase by 2%	Dashboard Change (Fall 2024, CA Dashboard): Declined 1.2%
97	Advanced Placement (AP) All Students	Advanced Placement (AP) - Students completing AP exams with 3 or higher	Advanced Placement (AP) - Students completing AP		Advanced Placement (AP) - Students completing AP	Increase by 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(College Board, 2022-23): 56.0%	exams with 3 or higher (College Board, 2023-24): 58% Increase by 2.0%		exams with 3 or higher (College Board, 2026-27): 62.5% Increase by 2.5%	
98	International Baccalaureate (IB) All Students	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2022-23): 51%	International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2023-24): 56.0%		International Baccalaureate (IB) - Students completing IB exams with 4 or higher (IB, 2026-27): 58.5% Increase by 2.5%	Decreased by 2.0%
99	High School 4 Year Adjusted Cohort Dropout Rate All Students	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 3.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 3.1% Decreased by 0.5%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 2.1% Decrease 0.5%	Decreased by 0.5%
100	High School 4 Year Adjusted Cohort Dropout Rate American Indian	High School 4 Year Adjusted Cohort Dropout Rate	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if		High School 4 Year Adjusted Cohort Dropout	To protect student privacy, data are suppressed on the CA Dashboard Student Groups if

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(DataQuest, 2022-23): 5.9%	the cell size within a selected student population (cohort students) is 11 or less.		Rate (DataQuest, 2026-27): 2.9% Decrease by 1%	the cell size within a selected student population (cohort students) is 11 or less.
101	High School 4 Year Adjusted Cohort Dropout Rate African American	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 2.1%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 3.1% Increased by 1.0%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 1.6% Decrease 0.5% or Maintain	Increased by 1.0%
102	High School 4 Year Adjusted Cohort Dropout Rate Asian	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 1.8% Increased by 0.2%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	Increased by 0.2%
103	High School 4 Year Adjusted Cohort Dropout Rate Filipino	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 0% No Increase or Decrease.		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	No Increase or Decrease.
104	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout		High School 4 Year Adjusted Cohort Dropout	Decreased by 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic	(DataQuest, 2022-23): 4.8%	Rate (DataQuest, 2024-25): 3.4% Decreased by 1.4%		Rate (DataQuest, 2026-27): 3.0% Decrease 0.6%	
105	High School 4 Year Adjusted Cohort Dropout Rate Pacific Islander	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 7.1% Increased 7.1%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	Increased 7.1%
106	High School 4 Year Adjusted Cohort Dropout Rate White	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 1.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 2.5% Increased by 0.6%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	Increased by 0.6%
107	High School 4 Year Adjusted Cohort Dropout Rate Multiple Races/2 or More	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 0%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 0% No Increase or Decrease.		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): Maintain or decrease from the prior year.	No Increase or Decrease.
108	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout		High School 4 Year Adjusted Cohort Dropout	Decreased by 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged (Low-Income)	(DataQuest, 2022-23): 4.3%	Rate (DataQuest, 2024-25): 3.6% Decreased by 0.1%		Rate (DataQuest, 2026-27): 2.8% Decrease 0.5%	
109	High School 4 Year Adjusted Cohort Dropout Rate English Learners	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 12.3%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 9.2% Decrease by 3.1%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 6.3% Decrease 2%	Decrease by 3.1%
110	High School 4 Year Adjusted Cohort Dropout Rate Homeless Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 14.8%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 10.3% Decreased by 4.5%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 8.8% Decrease 2%	Decreased by 4.5%
111	High School 4 Year Adjusted Cohort Dropout Rate Foster Youth	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2022-23): 13.6%	High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2024-25): 17.4% Increased by 3.8%		High School 4 Year Adjusted Cohort Dropout Rate (DataQuest, 2026-27): 7.6% Decrease 2%	Increased by 3.8%
112	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout Rate	High School 4 Year Adjusted Cohort Dropout		High School 4 Year Adjusted Cohort Dropout	Decreased by 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students with Disabilities	(DataQuest, 2022-23): 4.1%	Rate (DataQuest, 2024-25): 1.7% Decreased by 2.4%		Rate (DataQuest, 2026-27): 2.5% Decrease 0.5% or Maintain	
113	Middle School Dropout Rate All Students	Middle School Rate (CALPADS, 2022-23): 0.20%	Middle School Rate (CALPADS, 2023-24): 0.0019%		Middle School Rate (CALPADS, 2026-27): 0.05% Decrease 0.05	Decreased by 0.1981%
114	CA Dashboard College/Career Indicator All Students	All Students prepared for college (Fall 2023, CA Dashboard): 41.2% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2024, CA Dashboard): 45.6% - Status - High Dashboard Change: Increased 4.3% Dashboard Performance (Fall 2024, CA Dashboard): Color - Green		Dashboard Status (Fall 2026, CA Dashboard): 50.2% Dashboard Change (Fall 2026, CA Dashboard): +3 % Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 3%	Dashboard Change (Fall 2024, CA Dashboard): Increased 4.3%
115	CA Dashboard College/Career Indicator	Students prepared for college (Fall 2023, CA Dashboard): 47.1%	To protect student privacy, data are suppressed on the		Dashboard Status (Fall 2026, CA	To protect student privacy, data are suppressed on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	American Indian	Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.		Dashboard): 53.1% Dashboard Change (Fall 2026, CA Dashboard): +2% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 2%	CA Dashboard Student Groups if the cell size within a selected student population (cohort students) is 11 or less.
116	CA Dashboard College/Career Indicator African American	Students prepared for college (Fall 2023, CA Dashboard): 35.5% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2024, CA Dashboard): 38.5% - Status - Medium Dashboard Change: Increased 3% Dashboard Performance (Fall 2024, CA Dashboard): Color - Green		Dashboard Status (Fall 2026, CA Dashboard): 44.5% Dashboard Change (Fall 2026, CA Dashboard): +3 % Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 3%	Dashboard Change (Fall 2024, CA Dashboard): Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
117	CA Dashboard College/Career Indicator Asian	Students prepared for college (Fall 2023, CA Dashboard): 69.0% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: High	Dashboard Status (Fall 2024, CA Dashboard): 81.8% - Status - Very High Dashboard Change: Increased 12.8% Dashboard Performance (Fall 2024, CA Dashboard): Color - Blue		Dashboard Status (Fall 2026, CA Dashboard): 70.2% Dashboard Change (Fall 2026, CA Dashboard): +0.4% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Very High - Blue Increase by 0.4%	Dashboard Change (Fall 2024, CA Dashboard): Increased 12.8%
118	CA Dashboard College/Career Indicator Filipino	Students prepared for college (Fall 2023, CA Dashboard): 68.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: High	Dashboard Status (Fall 2024, CA Dashboard): 77.8% - Status - Very High Dashboard Change: Increased 9.5% Dashboard Performance (Fall 2024, CA Dashboard): Color - Blue		Dashboard Status (Fall 2026, CA Dashboard): 70.1% Dashboard Change (Fall 2026, CA Dashboard): +0.6% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Very High - Blue	Dashboard Change (Fall 2024, CA Dashboard): Increased 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Increase by 0.6%	
119	CA Dashboard College/Career Indicator Hispanic	Students prepared for college (Fall 2023, CA Dashboard): 34.6% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard Status (Fall 2024, CA Dashboard): 40.6% - Status - Medium Dashboard Change: Increased 5.9% Dashboard Performance (Fall 2024, CA Dashboard): Color - Green		Dashboard Status (Fall 2026, CA Dashboard): 43.6% Dashboard Change (Fall 2026, CA Dashboard): +3 % Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 3%	Dashboard Change (Fall 2024, CA Dashboard): Increased 5.9%
120	CA Dashboard College/Career Indicator Pacific Islander	Students prepared for college (Fall 2023, CA Dashboard): 37.5% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2024, CA Dashboard): 50.0% - Status - Medium Dashboard Change: Increased 12.5% Dashboard Performance (Fall 2024, CA Dashboard): No Performance Color due to size		Dashboard Status (Fall 2026, CA Dashboard): 43.5% Dashboard Change (Fall 2026, CA Dashboard): +2% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 2%	Dashboard Change (Fall 2024, CA Dashboard): Increased 12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of group less than 30 students.			
121	CA Dashboard College/Career Indicator White	Students prepared for college (Fall 2023, CA Dashboard): 54.9% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Medium	Dashboard Status (Fall 2024, CA Dashboard): 56.7% - Status - Medium Dashboard Change: Increased 1.5% Dashboard Performance (Fall 2024, CA Dashboard): Color - Green		Dashboard Status (Fall 2026, CA Dashboard): 57.9% Dashboard Change (Fall 2026, CA Dashboard): +1% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Medium - Green Increase by 1%	Dashboard Change (Fall 2024, CA Dashboard): Increased 1.5%
122	CA Dashboard College/Career Indicator Multiple Races/2 or More	Students prepared for college (Fall 2023, CA Dashboard): 63.5% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2024, CA Dashboard): 58.8 - Status - Medium Dashboard Change: Declined 4.6% Dashboard Performance (Fall 2024, CA Dashboard):		Dashboard Status (Fall 2026, CA Dashboard): 76.6% Dashboard Change (Fall 2026, CA Dashboard): +2.2% Dashboard Performance (Fall 2026, CA Dashboard):	Dashboard Change (Fall 2024, CA Dashboard): Declined 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Color - Yellow		Color/Status: Very High - Blue Increase by 2.2%	
123	CA Dashboard College/Career Indicator English Learners	Students prepared for college (Fall 2023, CA Dashboard): 5.7% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2024, CA Dashboard): 10.3% - Status - Low Dashboard Change: Increased 4.5% Dashboard Performance (Fall 2024, CA Dashboard): Color - Yellow		Dashboard Status (Fall 2026, CA Dashboard): 17.7% Dashboard Change (Fall 2026, CA Dashboard): +4% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Yellow Increase by 4%	Dashboard Change (Fall 2024, CA Dashboard): Increased 4.5%
124	CA Dashboard College/Career Indicator Socioeconomically Disadvantaged (Low-Income)	Students prepared for college (Fall 2023, CA Dashboard): 33.4% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard Status (Fall 2024, CA Dashboard): 39.4 - Status - Medium Dashboard Change: Increased 5.8% Dashboard Performance (Fall		Dashboard Status (Fall 2026, CA Dashboard): 42.4% Dashboard Change (Fall 2026, CA Dashboard): +3% Dashboard Performance (Fall	Dashboard Change (Fall 2024, CA Dashboard): Increased 5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024, CA Dashboard): Color - Green		2026, CA Dashboard): Color/Status: Medium - Green Increase by 3%	
125	CA Dashboard College/Career Indicator Homeless Youth	Students prepared for college (Fall 2023, CA Dashboard): 13.0% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Low	Dashboard Status (Fall 2024, CA Dashboard): 23.7% - Status - Low Dashboard Change: Increased 10.7% Dashboard Performance (Fall 2024, CA Dashboard): Color - Yellow		Dashboard Status (Fall 2026, CA Dashboard): 22.0% Dashboard Change (Fall 2026, CA Dashboard): +3% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Orange Increase by 3%	Dashboard Change (Fall 2024, CA Dashboard): Increased 10.7%
126	CA Dashboard College/Career Indicator Foster Youth	Students prepared for college (Fall 2023, CA Dashboard): 13.6% Dashboard Change (2023 Dashboard reported Status only)	Dashboard Status (Fall 2024, CA Dashboard): 20.8% - Status - Low		Dashboard Status (Fall 2026, CA Dashboard): 22.6% Dashboard Change (Fall 2026, CA Dashboard): +3%	Dashboard Change (Fall 2024, CA Dashboard): Increased 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Low	Dashboard Change: Increased 7.2% Dashboard Performance (Fall 2024, CA Dashboard): Color - Yellow		Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Orange Increase by 3%	
127	CA Dashboard College/Career Indicator Students with Disabilities	Students prepared for college (Fall 2023, CA Dashboard): 4.3% Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Dashboard Status (Fall 2024, CA Dashboard): 8.8% - Status - Very Low Dashboard Change: Increased 4.5% Dashboard Performance (Fall 2024, CA Dashboard): Color - Orange		Dashboard Status (Fall 2026, CA Dashboard): 16.3% Dashboard Change (Fall 2026, CA Dashboard): +4% Dashboard Performance (Fall 2026, CA Dashboard): Color/Status: Low - Yellow Increase by 4%	Dashboard Change (Fall 2024, CA Dashboard): Increased 4.5%
128	Students completing CTE Pathway by the end of 12th grade.	Percentage of students completing CTE Pathway by end of 12th grade year. (CA	Percentage of students completing CTE Pathway by end of		Percentage of students completing CTE Pathway by end of	Increased by 5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All Students	Dashboard - College & Career Measures Report, 2023): 6.7%	12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 12.5% Increased by 5.8%		12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.7% Increase by 2%	
129	Students completing CTE Pathway by the end of 12th grade. American Indian	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 5.9%	This student group consists of 1-10 students which is below the minimum size for any reporting.		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.2% Increase by 2%	This student group consists of 1-10 students which is below the minimum size for any reporting.
130	Students completing CTE Pathway by the end of 12th grade. African American	Percentage of students CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 12.6%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7%	Increased by 8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increased by 8.9%		Increase by 2%	
131	Students completing CTE Pathway by the end of 12th grade. Asian	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 7.1%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 11.7% Increased by 4.6%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 10.1% Increase by 1%	Increased by 4.6%
132	Students completing CTE Pathway by the end of 12th grade. Filipino	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 9.5%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 11.1% Increased by 1.6%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.5% Increase by 1%	Increased by 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
133	Students completing CTE Pathway by the end of 12th grade. Hispanic	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 12.2% Increased by 5.9%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.3% Increase by 2%	Increased by 5.9%
134	Students completing CTE Pathway by the end of 12th grade. Pacific Islander	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 14.3% Increased by 14.3%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 6.0% Increase by 2%	Increased by 14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
135	Students completing CTE Pathway by the end of 12th grade. White	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 8.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 14.8% Increased by 6.1%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 11.7% Increase 1%	Increased by 6.1%
136	Students completing CTE Pathway by the end of 12th grade. Multiple Races/2 or More	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 5.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 7.7% Increased by 2.0%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	Increased by 2.0%
137	Students completing CTE Pathway by the end of 12th grade. English Learners	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.3%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.3%	Increased by 4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CTE Pathway Completion Report , 2024): 7.3% Increased by 4.0%		Increase by 2%	
138	Students completing CTE Pathway by the end of 12th grade. Socioeconomically Disadvantaged (Low-Income)	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.4%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report, 2024): 11.7% Increased by 5.3%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.4% Increase by 2%	Increased by 5.3%
139	Students completing CTE Pathway by the end of 12th grade. Homeless Youth	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 1.0%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 7.8% Increased by 6.8%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 10% Increase by 3%	Increased by 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
140	Students completing CTE Pathway by the end of 12th grade. Foster Youth	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 3.7%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 8.0% Increased by 4.3%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 9.7% Increase by 2%	Increased by 4.3%
141	Students completing CTE Pathway by the end of 12th grade. Students with Disabilities	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - College & Career Measures Report, 2023): 6.8%	Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - Met UC/CSU Requirements and CTE Pathway Completion Report , 2024): 10.7% Increased by 3.9%		Percentage of students completing CTE Pathway by end of 12th grade year. (CA Dashboard - CCI Details Report, 2026): 12.8% Increase by 2%	Increased by 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
142	Percentage of students enrolled in a CTE Course African American	Percentage of African American Students Enrolled in CTE Course (Aeries, 2023): 7%	Percentage of African American Students Enrolled in CTE Course (Aeries, 2024-25 - April): 7.0% No increase or decrease		Percentage of African American Students Enrolled in CTE Course (Aeries, 2026): 8.5% Increase by 0.5%	No increase or decrease
143	Percentage of students enrolled in a CTE Course Asian	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2023): 4%	Percentage of Asian Students Enrolled in CTE Course (Aeries, 2024-25 - April): 6.0% Increased 2.0%		Percentage of Asian Students Enrolled in CTE Course (Aeries, 2026): 5.5% Increase by 0.5%	Increased 2.0%
144	Percentage of students enrolled in a CTE Course Hispanic	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2023): 66%	Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2024-25 - April): 63.7% Decreased 2.3%		Percentage of Hispanic Students Enrolled in CTE Course (Aeries, 2026): 72% Increase by 2%	Decreased 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
145	Percentage of students enrolled in a CTE Course White	Percentage of White Students Enrolled in CTE Course (Aeries, 2023): 20%	Percentage of White Students Enrolled in CTE Course (Aeries, 2024-25 - April): 19.5% Decreased 0.5%		Percentage of White Students Enrolled in CTE Course (Aeries, 2026): 21.5% Increase by 0.5%	Decreased 0.5%
146	Percentage of students enrolled in a CTE Course English Learners	Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2023): 10%	Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2024-25 - April): 8.6% Decreased 1.4%		Percentage of English Learner Students Enrolled in CTE Course (Aeries, 2026): 16% Increase by 2%	Decreased 1.4%
147	Percentage of students enrolled in a CTE Course Socioeconomically Disadvantaged (Low-Income)	Percentage of Socioeconomically Disadvantaged (Low-Income) Students Enrolled in CTE Course (Aeries, 2023): 74%	Percentage of Socioeconomically Disadvantaged Students Enrolled in CTE Course (Aeries, 2024-25 - April): 69.9% Decreased 4.1%		Percentage of Socioeconomically Disadvantaged (Low-Income) Students Enrolled in CTE Course (Aeries, 2026): 77% Increase by 1%	Decreased 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
148	Percentage of students enrolled in a CTE Course Foster Youth	Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2023):1%	Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2024-25 - April): 0.6% decreased 0.4%		Percentage of Foster Youth Students Enrolled in CTE Course (Aeries, 2026): 4% Increase by 1%	Decreased 0.4%
149	Percentage of students enrolled in a CTE Course Students with Disabilities	Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2023): 12%	Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2024-25 - April): 11.0% Decreased 1.0%		Percentage of Students with Disabilities Enrolled in CTE Course (Aeries, 2026): 72% Increase by 0.5%	Decreased 1.0%

Goal Analysis [2024-25]

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

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

2.1a Professional Learning to support College and Career Readiness

Implementation, Substantive Changes, Challenges, & Successes: Partially Implemented

School counselors and leaders participated in professional learning and conferences to expand their knowledge and understanding of research-based practices including, applying academic achievement strategies, managing emotions, applying interpersonal skills, and planning for postsecondary options. However, the number of professional learning opportunities available were impacted by the challenges we experience with our current limits on the number of substitutes and the large amount of professional learning implemented across all divisions and departments.

2.1b School Counseling Support
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
All secondary students have been provided ongoing comprehensive school counseling supports to strengthen relationships with students and families and address barriers to student attendance, school connectedness, and academic achievement.

2.1c College Career Guidance Alignment
Implementation, Substantive Changes, Challenges, & Successes: Partially Implemented
School counselors and leaders from all 5 comprehensive high schools participated in professional learning with Orenda. More specifically, school counselors and leaders learn how to establish guidance alignment progress monitoring practices to increase effectiveness in intervening for students who are not on track for graduation. The challenges to implementation have been procedural hurdles to develop the data tools for this school year. However, the tools will be set to roll out for the 2025-26 school year as this is part of a three year initiative.

2.1d Parent and Student College Career Ready Workshops
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Collaboration between departments and schools took place to strategically deliver services to students. The College and Career Readiness program along with school counselors and the Family Resource Center held a mega resource event for students and families that focused on higher education and community resources. Partnerships with local colleges and universities continue to support site counselors in the delivery of services related to academic and career allowing them to address the social-emotional needs of students to ensure a well rounded approach to student success.

2.2a Credit Recovery
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Each high school site was provided additional staffing and funding to provide direct instructional supports and credit recovery courses allowing students to remain at their comprehensive school sites and ensure on-track graduation.

2.2b Dropout Prevention
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
The Dropout Prevention Specialist met with over 500 students and their families to create a plan of support to address dropout concerns. Support plans included academic and social-emotional support for students. In addition, parents also received coaching on how to: build strong communication with teachers, create supportive home environments, and actively engage in their child's learning, while also encouraging resilience and positive self-talk.

2.2c Expanded Summer Programs for High School Students
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Twenty days of instruction were provided to rising 9th through 12th graders during the month of June for the purposes of credit recovery, grade recovery, and acceleration. Approximately 3,000 students were enrolled. Planning for the 2025 summer school sessions are in their final stages.

Summer school course requests in April 2024 were 7,450. As of April 2025, there have been 8,350 requests representing an increase of 12% year over year in student summer school requests in A-G and graduation requirement courses. The increase in course requests can be

partially attributed to opening up the Ethnic Diversity graduation requirement courses for rising 9th graders. Additionally, an advertising campaign was developed and implemented explaining summer school benefits for rising 9th graders.

2.3a Career Technical Education (CTE) Pathway

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

RUSDs CTE program provides support and programming to students Kindergarten through twelfth grades. Students in elementary, middle, and high school are provided career exploration opportunities through the Pathful, Inc platform, virtual speakers, and career days. Middle school has 13 CTE pathways while high school has 45 pathways in 26 unique programs across 13 industry sectors. This year was the first year of initial implementation of the intra-school CTE program where students can take a CTE pathway offered at a school that is not their school of residence. This intra-school CTE program increases access to CTE across the District. One challenge experienced with the intra-school program is that students didn't really understand that the offerings were semester-long courses that would meet every week for several hours in the afternoon/early evening. Adjustments to communication are being made to address this challenge. There were also facilities improvements at Arlington, Martin Luther King, and Poly High Schools. Additional facility improvements are planned for North, Ramona, and Poly High Schools. The new CTE welding program is in the planning and approval stage with its inaugural class anticipated beginning in the 2026-27 school year.

2.3b Dual Enrollment Course Offerings

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Transferable pathway course offerings continue to be offered virtually and in-person at five comprehensive high schools and Riverside Virtual School. One difference in this implementation was the offering of two additional sections to alternative education for the first time. Additionally, two Nursing pathways continue to also be offered at Ramona and Arlington which consist of both virtual and in-person formats. In previous years, we faced challenges with being able to bus nursing students to Riverside City College for lecture and labs along with the increase of cost for textbooks and materials. High school counseling departments are also facing the challenge of assisting students with the enrollment process as the program has grown at a fast rate that one-on-one assistance is almost impossible. The success seen this year is that all these challenges were able to be addressed through a grant that covered many of the costs and we were also able to hire District-level staff that assist sites daily with students.

2.3c International Baccalaureate (IB) Program

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

North High School provides a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students. Informational meetings for enrollment were held in early December and were well attended. Applications for enrollment were completed and acceptances were announced to families January 10th for 2025-26 school year.

IB teachers are targeting students for outreach and academic enrichment in Husky Hour (office hours) to work to prepare students for exams. IB teachers participated in professional learning in Math, Biology, Internal Assessment for Economics, Music, Creativity Activity and Service components.

2.3d Advanced Placement (AP) Course Offerings & Exams

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Barriers were removed for any student wanting to take AP exams by providing exam fees for students. Additionally, targeted outreach and support was provided to all AP students during office hours and/or afterschool tutoring sessions.

2.3e Seal of Biliteracy Pathway
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
RUSD promotes multilingualism/multiliteracy skills by providing a Dual Language Immersion (DLI) program at 6 elementary schools, 3 middle schools, and 2 high schools. The robust DLI program provided is key to supporting students in attaining the Seal of Biliteracy and increasing students meeting the College and Career Indicator through the Seal of Biliteracy Pathway. Additionally, focused teacher professional learning was provided to support student success in AP Spanish courses and student passing grades. Targeted middle school teacher professional learning was provided to increase the academic language required for the middle school AP Spanish course.

2.4a Advancement Via Individual Determination (AVID)
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
AVID is implemented at 17 elementary schools and all of the middle and high schools. Elementary AVID focuses on writing, inquiry, collaboration, organization, and reading (WICOR). In secondary schools, the focus in on college readiness and includes WICOR, engagement and partnerships, and college tours. Additionally, students are providing tutoring and mentorships.

2.4b Additional Targeted Supports for A-G Attainment
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Targeted academic support, including: tutoring, mentorships, college tours, family engagement, and early intervention is provided to African American (Heritage), Hispanic (Puente), and English Learner (Legacy) high school students to increase access to college-prep (A-G) courses.

2.4c A-G Awareness Campaigns
Implementation, Substantive Changes, Challenges, & Successes: Delayed Implementation
"Diploma Plus" college and career readiness campaigns are in the initial implementation planning phase and have been designed for middle school students and families (Including classroom presentation, digital flier, website, paper flier, worksheet, and student commitment survey). A focus group of 800 students from Chemawa completed the commitment survey with a 42% return rate.

2.4d Academic Planning for A-G Attainment
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
School counselors and guidance technicians supported students to increase A-G Attainment Academic Plans for all 9th through 12th grade students in the student information system (Aeries).

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

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

2.1a Professional Learning to Support College and Career Readiness:
Budgeted $324,548.00/Estimated Actual $292,092.00 (-10%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

2.1c College and Career Guidance Alignment:
Budgeted $72,476.00/Estimated Actual $44,910.00 (-38%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

2.1d Parent and Student College Career Ready Workshops:
Budgeted $248,298.00/Estimated Actual $323,298.00 (+30%)
Rationale: The material difference is due to extra costs of computers purchased for College and Career Readiness events.

2.3a Career Technical Education (CTE) Pathway:
Budgeted $7,174,136.00/Estimated Actual $5,939,493.00 (-17%)
Rationale: The material difference is due to CTE program expansions not completed this year.

2.3b Dual Enrollment Course Offerings:
Budgeted $145,000.00/Estimated Actual $43,252.00 (-70%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

2.3d Advanced Placement (AP) Course Offerings and Exams:
Budgeted $510,000.00/Estimated Actual $392,558.00 (-23%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

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

2.1a Professional Learning to support College and Career Readiness
Data Justification/Effectiveness of Action: Effective
Overall this action has been effective in supporting increases in the percent of students earning A, B, or C grades in high school especially for English Learners and Foster Youth as indicated by the data below:
English Language Arts:
All Students: 81.5%, which is an increase of 2.6%
Low-Income; 78.0%, which is an increase of 2.3%

English Learners: 65.8%, which is an increase of 6.7%
Foster Youth: 63.2%, which is an increase of 24.7%
Homeless: 71.6%, which is an increase of 2.8%
Students with disabilities:74.6%, which is an increase of 0%

Mathematics:
All Students: 81.7%, which is an increase of 4.1%
Low-Income; 79.3%, which is an increase of 4.7%
English Learners: 64.3%, which is an increase of 10.1%
Foster Youth: 70.8%, which is an increase of 33.3%
Homeless: 71.1%, which is an increase of 9.1%
Students with disabilities:71.3%, which is an decrease of 1%

On-Track for Graduation
Additionally, the percent of students on track to graduating as of January increased from last year in every student group as indicated below:
All Students: 87.8%, which is an increase of 4.5%
Low-Income; 85.9%, which is an increase of 5.0%
English Learners: 72.7%, which is an increase of 3.9%
Foster Youth: 90.0%, which is an increase of 22.4%
Homeless: 79.5%, which is an increase of 8.7%
Students with disabilities:83.7%, which is an increase of 2.8%

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

2.1b School Counseling Support
Data Justification/Effectiveness of Action: Effective
On Track for Graduation
Overall this action has been effective in supporting the percent of students on track to graduating. As of January, the percent increased from last year in every student group as indicated below:
All Students: 87.8%, which is an increase of 4.5%
Low-Income; 85.9%, which is an increase of 5.0%
English Learners: 72.7%, which is an increase of 3.9%
Foster Youth: 90.0%, which is an increase of 22.4%
Homeless: 79.5%, which is an increase of 8.7%
Students with disabilities:83.7%, which is an increase of 2.8%

Chronic Absenteeism
Additionally, progress monitoring as of March indicates chronic absenteeism has decreased for each student group:
All Students: 13.1%, which is an decrease of 5.7%

Low-Income; 14.1%, which is an decrease of 7.9%
English Learners: 16.5%, which is an decrease of 2.6%
Foster Youth: 25.7%, which is an decrease of 0.2%
Homeless: 20.2%, which is an decrease of 10.1%
Students with disabilities: which is an decrease of 4.4%"

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 58% of families (n = 865) indicated their child's school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families. 70% of students in grades 7-12 (n = 1,320) indicated their school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families. Lastly, 70% of staff (n = 1,082) agreed or strongly agreed that middle and high schools provide high-quality college and career guidance.

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

2.1c College Career Guidance Alignment
Data Justification/Effectiveness of Action: Effective
While the additional tools to progress monitor are not available for this year, the current progress monitoring tools indicate the percent of students on track to graduate (as of January) increased from last year in every student group as indicated below:

On Track for Graduation
All Students: 87.8%, which is an increase of 4.5%
Low-Income; 85.9%, which is an increase of 5.0%
English Learners: 72.7%, which is an increase of 3.9%
Foster Youth: 90.0%, which is an increase of 22.4%
Homeless: 79.5%, which is an increase of 8.7%
Students with disabilities: 83.7%, which is an increase of 2.8%

CA Dashboard
This action is also monitored annually to determine progress toward action objectives in increasing CA Dashboard outcomes.

2.1d Parent and Student College Career Ready Workshops
Data Justification/Effectiveness of Action: Effective
The number of supports to assist in the transition from high school to college enrollment decreased from the prior year. The two college fairs, one Higher Education Admissions Application Summit, 14 Cash for College financial aid application workshops continued to be offered this year. However, the middle school conference was not held. In previous years this conference focused on supporting students and parents of current 6th-8th grade students regarding (a) the transition to middle and high school and (b) college and career exploration.

2.2a Credit Recovery
Data Justification/Effectiveness of Action: Effective
On Track for Graduation
Overall this action has been effective in supporting the percent of students on track to graduate. As of January, the percent increased from last year in every student group as indicated below:

All Students: 87.8%, which is an increase of 4.5%
Low-Income; 85.9%, which is an increase of 5.0%
English Learners: 72.7%, which is an increase of 3.9%
Foster Youth: 90.0%, which is an increase of 22.4%
Homeless: 79.5%, which is an increase of 8.7%
Students with disabilities:83.7%, which is an increase of 2.8%

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 70% of families (n = 865) indicated their child receives numerous opportunities to recover course credits to stay on track for graduation. 58% of students in grades 7-12 (n = 1,320) indicated they receive numerous opportunities to recover course credits to stay on track for graduation. Lastly, 80% of staff (n = 1,082) agreed or strongly agreed that RUSD provides numerous opportunities for high school students to recover course credits and stay on track for graduation.

2.2b Dropout Prevention
Data Justification/Effectiveness of Action: Effective
On Track for Graduation
Overall this action has been effective in supporting the percent of students on track to graduate. As of January, the percent increased from last year in every student group as indicated below:

All Students: 87.8%, which is an increase of 4.5%
Low-Income; 85.9%, which is an increase of 5.0%
English Learners: 72.7%, which is an increase of 3.9%
Foster Youth: 90.0%, which is an increase of 22.4%
Homeless: 79.5%, which is an increase of 8.7%
Students with disabilities:83.7%, which is an increase of 2.8%

2.2c Expanded Summer Programs for High School Students
Data Justification/Effectiveness of Action: Effective
Overall, this action is effective in increasing the 2024 students graduating and the 2025 students on track for graduation. 58 courses were offered during the 2024 summer school sessions resulting in 97.8% of students earning credits and 47 additional 2024 graduates.

On Track for Graduation
Additionally, the percent of students on track to graduation as of January, increased from last year in every student group as indicated below:

All Students: 87.8%, which is an increase of 4.5%
Low-Income; 85.9%, which is an increase of 5.0%
English Learners: 72.7%, which is an increase of 3.9%
Foster Youth: 90.0%, which is an increase of 22.4%
Homeless: 79.5%, which is an increase of 8.7%
Students with disabilities:83.7%, which is an increase of 2.8%

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 62% of families (n = 865) agreed or strongly agreed that summer school provided an opportunity for my child to catch up / get ahead in their learning. 64% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that summer school provided an opportunity for them to catch up / get ahead in their learning. Lastly, 66% of staff (n = 1,082) agreed or strongly agreed that summer school provides opportunities for students to catch up / get ahead in their learning.

2.3a Career Technical Education (CTE) Pathway
Data Justification/Effectiveness of Action: Effective
Overall, the CTE offerings in RUSD are effective. The program enrollment demographics mirror those of the District, which has been a focus for staff. Additionally, the focus on increasing opportunities in CTE has helped to improve outcomes on the 2024 College and Career Indicator as shown in the data below:

College & Career Indicator Results
All Students: 45.6% Prepared, which is an increase of 4.3%
Low-Income; 39.4% Prepared, which is an increase of 5.8%
English Learners: 10.3% Prepared, which is an increase of 4.5%
Foster Youth: 20.8% Prepared, which is an increase of 7.2%
Homeless: 23.7% Prepared, which is an increase of 10.7%
Students with Disabilities: 8.8% Prepared, which is an increase of 4.5%

LCAP High School Student Focus Groups
The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad themes that emerged from this qualitative feedback were: (a) CTE classes make students feel prepared for careers, however, not many students want to pursue those pathways after high school, (b) students need more awareness of what CTE is and its benefits, and (c) students would like more CTE options (the most frequent request was for automotive).

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 46% of families (n = 865) agreed or strongly agreed their child has benefited from the Career Technical Education (CTE) pathways offered throughout middle and high school. 56% of students in grades 7-12 (n = 1,320) agreed or strongly agreed Career Technical Education (CTE) pathways offered at their school are teaching them job-related skills to immediately apply them after graduation. Lastly, 84% of staff (n = 1,082) agreed or strongly agreed that RUSD provides access to Career Technical Education.

2.3b Dual Enrollment Course Offerings
Data Justification/Effectiveness of Action: Effective
Overall, this action has been effective. The continued commitment to offer dual enrollment courses to all comprehensive high schools and expand to continuation schools has led to an increase of sections and enrollment. Two additional sections were offered to alternative education for the first time. Fall 2024 resulted with 679 grades earned, a 43.85% increase from the 472 grades earned in Fall 2023. The passing rate of a grade of C or better for Fall 2024 was 84%. Preliminary enrollment numbers indicated that Spring 2025 will produce 800 grades earned, resulting in an increase over the previous year. Additionally, expanding course offerings to Summer School 2025 at the comprehensive high schools will continue to prove effective in increasing the completion of College and Career Access Pathways (CCAP) courses for this and the coming year.

2.3c International Baccalaureate (IB) Program
Data Justification/Effectiveness of Action: Effective
The action was highly effective in increasing the enrollment and passing success of the program and its students as indicated by the data shown below:

Participation
174 students participated in the IB program in 2024-25, which is an increase of 15% from 2023-24.

IB Program Coursework
The percentage of students in IB who were successful in completing the rigorous IB coursework is detailed below:
All Students: 87%
African American: 81%
Foster Youth: 0 students enrolled
Homeless: 75%
Low-Income: 87%

On Track for Graduation
Additionally, the percentage of IB students on track for graduation is 98%, and the percentage on track for A-G is 48%.

2.3d Advanced Placement (AP) Course Offerings & Exams
Data Justification/Effectiveness of Action: Effective
The action was highly effective in increasing the enrollment and passing success of the program and its students as shown in the data below:

Participation
As of December 2024, there are 2,979 students registered for AP exams with a total of 5,179 exam registrations.

AP Coursework
The percentage of AP high school students successful in completing in AP course work:
All Students: 81%
African American: 77%

Foster Youth: 0 students enrolled
Homeless: 73%
Low-Income: 75%

On Track for Graduation
Additionally, the percentage of AP high school students on track for graduation is 100% and A-G completion is 33%.

2.3e Seal of Biliteracy Pathway
Data Justification/Effectiveness of Action: Effective
Dual Language Immersion (DLI) student grades are used to monitor progress toward achieving the Seal of Biliteracy. The overall grades suggest the action is effective. The courses being tracked for this purpose include seventh grade Pre-AP Spanish, eighth grade AP Spanish, and tenth grade AP Spanish. The state criteria follow a multi-path program, with AP Spanish serving as one component of this pathway.

Percent of Students Earning Grades A, B, or C:
All DLI Student: 85.36%
7th grade: 94.02%
8th grade: 91.34%
10th grade: 90.57%
Homeless: 0 students enrolled
Foster Youth: 0 students enrolled
Low-Income: 89.87%
Students with Disabilities (2 students): 87.5%
English Learners: 78.74%

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 58% of families (n = 865) agreed or strongly agreed by participating in the Dual Language Immersion (DLI) program, their child is on the way to becoming fluent in Spanish. 56% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that by participating in the DLI program, they are on the way to becoming fluent in Spanish. Lastly, 77% of staff (n = 1,082) agreed or strongly agreed that the District promotes multilingualism/multiliteracy by providing a robust Dual Language Immersion (DLI) program.

2.4a Advancement Via Individual Determination (AVID)
Data Justification/Effectiveness of Action: Effective
The action was highly effective resulting in increases in A-G with a completion rate of 93% and a graduation rate of 100%.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, listed below are the percent of respondents who agreed or strongly agreed that students have learned the following skills by participating in the Advancement Via Individual Determination (AVID) program:

Parents (n = 865):
Critical Thinking: 70%
Collaboration: 73%
Goal Setting: 70%

Students in Grades 5-12 (n = 1,320):
Critical Thinking: 37%
Collaboration: 39%
Goal Setting: 40%

Staff (1,082):
93% of staff agree or strongly agree that RUSD provides access to the AVID program.

2.4b Additional Targeted Supports for A-G Attainment
Data Justification/Effectiveness of Action: Effective
The action was effective resulting in increases in A-G and graduation rates.
95.52% of Heritage students are enrolled in A-G courses with an A-G completion rate of 56% and graduation rate of 94%.
27% of Legacy students are enrolled in A-G courses with an A-G completion rate of 48.04% and graduation rate of 83%.
Puente students have a 100% A-G completion rate and a 100% graduation rate.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 32% of families (n = 865) agreed or strongly agreed their child has benefited from targeted supports through the Heritage, Legacy, and Puente programs. 36% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that they have benefited from additional supports from one of the following programs: Heritage, Legacy, and Puente programs. Lastly, 65% of staff (n = 1,082) agreed or strongly agreed that RUSD provides high-quality targeted supports through the Heritage, Legacy, and Puente programs.

2.4c A-G Awareness Campaigns
Data Justification/Effectiveness of Action: Not Yet Implemented
The action is in the planning stages with full implementation to sites District-wide planned for 2025-26.

2.4d Academic Planning for A-G Attainment
Data Justification/Effectiveness of Action: Effective
The action was effective in increasing the number of students with completed A-G Attainment Academic Plans. As of April, 90% of the approximate 11,800 ninth through twelfth graders had completed plans.

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

Goal 2.1 Measuring and Reporting Results Table

- Due to an inconsistency in reporting last year, we added the following statement to the "Metric" column "by the end of 12th grade" for Metric #s 55-64 so that it aligns with the previous metrics above it (Metric #s 53-54).
- A data reporting error was corrected in Metric #65 “Baseline” column which reported the 2023 AP Exam Participation Rate as 46.2%. The correct value is 37%.
- A data reporting error was corrected in Metric #122 “Baseline” column which reported the 2023 CCI Indicator for 2 or More Races as 70.0%. The correct value is 63.5%.
- A data reporting error was corrected in Metric #s 83-86, 88, and 121. These metrics incorrectly identified “2024” as the year in the “Target for Year 3 Outcome” column. The year now accurately reflects “2026.”

2.1a Professional Learning to support College and Career Readiness

Planned Changes: Yes

Discussions have begun at the District-level to make adjustments to the professional learning system to allow for more opportunities for professional learning for the 2025-26 school year. Next year, Action 2.1a will receive an adjustment to its LCFF funding allocation to reallocated the following position: Administrator on Special Assignment.

2.1b School Counseling Support

Planned Changes: Yes

Sites will be able to start the 2025-26 year off with the requisite benchmark data for Guidance Alignment which will assist in evaluating the impact of the action items.

2.1c College Career Guidance Alignment

Planned Changes: Yes

There are no programmatic planned changes for next year. However, LCAP Action 2.1c has been revised to incorporate unexpended LREBG funds to account for the guidance and alignment contract.

2.1d Parent and Student College Career Ready Workshops

Planned Changes: Yes

There are no programmatic planned changes for next year. However, LCAP Action 2.1d will receive an adjustment to its LCFF funding allocation and Title I funding to account for the following position: Instructional Services Specialist.

2.2a Credit Recovery

Planned Changes: No

There are no planned changes for next year.

2.2b Dropout Prevention

Planned Changes: No

There are no planned changes for next year.

2.2c Expanded Summer Programs for High School Students
Planned Changes: Yes
Use of Orenda metrics and data gathering from LCAP Action 2.1c will provide better data for identifying students or groups of students targeted for enrollment in summer school for improvement of A-G and graduation requirements. This LCAP Action 2.2c has been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

2.3a Career Technical Education (CTE) Pathway
Planned Changes: Yes
The intra-school program enrollment, while low, provides students with the opportunity to participate in programs that are not on their home campus. The recruiting process is being revised to include a Parent Night for the families of students who have submitted their interest via each program's Google Form. Hosting an informational session for the parents should resolve the confusion about what the course is, how it benefits the student, and attendance and grading requirements. This LCAP Action 2.3a has been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action. In addition, LCAP Action 2.3a will receive an adjustment to its LCFF funding allocation to account for the CTE expansion, CTE student organizations, and Project Lead the Way. The Golden State Pathways grant will also support CTE programming in RUSD (2025-29).

2.3b Dual Enrollment Course Offerings
Planned Changes: No
The goal, actions, and metrics will remain the same for the 2025-26 year.

2.3c International Baccalaureate (IB) Program
Planned Changes: No
There are no planned changes for next year.

2.3d Advanced Placement (AP) Course Offerings & Exams
Planned Changes: No
The goal, actions, and metrics will remain the same for the 2025-26 year.

2.3e Seal of Biliteracy Pathway
Planned Changes: Yes
Although there are no planned programmatic changes for next year, LCAP Action 2.3e will receive an adjustment to its LCFF funding allocation to account for the DLI expansions described below:

(a) DLI Expansion at North High School (9th grade):
-New sections needed at North High School (.2)
-Two 9th grade courses, Spanish Biology and Spanish World History
-Zero Period for DLI participation in IB program

(b) DLI Expansion Ramona High School:

-12th grade Translation course (.2)
-Stipends for new high school teachers (3)

2.4a Advancement Via Individual Determination (AVID)
Planned Changes: Yes
There are no planned programmatic changes for next year. However, LCAP Action 2.4a will receive an adjustment to its LCFF funding allocation and Title I funding to account for site allocation adjustments and tutors.

2.4b Additional Targeted Supports for A-G Attainment
Planned Changes: Yes
There are no planned programmatic changes for next year. However, LCAP Action 2.4b will receive adjustment in its LCFF funding allocation and Title III funding to account for Legacy Program tutors and conferences.

2.4c A-G Awareness Campaigns
Planned Changes: Yes
The action is in the planning stages with full implementation to sites Districtwide planned for 2025-26.

2.4d Academic Planning for A-G Attainment
Planned Changes: No
There are no planned changes for next year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Professional Learning to Support College and Career Readiness	Develop school counselor and leader capacity to enhance the knowledge and understanding of research-based practices to help all students with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needed for students with Disabilities and English Learners. Research-based practices include the implementation of: • Applying academic achievement strategies. • Managing emotions and applying interpersonal skills. • Planning for postsecondary options. •	$327,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.1b	School Counseling Support	Provide comprehensive school counseling programs at middle and high schools to strengthen relationships with students and families and address barriers to student attendance, school connectedness, and academic achievement with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,905,222.00	Yes
2.1c	College Career Guidance Alignment	Provide collaboration time with site leaders, teacher leaders, and counselors focused on aligning and monitoring schoolwide practices to ensure student progress on key “on track” metrics for College and Career Readiness by student group with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities and to address the Differentiated Assistance needed for students with Disabilities and English Learners. Research consistently supports the significant benefits of teacher collaboration time for planning effective instruction, allowing teachers to share best practices, analyze student data, and collectively refine lesson plans, ultimately leading to improved student learning outcomes. LREBG funds ($146,132) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Indicator, % On Track for Graduation.	$218,608.00	Yes
2.1d	Parent and Student College Career Ready Workshops	Provide college and career ready workshops to support students and families with the transition from high school to college enrollment with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$309,574.00	Yes
2.2a	Credit Recovery	Provide strategic and intensive intervention at secondary schools to narrow the outcome gaps and increase opportunities for students to recover course credits with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school.	$1,429,467.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2b	Dropout Prevention	Monitor dropout rates and indicators to provide programming for students who need support for dropout prevention in grades 8-12, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities; and strengthen relationships with students and families.	$147,818.00	Yes
2.2c	Expanded Summer Programs for High School Students	Expand learning time for high school students to narrow learning gaps in course content standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English Learners, Foster Youth, Low-Income, and Students with Disabilities; student need will be identified through grades, course credits, and academic plan. Research consistently indicates that summer expanded learning opportunities (ELO), such as summer programs, can positively impact students' academic, social, and emotional development. These programs can help prevent summer learning loss, improve academic performance, and enhance social-emotional skills. LREBG funds ($2,505,120) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: % On Track for Graduation, # of Additional Graduates after Summer School, LCAP Surveys.	$3,601,467.00	Yes
2.3a	Career Technical Education (CTE) Pathway	Continue to design and expand RUSD Career Technical Education (CTE) programs, including advanced manufacturing, in partnership with Riverside County Office of Education (RCOE), higher education, and community partners to enhance implementation of CTE standards and pathways; provide additional courses and apprenticeship opportunities with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Evidence-based research indicated that career technical education positively impacts students by increasing graduation rates, engagement, and employability skills for a career. LREBG funds ($2,516,900) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: College Career Indicator, LCAP Surveys, LCAP High School Student Focus Groups.	$6,881,443.00	Yes
2.3b	Dual Enrollment Course Offerings	Increase Dual Enrollment participation and the number of courses completed at RUSD high schools to provide early college experiences for	$145,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.		
2.3c	International Baccalaureate (IB) Program	Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students with a priority on Low-Income students, Foster Youth, English Learners and Students with Disabilities.	$352,365.00	Yes
2.3d	Advanced Placement (AP) Course Offerings and Exams	Increase opportunities and remove barriers for students in Advanced Placement Courses to take the AP exam, including providing free exams, with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$448,815.00	Yes
2.3e	Seal of Biliteracy Pathway	Promote multilingualism/multiliteracy skills by providing a Dual Language Immersion program at elementary, middle, and high school levels, monitoring student academic and language progress and preparation for the Seal of Biliteracy with a priority on English Learners, Low-Income students, Foster Youth, and Students with Disabilities.	$14,985,751.00	Yes
2.4a	Advancement Via Individual Determination (AVID)	Increase A-G attainment through the implementation of elementary and secondary AVID and AVID Excel programs, which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,922,089.00	Yes
2.4b	Additional Targeted Supports for A-G Attainment	Provide student support programs to underrepresented students in grades 9-12 with targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American Students, English Learners, and Hispanic students. - Heritage Program (African American Students) - Legacy Program (English Learner Students) - Puente Program (Hispanic/Latino Students)	$1,136,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4c	A-G Awareness Campaigns	Develop and implement A-G awareness campaigns, enrollment activities and FAFSA completion plans at each high school and their feeder pattern elementary and middle schools.	$551,534.00	No
2.4d	Academic Planning for A-G Attainment	Develop and enter A-G Attainment Academic Plans for all 9th through 12th grade students in the Student Information System.	$183,845.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to continue increasing school connectedness for all students to improve student learning and well-being and narrow the outcome gaps between student groups. For example:

CA Dashboard Analysis
Chronic Absenteeism Rate
The status of all students is Medium (Yellow), while the status of Foster Youth, American Indian, and Pacific Islander students is Low (Orange).

23.7% of all students were chronically absent in 2022-23. However, 32.9% of American Indian, 34.8% of Pacific Islander students, 29.4% of Foster Youth, 41.2% of Homeless students, and 31.8% of Students with Disabilities are chronically absent.

Suspension Rate
The status of all students is High (Orange), while the status of Foster Youth is Very High (Red).

4.6% of all students were suspended at least one day in 2022-23. However, 7.5% of African American students, 6.7% of American Indian students, and 8.8% of Pacific Islander students were suspended at least one day. 12.7% of Foster Youth, 6.1% of Homeless students, and 7.1% of Students with Disabilities were considered suspended at least one day.

Educational Partner Input
RUSD values our parents and other educational partners as a vital part of the decision-making process. The District is proud to partner with many parent committees such as the Riverside Council Parent Teacher Association (RCPTA), District African American Parent Advisory Committee (DAAPAC), Special Education Community Advisory Committee (SECAC), District English Language Advisory Council (DELAC),

RUSD Equity Task Force, and the LCAP Parent Advisory Committee. School sites partner with their own Parent Advisory Committees (PAC), and School Site Councils (SSC). These groups have continued to be an important part of the decision-making process in RUSD as they issue their comments, concerns and suggestions to the LCAP Director when they receive their annual LCAP update.

Important input from students, family and staff are captured by the Culture and Climate Survey (Panorama) which is conducted each year in the spring. The analysis of the school Culture and Climate Survey indicated a clear need to continue increasing school connectedness for all students.

Student Responses
- Sense of Belonging - 39% Favorable as compared to 37% in 2023-24 (National Average for similar schools is 55th Percentile)
- Engagement - 26% Favorable as compared to 26% in 2023-24 (National Average for similar schools is 50th Percentile)
- School Safety - 58% Favorable as compared to 56% in 2022-23 (National Average is 55th Percentile)

Family Responses
- Barriers to Engagement - 82% Favorable as compared to 79% in 2022-23 (National Average is 83%)

Staff Responses
- School Safety - 70% Favorable as compared to 58% in 2022-23 (No national data set as this is a new topic for staff) During the LCAP development process, educational partners identified the need for:
- More support and parent resources for Low-Income families.
- Increased communication with more regular updates and the use of text messages.
- Increased opportunities for parent involvement.
- Continued and increased access to music, the arts, clubs and activities for students available to all grades.
- Continued and increased support for social-emotional learning, mental health, counseling, and behavioral support.
- Professional development for equitable behavior strategies and classroom management.
- Increased supervision during recess, passing periods, and of bathrooms.
- Consistency in disciplinary practices.
- Continued support to address chronic absenteeism.
- Professional development opportunities on inclusivity, diversity, and equity.

This goal was developed in response to the needs identified through data analysis and input from educational partners to increase school connectedness across the District.

To address these needs, it has been determined that our LCAP will include:
- Family Resource Center and its family connections.
- Fostering strong connections through communication.
- Professional learning to support behavior and social-emotional learning.
- Professional learning to support diversity and inclusive practices.
- Close attendance monitoring and home visits.
- Positive Behavior Supports and disciplinary practices.

- Restorative Practices.
- Additional behavior and social-emotional support for students with intense needs.
- Foster Youth case management.
- Arts, athletics, clubs, and activities to increase school connectedness.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
150	Average % of teachers implementing strategies learned at professional development	Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	Level 4- Initial Implementation (LCAP Local Indicator Rubric) - 80% of Teachers		Level 4 - Full Implementation (LCAP Local Indicator Rubric) - 80% of Teachers	No Change
151	CA Dashboard Chronic Absenteeism Indicator All Students	Chronic Absenteeism (K-8) 23.7% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.6% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 18.8% - High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 4.9% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 11.7% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4% Dashboard Performance: Green Decrease by 4%	Dashboard Change (Fall 2024, CA Dashboard): Decreased by 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
152	CA Dashboard Chronic Absenteeism Indicator American Indian	Chronic Absenteeism (K-8) 32.9% Very High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 9.1% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 26.3% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Decreased by 6.6% Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 14.9% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Yellow Decrease by 6%	Dashboard Change (Fall 2024, CA Dashboard): Decreased by 6.6%
153	CA Dashboard Chronic Absenteeism Indicator Asian	Chronic Absenteeism (K-8) 10.5% High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.1% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 10.3% - High Status Dashboard Change (Fall 2024, CA Dashboard): Maintained by -0.3% Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 4.5% - Low Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2% Dashboard Performance: Green Decrease by 2%	Dashboard Change (Fall 2024, CA Dashboard): Maintained by -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
154	CA Dashboard Chronic Absenteeism Indicator Filipino	Chronic Absenteeism (K-8) 9.4% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.1% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 6.0% - Low Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 3.4% Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 3.4% - Low Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2% Dashboard Performance: Green Decrease by 2%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 3.4%
155	CA Dashboard Chronic Absenteeism Indicator Hispanic	Chronic Absenteeism (K-8) 25.9% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 20.4% - High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 5.5% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 10.9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 5% Dashboard Performance: Green Decrease by 5%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
156	CA Dashboard Chronic Absenteeism Indicator Pacific Islander	Chronic Absenteeism (K-8) 34.8% Very High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.4% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 32.1% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 2.7% Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 16.8% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Yellow Decrease by 6%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 2.7%
157	CA Dashboard Chronic Absenteeism Indicator White	Chronic Absenteeism (K-8) 17.2% High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 12.9% - High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 4.3% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 8.2% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 3% Dashboard Performance: Green Decrease by 3%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
158	CA Dashboard Chronic Absenteeism Indicator Multiple Races/2 or More	Chronic Absenteeism (K-8) 21.0% High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 3.4% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 16% - High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 4.9% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4% Dashboard Performance: Green Decrease by 4%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 4.9%
159	CA Dashboard Chronic Absenteeism Indicator English Learners	Chronic Absenteeism (K-8) 23.9% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 4.9% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 19.1% - High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 4.8% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 11.9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 4% Dashboard Performance: Green Decrease by 4%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
160	CA Dashboard Chronic Absenteeism Indicator Socioeconomically Disadvantaged (Low-Income)	Chronic Absenteeism (K-8) 27.2% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.0% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 22.0% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 5.2% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 12.2% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 5% Dashboard Performance: Green Decrease by 5%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 5.2%
161	CA Dashboard Chronic Absenteeism Indicator Homeless Youth	Chronic Absenteeism (K-8) 41.2% Very High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 6.5% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 32.2% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 8.9% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 17.2% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 8% Dashboard Performance: Yellow Decrease by 8%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
162	CA Dashboard Chronic Absenteeism Indicator Foster Youth	Chronic Absenteeism (K-8) 29.4% Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.3% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 25.9% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 3.5% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 11.4% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Green Decrease by 6%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 3.5%
163	CA Dashboard Chronic Absenteeism Indicator Students with Disabilities	Chronic Absenteeism (K-8) 31.8% Medium Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 5.4% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 24.6% - Very High Status Dashboard Change (Fall 2024, CA Dashboard): Declined by 7.2% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 13.8% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 6% Dashboard Performance: Green Decrease by 6%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
164	School Attendance All Students	Increase student attendance rate (Aeries, 23-24 April): 94.4%	The RUSD Attendance rate was 94.1% (Aeries, 2024-25 - April 1) Declined 0.3%		Increase student attendance rate (Aeries, 2026-27): >=96.4% Maintain or increase from 2025-26 rate	Declined 0.3%
165	School Attendance American Indian	Increase student attendance rate (Aeries, 23-24 April): 93.6%	The RUSD Attendance rate was 92.9% (Aeries, 2024-25 - April 1) Declined 0.7%		Increase students attendance rate (Aeries, 2026-27): 96.6% Increase 1%	Declined 0.7%
166	School Attendance African American	Increase student attendance rate (Aeries, 23-24 April): 94.4%	The RUSD Attendance rate was 94.0% (Aeries, 2024-25 - April 1) Declined 0.4%		Increase student attendance rate (Aeries, 2026-27): >=96.4% Maintain or increase from 2025-26 rate	Declined 0.4%
167	School Attendance Asian	Increase student attendance rate (Aeries, 23-24 April): 96.3%	The RUSD Attendance rate was 96.3% (Aeries, 2024-25 - April 1) No increase or decline.		Increase student attendance rate (Aeries, 2026-27): >=96.3% Maintain or increase from prior year >=96.3%	No increase or decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
169	School Attendance Filipino	Increase student attendance rate (Aeries, 23-24 April): 95.5%	The RUSD Attendance rate was 95.9% (Aeries, 2024-25 - April 1) Increased 0.4%		Increase student attendance rate (Aeries, 2026-27): >=96.5% Maintain or increase from prior year >=96.5%	Increased 0.4%
169	School Attendance Hispanic	Increase student attendance rate (Aeries, 23-24 April): 94.1%	The RUSD Attendance rate was 93.8% (Aeries, 2024-25 - April 1) Declined 0.3%		Increase student attendance rate (Aeries, 2026-27): >=96.1% Maintain or increase from 2025-26 rate	Declined 0.3%
170	School Attendance Pacific Islander	Increase student attendance rate (Aeries, 23-24 April): 93.6%	The RUSD Attendance rate was 92.6% (Aeries, 2024-25 - April 1) Declined 1.0%		Increase student attendance rate (Aeries, 2026-27): 96.6% Increase 1%	Declined 1.0%
171	School Attendance White	Increase student attendance rate (Aeries, 23-24 April): 94.9%	The RUSD Attendance rate was 94.7% (Aeries, 2024-25 - April 1) Declined 0.2%		Increase student attendance rate (Aeries, 2026-27): 96.4% Increase 0.5%	Declined 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
172	School Attendance Multiple Races/2 or More	Increase student attendance rate (Aeries, 23-24 April): 94.7%	The RUSD Attendance rate was 94.8% (Aeries, 2024-25 - April 1) Increased 0.1%		Increase student attendance rate (Aeries, 2026-27): 96.2% Increase 0.5	Increased 0.1%
173	School Attendance English Learners	Increase student attendance rate (Aeries, 23-24 April): 93.9%	The RUSD Attendance rate was 93.8% (Aeries, 2024-25 - April 1) Declined 0.1%		Increase student attendance rate (Aeries, 2026-27): >=95.9% Maintain or increase from 2025-26 rate	Declined 0.1%
174	School Attendance Socioeconomically Disadvantaged (Low-Income)	Increase student attendance rate (Aeries, 23-24 April): 94.0%	The RUSD Attendance rate was 93.6% (Aeries, 2024-25 - April 1) Declined 0.4%		Increase student attendance rate (Aeries, 2026-27): >=96% Maintain or increase from 2025-26 rate	Declined 0.4%
175	School Attendance Homeless Youth	Increase student attendance rate (Aeries, 23-24 April): 92.5%	The RUSD Attendance rate was 92.1% (Aeries, 2024-25 - April 1) Declined 0.4%		Increase student attendance rate (Aeries, 2026-27): 95.5% Increase 1%	Declined 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
176	School Attendance Foster Youth	Increase student attendance rate (Aeries, 23-24 April): 94.1%	The RUSD Attendance rate was 92.6% (Aeries, 2024-25 - April 1) Declined 1.5%		Increase student attendance rate (Aeries, 2026-27): >=96.1% Maintain or increase from 2025-26 rate	Declined 1.5%
177	School Attendance Students with Disabilities	Increase student attendance rate (Aeries, 23-24 April): 92.8%	The RUSD Attendance rate was 92.5% (Aeries, 2024-25 - April 1) Declined 0.3%		Increase student attendance rate (Aeries, 2026-27): 95.8% Increase 1%	Declined 0.3%
178	CA Dashboard Suspension Indicator All Students	Dashboard Status (Fall 2023, CA Dashboard): 4.6% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 4.3% - Medium Status Dashboard Change: Decreased by 0.6% Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 3.7% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green Decrease by 0.3%	Dashboard Change (Fall 2024, CA Dashboard): Decreased by 0.3%
179	CA Dashboard Suspension Indicator American Indian	Dashboard Status (Fall 2023, CA Dashboard): 6.7% - High Status	Dashboard Status (Fall 2024, CA		Dashboard Status (Fall 2026, CA	Dashboard Change (Fall 2024, CA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.4% Dashboard Performance: Orange	Dashboard): 2.6% - Low Status Dashboard Change: Decreased by 4.1% Dashboard Performance: Green		Dashboard): 4.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.7% Dashboard Performance: Green Decrease by 0.7%	Dashboard): Decreased by 4.1%
180	CA Dashboard Suspension Indicator African American	Dashboard Status (Fall 2023, CA Dashboard): 7.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 0.1% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 7.4% - Medium Status Dashboard Change: Maintained by -0.1% Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 4.5% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1% Dashboard Performance: Green Decrease by 1%	Dashboard Change (Fall 2024, CA Dashboard): Maintained by -0.1%
181	CA Dashboard Suspension Indicator Asian	Dashboard Status (Fall 2023, CA Dashboard): 2.5% - Low Status Dashboard Change (Fall 2023, CA	Dashboard Status (Fall 2024, CA Dashboard): 1.9% - Low Status		Dashboard Status (Fall 2026, CA Dashboard): 1.0% - Very Low Status	Dashboard Change (Fall 2024, CA Dashboard): Declined by 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased by 1.1% Dashboard Performance: Yellow	Dashboard Change: Declined by 0.6% Dashboard Performance: Green		Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.5% Dashboard Performance: Blue Decrease by 0.5%	
182	CA Dashboard Suspension Indicator Filipino	Dashboard Status (Fall 2023, CA Dashboard): 1.5% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 1.4% - Low Status Dashboard Change: Maintained by -0.2% Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 0.9% - Very Low Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.2% Dashboard Performance: Blue Decrease by 0.2%	Dashboard Change (Fall 2024, CA Dashboard): Maintained by -0.2%
183	CA Dashboard Suspension Indicator Hispanic	Dashboard Status (Fall 2023, CA Dashboard): 4.8% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.7% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 4.1% - Medium Status Dashboard Change: Declined by 0.8%		Dashboard Status (Fall 2026, CA Dashboard): 3.9% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Performance: Green		Dashboard Performance: Green Decrease by 0.3%	
184	CA Dashboard Suspension Indicator Pacific Islander	Dashboard Status (Fall 2023, CA Dashboard): 8.8% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 2.8% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 7.5% - High Status Dashboard Change: Declined by 1.3% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 4.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1.4% Dashboard Performance: Green Decrease by 1.4%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 1.3%
185	CA Dashboard Suspension Indicator White	Dashboard Status (Fall 2023, CA Dashboard): 3.4% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained by 0.2% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 3.3% - Medium Status Dashboard Change: Maintained by -0.1% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 2.5% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3%	Dashboard Change (Fall 2024, CA Dashboard): Maintained by -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard Performance: Green Decrease by 0.3%	
186	CA Dashboard Suspension Indicator Multiple Races/2 or More	Dashboard Status (Fall 2023, CA Dashboard): 4.2% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 0.8% Dashboard Performance: Green	Dashboard Status (Fall 2024, CA Dashboard): 3.8% - Medium Status Dashboard Change: Declined by -0.3% Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 3.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green Decrease by 0.3%	Dashboard Change (Fall 2024, CA Dashboard): Declined by -0.3%
187	CA Dashboard Suspension Indicator Socioeconomically Disadvantaged (Low-Income)	Dashboard Status (Fall 2023, CA Dashboard): 5.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.7% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 4.7% - High Status Dashboard Change: Declined by 0.8% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 4.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green	Dashboard Change (Fall 2024, CA Dashboard): Declined by 0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Decrease by 0.4%	
188	CA Dashboard Suspension Indicator English Learners	Dashboard Status (Fall 2023, CA Dashboard): 4.5% - High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 0.5% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 3.9% - Medium Status Dashboard Change: Declined by 0.6% Dashboard Performance: Green		Dashboard Status (Fall 2026, CA Dashboard): 3.6% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.3% Dashboard Performance: Green Decrease by 0.3%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 0.6%
189	CA Dashboard Suspension Indicator Homeless Youth	Dashboard Status (Fall 2023, CA Dashboard): 6.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Declined by 0.3% Dashboard Performance: Yellow	Dashboard Status (Fall 2024, CA Dashboard): 5.3% - High Status Dashboard Change: Decreased by 0.9% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 4.3% - Medium Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 0.6% Dashboard Performance: Green Decrease by 0.6%	Dashboard Change (Fall 2024, CA Dashboard): Decreased by 0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
190	CA Dashboard Suspension Indicator Foster Youth	Dashboard Status (Fall 2023, CA Dashboard): 12.7% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Increased by 3.3% Dashboard Performance: Red	Dashboard Status (Fall 2024, CA Dashboard): 11.5% - Very High Status Dashboard Change: Declined by 1.2% Dashboard Performance: Orange		Dashboard Status (Fall 2026, CA Dashboard): 6.7% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 2% Dashboard Performance: Yellow Decrease by 2%	Dashboard Change (Fall 2024, CA Dashboard): Declined by 1.1%
191	CA Dashboard Suspension Indicator Student with Disabilities	Dashboard Status (Fall 2023, CA Dashboard): 7.1% - High Status Dashboard Change (Fall 2023, CA Dashboard): Maintained +0.2% Dashboard Performance: Orange	Dashboard Status (Fall 2024, CA Dashboard): 6.6% - High Status Dashboard Change: Decreased by 0.5% Dashboard Performance: Yellow		Dashboard Status (Fall 2026, CA Dashboard): 4.1% - High Status Dashboard Change (Fall 2026, CA Dashboard): Decrease by 1% Dashboard Performance: Green Decrease by 1%	Dashboard Change (Fall 2024, CA Dashboard): Decreased by 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
192	Expulsion Rate All Students	Expulsion Rate (DataQuest, 2022-23): 0.1%	Expulsion Rate (CALPADS, 2024-25): Increased 0.1%. Rate: 0.2%		Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	Increased 0.1%
193	Expulsion Rate African American	Expulsion Rate (DataQuest, 2022-23): 0.0%	Expulsion Rate (CALPADS, 2024-25): Increased 0.4%. Rate: 0.4%		Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	Increased 0.4%
194	Expulsion Rate Hispanic	Expulsion Rate (DataQuest, 2022-23): 0.1%	Expulsion Rate (CALPADS, 2024-25): Increased 0.1%. Rate: 0.2%		Expulsion Rate (CALPADS, 2026-27): Reduce or maintain from prior year %.	Increased 0.1%
195	Student Climate Survey All Students	Student Climate Survey - Increase Student Engagement / Sense of Belonging (2023-24): Sense of Belonging 39% Favorable as compared to 37% in 2023-24 (National Average for similar FRL is 55th Percentile) Engagement 26% Favorable as compared to 26% in 2023-24 (National	Student Climate Survey - Increase Student Engagement / Sense of Belonging (2024-25): Sense of Belonging Increased 1% to 40% compared to 39% in 2023-24 Engagement decreased 1% to		Student Climate Survey - Increase Student Engagement / Sense of Belonging (2026-27): Sense of Belonging = 45% or Equal to National Percentile Average for similar FRL Districts	Sense of Belonging Increased 1% Engagement decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average for similar FRL is 50th Percentile)	25% compared to 26% in 2023-24		Engagement = 32% or Equal to National Percentile Rank for similar FRL Districts Increase 2%	
196	Student Climate Survey All Students	Student Climate Survey - Increase Students' Sense of Safety (2023-24): 58% School Safety 58% Favorable as compared to 56% in 2022-23 (National Average is 55th Percentile)	Student Climate Survey - Sense of Safety (2024-25): Sense of Safety increased 2% to 60% compared to 58% in 2023-24		Student Climate Survey - Increase Student Engagement / Sense of Belonging (2026-27): Sense of Safety = 61% Increase 1% or Equal to National Percentile Average for similar FRL Districts	Sense of Safety increased 2%
197	Parent Climate Survey All Parents	Parent Climate Survey - Increase Parents' perception of Safety (2023-24): School Safety 68% Favorable as compared to 68% in 2022-23 (National Average is 79%)	Parent Climate Survey - Increase Parents perception of Safety (2024-25): Sense of Safety increased 6% to 74% compared 68% in 2023-24		Parent Climate Survey - Increase Parents perception of Safety (2026-27): Sense of Safety = 74% Increase 2% or Equal to National Percentile Average	Sense of Safety increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for similar FRL Districts	
198	Parent Climate Survey All Parents	Parent Climate Survey - Decrease Barriers to Engagement (2023-24): Barriers to Engagement 79% Favorable as compared to 79% in 2022-23 (National Average is 83%)	Parent Climate Survey - Decrease Barriers to Engagement (2024-25): Barriers to Engagement increased 3% to 82% as compared to 79% in 2023-24		Parent Climate Survey - Decrease Barriers to Engagement (2026-27): Barriers to Engagement = 82% Favorable Increase 1% or Equal to National Percentile Average for similar FRL Districts	Barriers to Engagement increased 3%
199	Staff Climate Survey All Staff	Staff Climate Survey - Increase Staff sense of Safety (2023-24): School Safety 70% Favorable as compared to 58% in 2022-23 (No national data set as this is a new topic for staff)	Staff Climate Survey - Increase Staff sense of Safety (2024-25): Increased 1% to 71% as compared to 70% in 2023-24		Staff Climate Survey - Increase Staff sense of Safety (2026-27): 73% or increase 1% from prior year	Sense of Safety increased 1%
200	Local Indicator: Building Partnerships for Student Outcomes	Local Indicator Status: (2023-24):	Local Indicator Status: (2024-25):		Local Indicator Status: (2026-27):	No increase or decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 2023-24 Rating 3 (Initial Implementation)	LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 2024-25 Rating 3 (Initial Implementation)		LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2026-27 Rating 5 (Full Implementation and Sustainability)	

Goal Analysis [2024-25]

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

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

3.1a Family Engagement

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

From July 2024 to March 2025 the Family Resource Center (FRC) has had 1,491 contacts with families (parents/caregivers) to support student learning and wellness. From November 2024 to March 2025, 151 parents and caregivers received personalized services from our FRC team to remove obstacles to student learning. 259 parent/caregiver workshop sessions were conducted from September 2024 to March 2025 where 3,229 parent and caregiver participants attended across all the workshops. In October 2024, the FRC collaborated with the College and Career Readiness team to coordinate the Pathways to College and Career Family Engagement Summit where 679 parents, caregivers, and students attended this event. 2,909 parents, caregivers, staff, and community partners participated in thirty-one Golden Bell award winning "Cafecito Amigos de RUSD Facebook Live" sessions that were held from July 2024 to March 2025.

The FRC administered a new workshop survey, family feedback survey, and an event survey to gather feedback from stakeholders for continuous improvement. All surveys were voluntary and contact information was not collected. Surveys were administered through a variety of methods including: a Zoom poll feature, electronically using a bit.ly, QR code, or paper copies. Survey data from this school year will be used as a baseline for 2025-26. We consider the launch of our three new surveys a success in our implementation.

A persistent challenge with the surveys is achieving higher response rates, even with additional strategies implemented to encourage participants to complete the survey. A more streamlined process for data collection is necessary, as survey data is currently manually extracted from multiple platforms and transferred to a spreadsheet for analysis.

3.1b Translation/ Interpretation

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The implementation of RUSD's translation and interpretation program has successfully provided language services to staff, parents, and students. The success of the translation and interpretation program hinges on a variety of crucial elements: a high completion rate, seamless task organization, and robust support for school sites—particularly those without dedicated translators. Additionally, effective management of

daily incoming requests, proactive efforts to secure assistance for specific languages, and strong partnerships with external agencies all play a vital role in the successful delivery of services to educational partners. One of the challenges is finding qualified translators and interpreters for the following languages: Pashto, Q'anjob'al, Arabic, Russian, Japanese, and Portuguese.

3.1c Communications
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
LCAP Attendance:
A planned and structured communication plan, coupled with offering hybrid (in-person and virtual) attendance options, helped increase attendance at these meetings significantly. Regular reminders were sent, and for the final meetings we found that including photos from prior meetings and information on topics to be discussed had a very positive impact on attendance.

ParentSquare Open Rate:
The launch of ParentSquare went well, with early adoption and high usage across sites and departments helping with family engagement, particularly at the classroom level.

Website Visits:
This year we began to measure website visits so that when we launch the new websites and other promo campaigns we can track growth in visits to try to measure effectiveness of campaigns.

Barriers to Engagement:
As we move toward the end of the year, we have increasingly included instructional and learning-based content in our promotional campaigns. We have also expanded the footprint of our promotions, and increased outreach in multilingual channels like radio, grocery store ads, and Spanish-language TV apps.
3.1d Culture & Climate Survey
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
For the third year, RUSD administered the Culture and Climate Surveys developed by Panorama. Separate surveys were conducted for parents, students, and staff in late March of 2025. The total responders included 17,632 students in grades 5-12, 3,018 families and 2,014 staff members which was an increase from last year (n = 1,863). School sites were provided time with Panorama during Principal meetings to analyze and understand the data to inform responses. In addition, school site administrators developed action plans to support student, staff, and family engagement based on the results.

3.2a Professional Learning to Support Behavior and Social-Emotional Learning
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
A Multi-Tiered System of Supports (MTSS) framework was utilized at school sites to offer universal supports for all students and tiered interventions for students with more intense social-emotional needs. The MTSS framework includes evidence-based practices such as positive behavior supports, social-emotional learning (SEL), and restorative practices. A well-defined student referral pathway was created for unduplicated students.

MTSS Psychologists
MTSS Psychologists support sites with Positive Behavior Supports (PBS) implementation and monitoring. They train MTSS Elementary

Counselors on supporting their sites' implementation. Additionally, they became trainers of Restorative Practices and train staff across the District.

Crisis Prevention and Intervention (CPI) Psychologists
CPI Psychologists facilitate Compassionate Classrooms training across the District. This year, trainings have been conducted at 8 school sites and for the (a) Student Assistance Program (SAP) Behavior and (b) Structured Math program teams. In total, 208 participants have been trained. Two additional cohorts consisting of 26 staff members will be trained before the end of the school year.

3.2b Attendance Case Management
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
We are addressing absenteeism through a planned process that monitors and responds in real time to students who are chronically absent and at-risk of dropping out and not graduating. Site attendance teams continue to meet regularly (ideally at least twice a month) to: (a) review overall data on patterns of chronic absenteeism, (b) oversee implementation of a school-wide approach to improving attendance, and (c) ensure chronically absent students receive needed supports, including health services. The schoolwide plan includes attendance strategies that stress prevention and early intervention, as well as intensive interventions, such as a School Attendance Review Board (SARB) referral. 100% of sites updated and reviewed their comprehensive school safety plans by March 1, 2025. These plans address opportunities for plan improvement, including how the plan addresses excessive school suspensions and bullying. As of April 2025, Child Welfare and Attendance Investigators have completed 301 referrals. However, referrals include multiple visits (3) to same address/referral until contact is made, so these duplicate home visits are not reflected in the 301 total.

This 2024-25 school year, we have implemented a Districtwide protocol using geo mapping (through Unified Insights) to track and respond to students who do not show up at the start of the school year or do not show up after expected school transfers. We have also raised awareness of the impact of chronic absenteeism, truancy, and low student engagement during Attendance Awareness Month in September 2024. This awareness campaign helps school personnel, parents, guardians, caregivers, community partners, and local businesses understand these issues, boost visibility, and foster positive change. The action objective is for schools to schedule and close at least 80% of conferences (SARTs), however, not all sites are meeting that 80% action objective. More specifically, schools are supposed to collaborate with chronically absent and habitually truant students/families/guardians/caregivers to identify barriers to attendance and necessary resources to overcome the identified barriers, including safe and adequate transportation options for Foster and homeless youth. Social medial threats of school violence and the political landscape/climate (e.g. Immigration Enforcement) result in high rates of absenteeism throughout the year.

3.2c Positive Behavior Supports and Disciplinary Practices
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
There are 29 Campus Supervisor positions that service our elementary schools, 27 Campus Supervisor positions that service our middle schools, 46 Campus Supervisor positions that service our high schools, and 8 Campus Supervisors that service other locations. As of April 3, 2025, 29 (100%) of the elementary Campus Supervisors and 12 (44%) of the middle school Campus Supervisors have completed a one-day restorative practices (Level 1) training which equips individuals with skills and knowledge to foster positive relationships, resolve conflicts, and build community through a focus on repairing harm and building understanding. As of April 2025, 3 (10%) of the elementary Campus Supervisors, 12 (44%) of the middle school Campus Supervisors, 9 (20%) of the high school Campus Supervisors, and 5 (63%) of our Campus Supervisors at other locations have completed a three consecutive day Pro-Act training to improve safety and enhance treatment

outcomes. Bullying prevention (and cyber-bullying) was addressed through the Districtwide completion of training modules to educate all school stakeholders about bullying (both in-person and online) and the behavioral expectations from students. As of April 3, 2025, 4,980 employees completed the online Bullying: Recognition & Response course, which includes both full-time and part-time staff. LCAP Action 1.6c also reviews the percentage of teachers and schools who have taught the Digital Citizenship curriculum, which includes elements of cyberbullying prevention.

3.2d Restorative Practices

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

In previous years, restorative practices training was facilitated by an outside vendor. During 2024-25, our restorative practices training became an in-house training model. MTSS Psychologists and Crisis Prevention and Intervention Psychologists provide the training to District and school staff. As of April 2025, 94 staff members have been trained and an additional 40 will be trained by the end of the school year.

3.2e Additional Behavior Supports

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

As of April 2025, the SAP Behavior Support Team, which consists of 4 Psychologists and 20 Prevention Assistants, conducted 143 student observations, implemented 80 behavior support plans, attended 180 parent meetings (SSTs, 504s, IEPs), and provided 150 consultations.

3.2f Additional Social-Emotional Supports

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

As of April 2025, SAP Counselors have: received 3,661 referrals for SAP Counseling, conducted 679 family interviews, provided 816 students with individual counseling, conducted 162 counseling groups, in collaboration with their respective Peer Educators there have been 299 classroom lessons on social-emotional or mental health topics, and students have utilized the Wellness Centers with 2,261 student check-ins.

3.2g Home Visits and Partnerships for At-Risk Students

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

We are addressing absenteeism through a planned process that monitors and responds in real time to students who are chronically absent and at-risk of dropping out and not graduating. Site attendance teams continue to meet regularly (ideally at least twice a month) to: (a) review overall data on patterns of chronic absenteeism, (b) oversee implementation of a school-wide approach to improving attendance, and (c) ensure chronically absent students receive needed supports, including health services. The schoolwide plan includes attendance strategies that stress prevention and early intervention, as well as intensive interventions, such as a School Attendance Review Board (SARB) referral. 100% of sites updated and reviewed their comprehensive school safety plans by March 1, 2025. These plans address opportunities for plan improvement, including how the plan addresses excessive school suspensions and bullying. As of April 2025, Child Welfare and Attendance Investigators have completed 301 referrals. However, referrals include multiple visits (3) to same address/referral until contact is made, so these duplicate home visits are not reflected in the 301 total.

This 2024-25 school year, we have implemented a Districtwide protocol using geo mapping (through Unified Insights) to track and respond to students who do not show up at the start of the school year or do not show up after expected school transfers. We have also raised awareness of the impact of chronic absenteeism, truancy, and low student engagement during Attendance Awareness Month in September 2024. This awareness campaign helps school personnel, parents, guardians, caregivers, community partners, and local businesses

understand these issues, boost visibility, and foster positive change. The action objective is for schools to schedule and close at least 80% of conferences (SARTs), however, not all sites are meeting that 80% action objective. More specifically, schools are supposed to collaborate with chronically absent and habitually truant students/families/guardians/caregivers to identify barriers to attendance and necessary resources to overcome the identified barriers, including safe and adequate transportation options for Foster and homeless youth. Social medial threats of school violence and the political landscape/climate (e.g. Immigration Enforcement) result in high rates of absenteeism throughout the year.

3.2h Foster Youth Case Management

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

49 out of 218 Foster Youth have at least one suspension. 3 Foster Youth have been expelled. The Case Manager recorded 2,180 interventions for Foster Youth. The Foster Youth Case Manager continues to support sites within the MTSS framework. Barriers removed include: attendance, school of origin determination, tutoring, records, supplies, transportation, and discipline support. 33 AB 216 evaluations (state graduation requirements) have been completed and 18 Foster Youth attended college bound welcome day at RCC. There are currently 25 out of 29 seniors on track to graduate in the Spring of 2025. Other action steps included: schools continuing to utilize a Multi-Tiered System of Supports (MTSS) framework to offer universal supports for all students and tiered interventions for students with more intense social-emotional needs and the attendance support (LCAP Action 3.2b) and Positive Behavior Supports (PBS; LCAP Action 3.2c) described above.

3.3a Equity, Culture, and Climate

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

The implementation of ""No Place for Hate"" (NPFH) initiatives in the following schools: Castle View, Franklin, Lake Mathews, and Magnolia Elementary Schools, University Heights Middle School, Poly and King High Schools, has demonstrably impacted student culture, sense of belonging, and safety through a variety of targeted activities and a sustained commitment to inclusivity. By fostering a climate of respect, these programs have contributed to a more positive and accepting school environment in varying degrees. Franklin Elementary has been implementing NPFH for the past 5 years and serves as a model NPFH school. King High School is in Year 2 of their NPFH implementation. All remaining schools (Castle View, Lake Mathews, Magnolia Elementary Schools, University Heights Middle School, and Poly High School) are in their first full year of implementation.

3.3b Arts

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

RUSD continues to offer robust core and extra-curricular arts opportunities for students in grades TK-12. Highlights from this year include the Honors Musical ""In the Heights"" at the Fox Theater, Elementary Chalk Festival and Secondary Chalk Day, dance partnership elementary workshops with BRAVA Ballet, in-school performances from The Music Center of Los Angeles, field trips to the McCallum Theater, Choral Masterwork Festival, Band and Orchestra Festival, Theater Fest, masterclasses with American Theater Guild, and many others. Events and programs will take place through June. 2024-25 also marks the first year of implementation of the TK-3rd grade music program Districtwide (funded through Arts and Music in Schools or AMS). These additional positions allowed for a redistribution of positions so that most elementary music teachers served 1 or 2 school sites rather than up to 4 school sites like previous years.

A challenge was hiring to fill new and vacant positions due to limited candidate pools. 93% of Elementary Music full time equivalent positions were filled as of April 3, 2025. The hiring process remains active and will continue until the remaining 2 vacancies are filled. In the

meantime, instruction is being covered by other elementary music teachers and substitute teachers.

3.3c Schools +2
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
RUSD continues to monitor students who are connected to school by being involved in 2 or more extracurricular or co-curricular activities at RUSD. This is known as the “Schools + 2 program.” This action provides key partners with information about our must vulnerable student groups and their opportunities to connect to school. Research shows that when students are connected to school, they perform better academically and thrive socio-emotionally. Knowing which groups to target with supports and services, will help in narrowing the gap between our most vulnerable groups and their peers in connecting with school. The following School +2 Data is a breakdown of the participation percentages of our unduplicated students:

- Low-Income: This year 48.6% of Low-Income students are participating in Schools +2 as compared to 33.0% in 2023-24
- English Learners (ELs): This year 35.6% of ELs are participating in Schools +2 as compared to 25.0% in 2023-24
- Students Experiencing Homelessness: This year 37.4% of students experiencing homelessness are participating in Schools +2 as compared to 32.0% in 2023-24
- Students with Disabilities (SWE): This year 28.8% of ELs are participating in Schools +2 as compared to 26.0% in 2023-24
- Foster Youth: This is the first year of tracking Foster Youth. This year 18.6% of Foster Youth participated in Schools +2 activities. This will serve as a baseline for future comparisons.

The data shows that we have a growing interest from some of our most vulnerable unduplicated student groups, which is the aim of Schools +2. We will need to develop systems to improve accuracy in how we are collecting the data.

3.3d Partnership Programs for Students
Implementation, Substantive Changes, Challenges, & Successes: Not Yet Implemented
Due to delays with our internal RFP process, this partnership has been delayed until next year (2025-26).

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

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

3.1c Communications:
Budgeted $1,114,282.00/Estimated Actual $1,416,159.00 (+27%)
Rationale: The material difference is due to the $300,000 cost of a Direct Mail/Advertising campaign conducted this year.

3.1d Culture and Climate Survey:
Budgeted $123,500.00/Estimated Actual $111,560.00 (-10%)
Rationale: The Panorama Culture and Climate Survey contract came in a lesser amount than was budgeted for this year.

3.2d Restorative Practices:
Budgeted $62,000.00/Estimated Actual $22,376.00 (-64%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

3.2g Home Visits and Partnerships for At-Risk Students:
Budgeted $175,110.00/Estimated Actual $156,038.00 (-11%)
Rationale: The material difference is due to a salary variance for a position in this action.

3.2h Foster Youth Case Management:
Budgeted $649,679.00/Estimated Actual $727,945.00 (+12%)
Rationale: The material difference is due to a salary variance for a position in this action.

3.3b Arts:
Budgeted $3,134,696.00/Estimated Actual $2,614,749.00 (-17%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

3.3d Partnership Programs for Students:
Budgeted $54,375.00/Estimated Actual $0 (-100%)
Rationale: This material difference is due to a logistical challenge with the Big Brothers Big Sisters that could not be fully executed this year.

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

3.1a Family Engagement
Data Justification/Effectiveness of Action: Effective
This year, the Family Resource Center (FRC) administered a new workshop survey, family feedback survey, and an event survey to gather feedback from stakeholders for continuous improvement.

FRC Event Survey
301 people completed the FRC Event Survey at the conclusion of the Pathways to College and Career Family Engagement Summit. The survey data revealed: a 90% or higher satisfaction rate, 100% of respondents strongly agreed or agreed the session presented ideas that would be useful, 93% of respondents strongly agreed or agreed the session addressed their family's needs and interests, 100% of respondents strongly agreed or agreed the session met their expectations for that particular topic.

FRC Family Feedback Survey
74 people completed the FRC Family Feedback Survey, which was conducted in November 2024. This survey generated valuable insights to enhance the services and programs of the Family Resource Center (FRC). Parents and caregivers are encouraged to provide feedback after receiving comprehensive services aimed at alleviating barriers to learning, wellness, and engagement. The survey data revealed: 99% of

respondents strongly agreed or agreed FRC staff are friendly and helpful during interactions, 92% of respondents strongly agreed or agreed FRC provided them with information and support for their child's learning and well-being, 91% of respondents strongly agreed or agreed they felt more confident supporting their child(ren)'s overall success after engaging with the FRC. Although there is potential for a higher response rate, the feedback collected created opportunities for reflection and improvement.
In April, another notification will be sent via ParentSquare to parents and caregivers who received personalized services, inviting them to participate in the FRC Family Feedback Survey.

FRC Workshop Survey
423 people completed the FRC Workshop Survey. The data revealed that: 99% of respondents strongly agreed or agreed the information and/or skills presented during the workshop were relevant and useful, and 98% of respondents strongly agreed or agreed the presenters were effective or very effective at keeping them engaged during the webinar.

This LCAP action objective was effective despite the response rate. FRC has used the data collected from the FRC Workshop Survey to improve facilitators, accessibility, location selection, and to strengthen connections between topics and District services. By reviewing the responses from the FRC Family Feedback Survey, we will ensure timely follow-up contacts and empower families to feel more confident in their ability to support their child's overall success after receiving assistance from the FRC. The FRC Event Survey provided data that will aid in planning for the 2025 Summit. The FRC continues to utilize data touchpoints to inform best practices and adjust services to meet family needs. We will maintain our use of this data, as it is a critical component of the FRC team's internal processes and data literacy culture.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 68% of families (n = 865) indicated they have used the Family Resource Center and were satisfied with the services they received. In contrast, only 30% of students in grades 7-12 (n = 1,320) indicated their parents or caregivers have used RUSD's Family Resource Center to explore ways to better support their learning. Lastly, 81% of staff (n = 1,082) agreed or strongly agreed that the Family Resource Center provides comprehensive services to families to help remove obstacles for student success.

3.1b Translation/ Interpretation
Data Justification/Effectiveness of Action: Effective
The provision of interpretation services has been highly effective in supporting families with being connected to school.

-To date there have been a total of 1,108 interpretation requests with 98.9% of those requests being completed, which is a 6% increase from last year.
-To date, there have been a total of 814 translation requests with 90.6% of those requests being completed, which is a 0.6% increase from last year.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 79% of families (n = 865) indicated translation and interpretation services are readily available at their child's school. 68% of students in grades 7-12 (n = 1,320) indicated translation and interpretation services are available at their school during meetings where their parents or guardians attend. Lastly, 76% of staff (n = 1,082) agreed or strongly agreed that RUSD provides adequate translation and interpretation services for families.

3.1c Communications

Data Justification/Effectiveness of Action: Effective

Our action objectives have been quite effective this year. The numbers for our social media engagement grew significantly in the last portion of the school year, and this is evidence that we are on the right track with videos and paid promotions. Overall, we have also had departments report back that our efforts have boosted attendance at their events and enrollment in their programs.

LCAP Attendance: 56% increase

2025 Total:	In-person 113	Virtual 60	Overall 173
2024 Total:	In-person 62	-----	Overall 62

ParentSquare Open Rate:

The open rate reflects the percentage of recipients who open a message sent through the ParentSquare platform. It is a key metric for measuring the effectiveness of school-home communication, as it indicates how many families are actually engaging with the information being shared.

7/1/2024-3/31/2025: 59%

Website Average Visits Per Month:

Home: 37,144
Calendar: 12,681
Employment: 8,106
Classified Positions: 5,385
Staff: 4,622

Instagram Engagement vs Prior Year:

7/1/2024-9/30/2024: -39.5%
10/1/2024-12/31/2024: -3.9%
1/1/2025-3/31/2025: +27%

Facebook Engagement vs Prior Year:

7/1/2024-9/30/2024: -18.2%
10/1/2024-12/31/2024: -28%
1/1/2025-3/31/2025: +25%

2025 Culture & Climate Parent Survey (Barriers to Engagement)

The results of RUSD's 2025 Culture and Climate Survey for parents (n = 3,018) demonstrate the Barriers to Engagement domain increased its favorability rating from 79% (2024) to 82% (2025), which represents a 3% increase.

LCAP Surveys

According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, agreed or strongly agreed that RUSD provides communications that enhance:

Families (n = 865)
Trust: 67%
Engagement: 51%
Promotion: 69%
Celebration of Learning: 72%

Students Grades 7-12 (n = 1,320)
Maintain Trust: 63%
Are Engaging: 66%
Are Transparent: 56%
Showcase District Achievements: 67%

Staff (n = 1,082)
Trust: 60%
Engagement: 72%
Promotion: 68%
Celebration of Learning: 70%

3.1d Culture & Climate Survey
Data Justification/Effectiveness of Action: Partially Effective
In all three focus areas for each group, RUSD showed improvement from the year prior.
Students in Grades 5-12:
2025 - School Safety: Favorable responses increased from 58% to 60% (+2%)
2025 - School Climate: Favorable responses increased from 44% to 45% (+1%)
2025 - Belonging: Favorable responses increased from 39% to 40% (+1%)

Teachers and Staff:
2025 - School Safety: Favorable responses increased from 70% to 73% (+3%)
2025 - School Climate: Favorable responses increased from 59% to 60% (+1%)
2025 - Belonging: Favorable responses increased from 61% to 63% (+2%)

Families:
2025 - School Safety: Favorable responses increased from 68% to 74% (+6%)
2025 - School Climate: Favorable responses increased from 59% to 63% (+4%)
2025 - Belonging: Favorable responses increased from 79% to 82% (+3%)

For the student survey and staff surveys, the growth goals were not met even though there was positive growth overall. For example, the Student Safety goal was to grow by 4% and the 2025 outcome was +2%. The family survey overall, met or exceeded the growth goals set for 2025.

3.2a Professional Learning to Support Behavior and Social-Emotional Learning
Data Justification/Effectiveness of Action: Effective
As the data below indicates, these two actions are reducing the suspension rate for all student groups and programs and is increasing the percentage of students identified as "Low Risk". Therefore, this action objective is effective.

Below are 2024 CA Dashboard (2024-25) suspension rates compared to 2023 CA Dashboard results. This is a reverse action objective so we're looking for a decrease from previous year.

2024 CA Dashboard Suspension Rate
All Students (4.0%) - 0.6%
Foster Youth (11.5%) - 1.2%
English Learners (3.9%) - 0.6%
Low-Income (4.7%) - 0.8%
Students with Disabilities (6.6%) - 0.5%
Homeless (5.3%) -0.8%
African American (7.4%) - 0.1%
White (3.3%) - 0.1%
Hispanic (4.1%) -0.7%
A query is run each month to calculate suspension rates for each of the student groups. Below are March 2025 (2024-25) Aeries suspension rates compared to 2024 CA Dashboard results.

March 2025 Aeries Suspension Rate
All Students (3.06%) - 0.94%
Foster Youth (9.63%) - 1.87%
English Learners (3.39%) - 0.51%
Socioeconomically Disadvantaged (3.44%) - 1.26%
Students with Disabilities (5.17%) - 1.43%
Homeless (4.38%) - 0.92%
African American (4.96%) - 2.44%
White (2.84%) - 0.46%
Hispanic (3.0%) - 1.10%

Winter 2025 FastBridge Social-Emotional Screening Data
The percentage of students in grades 9-12 who scored “Low Risk” of exhibiting social, emotional, and behavioral problems, as measured by mySAEBRS social-emotional screener, increased from 76% (Spring 2023-24) to 79% (Winter 2024-25).

3.2b Attendance Case Management
Data Justification/Effectiveness of Action: Effective
As the data below indicates, this action is reducing chronic absenteeism rates for the majority of student groups and programs. Therefore, the action objectives are effective.

Below are 2024 CA Dashboard (2024-25) chronic absenteeism rates compared to 2023 CA Dashboard results. This is a reverse action objective, so we're looking for a decrease from previous year.

2024 CA Dashboard Chronic Absenteeism Rate:
All Students (18.8%) - 4.9%
American Indian (26.3%) - 6.6%
Pacific Islander (32.1%) - 2.7%
Foster Youth (25.9%) - 3.5%
English Learners (19.1%) - 4.8%
Low-Income (22%) - 5.0%
Students with Disabilities (24.6%) - 7.2%
Homeless (32.2%) - 9.0%
Asian (10.3%) - 0.2%
Filipino (6%) - 3.4%
African American (23.5%) - 2.6%
White (12.9%) - 4.3%
Hispanic (20.4%) - 5.5%

A query is run each month to calculate chronic absenteeism rates for each of the student groups. Below are March 2025 (2024-25) Aeries chronic absenteeism rates compared to 2024 CA Dashboard results.

March 2025 Aeries Chronic Absenteeism Rate:
All Students (18.14%) - 0.66%
American Indian (23.47%) - 2.83%
Pacific Islander (29.29%) - 2.81%
Foster Youth (23.69%) - 2.21%
English Learners (18.36%) - 0.74%
Low-Income (20.93%) - 1.07%
Students with Disabilities (25.16%) + 0.56%
Homeless (27.64%) - 4.56%
Asian (8.69%) - 1.61%
Filipino (9.77%) + 3.77%
African American (19.91%) - 3.59%
White (19.61%) + 6.71%
Hispanic (27.64%) + 7.24%

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 77% of families (n = 865) indicated their child's school provides adequate supports to address ongoing absences to ensure students remain in school. 66% of students in grades 7-12 (n = 1,320) indicated their school provides adequate supports to address ongoing absences. Lastly, 55% of staff (n = 1,082) agreed or strongly agreed that RUSD provides adequate supports to address chronic absenteeism to ensure students remain in school.

3.2c Positive Behavior Supports and Disciplinary Practices
Data Justification/Effectiveness of Action: Effective
As the data below indicates, these two actions are reducing the suspension rate for all student groups and programs and is increasing the percentage of students identified as "Low-Risk". Therefore, this action objective is effective.

Below are 2024 CA Dashboard (2024-25) suspension rates compared to 2023 CA Dashboard results. This is a reverse action objective so we're looking for a decrease from previous year.

2024 CA Dashboard Suspension Rate
All Students (4.0%) - 0.6%
Foster Youth (11.5%) - 1.2%
English Learners (3.9%) - 0.6%
Low-Income (4.7%) - 0.8%
Students with Disabilities (6.6%) - 0.5%
Homeless (5.3%) -0.8%
African American (7.4%) - 0.1%
White (3.3%) - 0.1%
Hispanic (4.1%) -0.7%

A query is run each month to calculate suspension rates for each of the student groups. Below are March 2025 (2024-25) Aeries suspension rates compared to 2024 CA Dashboard results.

March 2025 Aeries Suspension Rate
All Students (3.06%) - 0.94%
Foster Youth (9.63%) - 1.87%
English Learners (3.39%) - 0.51%
Socioeconomically Disadvantaged (3.44%) - 1.26%
Students with Disabilities (5.17%) - 1.43%
Homeless (4.38%) - 0.92%
African American (4.96%) - 2.44%
White (2.84%) - 0.46%
Hispanic (3.0%) - 1.10%

Winter 2025 FastBridge Social-Emotional Screening Data
The percentage of students in grades 9-12 who scored “Low Risk” of exhibiting social, emotional, and behavioral problems, as measured by mySAEBRS social-emotional screener, increased from 76% (Spring 2023-24) to 79% (Winter 2024-25).

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 73% of families (n = 865) indicated their child’s school has increased school connectedness for students by creating a positive learning environment. 58% of students in grades 7-12 (n = 1,320) indicated their school has increased school connectedness for students by creating a positive learning environment. Lastly, 72% of staff (n = 1,082) agreed or strongly agreed that RUSD has increased school connectedness for students by creating a positive learning environment (e.g., attendance management, behavior support, social-emotional support, arts, and extracurricular activities).

LCAP High School Student Focus Groups
The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad themes that emerged from this qualitative feedback were: (a) some students had positive experiences with teachers who: make students feel connected, communicate well, and can accommodate a variety of learning styles, (b) students appreciate tutoring support and office hours, (c) students appreciate opportunities to share student voice / input on novels, (d) students want less substitute teachers and more permanent teachers. If substitutes are needed, they should be highly-qualified for that subject area, and (e) more communication from their School Counselors and follow ups.

3.2d Restorative Practices
Data Justification/Effectiveness of Action: Effective
As the data below indicates, this action is reducing the suspension rate for all student groups and programs and is maintaining the same level of student engagement as last year's baseline. Therefore, this action objective is effective.

Below are 2024 CA Dashboard (2024-25) suspension rates compared to 2023 CA Dashboard results. This is a reverse action objective so we're looking for a decrease from previous year.

2024 CA Dashboard Suspension Rate
All Students (4.0%) - 0.6%
Foster Youth (11.5%) - 1.2%
English Learners (3.9%) - 0.6%
Low-Income (4.7%) - 0.8%
Students with Disabilities (6.6%) - 0.5%
Homeless (5.3%) -0.8%
African American (7.4%) - 0.1%
White (3.3%) - 0.1%
Hispanic (4.1%) -0.7%

A query is run each month to calculate suspension rates for each of the student groups. Below are March 2025 (2024-25) Aeries suspension rates compared to 2024 CA Dashboard results.

March 2025 Aeries Suspension Rate
All Students (3.06%) - 0.94%
Foster Youth (9.63%) - 1.87%
English Learners (3.39%) - 0.51%
Low-Income (3.44%) - 1.26%
Students with Disabilities (5.17%) - 1.43%
Homeless (4.38%) - 0.92%
African American (4.96%) - 2.44%
White (2.84%) - 0.46%
Hispanic (3.0%) - 1.10%

2025 Culture and Climate Student Survey Data (Student Engagement Domain)
The Culture and Climate Survey for students (n = 17,632) demonstrates maintenance on the Student Engagement domain. More specifically, students maintained a similar percentage from 26% (2024) to 25% (2025), which was impacted by implementing community circles and restorative practices as prevention and intervention strategies to reduce disciplinary referrals and provide alternatives to suspension.

3.2e Additional Behavior Supports
Data Justification/Effectiveness of Action: Effective
As the data below indicates, this action is reducing the suspension rate for all student groups and programs and demonstrates growth through the SAP Behavior Survey data. Therefore, this action objective is effective.

Below are 2024 CA Dashboard (2024-25) suspension rates compared to 2023 CA Dashboard results. This is a reverse action objective so we're looking for a decrease from previous year.

2024 CA Dashboard Suspension Rate
All Students (4.0%) - 0.6%
Foster Youth (11.5%) - 1.2%
English Learners (3.9%) - 0.6%
Low-Income (4.7%) - 0.8%
Students with Disabilities (6.6%) - 0.5%
Homeless (5.3%) -0.8%
African American (7.4%) - 0.1%
White (3.3%) - 0.1%
Hispanic (4.1%) -0.7%

A query is run each month to calculate suspension rates for each of the student groups. Below are March 2025 (2024-25) Aeries suspension rates compared to 2024 CA Dashboard results.

March 2025 Aeries Suspension Rate

All Students (3.06%) - 0.94%
Foster Youth (9.63%) - 1.87%
English Learners (3.39%) - 0.51%
Low-Income (3.44%) - 1.26%
Students with Disabilities (5.17%) - 1.43%
Homeless (4.38%) - 0.92%
African American (4.96%) - 2.44%
White (2.84%) - 0.46%
Hispanic (3.0%) - 1.10%

SAP Behavior Surveys
During 2024-25, two surveys were used to measure the impact of SAP Behavior support. The Pre Survey is given to teachers (elementary) and counselors (secondary) prior to SAP Behavior intervention while the Post Survey is completed at the end of 12 weeks of Prevention Assistant support. The surveys were first implemented in late October 2024. As of March 2025, we have had a low response rate on both the Pre Survey (n = 21) and the Post Survey (n = 19). The results demonstrate improvements in academically engaged behavior from 38% (pre) to 41% (post) and respectful behavior from 38% (pre) to 45% (post), and a decline in disruptive behavior from 59% (pre) to 50% (post). At the end of the 12 weeks, for the students that are reported on, 50% of the students remained in general education while 41.7% of the students were referred for psychoeducational assessment for possible eligibility for Special Education. On the Post Survey, 57.9% of respondents indicated that their relationship with the student has improved and 73.7% of respondents indicated that they have learned new strategies for future use with other students. We also wanted to highlight one particularly powerful comment we received from a teacher, "Overall, my student has made improvements with his behavior. The SAP assistant has helped tremendously with prompting and modeling behavior. I am happy that my student received support from the SST team. I have learned many skills from the SAP assistant. I plan to continue using my student's token chart and to work on my student's behavior goals."

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 59% of families (n = 865) indicated their child's school provides adequate supports for students who need behavioral support. 70% of students in grades 7-12 (n = 1,320) indicated their school provides adequate supports for students who need behavioral support. In contrast, only 34% of staff (n = 1,082) agreed or strongly agreed that RUSD provides adequate interventions so that students can remain in the classroom, specifically for students who need intense behavioral support.

3.2f Additional Social-Emotional Supports
Data Justification/Effectiveness of Action: Effective
As the data below indicates, this action is reducing the suspension rate for all student groups and programs, is maintaining the same level of student engagement as last year's baseline, and demonstrates growth through the SAP Counseling Survey data. Therefore, this action objective is effective.

Below are 2024 CA Dashboard (2024-25) suspension rates compared to 2023 CA Dashboard results. This is a reverse action objective so we're looking for a decrease from previous year.

2024 CA Dashboard Suspension Rate
All Students (4.0%) - 0.6%
Foster Youth (11.5%) - 1.2%
English Learners (3.9%) - 0.6%
Low-Income (4.7%) - 0.8%
Students with Disabilities (6.6%) - 0.5%
Homeless (5.3%) -0.8%
African American (7.4%) - 0.1%
White (3.3%) - 0.1%
Hispanic (4.1%) -0.7%

A query is run each month to calculate suspension rates for each of the student groups. Below are March 2025 (2024-25) Aeries suspension rates compared to 2024 CA Dashboard results.

March 2025 Aeries Suspension Rate
All Students (3.06%) - 0.94%
Foster Youth (9.63%) - 1.87%
English Learners (3.39%) - 0.51%
Low-Income (3.44%) - 1.26%
Students with Disabilities (5.17%) - 1.43%
Homeless (4.38%) - 0.92%
African American (4.96%) - 2.44%
White (2.84%) - 0.46%
Hispanic (3.0%) - 1.10%

2025 Culture and Climate Survey Data (Student Engagement Domain)
The Culture and Climate Survey for students (n = 17,632) demonstrates maintenance on the Student Engagement domain. More specifically, students maintained a similar percentage from 26% (2024) to 25% (2025), which was impacted by implementing community circles and restorative practices as prevention and intervention strategies to reduce disciplinary referrals and provide alternatives to suspension.

<u>SAP Counseling Surveys</u>
2024-25 Parent SAP Counseling Feedback Survey
Survey responses (n = 3) from elementary school (1st-6th grade) parents provided valuable insights into the effectiveness and impact of the services offered through the SAP Program. Overall, the SAP Counseling Parent Feedback Survey data demonstrates that the SAP counseling services have had a significant and positive impact on both student behavior and emotional well-being. Parents report improvements in areas such as behavior (67%), mood (67%), coping with stressors (67%), motivation (67%), and communication (67%). The holistic nature of the services, including the provision of community resources and individualized care, has been highly valued by parents, further suggesting the program's success and potential for continued growth and support. Data collection will continue to be captured throughout May 2025 as services will be discontinued for the year at this time. Personal feedback from parents highlights the individualized

care and attention given to students. One parent remarked, “The services provided have been good for our son. He has positive reactions and comments when he comes home… our counselor went above and beyond for our son at his school site.”

2024-25 Student SAP Counseling Feedback Survey
This survey was designed to be administered to 5th-12th graders at the conclusion of their counseling services. However, our respondents (n =18) reflected the secondary perspective with 12% 7th graders, 23% 10th graders, 29% 12th graders, and 45% 11th graders where 88.2% reported receiving individual counseling services and 5.9% participating in group therapy or both individual and group services. The data collected from student surveys provide an insights into the experiences of students utilizing the SAP Program’s services. Overall, the SAP Counseling Student Feedback Survey results demonstrate that the SAP Counseling Program has had a meaningful and positive impact on students’ emotional resilience (71%) and ability to cope with stressors (71%). In addition, 88.2% of students strongly agreed that they felt heard and understood by their SAP Counselor and 82.4% of students strongly agreed that the location of the SAP Counseling Office was convenient and easy to access. Students reported increased self-awareness (71%), better communication skills (82%), improved relationships (71%), and enhanced decision-making abilities (63%). The high rate of satisfaction and willingness to recommend the program (94%) further suggests its effectiveness in supporting students’ mental health and overall development. Additionally, the availability of surveys in both English and Spanish ensured broader accessibility and inclusivity, allowing all students to share their feedback effectively.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 64% of families (n = 865) indicated their child’s school provides adequate supports for students who need social-emotional support. 72% of students in grades 7-12 (n = 1,320) indicated their school provides adequate supports for students who need social-emotional support. In contrast, only 39% of staff (n = 1,082) agreed or strongly agreed that RUSD provides adequate interventions so that students can remain in the classroom, specifically for students who need intense social-emotional support.

3.2g Home Visits and Partnerships for At-Risk Students
Data Justification/Effectiveness of Action: Effective
As the data below indicates, this action is reducing chronic absenteeism rates for the majority of student groups and programs. Therefore, the action objectives are effective.

Below are 2024 CA Dashboard (2024-25) chronic absenteeism rates compared to 2023 CA Dashboard results. This is a reverse action objective, so we're looking for a decrease from previous year.

2024 CA Dashboard Chronic Absenteeism Rate:
All Students (18.8%) - 4.9%
American Indian (26.3%) - 6.6%
Pacific Islander (32.1%) - 2.7%
Foster Youth (25.9%) - 3.5%
English Learners (19.1%) - 4.8%
Low-Income (22%) - 5.0%
Students with Disabilities (24.6%) - 7.2%
Homeless (32.2%) - 9.0%

Asian (10.3%) - 0.2%
Filipino (6%) - 3.4%
African American (23.5%) - 2.6%
White (12.9%) - 4.3%
Hispanic (20.4%) - 5.5%

A query is run each month to calculate chronic absenteeism rates for each of the student groups. Below are March 2025 (2024-25) Aeries chronic absenteeism rates compared to 2024 CA Dashboard results.

March 2025 Aeries Chronic Absenteeism Rate:
All Students (18.14%) - 0.66%
American Indian (23.47%) - 2.83%
Pacific Islander (29.29%) - 2.81%
Foster Youth (23.69%) - 2.21%
English Learners (18.36%) - 0.74%
Low-Income (20.93%) - 1.07%
Students with Disabilities (25.16%) + 0.56%
Homeless (27.64%) - 4.56%
Asian (8.69%) - 1.61%
Filipino (9.77%) + 3.77%
African American (19.91%) - 3.59%
White (19.61%) + 6.71%
Hispanic (27.64%) + 7.24%

3.2h Foster Youth Case Management
Data Justification/Effectiveness of Action: Effective
There has been a 1.2% decrease in the CA Dashboard suspension rate for Foster Youth from 12.7% (2023) to 11.5% (2024). An Aeries query is run each month to internally calculate suspension rates for Foster Youth. As of March 2025, the Aeries Foster Youth suspension rate is 9.63%, which represents a 1.87% decrease from our lagging indicator, the 2024 CA Dashboard (11.5%). Therefore, this action objective is effective.

3.3a Equity, Culture, and Climate
Data Justification/Effectiveness of Action: Effective
Based on the 2025 Culture Climate Student Survey (n = 17,632), sense of safety in school increased from 58% (2024) to 60% (2025) and sense of belonging increased from 39% (2024) to 40% (2025). While the specific impact can vary across schools, depending on where they are at in their implementation, the overarching goal of "No Place for Hate" is to cultivate a school culture where all students feel safe, valued, and a strong sense of belonging, ultimately contributing to a more positive and equitable educational experience. Results of the April 2025 Principal NPFH End of Year Reflections Survey demonstrates 100% of responding schools have participated in more than one NPFH activity, lesson, or event this school year, 100% of responding schools reported their school environment is either somewhat or much more inclusive

after implementing NPFH, and schools reported their priority will be to address the following types of behaviors next year: bullying (100%) and racism (75%). This action objective is effective. Additional planned measures will be implemented moving forward into next school year.

3.3b Arts

Data Justification/Effectiveness of Action: Effective

This action is highly effective, providing a range of high-quality opportunities for students in the arts TK-12. Elementary music is now provided to 100% of Elementary Students TK-6th grade, increasing the reach to 100% of unduplicated elementary students TK-3rd, compared with 0% TK-3rd students in 2023. (LCAP & AMS Funded). In addition, 551 District arts events across 76 arts projects have been provided to students across the District, supporting high level arts experiences that prepare students for college and career to at least 60% of arts students who are unduplicated. These Districtwide arts programs serve TK through 12th grade students, and across art forms including dance, theater, instrumental music, choral music, and visual arts.

LCAP Surveys

According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 78% of families (n = 865) indicated arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure their child reaches their highest creative potential. 67% of students in grades 7-12 (n = 1,320) indicated participating in arts opportunities such as band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series has helped them reach their highest creative potential. Lastly, 82% of staff (n = 1,082) agreed or strongly agreed that arts instruction helps to ensure students reach their highest creative potential.

LCAP High School Student Focus Groups

The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad themes that emerged from this qualitative feedback were appreciation for opportunities to (a) work with local artists / professionals and (b) collaborate with other like-minded peers across the District by participating in: Honors Musical, Band Extravaganza, and Chalk Day. Students reported the following ways in which arts opportunities help them reach their highest creative potential: (a) creative freedom allowed in arts classes, (b) choir / art teachers often make everyone feel comfortable, (c) students appreciate being able to express themselves in a wide variety of methods, (d) arts opportunities allow different points of view and critical thinking, (e) students like feeling like they can continue to improve in art, and (f) students like being able to showcase their finished art projects.

3.3c Schools +2

Data Justification/Effectiveness of Action: Effective

Culture and Climate Student Survey (Sense of Belonging)

Based on the results of the 2024-25 RUSD Culture and Climate survey, we have seen an increase in Sense of Belonging among students where 39% of students responded favorably (2024) compared to 40% (2025). Therefore, this action objective is effective.

LCAP Surveys

According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 65% of families (n = 865) indicated their child has a variety of opportunities to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events. 75% of students in grades 7-12 (n = 1,320) indicated satisfaction with the extracurricular opportunities at their school, such as clubs, sports, school

events, and field trips. Lastly, 80% of staff (n = 1,082) agreed or strongly agreed that RUSD provides a variety of opportunities for students to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.

LCAP High School Student Focus Groups
The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad themes that emerged from this qualitative feedback were:

Field Trips
-Students would like to do more field trips, specifically more college field trips.
Sports
-Students would like to see more sports options and more funding to support current sports offerings.
-Students would like more understanding from staff when students are involved in sports and have to miss class.
Clubs
-Some schools indicated they have too many clubs, which makes it hard to choose the best ones and challenging to do simultaneous fundraising.
-Some schools have too few clubs, therefore, students want more clubs and more awareness of club activities.
Practical Skills
-Students want more real world classes where they can learn how to live independently and be a professional regarding: how to manage a home, emails, resumes, and public speaking.

3.3d Partnership Programs for Students
Data Justification/Effectiveness of Action: Not Yet Implemented
Due to delays with our internal RFP process, this partnership has been delayed until next year (2025-26).

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.

3.1a Family Engagement
Planned Changes: Yes
We will consider additional strategies to improve survey response rates and data analysis.

3.1b Translation/ Interpretation
Planned Changes: No
There are no planned changes for next year.

3.1c Communications
Planned Changes: Yes

We will update the social media measurements to align with the reporting that is readily available to us and relevant based on our overall action objectives.

3.1d Culture & Climate Survey
Planned Changes: Yes
There are discussions with the Educational Services Departments to administer the student portion of the Culture and Climate Survey in the Fall and in the Spring to gain input earlier from students, create actions that support increased culture and climate, and then compare results in the Spring to determine the effectiveness of the actions.

3.2a Professional Learning to Support Behavior and Social-Emotional Learning
Planned Changes: Yes
The planned changes for next year will be to amend the Progressive Discipline Guidelines for tobacco offenses [48900(h)] and the integration of vape.

3.2b Attendance Case Management
Planned Changes: Yes
One change is in regards to the new Districtwide protocol to use geo mapping to track chronically absent and habitually truant students. Moving forward, we plan to more systematically respond to specific student groups and programs (e.g. EL, Students with Disabilities, etc.). Teachers on Special Assignment (TOSAs) that support attendance will also need training on Unified Insights. Next year we also plan to more systematically address opportunities for plan improvement in school's Comprehensive School Safety Plans, including how the plan addresses excessive school suspensions and bullying.

This LCAP Action 3.2b has been revised to incorporate unexpended LREBG funds, to reallocate the Attendance TOSA's.

3.2c Positive Behavior Supports and Disciplinary Practices
Planned Changes: Yes
The planned changes for next year will be to amend the Progressive Discipline Guidelines for tobacco offenses [48900(h)] and the integration of vape. This year, Campus Supervisors were trained in Pro-Act and restorative practices. However, it has been challenging to pull Campus Supervisors away from campus when they are needed on campus. Therefore, these trainings will continue into next year. During 2025-26, we will also explore adding training components for Campus Supervisors on additional evidence-based practices such as social-emotional learning and Positive Behavior Supports (PBS).

This LCAP Action 3.2b will receive an adjustment to its LCFF funding allocation to account for more MTSS Counselor supports and the addition of Campus Supervisors at our new Casa Blanca Elementary School which opens in August 2025.

3.2d Restorative Practices
Planned Changes: Yes
There are no planned programmatic changes for next year. However, LCAP Action 3.2d will receive an adjustment to its LCFF funding allocation to account for a completed contract.

3.2e Additional Behavior Supports
Planned Changes: Yes
There are no planned changes for next year.

This LCAP Action 3.2e will receive an adjustment to its LCFF funding allocation to account for SAP Psychologist and Prevention Assistant mileage support.

3.2f Additional Social-Emotional Supports
Planned Changes: Yes
This action will receive an adjustment to its LCFF funding allocation to account for SAP Counselor support and vendor contracts.

3.2g Home Visits and Partnerships for At-Risk Students
Planned Changes: Yes
One change is in regards to the new Districtwide protocol to use geo mapping to track chronically absent and habitually truant students. Moving forward, we plan to more systematically respond to specific student groups and programs (e.g. EL, Students with Disabilities, etc.). Teachers on Special Assignment (TOSAs) that support attendance will also need training on Unified Insights. Next year we also plan to more systematically address opportunities for plan improvement in school's Comprehensive School Safety Plans, including how the plan addresses excessive school suspensions and bullying.

This LCAP Action 3.2g will receive an adjustment to its LCFF funding allocation to account for salary savings.

3.2h Foster Youth Case Management
Planned Changes: Yes
Progressive Discipline Guidelines will be reviewed. Planned changes for next year will be derived from the 2025 CA Dashboard results.

This LCAP Action 3.2h will receive an adjustment to its LCFF funding allocation to account for a technical correction for a partial position incorrectly added to LCAP Action 3.1a.

3.3a Equity, Culture, and Climate
Planned Changes: Yes
Schools may self-select to continue with implementing No Place for Hate.

This LCAP Action 3.3a will receive an adjustment to its LCFF funding allocation to reduce contracts and professional development.

3.3b Arts
Planned Changes: Yes
With the re-adoption of the Arts Plan in April 2025, along with the increase in programming from Prop. 28, we anticipate a greater need for more Districtwide programs that will involve a larger number of students.

3.3c Schools +2

Planned Changes: Yes
RUSD is contracted with Orenda to track student connectedness as a component on their platform called "Promote". Exploring the reporting potential of this platform may help us in providing more accurate data and rely less on manual inputs of data.

This LCAP Action 3.3c will receive an adjustment to its LCFF funding allocation to account for increased middle school athletics additional support.

3.3d Partnership Programs for Students
Planned Changes: Tentative
Depending on the scope of service that the winning bidder is able to provide, Foster Youth might need to be removed as a targeted group from this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Family Engagement	Support student learning and well-being by building partnerships with families and community members to provide access to comprehensive services to address barriers with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities; provide inclusive and accessible programming that respects and values the diversity of families to encourage partnerships between home and school and build the capacity for active collaboration, engagement, and leadership to support student success, as measured by favorable responses on the annual Culture and Climate Survey.	$1,140,385.00	Yes
3.1b	Translation/Interpretation	Provide translation and interpretation services to increase parent access to the school community with a priority on families of English Learners.	$1,842,736.00	Yes
3.1c	Communications	Foster a strong connection with the community by maintaining trust through proactive and transparent communication, with an emphasis on Low-Income and English Learner families. Engage the community through expanded print and digital platforms. Create engaging content that resonates with diverse audiences while showcasing District achievements. Empower RUSD staff by providing the tools necessary to communicate the District's mission and values effectively.	$1,137,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.1d	Culture and Climate Survey	Implement a comprehensive Culture and Climate Survey with students, staff, and families. District leadership will analyze the survey results and develop plans to increase student resiliency, connectedness, and family engagement, with a priority on Students with Disabilities, English Learners, and Low-Income students. Additionally, results will be analyzed to develop plans for school safety and staff belonging and well-being.	$123,500.00	Yes
3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	Develop staff (certificated/classified) and leader capacity through to enhance the knowledge and understanding of behavioral and social-emotional learning to target the learner variability and diversity of students with a priority on Foster Youth, Students with Disabilities, and African American students. Research-based practices include the implementation of the following: - Positive Behavior Supports - Disciplinary Practices - Social-Emotional Learning - Trauma Informed Practices - Compassionate Classrooms - Restorative Practices	$806,975.00	Yes
3.2b	Attendance Case Management	Facilitate a community of practice to address chronic absenteeism through attendance case management teams with a priority on Foster Youth, Homeless Youth, Low Income, and Students with Disabilities. Attendance teams will: - Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. - Develop and implement school-wide attendance plans. - Remove barriers in partnership with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services. Evidence-based research suggests that attendance case management is effective in reducing chronic absenteeism and improving student outcomes. This approach focuses on building positive relationships and addressing individual needs, rather than punitive measures, connecting students and families with necessary resources and supports. LREBG funds ($309,673) will be used to support this research-based action. A	$9,778,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: CA Dashboard Indicator, Local Indicators, Chronic Absenteeism Rates, LCAP Surveys.		
3.2c	Positive Behavior Supports and Disciplinary Practices	Increase school connectedness and reinforce a positive learning environment through site-level positive behavior teams, including Assistant Principals, MTSS Counselors, and Campus Supervisors, to refine and implement Positive Behavior Supports (PBS) in and outside of the classroom, with a priority on Foster Youth, Low Income, Students with Disabilities, and African American/Black students. - Develop and implement school-wide behavior expectations that are taught and practiced, acknowledged and reinforced through reward systems, corrected, and retaught. - Analyze overall data on patterns of behavior to proactively make adjustments to campus supervision, acknowledgment, and reinforcement of expected behaviors to minimize the need for correction and consequences and ensure consistent responses to problem behaviors. - Remove barriers in partnership with staff, families, caregivers, and community partners to ensure all students receive needed support, including counseling services and on-campus mentorships.	$12,128,289.00	Yes
3.2d	Restorative Practices	Implement community circles and use restorative practices as a prevention and intervention strategy at each school site to reduce referrals and provide alternatives to suspensions with a focus on American Indian students, African American students, Low-Income, English Learners, Foster Youth, and Students with Disabilities.	$31,379.00	Yes
3.2e	Additional Behavior Supports	Provide strategic and intensive intervention for students with more intense behavior needs by conducting observations, analyzing data, and developing behavior plans to reshape disruptive behaviors with a priority on Foster Youth, Low-Income, and Students with Disabilities to enhance school safety.	$2,178,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2f	Additional Social-Emotional Supports	Provide strategic and intensive intervention for Preschool through 12th-grade students with more intense social-emotional needs by providing check-ins, individual and group counseling, and crisis prevention and intervention with a priority on Foster Youth, Low-Income, and Students with Disabilities.	$7,599,327.00	Yes
3.2g	Home Visits and Partnerships for At-Risk Students	Provide targeted support for families of Foster Youth, Low-Income Students, and Students with Disabilities experiencing chronic absenteeism or suspensions. Conduct home visits with families to build trusting relationships and partner in identifying students' needs and providing necessary support.	$144,911.00	Yes
3.2h	Foster Youth Case Management	Continue to remove barriers for Foster and Homeless Youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, behavior, and social-emotional support and to address the Differentiated Assistance needs to improve outcomes for Foster Youth in Mathematics and Suspension Rate.	$668,320.00	Yes
3.3a	Equity, Culture, and Climate	Build a school community that honors diversity and promotes a sense of belonging by enhancing the knowledge and understanding of diversity and inclusive practices.	$578,342.00	Yes
3.3b	Arts	Support college and career readiness through the implementation of the RUSD Arts Plan, providing robust, high-quality Arts education for all students from Preschool through 12th grade to reach their highest creative potential with a priority on English Learners, Foster Youth, and Low-Income.	$3,107,757.00	Yes
3.3c	Schools +2	Increase school connectedness by continuing to provide Schools +2 options to participate in co-curricular and extracurricular activities (clubs and athletics) and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high school athletic competition with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,224,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3d	Partnership Programs for Students	Maintain community partnerships with external organizations to provide mentoring and engagement opportunities for all students, with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$54,375.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4.1	Supports for Learning Environment - Maintain a safe, engaging, innovative, and equitable learning environment for all students by providing: Safe Facilities; High-Quality Employees; Professional Growth Systems; Classroom Technology, Support, and Digital Safety; Professional Development Systems and Structures; Access to Standards Aligned Materials; Supports to Schools; and Data-Based Decision Making. Quarterly progress monitoring will be conducted for both program (by the LCAP Director) and fiscal (by the Business Services lead) sides for each action in the Maintenance Goal.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

After reviewing the final reporting from the 2021-24 LCAP which has produced positive data for long-term programs, and in consultation with our educational partners, RUSD created this goal for actions that have shown continued progress and are to be maintained in the 2024-27 LCAP.

Educational Partner Input
During the LCAP development process, educational partners identified the need to continue to provide:

- Equitable learning environments through well-maintained facilities.
- Access to technology tools and devices for staff and students.
- Support for new staff, especially new teachers.
- Equitable resources and funding across sites.
- Easy access to data to support learning and well-being.

Based on Educational Partner feedback, and consulting prior data, this Maintenance Goal will sustain funding, and provide consistent progress monitoring for the following continuing actions:

- The accuracy and quality of student demographic and assessment information in District data management systems.
- School safety and safe facilities.
- Technology support for student Chromebooks and teacher laptops.
- LCAP school site allocations.

- Professional Growth Systems.
- Library Media Assistants and District Grant Writer
- High-quality teachers and staff.
- Access to State standards.

Quarterly progress monitoring will be conducted by the LCAP Director for each action in the Maintenance Goal. Action leads will be reporting progress from evidence and data to determine quality of increased and improved services for Foster Youth, Low-Income students and English Learners. At the end of the school year, the LCAP team will review the progress made for each maintenance action and will decide if an action is effective and should continue under the Maintenance Goal. The District plans to provide safe, engaging, innovative, and equitable learning environments for all students through these actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
201	% of students with access to standards aligned instructional Books and Supplies	Level 4 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers		Level 5 - Full Implementation & Sustainability (LCAP Local Indicator Rubric) - 100% of Teachers	No Change
202	% of teachers appropriately assigned and fully credentialed.	87.3% (2021-22 TAMO Report)	88.1% (TAMO 2022-23)		100% (TAMO & SARC Reports)	Increased 0.8%
203	% of Facilities in “Good Repair” rating	99.9% of RUSD facilities rated “Good” or better on annual FIT reports	99% of RUSD facilities rated “Good” or better on annual FIT reports		100% of RUSD facilities rated “Good” or better on annual FIT reports	Decreased 0.9%

Goal Analysis [2024-25]

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

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

4.1a Safe Facilities

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

During the 2024-25 fiscal year, RUSD adjusted the FIT inspection process to include maintenance trades workers participating in the inspection walkthroughs. This improved the process by immediately addressing and correcting minor issues noted by the inspectors. In addition, M&O staff worked additional hours to complete work orders to prepare for this year's inspections. The result was RUSD receiving 100% of "Good" or better in all FIT inspections. M&O has purchased all required HVAC units in advance of the summer installation. All preparations have been completed and awaiting the school year to end for work to commence. Schools and summer planning teams have been informed of work and coordinated. School painting projects are ahead of schedule with 4 schools completed, 3 of them during the 2024-25 school year with the design process completed for 4 additional schools to completed in the coming months. Staff worked with school administration to ensure all sites reviewed, revised, and adjusted their comprehensive school safety plans prior to the due date.

4.1b High-Quality Employees

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

During the 2024-25 recruitment fair season the Personnel Department focused on actively participating in 11 recruitment events where the majority of prospects hail from underrepresented groups. Of those job fairs 63.6% or 7 out of the 11 fairs that we participated in were Hispanic Serving Institutions, Historical Black College/University or known for having an ethnically diverse population of students attend their university. Although we did make growth in hiring more employees that represent ethnic diversity, we did not meet the 5% action objective.

4.1c Professional Growth Systems

Implementation, Substantive Changes, Challenges, & Successes: Implemented Differently

During 2024-25, Teacher Professional Growth Systems (PGS) provided coaching to 179 participating teachers, Administrator PGS provided coaching for 12 participating administrators, and Classified PGS provided coaching for 51 site based classified staff who work directly with students. Admin PGS changed their service delivery model. During the 2024-25 school year, we shifted from having a Principal Liaison provide coaching to hiring 4 Support Principals. These support principals provided 1:1 coaching and professional development. Classified PGS also experienced some challenges with providing services to mixed classifications. Changes in staffing also impacted the delivery of services. Classified PGS experienced success with providing professional development by hosting two mini-conferences with over 200 participants each offering. Teacher PGS continues to provide coaching and professional development. Participating teachers continue to value their experience in the program.

4.1d Classroom Technology and Support and Digital Safety

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

All aspects of this action were implemented without any issues. Classroom technology was refreshed (digital devices for all teachers with rosters (1,700) and students in grades TK-12 (37,718), reliable home internet for families via 1,100 hotspots, 200 new classroom display units, and 400 new document cameras). Technicians also provide classroom support by helping teachers learn how to turn on their new projector, connect it to their laptop, and adjust the projector image. Technicians also provide projector support with using the new interactive

features, such as (a) a projector pen where teachers can annotate directly on the projected image, circling key vocabulary words, and underlining important concepts, (b) using PC mode to navigate the internet, and (c) using the split-screen function which allows teachers to simultaneously display two or more images from different sources on the screen. No substantial differences occurred between the plan and the implementation. All actions were successfully implemented.

4.1e Professional Development Systems and Structures
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Systems to support the organization's management and data collection of professional learning were implemented and successful. During 2024-25, in the KickUp platform, there were a total of 1,127 trainings offered, where 16,954 participants were registered, and 11,875 individuals had confirmed attendance. During 2024-25, in the Reach360 platform, there were a total of 31 online trainings offered with 6,477 people who completed those virtual asynchronous courses.

4.1f Access to Standards Aligned Materials
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
RUSD continues to provide expanded hours for Library Media Assistants (LMAs) to ensure all students have access to required and supplemental learning resources at school and home. LMAs successfully supported the disbursement of all instructional materials for each trimester. All students are provided with a Chromebook immediately if they report a lost or damaged device. LMAs have also continued to disperse instructional materials for students and staff which include 1:1 Chromebooks, textbooks, consumable materials, and staff resources (teacher’s editions, classroom kits, etc.) to support high-quality instruction. Staff also recommend, order, and check-out books based on student choice (recreational reading, research, etc.) and teacher request. There were 452,442 total books for library check-out (across the District) for the 2024-25 school year.

4.1g Supports to Schools
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
Collaboration with the Coordinator of State and Federal funds has led to School Plans for Student Achievement (SPSAs) that align Local Control Funding Formula (LCFF) allocations and all funding sources with student needs, strategies to address those needs, and utilization of LCFF allocations to improve outcomes for RUSD's English Learners, Foster Youth, and Low-Income students. Additionally, spending was monitored monthly to ensure that it was fully utilized for allowable purposes as planned. Through periodic progress monitoring conversations with site leaders, closer to 100% expenditures are expected by the end of the fiscal year.

Grant Management:
Despite significantly less grant opportunities being posted this school year, the Grant Manager was still able to secure over $3.3 million in grant funding. Less grant postings may be attributed to the change in political context with the inauguration of the 47th President of the United States.

The Grant Writing Course Survey, Grant Manager Collaboration Survey, and Grant Manager Customer Service Survey were brand new for this school year. We had a very low response rate with only 3 responses to one of the surveys. We will strategize how to better promote these surveys or motivate staff to respond for next year.

4.1h Data-Based Decision Making
Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned
This actions helps to facilitate data-based systems as it gives departments and sites needed data to monitor the progress of the metrics in place to determine if systems are effective. These systems provide instructional staff data to develop action plans and provide supports and services to students. Data Technicians complete work orders to solve technical issues in a timely manner. Clean and accurate data provides large scale data sets to help identify areas to explore further and determine if actions need to revised, adjusted, or eliminated.

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

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

4.1d Classroom Technology and Support and Digital Safety:
Budgeted $7,184,777.00/Estimated Actual $8,245,472.00 (+15%)
Rationale: The material difference is due to a one-time technology purchase that cost more than budgeted.

4.1e Professional Development Systems and Structures:
Budgeted $120,000.00/Estimated Actual $62,991.00 (-48%)
Rationale: The material difference is due to underspending on materials, supplies and resources.

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

4.1a Safe Facilities
Data Justification/Effectiveness of Action: Effective
1. 100% of school campuses received a FIT score of "Good" or better. 2. 91 HVAC units will be installed during the summer break. Work will commence upon the first day after regular session closes. Units in possession of RUSD. 3. 4 schools have been painted and another 4 schools are in the design process. This consists of one High School, two middle Schools and five Elementary schools. 4. 100% of schools completed their comprehensive school safety plan. 5. The Raptor Emergency Management Suite will be fully implemented by June 2025. Training is scheduled for April and roll-out will be complete in May/June of 2025. 6. SROs conducted STAR protocols for all actual and perceived threats of school violence.

The modified FIT inspection process improved the turn-around-time to submitting/entering identified findings into the SARC. This also improved the work order completion rate.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, the data reveal:

Safety & Security
74% of families (n = 865) indicated their child's school campus is safe and secure.
61% of students in grades 7-12 (n = 1,320) indicated they feel safe and secure at their school.
73% of staff (n = 1,082) agreed or strongly agreed that their work site is safe and secure.

64% of families (n = 865) indicated their child's school maintains clean facilities, including restrooms.
Students in grades 7-12 (n = 1,320) agreed or strongly agreed that their school's restrooms are kept adequately:
-Clean: 55%
-Safe: 55%
-Available: 61%
-Repaired after Destruction: 50%

LCAP High School Student Focus Groups
The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad themes that emerged from this qualitative feedback were: (a) some students report feeling pretty safe on campus (and virtually), while other students would like to see more security and police presence on campus to address incidents and intruders, (b) students report that their Teachers and Campus Supervisors make students feel safe and (c) students advocate for site administrators to more closely monitor social media to help prevent incidents before they happen. Across all schools, the most frequent complaints with regards to restrooms involve: cleanliness, availability, maintenance, and behavioral issues that occur in restrooms.

4.1b High-Quality Employees
Data Justification/Effectiveness of Action: Effective
For the 2023-24 school year 65.6% of all employees hired were ethnically diverse based on these main ethnicities: Hispanic/Latino, African American, Asian/ Other Pacific Islander and Native American. For the 2024-25 school year our action objective was to increase this percentage by a minimum of 5% so that 70.6% of all employees hired would be in the above ethnic categories. The action objective of a 5% increase was not met, although we did show a little growth in this area we did not meet the 5% action objective. For the 2024-25 school year we hired a total of 66% of all employees that are categorized as ethnically diverse. Here is the link to the data comparison chart: Comparison New Hire Data

Since 2019, the Personnel Department has been consistently working on this action objective and our hiring trend over this time does show that we are making growth towards closing the gap with aligning our employees to our student demographics. For Hispanic/Latino we have increased from 29% to 36%, for White we have decreased from 58% to 51%, for African American we have stayed consistent at 6%, and for Asian we have increased from 4% to 5%.

4.1c Professional Growth Systems
Data Justification/Effectiveness of Action: Effective
PGS received the 2024 Golden Bell award for its high-quality programming across all three arms (Teacher, Administrator, and Classified). As of April 4, 2025, Teacher PGS will recommend 88 participating teachers for Clear Credentials, of the 179 participating teachers 4 teachers were recommended as no-reelect (97% retention rate). All (100%) of participating administrators (12) are being retained. Due to data tracking

inconsistencies, retention rate could not be calculated for Classified PGS this year. The Professional Growth Systems Program continues to meet the needs of new employees and is deemed effective. Classified PGS has experienced some difficulty reaching new employees mid-year due to changes in staffing. Survey data from professional development offerings reveals that 100% of classified employees who attended training during fall break were satisfied with the event and 90% recommend it to their colleagues. Anecdotal data suggests that Classified PGS participants appreciate coaching but find it difficult to find time for it in their workday. Admin PGS and Teacher PGS remain highly effective, positively impacting job performance and satisfaction. The New Teacher Center's fall program quality survey showed that Teacher PGS participants value the program at 9.1 out of 10 and 87% believe that it positively impacts their teaching practices. Participants in Admin PGS will be surveyed before the end of the school year.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 66% of students in grades 7-12 (n = 1,320) indicated their teachers provide high-quality instruction even if they are new to RUSD. 64% of staff (n = 1,082) agreed or strongly agreed that Professional Growth Systems (PGS) provides new staff (teachers, site-based administrators, and classified staff) with adequate coaching and professional development to ensure a smooth transition into RUSD.

4.1d Classroom Technology and Support and Digital Safety
Data Justification/Effectiveness of Action: Effective
As of April 2025, 100% of students in grades TK-12 were provided access to a digital device to fully engage in all aspects of the core curriculum, as well as access to digital supplemental materials, as measured by quarterly asset management platform audits. As of April 2025, 100% of students who do not have access to reliable internet outside of school will be provided with a hotspot to fully engage in learning outside the school day. As of April 2025, 100% of classroom teachers were provided a reliable digital device to assist in planning, preparing, and delivering instruction to students, as measured by quarterly asset management platform audits. As of April 2025, 200 classrooms received refreshed classroom display units (projectors) to assist in the delivery of academic instruction. Observational feedback from one of the technicians demonstrates some of the impact of this work, "I witnessed firsthand the immediate impact of these new projectors. The teachers were energized, their lessons suddenly brimming with new possibilities. But more importantly, the students were captivated. A chorus of 'Oohs!' and 'Aahs!' would often ripple through the small desks. The visual element drew them in, the interactive features invited participation, and the overall learning environment felt more dynamic and alive." Lastly, as of April 2025, 400 new document cameras were deployed to teachers to assist in the delivery of instruction. All action objectives were successfully implemented and deemed effective.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 80% of families (n = 865) agreed or strongly agreed that the District provides technology tools (hardware, software, applications) for students and teachers that enhance and extend learning. 75% of students in grades 7-12 (n = 1,320) agreed or strongly agreed their school provides adequate technology tools (hardware, software, applications) for students to engage in learning. 75% of staff (n = 1,082) agreed or strongly agreed that the District provides technology tools (hardware, software, applications) for students and classroom staff that allows for full engagement in core and supplemental curriculum.

LCAP High School Student Focus Groups
The LCAP team conducted LCAP High School Student Focus Groups at each high school in November 2024 (n = 231). Some of the broad positive themes that emerged from this qualitative feedback were: (a) some students had no complaints about Chromebooks or technology and indicated everything was “good” and Chromebooks are easy to use and (b) some students liked having Chromebooks and completing assignments digitally because it makes learning more efficient than using paper. Some of the broad themes with regards to suggestions for improvement were: (a) students across all schools complained about how the school restricts (blocks) appropriate websites that are assigned by their teachers which prevents them from being able to complete assignments and (b) some students reported issues with Chromebooks: lag time, battery life, and slow Wifi.

4.1e Professional Development Systems and Structures
Data Justification/Effectiveness of Action: Effective
As of April 2025, feedback from the post professional development surveys revealed that (a) 96% of participants agreed or strongly agreed that training objectives were met and (b) 91% of participants agreed or strongly agreed that they plan to apply their learning into practice. Systems to collect staff perceptions of professional development were effective in providing Staff Development Specialists with data concerning the impact of their training on staff.

4.1f Access to Standards Aligned Materials
Data Justification/Effectiveness of Action: Effective
All students have the required instructional materials to engage in high-quality learning experiences. Williams visits for instructional materials resulted in no findings. Williams visits are annual monitoring visits conducted by Riverside County Office of Education at schools to ensure compliance with the Williams Legislation.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 85% of families (n = 865) agreed or strongly agreed that their child’s school provides adequate opportunities for timely distribution of supplemental learning supplies (Chromebooks, textbooks, etc). 90% of students in grades 7-12 (n = 1,320) agreed or strongly agreed they have easy access to their learning supplies (Chromebooks, textbooks, etc). 59% of staff (n = 1,082) agreed or strongly agreed that RUSD school staff provide adequate opportunities for timely distribution of supplemental learning resources.

4.1g Supports to Schools
Data Justification/Effectiveness of Action: Effective
As of December 2024, 100% of School Plans for Student Achievement (SPSAs) include goals and strategies that are aligned with the 2024-25 LCAP. 100% of approved requisitions align with the current LCAP goals. As of April 2025, 91% of school site allocations have been spent or encumbered. Therefore, this action objective is effective.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 76% of families (n = 865) agreed or strongly agreed that their child’s school provides adequate family engagement opportunities, whereas only 48% of students in grades 7-12 (n = 1,320) are aware of the family engagement opportunities at their school.

Grant Management:
From July 2024 to April 2025, RUSD was awarded $3,356,788 in grant awards:
-CDE's Education for Homeless Children and Youth grant for $312,178 for 2024-27
-Bill and Melinda Gates Foundation grant for $5,000,000 (in partnership with USC and Great Minds) where RUSD will be allocated $1,518,979 to pilot a new math curriculum at 10 elementary schools during 2024-27.
-Tool donation from Dewalt Tools to support the Construction CTE pathway at Ramona High School (2024-25).
-200 Build-A-Bear teddy bears to support homeless and Foster Youth programming (2024-25).
-Department of Healthcare Services (DHCS) Capacity grant for $1,368,340 to build operational readiness for the multi-payer fee schedule, which is a standardized set of reimbursement rates for school-based mental health services that applies across different health insurance payers 2025-27.
-CDE's Workability I supplemental grant for $62,790 annually to increase the number of students served with secondary transition activities (i.e., assessment, counseling, pre-employment skills training, vocational training, student wages for try-out employment, and placement in unsubsidized employment) by 25% (ongoing).
-CA Air Resources Board (CARB) Cycle 5 grant for $300,000 (in partnership with Empower You Edutainment UCR) where RUSD will be allocated $94,501 to extend the existing air quality professional development program for teachers and pilot battery operated lawn equipment in RUSD (2025-27).

As of May 2025, 14 staff have started to complete the online Grant Writing Course in Rise360 with 29% making it to completion. No responses to the Grant Writing Course Feedback Survey have been received to date. The results of our brand new 2024-25 Grant Manager Collaboration Feedback Survey indicate 100% overall satisfaction with collaborations. Respondents indicated 100% satisfaction (either satisfied or very satisfied) with the Grant Manager's research, data analysis, budgeting, and project management skills. Collaborators indicated 100% excitement to collaborate with the Grant Manager again in the future. As of April 2025, no responses have been received to the more general Grant Manager Customer Service Survey.

Each year, the RUSD Grant Manager's goal is to bring in at least $500,000 in grant funds to support the District. This year (2024-25), the Grant Manager far surpassed that goal by bringing in $3,356,788 as of April 2025 with another $100,000 pending award notifications and $8,930,688 in ongoing grants.

4.1h Data-Based Decision Making
Data Justification/Effectiveness of Action: Partially Effective
This action was partially effective.
Interim Assessment Utilization Rates:
Elementary Math showed a combined (EOY and BOY Assessments) utilization rate of 87.9%, which is 2.1% below our action objective. Secondary Math showed a combined (EOY and BOY Assessments) utilization rate of 85.0%, which is 5.0% below our action objective. Elementary English Language Arts (ELA) showed a combined (EOY and BOY Assessments) utilization rate of 87.4%, which is 2.6% below our action objective. Secondary ELA showed a combined (EOY and BOY Assessments) utilization rate of 72.6%, which is 17.4% below our action objective.

Social-Emotional Learning (SEL) Universal Screeners:
As of April 1, 2025, 85.1% of students in grades 2-12 completed the FastBridge SEL screener as compared to 87.8% in 2023-24. This reflects a 2.7% decline in participation.

Data Confirmation:
As of April 1, 2025, 50% of the schools in RUSD had a data confirmation completion rate of 90% or above. 27% of the schools in RUSD had a data confirmation completion rate between 75% to 89.9%. 23% of the schools in RUSD had a data confirmation completion rate between 50% to 74.9%.

Assessment Technicians:
Work order completion data suggests we are on track to exceed the year-end action objective. From 8/8/2024 to 3/27/2025, the Assessment Technicians resolved 723 work orders, and 100% of work orders were completed within 30 days.

Data Quality Technicians:
Internal data shows that we are currently on track to meet the year-end action objective. During the time period from 1/1/2025 to 4/1/2025, the Data Quality Technicians have resolved 255 work orders, and 98.8% of the work orders were completed within 30 days.

LCAP Surveys
According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 74% of families (n = 865) agreed or strongly agreed that they receive accurate information about their child through Aeries Parent Portal. 83% of students in grades 7-12 (n = 1,320) agreed or strongly agreed that it is easy to login to platforms such as Illuminate or FastBridge to complete online District assessments. 66% of staff (n = 1,082) agreed or strongly agreed that RUSD maintains accuracy with our student data systems that allows data-driven decisions to increase student outcomes.

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.

4.1a Safe Facilities
Planned Changes: Yes
For the 2025-26 school year, we will adjust the FIT inspection process to allow for the immediate entering of needed work orders during and directly after the inspection process by requiring inspection teams to include tablets with access to the work order system. This will help ensure needed repairs to school facilities are completed expeditiously.

4.1b High-Quality Employees
Planned Changes: Yes
For the 2025-26 school year, we will change the action objective to a 3% increase and divide this into 2 different categories, one for classified employees and one for certificated employees.

Next year, LCAP Action 4.1b will receive an adjustment to its LCFF funding allocation to account for Employee Wellness support.

4.1c Professional Growth Systems
Planned Changes: Yes
Teacher PGS has partnered with Hanover Research (through a grant) for further analysis of the program. A primary outcome of this partnership will be an in-depth report, including the identification of areas of improvement and detailed recommendations for making such improvements. Based on the findings of this project, improvements and refinements will be implemented.

Next year, LCAP Action 4.1c will receive an adjustment to its LCFF funding allocation to account for salary savings.

4.1d Classroom Technology and Support and Digital Safety
Planned Changes: No
There are no planned changes for next year.

4.1e Professional Development Systems and Structures
Planned Changes: No
There are no planned changes for next year.

4.1f Access to Standards Aligned Materials
Planned Changes: Yes
Although there are no planned programmatic changes for next year, LCAP Action 4.1f will receive an adjustment to its LCFF funding allocation to account for the addition of our new Casa Blanca Elementary School (opens August 2025).

4.1g Supports to Schools
Planned Changes: Yes
Continued training and collaboration with site and District leaders will ensure that site LCFF site allocations effectively meet the needs of unduplicated students.

Grant Management:
If we continue to see a decline in the amount of grant opportunities next year, the Grant Manager will explore ways to provide more grant support at the school-level or teacher-level. Typically, the Grant Manager is involved in larger scale District-level grants.

4.1h Data-Based Decision Making
Planned Changes: Yes
Due to factors impacting the percent of students tested, the testing windows on internal District assessments may be revised next year.

Next year, LCAP Action 4.1h has been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1a	Safe Facilities	Maintain safety and security for all students and employees on District campuses by providing safe and clean facilities, including restrooms.	$7,421,029.00	No
4.1b	High-Quality Employees	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees to better serve all students with a priority on English Learners, Low-Income, Foster Youth, and Students with Disabilities; monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the District; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families.	$272,968.00	Yes
4.1c	Professional Growth Systems	Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff, and site administrators new to the profession or new to RUSD in order to develop teacher and leader capacity to collaboratively design lessons at grade level rigor, enhance knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices to target the learner variability of students with a priority on on English Learners, Foster Youth, Low-Income, and Students with Disabilities; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees and families interacting at school sites.	$3,626,806.00	Yes
4.1d	Classroom Technology and Support and Digital Safety	Continue to provide classroom technology for staff and students to fully engage in core and supplemental curriculum, and ensure internet safety and disaster recovery of the RUSD computer network; reliable digital infrastructure, including internet connectivity and digital devices are continuously available to staff and students with priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$7,230,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.1e	Professional Development Systems and Structures	Provide professional development platforms to house, track, and evaluate all Districtwide professional development to ensure high-quality, best first instruction for all students with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$91,496.00	Yes
4.1f	Access to Standards Aligned Materials	Maintain expanded hours for Library Media Assistants to ensure all students have access to required and supplemental learning resources at school and home, with a priority to serve English Learners, Foster Youth, Low-Income, and Students with Disabilities.	$1,116,198.00	Yes
4.1g	Supports to Schools	Align School Plans for Student Achievement (SPSA) to the LCAP goals and actions to provide additional academic and behavioral support and remove barriers to family and student engagement with an emphasis on supporting the learning and well-being of English Learners, Foster Youth, and Low-Income students. Examples include additional instructional resource teachers, instructional coaching, professional learning for staff, translation, and supplies. Continue to secure additional funding through grants for schools/district programs with a priority on programs that increase diversity and inclusive practices that narrow outcomes gaps for student groups.	$6,232,905.00	Yes
4.1h	Data-Based Decision Making	Facilitate data-based system and student-level decisions to increase outcomes and narrow gaps between student groups by administering State and local assessments; maintaining the accuracy and quality of student demographic and assessment information in District data management systems with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. Research demonstrates that data-based decision making (including: identifying trends, patterns, and insights to help make more informed, effective, and impactful decisions) leads to improved outcomes. LREBG funds ($80,372) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Local Indicators: Universal Screener Completion Rate, % of Schools with Completed Data Confirmation, # of Work Orders Completed within 30 Days, LCAP Surveys.	$1,737,704.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5.1	**Abraham Lincoln Continuation:** • By June 2026, ALC will increase College Career Indicator by 4% for all students • By June 2026, ALC will increase English Language Arts by 25 points • By June 2026, ALC will increase Math by 25 points • By June 2026, ALC will decrease Suspension Rates by 4% • By June 2026, ALC will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* • 2024 College and Career Indicator (Red): English Learners, Long-Term English Learners, Low-Income, and Hispanic • 2024 Suspension Rate (Orange): English Learners, Long-Term English Learners, Low-Income, and Hispanic **Opportunity Program:** • By June 2026, the Opportunity Program will decrease the suspension rate by 4% • By June 2026, the Opportunity Program will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* • 2024 Suspension Rate (Red): Low-Income, Hispanic **Raincross High Continuation:** • By June 2026, RHC will increase the College/Career Indicator by 4% • By June 2026, RHC will increase the Graduation Rate by 1% • By June 2026, RHC will increase English Language Arts by 25 points • By June 2026, RHC will increase Math by 18 points • By June 2026, RHC will decrease the suspension rate by 4% • By June 2026, RHC will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* • 2024 College and Career Indicator (Red): English Learners, Long-Term English Learners, Homeless, Hispanic, White, Low-Income • 2024 Graduation Rate (Red): Homeless	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	• 2024 Suspension Rate (Red): Students with Disabilities, White • 2024 English Language Arts (no performance color) • 2024 Mathematics (no performance color) **Summit View:** • By June 2026, Summit View will increase the College/Career Indicator by 4% • By June 2026, Summit View will increase English Language Arts by 25 points • By June 2026, Summit View will increase Math by 18 points • By June 2026, Summit View will decrease Suspension Rates by 4% • By June 2026, Summit View will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% *Student Groups:* • 2024 Mathematics (Orange): Low-Income	

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 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

The analysis of the 2023 CA Dashboard data indicated a clear need to address the 3 schools identified in the Equity Multiplier calculation (Abraham Lincoln Continuation, Raincross High Continuation, and Opportunity Program).

2023 CA Dashboard Analysis - Abraham Lincoln Continuation
<u>Graduation Rate - Red</u>
- Declined 6.9%
- 76.3% graduation rate
- All Students (Low)
- English Learners (Low)

- Homeless(Low)-S
- Low-Income (Low)
- Hispanics(Low)

English Learner Progress - Red
- 21.1% making progress
- 1.2%maintained

College / Career Indicator - Very Low
- 2.4% making progress
- All Students (Very Low)

Math - Orange
ELA - Orange

2023 CA Dashboard Analysis -Raincross High Continuation
Graduation Rate - Red
- Declined 11.8%
- 73.3% graduation rate
- All students (Low)
- Homeless Very (Low)
- Low-Income (Low)
- Hispanic (Low)

College/Career - Very Low
- 2.7% making progress
- All Student Groups (Very Low)

Math - Orange
ELA - Orange

2023 CA Dashboard Analysis- Opportunity Program
Suspension Rate - Orange
- All Students (Very High)
- Low-Income (Very High)
- Students with Disabilities (Very High)
- Hispanic (High)
- White (Very High)

Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Analysis

Listed below are the percentages of teachers authorized by a clear or preliminary credential for their assigned content area (according to the 2021-22 Dataquest Teaching Assignment Monitoring Outcomes (TAMO) report):

- Abraham Lincoln Continuation - 69.6%
- Raincross High Continuation - 43.1%
- Opportunity Program - 36.7%

The analysis of 2024 CA Dashboard data indicated a clear need to address the 4 schools identified in the Equity Multiplier calculation (Abraham Lincoln Continuation High School, Opportunity Program, Raincross Continuation High School and Summit View).

2024 CA Dashboard Analysis - Abraham Lincoln Continuation
College / Career Indicator (Red)
-All Students: 0.7% Prepared, declined 2.2% (Red)
-English Learners: 0% Prepared, maintained 0% (Red)
-Hispanic: 0.9% Prepared, declined 2.6% (Red)
-Long-Term English Learners: 0% Prepared, maintained 0% (Red)
-Low-Income: 0.8% Prepared, declined 2.3% (Red)

English Language Arts (No Performance Color)
-All Students: 182.1 points below standard, declined 57.3 points

Mathematics (No Performance Color)
-All Students: 242.7 points below standard, declined 55.2 points

Suspension (Orange)
-All Students: 5.4% suspended at least one day, increased 1.6% (Orange)
-English Learners: 3.8% suspended at least one day, increased 1% (Orange)
-Hispanic: 6.1% suspended at least one day, increased 2.8% (Orange)
-Long-Term English Learners: 6.4% suspended at least one day, increased 6.4% (Orange)
-Low-Income: 4.6% suspended at least one day, increased 1.8% (Orange)

2024 CA Dashboard Analysis - Opportunity Program
Suspension (Red)
-All Students: 12.6% suspended at least one day, increased 1.4% (Red)
-Hispanic: 13.3% suspended at least one day, increased 4% (Red)
-Low-Income: 13.4% suspended at least one day, increased 3.2% (Red)

2024 CA Dashboard Analysis - Raincross High Continuation
College / Career Indicator (Red)
-All Students: 1.7% Prepared, declined 2.1% (Red)
-English Learners: 0% Prepared, maintained 0% (Red)

-Hispanic: 1.8% Prepared, maintained -1.4% (Red)
-Homeless: 0% Prepared, maintained 0% (Red)
-Long-Term English Learners: 0% Prepared, maintained 0% (Red)
-Low-Income: 1.8% Prepared, maintained -1.5% (Red)
-White: 0% Prepared, declined 10% (Red)

English Language Arts (No Performance Color)
-Fewer than 11 students - data not displayed for privacy

Mathematics (No Performance Color)
-Fewer than 11 students - data not displayed for privacy

Suspension (Orange)
-All Students: 4.9% suspended at least one day, increased 2.9% (Orange)
-Students with Disabilities: 11.1% suspended at least one day, increased 7.8% (Red)
-White: 10.7% suspended at least one day, increased 10.7% (Red)

Graduation Rate (Yellow)
-All Students: 76.2% graduated, increased 2.9% (Yellow)
-Homeless: 58% graduated, declined 5.6% (Red)

2024 CA Dashboard Analysis - Summit View
College / Career Indicator (Orange)
-All Students: 19.4% Prepared, declined 8.4% (Orange)
-No performance level given to student groups

English Language Arts (Orange)
-All Students: 27.3 points below standard, declined 19.9 points (Orange)
-Low-Income: 28.8 points below standard, increased 6.9 points (Yellow)

Mathematics (Red)
-All Students: 99.1 points below standard, maintained -2 points (Red)
-Low-Income: 105 points below standard, increased 14.8 points (Orange)

Suspension (Blue)
-All Students: 0% suspended at least one day, maintained 0% (Blue)
-No performance level given to most student groups due to small n sizes

Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Analysis
Listed below are the percentages of teachers authorized by a clear or preliminary credential for their assigned content area (according to the

2022-23 Dataquest Teaching Assignment Monitoring Outcomes (TAMO) report):
-Abraham Lincoln Continuation - 73.3%
-Raincross High Continuation - 48.8%
-Opportunity - 54.4%
-Summit View - 39.9%

Educational Partner Input
Please see Partners at Equity Multiplier Schools in the Engaging Education Partners section for more detailed information on the engagement process. During the LCAP development process, educational partners including parents and staff identified the need to continue to provide:

Our four Equity Multiplier schools (Abraham Lincoln Continuation, Opportunity Program, Raincross High Continuation, and Summit View) regularly consulted with educational partners at their respective schools through each school's English Learner Advisory Committee (ELAC), School Site Council (SSC), and staff meetings to garner ongoing input about the effectiveness of services provided at their schools.

Across all the schools, the following overall themes were identified from this feedback. Educational partners expressed interest in wanting to increase graduation rates, see improvements in math and ELA test scores, and decreased suspension rates. The feedback from parents was overall positive with suggestions to partner with local community colleges to request to have those students serve as tutors or to explore the possibility of having alternative education students take college classes on a community college campus. Lastly, parents also suggested partnering with community health professionals to conduct workshops or one-on-one meetings with students regarding behavior management.

The District plans to provide safe, engaging, innovative, and equitable learning environments for all students through actions that support learning and well-being and will measure progress toward this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
204	English Learner Progress	Abraham Lincoln Continuation: Students making progress toward proficiency (Fall 2023, CA Dashboard): 21.1% - Very Low Status	Abraham Lincoln Continuation: Students making progress toward proficiency (Fall 2024, CA Dashboard):		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Increased 10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Fall 2023, CA Dashboard): Maintained -1.2% Dashboard Performance: Red	31.6% Making Progress Dashboard Change (Fall 2024, CA Dashboard): Increased 10.5% Dashboard Performance: Yellow			
205	Increase Graduation Rates	Abraham Lincoln Continuation: CA Dashboard Status (Fall 2023, CA Dashboard): 76.3% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -6.9% Dashboard Performance: Red	Abraham Lincoln Continuation: CA Dashboard Status (Fall 2024, CA Dashboard): 90.1% Graduated Dashboard Change (Fall 2024, CA Dashboard): Increased 13.8% Dashboard Performance: Green		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome. Moving forward for 2025-26, this metric will be discontinued.	Dashboard Change (Fall 2024, CA Dashboard): Increased 13.8%
206	College/Career Preparation	Abraham Lincoln Continuation: Students prepared for college (Fall 2023, CA Dashboard): 2.4% - Very Low Status	Abraham Lincoln Continuation: Students prepared for college (Fall 2024, CA Dashboard): 0.7% Prepared		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Declined 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (2023 Dashboard reported status only) Dashboard Performance: Very Low	Dashboard Change (Fall 2024, CA Dashboard): Declined 2.2% Dashboard Performance: Red			
207	Mathematics	Abraham Lincoln Continuation: Dashboard Status (Fall 2023, CA Dashboard): 187.5 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +25.5 DFS Dashboard Performance: Red	Abraham Lincoln Continuation: Dashboard Status (Fall 2024, CA Dashboard): 242.7 points below standard Dashboard Change (Fall 2024, CA Dashboard): Declined 55.2 DFS Dashboard Performance: No performance color		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Declined 55.2 DFS
208	English Language Arts	Abraham Lincoln Continuation: Dashboard Status (Fall 2023, CA Dashboard): 124.9 points below standard - Very Low Status Dashboard Change (Fall 2023, CA	Abraham Lincoln Continuation: Dashboard Status (Fall 2024, CA Dashboard): 182.1 points below standard Dashboard Change (Fall 2024, CA		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Declined 57.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard): Increased +25.5 DFS Dashboard Performance: Red	Dashboard): Declined 57.3 DFS Dashboard Performance: No performance color			
209	Suspension Intervention	Opportunity Program: Dashboard Status (Fall 2023, CA Dashboard): 11.2% - Very High Status Dashboard Change (Fall 2023, CA Dashboard): Changed by -8.8% Dashboard Performance: Orange	Opportunity Program: Dashboard Status (Fall 2024, CA Dashboard): 12.6% suspended at least one day Dashboard Change (Fall 2024, CA Dashboard): Increased 1.4% Dashboard Performance: Red		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Increased 1.4%
210	English Language Arts	Raincross High Continuation: Dashboard Status (Fall 2023, CA Dashboard): 171.3 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +30.3 DFS	Raincross High Continuation: Dashboard Status (Fall 2024, CA Dashboard): Fewer than 11 students - data not displayed for privacy		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome. Moving forward for 2025-26, this metric will be discontinued.	Dashboard Status (Fall 2024, CA Dashboard): Fewer than 11 students - data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Performance: Red				
211	Mathematics	Raincross High Continuation: Dashboard Status (Fall 2023, CA Dashboard): 252.0 points below standard - Very Low Status Dashboard Change (Fall 2023, CA Dashboard): Increased +20.2 DFS Dashboard Performance: Red	Raincross High Continuation: Dashboard Status (Fall 2024, CA Dashboard): Fewer than 11 students - data not displayed for privacy		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Status (Fall 2024, CA Dashboard): Fewer than 11 students - data not displayed for privacy
212	Increase Graduation Rates	Raincross High Continuation: CA Dashboard Status (Fall 2023, CA Dashboard): 73.3% - Low Status Dashboard Change (Fall 2023, CA Dashboard): Declined -11.8% Dashboard Performance: Red	Raincross High Continuation: CA Dashboard Status (Fall 2024, CA Dashboard): 76.2% Graduated Dashboard Change (Fall 2024, CA Dashboard): Increased 2.9% Dashboard Performance: Yellow		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Increased 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
213	College/Career Preparation	Raincross High Continuation: Students prepared for college (Fall 2023, CA Dashboard): 2.7% Very Low Status Dashboard Change (2023 Dashboard reported Status only) Dashboard Performance: Very Low	Raincross High Continuation: Students prepared for college (Fall 2024, CA Dashboard): 1.7% Prepared Dashboard Change (Fall 2024, Dashboard): Declined 2.1% Dashboard Performance: Red		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, Dashboard): Declined 2.1%
214	% of Teachers Appropriately Assigned and Fully Credentialed	District-Level: 87.3% (2021-22 TAMO Report)	District-Level: 88.1% (2022-23 TAMO Report)		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Increased by 0.8%
215	English Learner Progress	Raincross High Continuation: Students making progress toward proficiency (Fall 2023, CA Dashboard): 47% (Fall 2023, CA Dashboard): Increased 17% Dashboard Performance: Green	Raincross High Continuation: Students making progress toward proficiency (Fall 2024, CA Dashboard): 47.4% Dashboard Change (Fall 2024, CA Dashboard): Maintained 0.4%		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	Dashboard Change (Fall 2024, CA Dashboard): Maintained 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Performance: Yellow			
216	College/Career Preparation	Summit View: Students prepared for college (Fall 2024, CA Dashboard): 19.4% Prepared Dashboard Change (Fall 2024, CA Dashboard): Declined 8.4% Dashboard Performance: Orange	This metric is new for 2025-26. Therefore, 2024 CA Dashboard data will serve as our baseline and 2025 CA Dashboard data will serve as our Year 1 Outcome.		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A
217	Mathematics	Summit View: Dashboard Status (Fall 2024, CA Dashboard): 99.1 points below standard Dashboard Change (Fall 2024, CA Dashboard): Maintained -2 DFS Dashboard Performance: Red	This metric is new for 2025-26. Therefore, 2024 CA Dashboard data will serve as our baseline and 2025 CA Dashboard data will serve as our Year 1 Outcome.		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A
218	Suspension Intervention	Abraham Lincoln Continuation: Dashboard Status (Fall 2024, CA Dashboard): 5.4% suspended at least one day	This metric is new for 2025-26. Therefore, 2024 CA Dashboard data will serve as our baseline and		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Change (Fall 2024, CA Dashboard): Increased 1.6% Dashboard Performance: Orange	2025 CA Dashboard data will serve as our Year 1 Outcome.			
219	Suspension Intervention	Raincross High Continuation: Dashboard Status (Fall 2024, CA Dashboard): 4.9% suspended at least one day Dashboard Change (Fall 2024, CA Dashboard): Increased 2.9% Dashboard Performance: Orange	This metric is new for 2025-26. Therefore, 2024 CA Dashboard data will serve as our baseline and 2025 CA Dashboard data will serve as our Year 1 Outcome.		Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome.	N/A

Goal Analysis [2024-25]

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

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

5.1a English Learner Growth

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

ELD teachers at Abraham Lincoln Continuation Schools provided staff with professional development (PD) on how to best support EL students. Professional development (PD) included reviewing key elements of the English Learner Roadmap, reviewing and planning for the ELPAC assessments, key elements of a successful writing assessment, how to use Ellevation, and how to utilize tutors in the classroom. Tutors concentrated on EL students in every class but were also available to help all students since the strategies being used were also good teaching strategies.

5.1b Increase Grad Rates

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Teachers at Abraham Lincoln Continuation and Raincross High Continuation used progress monitoring data to establish weekly credit goals. Progress monitoring data included reviewing with students their weekly progress and assigning them appropriate interventions based on their needs. Tracking data included "On Pace" or "Not on Pace" which triggered appropriate social-emotional or academic interventions. Teachers also worked with tutors to support students academic needs to maintain "On Pace" status. Teachers and tutors worked with students one-on-one and in small groups to support students through their academic needs. Daily collaboration from teachers and tutors on students needs helped identify appropriate interventions. Academic interventions included small group instruction in core classes but the focus was on English and Math.

5.1c College/Career Prep

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Abraham Lincoln Continuation and Raincross High Continuation worked with District personnel to establish CCAP courses. Site staff had some difficulty recruiting students interested in College and Career Access Pathways (CCAP) courses. Sites feel that they have established the foundation for future success. District College and Career staff met with students to establish goals and to assist in the process of enrolling in the CCAP classes. They also met with students to support them with time management skills needed to successfully complete CCAP courses and remain "On Pace" with graduation goals. Staff also supported students through the CCAP courses by helping them navigate the Learning Management System (LMS) used by the CCAP professors.

5.1d Math

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Abraham Lincoln Continuation and Raincross High Continuation identified all the students that needed to complete a math course. Staff worked with each student to create goals to complete the math course. Teachers and tutors collaborated on supporting students. One-on-one and small group instruction was utilized to help support students through their math courses.

5.1e Suspension Interventions

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

COPE/Opportunity teachers collaborated with counseling staff to schedule weekly social-emotional learning (SEL) presentations on topics related to emotional wellness, restorative justice, Positive Behavior Supports (PBS), implicit bias, and other mental health topics. Weekly outreach to parents was conducted by staff in an effort to partner with them on supporting student behavior.

5.1f English Language Arts

Implementation, Substantive Changes, Challenges, & Successes: Implemented as Planned

Staff at Abraham Lincoln Continuation and Raincross High Continuation identified all the students that needed to complete an English Language Arts (ELA) course. Staff worked with each student to create goals to complete the ELA course. Teachers and tutors collaborated on supporting students. One-on-one and small group instruction was utilized to help support students through their ELA courses.

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

Riverside Unified School District (RUSD) uses a threshold of plus or minus 10 percent to determine whether a material difference has occurred. The following actions associated with this goal demonstrated differences that met or exceeded this threshold:

5.1a English Learner Growth:
Budgeted $68,046.00/Estimated Actual $40,184.00 (-41%)
Rationale: The material difference is due to a teacher position being moved out of this action.

5.1b Increase Graduation Rates:
Budgeted $419,481.00/Estimated Actual $220,557.00 (-47%)
Rationale: The material difference is due to a teacher position being moved out of this action.

5.1c College/Career Preparation:
Budgeted $328,043.00/Estimated Actual $252,190.00 (-23%)
Rationale: The material difference is due to a teacher position being moved out of this action.

5.1d Mathematics:
Budgeted $50,942.00/Estimated Actual $5,421.00 (-89%)
Rationale: The material difference is due to a teacher position being moved out of this action.

5.1e Suspension Interventions:
Budgeted $80,247.00/Estimated Actual $16,796.00 (-79%)
Rationale: The material difference is due to a teacher position being moved out of this action.

5.1f English Language Arts:
Budgeted $33,221.00/Estimated Actual $159,446.00 (+380%)
Rationale: The material difference is due to a teacher position being moved into of this action.

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

5.1a English Learner Growth
Data Justification/Effectiveness of Action: Effective
According to 2024 CA Dashboard data, Abraham Lincoln Continuation's English Learner Progress increased by 10.5% to 31.6%.

5.1b Increase Grad Rates
Data Justification/Effectiveness of Action: Effective

According to 2024 CA Dashboard data, Abraham Lincoln Continuation's graduation rate increased to 90.1% (an increase of 13.8%). Raincross High Continuation also improved their 76.2% graduation rate (an increase of 2.9%), however, the graduation rate for Homeless students is at 58%.

5.1c College/Career Prep
Data Justification/Effectiveness of Action: Ineffective
According to 2024 CA Dashboard data, Abraham Lincoln Continuation's College/Career Indicator declined to 0.7% Prepared (a decline of 2.2%). Similarly, Raincross High Continuation's College/Career Indicator declined to 1.7% Prepared (a decline of 2.1%). We had 13 Abraham Lincoln Continuation students and 14 Raincross High Continuation students complete the first semester CCAP course. Now that we've established the foundation and infrastructure, we will continue to increase enrollment with future CCAP courses.

5.1d Math
Data Justification/Effectiveness of Action: Ineffective
According to 2024 CA Dashboard data, Abraham Lincoln Continuations math scores declined by 55.2 points to 242.7 points below standard. Raincross High Continuation had no scorable math scores because it had fewer than 11 students tested. Based on the data, we are planning so that we can ensure students have the core classes in the subject matter completed prior to the state testing window to yield higher test scores.

5.1e Suspension Interventions
Data Justification/Effectiveness of Action: Ineffective
According to 2024 CA Dashboard data, COPE/Opportunity Suspension Rates Increased to 12.6% (an increase of 1.4%). Interventions are yielding some success but it is slow to see change on the annual CA Dashboard updates.

5.1f English Language Arts
Data Justification/Effectiveness of Action: Ineffective
According to 2024 CA Dashboard data, Abraham Lincoln Continuation's English Language Arts (ELA) scores declined by 57.3 points to 182.1 points below standard. Raincross High Continuation had no ELA scores because fewer than 11 students tested. Based on the data, we are planning so that we can ensure students have the core classes in the subject matter completed prior to the state testing window to yield higher test scores.

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

Goal 5.1 Measuring and Reporting Results Table

- Our 2024-25 LCAP did not previously clarify the school from which these metrics originated. Therefore, moving forward, all of our metrics will have a notation to indicate the name of the school where the data originated. For example, Abraham Lincoln Continuation, Raincross High Continuation, Opportunity Program, Summit View, or District- Level were added to the Baseline and Year 1 Outcome columns.

- Our Equity Multiplier goal changed from a three-year goal to a one-year goal. Therefore, a notation was added in the "Target for Year 3 Outcome" column for all actions indicating "Since this is an Equity Multiplier one-year goal, we will only have Year 1 Outcome."
- Four new metrics were established for the 2025-26 LCAP. Therefore, a notation was added to those respective metrics in the "Year 1 Outcome" column indicating "This metric is new for 2025-26. Therefore, 2024 CA Dashboard data will serve as our baseline and 2025 CA Dashboard data will serve as our Year 1 Outcome." These changes are also described below per action.
- Lastly, two schools were removed as eligible for Equity Multiplier funding for graduation rate (Abraham Lincoln Continuation) and English language arts (Raincross High Continuation). Therefore, a notation was added to those respective metrics in the "Target for Year 3 Outcome" column indicating "Moving forward for 2025-26, this metric will be discontinued." These changes are also described below per action.

5.1a English Learner Growth
Planned Changes: Yes
We plan to continue progress monitoring next year. An error was identified with the metrics reported last year. Raincross High Continuation was supposed to be included (in addition to Abraham Lincoln Continuation), but it was inadvertently left off. It has now been added to the Measuring and Reporting Results table above (Metric #215).

5.1b Increase Grad Rates
Planned Changes: Yes
We plan to continue progress monitoring next year because according to the 2024 CA Dashboard, Raincross High Continuation is Yellow (76.2% graduation rate), which is under the state average of 86.7%. However, Raincross High Continuation's graduation rate for Homeless students is at the Red performance level (58% graduation rate). Therefore, we will continue to use Metric # 205. However, since Abraham Lincoln Continuation moved into the Green performance level for graduation rate, Metric #212 will be discontinued next year. LCAP Action 5.1b has been revised to incorporate unexpended LREBG funds, aligning with the intended purpose of this action. Additionally, LCAP Action 5.1b will receive an adjustment to its Equity Multiplier funding allocation to account for credit recovery sections and career guidance support.

5.1c College/Career Prep
Planned Changes: Yes
We plan to add CCAP presentation to our enrollment orientations to garner buy-in from the parents to help partner in supporting students. Since this was the first year of implementation, now that we've established the foundation and infrastructure, we will continue to increase enrollment with CCAP courses next year. Therefore, next year, LCAP Action 5.1c will receive an adjustment to its Equity Multiplier funding allocation to account for plan adjustments to meet current student needs. Summit View was identified as a new school that became eligible for Equity Multiplier funding for 2025-26. Therefore, a metric was added to the Measuring and Reporting Results table above (Metric #216) using 2024 CA Dashboard data as our baseline since this is a new metric for 2025-26.

5.1d Math
Planned Changes: Yes
Additional tutor supports will be in place for students who have not passed their math core classes. Additionally, teachers will collaborate with tutors on specific data points identified from data analysis results of benchmark assessments to support identified standards to master. Therefore, next year, LCAP Action 5.1d will receive an adjustment to its Equity Multiplier funding allocation to account for plan adjustments to

meet current student needs. Summit View was identified as a new school that became eligible for Equity Multiplier funding for 2025-26. Therefore, a metric was added to the Measuring and Reporting Results table above (Metric #217) using 2024 CA Dashboard data as our baseline since this is a new metric for 2025-26.

5.1e Suspension Interventions
Planned Changes: Yes
We plan to continue progress monitoring and adding social-emotional learning (SEL) interventions more regularly. We will establish partnerships with outside agencies to coordinate additional presentations related to research-based topics to help reduce student suspensions. Therefore, next year, LCAP Action 5.1e will receive an adjustment to its Equity Multiplier funding allocation to account for plan adjustments to meet current student needs. Abraham Lincoln Continuation and Raincross High Continuation were identified as new schools that became eligible for Equity Multiplier funding for 2025-26. Therefore, metrics were added to the Measuring and Reporting Results table above (Metric #s 218-219) using 2024 CA Dashboard data as our baseline since this is a new metric for 2025-26.

5.1f English Language Arts
Planned Changes: Yes
Additional tutor supports will be in place for students who have not passed their core ELA classes. Additionally, teachers will collaborate with tutors on specific data points identified from data analysis results of benchmark assessments to support identified standards to master. Therefore, next year, LCAP Action 5.1f will receive an adjustment to its Equity Multiplier funding allocation to account for plan adjustments to meet current student needs. Raincross High Continuation was removed as an eligible school for Equity Multiplier funding for 2025-26. Therefore, Metric #210 will be discontinued next year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1a	English Learner Growth	Implement Tier II Strategic interventions (ie: additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive intervention (ie: one-to-one support, mentoring) at Equity Multiplier Schools: Abraham Lincoln Continuation (Yellow), Raincross High Continuation (Yellow) to specifically address English learner progress and increase growth on annual ELPI.	$68,359.00	No
5.1b	Increase Graduation Rates	Implement a "Graduation Incentive" program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and	$273,827.00	No

Action #	Title	Description	Total Funds	Contributing
		mentoring for students at Abraham Lincoln Continuation (Green) and Raincross High Continuation (Yellow). Research indicates that providing individualized attention and advocacy to students, offering encouragement, and support in navigating challenges can significantly improve high school graduation rates and overall student success, especially for at-risk students. LREBG funds ($118,681) will be used to support this research-based action. A detailed explanation can be found in the Plan Summary: Reflections section. Metrics to Measure Effectiveness: Local Indicator: Graduation Rates.		
5.1c	College/Career Preparation	Provide support for Dual Enrollment opportunities including transportation and supplies for students; including career awareness activities, tutoring & mentoring to increase college and career readiness and provide close monitoring of credits and grades for students at Abraham Lincoln Continuation (Red), Raincross High Continuation (Red), and Summit View (Orange).	$144,228.00	No
5.1d	Mathematics	Provide high quality effective first instruction by credentialed teachers; provide intensive academic intervention/structured math and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring specifically for students at Abraham Lincoln Continuation (no performance color available), Raincross High Continuation (no performance color available), and Summit View (Red).	$218,111.00	No
5.1e	Suspension Interventions	Reduce suspensions by Increasing parent outreach, restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive behavior expectations. Abraham Lincoln Continuation (Orange), Raincross High Continuation (Orange), Opportunity (Red), Summit View (Orange)	$137,584.00	No
5.1f	English Language Arts	Provide Intensive academic intervention and tutoring for students not demonstrating progress in English language arts, including one-to-one, small group, and individual progress monitoring. Abraham Lincoln	$111,389.00	No

Action #	Title	Description	Total Funds	Contributing
		Continuation (no performance color available) and Raincross High Continuation (no performance color available)		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$118,866,736	$12,921,560

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
28.430%	0.736%	$3,072,771.49	29.166%

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
1.1a	**Action:** Professional Learning to Support Grade-Level Standards **Need:** While only 25% Low-Income students, 10.3% of English Learners (EL) students, 2.2% of Long-Term English Learners (LTEL), 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts (ELA) only 36.8% of Low-Income students, 10.3% of	Because the 2024 CA Dashboard Indicator for ELA is Red for: Students with Disabilities; Math is Red for: Students with Disabilities and American Indian; and EL, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income students are in Orange for ELA and math, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will train teachers and deploy research-based practices including the implementation of the following: - Universal Design for Learning	CA Dashboard Indicator Professional Learning Evaluation % of Class Visits where Instruction is Aligned with Grade Level Standards LCAP Surveys

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
	EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students), increased teacher and leader capacity is needed to develop Districtwide collaboratively design lessons at grade level for enhancing the knowledge and understanding of academic grade-level State Standards, the frameworks, and research-based practices which will target the learner variability of students with a priority on English Learners (ELs), LTELs and Low-Income students. **Scope:** LEA-wide	- Essential Standards and Learning Targets - Grading Practices aligned to Essential Standards and Learning Targets	
1.1b	**Action:** Instructional Coaching to Support Multi-Tiered System of Supports (MTSS) **Need:** While only 25% of Low-Income students, 10.3% of EL students, 2.2 of LTEL, 11.2 % of Foster Youth met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL	To increase academic achievement (CA Dashboard Indicator for ELA is Red for: Students with Disabilities; Math is Red for: Students with Disabilities and American Indian; and EL, Foster Youth, LTEL, and Low-Income students are in Orange); and to increase student engagement (only 26% of students stated this was favorable on the District Culture and Climate Survey); and decrease suspensions rates (Foster Youth, African American - Orange; Homeless, LTEL, Low-Income and Students with Disabilities - Yellow) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide each school site with MTSS Liaisons who will train	CA Dashboard Indicator Local Indicator (Universal Screener Data)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, 1.0% of LTEL, 9.6% of Foster Youth met or exceeded standards in Science (in comparison to 30.7% of all students); providing instructional coaching to support Multi-Tiered System of Supports (MTSS) site-based instructional coaching at all school sites is needed to give teachers increased opportunities to deliver effective first instruction and in-class intervention that will help them better address learner variability, social-emotional well being, and positive behavioral strategies with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	teachers on delivering effective first instruction and in-class intervention based on District and formative assessment results that are standards aligned and emphasize the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	
1.1d	**Action:** Expanded Instructional Planning **Need:** While only 25% of Low-Income students, 10.3% of EL students, 2.2 of LTEL, 11.2 % of Foster Youth met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth met or exceeded standards in Science (in comparison to 30.7% of all students); expanding planning time by one half-hour	Because the CA Dashboard Indicator for ELA is Red for: Students with Disabilities and Math is Red for: Students with Disabilities, American Indian; and EL, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income students are in Orange for ELA and math, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide an extra half-hour planning time, teachers will analyze common formative assessments and District interim assessments using the cycle of inquiry, share best practices to implement essential standards, and plan instructional strategies to narrow gaps between student groups.	CA Dashboard Indicator % of Class Visits where Instruction is Aligned with Grade Level Standards

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
	within the contracted day is needed to give teachers increased opportunities to better address learner variability with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide		
1.1f	**Action:** Preschool Academic Foundations **Need:** Foster Youth, Low-Income and English Learner preschool students scored below average on the Desired Results Developmental Profile Assessment (Building Middle and Later levels); therefore, providing our youngest students increased and expanded preschool opportunities is needed to build a strong academic foundation. **Scope:** LEA-wide	Even with slight gains in the some of the results on the DRDP across the District preschools, this need will be addressed LEA-wide. Preschool teachers will participate in professional learning that will develop foundations in oral language, early literacy, and numeracy. There will be an increased emphasis on serving younger three year-olds in Early Foundations and Later Foundations for 4 to 5 year olds.	Desired Results Developmental Profile (DRDP) % of Students Served in a Separate Setting
1.2a	**Action:** Professional Learning to Support Grade-Level ELA Standards **Need:** In English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to	Because the CA Dashboard Indicator for ELA is Red for: Students with Disabilities; and American Indian, English Learners, Foster Youth, Hispanic, LTELs, Pacific Islander and Low-Income indicate Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other student groups, professional development opportunities will be offered to RUSD	CA Dashboard Indicator Local Indicators (Interim Assessments) % of Class Visits where Instruction is Aligned with Grade Level Standards LCAP Surveys

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
	47.04% of all students); therefore developing teacher and leader capacity is needed to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English Language Arts, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	teachers to provide them with research-based practices for the implementation of the following: -The adopted English Language Arts curriculum to teach the grade-level standards. -The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English Language Arts. -Integrated English Language Development. -Reading, writing, language, listening, and speaking within English Language Arts and across content areas.	
1.2b	**Action:** Early Literacy Development **Need:** In English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); therefore, teaching early literacy skills in grades K-2 is needed to narrow gaps between student groups with a priority on English Learners, Low-Income, and Foster Youth. **Scope:** LEA-wide	Because the CA Dashboard Indicator for ELA is Red for: Students with Disabilities; and American Indian, English Learners, Foster Youth, Hispanic, LTELs, Pacific Islander, and Low-Income students indicate Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, professional learning for teachers will be offered for the implementation of direct and explicit, structured, multi-sensory instruction in English Language Arts for children to better address students with learning differences and difficulties in learning to read.	CA Dashboard Indicator Local Indicator (Universal Screener Data) LCAP Surveys
1.2c	**Action:** Reading Intervention for Secondary Students **Need:**	Because the CA Dashboard Indicator for ELA is Red for: Students with Disabilities and American Indian, English Learners, Foster Youth, Hispanic, LTELs, Pacific Islander, and Low-Income students indicate Orange, this need will be addressed on a	CA Dashboard Indicator % of Students Passing with C or Better LCAP Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); providing additional strategic and intensive Reading intervention aligned to grade level standards is needed to narrow the outcome gaps of student groups with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. **Scope:** LEA-wide	LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, teachers will implement interventions that utilize explicit, systematic, structured, and multi-sensory instructional strategies appropriate for middle and high school students to address reading difficulties and learning differences.	
1.3a	**Action:** Professional Learning to Support Grade-Level Mathematics Standards **Need:** While only 25% of Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth met or exceeded standards in Mathematics (in comparison to 36% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Mathematics, the Framework, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:**	Because the CA Dashboard Indicator for Math is Red for: Students with Disabilities and American Indian; and English Learners, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income indicate Orange, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups, professional development opportunities will be offered to provide teachers with research-based practices for the implementation of the following: -The adopted Mathematics curriculum to teach the grade-level standards. -The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Mathematics instruction. -Integrated English Language Development.	CA Dashboard Indicator Local Indicator (Interim Assessments) % of Class Visits where Instruction is Aligned with Grade Level Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	-Early numeracy skills, purposeful Math fluency practices, content knowledge, and conceptual understanding in Mathematics.	
1.4a	**Action:** Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS) **Need:** Because 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in Science, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	Because the CA Dashboard CAST results showed that only 30.7% of RUSD students in grades 5, 8, and 11 met or exceeded the State standards for Science, and because Math is Red for: Students with Disabilities and American Indian; and English Learners, Foster Youth, Hispanic, LTEL, Pacific Islanders and Low-Income indicate Orange in math, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other high-need groups RUSD will provide research-based practices including the implementation of the following: -The adopted Science curriculum to teach the grade-level standards. -The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards Science instruction and experiential learning opportunities. -Integrated English Language Development. -Understanding and use of the Science and Engineering Practices (SEPs) of NGSS.	CA Dashboard Indicator Local Indicators (Interim Assessments) % of Class Visits where Instruction is Aligned with Grade Level Standards LCAP Surveys
1.4b	**Action:** Elementary Science Experiential Learning **Need:** 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students);	Because the CA Dashboard CAST results indicated that only 30.7% of RUSD students met or exceeded the State standards for Science, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, the District will provide at least three experiential learning opportunities aligned to grade-level Science	CA Dashboard Indicator Professional Learning Evaluation Classroom Walkthroughs and Report Card Data LCAP Surveys

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
	therefore, providing elementary grade students with increased background knowledge in Science is needed to narrow gaps between student groups and increase and improve services for English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	standards, including sixth-grade science camp, to increase Science proficiency.	
1.4c	**Action:** Secondary Science Experiential Learning **Need:** Because 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); expanding and increasing background knowledge in the secondary Sciences is needed to narrow gaps between student groups and increase and improve services with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Because the CA Dashboard CAST results indicated that only 30.7% of RUSD students met or exceeded the State standards for Science, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils the District will provide professional learning and student activity opportunities aligned to grade-level standards, along with content-aligned experiential learning activities within the school day for middle and high school students across the District to increase participation in STEM activities.	CA Dashboard Indicator Classroom Walkthroughs Local Indicator (Interim Assessments)
1.5a	**Action:** Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science **Need:**	To increase the average % of History-Social Science (HSS) classes implementing State Standards and instruction aligned with grade level standards for HSS and ELA, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions, and circumstances of Unduplicated pupils, and other student groups	CA Dashboard Indicator % of Class Visits where Instruction is Aligned with Grade Level Standards Elementary Report Card Grades

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and because strong English Language Arts (ELA) skills are needed to succeed in History-Social Science, developing teacher and leader capacity to collaboratively design lessons at grade level rigor is needed to enhance the knowledge and understanding of grade-level State Standards in History-Social Science, the frameworks, and research-based practices to target the learner variability of students, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	research-based practices will be provided to teachers which include the implementation of the following: -The adopted History-Social Science curriculum to teach the grade-level standards. -Integrated English Language Development. -Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	% of High School Students Passing with a C or better LCAP Surveys
1.5b	**Action:** Ethnic Studies Curriculum Development **Need:** Implementing a comprehensive Ethnic Studies plan is needed to address the feedback from educational partners on the LCAP Family and Staff Surveys to ensure student equity and access to robust course offerings for Unduplicated pupils; therefore RUSD will create and expand the Ethnic Studies curriculum and provide increased access to diverse course offerings with prioritized support for English Learners, Foster Youth, and Low-Income students. **Scope:**	To increase the average % of History-Social Science classes implementing State Standards and instruction aligned with grade level standards, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide new and expanded coursework and educational materials for Ethnic Studies to include the real-life experiences, teach the history, and highlight the contributions of people of color.	Participant Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5c	**Action:** Civics **Need:** Implementing a Civics engagement plan across the District is needed to address the requests from educational partners and the RUSD School Board to increase access to civics programs for Unduplicated pupils, and to promote the District mission to provide opportunities for Unduplicated pupils to earn the State Seal of Civic Engagement and to expand Unduplicated pupils' civic skills and values, with a priority on English Learners, Foster Youth, and Low-Income. **Scope:** LEA-wide	To increase the average % of History-Social Science classes implementing State standards and civics instruction aligned with grade level standards, and offer course work and activities to earn the State Seal of Civic Engagement, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will help develop students' social, political, and civic participation through civics-based school and community projects, and increase the number of students who earn the State Seal of Civic Engagement.	# of Students Earning Seal of Civic Engagement
1.6a	**Action:** Professional Learning to Support Instructional Technology Integration **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth,	Because CA Dashboard status for English Language Arts (ELA) is Red for: Students with Disabilities; and Math is Red for: Students with Disabilities and American Indian, with English Learners, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income students indicating Orange for math and ELA, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide teacher training and researched-based practices that include the implementation of: • Utilization of research-proven instructional strategies that support all learners • Digital Media Literacy and Citizenship	CA Dashboard Indicator Professional Learning Evaluations (KickUp)

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
	met or exceeded standards in Science (in comparison to 30.7% of all students); developing teacher and leader capacity is needed to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of the International Society for Technology in Education (ISTE) Standards for Educators and Students, classroom engagement strategies, and integration of technology to support standards-based instruction with a priority on English Learners, Foster Youth and Low-Income students **Scope:** LEA-wide	• Computational Thinking • Design Thinking	
1.6b	**Action:** Learning Support for Instructional Technology **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); providing instructional technology resources to	Because the CA Dashboard CAST results showed only 30.7% of RUSD students met or exceeded the State standards for Science, and the CA Dashboard status for English Language Arts (ELA) is Red for: Students With Disabilities and Math is Red for: Students with Disabilities and American Indian, with English Learners, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income students indicating Orange for math and ELA, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional learning for teachers to utilize instructional technology in the classroom such as: Chromebooks, Ozobos, Spheros, Micro:bits, Rovers, Indi cars and a new iPad pilot for 2025-26.	CA Dashboard Indicator Professional Learning Evaluations (KickUp) # of Participants in each Cohort

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
	support core curricula across all schools is needed to bridge gaps in student learning with a priority on English Learners, Foster Youth, and Low-Income students **Scope:** LEA-wide		
1.6c	**Action:** Digital Citizenship Curriculum **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); continuing to build a culture of Digital Literacy and Digital Citizenship among RUSD students and families is needed to build a positive digital culture at school and in the home, meet the requirements of E-rate and increase overall academic achievement, with a focus on Low-Income, Foster Youth and English Learners. **Scope:**	Because the CA Dashboard status for English Language Arts (ELA) is Red for: Students with Disabilities; and Math is Red for: Students with Disabilities and American Indian, with English Learners, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income students indicating Orange for math and ELA,, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will implement a research-based classroom curriculum and school site certification for Digital Citizenship, and will engage families with Family Innovation nights, and other resources to continue building a positive digital culture at home.	CA Dashboard Indicator % of Schools Completing Digital Citizenship Lessons Site and District Certification Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6d	**Action:** Computer Science and Computational Thinking Opportunities **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); providing continual access for Unduplicated student groups, along with all students to Districtwide Computer Science/Computational Thinking enrichment opportunities is needed in order to broaden students' awareness and options for future careers. **Scope:** LEA-wide	Because the CA Dashboard indicator for Math is Red for: Students with Disabilities and American Indian, with English Learners, Foster Youth, Hispanic, LTEL, Pacific Islander and Low-Income students indicating Orange for math, and CAST results indicate only 30.7% of students met or exceeded the State standards for Science, this need will be addressed on a LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide Computational and Design Thinking-focused activities and events including: • Computer Science/CS Clubs • Ignite Her Mind • Data Science Academy • Digital Storytelling RUSD will engage families with Districtwide Family Innovation Nights in order to foster broader student opportunities in Digital Literacy, Computer Science, Computational, and Design Thinking.	CA Dashboard Indicator Student Participation in Events Student Evaluations Family Participation in Events Family Evaluations
2.1a	**Action:** Professional Learning to Support College and Career Readiness	Although seven student groups are now in the Very High, or High status on the College/Career Indicator (CCI), there are still 54.4% of high school	CA Dashboard Indicator % of Students Passing with a C or Better

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: While all student groups made gains in 2023-24 for College and Career, Long-Term English Learners (LTELs) are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners (EL) are at 10.3% (as compared to all students at 45.6%); therefore developing capacity of school counselors and site leaders to enhance the knowledge and understanding of research-based practices is needed to help prepare students for college and career readiness with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	seniors who need to improve their performance on the CCI; therefore this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide professional learning for counselors and site leaders to implement the application of academic achievement strategies, how to help students manage emotions, and how to teach interpersonal skills for college and career readiness.	% On Track for Graduation
2.1b	**Action:** School Counseling Support **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to all students at 45.6%); providing comprehensive school counseling programs at middle and high schools is needed to strengthen relationships with students and families with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. **Scope:**	Although seven student groups are now in the Very High, or High status on the College/Career Indicator (CCI), there are still 54.4% of high school seniors who need to improve their performance on the CCI; therefore this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will work to eliminate barriers to student attendance using enhanced software, increased school connectedness with positive student/counselor ratios, and foster academic achievement with consistent student monitoring for grades, credits, and A-G attainment.	CA Dashboard Indicator % On Track for Graduation Chronic Absenteeism Rates LCAP Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1c	**Action:** College Career Guidance Alignment **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to all students at 45.6%); providing collaboration time is needed for site leaders and teacher leaders to meet with counselors to ensure college and career guidance alignment with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities. **Scope:** LEA-wide	Although seven student groups are now in the Very High, or High status on the College/Career Indicator (CCI), there are still 54.4% of high school seniors who need to improve their performance on the CCI; therefore RUSD will provide focused meeting time across the District for Counselors, Teachers, and other Staff to align and monitor schoolwide practices to ensure student progress on key metrics for College and Career Readiness by student group.	CA Dashboard Indicator % On Track for Graduation
2.1d	**Action:** Parent and Student College Career Ready Workshops **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to all students at 45.6%); providing college and career ready workshops is needed to support students and families with a priority on English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Because LTELs and Students with Disabilities are the Orange for CCI, and English Learners, Foster Youth, Homeless, American Indian, and Two or More Races indicate Yellow; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will conduct up to 15 (or more) college and career workshops throughout the school year made specifically accessible for both parents and students to attend.	# of Workshops Provided

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2a	**Action:** Credit Recovery **Need:** In an effort to increase Foster Youths' (76% grad rate) and Students with Disabilities' (83.8% grad rate) and move their performance level from Orange to Yellow status, and move LTELs' grad rate (88.9%) to Green; providing strategic and intensive intervention at secondary schools is needed to narrow the outcome gaps and increase opportunities for students with a priority on English Learners, Foster Youth, and Low-Income students **Scope:** LEA-wide	While the Graduation Rate for RUSD slightly increased (2%) overall, and is now in Green status on the CA Dashboard Indicator, this need will still be addressed LEA-wide to address the under-performance of Foster Youth, Students with Disabilities and LTELs. In order to meet the needs, conditions, and circumstances of Unduplicated students, RUSD will provide opportunities during the school day and extended day for students to recover course credits for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school.	% On Track for Graduation LCAP Surveys
2.2b	**Action:** Dropout Prevention **Need:** In an effort to increase Foster Youths' (76% grad rate) and Students with Disabilities' (83.8% grad rate) and move their performance level from Orange to Yellow status, and move LTELs' grad rate (88.9%) to Green; consistent, professional monitoring of dropout rates and Dashboard indicators is needed for successful dropout prevention with a priority on English Learners, Foster Youth, and Low-Income students.	While the Graduation Rate for RUSD slightly increased (2%) overall, and is now in Green status on the CA Dashboard Indicator, this need will still be addressed LEA-wide to address the under-performance of Foster Youth, Students with Disabilities and LTELs. In order to meet the needs, conditions, and circumstances of Unduplicated students, RUSD will provide a dropout prevention specialist who will strengthen relationships with students and families, and facilitate programming and supports for students who need dropout prevention in grades 8-12.	% On Track for Graduation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2c	**Action:** Expanded Summer Programs for High School Students **Need:** In an effort to increase Foster Youths' (76% grad rate) and Students with Disabilities' (83.8% grad rate) and move their performance level from Orange to Yellow status, and move LTELs' grad rate (88.9%) to Green; expanded learning time for high school students is needed to narrow learning gaps in course content standards and accelerate progress of all students groups, prioritizing services for English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Because Foster Youth, Students with Disabilities and Long-Term English Learners across RUSD are in the Orange and Yellow status on the CA Dashboard, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD students will be provided organized summer learning programs that will specifically address grade improvement, course credit recovery, and progress on their academic plan.	% On Track for Graduation # of Additional Graduates after Summer School LCAP Surveys
2.3a	**Action:** Career Technical Education (CTE) Pathway **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to all students at 45.6%); continuing to design and expand RUSD Career Technical Education (CTE) programs, is needed to enhance life skills, and college and career readiness for all students with a priority on	Because Foster Youth, Students with Disabilities and Long-Term English Learners across RUSD are in the Orange and Yellow status on the CA Dashboard, and all other student groups need to maintain their Green and Blue status; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will enhance implementation of CTE standards and pathways and provide additional courses and apprenticeship opportunities for students including Advanced Manufacturing, in partnership with Riverside County Office of Education (RCOE), higher education, and community partners.	College Career Indicator LCAP Surveys LCAP High School Student Focus Groups

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
	English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide		
2.3b	**Action:** Dual Enrollment Course Offerings **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to al students at 45.6%); increasing Dual Enrollment participation is needed to provide early college experiences for students in RUSD with a priority on English Learners, Low-Income students, and Foster Youth. **Scope:** LEA-wide	Because Foster Youth, Students with Disabilities and Long-Term English Learners across RUSD are in the Orange and Yellow status on the CA Dashboard, and all other student groups need to maintain their Green and Blue status; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide dedicated staff time to actively recruit students to increase enrollment in the number of college courses that will provide early college experiences for high school students and potentially provide them with a college transcript before high school graduation.	# of College Courses Completed % of Students Passing with a C or Better and Grades Earned
2.3c	**Action:** International Baccalaureate (IB) Program **Need:** Considering only 43% of students are prepared for College and Career on the CA Dashboard for John W. North High School; providing a growing, and challenging International Baccalaureate program to 10th-12th grade students is needed at North High School (Comprehensive) to better provide equity for its high enrollment of Low-Income students, Foster Youth, and	Because the International Baccalaureate Program is only offered at John W. North High School, (highest enrollment of Unduplicated students at a comprehensive high school in the District) this need will be addressed School-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the John W. North High School IB program (only IB program in RUSD) will consist of personalized counseling, mentorship, tutoring, and other additional support for IB diploma program track students.	IB Participation Rate % of Students Successfully Completing Coursework % On Track for Graduation

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
	English Learners. (Combined student population of 76%) **Scope:** Schoolwide		
2.3d	**Action:** Advanced Placement (AP) Course Offerings and Exams **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to all students at 45.6%); providing accelerated academic programs is needed to continue narrowing the outcome gaps between student groups with a priority on English Learners, Low-Income students, and Foster Youth **Scope:** LEA-wide	Because Foster Youth, Students with Disabilities and Long-Term English Learners across RUSD are in the Orange and Yellow status on the CA Dashboard, and all other student groups need to maintain their Green and Blue status; this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will work to increase Unduplicated enrollment in AP courses, as well as work to increase AP exam passing rates for all students enrolled.	# of AP Exam Registrations % of Students Successfully Completing Coursework % On Track for Graduation
2.3e	**Action:** Seal of Biliteracy Pathway **Need:** Bilingualism and biliteracy provides lasting cognitive, academic, linguistic benefits as well as cross-cultural awareness as seen by Dual Immersion students' who are earning C grades or better: Low-Income: 89.87%, Students with Disabilities 87.5% and English Learners:	Because English Learners, Bilingual Students and Dual Immersion students are enrolled across RUSD schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, and other student groups, RUSD will provide a multi-school Dual Language Immersion program at elementary, middle, and high school levels, monitoring student academic and language progress, offering a robust AP Spanish program,	% of Students Passing with a C or Better LCAP Surveys

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
	78.74%; therefore RUSD will address educational partner interests and academic promise by promoting multilingualism/multiliteracy skills, providing a Dual Language Immersion program with robust AP Spanish courses and providing opportunities to earn the Seal of Biliteracy, to prepare students with bilingual skills for the future; ensuring a priority on English Learners, Low-Income students and Foster Youth. **Scope:** LEA-wide	providing preparation for earning the Seal of Biliteracy and increasing the number of students who earn the Seal of Biliteracy each year. (395 students earned the Seal of Biliteracy in 2024 - 13% of graduates)	
2.4a	**Action:** Advancement Via Individual Determination (AVID) **Need:** While all student groups made gains in 2023-24 for College and Career, LTELs are still only at 7.9%, Students with Disabilities are at 8.8% and English Learners are at 10.3% (as compared to all students at 45.6%); increasing A-G attainment is needed through the continuation of elementary and secondary AVID and AVID Excel programs, with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide	Because 54.4% of RUSD students are not College and Career prepared, and to provide additional supports to raise A-G attainment rates across all schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, and other student groups, RUSD will continue to grow multi-school AVID and AVID Excel programs which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting.	% of Graduation and A-G Rate of AVID Seniors LCAP Surveys

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
2.4b	**Action:** Additional Targeted Supports for A-G Attainment **Need:** Considering only 22.6% of English Learners, 49.4% of Low-Income students and 27.8% of Foster youth completed UC/CSU entrance requirements; providing student programs with specific monitoring is needed to support underrepresented students (Hispanic - 49.9% A-G rate and African American - 57.3% A-G rate) in grades 9-12 with a priority on English Learners, Low-Income, and Foster Youth. **Scope:** LEA-wide	To provide additional supports to raise A-G attainment rates across all schools, this need will be addressed on an LEA-wide basis. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American students, English Learners, Hispanic students Low-Income, Foster Youth, and Students with Disabilities in the following support programs: -Heritage Program (African American Students) -Legacy Program (English Learner Students) -Puente Program (Hispanic/Latino Students)	% of A-G Completion and Graduation Rates of Program Seniors LCAP Surveys
3.1a	**Action:** Family Engagement **Need:** Based on educational partner feedback from the District Culture and Climate Survey regarding "Family Engagement," and noting that increasingly over 3,200 family participants (95% English Learner and Low-Income families) continuously work with the Family Resource Center each year; providing inclusive and accessible programming that respects and values the diversity of families to encourage partnerships is needed ongoing - between home and school to build the capacity for active collaboration, engagement, and leadership to support student success	To increase school connectedness and continue to alleviate barriers to family engagement - (Only 18% families indicated that "Family Engagement" was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and other high-need student groups, RUSD will support student learning and well-being, through staffing the Family Resource Center whose mission is to build partnerships with families and community members to provide access to comprehensive services to address and eliminate barriers.	Family Resource Center Event Survey Family Resource Center Family Feedback Survey Family Resource Center Workshop Survey LCAP Surveys

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
	with a priority on English Learners, Foster Youth, Low-Income students. **Scope:** LEA-wide		
3.1c	**Action:** Communications **Need:** Based on educational partner feedback from students, parents and family members of Unduplicated pupils on the annual District Culture and Climate Survey, only 13% of parents are often involved with parent groups, 23% of parents indicate they hardly ever meet with teachers in person and only 13% of parents have often helped out at their child's school this year; therefore, fostering a strong connection with parents through proactive and transparent communication is needed for Low-Income, Foster Youth, and English Learner families. **Scope:** LEA-wide	To increase school connectedness and continue to alleviate barriers to family engagement - (83% of families responded that they are comfortable communicating with the school and 85% responded that the schools are welcoming; yet only 18% of parents scored "Family Engagement" favorably on the District Culture and Climate Survey); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and their families, RUSD will engage the community through expanded print and digital platforms and create engaging content that resonates with diverse audiences while showcasing District achievements. RUSD staff will also be provided with the tools necessary to communicate the District's mission and values effectively via school sites.	LCAP Parent Advisory Attendance ParentSquare Open Rate Website Average Visits Per Month Instagram Engagement Facebook Engagement RUSD Culture and Climate Survey LCAP Surveys
3.1d	**Action:** Culture and Climate Survey **Need:** Based on educational partner feedback from the LCAP Student Advisory and the LCAP Parent Advisory who annually review student focus group results, parent engagement event	To increase school connectedness and continue to alleviate barriers to Family Engagement (Only 18% families stated this was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, District leadership will analyze the Culture and Climate Survey results	RUSD Culture and Climate Survey

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
	reports, and survey data from the families of Unduplicated pupils; and to also comply with state/LCAP requirements; implementing a comprehensive Culture and Climate Survey with students, staff, and families (approximately 3,000 family respondents in 2025) is needed to measure and gauge effectiveness and satisfaction levels of programming, and to project future services to be provided by the District with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	and develop plans to increase student resiliency, belonging, connectedness, and family engagement, Additionally, results will be analyzed to further develop plans for school safety, staff belonging, and staff well-being.	
3.2a	**Action:** Professional Learning to Support Behavior and Social-Emotional Learning **Need:** The most recent data from the Districts' FastBridge mySAEBRS social-emotional learning (SEL) screener data, demonstrates on average, 79% of students (including Unduplicated pupils) score at Low Risk levels. While suspension rates and chronic absenteeism rates have decreased during the 2024-25 school year the most recent data reveals: Foster Youth are 9.63% - suspended at least one day; English Learners 3.39% - suspended at least one day; and Low-Income students 3.44% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 23.69%; English Learners are	While 79% of all students scored Low Risk on the recent social-emotional screener, only 40% of students indicated that "Sense of School Belonging" was favorable on the District Culture and Climate Survey. In order for the District to focus on CA Dashboard suspensions rates (Maintaining All Students - Green; moving Foster Youth and African American out of Orange; Moving Homeless, LTEL, Pacific Islander, Low-Income, White, and Students with Disabilities out of Yellow); and an overall Chronic Absenteeism rate of 18.14%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide MTSS Counselors, Assistant Principals and Campus Supervisors professional learning from research-based practices and provide support for the implementation of the following:	CA Dashboard Indicator Local Indicators: Suspension Rates Universal Screening Data

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
	18.36% and Low-Income are 20.93%; therefore developing all staff (certificated/classified) and school leadership capacity is needed to maintain the current positive trends for SEL, and enhance the knowledge and understanding of behavioral and social-emotional learning, learner variability, and diversity of students as related to school behavior, chronic absenteeism and suspensions, with a priority on Foster Youth, Low-Income, and English Learners. **Scope:** LEA-wide	-Positive Behavior Supports -Disciplinary Practices -Social-Emotional Learning -Trauma Informed Practices -Compassionate Classrooms -Restorative Practices	
3.2b	**Action:** Attendance Case Management **Need:** Considering the most recent Chronic Absenteeism rates (2024-25 school year) for Foster Youth are 23.69%; English Learners are 18.36% and Low-Income students are at 20.93%; facilitating a community of practice with staff is needed to address Chronic Absenteeism through Attendance Teams who will conduct home visits, analyze attendance data, and develop school wide plans to improve chronic absenteeism rates with a priority on English Learners, Foster Youth and Low-Income students. **Scope:** LEA-wide	To increase student engagement (only 25% of students indicated "Student Engagement" was favorable on the District Culture and Climate Survey) and decrease suspensions rates for African American and Foster Youth - Orange; Homeless, LTEL, Pacific Islander, Low-Income, White, and Students with Disabilities - Yellow; and decrease an overall Chronic Absenteeism rate of 18.14%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will deploy Attendance Teams to: -Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. -Develop and implement school wide attendance plans. -Conduct home visits as necessary. -Remove barriers using partnerships with staff, families, caregivers, community partners, and local	CA Dashboard Indicator Local Indicators: Chronic Absenteeism Rates LCAP Surveys

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
		businesses to ensure chronically absent students receive needed support, including health services.	
3.2c	**Action:** Positive Behavior Supports and Disciplinary Practices **Need:** The most recent data from the Districts' FastBridge mySAEBRS social-emotional learning (SEL) screener data, demonstrates on average, 79% of students (including Unduplicated pupils) score at Low Risk levels. While suspension rates and chronic absenteeism rates have decreased during the 2024-25 school year, the most recent data reveals: Foster Youth are 9.63% - suspended at least one day; English Learners 3.39% -suspended at least one day; and Low-Income students 3.44% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 23.69%; English Learners are 18.36% and Low-Income are 20.93%; therefore, in order to increase school connectedness and engagement, the implementation of Positive Behavior Supports (PBS) in and outside of class, providing MTSS Counselors and deploying Campus Supervisors on school campuses is needed and will include consistent responses to problem behaviors, progressive discipline plans, and clear student expectations at each school site to reinforce a positive learning environment with a priority on Foster Youth, Low-Income and English Learners.	To increase student engagement (only 25% of students scored "Student Engagement" as favorable on the District Culture and Climate Survey) and decrease suspensions rates for African American and Foster Youth - Orange; Homeless, LTEL, Pacific Islander, Low-Income, White, and Students with Disabilities - Yellow; and decrease an overall Chronic Absenteeism of 18.14%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to train staff and implement Positive Behavior Supports (PBS) across schools. PBS is unique to RUSD and includes the development of clear behavior expectations that are taught and practiced, rewarded through praise, corrected, and retaught; and provide MTSS Counselors to address social-emotional needs for students; and Campus Supervisors at Elementary, Middle and High Schools to address behavioral issues and provide support for school site staff.	CA Dashboard Indicator Local Indicators: Suspension Rates Universal Screening Data LCAP Surveys LCAP High School Focus Groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2d	**Action:** Restorative Practices **Need:** As of March 2025, RUSD Aeries records indicate the decrease in suspension rates from 2024: All Students (current: 3.06%; decrease of -0.94%) Foster Youth (9.63%) - 1.87% English Learners (3.39%) - 0.51% Low-Income (3.44%) - 1.26% Students with Disabilities (5.17%) - 1.43% Homeless (4.38%) - 0.92% African American (4.96%) - 2.44% White (2.84%) - 0.46% Hispanic (3.0%) - 1.10% This positive data validates that increasing community circles and restorative practices is needed to keep making progress for prevention and intervention strategies at each school site with a focus on Low-Income, English Learners, and Foster Youth. **Scope:** LEA-wide	To increase student engagement (only 25% of students scored "Student Engagement" as favorable on the District Culture and Climate Survey) and decrease suspensions rates for African American and Foster Youth - Orange; Homeless, LTEL, Pacific Islander, Low-Income, White, and Students with Disabilities - Yellow; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will train staff (both certificated and classified) and implement alternative discipline strategies such as community circles and restorative practices at all school sites to reduce referrals and provide alternatives to suspensions.	CA Dashboard Indicator Local Indicators: Suspension Rates RUSD Culture and Climate Survey
3.2e	**Action:** Additional Behavior Supports **Need:** RUSD's current suspension rates for Foster Youth are 9.63% - suspended at least one	To increase student engagement and positive behaviors/school climate (only 25% of students indicated "Student Engagement" was favorable and 45% of students indicated "School Climate" was favorable) on the District Culture and Climate Survey; and to decrease suspensions rates	CA Dashboard Indicator Local Indicators: Suspension Rates SAP Behavior Surveys LCAP Surveys

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
	day; English Learners 3.39% - suspended at least one day; and Low-Income students 3.44% suspended at least one day; therefore, continued strategic and intensive intervention conducted by Prevention Assistants and School Psychologists is needed for students with more intense behavior needs, with a priority on Foster Youth, Low-Income, and English Learners. **Scope:** LEA-wide	African American and Foster Youth - Orange; Homeless, LTEL, Pacific Islander, Low-Income, White, and Students with Disabilities - Yellow; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD Behavior Prevention Assistants staff including School Psychologists will conduct observations, analyze data, and develop behavior plans to reshape disruptive behaviors for identified students at all school sites.	
3.2f	**Action:** Additional Social-Emotional Supports **Need:** Because 75% of students served by the Student Assistance Plan (SAP) program are Unduplicated pupils, a survey was conducted across the District this school year. SAP provides clinical therapy, behavior prevention services, risk assessments, etc. The SAP Counseling Student Feedback Survey results demonstrate that the SAP Counseling Program has had a meaningful and positive impact on students' emotional resilience (71% of respondents) and ability to cope with stressors (71% of respondents). In addition, 88.2% of students strongly agreed that they felt heard and understood by their SAP Counselor and 82.4% of students strongly agreed that the location of the SAP Counseling Office was convenient and easy to access. Students reported increased self-awareness (71% of respondents), better	To increase student engagement and sense of belonging, (only 25% of students indicated "Student Engagement" at school was favorable, and only 40% of students indicated "Sense of Belonging" at school was favorable on the District Culture and Climate Survey) and to continue current gains made by the Student Assistance Program, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD's Student Assistant Plan Counselors (licensed clinicians) will provide check-ins, individual and group counseling sessions, and crisis prevention and intervention for students who may exhibit higher behavioral risks.	CA Dashboard Indicator Local Indicators: Suspension Rates RUSD Culture and Climate Survey SAP Counseling Surveys LCAP Surveys

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
	communication skills (82% of respondents), improved relationships (71% of respondents), and enhanced decision-making abilities (63% of respondents). Finally, the high rate of satisfaction and willingness to recommend the program was reported at 94%. Therefore, strategic and intensive intervention is needed for Preschool through 12th-grade to serve students who display disruptive behaviors, have multiple suspensions, and exhibit more intense social-emotional needs with a priority on Foster Youth, Low-Income, and English Learners. **Scope:** LEA-wide		
3.2g	**Action:** Home Visits and Partnerships for At-Risk Students **Need:** To continue the decreasing trend of Chronic Absenteeism in the District: All Students (18.14%) - 0.66% American Indian (23.47%) - 2.83% Pacific Islander (29.29%) - 2.81% Foster Youth (23.69%) - 2.21% English Learners (18.36%) - 0.74% Low-Income (20.93%) - 1.07% Students with Disabilities (25.16%) + 0.56% Homeless (27.64%) - 4.56% Asian (8.69%) - 1.61% Filipino (9.77%) + 3.77% African American (19.91%) - 3.59%	To increase student engagement and sense of belonging (only 25% of students indicated "Student Engagement" was favorable, and only 40% of students indicated "Sense of Belonging" at school was favorable on the District Culture and Climate Survey) and decrease the Districtwide Chronic Absenteeism rate of 18.14%; this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD Attendance Teams will conduct regular home visits with families to build trusting relationships and partner in identifying students' needs, and providing necessary support to families utilizing school and community resources in order to improve chronic absenteeism rates.	CA Dashboard Indicator Local Indicators: Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White (19.61%) + 6.71% Hispanic (27.64%) + 7.24% the District will continue providing targeted support in the form of Attendance Teams and community partnerships for families of Foster Youth, Low-Income Students, and English Learners, is needed to reduce the number of students experiencing chronic absenteeism and/or suspensions as a result of disconnection to school. **Scope:** LEA-wide		
3.3a	**Action:** Equity, Culture, and Climate **Need:** Based on data and feedback from student focus groups and experiences across schools, Unduplicated pupils including English Learners, Foster Youth, and Low-Income students state there should be more adult to student check-ins on how they are doing with regards to bullying and racism; additionally 40% of students reported on the District Culture and Climate Survey that they feel a "Sense of Belonging" at school; therefore, continuing to build a school community that honors diversity and promotes a sense of belonging is needed to enhance knowledge and understanding of diversity and inclusive practices with a priority on English Learners, Foster Youth, and Low-Income. **Scope:**	To increase Sense of Belonging for all students (only 40% of students stated this was favorable on the District Culture and Climate Survey) this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide professional development and leadership training for staff on cultural awareness, cultural proficiency and anti-bias practices (such as "No Place for Hate") in order to increase belonging for students, staff and families and eliminate inequities.	RUSD Culture and Climate Survey Principal No Place for Hate End of Year Reflection Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3b	**Action:** Arts **Need:** Only 10.3% of EL students, 7.9% of LTEL, 20.8% of Foster Youth, 8.8% of Students with Disabilities and 39.4% of Low-Income students are considered prepared for College and Career according to the CA State Dashboard. While these are slight gains over last year, the District still needs to continue providing a diverse set of offerings and supporting college and career readiness through the implementation of the RUSD Arts Plan. Course work in the arts is needed for many students to meet A-G requirements, and the arts offer a balanced educational experience for students, with a priority on English Learners, Foster Youth, and Low-Income. **Scope:** LEA-wide	To increase sense of belonging (only 40% of students indicated "Sense of Belonging" was favorable on the District Culture and Climate Survey) and to ensure College and Career preparatory options are available across the District, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide robust, high-quality Arts education (dance, theater, instrumental music, choral music, and visual arts) for all students, across all schools, from Preschool through 12th grade to reach their highest creative potential.	% of Students Enrolled in Elementary Music Programs # of District Arts Events Offered LCAP Surveys LCAP High School Student Focus Groups
3.3c	**Action:** Schools +2 **Need:** Approximately 60% of all Unduplicated pupils participate in organized sports and school activities; therefore, continuing to provide “School +2” options (two activities for students outside of the school day) is needed to increase student belonging, and to allow	To address educational partner feedback on the 2024-25 LCAP surveys which indicated 75% satisfaction with the extracurricular opportunities offered at schools, and to increase "Sense of Belonging" on the District Culture and Climate Student Survey (only 40% favorable), this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to provide co-curricular and extracurricular activities	RUSD Culture and Climate Survey LCAP Surveys LCAP High School Student Focus Groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students to participate in co-curricular and extracurricular activities free of charge and free of barriers (clubs and athletics) with a priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	across all schools and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high school athletic competition thereby increasing school connectedness and belonging.	
4.1b	**Action:** High-Quality Employees **Need:** In order to maintain and grow graduation rates for Unduplicated pupils (English Learners 84.5%, LTEL 88.9%, Low-Income students 93.9%, and Foster Youth 76%), and increase the ethnically diverse percentage of instructors/staff; attracting, recruiting, and developing highly qualified, highly effective, and ethnically diverse employees is needed to better serve all students with a priority on English Learners, Low-Income, and Foster Youth. **Scope:** LEA-wide	To maintain and consistently measure instruction-based LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students; to continue to provide an ethnically diverse teacher/staff percentage (66% curently for 2024-25) and to maintain and increase District graduations rates (94.5%); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the District; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families.	New Hire Demographic Data
4.1c	**Action:** Professional Growth Systems **Need:** In order to maintain and grow graduation rates for Unduplicated pupils (English Learners 84.5%, LTEL 88.9%, Low-Income students 93.9%, and Foster Youth 76%), and	To maintain and consistently measure instruction-based LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students; and to continue to provide and retain high-quality teachers/staff with appropriate credentialing, and specialized support for administrators to help increase District	Retention Rates of PGS Participants: Certificated, Classified, and Administrator Professional Development Surveys LCAP Surveys

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
	high-quality teachers/administrators/staff (97% current retention rate); providing high-quality coaching and professional learning through Professional Growth Systems (PGS) is needed to increase retention of certificated teaching staff, site administrators, and classified staff new to the profession or new to RUSD and to better serve Foster Youth, Low-Income students, and English Learners. **Scope:** LEA-wide	graduations rates (94.5%); this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to develop teacher and leader capacity through mentoring by PGS staff, fostering the collaboration and design of lessons at grade level rigor, enhancing knowledge and understanding of academic grade-level State Standards, Content Frameworks, and research-based practices; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees, and families interacting at school sites.	
4.1d	**Action:** Classroom Technology and Support and Digital Safety **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); continuing to provide classroom technology, and refresh classroom display projectors (200 classrooms in 2024-25), and document cameras (400 classrooms in 2024-25) for staff	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will ensure internet safety and disaster recovery of the RUSD computer network; and continue to provide a reliable digital infrastructure, including internet connectivity and digital devices which will be renewed in an ongoing protocol, and made easily available to staff and students.	% of Students with Access to a Digital Device % of Staff with a Device for Delivering Instruction # of Classrooms with Updated Classroom Display # of Classrooms with Updated Document Cameras LCAP Surveys LCAP High School Student Focus Groups

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
	and students is needed to fully engage students in core and supplemental curriculum, with priority on English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide		
4.1e	**Action:** Professional Development Systems and Structures **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); professional development (PD) platforms are needed to house, track, and evaluate all Districtwide professional development with a priority on enhancing instruction for English Learners, Foster Youth, and Low-Income students. **Scope:**	To maintain and consistently measure LCAP actions that have demonstrated effectiveness (96% of surveyed participants of the PD Platforms agreed or strongly agreed that training objectives were met), and to continue to provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, and to ensure high-quality instruction, RUSD will provide digital platforms to (a) manage and evaluate professional learning and (b) create virtual asynchronous learning opportunities to staff to enhance best first instruction for all students and monitor and evaluate PD services.	Professional Development Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1f	**Action:** Access to Standards Aligned Materials **Need:** While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); maintaining the expanded hours for Library Media Assistants is needed to ensure all students have continued access to required and supplemental learning resources at school and home to assist in their academic improvment and performance, with a priority to serve English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, (LCAP survey data revealed that 85% of families (n = 865) agreed or strongly agreed that their child's school provides adequate opportunities for timely distribution of supplemental learning supplies (Chromebooks, textbooks, etc); 90% of students in grades 7-12 (n = 1,320) agreed or strongly agreed they have easy access to their learning supplies (Chromebooks, textbooks, etc). 59% of staff (n = 1,082) agreed or strongly agreed that RUSD school staff provide adequate opportunities for timely distribution of supplemental learning resources); and to provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will continue to staff school libraries with Library Media Assistants who ensure the District is in compliance with the Williams Act and that Chromebooks and library books are tracked for inventory, re-distribution, and repairs (if needed).	% of Students with Access to Standards Aligned Instructional Books and Supplies # of Williams Act Findings LCAP Surveys
4.1g	**Action:** Supports to Schools **Need:**	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need	% of SPSAs Aligned with LCAP

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
	While only 25% Low-Income students, 10.3% of EL students, 2.2% of LTEL, 11.2% of Foster Youth, met or exceeded standards in Mathematics (in comparison to 36% of all students); and in English Language Arts only 36.8% of Low-Income students, 10.3% of EL students, 4.7% of LTEL, and 20.0% of Foster Youth met or exceeded standards (in comparison to 47.04% of all students); and 20.7% of Low-Income students, 2.4% of EL students, 1.0% of LTEL, 9.6% of Foster Youth, met or exceeded standards in Science (in comparison to 30.7% of all students); aligning School Plans for Student Achievement (SPSA) to the LCAP goals and actions is needed to ensure that increased and improved services in the form of additional educational resources and high-quality instruction and supervision are consistently available, and highly effective to support the learning and well-being of English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the RUSD LCAP Director will ensure the following: 1) SPSA goals and LCAP goals are parallel in monitoring academic, social-emotional, and behavioral data; 2) quarterly monitoring will take place to ensure the fidelity of the spending allocations to be used for actual needs such as: instructional resource teachers, community assistants instructional coaching, professional learning for staff, translation and needed students supplies; and 3) the District and schools will mutually continue to secure additional funding through grants to develop programs that increase diversity and inclusive practices while narrowing outcomes gaps for Unduplicated pupil groups.	% of Approved Requisitions Aligned with LCAP LCAP Surveys $ in External Grants Earned to Support Programs # of Grant Writing Course Completions Grant Manager Surveys
4.1h	**Action:** Data-Based Decision Making **Need:** According to our 2024-25 LCAP Surveys which were administered December 6 - 20, 2024, 74% of families (n = 865) agreed or strongly agreed that they receive accurate information about their child through Aeries	To maintain and consistently measure LCAP actions that have demonstrated effectiveness, and provide safe, engaging, innovative and equitable learning environments for all students, this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, the District will continue to administer State and local assessments with fidelity; and maintain the accuracy and quality of	Local Indicators: Universal Screener Completion Rate % of Schools with Completed Data Confirmation # of Work Orders Completed within 30 Days LCAP Surveys

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
	Parent Portal. 83% of students in grades 7-12 (n = 1,320) agreed or strongly agreed it is easy to login to platforms such as Illuminate or FastBridge to complete online District assessments. 66% of staff (n = 1,082) agreed or strongly agreed that RUSD maintains accuracy with our student data systems that allows data-driven decisions to increase student outcomes; therefore, Unduplicated pupils' assessment scores, attendance, behavior records, and academic achievement must be closely monitored by the District to consistently increase and improve services for English Learners, Foster Youth and Low-Income students. Therefore, overseeing data-based systems and creating opportunities for student-level decision making is needed to increase outcomes, and narrow gaps for these student groups. **Scope:** LEA-wide	student demographic and assessment information in District data management systems, focusing on growth for Foster Youth, Low-Income and English Learners who need to increase outcomes and narrow gaps.	

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
1.7a	**Action:** Professional Learning to Support ELD Standards	Due to the Low (Orange) status on the English Learner Progress Indicator for English Learners and Long-Term English Learners, and the need for	Local Indicators (Interim Assessments) LCAP Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: According to the CA State Dashboard only 39.8% of English Learners and only 35.7% of LTELs are making progress towards English Language Proficiency. Additionally, 7.4% of English Learners are At-Risk of becoming LTELs and currently only 41.4% of the over 11,600 RUSD English Learners are RFEP; therefore building teacher and leader capacity is needed to collaboratively desing lessons at grade level rigor to enhance the knowledge and understanding of English Language Development with a specific focus on instruction for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Differentiated Assistance, this need will be addressed as a Limited Action directly serving EL and LTEL students. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide professional development to teachers on EL assessments, reclassification preparation, ELA/English Language Development (ELD) Frameworks, ELD Standards, Designated ELD instruction, and research-based practices to target the unique language needs of ELs, Newcomers, and LTELs.	
1.7c	**Action:** Instructional Pathways for English Learners **Need:** According to the CA State Dashboard only 39.8% of English Learners and only 35.7% of LTELs are making progress towards English Language Proficiency. Additionally, 7.4% of English Learners are At-Risk of becoming LTELs and currently only 41.4% of the over 11,600 RUSD English Learners are RFEP; therefore providing instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting is needed to support language acquisition and	Due to the Low (Orange) status on the English Learner Progress Indicator for English Learners and Long-Term English Learners, and the need for Differentiated Assistance, this need will be addressed Limited Action directly serving EL and LTEL students. In order to meet the needs, conditions and circumstances of Unduplicated pupils, RUSD will provide Tier II support for English Learners at the high school level including: data analysis, authentic assessment, classroom observations, review of student work samples across subject matter disciplines, small group instruction, and progress monitoring.	Local Indicators (Interim Assessments)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	increase language proficiency to narrow outcome gaps for English Learners. **Scope:** Limited to Unduplicated Student Group(s)		
3.1b	**Action:** Translation/Interpretation **Need:** Over 6500 students/families in RUSD speak a first language other than English, (majority of English Learners' first language is Spanish in the District); therefore, to increase school connectedness for English Learners, providing translation and interpretation services is needed to increase parent access to the school community with a priority on families of English Learners **Scope:** Limited to Unduplicated Student Group(s)	According to the 2024-25 LCAP Survey, 79% of RUSD families (n=865) indicated that translation and interpretation services are readily available, therefore this need will continue to be offered LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, particularly English Learners, the District will provide an ongoing staff of translators and interpreters to provide services for school meetings, school events, IEPs, parent meetings, etc. to ensure access for families whose first language is other than English.	# of Interpretation/Translation Requests Completion Rates for Interpretation/Translation Requests LCAP Surveys
3.2h	**Action:** Foster Youth Case Management **Need:** Since current suspension rates for Foster Youth are 9.63% - suspended at least one day; and chronic absenteeism rates for Foster Youth are 23.69%; additional case management from RUSD's Pupil Services department is needed to remove barriers by providing so Foster Youth can have access to resources and graduate prepared for college and career.	To increase student engagement (only 25% of students responded favorably about their "Engagement" at school on the District's Culture and Climate survey), and decrease suspension rates, and chronic absenteeism for Foster Youth ,this need will be addressed LEA-wide. In order to meet the needs, conditions and circumstances of Unduplicated students, RUSD will provide additional case management from our Pupil Services department using outreach strategies and providing additional resources such as tutoring, transportation, school supplies, field trips, behavioral and social-emotional support for Foster	CA Dashboard Indicator Local Indicators: Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	Youth, along with a District-level specialized case manager for Foster Youth who will monitor their A-G coursework, their path to graduation, and ensue they are supported throughout their schooling experience.	

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

Additional Concentration Grant Funding

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

The majority of the RUSD schools meet the criteria for additional funding. As of our 2025 calculations, 44 schools in Riverside Unified meet the “greater than 55 percent” enrollment threshold for Unduplicated pupils (Low-income, English learners, and Foster Youth). Additionally, there are 4 schools with less than 55% but more than 30%, therefore RUSD has created a substantive plan to use the additional Concentration grant add-on funding to balance the ratio of staff who provide direct services to students on these high-need school campuses. RUSD’s Multi-Tiered System of Supports (MTSS) Initiative is designed to address the unique needs of our Unduplicated students in the three domains of academics, behavior, and social-emotional learning. The RUSD MTSS Initiative takes a proactive, integrated approach to identifying students for targeted services; key components of our program include:
-Universal screening of all students early in the school year to determine greatest need for academic and behavioral support, along with mid-year and end of year screening to track progress or decline in the three domains.
-Additional tiers of interventions that can be amplified in response to levels of need which may include risk assessments, clinical therapy provided on campuses, increased behavioral strategies, and more inclusive practices.
-Ongoing data collection and continual assessment to ensure progress monitoring that results in appropriate, and proven interventions implemented in classrooms and supplemental programs.

A Districtwide and Schoolwide approach supports high expectations for behavior, the intentional monitoring of attendance patterns, the social-emotional health of students, and designated time for teachers to engage in the Cycle of Inquiry to identify root causes of students’ challenges and subsequent interventions to address those challenges.

The LCAP Additional Concentration dollars is funding the additional staffing needed to carry out the Districtwide roll-out of MTSS in Riverside Unified. Currently, the RUSD 2025-26 LCAP includes the following actions:
1.1a Professional Learning to Support Grade-Level Standards; Instructional Coaching to Support Multi-Tiered System of Supports(MTSS); 1.1c Instructional Coaching to Support Inclusive Practices; 2.1b School Counseling Support; 3.2a Professional Learning to Support Behavior and Social-Emotional Learning; 3.2c Positive Behavior Supports and Disciplinary Practices; 3.2e Additional Behavior Supports; and 3.2f Additional Social-Emotional Supports.

In order to fully implement the MTSS plan across the District equitably, RUSD identified the following positions needed at our school sites. These positions support the balanced ratios needed to increase and/or sustain the number of staff who provide direct services to students on campuses with an enrollment of Low-income, English Learners, and/or Foster Youth students greater than 55 percent. (40 schools) These positions are placed across goals 1,2,3 and 4.

These additional staff complete the necessary Student Assistant Teams across the District to attend to student wellness which include risk assessments and referrals, clinical therapy at school sites, group counseling, teacher coaching, data analysis, classroom instructional support and behavior prevention.

23.0 FTE MTSS Liaisons
22.1 FTE MTSS Counselors at Elementary
9.4 FTE MTSS Counselors at Secondary
37 FTE SAP Counselors, and 5 FTE Lead SAP Counselors
20 FTE SAP Prevention Assistants @.75 FTE (Totals 15 FTE)
2.0 MTSS Clinical Psychologists
2.0 Inclusive Practices Specialists

These employees who work at school sites also assist with attendance outreach conducting universal screeners, and classroom academic and social emotional learning support. MTSS Liaisons work directly with data analysis and teachers to apply data findings into the classroom to determine data driven interventions and further MTSS strategies. Inclusive practices Specialists support increasing knowledge of inclusive practices and provide coaching, and teachers/classroom support in the areas of the least restrictive environment and implementation of student support. MTSS Counselors work at school sites to address students wit5h social-emotional concerns and other mental health issues. Student Assistant Program (SAP) Prevention Assistants support students who exhibit behavioral issues, conduct restorative practices in schools, teach mindfulness exercises, and help school sites with Supports. Clinical Psychologists conduct Tier II and Tier III interventions that arise during the year including risk assessments and referrals to external medical partners. SAP Counselors work directly with students at school sites who are in need of counseling by a licensed clinician. RUSD promotes a schoolwide approach to expectations and supports for behavior by intentionally monitoring attendance patterns and addressing the socio-emotional health of students.
Teachers engage in the cycle of inquiry to identify root causes of students' challenges and subsequent interventions to address those challenges. Parent involvement, both in the home and at school sites, supports individualized needs of students, which may include home visits and other outreach through the RUSD Family Resource Center and other community partners.

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	48:1	42:1
Staff-to-student ratio of certificated staff providing direct services to students	23:1	21:1

2025-26 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	$418,107,775	$118,866,736	28.430%	0.736%	29.166%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$129,944,373.00	$23,048,088.00	$0.00	$3,938,288.00	$156,930,749.00	$116,967,319.00	$39,963,430.00

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	1.1a	Professional Learning to Support Grade-Level Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$762,754	$495,949.00	$1,258,703.00				$1,258,703.00	
1.1	1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,054,974	$0.00	$4,054,974.00				$4,054,974.00	
1.1	1.1c	Instructional Coaching to Support Inclusive Practices	All Students with Disabilities	No			Specific Schools: All Elementary Schools	Ongoing	$1,195,934.00	$0.00	$494,900.00	$701,034.00			$1,195,934.00	

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	1.1d	Expanded Instructional Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,105,878.00	$0.00	$15,105,878.00				$15,105,878.00	
1.1	1.1e	Expanded Summer Programs for Elementary and Middle School Students	All	No			All Schools All Elementary and Middle Schools	Ongoing	$0.00	$4,000,000.00		$4,000,000.00			$4,000,000.00	
1.1	1.1f	Preschool Academic Foundations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Preschools	Ongoing	$251,644.00	$21,845.00	$185,239.00	$88,250.00			$273,489.00	
1.2	1.2a	Professional Learning to Support Grade-Level ELA Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$785,664.00	$0.00	$785,664.00				$785,664.00	
1.2	1.2b	Early Literacy Development	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: All High Schools	Ongoing	$39,451.00	$549.00	$40,000.00				$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Income			Low Income										
1.2	**1.2c**	Reading Intervention for Secondary Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$965,189.00	$9,015.00	$974,204.00				$974,204.00	
1.3	**1.3a**	Professional Learning to Support Grade-Level Mathematics Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$832,426.00	$0.00	$832,426.00				$832,426.00	
1.3	**1.3b**	Instructional Coaching to Support Strategies in Mathematics	All Students with Disabilities English Learners, Foster Youth, American Indian	No			All Schools	Ongoing	$2,515,057.00	$110,159.00		$2,625,216.00			$2,625,216.00	
1.3	**1.3c**	Supplemental Mathematics Resources for Elementary and Secondary Students	All Foster Youth	No			All Schools	Ongoing	$0.00	$292,264.00		$292,264.00			$292,264.00	

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
1.3	1.3d	Math Intervention for Secondary Students	All Foster Youth, American Indian	No			Specific Schools: All Secondary Schools	Ongoing	$2,605,201.00	$114,107.00		$2,719,308.00			$2,719,308.00	
1.4	1.4a	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$616,520.00	$114,655.00	$731,175.00				$731,175.00	
1.4	1.4b	Elementary Science Experiential Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	Ongoing	$0.00	$1,305,564.00	$1,305,564.00				$1,305,564.00	
1.4	1.4c	Secondary Science Experiential Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$17,187.00	$100,000.00	$117,187.00				$117,187.00	
1.4	1.4d	Expanded STEM Learning	All	No			Specific Schools: All Elementary Schools	Ongoing	$79,292.00	$766,807.00		$846,099.00			$846,099.00	

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
1.5	1.5a	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$197,028.00	$0.00	$197,028.00				$197,028.00	
1.5	1.5b	Ethnic Studies Curriculum Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$385,910.00	$50,730.00	$85,731.00	$350,909.00			$436,640.00	
1.5	1.5c	Civics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$166,926.00	$224,651.00	$80,000.00	$311,577.00			$391,577.00	
1.6	1.6a	Professional Learning to Support Instructional Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$623,263.00	$33,821.00	$657,084.00				$657,084.00	
1.6	1.6b	Learning Support for Instructional Technology	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$153,269.00	$0.00	$153,269.00				$153,269.00	

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
			Income			Low Income										
1.6	**1.6c**	Digital Citizenship Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$178,852.00	$0.00	$178,852.00				$178,852.00	
1.6	**1.6d**	Computer Science and Computational Thinking Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$41,443.00	$102,805.00	$144,248.00				$144,248.00	
1.7	**1.7a**	Professional Learning to Support ELD Standards	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$850,500.00	$176,067.00	$860,569.00			$165,998.00	$1,026,567.00	
1.7	**1.7b**	Instructional Coaching	English Learners	No			Specific Schools: All Elementary Schools	Ongoing	$3,420,718.00	$149,827.00		$3,570,545.00			$3,570,545.00	
1.7	**1.7c**	Instructional Pathways for English Learners	English Learners	Yes	Limited to Unduplic	English Learners	Specific Schools: All	Ongoing	$921,658.00	$0.00	$921,658.00				$921,658.00	

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
					ated Student Group(s)		Secondary Schools									
1.7	1.7d	Reclassification of English Learners	English Learners	No			All Schools	Ongoing	$84,001.00	$0.00				$84,001.00	$84,001.00	
1.7	1.7e	Expanded Learning Opportunities for Newcomers in Secondary	English Learners	No			Specific Schools: All High Schools	Ongoing	$78,251.00	$71,749.00				$150,000.00	$150,000.00	
1.7	1.7f	Additional Supports for Newcomers	English Learners	No			Specific Schools: All High Schools	Ongoing	$0.00	$86,223.00				$86,223.00	$86,223.00	
2.1	2.1a	Professional Learning to Support College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$247,120.00	$80,000.00	$247,120.00			$80,000.00	$327,120.00	
2.1	2.1b	School Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,905,222.00	$0.00	$1,905,222.00				$1,905,222.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2.1	2.1c	College Career Guidance Alignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$0.00	$218,608.00	$72,476.00	$146,132.00			$218,608.00	
2.1	2.1d	Parent and Student College Career Ready Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$199,574.00	$110,000.00	$309,574.00				$309,574.00	
2.2	2.2a	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,429,467.00	$0.00	$1,429,467.00				$1,429,467.00	
2.2	2.2b	Dropout Prevention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$147,818.00	$0.00	$147,818.00				$147,818.00	
2.2	2.2c	Expanded Summer Programs for High School Students	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: All High Schools	Ongoing	$1,085,706.00	$2,515,761.00	$1,096,347.00	$2,505,120.00			$3,601,467.00	

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
			Income			Low Income										
2.3	2.3a	Career Technical Education (CTE) Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$1,255,757.00	$5,625,686.00	$4,247,582.00	$2,633,861.00			$6,881,443.00	
2.3	2.3b	Dual Enrollment Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$0.00	$145,000.00	$145,000.00				$145,000.00	
2.3	2.3c	International Baccalaureate (IB) Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North High School	Ongoing	$250,374.00	$101,991.00	$352,365.00				$352,365.00	
2.3	2.3d	Advanced Placement (AP) Course Offerings and Exams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$0.00	$448,815.00	$338,815.00			$110,000.00	$448,815.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2.3	2.3e	Seal of Biliteracy Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: DLI Schools	Ongoing	$14,885,138.00	$100,613.00	$14,985,751.00				$14,985,751.00	
2.4	2.4a	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,181,908.00	$740,181.00	$1,305,490.00			$616,599.00	$1,922,089.00	
2.4	2.4b	Additional Targeted Supports for A-G Attainment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	Ongoing	$847,930.00	$288,187.00	$791,817.00			$344,300.00	$1,136,117.00	
2.4	2.4c	A-G Awareness Campaigns	All	No			Specific Schools: All Secondary Schools	Ongoing	$551,534.00	$0.00		$551,534.00			$551,534.00	
2.4	2.4d	Academic Planning for A-G Attainment	All	No			Specific Schools: All High Schools	Ongoing	$183,845.00	$0.00		$183,845.00			$183,845.00	

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
3.1	3.1a	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$881,907.00	$258,478.00	$752,496.00			$387,889.00	$1,140,385.00	
3.1	3.1b	Translation/Interpretation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: EL Secondary Schools	Ongoing	$1,842,736.00	$0.00	$1,842,736.00				$1,842,736.00	
3.1	3.1c	Communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$585,247.00	$552,678.00	$1,137,925.00				$1,137,925.00	
3.1	3.1d	Culture and Climate Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-12 Grades	Ongoing	$0.00	$123,500.00	$123,500.00				$123,500.00	
3.2	3.2a	Professional Learning to Support Behavior and	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$749,475.00	$57,500.00	$749,475.00			$57,500.00	$806,975.00	

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
		Social-Emotional Learning	Income			Low Income										
3.2	**3.2b**	Attendance Case Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,336,077.00	$442,313.00	$9,468,717.00	$309,673.00			$9,778,390.00	
3.2	**3.2c**	Positive Behavior Supports and Disciplinary Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,082,529.00	$45,760.00	$12,128,289.00				$12,128,289.00	
3.2	**3.2d**	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,001.00	$21,378.00	$31,379.00				$31,379.00	
3.2	**3.2e**	Additional Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,165,104.00	$13,000.00	$2,178,104.00				$2,178,104.00	

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
3.2	3.2f	Additional Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$7,420,148.00	$179,179.00	$7,599,327.00				$7,599,327.00	
3.2	3.2g	Home Visits and Partnerships for At-Risk Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$144,911.00	$0.00	$144,911.00				$144,911.00	
3.2	3.2h	Foster Youth Case Management	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Foster Youth Secondary Schools	Ongoing	$581,320.00	$87,000.00	$42,987.00			$625,333.00	$668,320.00	
3.3	3.3a	Equity, Culture, and Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-14 Grades	Ongoing	$516,042.00	$62,300.00	$578,342.00				$578,342.00	
3.3	3.3b	Arts	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,557,504.00	$550,253.00	$3,107,757.00				$3,107,757.00	

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
			Income			Low Income										
3.3	**3.3c**	Schools +2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$3,331,523.00	$3,892,916.00	$7,224,439.00				$7,224,439.00	
3.3	**3.3d**	Partnership Programs for Students	All	No			Specific Schools: All Secondary Schools	Ongoing	$0.00	$54,375.00				$54,375.00	$54,375.00	
4.1	**4.1a**	Safe Facilities	All	No			Specific Schools: All Secondary Schools	Ongoing	$1,622,268.00	$5,798,761.00	$7,263,103.00			$157,926.00	$7,421,029.00	
4.1	**4.1b**	High-Quality Employees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$186,468.00	$86,500.00	$272,968.00				$272,968.00	
4.1	**4.1c**	Professional Growth Systems	English Learners Foster Youth Low	Yes	LEA-wide	English Learners Foster Youth Low	All Schools	Ongoing	$3,423,100.00	$203,706.00	$2,429,811.00	$178,851.00		$1,018,144.00	$3,626,806.00	

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
			Income			Income										
4.1	4.1d	Classroom Technology and Support and Digital Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,436,144.00	$4,794,835.00	$7,230,979.00				$7,230,979.00	
4.1	4.1e	Professional Development Systems and Structures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$91,496.00	$91,496.00				$91,496.00	
4.1	4.1f	Access to Standards Aligned Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$1,116,198.00	$0.00	$1,116,198.00				$1,116,198.00	
4.1	4.1g	Supports to Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	Ongoing	$2,616,300.00	$3,616,605.00	$6,232,905.00				$6,232,905.00	
4.1	4.1h	Data-Based Decision Making	English Learners	Yes	LEA-wide	English Learners	All Schools Specific	Ongoing	$1,348,442.00	$389,262.00	$1,657,332.00	$80,372.00			$1,737,704.00	

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
			Foster Youth Low Income			Foster Youth Low Income	Schools: All Secondary Schools									
5.1	**5.1a**	English Learner Growth	English Learners	No			Specific Schools: Abraham Lincoln Continuation	1 Year	$65,491.00	$2,868.00		$68,359.00			$68,359.00	
5.1	**5.1b**	Increase Graduation Rates	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross HIgh Continuation, Summit View Independent Study	1 Year	$262,336.00	$11,491.00		$273,827.00			$273,827.00	
5.1	**5.1c**	College/Career Preparation	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross High Continuation, Summit	1 Year	$138,176.00	$6,052.00		$144,228.00			$144,228.00	

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
							View Independent Study									
5.1	**5.1d**	Mathematics	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross High Continuation, Summit View Independent Study	1 Year	$208,971.00	$9,140.00		$218,111.00			$218,111.00	
5.1	**5.1e**	Suspension Interventions	All	No			Specific Schools: Abraham Lincoln Continuation, Raincross High Continuation, Opportunity Program	1 Year	$131,809.00	$5,775.00		$137,584.00			$137,584.00	
5.1	**5.1f**	English Language Arts	All	No			Specific Schools: Abraham Lincoln Continuat	1 Year	$106,709.00	$4,680.00		$111,389.00			$111,389.00	

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
							ion, Raincross High Continuation, Summit View Independent Study									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$418,107,775	$118,866,736	28.430%	0.736%	29.166%	$122,186,370.00	0.000%	29.224 %	**Total:**	$122,186,370.00
								LEA-wide Total:	$118,166,055.00
								Limited Total:	$3,667,950.00
								Schoolwide Total:	$352,365.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.1	**1.1a**	Professional Learning to Support Grade-Level Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,258,703.00	
1.1	**1.1b**	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,054,974.00	
1.1	**1.1d**	Expanded Instructional Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,105,878.00	
1.1	**1.1f**	Preschool Academic Foundations	Yes	LEA-wide	English Learners Foster Youth Low Income	Preschools	$185,239.00	
1.2	**1.2a**	Professional Learning to Support Grade-Level ELA Standards	Yes	LEA-wide	English Learners Foster Youth	All Schools	$785,664.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1.2	**1.2b**	Early Literacy Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$40,000.00	
1.2	**1.2c**	Reading Intervention for Secondary Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$974,204.00	
1.3	**1.3a**	Professional Learning to Support Grade-Level Mathematics Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$832,426.00	
1.4	**1.4a**	Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$731,175.00	
1.4	**1.4b**	Elementary Science Experiential Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$1,305,564.00	
1.4	**1.4c**	Secondary Science Experiential Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$117,187.00	
1.5	**1.5a**	Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,028.00	
1.5	**1.5b**	Ethnic Studies Curriculum Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$85,731.00	
1.5	**1.5c**	Civics	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$80,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1.6	**1.6a**	Professional Learning to Support Instructional Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$657,084.00	
1.6	**1.6b**	Learning Support for Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,269.00	
1.6	**1.6c**	Digital Citizenship Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,852.00	
1.6	**1.6d**	Computer Science and Computational Thinking Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,248.00	
1.7	**1.7a**	Professional Learning to Support ELD Standards	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$860,569.00	
1.7	**1.7c**	Instructional Pathways for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Secondary Schools	$921,658.00	
2.1	**2.1a**	Professional Learning to Support College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$247,120.00	
2.1	**2.1b**	School Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,905,222.00	
2.1	**2.1c**	College Career Guidance Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$72,476.00	
2.1	**2.1d**	Parent and Student College Career Ready Workshops	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: All High Schools	$309,574.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2.2	**2.2a**	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,429,467.00	
2.2	**2.2b**	Dropout Prevention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$147,818.00	
2.2	**2.2c**	Expanded Summer Programs for High School Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$1,096,347.00	
2.3	**2.3a**	Career Technical Education (CTE) Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$4,247,582.00	
2.3	**2.3b**	Dual Enrollment Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$145,000.00	
2.3	**2.3c**	International Baccalaureate (IB) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: North High School	$352,365.00	
2.3	**2.3d**	Advanced Placement (AP) Course Offerings and Exams	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$338,815.00	
2.3	**2.3e**	Seal of Biliteracy Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: DLI Schools	$14,985,751.00	
2.4	**2.4a**	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,305,490.00	

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 (%)
2.4	**2.4b**	Additional Targeted Supports for A-G Attainment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools	$791,817.00	
3.1	**3.1a**	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$752,496.00	
3.1	**3.1b**	Translation/Interpretation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: EL Secondary Schools	$1,842,736.00	
3.1	**3.1c**	Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,137,925.00	
3.1	**3.1d**	Culture and Climate Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-12 Grades	$123,500.00	
3.2	**3.2a**	Professional Learning to Support Behavior and Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$749,475.00	
3.2	**3.2b**	Attendance Case Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,468,717.00	
3.2	**3.2c**	Positive Behavior Supports and Disciplinary Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,128,289.00	
3.2	**3.2d**	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,379.00	
3.2	**3.2e**	Additional Behavior Supports	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: All Secondary	$2,178,104.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Schools		
3.2	**3.2f**	Additional Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$7,599,327.00	
3.2	**3.2g**	Home Visits and Partnerships for At-Risk Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$144,911.00	
3.2	**3.2h**	Foster Youth Case Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Foster Youth Secondary Schools	$42,987.00	
3.3	**3.3a**	Equity, Culture, and Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	5th-14 Grades	$578,342.00	
3.3	**3.3b**	Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,107,757.00	
3.3	**3.3c**	Schools +2	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$7,224,439.00	
4.1	**4.1b**	High-Quality Employees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,968.00	
4.1	**4.1c**	Professional Growth Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,429,811.00	
4.1	**4.1d**	Classroom Technology and Support and Digital Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$7,230,979.00	

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 (%)
4.1	**4.1e**	Professional Development Systems and Structures	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,496.00	
4.1	**4.1f**	Access to Standards Aligned Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$1,116,198.00	
4.1	**4.1g**	Supports to Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Secondary Schools	$6,232,905.00	
4.1	**4.1h**	Data-Based Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools	$1,657,332.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$150,083,336.00	$145,973,111.00

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	**1.1a**	1.1a Professional Learning to Support Grade-Level Standards	Yes	$1,547,210.00	$1,037,600
1.1	**1.1b**	1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	$4,004,927.00	$3,924,169
1.1	**1.1c**	1.1c Instructional Coaching to Support Inclusive Practices	No	$1,177,528.00	$1,178,041
1.1	**1.1d**	1.1d Expanded Instructional Planning	Yes	$15,173,164.00	$14,158,648
1.1	**1.1e**	1.1e Expanded Summer Programs for Elementary and Middle School Students	No	$4,000,000.00	$5,015,084
1.1	**1.1f**	1.1f Preschool Academic Foundations	Yes	$280,201.00	$273,302
1.2	**1.2a**	1.2a Professional Learning to Support Grade-Level ELA Standards	Yes	$319,662.00	$528,185
1.2	**1.2b**	1.2b Early Literacy Development	Yes	$40,000.00	$33,124
1.2	**1.2c**	1.2c Reading Intervention for Secondary Students	Yes	$977,310.00	$941,231
1.3	**1.3a**	1.3a Professional Learning to Support Grade-Level Mathematics Standards	Yes	$222,720.00	$547,706

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)
1.3	**1.3b**	1.3b Instructional Coaching to Support Strategies in Mathematics	No	$1,181,317.00	$1,013,870
1.3	**1.3c**	1.3c Supplemental Mathematics Resources for Elementary and Secondary Students	No	$217,000.00	$190,691
1.3	**1.3d**	1.3d Math Intervention for Secondary Students	No	$2,779,155.00	$2,454,704
1.4	**1.4a**	1.4a Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	$746,748.00	$702,425
1.4	**1.4b**	1.4b Elementary Science Experiential Learning	Yes	$1,253,820.00	$1,052,141
1.4	**1.4c**	1.4c Secondary Science Experiential Learning	Yes	$125,000.00	$109,375
1.4	**1.4d**	1.4d Expanded STEM Learning	No	$1,340,129.00	$874,506
1.5	**1.5a**	1.5a Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	$193,300.00	$195,060
1.5	**1.5b**	1.5b Ethnic Studies Curriculum Development	Yes	$94,069.00	$94,069
1.5	**1.5c**	1.5c Civics	Yes	$314,587.00	$267,054
1.6	**1.6a**	1.6a Professional Learning to Support Instructional Technology Integration	Yes	$647,136.00	$788,558
1.6	**1.6b**	1.6b Learning Support for Instructional Technology	Yes	$126,786.00	$148,426
1.6	**1.6c**	1.6c Digital Citizenship Curriculum	Yes	$176,781.00	$197,960

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)
1.6	**1.6d**	1.6d Computer Science and Computational Thinking Opportunities	Yes	$144,064.00	$153,252
1.7	**1.7a**	1.7a. Professional Learning to Support ELD Standards	Yes	$850,887.00	$868,243
1.7	**1.7b**	1.7b. Instructional Coaching	No	$807,319.00	$943,162
1.7	**1.7c**	1.7c. Instructional Pathways for English Learners	Yes	$925,608.00	$930,412
1.7	**1.7d**	1.7d. Reclassification of English Learners	Yes	$161,000.00	$84,000
1.7	**1.7e**	1.7e. Expanded Learning Opportunities for Newcomers in Secondary	No	$150,000.00	$49,939
1.7	**1.7f**	1.7f. Additional Supports for Newcomers	No	$86,868.00	$69,130
2.1	**2.1a**	2.1a Professional Learning to Support College and Career Readiness	Yes	$324,548.00	$292,092
2.1	**2.1b**	2.1b School Counseling Support	Yes	$1,887,450.00	$1,840,798
2.1	**2.1c**	2.1c College Career Guidance Alignment	Yes	$72,476.00	$44,910
2.1	**2.1d**	2.1d Parent and Student College Career Ready Workshops	Yes	$248,298.00	$323,298
2.2	**2.2a**	2.2a Credit Recovery	Yes	$1,423,427.00	$1,411,810
2.2	**2.2b**	2.2b Dropout Prevention	Yes	$146,938.00	$146,639

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2.2	**2.2c**	2.2c Expanded Summer Programs for High School Students	Yes	$3,491,293.00	$3,721,507
2.3	**2.3a**	2.3a Career Technical Education (CTE) Pathway	Yes	$7,174,136.00	$5,939,493
2.3	**2.3b**	2.3b Dual Enrollment Course Offerings	Yes	$145,000.00	$43,252
2.3	**2.3c**	2.3c International Baccalaureate (IB) Program	Yes	$348,658.00	$337,769
2.3	**2.3d**	2.3d Advanced Placement (AP) Course Offerings and Exams	Yes	$510,000.00	$392,558
2.3	**2.3e**	2.3e Seal of Biliteracy Pathway	Yes	$15,000,417.00	$13,980,186
2.4	**2.4a**	2.4a Advancement Via Individual Determination (AVID)	Yes	$1,850,218.00	$1,843,704
2.4	**2.4b**	2.4b Additional Targeted Supports for A-G Attainment	Yes	$1,102,231.00	$1,122,435
2.4	**2.4c**	2.4c A-G Awareness Campaigns	No	$518,740.00	$533,879
2.4	**2.4d**	2.4d Academic Planning for A-G Attainment	No	$172,913.00	$177,959
3.1	**3.1a**	3.1a Family Engagement	Yes	$1,146,468.00	$1,148,415
3.1	**3.1b**	3.1b Translation/Interpretation	Yes	$1,854,716.00	$1,726,825
3.1	**3.1c**	3.1c Communications	Yes	$1,114,282.00	$1,416,159

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)
3.1	**3.1d**	3.1d Culture and Climate Survey	Yes	$123,500.00	$111,560
3.2	**3.2a**	3.2a Professional Learning to Support Behavior and Social-Emotional Learning	Yes	$798,652.00	$785,031
3.2	**3.2b**	3.2b Attendance Case Management	Yes	$9,039,386.00	$9,076,636
3.2	**3.2c**	3.2c Positive Behavior Supports and Disciplinary Practices	Yes	$11,586,666.00	$11,422,636
3.2	**3.2d**	3.2d Restorative Practices	Yes	$62,000.00	$22,376
3.2	**3.2e**	3.2e Additional Behavior Supports	Yes	$2,080,857.00	$2,061,652
3.2	**3.2f**	3.2f Additional Social-Emotional Supports	Yes	$7,495,389.00	$6,980,481
3.2	**3.2g**	3.2g Home Visits and Partnerships for At-Risk Students	Yes	$175,110.00	$156,038
3.2	**3.2h**	3.2h Foster Youth Case Management	Yes	$649,679.00	$727,945
3.3	**3.3a**	3.3a Equity, Culture, and Climate	Yes	$649,999.00	$669,386
3.3	**3.3b**	3.3b Arts	Yes	$3,134,696.00	$2,614,749
3.3	**3.3c**	3.3c Schools +2	Yes	$7,101,589.00	$7,070,529
3.3	**3.3d**	3.3d Partnership Programs for Students	No	$54,375.00	$0

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)
4.1	**4.1a**	4.1a Safe Facilities	No	$7,423,661.00	$7,314,399
4.1	**4.1b**	4.1b High-Quality Employees	Yes	$269,073.00	$249,514
4.1	**4.1c**	4.1c Professional Growth Systems	Yes	$3,706,088.00	$3,419,931
4.1	**4.1d**	4.1d Classroom Technology and Support and Digital Safety	Yes	$7,184,777.00	$8,245,472
4.1	**4.1e**	4.1e Professional Development Systems and Structures	Yes	$120,000.00	$62,991
4.1	**4.1f**	4.1f Access to Standards Aligned Materials	Yes	$1,093,494.00	$1,042,617
4.1	**4.1g**	4.1g Supports to Schools	Yes	$6,173,513.00	$6,450,138
4.1	**4.1h**	4.1h Data-Based Decision Making	Yes	$1,584,347.00	$1,526,681
5.1	**5.1a**	5.1a English Learner Growth	No	$68,046.00	$40,184
5.1	**5.1b**	5.1b Increase Graduation Rates	No	$419,481.00	$220,557
5.1	**5.1c**	5.1c College/Career Preparation	No	$328,043.00	$252,190
5.1	**5.1d**	5.1d Mathematics	No	$50,942.00	$5,421
5.1	**5.1e**	5.1e Suspension Interventions	No	$80,247.00	$16,796

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)
5.1	**5.1f**	5.1f English Language Arts	No	$33,221.00	$159,446

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$116,949,197	$120,277,915.00	$116,942,030.00	$3,335,885.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1.1	**1.1a**	1.1a Professional Learning to Support Grade-Level Standards	Yes	$1,547,210.00	$1,037,600		
1.1	**1.1b**	1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Yes	$4,004,927.00	$3,924,169		
1.1	**1.1d**	1.1d Expanded Instructional Planning	Yes	$15,173,164.00	$14,158,648		
1.1	**1.1f**	1.1f Preschool Academic Foundations	Yes	$185,831.00	$186,146		
1.2	**1.2a**	1.2a Professional Learning to Support Grade-Level ELA Standards	Yes	$291,333.00	$511,469		
1.2	**1.2b**	1.2b Early Literacy Development	Yes	$40,000.00	$33,124		
1.2	**1.2c**	1.2c Reading Intervention for Secondary Students	Yes	$977,310.00	$941,231		
1.3	**1.3a**	1.3a Professional Learning to Support Grade-Level Mathematics Standards	Yes	$200,996.00	$533,705		
1.4	**1.4a**	1.4a Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Yes	$746,748.00	$702,425		
1.4	**1.4b**	1.4b Elementary Science Experiential Learning	Yes	$1,253,820.00	$1,052,141		
1.4	**1.4c**	1.4c Secondary Science Experiential Learning	Yes	$125,000.00	$109,375		

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)
1.5	**1.5a**	1.5a Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Yes	$193,300.00	$195,060		
1.5	**1.5b**	1.5b Ethnic Studies Curriculum Development	Yes	$94,069.00	$94,069		
1.5	**1.5c**	1.5c Civics	Yes	$80,000.00	$78,635		
1.6	**1.6a**	1.6a Professional Learning to Support Instructional Technology Integration	Yes	$647,136.00	$788,558		
1.6	**1.6b**	1.6b Learning Support for Instructional Technology	Yes	$126,786.00	$148,426		
1.6	**1.6c**	1.6c Digital Citizenship Curriculum	Yes	$176,781.00	$197,960		
1.6	**1.6d**	1.6d Computer Science and Computational Thinking Opportunities	Yes	$144,064.00	$153,252		
1.7	**1.7a**	1.7a. Professional Learning to Support ELD Standards	Yes	$684,888.00	$802,243		
1.7	**1.7c**	1.7c. Instructional Pathways for English Learners	Yes	$925,608.00	$930,412		
1.7	**1.7d**	1.7d. Reclassification of English Learners	Yes	$77,000.00	$0		
2.1	**2.1a**	2.1a Professional Learning to Support College and Career Readiness	Yes	$183,411.00	$183,396		
2.1	**2.1b**	2.1b School Counseling Support	Yes	$1,887,450.00	$1,840,798		
2.1	**2.1c**	2.1c College Career Guidance Alignment	Yes	$72,476.00	$44,910		
2.1	**2.1d**	2.1d Parent and Student College Career Ready Workshops	Yes	$248,298.00	$323,298		
2.2	**2.2a**	2.2a Credit Recovery	Yes	$1,423,427.00	$1,411,810		
2.2	**2.2b**	2.2b Dropout Prevention	Yes	$146,938.00	$146,639		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2.2	**2.2c**	2.2c Expanded Summer Programs for High School Students	Yes	$1,091,293.00	$1,091,293		
2.3	**2.3a**	2.3a Career Technical Education (CTE) Pathway	Yes	$4,151,756.00	$3,975,857		
2.3	**2.3b**	2.3b Dual Enrollment Course Offerings	Yes	$145,000.00	$43,252		
2.3	**2.3c**	2.3c International Baccalaureate (IB) Program	Yes	$348,658.00	$337,769		
2.3	**2.3d**	2.3d Advanced Placement (AP) Course Offerings and Exams	Yes	$400,000.00	$277,630		
2.3	**2.3e**	2.3e Seal of Biliteracy Pathway	Yes	$15,000,417.00	$13,980,186		
2.4	**2.4a**	2.4a Advancement Via Individual Determination (AVID)	Yes	$1,274,907.00	$1,318,222		
2.4	**2.4b**	2.4b Additional Targeted Supports for A-G Attainment	Yes	$760,918.00	$696,222		
3.1	**3.1a**	3.1a Family Engagement	Yes	$763,708.00	$776,391		
3.1	**3.1b**	3.1b Translation/Interpretation	Yes	$1,854,716.00	$1,726,825		
3.1	**3.1c**	3.1c Communications	Yes	$1,114,282.00	$1,416,159		
3.1	**3.1d**	3.1d Culture and Climate Survey	Yes	$123,500.00	$111,560		
3.2	**3.2a**	3.2a Professional Learning to Support Behavior and Social-Emotional Learning	Yes	$741,152.00	$741,531		
3.2	**3.2b**	3.2b Attendance Case Management	Yes	$9,039,386.00	$9,076,636		
3.2	**3.2c**	3.2c Positive Behavior Supports and Disciplinary Practices	Yes	$11,586,666.00	$11,422,636		
3.2	**3.2d**	3.2d Restorative Practices	Yes	$62,000.00	$22,376		
3.2	**3.2e**	3.2e Additional Behavior Supports	Yes	$2,080,857.00	$2,061,652		
3.2	**3.2f**	3.2f Additional Social-Emotional Supports	Yes	$7,495,389.00	$6,980,481		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3.2	**3.2g**	3.2g Home Visits and Partnerships for At-Risk Students	Yes	$175,110.00	$156,038		
3.2	**3.2h**	3.2h Foster Youth Case Management	Yes	$17,428.00	$426,68		
3.3	**3.3a**	3.3a Equity, Culture, and Climate	Yes	$649,999.00	$669,386		
3.3	**3.3b**	3.3b Arts	Yes	$3,134,696.00	$2,614,749		
3.3	**3.3c**	3.3c Schools +2	Yes	$7,101,589.00	$7,070,529		
4.1	**4.1b**	4.1b High-Quality Employees	Yes	$269,073.00	$249,514		
4.1	**4.1c**	4.1c Professional Growth Systems	Yes	$3,081,313.00	$2,225,070		
4.1	**4.1d**	4.1d Classroom Technology and Support and Digital Safety	Yes	$7,184,777.00	$8,245,472		
4.1	**4.1e**	4.1e Professional Development Systems and Structures	Yes	$120,000.00	$62,991		
4.1	**4.1f**	4.1f Access to Standards Aligned Materials	Yes	$1,093,494.00	$1,042,617		
4.1	**4.1g**	4.1g Supports to Schools	Yes	$6,173,513.00	$6,450,138		
4.1	**4.1h**	4.1h Data-Based Decision Making	Yes	$1,584,347.00	$1,526,681		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$417,657,287	$116,949,197	.734%	28.735%	$116,942,030.00	0.000%	28.000%	$3,072,771.49	0.736%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,
- Principals,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale,

the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5)

and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024