LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rim of The World Unified School District
CDS Code: 36-67868-0000000
School Year: 2026-27
LEA contact information:
Jennifer Whiteside
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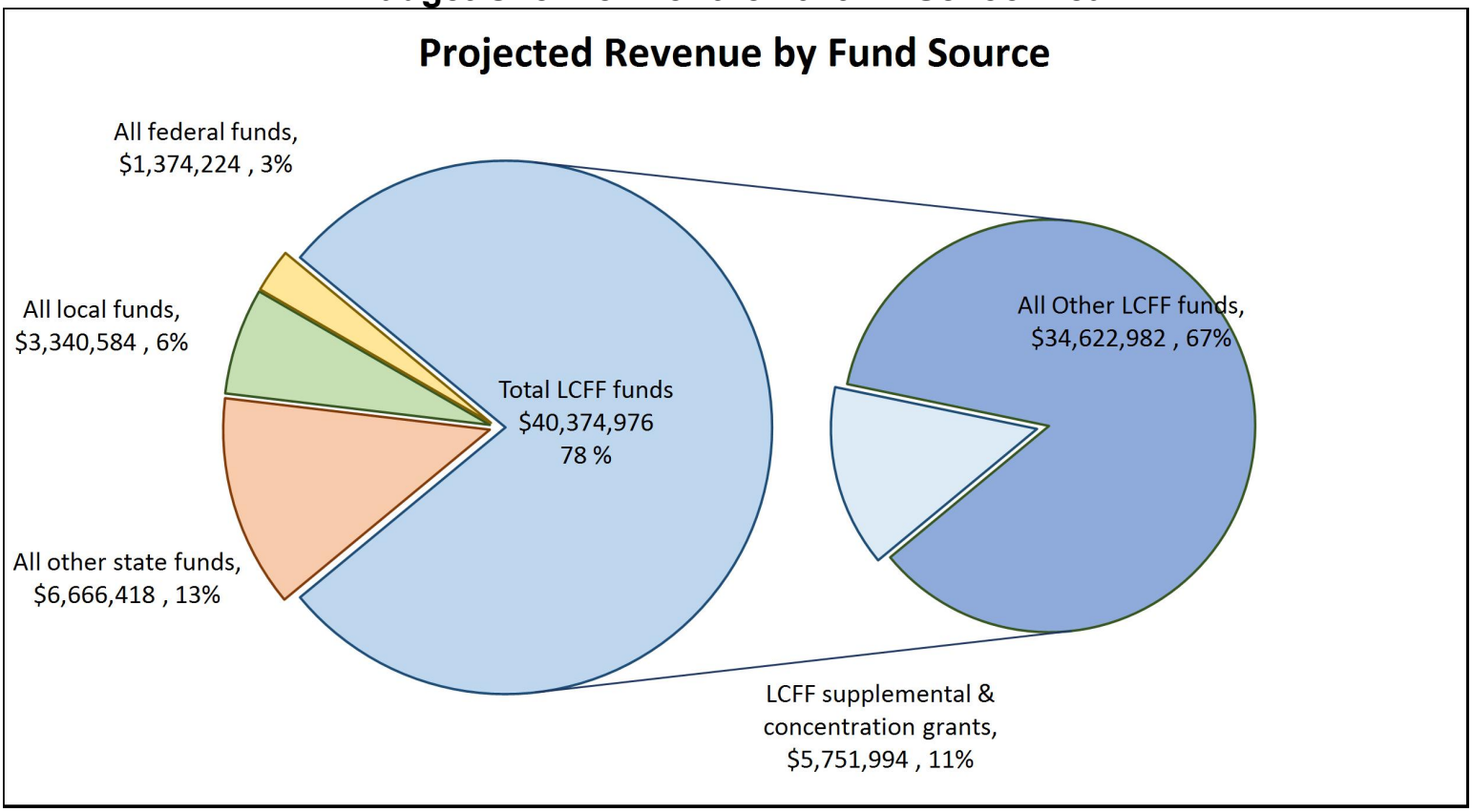
(909) 336-4110

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 2026-27 School Year

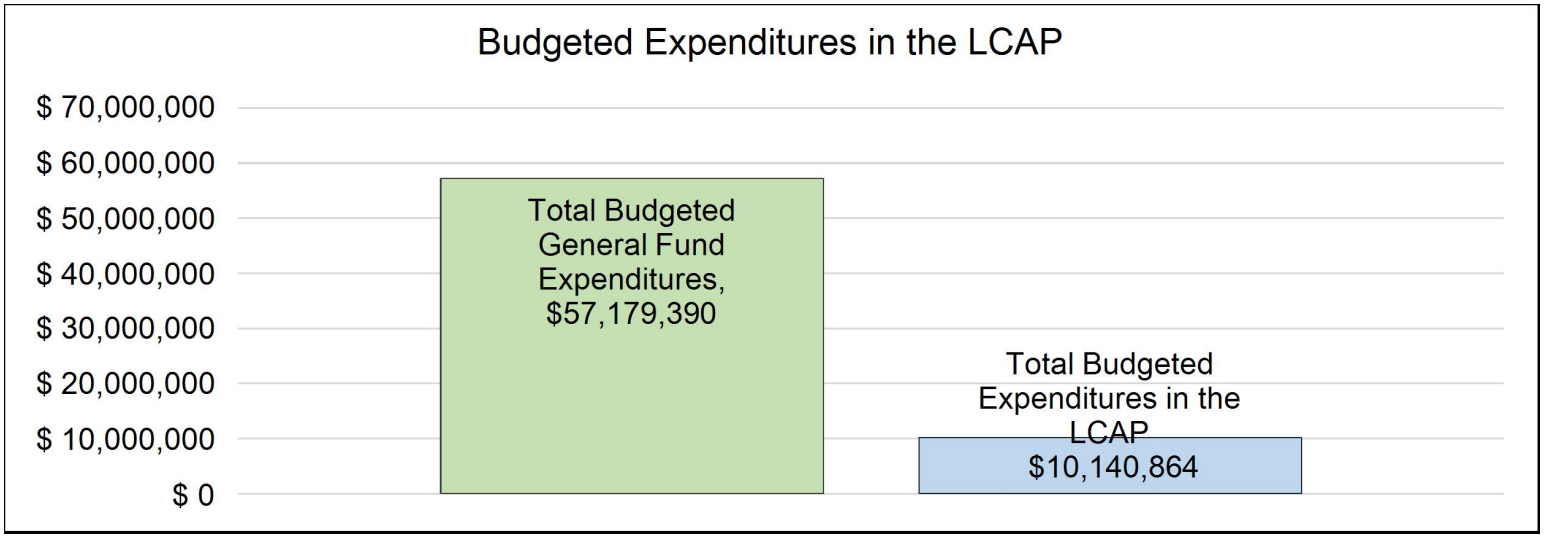


This chart shows the total general purpose revenue Rim of The World Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rim of The World Unified School District is $51,756,202, of which $40,374,976.00 is Local Control Funding Formula (LCFF), $6,666,418.00 is other state funds, $3,340,584.00 is local funds, and $1,374,224.00 is federal funds. Of the $40,374,976.00 in LCFF Funds, $5,751,994.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Rim of The World Unified School District plans to spend for 2026-27. 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: Rim of The World Unified School District plans to spend $57,179,389.55 for the 2026-27 school year. Of that amount, $10,140,864.00 is tied to actions/services in the LCAP and $47,038,525.55 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

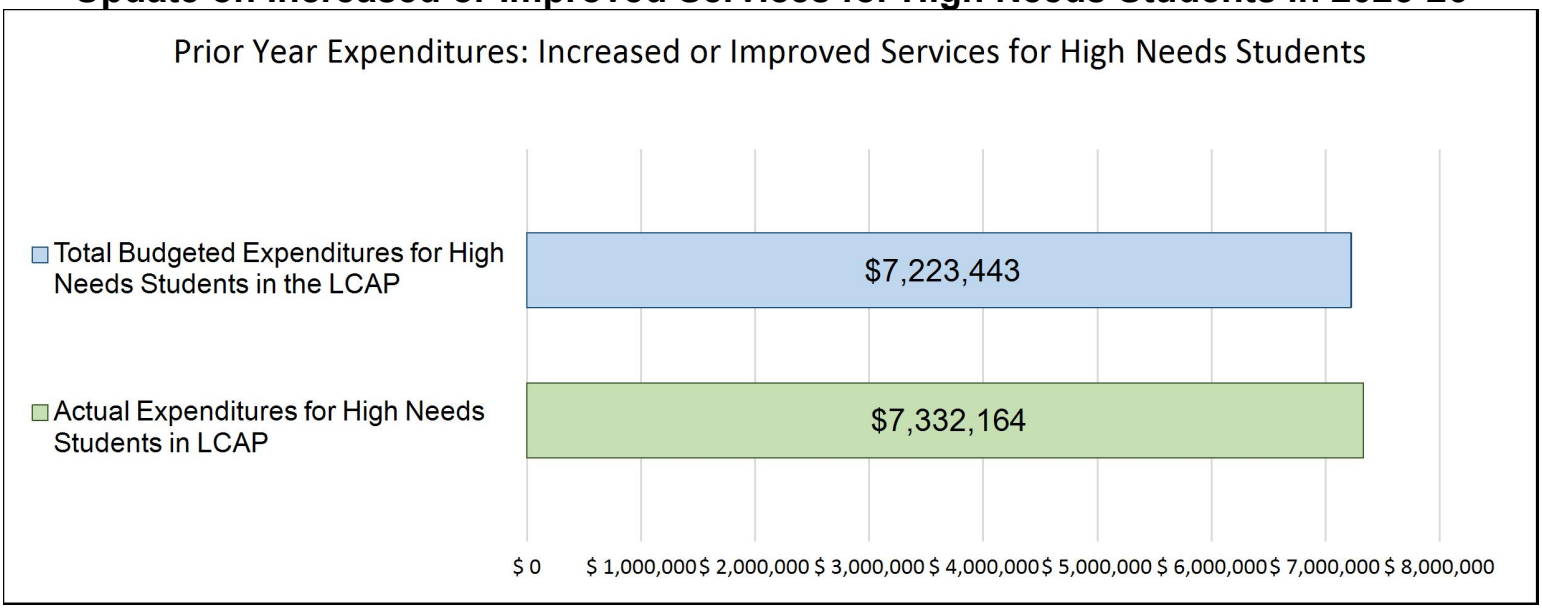
General Fund expenditures not included in the LCAP include but are not limited to general administration and operations such as site & district administrators, custodial services, special education costs, the majority of teacher salaries, security and clerical costs, insurance & utilities, donation and other grants and entitlements such as lottery funds, and other one-time funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Rim of The World Unified School District is projecting it will receive $5,751,994.00 based on the enrollment of Foster Youth, English learner, and low-income students. Rim of The World Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rim of The World Unified School District plans to spend $7,288,224.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Rim of The World Unified School District's LCAP budgeted $7,223,443.00 for planned actions to increase or improve services for high needs students. Rim of The World Unified School District actually spent $7,332,164.00 for actions to increase or improve services for high needs students in 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
Rim of The World Unified School District	Jennifer Whiteside Director of Educational Services TK-12	jennifer_whiteside@rimsd.k12.ca.us (909) 336-4110

Plan Summary [2026-27]

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.

Rim of the World Unified School District (ROWUSD) serves approximately 2920 students in grades PreK-12. We span several mountain communities from Green Valley Lake, Running Springs, Lake Arrowhead, Blue Jay, Twin Peaks, and Crestline. We are the largest employer on the mountain and provide both certificated and classified positions. The surrounding area is filled with stunning views of the San Bernardino Mountains and is in proximity to various lakes within our community.

The demographics of our student enrollment are as follows:

English Learners (EL): 7.6%
Foster Youth (FY): 0.38%
Homeless (HY): 1.28%
Socioeconomically Disadvantaged (SED)/ Low Income (LI): 61.5%
Students with Disabilities (SWD): 15.5%
African American (AA): 0.52%
American Indian (AI): 0.41%
Asian (AS): 0.73%
Filipino (FI): 0.03%
Hispanic (HI): 46.28%
Two or More Races (ToM): 3.04%

Pacific Islander (PI): 0.14%
White (WH): 48.53%

Spanish is the primary language of the majority of our EL students.

Our current student population is 2920, with each of our school sites showing the following numbers of students:

Charles Hoffman Elementary School (CHE): 300 students enrolled

Lake Arrowhead Elementary School (LAE): 462 students enrolled

Valley of Enchantment Elementary School (VOE): 548 students enrolled

Mary Putnam Henck Intermediate School (MPH): 596 students enrolled

Rim of the World High School (RHS): 823 students enrolled

Mountain High School (MHS): 46 students enrolled

Rim Virtual Academy (RVA): 145 students enrolled

Rim of the World Unified School District (ROWUSD) serves students across seven schools: three elementary schools (grades TK–5), one middle school (grades 6–8), one comprehensive high school (grades 9–12), and one continuation high school (grades 10–12). In the 2021–22 school year, the district expanded its offerings by launching Rim Virtual Academy (RVA), a K–12 alternative learning option designed to meet the needs of families seeking a non-traditional educational model. ROWUSD recognizes the importance of providing flexible learning pathways and is proud to offer RVA as a meaningful choice for our families.

Rim of the World Unified School District (ROWUSD) has experienced ongoing challenges, including a steady enrollment decline over the past two decades, averaging 2–5% annually. Over the past two school years (2024–2025 and 2025–2026), enrollment has stabilized and remained flat, with projections indicating continued stabilization in 2026–2027. While the shift from declining to flat enrollment represents a positive trend, the cumulative impact of prior declines continues to contribute to sustained fiscal pressures.

Additionally, the district has faced significant external disruptions, including wildfires, power outages, and severe weather conditions that have resulted in multiple school closures and operational interruptions. Despite these challenges, ROWUSD staff have remained steadfast in their commitment to student learning and well-being.

The district is also fortunate to benefit from a supportive and engaged community that actively partners in advancing opportunities for students and families. As we look ahead to the 2026–2027 school year, ROWUSD remains optimistic and focused on strengthening systems, ensuring fiscal stability, and expanding meaningful, high-quality learning opportunities that promote achievement and success for all students.

At Rim of the World Unified School District (ROWUSD), our mission is to ensure that all students are college, career, and community ready, inspired to make positive contributions to our world. Guided by our vision to optimize achievement for each student in a safe and welcoming environment, we are committed to supporting the whole child through a comprehensive and inclusive approach to learning. Our Local Control and Accountability Plan (LCAP) goals reflect this commitment and serve as the foundation for our district priorities. We focus on increasing student learning and supporting professional development by investing in high-quality instruction, relevant learning experiences, and continuous professional growth to ensure that every student reaches their full potential. We facilitate a safe and positive school climate by promoting environments that are emotionally and physically safe, inclusive, and conducive to learning, where every student feels a sense of belonging. Additionally, we engage families and the broader community through a collaborative model that fosters strong relationships and shared responsibility for student success. Our LCAP goals, actions, and aligned resources are informed through a comprehensive community engagement process designed to reflect and respond to the needs of our diverse student population. Together, these efforts ensure that our students are supported academically, socially, and emotionally and empowered to thrive in school and beyond.

CSI, ATSI, and TSI are school support categories under the federal Every Student Succeeds Act (ESSA). CSI (Comprehensive Support and Improvement) is for schools with the lowest overall performance or very low graduation rates. ATSI (Additional Targeted Support and Improvement) is a more serious level of TSI, triggered when one or more student groups perform as poorly as the lowest-performing schools overall. TSI (Targeted Support and Improvement) is for schools where specific student groups (like English learners or students with disabilities) are underperforming.

Mountain High School (Continuation) was identified as a CSI School in 2023 and exited in 2025. Mary Putnam Henck Intermediate School was identified as a CSI school in 2023, exited CSI in 2024, and is now identified as TSI. Charles Hoffman Elementary School was identified as an ATSI school in 2023 and continues to qualify.

Rim of the World Unified School District (ROWUSD) has one identified Equity Multiplier school, Mountain High School (Continuation). Mountain High School was initially identified in 2024–2025 for implementation in 2025–2026 due to a non-stability rate exceeding 25 percent and a socioeconomically disadvantaged student population greater than 70 percent, consistent with California Department of Education (CDE) Equity Multiplier criteria. Based on 2025–2026 data, Mountain High School continues to meet Equity Multiplier eligibility requirements and will remain designated as an Equity Multiplier school for the 2026–2027 school year. ROWUSD has maintained a focused Goal 4 within the LCAP that is principally directed toward addressing the identified academic, engagement, attendance, and college and career readiness needs of Mountain High School students. Targeted actions and services include credit recovery, individualized academic planning, counseling and wellness supports, attendance interventions, college and career readiness opportunities, and Multi-Tiered System of Supports (MTSS) aligned academic and behavioral supports. The effectiveness of Goal 4 actions will be measured through ongoing review of graduation rate, chronic absenteeism, credit recovery completion, student engagement and climate data, and college and career readiness indicators. Intended outcomes include maintaining or increasing the graduation rate above 70 percent, reducing chronic absenteeism, increasing credit recovery completion, and improving student engagement and postsecondary readiness outcomes.

Reflections: Annual Performance

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

The following reflects historical Dashboard identification trends used to inform ongoing LCAP planning.

The 2025 California School Dashboard shows that the following indicators are identified at the lowest performance level (Red):

Academic Engagement: Chronic Absenteeism

The 2025 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide:

Academic Performance: English Language Arts: Long-Term English Learners, Students with Disabilities
Academic Performance: Mathematics: Long-Term English Learners, Students with Disabilities
Academic Performance: Science: English Learners, Long-Term English Learners, Students with Disabilities
School Climate: Suspension Rate: Foster Youth
Academic Engagement: Chronic Absenteeism: All students, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White

School Sites - "All students" Groups showing the lowest performance levels:

Charles Hoffman Elementary School:
Academic Engagement: Chronic Absenteeism

Lake Arrowhead Elementary School:
No "all students" groups are showing the lowest performance levels.

Valley of Enchantment Elementary School:
Academic Engagement: Chronic Absenteeism
Academic Performance: English Learner Progress

Mary Putnam Henck Intermediate School:
Academic Engagement: Chronic Absenteeism

Mountain High School:
No "all students" groups are showing the lowest performance levels.

Rim Virtual Academy:
Academic Performance: College and Career Indicator

Rim of the World High School:
No "all students" groups are showing the lowest performance levels.

Any student group within any school with the lowest performance outcomes:

Charles Hoffman Elementary School:
Academic Engagement: Chronic Absenteeism: All students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

Lake Arrowhead Elementary School:
Academic Performance: Mathematics: Students with Disabilities
Academic Engagement: Chronic Absenteeism: White

Valley of Enchantment Elementary School:
Academic Performance: English Language Arts: English Learners
Academic Performance: English Learner Progress Indicator: English Learners
Academic Engagement: Chronic Absenteeism: All students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Mary Putnam Henck Intermediate School:
Academic Engagement: Chronic Absenteeism: All students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White
Academic Indicator: Mathematics: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Academic Indicator: Science: Hispanic
School Climate: Suspension Rate: Students with Disabilities

Rim High School: No Red Student Groups.

Mountain High School: No Red Student Groups.

Rim Virtual Academy:
Academic Performance: College and Career Indicator: All students

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide:
English Language Arts: English Learners and Students with Disabilities
Mathematics: All Students, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged
College and Career Indicator: Students with Disabilities
Suspension Rate - No student groups in red.
Chronic Absenteeism - Homeless and Two or More Races

School Sites - "All students" Groups showing the lowest performance levels:

Charles Hoffman Elementary School:
School Climate: Suspension Rate

Mary Putnam Henck Intermediate School:
Academic Indicator: Mathematics
School Climate: Suspension Rate
Pupil Engagement: Chronic Absenteeism

Mountain High School:
College and Career

Rim Virtual Academy:
Academic Indicator: English Language Arts and Mathematics

Any student group within any school with the lowest performance outcomes:

Charles Hoffman Elementary School:
School Climate: Suspension Rate - Socioeconomically Disadvantaged, Students With Disabilities, and White.
Pupil Engagement: Chronic Absenteeism - Hispanic

Lake Arrowhead Elementary School:
Academic Indicator: English Language Arts - Students with Disabilities; Mathematics - Students with Disabilities
Pupil Engagement: Chronic Absenteeism - English Learners

Valley of Enchantment Elementary School:
Academic Indicator: English Language Arts - English Learners and Hispanic;

Mary Putnam Henck Intermediate School:
Academic Indicator: English Language Arts - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Mathematics - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
School Climate: Suspension Rate - Students with Disabilities and White
Pupil Engagement: Chronic Absenteeism - English Learners, Hispanic, Socioeconomically Disadvantaged, White

Rim High School:
College and Career Indicator: Students with Disabilities

Mountain High School:

Academic Indicator: No Performance Color Indicated
School Climate: Suspension Rate - White
College and Career Indicator: Socioeconomically Disadvantaged

Rim Virtual Academy: Individual student groups do not have a performance level due to low counts.

The 2025 California School Dashboard and supporting local data, when analyzed from baseline to Year 2 outcomes, reflect both measurable progress and areas of need across the Rim of the World Unified School District, particularly in academic achievement, school climate, and college and career readiness.

Although Rim did not meet its established reclassification target of 15%, with the rate declining from 15.5% to 12.2%, the district has continued to strengthen and refine systems of support for English Learners. English Learner data chats remain a highly effective strategy, as consistently reported by both students and parents. These individualized conversations have increased student motivation, strengthened goal-setting practices, and fostered greater self-advocacy. DELAC parents shared that students spoke positively about these experiences and valued the personalized follow-up, which enhanced progress monitoring and deeper engagement in the reclassification process. In addition, DELAC parents expressed a need for increased family engagement opportunities and access to resources. In response, the district hosted its first districtwide English Learner Parent Engagement Night at the high school in January, providing families with information, tools, and supports to better navigate their child's educational journey. This effort has expanded to include the development of dedicated English Learner resources on the district website to ensure ongoing access for families. These efforts reflect Rim's commitment to building a comprehensive system of support that prioritizes long-term language development, meaningful family engagement, and student success beyond reclassification metrics alone.

In English Language Arts, the district demonstrated overall improvement from baseline to Year 2, while some subgroup disparities remain. Districtwide performance for All Students improved from Orange (-40.8 DFS) at baseline to Yellow (-31.8 DFS) by Year 2. English Learners improved from Red (-104.5 DFS) to Orange (-87.8 DFS), reflecting meaningful growth in language and literacy development. Socioeconomically Disadvantaged students also improved from Orange (-56.5 DFS) to Yellow (-43.6 DFS), and students identifying as Two or More Races remained Orange and declined slightly from 42.0 points below standard to 42.3 points below standard, a decrease of 0.3 DFS. However, not all student groups demonstrated improvement. Long-Term English Learners declined to Red (-143.3 DFS) in Year 2, indicating increased need for targeted intervention and re-engagement strategies. Students with Disabilities also remain a significant area of concern, performing at Red (-114.3 DFS) in Year 2 after prior improvement, signaling inconsistency in outcomes and the need for intensified supports. Data for Foster Youth and Homeless students were not consistently reported due to small sample sizes (fewer than 11 students), limiting trend analysis; however, these groups remain a priority for targeted support. Overall, while systemwide gains are evident, particularly for English Learners and Socioeconomically Disadvantaged students, the data highlight the need to strengthen differentiated Tier 1 instruction and ensure consistent, targeted supports across all unduplicated student groups.

In Mathematics, the district demonstrated improvement from baseline to the 2025 Year 2 outcomes when analyzed through Distance from Standard (DFS), though all student groups remain below standard. Districtwide, All Students improved from Red (-95.3 DFS) at baseline to Yellow (-81.5 DFS) in 2025, reflecting meaningful growth. English Learners improved from Red (-152.6 DFS) to Orange (-135.4 DFS), and Socioeconomically Disadvantaged students improved from Red (-107.8 DFS) to Yellow (-94.7 DFS). Students identifying as Two or More Races showed the most significant growth, improving from Red (-106.2 DFS) to Yellow (-74.2 DFS). Students with Disabilities demonstrated

limited improvement, moving from (-153.2 DFS) at baseline to (-148.9 DFS) in 2025, remaining in the Red performance level and indicating a continued need for intensified supports. Long-Term English Learners declined further from (-200.7 DFS) at baseline to (-216 DFS) in 2025, maintaining Red status and reflecting the greatest and most persistent learning gap across all student groups. Data for Foster Youth and Homeless students remain limited due to small sample sizes (fewer than 11 students), restricting the ability to establish stable comparisons from baseline to Year 2. Overall, while improvement trends from baseline to 2025 are evident across several student groups, particularly All Students, Socioeconomically Disadvantaged students, and students identifying as Two or More Races, the Mathematics DFS data confirm that achievement gaps persist. The continued low performance of Long-Term English Learners and Students with Disabilities highlights the need to strengthen Tier 1 instruction, ensure alignment to a guaranteed and viable curriculum, and expand targeted, data-driven interventions to accelerate learning outcomes.

Local data also reflects areas for growth. Third-grade reading proficiency, as measured by i-Ready, decreased from 58% to 51%, signaling the need for continued focus on early literacy and foundational reading skills. Each elementary school site has developed an early literacy plan and has piloted a universal access intervention and enrichment plan, to be fully implemented in the 2026-2027 school year.

College and career readiness data shows overall improvement when comparing 2023 baseline data to 2025 Year 2 outcomes. A–G completion increased from 30.7% in 2023 to 36.6% in 2025, reflecting an increase of 5.9 percentage points from baseline. The College and Career Indicator also improved from 25.2% prepared in 2023 to 36.6% prepared in 2025, an increase of 11.4 percentage points. Students with Disabilities improved from 2.3% prepared to 18.9% prepared, an increase of 16.6 percentage points, and Socioeconomically Disadvantaged students improved from 20.5% prepared to 31% prepared, an increase of 10.5 percentage points.

Advanced Placement outcomes also remained above baseline. The percentage of students earning a score of 3 or higher on an AP exam increased from 62.28% in 2023 to 69.57% in 2025, an increase of 7.28 percentage points from baseline. This reflects continued progress.

Climate and engagement data show mixed results from baseline to 2025. Family Kelvin favorability increased from 74% to 76%, a 2-point increase, while student favorability remained at 72%. Districtwide suspension rates improved from 5.4% in 2023 to 5.0% in 2025, reflecting a 0.4 percentage point reduction from baseline. Chronic absenteeism also improved from 38.2% to 30.5%, a 7.7 percentage point reduction.

Graduation outcomes demonstrated meaningful improvement when comparing 2023 baseline data to 2025 Year 2 outcomes. Districtwide, the graduation rate increased from 84.8% in 2023 to 91.1% in 2025, reflecting a gain of 6.3 percentage points from baseline. Socioeconomically Disadvantaged students also showed strong improvement, increasing from 81.8% to 88.8%, a gain of 7 percentage points, indicating progress in closing equity gaps. At the site level, Rim of the World High School improved from 93.1% in 2023 to 94.1% in 2025, a 1.0 percentage point increase, maintaining a high level of performance. Mountain High School demonstrated the most significant growth, increasing from 41% at baseline to 71.8% in 2025, representing a 30.8 percentage point gain. The 2025 Equity Multiplier (MHS) data shows further improvement to 71.8%, exceeding the site's 70% target. The comparison from 2023 to 2025 reflects substantial progress in graduation outcomes, particularly at Mountain High School and among Socioeconomically Disadvantaged students. These gains highlight the effectiveness of targeted supports such as credit recovery, individualized interventions, and expanded pathways, while reinforcing the importance of sustaining these strategies to continue improving graduation rates across all student groups.

Overall, the 2023 baseline to 2025 Year 2 data demonstrate meaningful progress in A–G completion, College and Career Indicator preparedness, AP outcomes, chronic absenteeism, and suspension rates. Continued areas of focus include sustaining AP performance,

strengthening A–G and CTE pathway completion, and maintaining MTSS, PBIS, AVID, counseling, and credit recovery supports to improve postsecondary readiness for all student groups.

SUCCESSES AND NEEDS:

SUCCESSES:

The 2025 California School Dashboard and supporting local data reflect measurable progress from the 2023 baseline to Year 2 outcomes, particularly in strengthening academic systems, improving college and career readiness, and expanding access to supports across the Rim of the World Unified School District. While areas of need persist, the comparison across years demonstrates that districtwide systems and targeted actions have resulted in improved outcomes and reduced performance gaps in key areas.

From baseline to Year 2, the district demonstrated significant system-level growth in English Language Arts and Mathematics, as evidenced by Distance from Standard (DFS) improvements across multiple student groups, including English Learners, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. These gains reflect the impact of strengthened Tier 1 instruction, aligned pacing, and targeted supports. While Long-Term English Learners and Students with Disabilities remain areas of need in 2025, the overall trend from 2023 to 2025 indicates movement toward closing learning gaps through a more coherent instructional system.

In College and Career Readiness, the district demonstrated strong improvement from baseline to Year 2. A–G completion increased from 30.7% in 2023 to 36.6% in 2025 (+5.9 points), and overall College and Career Indicator preparedness increased from 25.2% to 36.6% (+11.4 points). Students with Disabilities showed substantial growth, increasing from 2.3% prepared to 18.9% (+16.6 points), and Socioeconomically Disadvantaged students improved by 10.5 points. These outcomes reflect the effectiveness of expanded pathways, counseling supports, AVID implementation, and CTE opportunities. Districtwide graduation outcomes also improved significantly, increasing from 84.8% in 2023 to 91.1% in 2025 (+6.3 points), with Socioeconomically Disadvantaged students increasing by 9.3 points. Mountain High School demonstrated the most significant growth, increasing from 41% at baseline to 71.8% in 2025 (+30.8 points), exceeding its Equity Multiplier target. These gains reflect the impact of credit recovery systems, individualized student planning, and targeted alternative education supports.

In the area of school climate and engagement, Rim of the World Unified School District demonstrated measurable improvement from the 2023 baseline to the 2025 Dashboard. Chronic absenteeism decreased from 38.2% to 30.5%, reflecting a reduction of 7.7 percentage points, while suspension rates improved from 5.4% to 5.0%. Although chronic absenteeism remains an identified area of need for several student groups on the 2025 California School Dashboard, the district’s progress reflects strengthened attendance monitoring systems, student engagement strategies, transportation supports, and tiered interventions aligned to the Multi-Tiered System of Supports (MTSS) framework.

Additional districtwide successes supporting equitable access and engagement included expanding technology access to 2:1 devices in grades 3–12 while maintaining 1:1 access in early elementary grades, continuing daily transportation services, and sustaining universal meal access for students. These efforts support equitable conditions for learning and help remove barriers to student participation, engagement, and academic success.

District-wide California Dashboard Successes:

Academic System Growth (ELA and Mathematics): From 2023 to 2025, the district demonstrated measurable improvement in Distance from Standard (DFS) across multiple student groups in both ELA and Mathematics. While some groups remain in Red in 2025 (Long-Term English Learners and Students with Disabilities), the overall reduction in distance from standard reflects improved instructional coherence and effectiveness of Tier 1 and targeted supports.

College and Career Indicator Improvement:
Students with Disabilities improved significantly from Red performance levels in 2023 to increased preparedness in 2025 (+16.6 percentage points). Overall district preparedness increased by 11.4 points, demonstrating expanded access to rigorous coursework, AVID strategies, and CTE pathways.

Graduation Rate Growth:
Graduation rates increased by 6.3 percentage points from baseline, with significant gains for Socioeconomically Disadvantaged students and Mountain High School. This reflects effective implementation of credit recovery, counseling supports, and alternative education pathways.
Chronic Absenteeism Reduction (System Improvement)
Although chronic absenteeism is identified as a Red indicator in 2025, the district reduced overall rates by 7.7 percentage points from baseline, demonstrating improved systems for attendance monitoring, intervention, and engagement.

Stability in School Climate Systems:
Suspension rates decreased slightly from 2023 to 2025, indicating continued implementation of PBIS, MTSS, and restorative practices, though subgroup disparities remain an area for continued focus.

School-Level California Dashboard Successes

Rim High School (RHS):
Improved to no Red student groups in 2025, reflecting strong progress in academic supports and college and career readiness systems.

Mountain High School (MHS):
Demonstrated significant graduation rate growth (+30.8 points) and no Red student groups in 2025, reflecting the impact of targeted Equity Multiplier supports, credit recovery, and individualized interventions.

Rim Virtual Academy (RVA):
Reduced Red indicators from both ELA and Mathematics (2023) to College and Career Indicator only (2025), demonstrating improved academic systems and subgroup support.

Mary Putnam Henck Intermediate School (MPH):
Improved from multiple Red indicators in 2023 to a more targeted set of needs in 2025, reflecting growth in academic systems, though chronic absenteeism remains an area of focus.

Elementary Sites (CHE, VOE, LAE):
Charles Hoffman Elementary School (CHE)

Charles Hoffman Elementary showed strong improvement in school climate from baseline, moving from multiple Red indicators in Suspension and Chronic Absenteeism (2023) to no “All Students” Red indicators by 2024, and a more targeted need in Chronic Absenteeism by 2025. This reflects effective MTSS implementation and improved Tier 1 behavioral systems, with a shift toward attendance as the primary focus.

Lake Arrowhead Elementary School (LAE)
Lake Arrowhead Elementary maintained stable performance across years, with no “All Students” Red indicators from 2023 through 2025. Subgroup needs narrowed over time, with 2025 identifying limited Chronic Absenteeism concerns, indicating strong core instruction and improving targeted supports.

Valley of Enchantment Elementary School (VOE)
Valley of Enchantment demonstrated notable academic improvement in ELA, with English Learners and Hispanic students moving out of Red from 2023 to 2024. By 2025, needs shifted to targeted English Learner performance and Chronic Absenteeism, reflecting stronger literacy systems and a transition to focused subgroup and engagement supports.

Aligned Actions and Services Supporting These Successes
These improvements reflect the intentional alignment and implementation of LCAP actions and services, including:

1.9 – AVID: Expanded college and career readiness, contributing to A–G and CCI gains
1.10 – Teachers on Special Assignment (TOSA): Strengthened Tier 1 instruction, PLCs, and GVC development
1.17 – Career Technical Education (CTE): Increased access to pathways and postsecondary readiness
1.18 – Districtwide EL Specialist (EL Support): Supported English Learner progress and targeted instruction
1.19 – Alternative Education Support (MHS/RVA): Contributed to graduation rate gains and re-engagement
2.1 & 2.2 – MTSS Supports: Strengthened academic, behavioral, and attendance systems
2.3 Transportation & 2.10 Saturday School: Supported attendance improvement and re-engagement

NEEDS:

Rim of the World Unified School District (ROWUSD) engages in a comprehensive needs assessment process that is collaborative, data-driven, and grounded in research to inform decision-making and drive continuous improvement. This process involves educational partners at both the district and school site levels, including administrators, union leaders, teachers, counselors, classified staff, families, and student representatives, to ensure diverse perspectives are represented and the needs of all students are addressed.

As part of this process, ROWUSD facilitates regular data review meetings, including school site and district-level collaboration sessions focused on multiple measures of student achievement, including local and state assessment data, attendance, behavior, graduation rates, English Learner progress, and indicators aligned with the California School Dashboard. This collaborative approach supports the identification of performance trends, equity gaps, root causes, and evidence-based priorities and outcomes.

The needs assessment process is informed by the Continuous Improvement Model and grounded in research-based frameworks, including the Plan-Do-Study-Act (PDSA) cycle and Improvement Science practices promoted by the Carnegie Foundation for the Advancement of Teaching. This process supports the identification of systemic root causes, including inconsistent Tier 1 instructional implementation, gaps in progress monitoring systems, inconsistent access to interventions, attendance barriers related to transportation and engagement, and limited structured intervention time. These findings guide the selection of measurable outcomes, evidence-based interventions, and aligned actions within the Local Control and Accountability Plan (LCAP), California MTSS framework, and other strategic initiatives to support continuous improvement, equity, student success, and well-being.

ELA Achievement
Across baseline (2023) to Year 2 (2025), English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD) remain the lowest-performing student groups across English Language Arts, Mathematics, and English Learner Progress. While some improvement occurred for English Learners (ELA improved from -104.5 DFS to -87.8 DFS; Math from -152.6 DFS to -135.4 DFS), Long-Term English Learners declined further in both ELA (-143.3 DFS) and Mathematics (-216 DFS), representing the most significant and persistent achievement gap districtwide. Students with Disabilities also remain in the Red performance level in both content areas, indicating inconsistent progress and a need for intensified, specialized supports. Root cause analysis identified inconsistent Tier 1 instructional implementation, gaps in progress monitoring systems, and inconsistent access to targeted interventions as contributing factors impacting student outcomes. These trends highlight a critical need to strengthen Tier 1 core instruction, expand targeted Tier 2 and Tier 3 interventions, and improve progress monitoring systems. Strategic actions include refining designated and integrated English Language Development (ELD), implementing consistent reclassification monitoring systems (as rates declined from 15.5% to 12.2%), and deepening professional development in scaffolding, Universal Design for Learning (UDL), Universal Access (UA), and inclusive instructional practices across all school sites.

Mathematics Achievement
Mathematics remains a significant districtwide need despite measurable growth from baseline to Year 2. Several student groups improved in Distance from Standard (DFS), with All Students moving from -95.3 to -81.5 DFS; however, all groups remain below standard. Long-Term English Learners (-216 DFS) and Students with Disabilities (-148.9 DFS) continue to demonstrate the greatest need, while achievement gaps persist across unduplicated student groups. Root cause analysis identified inconsistent implementation of the guaranteed and viable curriculum (GVC), variability in Tier 1 instructional practices, limited structured intervention time, and inconsistent access to supplemental interventions as contributing factors. These outcomes indicate a systemic need to strengthen implementation of the GVC, improve coherence in Tier 1 instruction and collaborative planning, and expand access to high-impact interventions such as tutoring, structured intervention blocks, and aligned assessment practices. Continued focus on standards alignment, pacing, and differentiation is essential to accelerate learning. High-quality interventions and expanded access to supplemental math support, including the UC Davis STEM curriculum pilot expanding to grades 4–8, may support closing achievement gaps.

Literacy and Early Learning
Local data indicate a decline in early literacy outcomes, with third-grade reading proficiency decreasing from 58% to 51%. Root cause analysis identified a need for more consistent foundational literacy practices, expanded early intervention opportunities, and stronger progress monitoring systems in the early grades. This trend signals a need to strengthen foundational literacy systems through structured literacy practices, early intervention, and aligned universal screening and progress monitoring systems. Elementary school sites are

collaboratively developing universal access intervention models and identifying enrichment and extension opportunities aligned with site early literacy plans.

Chronic Absenteeism and Engagement
Although chronic absenteeism improved significantly from 38.2% (2023) to 30.5% (2025), it remains a Red indicator in 2025 across multiple student groups, including All Students, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students. Targeted supports are particularly needed for homeless youth (42.6%), students with disabilities (35.7%), and other unduplicated student groups. Root cause analysis identified attendance barriers related to transportation, student engagement, inconsistent family communication, and the need for earlier intervention systems. These findings indicate a continued systemic need to strengthen attendance systems, early identification processes, and tiered interventions. Strategic actions include strengthening MTSS attendance systems, enhancing family engagement, improving communication, and expanding re-engagement strategies such as transportation access and attendance recovery programs.

College and Career Readiness and Graduation
While significant growth occurred from baseline to Year 2 (A–G completion increased from 30.7% to 36.6%, and College and Career Indicator preparedness increased from 25.2% to 36.6%), gaps persist for specific student groups, particularly Students with Disabilities and Socioeconomically Disadvantaged students. Graduation rates improved overall (84.8% to 91.1%), with substantial gains at Mountain High School (41% to 71.8%). However, disparities in college and career readiness indicators and access to rigorous coursework remain. Root cause analysis identified inconsistent access to rigorous coursework, limited early intervention and academic planning systems, and the need for expanded access to pathways and support services. These trends highlight the need to expand access to A–G coursework, Career Technical Education (CTE), dual enrollment, and early college pathways, while strengthening individualized academic planning and intervention systems beginning in 9th grade.

Suspension and School Climate
Suspension rates improved slightly overall (5.4% to 5.0%); however, the 2024 and 2025 Dashboard data indicate disproportionate suspension rates among English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth. Root cause analysis identified inconsistent implementation of behavioral intervention systems, disproportionality in discipline practices, and varying levels of access to restorative and trauma-informed supports. This reflects a continued need to strengthen school climate systems through deeper implementation of MTSS, PBIS, restorative practices, and trauma-informed approaches. There is also a need to continue monitoring discipline data for disproportionality and ensure equitable access to supportive behavioral interventions.

English Learner Progress and Reclassification
English Learner Progress improved from Yellow to Green for English Learners, demonstrating increased understanding of ELPAC expectations and strengthened systems supporting language acquisition and progress toward reclassification. However, the reclassification rate declined from 15.5% to 12.2%, indicating a need for stronger systems to accelerate language acquisition and monitor progress. Root cause analysis identified inconsistent implementation of integrated ELD practices, gaps in progress monitoring and reclassification systems, and limited family understanding of the reclassification process. There is a continued need to expand targeted supports for Long-Term English Learners, strengthen integrated ELD practices across content areas, and increase family engagement and understanding of the reclassification process.

Site-Specific Needs and Equity Focus
Site-level data continues to reflect targeted areas of need across the district. Chronic absenteeism remains a primary concern at Charles Hoffman Elementary, Valley of Enchantment Elementary, and Mary Putnam Henck Intermediate. Academic performance gaps persist at multiple sites, particularly for English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. Rim Virtual Academy demonstrates a need in College and Career readiness, while secondary sites continue to show subgroup disparities in mathematics and English Learner Progress. Root cause analysis identified inconsistent implementation of Tier 1 instructional systems, variability in intervention access, and differing site-level systems for progress monitoring and student support. These findings highlight the importance of site-specific planning aligned to SPSAs, targeted resource allocation, leadership support, and ongoing data monitoring to address localized needs.

Rim of the World Unified was identified as a Differentiated Assistance (DA) district due to the performance of students with disabilities and students identifying as Two or More Races, according to the 2023 California School Dashboard. Rim of the World Unified was identified as a Differentiated Assistance district due to the performance of English Learners on the 2024 California School Dashboard. Rim of the World Unified was identified as a Differentiated Assistance district due to the performance of Students with Disabilities in ELA and Mathematics, as well as chronic absenteeism, according to the 2025 California School Dashboard. The mathematics and ELA CAASPP performance data indicate continued areas of need across the district. English Learners, Students with Disabilities, and students identifying as Two or More Races continue to perform below other student groups. Root cause analysis identified inconsistent Tier 1 instructional implementation, gaps in progress monitoring systems, inconsistent intervention access, and the need for expanded structured intervention time as contributing factors impacting student outcomes. These findings reinforce the need for a systemic focus on accelerating learning, strengthening Tier 1 instruction, expanding targeted intervention access, and ensuring equitable access to high-quality instruction and supports for all students, particularly unduplicated student groups.

ADDRESSING THE NEEDS:

As part of the district’s strategic planning and alignment with Education Code (EC) Section 32526(c)(2), a comprehensive needs assessment was conducted. This process included an in-depth review of the California School Dashboard, CAASPP Distance from Standard (DFS) and Science points data, iReady diagnostics, Aeries attendance, and educational partner input gathered through DELAC, PAC, site councils, and the LCAP student focus group. The assessment highlighted persistent performance gaps in English Language Arts and Mathematics among English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Chronic absenteeism remained elevated among Homeless and Foster Youth students, and site-level data revealed disparities in engagement, credit recovery, and graduation readiness.

As part of this process, ROWUSD facilitated regular site-based and district-level data dialogues focused on key student performance indicators, including state and local assessment data, attendance, behavior, graduation rates, and progress for English Learners and students with disabilities. These data conversations, grounded in the Continuous Improvement Model and research-based frameworks such as the Plan-Do-Study-Act (PDSA) cycle and Improvement Science, led to the identification of performance trends and equity gaps requiring targeted support. These frameworks were selected to support continuous improvement through ongoing cycles of planning, implementation, monitoring, reflection, and adjustment of instructional and intervention practices. Effectiveness will continue to be monitored through regular review of Dashboard indicators, iReady diagnostics, CAASPP results, attendance, graduation data, English Learner progress, and site-level progress monitoring during PLCs, MTSS, and leadership team meetings.

The needs assessment revealed a critical need to continue to accelerate learning, improve Tier 1 instruction, close achievement gaps for unduplicated student groups, and provide credit recovery and individualized academic interventions. As a result, during the 25-26 school year, ROWUSD prioritized the use of LREBG funds to fully fund a Teacher on Special Assignment (TOSA) to strengthen Tier 1 instruction, lead the development and refinement of standards-aligned Guaranteed and Viable Curriculum (GVC), and provide targeted instructional coaching. Additionally, funds partially supported secondary summer credit recovery programs, helping students regain course credits and stay on track for graduation. These strategies were selected to improve instructional coherence, increase access to targeted intervention, and accelerate student learning recovery. In the 26-27 school year, a Teacher on Special Assignment will continue to be prioritized, pending available LREBG, Title I, or other funding sources becoming available. Effectiveness will be monitored through CAASPP and iReady performance data, common assessment outcomes, course completion rates, graduation rates, and ongoing PLC and administrative data reviews.

Educational partners from the District English Learner Advisory Council (DELAC) expressed a continued interest in expanding parent engagement workshops specifically designed for families of English Learners. Their feedback highlighted the need for additional support in understanding i-Ready diagnostics, CAASPP, ELPAC, the reclassification process, and strategies families can use to support academic and social-emotional success. In response, ROWUSD developed a districtwide English Learner Parent Engagement Night at Rim of the World High School, where EL Coordinators, site administrators, and support staff provided targeted resources and support for English Learner families. Further, the district is developing an English Learner resource hub on the district website to improve ongoing family access to materials and supports. The district will continue expanding English Learner parent engagement opportunities, maintaining dedicated English Learner resources, and strengthening communication regarding student progress, reclassification criteria, and available supports. The reclassification rate decreased from 15.5% to 12.2% and did not meet the district's 15% target, reinforcing the need for more consistent English Learner monitoring and support. ROWUSD will continue providing professional development and training to improve instructional practices supporting English Learners, Long-Term English Learners, and Students with Disabilities. Strategies such as integrated and designated ELD, Universal Design for Learning (UDL), Universal Access (UA), scaffolding, and inclusive instructional practices were selected to improve equitable access to grade-level instruction and strengthen language acquisition and academic achievement. Effectiveness will be monitored through ELPAC outcomes, reclassification rates, classroom observations, common assessments, and monthly reviews of English Learner identification, language progress, academic achievement, and reclassification readiness.

Actions 1.6 English Learner Goal Setting Supports, 1.7 Site Language Assistant Supports, 1.12 Professional Development for English Learner and Long-Term English Learner Supports, 1.18 EL Specialist Support, and 3.1 Parent Engagement Surveys and Workshops are aligned to these services.

*Strengthen Best First Instruction by refining the standards-aligned Guaranteed and Viable Curriculum (GVC) that is universally designed to remove barriers and support the success of unduplicated student groups. Actively develop and revise GVC and common assessments across all core subject areas and grade levels to ensure alignment, coherence, and equitable access to high-quality instruction for every student.

*Utilize evidence-based interventions, including targeted instructional blocks, i-Ready pathways, small group instruction, targeted reteaching, and high-impact tutoring, to support student learning outcomes in English Language Arts, Mathematics, Science, and History through Universal Design for Learning and Universal Access, utilizing student performance data to identify areas of intervention, extension, and

enrichment to meet students at their point of need. These interventions were selected based on research demonstrating the effectiveness of targeted, data-driven supports in accelerating learning and addressing unfinished learning. Effectiveness will be monitored through common assessments, iReady diagnostic growth, CAASPP outcomes, tutoring participation data, and progress monitoring cycles within PLCs and MTSS teams.

*Utilize iReady assessments to identify student progress and provide a positive assessment culture in preparation for CAASPP. Increased exposure to interim and practice assessments within the CAASPP system throughout the school year will support familiarity with assessment expectations in both standard and nonstandard formats. Resources within the Tools for Teachers system will be utilized to address skill deficits identified through interim assessments. These assessment practices were selected to strengthen formative assessment systems, improve instructional responsiveness, and support data-informed instructional planning. Effectiveness will be monitored through assessment growth trends, interim assessment performance, and PLC analysis of student achievement data.

*Focus on the Guaranteed and Viable Curriculum (GVC), specifically key and essential standards, effective pacing, aligned assessment cycles, and during-the-day intervention and enrichment opportunities to improve ELA, Math, and Science student learning outcomes. These strategies were selected to improve consistency in Tier 1 instruction and expand access to structured intervention and enrichment opportunities. Effectiveness will be monitored through classroom walkthroughs, common assessment data, PLC collaboration outcomes, and student achievement trends.

Actions 1.1 Professional Learning Communities (PLC), 1.3 Formative Assessment, 1.10 Teachers on Special Assignment (TOSAs), 1.11 Professional Development, 1.15 Summer School, and 1.16 High-Impact Tutoring and Intervention Supports will support these steps. These actions align with the district's need to continue improving ELA, Mathematics, and Science outcomes, particularly since Long-Term English Learners and Students with Disabilities remain in Red in both ELA and Mathematics, and all student groups remain below standard in Mathematics.

The district attendance data indicate a continued need to improve attendance and reduce chronic absenteeism. While the overall chronic absenteeism rate improved from 38.2% to 30.5%, chronic absenteeism remains a Red indicator for All Students, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students. ROWUSD will continue administering KELVIN pulses to monitor climate, culture, and academic engagement throughout the year. Site climate and culture teams will continue monthly reviews of attendance, suspension, and KELVIN data to respond to emerging needs. The district will continue utilizing independent study options, attendance incentives, transportation, Saturday School for attendance recovery, family communication, and tiered attendance intervention systems to support improved engagement. MTSS strategies were selected to provide a proactive, tiered framework for identifying and addressing attendance and engagement barriers early. Effectiveness will be monitored through chronic absenteeism rates, attendance recovery participation, KELVIN survey data, and ongoing attendance reviews conducted by site and district teams.

Actions 2.1 and 2.2, Multi-Tiered Systems of Support (MTSS), 2.3 Transportation, and 2.10 Saturday School are aligned to these services.

ROWUSD will also continue addressing suspension and school climate needs through districtwide and site-specific implementation of MTSS, PBIS, restorative practices, and trauma-informed supports. Although suspension rates decreased slightly from 5.4% to 5.0%, disproportionality remains for specific student groups, including Foster Youth, Students with Disabilities, and other historically underserved groups. PBIS, restorative practices, and trauma-informed approaches were selected to strengthen positive school culture, improve behavioral

supports, and reduce exclusionary discipline practices through proactive intervention and relationship-building strategies. Site teams will continue reviewing discipline data to identify trends, provide early intervention, and strengthen equitable alternatives to exclusionary discipline. Effectiveness will be monitored through suspension data, discipline referrals, climate survey outcomes, MTSS reviews, and ongoing site-level behavioral data analysis.

Actions 2.1 and 2.2, Multi-Tiered Systems of Support (MTSS), are aligned to these services.

ROWUSD will continue strengthening college and career readiness by expanding access to A–G coursework, AVID strategies, Career Technical Education, dual credit and dual enrollment opportunities, counseling supports, credit recovery, and individualized graduation planning. While A–G completion increased from 30.7% to 36.6% and College and Career Indicator preparedness increased from 25.2% to 36.6%, continued support is needed to close readiness gaps for Students with Disabilities, Socioeconomically Disadvantaged students, and alternative education students. Graduation rate gains, including Mountain High School's increase from 41% to 71.8%, demonstrate the importance of sustaining credit recovery, counseling, CTE, and personalized student planning. These strategies were selected to improve equitable access to postsecondary opportunities, increase graduation readiness, and provide individualized pathways for students. Effectiveness will be monitored through graduation rates, A–G completion, CCI outcomes, credit recovery completion, pathway participation data, and counseling progress monitoring.

Actions 1.9 AVID, 1.15 Summer School, 1.17 Career Technical Education, 1.19 Alternative Education Supports, and Goal 4 Equity Multiplier actions for Mountain High School are aligned to these services.

LCAP Highlights
Working with our educational partners, we established three broad goals as our areas of focus for the 2024-27 LCAP.

Goal #:1 Increase student learning and support professional development
* All students have equitable access to rigorous, relevant, and engaging learning experiences for lifelong individual success. * All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world. * All students receive high-quality education and services from caring, highly qualified, and competent staff.

Goal #2: Facilitate a safe and positive school climate.
* All students and educational partners are provided with a high-quality physical environment where they enjoy safe, respected, positive connections and experiences.

Goal #:3 Engage family and community
* All parents and community members are actively integrated into a collaborative model of building enhanced relationships that support teaching and learning.

The LCAP Federal Addendum was reviewed and updated to reflect Mountain High School's exit from CSI, and continues to align with the vision and direction of ROWUSD in alignment with federal expectations.

ROWUSD fully expended all Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–2026 school year. Should future LREBG or similar funding become available, the district will prioritize actions identified through the needs assessment and aligned to the Local Control and Accountability Plan (LCAP) and Multi-Tiered System of Supports (MTSS) framework, including funding Action 1.3 Formative Assessment, Action 1.8 Secondary Counselor Support, Action 1.9 AVID, Action 1.10 Teachers on Special Assignment (TOSA), Action 1.15 Summer School, Action 1.16 High-Impact Tutoring and Interventions, and Action 1.17 Career Technical Education (CTE), to include partial funding to support a CTE course section at Mountain High School (Continuation High School). In addition, should future LREBG funds be available, the district will also prioritize the Elementary itinerant counselor, the Community Outreach Specialist, Extra duty aligned to instructional design, guaranteed and viable curriculum (GVC), common assessment development and associate intervention and enrichment support, and one CTE course section for Mountain High School (Continuation School).

These actions are designed to accelerate student learning and academic recovery while supporting student mental health and well-being through counseling services, Tier 1 instructional improvement, accelerated learning opportunities, targeted interventions, and evidence-based high-impact tutoring. Tutoring supports will continue to emphasize small-group and one-on-one instruction aligned to classroom learning, with a focus on improving reading and mathematics outcomes for students most impacted by learning disruptions.

By grounding funding decisions in a research-informed needs assessment, ROWUSD ensures resources remain strategically aligned to equitable student success and the district's ongoing academic recovery.

Action 1.3 – Formative Assessment

Establishing strong formative assessment practices remains essential to accelerating student learning and addressing unfinished learning. Through the continued development and implementation of common assessments, progress monitoring systems, and data-informed instructional practices, teachers are able to identify student strengths and areas of need in real time and provide targeted intervention and enrichment aligned to the Guaranteed and Viable Curriculum (GVC). Research from the Learning Policy Institute and formative assessment studies conducted by Black and Wiliam demonstrate that effective formative assessment practices significantly improve student achievement, particularly for underserved student groups. These efforts support instructional responsiveness, strengthen Professional Learning Community (PLC) collaboration, and improve equitable access to intervention and enrichment opportunities. This work aligns with LREBG allowable uses by supporting evidence-based practices, progress monitoring, and targeted academic interventions designed to accelerate learning recovery and close achievement gaps resulting from lost instructional time. Should future LREBG or similar funding become available, it will be prioritized to support formative assessment systems, common assessment development, and aligned intervention and enrichment practices.

Action 1.8 – Secondary Counseling Support

Secondary counseling support is essential to promoting student academic success, mental health, attendance, and college and career readiness. Counselors provide direct services and interventions that address barriers to learning, support social-emotional well-being, and improve student engagement through a Multi-Tiered System of Supports (MTSS) framework. Research from the American School Counselor Association (ASCA) shows that comprehensive counseling programs are linked to improved academic outcomes, increased graduation rates, and reduced chronic absenteeism. This investment supports accelerated learning recovery and coordinated interventions for students most impacted by learning disruptions. This action aligns with LREBG allowable uses by providing integrated student supports that address

academic, behavioral, social-emotional, and mental health needs that may interfere with learning and student success. Should future LREBG or similar funding become available, it will be prioritized to support secondary counseling services.

Action 1.9 – Advancement Via Individual Determination (AVID)

AVID supports college and career readiness by strengthening academic behaviors, organizational skills, student engagement, and access to rigorous coursework for historically underserved student groups. Through intentional instructional strategies, tutorial supports, college and career exploration, and academic monitoring, AVID promotes increased A–G completion, graduation readiness, and postsecondary preparedness. Research from AVID Center and WestEd demonstrates that AVID participation is associated with increased enrollment in rigorous coursework, improved graduation outcomes, and increased college-going rates for students from underrepresented populations. This investment supports the district's ongoing efforts to improve College and Career Indicator outcomes, expand access to rigorous learning opportunities, and strengthen student agency and engagement. This action aligns with LREBG allowable uses through the implementation of evidence-based practices, academic supports, and interventions designed to accelerate learning, improve student engagement, and increase access to rigorous educational opportunities. Should future LREBG or similar funding become available, it will be prioritized to sustain and expand AVID implementation and associated student supports.

Action 1.10 – Teacher on Special Assignment (TOSA)

A TOSA play a critical role in advancing instructional quality by providing job-embedded professional development, facilitating Professional Learning Communities (PLCs), and supporting the alignment of curriculum, instruction, and assessment. Research consistently shows that high-quality professional development can significantly enhance teacher effectiveness and student outcomes. According to the Learning Policy Institute, sustained professional development, such as that provided by a TOSA, can lead to student achievement gains of up to 21 percentile points. This strategic investment directly supports the development of a guaranteed and viable curriculum (GVC), the implementation of standards-based instruction, and the use of formative assessment practices that meet the diverse needs of all learners. Additionally, these efforts are aligned with the allowable use of funds to accelerate progress in closing learning gaps, ensuring that all students receive the support necessary to succeed. This action further aligns with LREBG allowable uses by providing professional learning and instructional coaching that strengthen educator capacity to implement evidence-based strategies that address learning loss and improve student achievement. Should future LREBG or similar funding become available, it will be prioritized to support a Teacher on Special Assignment.

Action 1.15 – Summer School

Summer school remains a critical intervention for students who need additional time and support to master academic standards. Research from the RAND Corporation shows that students who participate in well-designed summer learning programs consistently outperform their peers in both math and reading, especially in districts serving underserved communities. ROWUSD's summer programs are designed to provide both credit recovery and accelerated learning opportunities, effectively addressing unfinished learning and helping to reduce the number of students at risk of falling behind or not graduating. These programs also align with the allowable use of funds by increasing learning time, whether through additional instructional days or extended instructional minutes, to ensure students have meaningful opportunities to succeed. This action directly aligns with LREBG allowable uses by expanding instructional opportunities beyond the regular

school day and providing targeted academic support to address learning loss and accelerate student achievement. Should future LREBG or similar funding become available, it will be prioritized to support summer school programs.

Action 1.16 – High Impact Tutoring and Intervention Supports

High-impact tutoring remains a district priority due to its proven effectiveness in accelerating learning, particularly for students performing below grade level or those impacted by academic disruptions. Research from the Annenberg Institute and the National Student Support Accelerator shows that well-structured, frequent tutoring can yield learning gains equivalent to 3 to 15 months of instruction within a single school year. ROWUSD successfully implemented this intervention in the 2024–2025 school year, following initial delays caused by a local fire, power outages, and inclement weather. The program was funded through the Learning Recovery Emergency Block Grant (LREBG), which has now been fully expended. Should future LREBG or similar funding become available, it will be prioritized to sustain and expand this high-impact strategy. This investment aligns with the allowable use of accelerating progress to close learning gaps and supports the district's ongoing commitment to equity, academic recovery, and improved student outcomes. High-impact tutoring is specifically consistent with LREBG allowable uses as an evidence-based intervention that provides targeted academic support to students disproportionately impacted by disrupted learning opportunities.

Action 1.17 – Career Technical Education (CTE)

Expanding Career Technical Education (CTE) opportunities at Mountain High School supports student engagement, career readiness, graduation pathways, and postsecondary success for students enrolled in alternative education settings. Research from Advance CTE and the Linked Learning Alliance demonstrates that participation in high-quality CTE pathways increases student engagement, graduation rates, employability skills, and postsecondary readiness, particularly for students identified as at-risk of disengagement. Providing additional CTE access at Mountain High School aligns with the district's commitment to equity, individualized pathways, and improving College and Career Indicator outcomes for alternative education students. This action aligns with LREBG allowable uses by increasing student engagement, providing expanded learning opportunities, and supporting evidence-based strategies that reconnect students to school while promoting academic and postsecondary success. Should future LREBG or similar funding become available, the district will prioritize sustaining and expanding CTE course access and career pathway opportunities for Mountain High School students.

Elementary Itinerant Counselor (Action 1.8)

Elementary counseling support is critical to strengthening early intervention systems, social-emotional learning, attendance, and student wellness at the foundational level. Elementary counseling services support the identification and removal of barriers to learning while promoting self-regulation, positive peer relationships, school connectedness, and behavioral intervention through the Multi-Tiered System of Supports (MTSS) framework. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) demonstrates that early social-emotional and mental health supports contribute to improved academic outcomes, attendance, and student engagement. This action aligns with LREBG allowable uses by providing integrated student supports that address social-emotional, behavioral, and mental health needs that may impede academic progress and learning recovery. Should future LREBG or similar funding become available, the district will prioritize support for an elementary itinerant counselor to strengthen prevention, intervention, and student wellness services across elementary school sites.

Community Outreach Specialist (Action 3.3)

Family and community engagement remain critical components of student success and academic recovery. The Community Outreach Specialist supports communication, attendance outreach, family engagement, educational partner collaboration, and connection to community resources and services. Research consistently demonstrates that strong family-school partnerships improve attendance, academic achievement, student engagement, and school connectedness. This position supports equitable access to information and services for families, particularly for unduplicated student groups and students experiencing barriers to engagement. This action aligns with LREBG allowable uses by providing integrated supports and family engagement strategies that strengthen student attendance, engagement, and access to services necessary for academic success and recovery. Should future LREBG or similar funding become available, the district will prioritize support for community outreach and family engagement services to strengthen school-home partnerships and student success.

Extra Duty for Instructional Design, Guaranteed and Viable Curriculum (GVC), Common Assessment Development, and Intervention/Enrichment Supports (Action 1.11)

Teacher collaboration and curriculum development are essential components of improving Tier 1 instruction and accelerating learning recovery. Extra duty opportunities supporting instructional design, refinement of the Guaranteed and Viable Curriculum (GVC), common assessment development, and intervention and enrichment planning provide teachers with dedicated time to strengthen alignment to grade-level standards, analyze student data, and collaboratively develop evidence-based instructional supports. Research from Professional Learning Community (PLC) models and the Learning Forward Standards for Professional Learning indicates that collaborative educator practices improve instructional effectiveness and student achievement. These efforts support instructional coherence, equitable access to rigorous instruction, and targeted intervention and enrichment opportunities for all students. This action aligns with LREBG allowable uses by supporting educator collaboration, professional learning, evidence-based instructional practices, and the development of targeted interventions designed to address unfinished learning and accelerate student achievement. Should future LREBG or similar funding become available, the district will prioritize support for teacher collaboration and instructional development aligned to academic recovery efforts.

Equity and Alignment to EC 32526(c)(2):
All identified actions and services support the academic recovery, engagement, mental health, and postsecondary readiness of students disproportionately impacted by learning disruptions, including English learners, students with disabilities, foster youth, homeless students, and socioeconomically disadvantaged students. These investments are aligned to the district's comprehensive needs assessment, MTSS framework, and LCAP priorities focused on accelerating learning, strengthening Tier 1 instruction, increasing student engagement, improving attendance, and expanding equitable access to rigorous academic and career pathways. By prioritizing evidence-based strategies and targeted supports, ROWUSD ensures alignment with EC 32526(c)(2) and the allowable uses of funds intended to address learning recovery and improve equitable student outcomes.

Reflections: Technical Assistance

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

ROWUSD is eligible for Differentiated Assistance based on California School Dashboard outcomes for identified student groups across multiple years.

Based on the 2025 California School Dashboard, Rim of the World Unified School District is eligible in the following areas:

Students with Disabilities:
Achievement: ELA and Mathematics
Engagement: Chronic Absenteeism

Based on the 2024 California School Dashboard, Rim of the World Unified School District is eligible in the following areas:

English Learners:
Achievement: ELPI/ELA/Math
Climate: Suspension

District Participation in Differentiated Assistance

The Rim of the World Unified School District (ROWUSD) actively participated in the Differentiated Assistance (DA) program offered by the San Bernardino County Superintendent of Schools. This program helps districts develop plans to improve student outcomes in specific areas.

Training and Planning:
The district team attended all relevant DA training sessions:
Overview Training (December 3rd, 2025)
ROWUSD Workshop (January 13, 2026)
ROWUSD and SBCSS PDSA Progress Meeting (April 15th, 2026)

As part of the Differentiated Assistance (DA) process, ROWUSD is reviewing common assessment data during PLC collaboration, disaggregating outcomes for English Learners and Students with Disabilities, identifying instructional barriers, and refining intervention responses through Plan-Do-Study-Act (PDSA) cycles. Through the DA Workshop process, the district conducted a self-assessment and root cause analysis focused on achievement gaps and chronic absenteeism while partnering with the San Bernardino County Superintendent of Schools for ongoing technical assistance and continuous improvement support. This work continues to shape LCAP implementation through strengthened PLC collaboration, assessment practices, utilization of Teachers on Special Assignment (TOSAs), professional development, MTSS implementation, and expanded learning opportunities.

As part of the continuous improvement process, district and site leadership teams, PLCs, MTSS teams, and Educational Services staff conduct ongoing monthly and trimester reviews of Dashboard indicators, CAASPP Distance from Standard (DFS), iReady diagnostics, attendance data, suspension data, English Learner progress, graduation rates, and common assessment outcomes. Data is reviewed during PLC collaboration, site leadership meetings, cabinet discussions, and DA support sessions with SBCSS to monitor effectiveness, identify trends, refine interventions, and adjust supports based on student needs.

Student Groups and Action Plans:

English Learners: Focus on improving the English Learner Progress Indicator, increasing reclassification rates, improving ELA and Mathematics achievement, and strengthening MTSS supports to improve suspension and engagement outcomes. Intended outcomes include improved DFS in ELA and Mathematics, increased English Learner Progress Indicator performance, increased reclassification rates, and reduced suspension rates.

Students with Disabilities: Focus on improving achievement in ELA and Mathematics, expanding access to inclusive instructional practices and intervention supports. Intended outcomes include improved DFS in ELA and Mathematics, improved College and Career Indicator performance, reduced chronic absenteeism, and improved graduation and postsecondary readiness outcomes.

Action Plan:
Reflections: Technical Assistance Differentiated Assistance Action Plan

ROWUSD is eligible for Differentiated Assistance based on the following California School Dashboard outcomes:

English Learners: English Learner Progress Indicator (ELPI), English Language Arts, Mathematics, and Suspension Rate.
Students with Disabilities: English Language Arts, Mathematics, and Chronic Absenteeism.

The following actions and metrics directly address each current area of eligibility.

English Learners: English Learner Progress Indicator

ROWUSD will strengthen designated and integrated English language development, goal-setting, progress monitoring, family communication, and targeted support for English Learners and Long-Term English Learners. District and site teams will regularly review ELPAC results, reclassification readiness, classroom performance, and student progress to refine instruction and interventions.

This work is supported by Actions 1.6—English Learner Goal-Setting Supports; 1.7—Site Language Assistant Supports; 1.12—Professional Development for English Learners and Long-Term English Learners; and 1.18—Districtwide English Learner Specialist.

Progress will be monitored using Metric 1.1—ELPAC English Learner Progress Indicator and Metric 1.2—District Reclassification Rate, including the percentage of English Learners making progress toward English proficiency and meeting reclassification criteria.

English Learners: English Language Arts and Mathematics

ROWUSD will continue implementing a standards-aligned Guaranteed and Viable Curriculum (GVC), Best First Instruction, Common District Assessments (CDAs), formative assessment practices, and targeted intervention and enrichment. Teachers will review disaggregated English Learner data during PLC collaboration cycles, GVC release days, district leadership meetings, and Differentiated Assistance progress-monitoring sessions. The i-Ready diagnostic and individualized learning pathways will also be used to identify needs, monitor growth, and provide differentiated ELA and mathematics support.

This work is supported by Actions 1.1—Professional Learning Communities; 1.3—Establish Formative Assessment Practices; 1.10—Teachers on Special Assignment; 1.11—Professional Development; 1.12—Professional Development for English Learners and Long-Term English Learners; 1.15—Summer School; 1.16—High-Impact Tutoring and Intervention Supports; and 1.18—Districtwide English Learner Specialist.

English Learner achievement will be monitored using:

Metric 1.15—CAASPP ELA Distance from Standard
Metric 1.16—CAASPP ELA Percent Met or Exceeded Standard
Metric 1.19—CAASPP Mathematics Distance from Standard
Metric 1.20—CAASPP Mathematics Percent Met or Exceeded Standard

Additional progress-monitoring measures will include i-Ready diagnostic growth, CDA results, classroom walkthroughs, formative assessment evidence, and PLC data-review outcomes.

English Learners: Suspension Rate

ROWUSD will continue districtwide and site-specific implementation of Multi-Tiered Systems of Support (MTSS), including early identification, tiered behavioral supports, restorative practices, social-emotional learning, and trauma-informed approaches. District and site MTSS teams will review English Learner discipline outcomes to identify disproportionality, assess implementation, and adjust supports.

This work is supported by Actions 2.1—Multi-Tiered Systems of Support and 2.2—Monthly MTSS and Leadership Collaboration.

Progress will be monitored using Metric 2.4—Districtwide Suspension Rate and Metric 2.5—Suspension Rate by School Site, with English Learner results reviewed separately. Behavior referrals, repeat incidents, school climate data, and MTSS intervention records will provide additional implementation evidence.

Students with Disabilities: English Language Arts and Mathematics

ROWUSD will strengthen access to grade-level standards through Best First Instruction, the GVC, CDAs, formative assessment, instructional coaching, and targeted intervention and enrichment. ELA and mathematics outcomes for Students with Disabilities will be disaggregated and reviewed through PLC cycles, district leadership meetings, classroom walkthroughs, and Differentiated Assistance Plan-Do-Study-Act cycles. Particular attention will be given to mathematics performance and consistent access to inclusive, standards-aligned instruction.

This work is supported by Actions 1.1—Professional Learning Communities; 1.3—Establish Formative Assessment Practices; 1.10—Teachers on Special Assignment; 1.11—Professional Development; 1.15—Summer School; and 1.16—High-Impact Tutoring and Intervention Supports. Action 3.2—Resources for Parents of Students with Disabilities provides complementary family education, advocacy, and resource support intended to strengthen family-school partnerships.

Students with Disabilities achievement will be monitored using:

Metric 1.15—CAASPP ELA Distance from Standard
Metric 1.16—CAASPP ELA Percent Met or Exceeded Standard
Metric 1.19—CAASPP Mathematics Distance from Standard
Metric 1.20—CAASPP Mathematics Percent Met or Exceeded Standard

Additional monitoring will include i-Ready diagnostic growth, CDA performance, classroom walkthroughs, intervention participation, and PLC data-review outcomes.

ROWUSD will also continue participating in East Valley SELPA and Supporting Inclusive Practices opportunities to strengthen inclusive practices, access to grade-level instruction, and coordinated academic and behavioral supports.

Students with Disabilities: Chronic Absenteeism

ROWUSD will implement a multi-pronged attendance improvement approach through its attendance and MTSS teams. Strategies will include identifying attendance patterns through Aeries reports, strengthening student and family outreach, addressing barriers to attendance, establishing consistent site responses, providing transportation supports, and offering attendance recovery opportunities through Saturday School. Students with Disabilities will be specifically monitored to determine whether additional individualized or disability-related supports are needed.

This work is supported by Actions 2.1—Multi-Tiered Systems of Support; 2.2—Monthly MTSS and Leadership Collaboration; 2.3—Transportation; and 2.10—Saturday School.

Progress will be monitored using Metric 2.6—Districtwide Chronic Absenteeism and Metric 2.7—Chronic Absenteeism by School Site, with Students with Disabilities results reviewed separately. Aeries attendance data, attendance-recovery participation, intervention records, and monthly site and district attendance reviews will provide additional evidence of implementation and effectiveness.

Continuous Improvement and Monitoring

ROWUSD will use a continuous improvement process to address all identified Differentiated Assistance eligibility areas. District and site leadership teams, PLCs, MTSS teams, and Educational Services staff will regularly review the identified student-group metrics, determine whether actions are producing the intended outcomes, and refine supports through Plan-Do-Study-Act cycles. Ongoing collaboration with the San Bernardino County Superintendent of Schools and the District's Differentiated Assistance Accountability Partner will support implementation, progress monitoring, and evaluation of the identified actions, with the goal of reducing disparities and improving equitable outcomes for English Learners and Students with Disabilities.

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. Mountain High School exited CSI status in 2025.

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
LCAP Educational Partners Meetings: District Administrators, Site Administrators, Principals, Assistant Principals, Rim Teachers Association, CSEA, Teachers on Special Assignment, Teachers Leaders, Teachers, Other School Personnel, Parents, Families, and Community Members.	LCAP Educational Partner Meetings were planned and implemented on November 12th, 2025, February 12th, 2026, March 25th, 2026, and May 13th, 2026. Meetings included an explanation of the ROWUSD Local Control Accountability Plan development, Dashboard Information, Needs Assessment, Opportunities for Questions, and Collaboration, and concluded with a survey to acquire educational partner feedback. On May 13th, 2026, the draft LCAP was presented to the LCAP Educational Partners committee of parents and staff as listed within the PAC and DELAC. The draft LCAP was reviewed, and feedback was solicited. Participants were provided the opportunity to submit verbal and written comments. No formal comments requiring a written response were received. A draft of the LCAP was also made available to the public via the Rim of the World Unified School District website from May 11th, 2026 to June 5th, 2026. Educational Partners were provided the opportunity to submit verbal and written comments. No formal comments requiring a written response were received.
LCAP Student Advisory Committee - Educational Partner Student Focus Group Meetings: Students representing all student groups in grades 6th - 12th, through meetings at RHS for grades 9th - 12th and at MPH for grades 6th - 8th. This group meets the Student Advisory Committee requirements.	LCAP Educational Partner Student Focus Group Meetings were planned and implemented on December 12th, 2025, February 12th, 2026, March 26th, 2026 and May 14th, 2026. Meetings included an explanation of the ROWUSD Local Control Accountability Plan development, Dashboard Information, Needs Assessment,

Educational Partner(s)	Process for Engagement
	Opportunities for Questions, Collaboration, and concluded with a survey to acquire educational partner feedback. The full draft of the LCAP was submitted to the student advisory committee on May 14th, 2026. No comments were received, therefore a written response by the Superintendent was not provided.
LCAP Parent Advisory Committee and District English Language Advisory Committee:	DELAC Educational Partner Meetings were planned and implemented with agenda items specific to the ROWUSD LCAP on November 6th, 2025, March 26th, 2026, and May 12th, 2026. Meetings included an explanation of the ROWUSD Local Control Accountability Plan development, Dashboard Information, Needs Assessment, Opportunities for Questions, and Collaboration, and concluded with a survey to acquire educational partner feedback. On May 12th, 2026 the full draft LCAP was presented to the LCAP Educational Partners committee, including the PAC, and DELAC. No comments were received, therefore a written response by the Superintendent was not provided. A draft of the LCAP was also made available to the public via the Rim of the World Unified School District website from May 11th, 2026, to June 5th, 2026. Educational Partners were provided the opportunity to submit verbal and written comments. No comments were received, therefore a written response by the Superintendent was not provided.
Principals Roundtable and Educational Services Updates: District Administration	Monthly LCAP and SPSA alignment update, information, and collaboration were provided to District and School Site Administration on September 16th, 2025, October 14th, 2025, November 18th, 2025, December 16th, 2025, January 20th, 2026, February 24th, 2026, March 17th, 2026, April 28th, 2026 and May 19th, 2026. Educational Services updates were provided via email at the beginning of each month from September 2025 to May 2026, with an opportunity to review the updates during each month's Principals Roundtable meeting.
EVSELPA	EV SELPA Administrator, LCAP, Differentiated Assistance (DA), Inclusion Steering Committee (ISC), and CIM meetings were conducted, along with surveys and additional informal engagement

Educational Partner(s)	Process for Engagement
	opportunities, to support collaboration and gather educational partner input on inclusion practices and the supports and services provided to students with disabilities. Meeting dates: (ISC) October 23rd, 2025 and December 4th, 2025; (DA) January 13th, 2026 and April 15th, 2026; (CIM) March 31st, 2026 and April 30th, 2026; and (EV SELPA Administrator Consultation) April 3rd, 2026, and May 20th, 2026.
Rim of the World Unified School District Board	Presented the mid-year LCAP update to the ROWUSD Board on Feb. 26th, 2026. Shared LCAP Educational partner feedback to inform development of the 2026-2027 LCAP to the ROWUSD Board on April 16th, 2026. Presented the 26-27 LCAP to the ROWUSD Board at the Public Hearing on June 4th, 2026. Presented the 26-27 LCAP to the ROWUSD Board at the Regular Board Meeting on June 25th, 2026.
Mountain (Continuation) High School: Equity Multiplier School	Collaboration and planning with the MHS site administrator regarding the school's Equity Multiplier identification, including a comprehensive review of funding guidelines and allowable uses to ensure alignment with the school's needs assessment and root cause analysis. A planning meeting was held on April 15th, 2026, to discuss priorities, identify evidence-based support, and begin developing a targeted action plan. The site administrator shared information from the planning meeting with staff on May 7th, 2026, to acquire feedback. The Equity multiplier information and targeted action plan were shared with the LCAP student focus group, inclusive of MHS students, to acquire feedback on May 14th, 2026. Parents were actively consulted through the Mountain High School Site Council, providing valuable input that helped shape and refine the school's focus goal. The School Site Council meeting was held on May 11th, 2026, to review the school's identification status, funding requirements, allowable uses, and the proposed implementation plan.

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

Throughout the LCAP development process, the District actively sought and incorporated feedback from a broad range of educational partners, including parents, community members, DELAC, students, teachers, classified staff, administrators, and representatives from East Valley SELPA and Supporting Inclusive Practices (SIP). Input was gathered through meetings, surveys, focus groups, SELPA collaboration sessions, and ongoing correspondence to identify areas of strength, high need, and opportunities for improvement. Educational partner feedback directly informed the refinement of existing actions, the prioritization of resources, and the development of strategies and services included within the LCAP.

Parents and Community Members:
Parents and community members emphasized the importance of strengthening communication, transparency, and community outreach. Educational partners expressed appreciation for existing efforts such as Rim of the World's Edge of Excellence, and requested expanded communication through partnerships with local businesses and increased visibility across the community. Families also expressed interest in learning more about artificial intelligence and its role in education, while maintaining a balance between technology use and direct instruction through increased hands-on and project-based learning opportunities. Educational partners additionally emphasized the importance of attendance, mental health supports, extracurricular opportunities, and college and career readiness for students.

In response, the District established the TRAIL (Technology, Research, and Artificial Intelligence Learning) Committee to guide the responsible implementation of artificial intelligence, support the development of Board policy, and provide staff training. The District also continued strengthening communication and community outreach through the Community Outreach Coordinator, Rim's Edge of Excellence, "Latest News" website updates, expanded notification systems, and the development of community banners featuring QR codes to support enrollment and engagement. This feedback directly informed Action 1.1—Professional Learning Communities, Action 1.2—Instructional Technology, Action 1.5—Arts, Music, Athletics, and Extracurricular Access, related intervention supports, and Action 3.3—Communication with Families.

DELAC (Parents of English Learners):

DELAC members expressed the need for centralized resources and supports for English Learner families, particularly those with students attending multiple school sites. Educational partners emphasized the importance of stronger communication regarding the reclassification process, access to intervention and enrichment opportunities, and support in understanding assessment systems, including ELPAC, i-Ready, and CAASPP. Families also highlighted the importance of strengthening supports for Long-Term English Learners, increasing parent engagement opportunities, and improving communication about academic progress and available student supports.

In response, the District hosted an English Learner Parent Engagement Night at Rim of the World High School, providing families with information and resources related to reclassification, district programs, Aeries, Google Classroom, i-Ready, and available academic supports. The District is also collaborating with teacher leaders to create an English Learner resource hub with QR-code access to improve accessibility for families. This feedback directly informed Action 1.6—English Learner Goal-Setting Supports, Action 1.7—Site Language Assistant Supports, Action 1.18—Districtwide English Learner Specialist, and Action 3.1—Parent Engagement, Surveys, and Workshops.

Students:

Students provided valuable insight into their academic and social-emotional experiences. Major themes included the need for greater clarity regarding the purpose of assessments—including CAASPP, ELPAC, i-Ready, and district assessments—and how they align with classroom instruction. Students expressed a desire for increased preparation, reflection, and goal-setting opportunities related to assessments. They also emphasized the importance of tutoring, peer support, productive struggle in learning, school connectedness, extracurricular and elective opportunities, college and career readiness, attendance incentives, and meaningful teacher-student relationships. Additionally, students shared perspectives regarding responsible cell phone use, the effects of technology on mental health, and their appreciation for counseling services and wellness centers.

In response, the Superintendent and district leadership collaborated with site leaders to develop positive assessment culture plans designed to strengthen communication about assessments and improve alignment between instruction and evaluation. The District expanded tutoring opportunities across all sites through strategic funding sources, maintained and expanded wellness and counseling supports, strengthened opportunities for student voice and engagement, and reinforced the role of educators in delivering high-quality instruction supported by technology. This feedback directly informed Action 1.1—Professional Learning Communities, Action 1.5—Arts, Music, Athletics, and Extracurricular Access, Action 1.15—Summer School, Action 1.16—High-Impact Tutoring and Intervention Supports, Action 2.8—Wellness Center, Action 2.9—Mental Health Support, and Action 2.10—Saturday School.

Parents and Teachers of Students with Disabilities/SELPA Consultation:

Parents and teachers of Students with Disabilities, along with educational partners from East Valley SELPA and Supporting Inclusive Practices (SIP), advocated for continuing the parent advisory committee to maintain open communication and collaboration. Educational partners emphasized the importance of ongoing staff training to strengthen inclusive instructional practices, Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and meaningful access to grade-level standards for Students with Disabilities. They also highlighted the need to strengthen intervention systems, expand inclusive opportunities, and provide additional support for families navigating special education services.

In response, the District engaged students, parents, families, SELPA representatives, and staff through targeted meetings and collaboration sessions to gather meaningful input. The District expanded training opportunities for classified and certificated staff focused on inclusion, UDL, MTSS, differentiated instruction, intervention systems, and access to grade-level curriculum. Collaboration with SELPA and SIP also informed the ongoing refinement of inclusive instructional practices, intervention and enrichment supports, and districtwide academic and behavioral MTSS systems. Additionally, the District collaborated with site and district leaders to develop a parent handbook that provides clear, accessible, and ongoing support for families. This feedback directly informed Action 1.11—Professional Development, Action 2.1—Multi-Tiered Systems of Support, Action 2.2—Monthly MTSS and Leadership Collaboration, and Action 3.2—Resources for Parents of Students with Disabilities.

Teachers and Administrators:

Teachers and administrators highlighted the need for continued attention to class sizes, substitute teacher availability, staff burnout, targeted interventions, and stronger Tier 1 instruction. Educational partners emphasized the importance of maintaining Professional Learning Communities, strengthening formative assessment practices, improving intervention systems, and implementing schoolwide AVID strategies

at the secondary level. Staff also prioritized the continued implementation of MTSS, PBIS, inclusive instructional practices, and intervention supports to improve student achievement, attendance, and engagement.

In response, the District prioritized continued professional development focused on standards-aligned instruction, formative assessment, intervention practices, inclusive instructional strategies, and MTSS implementation. Support for PLC collaboration, instructional coaching through Teachers on Special Assignment, and AVID implementation will also continue. This feedback directly informed Action 1.1—Professional Learning Communities, Action 1.10—Teachers on Special Assignment, Action 1.11—Professional Development, Action 2.1—Multi-Tiered Systems of Support, and Action 2.2—Monthly MTSS and Leadership Collaboration.

Common Educational Partner Themes:

Common themes across all educational partner groups included strengthening mental health and social-emotional supports; improving attendance and engagement; increasing intervention and tutoring opportunities; building strong teacher-student relationships; improving school connectedness; expanding extracurricular and college and career readiness opportunities; maintaining alternative educational options; strengthening communication with families; and focusing on essential standards in English Language Arts and Mathematics. Educational partners consistently emphasized the importance of MTSS, intervention systems, UDL, inclusive instructional practices, and equitable access to support for all student groups, particularly English Learners, Students with Disabilities, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students.

The LCAP goals and actions were strongly influenced by this feedback. Educational partners consistently recommended maintaining the goals, actions, and metrics established during the 2024–27 LCAP cycle while refining services and supports in response to identified student needs and performance outcomes.

Based on educational partner feedback, the District will maintain the following three broad goals in the 2026–27 LCAP:

Goal 1: Increase student learning and support professional development.
Goal 2: Facilitate a safe and positive school climate.
Goal 3: Engage family and community.

The District will also continue Goal 4, the Equity Multiplier Focus Goal for Mountain High School.

Goal 1: Increase Student Learning and Support Professional Development

Educational partner feedback reinforced the need to strengthen Tier 1 instruction while expanding targeted interventions, enrichment opportunities, and professional development. Educational partners emphasized the importance of standards-aligned curriculum, balanced instructional technology integration, expanded tutoring, extracurricular access, college and career readiness opportunities, and targeted support for English Learners and Students with Disabilities. Consultation with SELPA and SIP further reinforced the importance of strengthening inclusive instructional practices, UDL implementation, intervention systems, and MTSS supports to improve outcomes for Students with Disabilities.

In response, the District will continue prioritizing professional development that strengthens the ROWUSD professional learning community and advances the standards-aligned Guaranteed and Viable Curriculum. This includes the continued development of Common District Assessments, aligned formative assessment practices, effective instructional strategies, balanced technology integration—including the responsible use of artificial intelligence through the TRAIL Committee—and expanded support for UDL, inclusion, and MTSS implementation. Professional learning will continue to emphasize support for English Learners and Students with Disabilities and the implementation of academic and behavioral MTSS supports.

Key enhancements include sustaining tutoring and intervention access across all sites, expanding professional learning aligned with inclusive practices and instructional effectiveness, strengthening communication regarding curriculum, assessments, and student progress, and increasing access to enrichment and extracurricular opportunities. Educational partner feedback directly informed Action 1.1—Professional Learning Communities, Action 1.2—Instructional Technology, Action 1.5—Arts, Music, Athletics, and Extracurricular Access, Action 1.6—English Learner Goal-Setting Supports, Action 1.7—Site Language Assistant Supports, Action 1.10—Teachers on Special Assignment, Action 1.11—Professional Development, Action 1.14—Rim Virtual Academy, Action 1.15—Summer School, Action 1.16—High-Impact Tutoring and Intervention Supports, Action 1.18—Districtwide English Learner Specialist, Action 2.1—Multi-Tiered Systems of Support, and Action 2.10—Saturday School.

Goal 2: Facilitate a Safe and Positive School Climate

Educational partners highlighted the importance of consistent behavioral expectations, student voice, comprehensive social-emotional supports, improved attendance, attendance incentives, school connectedness, and expanded mental health services. Students, families, SELPA representatives, and staff emphasized the importance of maintaining wellness centers, strengthening counseling supports, ensuring safe and supportive learning environments, and continuing MTSS, PBIS, trauma-informed practices, and inclusive behavioral supports.

In response, the District will continue implementing and refining MTSS and PBIS frameworks, expanding wellness and counseling services, strengthening inclusive behavioral supports, and increasing opportunities for student engagement and voice in school climate initiatives. The District will also continue reviewing policies and practices related to cell phone use, attendance and engagement strategies, and student supports to ensure alignment with student well-being and positive learning environments. Educational partner feedback directly informed Action 2.1—Multi-Tiered Systems of Support, Action 2.2—Monthly MTSS and Leadership Collaboration, Action 2.8—Wellness Center, and Action 2.9—Mental Health Support.

Goal 3: Engage Family and Community

Educational partners emphasized the importance of meaningful and accessible opportunities for family engagement and stronger community connections. Parents and community members requested expanded communication systems, increased outreach opportunities, stronger partnerships with local organizations and businesses, and additional support for families of English Learners and Students with Disabilities.

In response, the District will continue expanding outreach, enhancing communication systems, and increasing opportunities for inclusive family engagement. This includes expanding communication platforms, increasing in-person engagement opportunities, strengthening community partnerships, and providing workshops and resources that help families participate actively in their students' educational

experiences. Educational partner feedback directly informed Action 3.1—Parent Engagement, Surveys, and Workshops, Action 3.2—Resources for Parents of Students with Disabilities, and Action 3.3—Communication with Families.

Goal 4: Mountain High School Equity Multiplier Focus Goal—Social-Emotional Support

Educational partners—including students, families, staff, and community members—directly informed Goal 4, the Equity Multiplier Focus Goal for Mountain High School. This goal focuses on improving suspension and graduation rates by June 2027, with particular emphasis on Socioeconomically Disadvantaged students. Educational partners identified the need for expanded social-emotional learning supports, increased access to mental health resources, trauma-informed practices, academic interventions, school connectedness, attendance incentives, college and career readiness opportunities, and stronger student engagement supports.

Students and families emphasized that emotional well-being, motivation, attendance, access to mental health services, and a strong sense of school connection significantly affect academic persistence and graduation outcomes. In response, the District will continue expanding social-emotional learning supports, wellness center services, staff professional development, and targeted academic supports aligned with the Equity Multiplier goal. Educational partner feedback directly informed Action 4.1—Social-Emotional Learning Wellness Center, Action 4.2—Social-Emotional Learning Professional Development, and Action 4.3—Academic Support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student learning and support professional development	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

* All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success.
* All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world.
* All students receive high-quality education and services from caring, highly qualified, and competent staff.

We believe there is a direct correlation between student learning and quality professional development. John Hattie's research identifies teacher efficacy as the #1 impact on student performance. We must support our teachers to support our students. Our CAASPP dashboard indicators for both ELA and mathematics are below the green level. We know we must focus on increasing student outcomes now more than ever as we recover from the impact the pandemic had on schooling loss. We must focus on our learning intentions, clarify for ourselves and our students' success criteria, and develop systems and scaffolds to support students at all levels. We have identified the following needs:

2023 CAASPP ELA Academic Indicator for ROWUSD students in grades 3-8, and 11 ROWUSD District-wide data:

All Students:
ELA indicator provided a color of orange.
(-40.8) Distance from Standard (DFS).
35.53% standard met or exceeded for all students.

English Language Learners (EL):
ELA indicator color of red
(-104.5) Distance From Standard (DFS)
4.4% standard met or exceeded.

Students with Disabilities (SWD):
ELA indicator color of red
(-119.1) Distance from Standard (DFS)
8.96% standard met or exceeded.

Socioeconomically Disadvantaged (SED) :
ELA indicator color of orange
(-56.5) Distance From Standard (DFS)
28.93% standard met or exceeded.

Two or More Races (ToMR):
ELA indicator color of orange
(-42) Distance From Standard (DFS)
36.36% standard met or exceeded.

Homeless (HY):
No performance color was reported (10 students).
No Distance From Standard (DFS) was reported (10 students).
% standard met or exceeded not reported (10 students).

Foster Youth (FY):
No performance color reported (6 students).
No Distance From Standard (DFS) reported (6 students).
% standard met or exceeded not reported (6 students).

Hispanic (HI):
ELA indicator color of orange
(-61) Distance From Standard (DFS)
28.62% standard met or exceeded.

White (WH):
ELA indicator color of orange
(-29.4) Distance From Standard (DFS)
41.11% standard met or exceeded.

2023 CAASPP Mathematics Academic Indicator for ROWUSD students in grades 3-8,11th and 11 ROWUSD District-wide data:

ROWUSD District-wide data:

All Students:

Mathematics indicator provided a color of red.
(-95.3) Distance from Standard (DFS).
17.50% standard met or exceeded for all students.

English Language Learners:
Mathematics indicator color of red
(-152.6) Distance From Standard (DFS)
1.5% standard met or exceeded.

Students with Disabilities:
Mathematics indicator color of orange
(-153.2) Distance from Standard (DFS)
3.5% standard met or exceeded.

Socioeconomically Disadvantaged:
Mathematics indicator color of red
(-107.8) Distance From Standard (DFS)
12.36% standard met or exceeded.

Two or More Races:
Mathematics indicator color of red
(-106.2) Distance From Standard (DFS)
20.45% standard met or exceeded.

Homeless:
No performance color reported
No Distance From Standard (DFS) reported
% standard met or exceeded not reported

Foster Youth:
No performance color reported
No Distance From Standard (DFS) reported
% standard met or exceeded not reported

Hispanic (HI):
The mathematics indicator color of red
(-115.6) Distance From Standard (DFS)
11.97% standard met or exceeded.

White (WH):

The mathematics indicator color of orange
(-80.3) Distance From Standard (DFS)
22.30% standard met or exceeded.

Given these performance indicators, Goal 1 aims to enhance student learning outcomes by providing targeted support and professional development for educators. This goal is essential to improve instruction quality and address the diverse needs of all student groups, ensuring equitable access to educational resources and opportunities for academic success.

1. Increase the percentage of students scoring at standard met or exceeded on the CAASPP in English Language Arts and Mathematics.
2. Close the achievement gap between English Learners, Foster Youth, and Students with Disabilities on the CAASPP.
3. Consistently utilize effective instructional strategies and content frameworks to teach the California State Standards in all classrooms.
4. Provide instructional materials aligned to the California State Content Standards and frameworks.
5. Increase the effective use of technology as an instructional tool.
6. Continue to support an effective Professional Learning Community (PLC) structure focused on the 4 essential questions: What do we expect students to learn? How will know they are learning it? What will we do if they aren't learning it? How will we respond if they already know it?
7. Expand EL data collection and analysis to provide targeted support and increase the percentage of English learners meeting the criteria to reclassify
8. Reduce the percentage of Long-Term English Learners (L-TEL's).
9. Decrease the percentage of students in need of credit recovery.
10. Coordinate, articulate, and monitor interventions for underperforming students including English learners, Foster Youth, Low Income, and Students with Disabilities
11. Increase the graduation rate for both Rim High School and Mountain High School.
12. Increase the percentage of students taking and completing A-G courses.
13. Increase the percentage of students taking and completing AP courses.
14. Increase the percentage of English learners, Foster Youth and Low-Income students taking and completing A-G courses.
15. Increase the percentage of English learners, Foster Youth and Low-Income students taking and completing AP courses.
16. Implementation of Linked Learning pathways at the high school, to incorporate CTE classes that are A-G approved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELPAC English learner progress indicator for grades K 12	2023	2024 35.1% of English learners made	2025 52.5% of English learners made	A minimum of 70% of English learners making progress	Increase of 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of English Learners who made progress toward English Proficiency California School Dashboard	51% of English learners made progress towards English Proficiency	progress towards English Proficiency.	progress towards English Proficiency.	towards English proficiency	
1.2	District reclassification rate Percent of English Learners who reclassified. Dataquest	2023-24 15.5% of English Learners reclassified	2024-2025 11.7% of English Learners reclassified	2025-2026 12.2% of English Leaners reclassified	Reclassify a minimum of 15% of our English learners	Reduction of 3.3%
1.3	Students receiving a D or F on a report card. Percentage of students receiving report card grades of D's and F's in grades 6-8 at MPH and 9-12 at RHS. AERIES Student Information System	23-24 RHS Aeries Data Dashboard D/F % for core subjects ELA:19.3 % Math: 20% Science: 16.8% Social Studies: 11.9% 23-24 MPH Aeries Data Dashboard D/F % for core subjects ELA: 30.9% Math: 26.4% Science: 17.8% Social Studies: 19.5%	24-25 RHS Aeries Data Dashboard D/F % for core subjects ELA: 20.2% Math: 17.2% Science: 24.7% Social Studies: 14.8% 24-25 MPH Aeries Data Dashboard D/F % for core subjects ELA: 29.5% Math: 24.5% Science: 19.3% Social Studies: 21.7%	25-26 RHS Aeries Data Dashboard D/F % for core subjects ELA: 17.15% Math: 18.19% Science: 23.02% Social Studies: 16.00% 25-26 MPH Aeries Data Dashboard D/F % for core subjects ELA: 24.2% Math: 18.5% Science: 17.5% Social Studies: 16.6%	D/F % for core subjects ELA: 9.3 % Math: 10% Science: 6.8% Social Studies: 1.9% MPH Aeries Data Dashboard D/F % for core subjects ELA: 20.9% Math: 16.4% Science: 7.8% Social Studies: 9.5%	RHS Aeries Data Dashboard D/F % for core subjects ELA:Reduction of 2.15% Math: Reduction of 1.81% Science: Increase of 6.22% Social Studies: Increase of 4.1% MPH Aeries Data Dashboard D/F % for core subjects ELA: Reduction of 6.7% Math: Reduction of 7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Science: Reduction of .3% Social Studies: Reduction of 2.9%
1.4	3rd Grade reading proficiency on the iReady end of the year assessment. Percent of students proficient. iReady	2024 Level 1 Less than Proficient- 21% Level 2 Less than Proficient- 21% Level 3/4 Proficient- 58%	2025 Level 1 Less than Proficient- 24.61% Level 2 Less than Proficient- 24.61% Level 3/4 Proficient- 50.79%	2026 Level 1 Less than Proficient- 24% Level 2 Less than Proficient- 25% Level 3/4 Proficient- 51%	Level 1 Less than Proficient- 25% Level 2 Less than Proficient- 25% Level 3/4 Proficient- 50%	Level 1 Less than Proficient- Increase of 3% Level 2 Less than Proficient- Increase of 4% Level 3/4 Proficient- Decrease of 7%
1.5	Graduation rate indicator for students in grades 9-12 Percent of students graduating at Rim of the World High School (RHS) Mountain High School (MHS) District-wide California School Dashboard	2022-23 Rim of the World High School 93.1% Mountain High School 41% District-Wide 84.8% District-Wide SED: 81.8%	2023-24 Rim of the World High School 89.4% Mountain High School 57.9% District-Wide 84.7% District-Wide SED: 84.3%	2024-25 Rim of the World High School 94.1% Mountain High School 71.8% District-Wide 91.1% District-Wide SED: 88.8%	Rim of the World High School 97% Mountain High School 70% Districtwide 90% District-Wide SED: 95%	Rim of the World High School: Increase of 1% Mountain High School: Increase of 30.8% District-Wide: Increase of 6.3% District-Wide SED: Increase of 7%
1.6	English Language Arts academic and college career indicator for students in grade 11 (11th grade EAP). Percent of 11th grade students met or exceeded the ELA standard.	2023 50.47% of 11th grade students met or exceeded the ELA standard.	2024 43.13% of 11th grade students met or exceeded the ELA standard.	2025 45.19% of 11th grade students met or exceeded the ELA standard.	A minimum of 70% of 11th graders meet or exceed the ELA standard	Reduction of 5.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dataquest					
1.7	Mathematics academic and college career indicator for students in grade 11(11th grade EAP) Percent of 11th grade students met or exceeded the mathematics standard. Dataquest	2023 16.9% of 11th grade students met or exceeded the mathematics standard	2024 15.91% of 11th grade students met or exceeded the mathematics standard	2025 22.11% of 11th grade students met or exceeded the mathematics standard	A minimum of 50% of 11th graders meet or exceed the mathematics standard	Increase of 5.21%
1.8	College and career indicator of A-G course completion rates. Percent completing A-G classes with a C or better, preparing them for a UC or CSU admission. California School Dashboard	2023 30.7% of students completed A-G requirements, preparing them for a UC or CSU admission.	2024 29% of students completed A-G requirements, preparing them for a UC or CSU admission.	2025 36.6% of students completed A-G requirements, preparing them for a UC or CSU admission.	Increase to 50% of students completed A-G requirements, preparing them for a UC or CSU admission.	Increase of 5.9%
1.9	College and career indicator Advanced Placement (AP) Percent of students taking and passing an AP test with a score of 3 or higher in grades 10-12. College Board/ AP	2022-2023 71 out of 114 = 62.28%	2023-2024 85 out of 116 = 73.28%	2024-2025 80 out of 115 = 69.57%	AP % of students taking the AP test scoring a 3 or higher = 70%	Increase of 7.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	College and Career Indicator Percent of students prepared California School Dashboard	22-23 Data District: 25.2% SWD: 2.3% SED: 20.5% MHS: All Students: 0% SWD: Data not displayed for privacy, less than 11 students. SED: 0% RHS: All Students: 30.1% SWD: 2.7% SED: 26.2%	23-24 Data District: 26.6% SWD: 5.4% SED: 24.3% MHS: All Students: 3.4% SWD: Data not displayed for privacy, less than 11 students. SED: Data not displayed for privacy, less than 11 students. RHS: All Students: 34.4% SWD: 6.7% SED: 33.1%	24-25 Data District: 36.6% SWD: 18.9% SED: 31% MHS: All Students: 2.9% SWD: Data not displayed for privacy, less than 11 students. SED: Data not displayed for privacy, less than 11 students. RHS: All Students: 46.6% SWD: 26.9% SED: 40.8%	District: 40% SWD: 20% SED: 35% MHS: All Students: 10% SWD: 10% SED: 10% RHS: All Students: 50% SWD: 30% SED: 45%	District: Increase of 11.4% SWD: Increase of 16.6% SED: Increased 10.5% MHS: All Students: Increase of 2.9% SWD: Data not displayed for privacy, less than 11 students. SED: Data not displayed for privacy, less than 11 students. RHS: All Students: Increased 16.5% SWD: Increased 24.2% SED: Increased 14.6%
1.11	Seal of Biliteracy. Number of Students that earned the State Seal of Biliteracy. ROWUSD AERIES Student Information System	23-24 24 students earned the State Seal of Biliteracy.	24-25 15 students earned the State Seal of Biliteracy.	25-26 16 students earned the State Seal of Biliteracy.	A minimum of 25 students earning the Seal of Biliteracy	Reduction of 8 students.
1.12	AVID students going on to 4 year universities.	2023-2024	24-25	25-26	100% of AVID students are	Decreased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who were accepted into a 4-year university. ROWUSD AERIES Student Information System	86% of AVID students were accepted into 4-Year universities.	93% of AVID students were accepted into 4-Year universities.	85% of AVID students were accepted into 4-Year universities.	accepted into 4 Year universities	
1.13	Evaluation of professional learning survey results for learning opportunities provided throughout the year. Percent of staff sharing satisfaction with professional development. ROWUSD local survey: LCAP Educational Partners Professional Development Survey-Staff	52.6% of staff who completed the Professional Learning Survey reported satisfaction with professional development opportunities offered during the 2023-2024 school year.	53.3% of staff who completed the Professional Learning Survey reported satisfaction with professional development opportunities offered during the 2024-2025 school year.	43.6% of staff who completed the Professional Learning Survey reported satisfaction with professional development opportunities offered during the 2025-2026 school year.	A minimum of 80% satisfaction rating on the professional development survey	Decreased by 9%
1.14	Local measure for the results of the Implementation of State Standards Reflection Tool. Implementation of Standards Rubric Rating Scale (lowest to highest):	2023-2024 #1 ELA – 4 ELD – 3/4 Math – 3/4 NGSS – 3/4 History/SS – 4 #2 ELA –5 ELD – 5	2024-2025 #1 ELA – 4 ELD – 3/4 Math – 4 NGSS – 3 History/SS – 4 #2 ELA –4 ELD – 3	2025-2026 #1 ELA – 4 ELD – 3/4 Math – 4/5 NGSS – 4 History/SS – 4 #2 ELA –4 ELD – 4	#1 ELA – 5 ELD – 4 Math – 4 NGSS – 4 History/SS – 5 #2 ELA –5 ELD – 5 Math – 5 NGSS – 5	#1 ELA – Maintained 4 ELD – Maintained 3/4 Math – Increased by 1 NGSS – Increased by .5 History/SS – Maintained 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability	Math – 4/5 NGSS – 4 History / SS – 4/5 #3 ELA –3 ELD – 3 Math – 3 NGSS – 3 History/SS – 3 #4 CTE – 5 Health Ed – 3 PE - 4 The Arts – 4 World Lang - 4 #5 PD as a whole – 3 PD for individuals – 3 PD for mastery - 2/3	Math – 3/4 NGSS –4 History / SS –4 #3 ELA – 3/4 ELD – 3/4 Math – 4 NGSS – 3/4 History/SS –4 #4 CTE – 5 Health Ed – 3/4 PE - 4 The Arts – 4 World Lang - 4 #5 PD as a whole – 3/4 PD for individuals – 3 PD for mastery - 3/4	Math – 3/4 NGSS –4 History / SS –4 #3 ELA – 4 ELD – 3/4 Math – 4 NGSS – 3/4 History/SS –4 #4 CTE – 4/5 Health Ed – 4 PE - 4 The Arts – 4/5 World Lang - 4/5 #5 PD as a whole – 3 PD for individuals – 3/4 PD for mastery - 3	History / SS – 5 #3 ELA –4 ELD – 4 Math – 4 NGSS – 4 History/SS – 4 #4 CTE – 5 Health Ed – 4 PE - 5 The Arts – 5 World Lang - 5 #5 PD as a whole – 4 PD for individuals – 4 PD for mastery - 4	#2 ELA –Reduced by 1 ELD – Reduced by 1 Math – Reduced by 1 NGSS – Maintained 4 History / SS – Reduced by .5 #3 ELA – Increased by 1 ELD – increased by .5 Math – Increased by 1 NGSS – Increased by .5 History/SS – Increased by 1 #4 CTE – Reduced by .5 Health Ed – Increased by 1 PE - Maintained 4 The Arts – Increased by .5 World Lang - Increased by .5 #5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						PD as a whole – Maintained 3 PD for individuals – Increased by .5 PD for mastery - Increased by .5
1.15	CAASPP English Language Arts academic indicator for ROWUSD students in grades 3-8, and 11. ELA indicator color. (Color) Distance from Standard (DFS) California School Dashboard.	2023 ROWUSD District-wide data: All Students: Orange, -40.8 DFS EL: Red, -104.5 DFS SWD: Red, -119.1 DFS SED: Orange, -56.5 DFS ToMR: Orange, -42 DFS HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -61 DFS WH: Orange, -29.4 DFS 2024 ROWUSD District-wide data: LTEL: Orange, -126.7 DFS	2024 ROWUSD District-wide data: All Students: Yellow, -37.4 DFS EL: Orange, -96.4 DFS LTEL: Orange, -126.7 DFS SWD: Orange, -114.3 DFS SED: Yellow, -53.5 DFS ToMR: Yellow, -38.1 DFS HY: Gray, <11 Students FY: Gray <11 Students HI: Yellow, -53.5 DFS	2025 ROWUSD District-wide data: All Students: Yellow, -31.8 DFS EL: Orange, -87.8 DFS LTEL: Red, -143.3 DFS SWD: Red, -114.3 DFS SED: Yellow, -43.6 DFS ToMR: Orange, -42.3 DFS HY: Gray, <11 Students FY: Gray <11 Students HI: Yellow, -47.4 DFS	All Students: Yellow, -35 DFS EL: Orange, -85 DFS LTEL: Yellow, -90 DFS SWD: Orange, -99 DFS SED: Yellow, -40 DFS ToMR: Yellow, -27 DFS HY: -35 DFS FY: -35 DFS HI: Yellow, -46 DFS WH: Yellow, -19 DFS	All Students: Improvement to Yellow, Improvement by +9.0 DFS EL: Improvement to Orange, +16.7 DFS LTEL: Reduced to Red, -16.6 DFS SWD: Maintained Red, +4.8 DFS SED: Improvement to Yellow, +12.9 DFS ToMR: Maintained Orange, - 0.3 DFS HY: Gray, <11 Students FY: Gray <11 Students HI: Improvement to Yellow, +13.6 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			WH: Orange, -30.2 DFS	WH: Yellow, -19.1 DFS		WH: Improvement to Yellow, + 10.3 DFS
1.16	CAASPP English Language Arts academic indicator for ROWUSD students in grades 3-8, and 11. Percent standard met or exceeded (M/E Standard) California School Dashboard.	2023 ROWUSD District-wide data: All Students: 35.53% M/E standard EL: 4.4% M/E standard SWD: 8.96% M/E standard SED: 28.93% M/E standard ToMR: 36.36% M/E standard HY: <11 Students FY: <11 Students HI: 28.62% M/E standard WH: 41.11% M/E standard 2024 ROWUSD District-wide data: LTEL: 3.23% M/E standard	2024 ROWUSD District-wide data: All Students: 37.39% M/E standard EL: 5.04% M/E standard LTEL: 3.23% M/E standard SWD: 8.42% M/E standard SED: 32.13% M/E standard ToMR: 34.78% M/E standard HY: <11 Students FY: <11 Students HI: 30.90% M/E standard WH: 42.94% M/E standard	2025 ROWUSD District-wide data: All Students: 39.01% M/E standard EL: 7.55% M/E standard LTEL: 5.88% M/E standard SWD: 10.67% M/E standard SED: 34.36% M/E standard ToMR: 30.19% M/E standard HY: <11 Students FY: <11 Students HI: 33.86% M/E standard WH: 43.57% M/E standard	All Students: 40% M/E standard EL: 15% M/E standard LTEL: 15% M/E standard SWD: 18% M/E standard SED: 38% M/E standard ToMR: 46% M/E standard HY: 40% M/E standard FY: 40% M/E standard HI: 38% M/E standard WH: 51% M/E standard	All Students: Increased 3.48% M/E standard EL: Increased 3.15% M/E standard LTEL: Increased 2.65% SWD: Increased by 1.71% M/E standard SED: Increased by 5.43% M/E standard ToMR: Reduction of 6.17% M/E standard HY: <11 Students FY: <11 Students HI: Increased by 5.24% M/E standard WH: Increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2.46% M/E standard
1.17	CAASPP English Language Arts academic indicator for grades 3-8, and 11 by school site. ELA indicator color. (Color) Distance from Standard (DFS) California School Dashboard.	2023 ROWUSD School Site Data: CHE: All Students: Orange, -34.8 DFS EL: Gray <11 Students SWD: No Color, -84 SED: Orange, -48.3 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -43.6 DFS WH: Orange, -30.6 DFS LAE: All Students: Orange, -14.1 DFS EL: No color, -82.3 DFS SWD: Red, -108.2 DFS SED: Orange, -36.2 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -39.7 DFS WH: Green, 9.3 DFS MPH: All Students: Orange, -54.3 DFS EL: Red, -121.8 DFS	2024 ROWUSD School Site Data: CHE: All Students: Green, -4.5 DFS EL: Gray <11 Students SWD: No Color, -48.3 DFS SED: Yellow, -21.2 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Yellow, -24.2 DFS WH: Blue, 10.2 DFS LAE: All Students: Orange, -18.3 DFS EL: No color, -59.9 DFS SWD: Red, -113.2 DFS SED: Orange, -35.1 DFS ToMR: Gray <11 Students HY: Gray <11	2025 ROWUSD School Site Data: CHE: All Students: Green, +0.7 DFS EL: Gray <11 Students SWD: No Color, -50.7 DFS SED: Yellow, -10 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Orange, -22.2 DFS WH: Green, 17.1 DFS LAE: All Students: Yellow, -12.8 DFS EL: No color, -46.1 DFS SWD: Orange, -104.4 DFS SED: Yellow, -23.7 DFS ToMR: Gray <11 Students HY: Gray <11	CHE: All Students: Yellow, -30 DFS EL: -30 DFS SWD: -79 DFS SED: Yellow, -38 DFS ToMR: -30 DFS HY: -30 DFS FY: -30 DFS HI: Yellow, -33 DFS WH: Yellow, -20 DFS LAE: All Students: Orange, -10 DFS EL: Color equivalent to all student group, -75 DFS SWD: Orange, -100 DFS SED: Yellow, -30 DFS ToMR: -10 DFS HY: -10 DFS FY: -10 DFS HI: Yellow, -29 DFS WH: Blue, -1 DFS MPH:	CHE: All Students: Improvement to Green, +35.5 DFS EL: Gray <11 Students SWD: No Color, +33.3 DFS SED: Improvement to Yellow, +38.3 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Maintained orange, +21.4 DFS WH: Improvement to Green, +47.7 DFS LAE: All Students: Improved to Yellow, +1.3 DFS EL: No color, +36.2 DFS SWD: Improved to Orange, +3.8 DFS SED: Improved to yellow, +12.5 DFS ToMR: Gray <11 Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: No data SWD: Red, -135.2 DFS SED: Red, -71.8 DFS ToMR: Gray, -74.1 DFS HY: Gray <11 Students FY: Gray <11 Students HI: Red, -74.6 DFS WH: Orange, -36 DFS RVA: All Students: Red, -214.9 DFS EL: Gray <11 Students LTEL: No data SWD: Gray <11 Students SED: Gray <11 Students ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Gray <11 Students WH: Gray <11 Students VOE: All Students: Orange, -61.3 DFS EL: Red, -96.9 DFS SWD: Orange, -113.7 DFS SED: Orange, -66.9 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students	Students FY: Gray <11 Students HI: Orange, -36.8 DFS WH: Yellow, -2.7 DFS MPH: All Students: Orange, -52.2 DFS EL: Red, -126.6 DFS LTEL: Orange, -133.9 SWD: Red, -139.3 DFS SED: Yellow, -68.7 DFS ToMR: Gray, -61.1 DFS HY: Gray, -110.9 DFS FY: Gray <11 Students HI: Yellow, -64.2 DFS WH: Orange, -51.7 DFS RVA: All Students: Orange, -205.3 DFS EL: Gray <11 Students LTEL: Gray <11	Students FY: Gray <11 Students HI: Yellow, -29.2 DFS WH: Yellow, -2.8 DFS MPH: All Students: Yellow, -43.3 DFS EL: Orange, -106.8 DFS LTEL: No Color, -136.9 SWD: Orange, -127.4 DFS SED: Yellow, -56.9 DFS ToMR: No Color, -52.7 DFS HY: Gray, <11 Students FY: Gray <11 Students HI: Orange, -66.5 DFS WH: Yellow, -25.6 DFS RVA: All Students: Orange, -102.8 DFS EL: Gray <11 Students LTEL: Gray <11	All Students: Yellow, -45 DFS EL: Orange, -111 DFS LTEL: Orange, -111 DFS SWD: Orange, -125 DFS SED: Orange, -61 DFS ToMR: Color equivalent to all student group, -64 DFS HY: -45 DFS FY: -45 DFS HI: Orange, -64 DFS WH: Yellow, -26 DFS RVA: All Students: Orange, -204 DFS EL: -204 DFS LTEL: -204 DFS SWD: -204 DFS SED: -204 DFS ToMR: -204 DFS HY: -204 DFS FY: -204 DFS HI: -204 DFS WH: -204 DFS VOE: All Students: Yellow, -51 DFS	HY: Gray <11 Students FY: Gray <11 Students HI: Improved to Yellow, +10.5 DFS WH: Reduced to Yellow, -12.1 DFS MPH: All Students: Improved to yellow, +11 DFS EL: Improved to Orange, +15 DFS LTEL: Orange to No Color, -3 DFS SWD: Improved to Orange, +7.8 DFS SED: Improved to Yellow, + 14.9 DFS ToMR: Gray, +21.4 DFS HY: No baseline data, NA FY: Gray <11 Students HI: Improvement to Orange, +8.1 DFS WH: Improved to Yellow, +10.4 DFS RVA: All Students: Improvement to Orange, +112.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: Red, -82.9 DFS WH: Orange, -44.6 DFS 2024 ROWUSD School Site Data: MPH: LTEL: Orange, -133.9 RVA: LTEL: Gray <11 Students	Students SWD: Gray <11 Students SED: Gray, -200.6 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Gray, -240.5 FDFS WH: Gray, -210.3 DFS VOE: All Students: Yellow, -52.6 DFS EL: Orange, -71.3 DFS SWD: Red, -115.8 DFS SED: Yellow, -57.1 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Yellow, -64.5 DFS WH: Yellow, -41.3 DFS	Students SWD: Gray <11 Students SED: Gray, -97.2 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Gray, -119.9 DFS WH: Gray, -97.9 DFS VOE: All Students: Yellow, -46.5 DFS EL: Red, -84.4 DFS SWD: Orange, -111.5 DFS SED: Yellow, -53.3 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Yellow, -43.4 DFS WH: Orange, -45.3 DFS	EL: Orange, -86 DFS SWD: Yellow, -103 DFS SED: Yellow, -56 DFS ToMR: -51 DFS HY: -51 DFS FY:-51 DFS HI: Orange, -72 DFS WH: Yellow, -34 DFS	DFS EL: Gray <11 Students LTEL: Gray <11 Students SWD: Gray <11 Students SED: Gray, No Baseline data (<11 students), -97.2 DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Gray, No Baseline data (<11 students), -119.9 DFS WH: Gray, No Baseline data (<11 students), -97.9 DFS VOE: All Students: Improvement to Yellow, +14.8 DFS EL: Improvement to Orange, +12.5 DFS SWD: Maintained Orange, +2.2 DFS SED: Improvement to Yellow, +13.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						DFS ToMR: Gray <11 Students HY: Gray <11 Students FY: Gray <11 Students HI: Improvement to Yellow, +39.5 DFS WH: Maintained Orange, -.7 DFS
1.18	CAASPP English Language Arts academic indicator for grades 3-8, and 11 by school site. Percent standard met or exceeded (M/E standard) California School Dashboard.	2023 ROWUSD School Site Data: CHE: All Students: 37.59% M/E Standard EL: No M/E standard reported. SWD: 17.86% M/E standard. SED: 29.47% M/E standard. ToMR: 42.86% M/E standard HY: No M/E standard reported. FY: No M/E standard reported. HI: 31.37 % M/E standard WH: 40.24% M/E standard LAE: All Students: 45.31% M/E standard	2024 ROWUSD School Site Data: CHE: All Students: 48.57% M/E Standard EL: No M/E standard reported. SWD: 18.52% M/E standard. SED: 44.09% M/E standard. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 44.68 % M/E standard WH: 52.87% M/E standard LAE: All Students:	2025 ROWUSD School Site Data: CHE: All Students: 51.56% M/E Standard EL: No M/E standard reported. SWD: 22.73% M/E standard. SED: 45.12% M/E standard. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 41.46 % M/E standard WH: 58.44% M/E standard LAE: All Students:	CHE: All Students: 43% M/E Standard EL: 43% M/E Standard SWD: 27% M/E standard. SED: 39% M/E standard. ToMR: 52% M/E standard HY: 43% M/E Standard FY: 43% M/E Standard HI: 41% M/E standard WH: 50% M/E standard LAE: All Students: 50% M/E standard EL: 15% M/E standard	CHE: All Students: Increased 13.97% M/E Standard EL: No M/E standard reported. SWD: Increased 4.87% M/E standard. SED: Increased 15.65% M/E standard. ToMR: No year 1 data to compare as no % M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: Increased 10.09% M/E standard WH: Increased 18.20% M/E standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 5% M/E standard SWD: 15.63% M/E standard. SED: 33.93% M/E standard. ToMR: 60% M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 32.18% M/E standard WH: 54.74% M/E standard MPH: All Students: 30.06% M/E standard. EL: 3.64% M/E standard SWD: 2.78% M/E standard SED: 22.59% M/E standard ToMR: 28.57% M/E standard HY: No M/E standard reported. FY: No M/E standard reported. HI: 23.62% M/E standard WH: 36.60% M/E standard RVA:	46.91% M/E standard EL: 19.05% M/E standard SWD: 7.89% M/E standard. SED: 40.17% M/E standard. ToMR: 80% M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 38.89% M/E standard WH: 52.13% M/E standard MPH: All Students: 32.95% M/E standard. EL: 0% M/E standard LTEL: 0% M/E standard SWD: 4.23% M/E standard SED: 26.61% M/E standard ToMR: 23.53% M/E standard HY: No M/E standard reported. FY: No M/E standard reported.	44.02% M/E standard EL: 22.22% M/E standard SWD: 16% M/E standard. SED: 37.98% M/E standard. ToMR: 50% M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 32.99% M/E standard WH: 53.92% M/E standard MPH: All Students: 36.04% M/E standard. EL: 4.76% M/E standard LTEL: 0% M/E standard SWD: 4.55% M/E standard SED: 31.02% M/E standard ToMR: 31.82% M/E standard HY: No M/E standard reported. FY: No M/E standard reported.	SWD: 25% M/E standard. SED: 44% M/E standard. ToMR: 70% M/E standard HY: 50% M/E standard FY: 50% M/E standard HI: 42% M/E standard WH: 64% M/E standard MPH: All Students: 35% M/E standard. EL: 13% M/E standard LTEL: 10% M/E standard SWD: 13% M/E standard SED: 32% M/E standard ToMR: 38% M/E standard HY: 35% M/E standard. FY: 35% M/E standard. HI: 33% M/E standard WH: 46% M/E standard	LAE: All Students: Decreased 1.29% M/E standard EL: Increased 17.22% M/E standard SWD: Increased .37% M/E standard. SED: Increased 4.05% M/E standard. ToMR: Reduced 10% M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: Increased .81% M/E standard WH: Reduced .82% M/E standard MPH: All Students: Increased 5.98% M/E standard. EL: Increased 1.12% M/E standard LTEL: Maintained 0% SWD: Increased 1.77% M/E

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 28.26% M/E standard EL: No M/E standard reported. SWD: No M/E standard reported. SED: No M/E standard reported. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 17.65% M/E standard WH: 38.46% M/E standard VOE: All Students: 27.42% M/E standard. EL: 6.06% M/E standard. SWD: 7.69% M/E standard. SED: 26.90% M/E standard. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 19.83% M/E standard WH: 32.79% M/E	HI: 25.51% M/E standard WH: 40.71% M/E standard RVA: All Students: 16.98% M/E standard EL: No M/E standard reported. LTEL: <11 Students SWD: No M/E standard reported. SED: No M/E standard reported. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 15.79% M/E standard WH: 17.86% M/E standard VOE: All Students: 29.92% M/E standard. EL 3.85% M/E standard. SWD: 5.41% M/E standard. SED: 28.33% M/E	HI: 29.92% M/E standard WH: 41.07% M/E standard RVA: All Students: 29.69% M/E standard EL: 0% M/E standard reported. LTEL: <11 Students SWD: No M/E standard reported. SED: 31.11% M/E standard reported. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: 34.38% M/E standard WH: 29.93% M/E standard VOE: All Students: 31.66% M/E standard. EL 0% M/E standard. SWD: 10.53% M/E standard. SED: 28.19% M/E	RVA: All Students: 33% M/E standard EL: 33% M/E standard LTEL: 33% M/E standard SWD: 33% M/E standard SED: 33% M/E standard ToMR:33% M/E standard HY: 33% M/E standard FY: 33% M/E standard HI: 27% M/E standard WH: 48% M/E standard VOE: All Students: 30% M/E standard. EL: 16% M/E standard. SWD: 17% M/E standard. SED: 37% M/E standard. ToMR: 30% M/E standard. HY: 30% M/E standard. FY: 30% M/E standard.	standard SED: Increased 8.43% M/E standard ToMR: Increased 3.25% M/E standard HY: No M/E standard reported. FY: No M/E standard reported. HI: Increased 6.3% M/E standard WH: Increased 4.47% M/E standard RVA: All Students: Increased 1.43% M/E standard EL: No M/E standard reported. LTEL: <11 students, No M/E standard reported. SWD: No M/E standard reported. SED: No M/E standard reported. ToMR: No M/E standard reported. HY: No M/E standard reported. FY: No M/E standard reported. HI: Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard 2024 ROWUSD School Site Data: MPH: LTEL: 0% M/E standard RVA: LTEL: Gray <11 Students	standard. ToMR: No M/E standard reported. HY: No M/E standard FY: No M/E standard reported. HI: 26.05% M/E standard WH: 32.14% M/E standard	standard. ToMR: No M/E standard HY: No M/E standard reported. FY: No M/E standard reported. HI: 33.08% M/E standard WH: 30.51% M/E standard	HI: 30% M/E standard WH: 43% M/E standard	16.73% M/E standard WH: Reduced 8.53% M/E standard VOE: All Students: Increased 4.24% M/E standard. EL: Reduced 6.06% M/E standard. SWD: Increased 2.84% M/E standard. SED: Increased 1.29% M/E standard. ToMR: No M/E standard reported. HY: No M/E standard FY: No M/E standard reported. HI: Increased 13.25% M/E standard WH: Reduced 2.28% M/E standard
1.19	CAASPP Mathematics academic indicator for ROWUSD students in grades 3-8, and 11.	2023 ROWUSD District-wide data: All Students: Red, -95.3 DFS	2024 ROWUSD District-wide data: All Students: Yellow, -87.2 DFS	2025 ROWUSD District-wide data: All Students: Yellow, -81.5 DFS	All Students: Orange, -90 DFS EL: Orange, -132 DFS	All Students: Improvement to Yellow, +13.8 DFS EL: Improvement to Orange, +17.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math indicator color. (Color) Distance from Standard (DFS) California School Dashboard.	EL: Red, -152.6 DFS SWD: Orange, -153.2 DFS SED: Red, -107.8 DFS ToMR: Red, -106.2 DFS HY: Gray, < 11 students FY: Gray, < 11 students HI: Red, -115.6 DFS WH: Orange, -80.3 DFS 2024 ROWUSD District-wide data: LTEL: Red, -200.7 DFS	EL: Orange, -147.3 DFS LTEL: Red, -200.7 DFS SWD: Orange, -145.1 DFS SED: Orange, -101.3 DFS ToMR: Yellow, -93.5 DFS HY: Gray, -161.1 DFS FY: Gray, < 11 students HI: Orange, -105.4 DFS WH: Yellow, -75.7 DFS	EL: Orange, -135.4 DFS LTEL: Red, -216 DFS SWD: Red, -148.9 DFS SED: Yellow, -94.7 DFS ToMR: Yellow, -74.2 DFS HY: Gray, < 11 students FY: Gray, < 11 students HI: Orange, -101 DFS WH: Yellow, -66.1 DFS	LTEL: Orange, -190 DFS SWD: Yellow, -133 DFS SED: Orange, -92 DFS ToMR: Orange, -91 DFS HY: -90 DFS FY: -90 DFS HI: Orange, -100 DFS WH: Yellow, -70 DFS	DFS LTEL: Maintained Red, -15.3 DFS SWD: Reduced to Red, +4.3 DFS SED: Improvement to Yellow, +13.1 DFS ToMR: Improvement to Yellow, +32 DFS HY: Gray, No Baseline data or 2025 data to compare, -161.1 DFS in 2024 FY: Gray, < 11 students HI: Improvement to Orange, +14.6 DFS WH: Improvement to Yellow, +14.2 DFS
1.20	CAASPP Mathematics academic indicator for ROWUSD students in grades 3-8, and 11.	2023 ROWUSD District-wide data: All Students: 17.50% M/E standard.	2024 ROWUSD District-wide data: All Students: 20.96% M/E	2025 ROWUSD District-wide data: All Students: 22.11% M/E	All Students: 23% M/E standard. EL: 12% M/E standard	All Students: Increased 4.61% M/E standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent standard met or exceeded (M/E standard) California School Dashboard.	EL: 1.5% M/E standard SWD: 3.5% M/E standard SED: 12.36% M/E standard ToMR: 20.45% M/E standard HY: < 11 students FY: < 11 students HI: 11.97% M/E standard WH: 22.30% M/E standard 2024 ROWUSD District-wide data: LTEL: 3.23% M/E standard	standard. EL: 7.56% M/E standard LTEL: 3.23% M/E standard SWD: 5.97% M/E standard SED: 17.63% M/E standard ToMR: 15.56% M/E standard HY: 0% M/E standard, 31 students FY: < 11 students HI: 16.06% M/E standard WH: 25.93% M/E standard	standard. EL: 7.55% M/E standard LTEL: 11.76% M/E standard SWD: 6.67% M/E standard SED: 17.15% M/E standard ToMR: 16.98% M/E standard HY: < 11 students FY: < 11 students HI: 16.80% M/E standard WH: 27.12% M/E standard	LTEL: 10% M/E standard SWD: 14% M/E standard SED: 22% M/E standard ToMR: 30% M/E standard HY: 23% M/E standard. FY: 23% M/E standard. HI: 22% M/E standard WH: 32% M/E standard	EL: Increased 6.05% M/E standard LTEL: Increased 8.53% M/E standard SWD: Increased 3.17% M/E standard SED: Increased 4.79% M/E standard ToMR: Reduced 3.47% M/E standard HY: No Baseline data to compare, NA FY: No Baseline data to compare, NA HI: Increased 4.83% M/E standard WH: Increased 4.82% M/E standard
1.21	CAASPP Mathematics academic indicator for	2023 ROWUSD School Site Data:	2024 ROWUSD School Site Data:	2025 ROWUSD School Site Data:	CHE:	CHE: All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grades 3-8, and 11 by school site. Mathematics indicator color. (Color) Distance from Standard (DFS) California School Dashboard.	CHE: All Students: Orange. -57.4 DFS EL: Gray, < 11 students SWD: Gray, < 11 students SED: Orange, -70.2 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Orange, -65.7 DFS WH: Orange, -54.8 DFS LAE: All Students: Yellow, -46.5 DFS EL: Gray < 11 students SWD: Red, -107.3 DFS SED: Yellow, -63 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Orange, -68.6 DFS WH: Green, -23.9 DFS MPH: All Students: Red, -115.7 DFS EL: Red, -180.3 DFS SWD: Red, -185.1 DFS SED: Red, -132 DFS ToMR: Gray < 11 students	CHE: All Students: Green, -22.4 DFS EL: Gray, < 11 students SWD: Gray, -82.9 DFS, < 30 students SED: Yellow, -32.9 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Yellow, -51.4 DFS WH: Green, -3.7 DFS LAE: All Students: Orange, -46.9 DFS EL: Gray, -98 DFS, < 30 students SWD: Red, -119.1 DFS SED: Orange, -65.8 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students	CHE: All Students: Green, -8.8 DFS EL: Gray, < 11 students SWD: Gray, -84.3 DFS, < 30 students SED: Green, -17.2 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Yellow, -25.9 DFS WH: Green, +2.4 DFS LAE: All Students: Orange, -48.7 DFS EL: Gray, -76 DFS, < 30 students SWD: Red, -135.6 DFS SED: Yellow, -60.4 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students	All Students: Yellow, -51 DFS EL: -51 DFS SWD: -51 DFS SED: Yellow, -60 DFS ToMR: -51 DFS HY: -51 DFS FY: -51 DFS HI: Yellow, -55 DFS WH: Yellow, -44 DFS LAE: All Students: Green, -41 DFS EL: -41 DFS SWD: Orange, -97 DFS SED: Green, -53 DFS ToMR: -41 DFS HY: -41 DFS FY: -41 DFS HI: Yellow, -58 DFS WH: Blue, -13 DFS MPH: All Students: Orange, -105 DFS EL: Orange, -170 DFS LTEL: Yellow, -180 DFS	Improvement to Green, +48.6 DFS EL: Gray, < 11 students, No Baseline Data to compare SWD: Gray, No Baseline Data to compare, -84.3 DFS SED: Improvement to Green, +53 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Improvement to Yellow, +39.8 DFS WH: Improvement to Green, +57.2 DFS LAE: All Students: Reduced to Orange, -2.2 DFS EL: Gray, No Baseline Data, -76 DFS SWD: Remained Red, -28.3 DFS SED: Maintained Yellow, +2.6 DFS ToMR: Gray < 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: Gray < 11 students FY: Gray < 11 students HI: Red, -143 DFS WH: Orange, -91.5DFS Rim Virtual Academy All Students: Red, -238.1 DFS EL: Gray < 11 students SWD: Gray < 11 students SED: Gray < 11 students ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Gray < 11 students WH: Gray < 11 students VOE All Students: Yellow, -79.6 DFS EL: Orange, -105.5 DFS SWD: Orange, -112.7 DFS SED: Yellow, -84.6 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Yellow, -93.7 DFS WH: Orange, -71.1 DFS 2024 ROWUSD School Site Data:	HI: Yellow, -60.6 DFS WH: Orange, -32.8 DFS MPH: All Students: Orange, -112.5 DFS EL: Red, -187.1 DFS LTEL: Orange, -190.6 DFS SWD: Orange, -170.5 DFS SED: Red, -130.6 DFS ToMR: Gray, -119.1 DFS, < 30 students HY: Gray, -157.8 DFS, < 30 students FY: Gray < 11 students HI: Orange, -128.8 DFS WH: Red, -103.1 DFS Rim Virtual Academy All Students: Red, -256.5 DFS EL: Gray < 11 students LTEL: Gray < 11	HI: Orange, -65.6 DFS WH: Orange, -37.3 DFS MPH: All Students: Orange, -109.2 DFS EL: Orange, -165.6 DFS LTEL: Gray, -210 DFS < 30 students SWD: Red, -175.4 DFS SED: Red, -127.8 DFS ToMR: Gray, -100.4 DFS, < 30 students HY: Gray, < 11 students FY: Gray < 11 students HI: Red, -132.7 DFS WH: Yellow, -89.6 DFS Rim Virtual Academy All Students: Orange, -180.3 DFS EL: Gray < 11 students LTEL: Gray < 11	SWD: Orange, -175 DFS SED: Orange, -122 DFS ToMR: -105 DFS HY: -105 DFS FY: -105 DFS HI: Orange, -64 DFS WH: Yellow, -26 DFS Rim Virtual Academy All Students: Orange, -228 DFS EL: -228 DFS LTEL: -228 DFS SWD: -228 DFS SED: -228 DFS ToMR: -228 DFS HY: -228 DFS FY: -228 DFS HI: -228 DFS WH: -228 DFS VOE All Students: Green, -69 DFS EL: Yellow, -95 DFS SWD: Yellow, -102 DFS SED: Green, -74 DFS ToMR: -69 DFS HY: -69 DFS	HY: Gray < 11 students FY: Gray < 11 students HI: Maintained Orange, +3 DFS WH: Reduced to Orange, -13.4 DFS MPH: All Students: Improvement to Orange, + 6.5 DFS EL: Improved to Orange, +14.7 DFS LTEL: Gray, Declined by 19.4 DFS from 2024 baseline SWD: Improvement to Orange, + 9.7 DFS SED: Maintained Red, +4.2 DFS ToMR: Gray, No Baseline Data, -100.4 DFS HY: Gray, No Baseline Data, NA FY: Gray < 11 students, No Baseline data, NA HI: Maintained Red, +10.3 DFS WH: Improved to Yellow, +1.9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MPH: LTEL: Orange, -190.6 DFS Rim Virtual Academy LTEL: Gray < 11 students	students SWD: Gray < 11 students SED: Gray, -251 DFS, < 30 students ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Gray, -282.8 DFS, < 30 students WH: Gray, -261.1 DFS, < 30 students VOE All Students: Yellow, -67.8 DFS EL: Yellow, -78.2 DFS SWD: Red, -131DFS SED: Yellow, -64.8 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Yellow, -70.8 DFS	students SWD: Gray < 11 students SED: Gray, -251 DFS, < 30 students ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Gray, -194.1 DFS, < 30 students WH: Gray, -188.3 DFS, < 30 students VOE All Students: Yellow, -58.7 DFS EL: Orange, -88.1 DFS SWD: Orange, -123.4 DFS SED:Orange, -64.9 DFS ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Yellow, -64.5 DFS	FY: -69 DFS HI: Green, -83 DFS WH: Yellow, -61 DFS	Rim Virtual Academy All Students: Improved to Orange, +57.8 DFS EL: Gray < 11 students LTEL: Gray < 11 students SWD: Gray < 11 students SED: Gray < 30 students, No Baseline Data, -251 DFS, ToMR: Gray < 11 students HY: Gray < 11 students FY: Gray < 11 students HI: Gray < 30 students, No Baseline Data, -194.1 DFS, WH: Gray < 30 students, No Baseline Data, -188.3 DFS, VOE All Students: Maintained Yellow, +20.9 DFS EL: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			WH: Yellow, -52.2 DFS	WH: Orange, -50.9 DFS		Orange, +17.4 DFS SWD: Maintained Orange, -10.7 DFS SED: Reduced to Orange, + 19.7 DFS ToMR: Gray < 11 students, NA HY: Gray < 11 students, NA FY: Gray < 11 students, NA HI: Maintained Yellow, + 29.2 DFS WH: Maintained Orange, +20.2 DFS
1.22	CAASPP Mathematics academic indicator for grades 3-8, and 11 by school site. Percent standard met or exceeded (M/E standard) California School Dashboard.	2023 ROWUSD School Site Data: CHE: All Students: 24.11% M/E standard EL: <11 students SWD: <11 students SED: 28.93% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 17.65% M/E standard WH: 28.05% M/E standard	2024 ROWUSD School Site Data: CHE: All Students: 39.57% M/E standard EL: <11 students SWD: 11.54% M/E standard, < 30 students SED: 35.87% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 25.53% M/E	2025 ROWUSD School Site Data: CHE: All Students: 46.09% M/E standard EL: <11 students SWD: 9.09% M/E standard, < 30 students SED: 41.46% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 36.59% M/E	CHE: All Students: 30% M/E standard EL: 30% M/E standard SWD: 30% M/E standard SED: 38% M/E standard ToMR: 30% M/E standard HY: 30% M/E standard FY: 30% M/E standard HI: 27% M/E standard	CHE: All Students: Increased 21.98% M/E standard EL: No Baseline Data, NA SWD: No Baseline Data, 9.09% M/E Standard SED: Increased 12.53% M/E standard ToMR: <11 students, NA HY: <11 students, NA FY: <11 students, NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LAE: All Students: 27.75% M/E standard EL: <11 students SWD: 12.50% M/E standard SED: 20.54% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 19.77% M/E standard WH: 35.79% M/E standard MPH: All Students: 12.87% M/E standard. EL: 1.82% M/E standard SWD: 0% M/E standard SED: 7.73% M/E standard. ToMR: <11 students HY: <11 students FY: <11 students HI: 7.91% M/E standard WH: 17.87% M/E standard Rim Virtual Academy All Students:12.77% M/E standard. EL: <11 students SWD: <11 students SED: <11 students	standard WH: 47.67% M/E standard LAE: All Students: 31.09% M/E standard EL: 14.29% M/E standard, < 30 students SWD: 7.89% M/E standard SED: 25.64% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 30% M/E standard WH: 32.98% M/E standard MPH: All Students: 13.58% M/E standard. EL: 0% M/E standard LTEL: 0% M/E standard reported. SWD: 2.82% M/E standard SED: 10.06% M/E standard. ToMR: 5.88% M/E	standard WH: 51.95% M/E standard LAE: All Students: 35.10% M/E standard EL: 11.11% M/E standard, < 30 students SWD: 8% M/E standard SED: 27.13% M/E standard ToMR: <11 students HY: <11 students FY: <11 students HI: 24.74% M/E standard WH: 45.54% M/E standard MPH: All Students: 14.23% M/E standard. EL: 4.76% M/E standard LTEL: 0% M/E standard, < 30 students SWD: 6.82% M/E standard SED: 8.87% M/E standard.	WH: 38% M/E standard LAE: All Students: 33% M/E standard EL: 33% M/E standard SWD: 23% M/E standard SED: 31% M/E standard ToMR: 33% M/E standard HY: 33% M/E standard FY: 33% M/E standard HI: 30% M/E standard WH: 46% M/E standard MPH: All Students: 18% M/E standard. EL: 12% M/E standard LTEL: 12% M/E standard SWD: 10% M/E standard SED: 18% M/E standard. ToMR: 18% M/E standard.	HI: Increased 18.94% M/E standard WH: 23.90% M/E standard LAE: All Students: Increased 7.35% M/E standard EL: No Baseline Data, 11.11% M/E Standard SWD: Reduced 4.50% M/E standard SED: Increased 6.59% M/E standard ToMR: <11 students, NA HY: <11 students, NA FY: <11 students, NA HI: Increased 4.97% M/E standard WH: Reduced 9.75% M/E standard MPH: All Students: Increased 1.36% M/E standard. EL: Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ToMR: <11 students HY: <11 students FY: <11 students HI: 0% M/E standard WH: 22% M/E standard VOE All Students:17% M/E standard. EL: 3.23% M/E standard. SWD: 5.13% M/E standard SED: 16.84% M/E standard. ToMR: <11 students HY: <11 students FY: <11 students HI: 15.04% M/E standard WH: 18.55% M/E standard 2024 ROWUSD School Site Data: MPH: LTEL: 0% M/E standard reported. Rim Virtual Academy LTEL: <11 students	standard, <30 students HY: <11 students FY: <11 students HI: 9.43% M/E standard WH: 18.33% M/E standard Rim Virtual Academy All Students: 5.77% M/E standard. EL: <11 students LTEL: <11 students SWD: <11 students SED: 3.70% M/E standard, <30 students ToMR: <11 students HY: <11 students FY: <11 students HI: 0% M/E standard, < 30 students WH: 11.11% M/E standard, < 30 students VOE All Students: 25.41% M/E standard.	ToMR: 13.64% M/E standard, <30 students HY: <11 students FY: <11 students HI: 10.32% M/E standard WH: 17.99% M/E standard Rim Virtual Academy All Students: 10.94% M/E standard. EL: <11 students LTEL: <11 students SWD: <11 students SED: < 30 students, 11.11% M/E standard, ToMR: <11 students HY: <11 students FY: <11 students HI: < 30 students, 12.50% M/E standard, WH: < 30 students, 11.11% M/E standard VOE All Students: 23.46% M/E	HY: 18% M/E standard. FY: 18% M/E standard. HI: 18% M/E standard WH: 28% M/E standard Rim Virtual Academy All Students:18% M/E standard. EL: 18% M/E standard. SWD: 18% M/E standard. SED: equivalent to all student %. ToMR: equivalent to all student %. HY: 18% M/E standard. FY: 18% M/E standard. HI: 10% M/E standard WH: 32% M/E standard VOE All Students: 22% M/E standard. EL: 13% M/E standard. SWD: 15% M/E standard	2.94% M/E standard LTEL: New Identification, 0% M/E Standard SWD: Increased 6.82% M/E standard SED: Increased 1.14% M/E standard. ToMR: <11 students, No Baseline Data, NA HY: <11 students, No Baseline Data, NA FY: <11 students, No Baseline Data, NA HI: Increased 2.41% M/E standard WH: Increased .12% M/E standard Rim Virtual Academy All Students: Reduced 1.83% M/E standard. EL: <11 students, NA LTEL: <11 students, NA SWD: <11 students, NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 19.23% M/E standard. SWD: 8.11% M/E standard SED: 24.44% M/E standard. ToMR: <11 students HY: <11 students FY: <11 students HI: 21.85% M/E standard WH: 29.46% M/E standard	standard. EL: 7.69% M/E standard. SWD: 7.89% M/E standard SED: 19.58% M/E standard. ToMR: <11 students HY: <11 students FY: <11 students HI: 21.37% M/E standard WH: 27.12% M/E standard	SED: 27% M/E standard. ToMR: 18% M/E standard. HY: 18% M/E standard. FY: 18% M/E standard. HI: 25% M/E standard WH: 29% M/E standard	SED: < 30 students, No Baseline Data, 11.11% M/E standard ToMR: <11 students, NA HY: <11 students, NA FY: <11 students, NA HI: < 30 students, Increased 12.50% M/E standard WH: < 30 students, Reduced 10.89% M/E standard VOE All Students: Increased 6.46% M/E standard. EL: Increased 4.46% M/E standard. SWD: Increased 2.76% M/E standard SED: Increased 2.74% M/E standard. ToMR: <11 students, NA HY: <11 students, NA FY: <11 students,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						NA HI: Increased 6.33% M/E standard WH: Increased 8.57% M/E standard
1.23	Williams Act reporting that every student has sufficient access to standards-aligned instructional materials/ textbook sufficiency. Number of Williams Complaints received. ROWUSD Personnel.	23-24 0 Williams complaints about textbook sufficiency	24-25 0 Williams complaints about textbook sufficiency	25-26 0 Williams complaints about textbook sufficiency	0 Williams complaints for textbook sufficiency	Maintained 0 Williams complaints for textbook sufficiency.
1.24	Fully Credentialed and Appropriately Assigned Teachers Percentage of ROWUSD teachers that were fully credentialed and appropriately assigned. ROWUSD Personnel.	2023 97% Fully Credentialed and Appropriately Assigned Teachers	2024 95% Fully Credentialed and Appropriately Assigned Teachers	2025 95% Fully Credentialed and Appropriately Assigned Teachers	100%	Reduction of 2% Fully Credentialed and appropriately assigned teachers.
1.25	CTE Pathway Completion Percent of students who completed one or more CTE Pathway. California School Dashboard	2023 17% of students completed one or more CTE Pathway	2024 14.1% of students completed one or more CTE Pathway	2025 19.8% of students completed one or more CTE Pathway	CTE Pathway Completion rate of 30% of students meeting the prepared criteria, of completing one or more CTE Pathway.	Increased by 2.8% of students completed one or more CTE Pathway.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	Access and enrollment in a broad course of study Percent of students who have access to a broad course of study. ROWUSD AERIES Student Information System	23-24 100% of students have access to a broad course of study	24-25 100% of students have access to a broad course of study	25-26 100% of students have access to a broad course of	100% of students have access to a broad course of study	Maintained 100% of students have access to a broad course of study
1.27	A-G and CTE Completion Percent of students who completed A-G and CTE Pathways combined. California School Dashboard	2023 5.1% of students completed A-G and CTE Pathways combined.	2024 3.4% of students completed A-G and CTE Pathways combined.	2025 8.1% of students completed A-G and CTE Pathways combined.	10% of students complete A-G and CTE Pathways combined.	Increase of 3% of students completed A-G and CTE Pathways combined.
1.28	CAASPP Science Science Points California School Dashboard	2024 All Students 45.8 EL 34.3 points LTEL 32.5 points SED 43.4 points SWD 33.5 points	2024 All Students 45.8 EL 34.3 points LTEL 32.5 points SED 43.4 points SWD 33.5 points	2025 All 46.7 points EL 34.7 points LTEL 27.3 points SED 44.8 points SWD 33.1 points	All Students 50 points EL 53 points LTEL 53 points SED 53 points SWD 53 points	All Students: Increased 0.9 points EL: Increased 0.4 points. LTEL: Reduced 5.2 points SED: Increased 1.4 points SWD: Reduced 0.4 points

Goal Analysis [2025-26]

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

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

The District implemented 18 of the 19 Goal 1 actions during the 2025–26 school year. Actions 1.1–1.15 and 1.17–1.19 were implemented, although Actions 1.10, 1.15, and 1.17 included differences from the originally planned implementation. Action 1.16 was not implemented.

Action 1.16 (High-Impact Tutoring and Interventions) was an unfunded action contingent upon additional funding becoming available. Because no additional funding was identified, the District did not have sufficient resources to implement the planned tutoring program.

Several notable successes were observed. Action 1.1 strengthened teacher collaboration through dedicated PLC time, supporting the development of collective commitments, a Guaranteed and Viable Curriculum, and common assessments. Action 1.10 provided ongoing support to site PLC teams, including assessment implementation and curriculum refinement. Although one TOSA retired midyear and another returned to the classroom in the spring to address a middle school mathematics staffing need, the District continued providing PLC and instructional support. Action 1.11 built staff capacity in Performance Matters, Panorama, and Solara AI, supporting more timely, data-informed instructional decisions and student supports.

English Learner supports were implemented through Actions 1.6, 1.7, 1.12, and 1.18, strengthening EL program coordination, ELPAC administration, reclassification processes, and educational partner engagement through DELAC. Action 1.15 expanded intervention services through ELO-P and operated summer school at two sites to improve access across the District's geographically expansive service area. Action 1.17 was implemented with a 0.2 FTE reduction based on lower-than-anticipated student interest and enrollment in the affected CTE course. Actions 1.13, 1.14, and 1.19 were implemented as planned and expanded access to literacy, virtual learning, and alternative education supports.

A primary implementation challenge was the time required for staff training and adjustment to new assessment, MTSS, and instructional technology systems associated primarily with Actions 1.3, 1.10, and 1.11. Implementation varied initially across sites; however, ongoing training, coaching, and PLC support strengthened implementation throughout the year.

Overall, approximately 95% of Goal 1 actions were implemented. The District will continue exploring potential funding sources to support future implementation of high-impact tutoring and intervention services.

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.

The material differences referenced below reflect the estimated actuals that were more or less than the budget expenditures:

Action 1.5: Arts, Music, Athletics, and Other Elective and Extracurricular Supports, 22.07% over budget. Estimated Actual Expenditures exceeded the budget because the action included Proposition 28 Arts and Music in Schools expenditures that were not fully reflected in the original budget.

Action 1.9: AVID, 38.24% under budget. Estimated Actual Expenditures were below budget because staff members with lower salary and benefit costs than originally projected were assigned to teach the AVID sections.

Action 1.10: Teachers on Special Assignment, 26.09% under budget. Estimated Actual Expenditures were below budget because one TOSA retired mid year and another returned to the classroom in the spring to address a mathematics staffing need at the middle school.

Action 1.15: Summer School, Credit Recovery, Advancement, and Extended School Year Support, 56.24% over budget. Estimated Actual Expenditures exceeded the budget due to expanded intervention services provided through the Expanded Learning Opportunities Program (ELO-P). Additionally, summer school was operated at two school sites to provide more equitable access for students across the District's geographically expansive service area.

Action 1.17: Career Technical Education and College and Career Support, 15.79% under budget. Estimated Actual Expenditures were below budget due to a 0.2 FTE reduction resulting from lower-than-anticipated student interest and enrollment in the affected CTE course offering.

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

As ROWUSD evaluated the effectiveness of the actions and services for this goal.

Action 1.1: Support Professional Learning Communities (PLC)
Contributing: Yes (EL, FY, LI)

Aligned Metrics: 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22

This action demonstrates moderate effectiveness in making progress toward the goal. The action was fully implemented and strengthened teacher collaboration, development of a Guaranteed and Viable Curriculum, use of common assessments, and collective review of student data. Based on the Current Difference from Baseline:

Metric 1.15 (ELA DFS District-wide): All Students improved by +9.0 DFS; English Learners (EL) improved by +16.7 DFS; Socioeconomically Disadvantaged (SED) students improved by +12.9 DFS; Hispanic students improved by +13.6 DFS; White (WH) improved to Yellow, + 10.3 DFS; Long-Term English Learners (LTEL): Reduced to Red, -16.6 DFS, and Foster Youth (FY) data was unavailable due to small group size (<11 students).

Metric 1.16 (ELA % Met/Exceeded District-wide): All Students increased by 3.48%; EL increased by 3.15%; SED increased by 5.43%; Students with Disabilities (SWD) increased by 1.71%. However, Two or More Races (ToMR) decreased by 6.17%.

Metric 1.17 (ELA DFS by School Site): Charles Hoffman Elementary (CHE) showed the strongest improvement at +35.5 DFS for All Students; SED at CHE improved by +38.3 DFS; Valley of Enchantment (VOE) improved by +14.8 DFS for All Students; EL at VOE improved by +12.5 DFS; Mary Putnam Henck (MPH) improved by +11 DFS for All Students; EL at MPH improved by +15 DFS; Rim Virtual Academy

(RVA) improved by +112.1 DFS for All Students. Lake Arrowhead Elementary (LAE) showed modest improvement at +1.3 DFS, with EL at LAE improving by +36.2 DFS. However, White students at LAE declined by -12.1 DFS.

Metric 1.18 (ELA % Met/Exceeded by School Site): CHE All Students increased by 13.97%; EL at LAE increased by 17.22%; SED at CHE increased by 15.65%; MPH All Students increased by 5.98%; SED at MPH increased by 8.43%. However, EL at VOE decreased by 6.06%, and White students at RVA decreased by 8.53%.

Metric 1.19 (Math DFS District-wide): All Students improved by +13.8 DFS; EL improved by +17.2 DFS; SED improved by +13.1 DFS; ToMR showed the strongest improvement at +32 DFS; Hispanic students improved by +14.6 DFS; White students improved by +14.2 DFS. However, LTEL declined by -15.3 DFS, and FY data was unavailable (<11 students).

Metric 1.20 (Math % Met/Exceeded District-wide): All Students increased by 4.61%; EL increased by 6.05%; LTEL increased by 8.53%; SWD increased by 3.17%; SED increased by 4.79%. However, ToMR decreased by 3.47%.

Metric 1.21 (Math DFS by School Site): CHE showed exceptional improvement at +48.6 DFS for All Students; SED at CHE improved by +53 DFS; Hispanic students at CHE improved by +39.8 DFS; White students at CHE improved by +57.2 DFS. MPH improved by +6.5 DFS; EL at MPH improved by +14.7 DFS. VOE improved by +20.9 DFS; EL at VOE improved by +17.4 DFS. However, LAE declined slightly by -2.2 DFS, and SWD at LAE declined by -28.3 DFS.

Metric 1.22 (Math % Met/Exceeded by School Site): CHE All Students increased by 21.98%; SED at CHE increased by 12.53%; Hispanic at CHE increased by 18.94%. VOE All Students increased by 6.46%; EL at VOE increased by 4.46%. However, SWD at LAE decreased by 4.50%, and White students at LAE decreased by 9.75%.

Overall, the PLC process is showing positive results for EL, SED, and Hispanic students across most sites, with particularly strong gains at CHE. Areas of concern include LTEL performance in mathematics and inconsistent gains for SWD and White students at some sites. Foster Youth data remains unavailable for analysis.

Action 1.2: Instructional Technology
Contributing: Yes (EL, LI)

Aligned Metrics: 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22

This action demonstrates moderate effectiveness in making progress toward the goal. The same metrics apply as Action 1.1, and the technology infrastructure (maintaining 1:1 access at elementary and expanding to 2:1 at secondary) supports the academic gains observed.

Metric 1.15 (ELA DFS District-wide): EL improved by +16.7 DFS in ELA, and SED improved by +12.9 DFS, suggesting that technology access continues to support engagement with digital curriculum, assessment platforms, and intervention resources.

Metric 1.16 (ELA % Met/Exceeded District-wide): ELA achievement increased by 3.48 percentage points for All Students, with gains for

English Learners (+3.66%), Socioeconomically Disadvantaged students (+5.59%), and Hispanic students (+5.26%). These increases suggest that access to instructional technology, digital literacy resources, and online intervention supports may be contributing to improved student outcomes.

Metric 1.18 (RVA ELA % Met/Exceeded): RVA increased ELA performance by +1.43 percentage points. While performance remains below district averages, the improvement suggests that continued access to virtual instructional tools, online curriculum, and technology-supported interventions is contributing to incremental growth.

Metric 1.19 (Math DFS District-wide): EL improved by +17.2 DFS in Math, and SED improved by +13.1 DFS. The digital platforms and i-Ready pathways appear to be supporting mathematics growth for low-income and English Learner students.

Metric 1.20 (Math % Met/Exceeded District-wide): Math achievement increased by 4.62 percentage points for All Students, with gains among English Learners (+2.32%), Socioeconomically Disadvantaged students (+5.34%), Hispanic students (+5.33%), and Students with Disabilities (+0.55%). These improvements suggest that technology-enhanced instruction, assessment feedback systems, and intervention programs are supporting mathematics achievement.

Metric 1.17 (RVA ELA DFS): RVA improved by +112.1 DFS in ELA, suggesting that the virtual platform, which relies heavily on technology, is showing significant academic improvement.

Metric 1.21 (RVA Math DFS): RVA improved by +57.8 DFS in Math, though performance remains below standard and continued intervention support is needed.

Metric 1.22 (RVA Math % Met/Exceeded): RVA Math performance declined by -1.83 percentage points despite DFS improvement. This mixed result suggests that while some students are making progress toward standard, additional instructional supports and targeted interventions are needed to translate growth into increased proficiency rates.

However, concerns remain. Foster Youth data is unavailable due to small student counts (<11 students). Long-Term English Learners declined by -15.3 DFS in Math (Metric 1.19) and by -16.6 DFS in ELA (Metric 1.15), suggesting that technology alone is insufficient without targeted instructional support and intervention. Overall, the action appears effective as an infrastructure support, but continued emphasis on high-quality instruction, progress monitoring, and targeted intervention is necessary to fully address the needs of all unduplicated student groups.

Action 1.3: Establish Formative Assessment Practices
Contributing: No

Aligned Metrics: Measured by ELA and mathematics assessments, iReady, and CAASPP scores (1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22)

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 1.4 (3rd Grade Reading Proficiency on iReady): Level 3/4 Proficient decreased by 7% from baseline (58% to 51%); Level 1 Less than Proficient increased by 3%; Level 2 Less than Proficient increased by 4%. This indicates that early literacy formative assessment practices need continuous improvement to demonstrate improved reading proficiency outcomes.

Metrics 1.15–1.22: The broader CAASPP data show improvement across most student groups in both ELA and Mathematics, suggesting that the development of assessment practices, when combined with other instructional actions and interventions, is contributing to growth at the intermediate and secondary levels.

The decline in 3rd-grade reading proficiency is a concern and suggests that assessment practices at the early elementary level may need refinement or that the calibration to iReady is in its early implementation phase, and data is not yet reflecting the improvements in early literacy intervention.

Action 1.4: Credit Recovery
Contributing: Yes (EL, LI)

Aligned Metrics: 1.5, 1.8, 1.10, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22

This action demonstrates strong effectiveness in making progress toward the goal.

Metric 1.5 (Graduation Rate): Rim of the World High School increased by 1.0 percentage point; Mountain High School increased by 30.8 percentage points; District-wide increased by 6.3 percentage points; EL increased by 18.3 percentage points, and Socioeconomically Disadvantaged (SED) students increased by 9.3 percentage points. The dramatic improvement at Mountain High School (+30.8%) demonstrates that credit recovery is highly effective for the most at-risk students, including low-income students.

Metric 1.8 (A-G Completion): District-wide Increased by 5.9 percentage points from baseline (30.7% to 36.6%), EL increased by 13.9 percentage points from baseline (0% to 13.9%); and SED increased by 11 percentage points from baseline (20% to 31%), indicating that credit recovery is supporting not only graduation but also college readiness for English Learners and Socioeconomically Disadvantaged students.

Metric 1.10 (College and Career Indicator): District-wide preparedness increased by 11.4 percentage points (25.2% to 36.6%); Students with Disabilities increased by 16.6 percentage points (2.3% to 18.9%); EL increased by 13.9 percentage points from baseline (0% to 13.9%); and Socioeconomically Disadvantaged students increased by 10.5 percentage points (20.5% to 31.0%). These gains demonstrate that credit recovery, combined with counseling, AVID, and pathway supports, is significantly improving college and career readiness for historically underserved student groups.

Metrics 1.15 and 1.16 (ELA District-wide): Academic achievement improved in English Language Arts, with All Students improving by +9.0 DFS, English Learners by +16.7 DFS, and Socioeconomically Disadvantaged students by +12.9 DFS. Additionally, the percentage of students meeting or exceeding standards increased by 3.48 percentage points districtwide, with English Learners increasing by 3.66 percentage points and Socioeconomically Disadvantaged students increasing by 5.59 percentage points.

Metrics 1.17 and 1.18 (RVA ELA): Rim Virtual Academy improved by +112.1 DFS in ELA and increased the percentage of students meeting or exceeding standards by 1.43 percentage points, suggesting that students participating in alternative pathways and credit recovery opportunities are demonstrating improved academic outcomes.

Metrics 1.19 and 1.20 (Math District-wide): Mathematics achievement also improved, with All Students improving by +13.8 DFS, English Learners by +17.2 DFS, and Socioeconomically Disadvantaged students by +13.1 DFS. The percentage of students meeting or exceeding standards increased by 4.62 percentage points districtwide, including gains for English Learners (+2.32 percentage points), Students with Disabilities (+0.55 percentage points), and Socioeconomically Disadvantaged students (+5.34 percentage points).

Metrics 1.21 and 1.22 (RVA Math): Rim Virtual Academy improved by +57.8 DFS in Mathematics. While the percentage of students meeting or exceeding standards decreased by 1.83 percentage points, the substantial DFS growth suggests that students are making progress toward proficiency, even though many have not yet reached the standard.

Taken together, the gains across ELA and Mathematics, particularly among English Learners and Socioeconomically Disadvantaged students, indicate that students participating in alternative pathways, credit recovery, and extended learning opportunities are remaining engaged in school and demonstrating academic growth. Foster Youth data for graduation and College and Career Indicator outcomes remains unavailable due to small group size (<11 students).

Action 1.5: Arts, Music, Athletics, and other Elective and Extracurricular Supports
Contributing: Yes (EL, LI)

Aligned Metric: 2.1 (Kelvin Climate Pulse)

This action demonstrates limited effectiveness based on available metric data:

Metric 2.1 (Kelvin Climate Pulse): Student favorable feedback decreased by 1% from baseline (72% to 71%); Staff favorable feedback decreased by 3%; Family favorable feedback increased by 7%. Student participation rate increased by 14%.
While family engagement improved and student participation in the survey increased, the slight decline in student favorability suggests that the extracurricular offerings, while valued, have not yet translated into measurably improved student perceptions of school climate and connectedness for EL and SED students. The increase in family favorability (+7%) is a positive indicator of community engagement. Foster Youth-specific data is not separately reported within this metric.

Action 1.6: English Learner Goal Setting Supports
Contributing: Yes (EL) – Limited

Aligned Metrics: 1.1, 1.2

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 1.1 (ELPAC English Learner Progress Indicator): Increased by 1.5% from baseline (51% to 52.5% of EL making progress toward

English proficiency). This represents modest positive movement for English Learners.

Metric 1.2 (Reclassification Rate): Decreased by 3.3% from baseline (15.5% to 12.2%), falling short of the 15% target. This indicates that while EL students are making incremental progress on the ELPAC, the goal-setting supports have not yet resulted in increased reclassification rates.

The data suggest that EL goal-setting workshops are contributing to awareness and incremental language progress, but have not been sufficient to accelerate reclassification. Continued refinement of the goal-setting process, development of EL resources on the district website for ease of access, and stronger alignment with reclassification criteria may be needed.

Action 1.7: Site Language Assistant Supports
Contributing: Yes (EL) – Limited

Aligned Metrics: 1.1, 1.2

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 1.1 (ELPAC English Learner Progress Indicator): Increased by 1.5% from baseline for English Learners (51% to 52.5%).

Metric 1.2 (Reclassification Rate): Decreased by 3.3% from baseline for English Learners (15.5% to 12.2%).

Similar to Action 1.6, the site language assistants appear to be supporting incremental EL progress; however, they have not yet driven significant increases in reclassification. The language assistants play a critical role in daily support and family engagement for EL students, and the modest ELPAC improvement suggests continued value, though the reclassification decline indicates a need for intensified support.

Action 1.8: Secondary Counselor Support
Contributing: Yes (EL, LI)

Aligned Metrics: 1.8, 1.9, 2.1, 2.4, 2.5

This action demonstrates moderate to mixed (FY) effectiveness in making progress toward the goal:

Metric 1.8 (A-G Completion): Increased by 5.9% from baseline (30.7% to 36.6%), indicating that counselor support is effectively guiding EL and SED students toward college readiness coursework.

Metric 1.9 (AP Pass Rate): Increased by 7.28% from baseline (62.28% to 69.56%), demonstrating that counselors are effectively supporting students in advanced coursework.

Metric 2.1 (Kelvin Climate Pulse): Student favorability decreased by 1%; Family favorability increased by 7%. The slight decline in student favorability may indicate a need for enhanced student-facing counseling services.

Metric 2.4 (Suspension Rate District-wide): All Students maintained Yellow but reduced rate by 0.4%; however, EL increased rate by 0.7%; SED reduced rate by 0.2%; Foster Youth (FY) reduced to Red with an increased rate of 9.1%. The significant increase in the FY suspension rate is concerning and suggests that counseling supports may need to be more targeted for this group.

Metric 2.5 (Suspension Rate by School Site): RHS All Students maintained Green with a 0.1% reduction; EL at RHS maintained Green but increased by 3.3%; MPH All Students improved to Yellow with a 1.2% reduction; EL at MPH improved to Green with a 6% reduction. Results are mixed across sites for EL and LI students.

Overall, counselor support is demonstrating moderate effectiveness for EL and SED students in college and career readiness metrics but shows mixed results in school climate indicators, particularly for Foster Youth.

Action 1.9: AVID
Contributing: No

Aligned Metrics: Graduation rates and college and career readiness (1.5, 1.10, 1.12)

This action demonstrates strong effectiveness in making progress toward the goal:

Metric 1.12 (AVID Students Accepted to 4-Year Universities): Decreased by 1% from baseline (86% to 85%). This demonstrates that AVID is highly effective in preparing students for postsecondary success. Although the four-year university acceptance rate among AVID students remains high, the slight decline indicates a need to strengthen established supports to continue to make progress toward target.

Metric 1.5 (Graduation Rate): District-wide increased by 6.3%; SED increased by 9.3%. AVID's college-going culture contributes to overall graduation improvements.

Metric 1.10 (College and Career Indicator): District-wide increased by 11.4%; SED increased by 10.5%. AVID strategies are contributing to improved college and career readiness across the district.

AVID continues to be a highly effective program in supporting college readiness and postsecondary access.

Action 1.10: Teachers on Special Assignment (TOSA)
Contributing: No

Aligned Metrics: 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 1.13 (Professional Development Satisfaction): Decreased by 9% from baseline (52.6% to 43.6%). This is a concern, as it suggests that staff satisfaction with professional development has declined despite the TOSA support.

Metrics 1.15–1.22 (CAASPP ELA and Math): As detailed in Action 1.1, significant academic gains were observed across most student groups and school sites. The TOSAs' role in facilitating PLC collaboration, GVC development, and assessment implementation is a key driver of these improvements. Notable gains include: All Students improved by +9.0 DFS in ELA and +13.8 DFS in Math; EL improved by +16.7 DFS in ELA and +17.2 DFS in Math.

The disconnect between declining professional development satisfaction and improving student outcomes suggests that while the TOSA-facilitated work is producing results, staff may desire different types or formats of professional learning. This warrants further investigation.

Action 1.11: Professional Development Support
Contributing: Yes (EL, LI)

Aligned Metrics: 1.8, 1.10, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.25

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 1.13 (Professional Development Satisfaction): Decreased by 9% from baseline (52.6% to 43.6%). This decline is notable and suggests that the professional development provided may not be meeting staff expectations or needs, despite producing academic gains.

Metric 1.8 (A-G Completion): Increased by 5.9% for all students, benefiting EL and SED students.

Metric 1.10 (College and Career Indicator): District-wide increased by 11.4%; SED increased by 10.5%; SWD increased by 16.6%.

Metric 1.25 (CTE Pathway Completion): Increased by 2.8% from baseline (17% to 19.8%), indicating that professional development is supporting CTE instruction and pathway completion.

Metrics 1.15–1.22: Consistent academic gains across ELA and Math for EL and SED students as detailed above.

Metric 1.28 (Science): All Students increased by 0.9 points; SED increased by 1.4 points. However, EL decreased by 0.4 points; LTEL decreased by 5.2 points; SWD decreased by 0.4 points. This indicates that professional development in science instruction has not yet effectively addressed the needs of EL, LTEL, and SWD students.

The action is producing academic results, but the declining satisfaction metric and limited science gains for unduplicated groups suggest a need to refine professional development content and delivery. Foster Youth data remains unavailable for most academic metrics.

Action 1.12: Professional Development for English Learners and Long-Term English Learners
Contributing: Yes (English Learners) – Limited

Aligned Metrics: 1.1, 1.2, 1.15, 1.16, 1.19, and 1.20

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 1.1 (English Learner Progress Indicator): The percentage of English Learners making progress toward English proficiency increased by 1.5 percentage points from baseline, from 51% to 52.5%. This modest improvement suggests that professional development focused on effective instruction for English Learners is beginning to support language development. Long-Term English Learner outcomes are not reported separately within this metric.

Metric 1.2 (Reclassification Rate): The reclassification rate decreased by 3.3 percentage points from baseline, from 15.5% to 12.2%, and remained below the 15% target. Long-Term English Learner outcomes are not reported separately within this metric. The decline indicates that improvements in language progress have not yet resulted in more students meeting all reclassification criteria.

Metric 1.15 (ELA Distance from Standard): English Learners improved by 16.7 points from baseline, moving from Red at 104.5 points below standard to Orange at 87.8 points below standard. In contrast, Long-Term English Learners declined by 16.6 points from the 2024 baseline, moving from Orange at 126.7 points below standard to Red at 143.3 points below standard.

Metric 1.16 (ELA Met or Exceeded Standard): English Learners increased by 3.15 percentage points, from 4.4% to 7.55% meeting or exceeding standard. Long-Term English Learners increased by 2.65 percentage points from the 2024 baseline, from 3.23% to 5.88%. Although both groups improved, proficiency remains substantially below the district's targets.

Metric 1.19 (Mathematics Distance from Standard): English Learners improved by 17.2 points from baseline, moving from Red at 152.6 points below standard to Orange at 135.4 points below standard. Long-Term English Learners declined by 15.3 points from the 2024 baseline, remaining Red and moving from 200.7 to 216 points below standard.

Metric 1.20 (Mathematics Met or Exceeded Standard): English Learners increased by 6.05 percentage points, from 1.5% to 7.55% meeting or exceeding standard. Long-Term English Learners increased by 8.53 percentage points from the 2024 baseline, from 3.23% to 11.76%, exceeding the 10% Year 3 target.

Overall, the data indicate emerging progress for English Learners in language development and academic achievement. Outcomes for Long-Term English Learners are mixed: the percentage meeting or exceeding standards increased in both ELA and mathematics, but Distance from Standard declined in both subjects. Continued LTEL-specific professional development is warranted to strengthen grade-level access, accelerate academic language development, and translate gains in proficiency rates into broader and more consistent academic progress.

Action 1.13: School Library and Literacy Support
Contributing: No

Aligned Metrics: Accelerated Reader program, student performance (related to 1.4)

This action demonstrates limited measurable effectiveness based on available metric data:

Metric 1.4 (3rd Grade Reading Proficiency): Decreased by 7% from baseline (58% to 51% proficient). While library services provide essential

literacy resources, the decline in early reading proficiency suggests that library supports alone are insufficient to drive literacy improvement without stronger alignment to early literacy intervention systems.
The library and literacy support provide foundational infrastructure for reading development, but the current data does not demonstrate a positive impact on the primary aligned metric.

Action 1.14: Rim Virtual Academy (RVA) Alternative Schooling Support
Contributing: No

Aligned Metrics: Student attendance and participation, academic performance (1.17, 1.18, 1.21, 1.22)

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 1.17 (ELA DFS at RVA): Improved by +112.1 DFS from baseline (-214.9 to -102.8 DFS). This is a significant improvement, though RVA remains well below standard.

Metric 1.18 (ELA % Met/Exceeded at RVA): Increased by 1.43% from baseline (28.26% to 29.69%). Modest growth in the percentage meeting the standard.

Metric 1.21 (Math DFS at RVA): Improved by +57.8 DFS from baseline (-238.1 to -180.3 DFS). Significant improvement, though still far below standard.

Metric 1.22 (Math % Met/Exceeded at RVA): Decreased by 1.83% from baseline (12.77% to 10.94%). Despite DFS improvement, the percentage meeting the standard declined slightly.

RVA is showing meaningful DFS improvement in both ELA and Math, indicating that the alternative schooling model is supporting academic growth. However, performance remains significantly below standard, and the percentage of students meeting proficiency has not improved proportionally.

Action 1.15: Summer School—Credit Recovery, Advancement, and Extended School Year
Contributing: No

Aligned Metric: 1.3 (D/F Grades)
Supporting Metric: 1.5 (Graduation Rate)

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 1.3 (D/F Grades at RHS): Compared with baseline, the percentage of students receiving D or F grades decreased by 2.15 percentage points in ELA, from 19.3% to 17.15%, and by 1.81 percentage points in mathematics, from 20% to 18.19%. However, D/F rates increased by 6.22 percentage points in science, from 16.8% to 23.02%, and by 4.1 percentage points in social studies, from 11.9% to 16%. These results demonstrate mixed progress at RHS.

Metric 1.3 (D/F Grades at MPH): D/F rates decreased across all four core subject areas. ELA decreased by 6.7 percentage points, from 30.9% to 24.2%; mathematics decreased by 7.9 percentage points, from 26.4% to 18.5%; science decreased by 0.3 percentage points, from 17.8% to 17.5%; and social studies decreased by 2.9 percentage points, from 19.5% to 16.6%. These reductions indicate meaningful progress at the intermediate level, particularly in ELA and mathematics.

Supporting Metric 1.5 (Graduation Rate at MHS): Metric 1.3 does not report D/F-grade data for Mountain High School. However, the MHS graduation rate increased by 30.8 percentage points, from 41% at baseline to 71.8%. This substantial improvement provides supporting evidence that credit recovery, individualized intervention, and extended learning opportunities are helping more MHS students recover credits and remain on track for graduation.

Overall, the action demonstrates moderate effectiveness. MPH experienced reductions in D/F rates across all core subjects, while RHS demonstrated improvement in ELA and mathematics but increased D/F rates in science and social studies. Although MHS course-failure data are not included in Metric 1.3, the significant increase in its graduation rate supports the continued value of credit recovery and extended learning opportunities. Continued monitoring of site- and subject-level outcomes, including D/F data for MHS, would strengthen future evaluation of this action.

Action 1.16: High Impact Tutoring and Interventions
Contributing: No

Aligned Metrics: 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22

This action was not implemented during the 2025–26 school year. Therefore, no effectiveness can be determined for this action. The district has indicated this action remains a priority should future funding become available.

Action 1.17: Career Technical Education (CTE) College and Career Support
Contributing: Yes (English Learners, Foster Youth, and Low-Income Students)

Aligned Metrics: 1.5, 1.25, 2.1, and 2.5

This action demonstrates moderate overall effectiveness; however, the available data provide different levels of evidence for each principally directed student group.

Metric 1.25 (CTE Pathway Completion): Districtwide CTE pathway completion increased by 2.8 percentage points, from 17% at baseline to 19.8%. This indicates increased overall completion of CTE pathways. However, the data are not disaggregated by English Learner, Foster Youth, or low-income status; therefore, this metric does not independently establish effectiveness for each principally directed group.

Metric 1.5 (Graduation Rate): The districtwide graduation rate increased by 6.3 percentage points, Mountain High School increased by 30.8 percentage points, and the rate for Socioeconomically Disadvantaged students increased by 9.3 percentage points. The improvement for Socioeconomically Disadvantaged students provides evidence that the district’s combined college and career supports, including CTE

pathways, are contributing to improved outcomes for low-income students. Graduation data were not separately reported for English Learners or Foster Youth in this metric.

Metric 2.1 (Kelvin Climate Pulse): Student favorability decreased by 1 percentage point, while family favorability increased by 7 percentage points. Because these results are neither CTE-specific nor disaggregated for English Learners, Foster Youth, and low-income students, they do not provide sufficient evidence to determine the action's effectiveness for the principally directed groups.

Metric 2.5 (Suspension Rate by Site): At MHS, the suspension rate for all students decreased by 8.8 percentage points, while the rate for Socioeconomically Disadvantaged students decreased by 15.3 percentage points and improved to Green. This provides supporting evidence of improved engagement and school climate for low-income students at a site receiving CTE support, although the improvement cannot be attributed solely to CTE. At RHS, the rate for English Learners increased by 3.3 percentage points while remaining Green, indicating that available climate data do not demonstrate a positive outcome for English Learners. Foster Youth results were not available at the site level due to small group size.

Overall, the action demonstrates increased districtwide CTE pathway completion and evidence of improved graduation and school-climate outcomes for low-income students. However, because CTE participation and completion data are not disaggregated for English Learners or Foster Youth, the District cannot make a clear determination regarding the action's effectiveness for those two groups at this time. Future monitoring will include CTE enrollment, pathway completion, industry credential attainment, work-based learning participation, and graduation outcomes disaggregated by English Learner, Foster Youth, and low-income status to evaluate whether the action is producing the intended benefits for each principally directed group.

Action 1.18: Districtwide English Learner Specialist Support
Contributing: No

Aligned Metrics: 1.1, 1.2

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 1.1 (ELPAC English Learner Progress Indicator): Increased by 1.5% from baseline for English Learners (51% to 52.5%).

Metric 1.2 (Reclassification Rate): Decreased by 3.3% from baseline for English Learners (15.5% to 12.2%).

The EL Specialist's coordination of ELPAC testing, DELAC engagement, and oversight of EL services has contributed to modest ELPAC progress. However, the decline in reclassification rate indicates that the specialist's efforts have not yet resulted in accelerated language acquisition sufficient for reclassification. The development of the EL Parent Engagement Night and website resources represents responsive action to family feedback, though outcomes have not yet materialized in the reclassification data.

Action 1.19: Alternative Education Specialist (MHS and RVA) Support
Contributing: Yes (English Learners and Low-Income Students)

Aligned Metrics: 1.5, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22

This action demonstrates moderate to strong effectiveness in making progress toward the goal, with particularly strong overall outcomes at Mountain High School and Rim Virtual Academy and positive districtwide academic trends for English Learners and low-income students.

Metric 1.5 (Graduation Rate): Mountain High School's graduation rate increased by 30.8 percentage points, from 41% at baseline to 71.8%, representing the largest site-level improvement in the District. The districtwide graduation rate increased by 6.3 percentage points, while the rate for Socioeconomically Disadvantaged students increased by 9.3 percentage points and the English Learner Students increased by 18.3%. These results provide evidence that alternative education supports, including credit recovery, attendance monitoring, individualized student planning, and targeted intervention, are supporting improved graduation outcomes, particularly for Socioeconomically Disadvantaged students and English Learner Students.

Metric 1.15 (ELA Distance from Standard—Districtwide): Districtwide performance improved by 9.0 points. English Learners improved by 16.7 points, moving from Red at 104.5 points below standard to Orange at 87.8 points below standard. Socioeconomically Disadvantaged students improved by 12.9 points, and Hispanic students improved by 13.6 points. These results demonstrate meaningful ELA growth for English Learners and low-income students districtwide.

Metric 1.16 (ELA Met or Exceeded Standard—Districtwide): Districtwide performance increased by 3.48 percentage points. English Learners increased by 3.15 percentage points, from 4.4% to 7.55%, while Socioeconomically Disadvantaged students increased by 5.43 percentage points, from 28.93% to 34.36%. Although proficiency remains below the District's targets, both principally directed groups demonstrated improvement.

Metric 1.17 (ELA Distance from Standard at RVA): Rim Virtual Academy improved by 112.1 points, from 214.9 points below standard to 102.8 points below standard. This substantial improvement indicates that RVA students made meaningful progress toward grade-level standards. Site-level English Learner and low-income student results were not separately reported; therefore, the degree of improvement for each group cannot be determined from this metric.

Metric 1.18 (ELA Met or Exceeded Standard at RVA): RVA increased by 1.43 percentage points, from 28.26% to 29.69%. This represents modest improvement in overall ELA proficiency. English Learner and low-income student results were not separately reported for RVA.

Metric 1.19 (Mathematics Distance from Standard—Districtwide): Districtwide performance improved by 13.8 points. English Learners improved by 17.2 points, moving from Red at 152.6 points below standard to Orange at 135.4 points below standard. Socioeconomically Disadvantaged students improved by 13.1 points, Hispanic students improved by 14.6 points, and students identifying as Two or More Races improved by 32 points. These outcomes demonstrate meaningful mathematics growth for English Learners and low-income students districtwide.

Metric 1.20 (Mathematics Met or Exceeded Standard—Districtwide): Districtwide performance increased by 4.61 percentage points. English Learners increased by 6.05 percentage points, from 1.5% to 7.55%, while Socioeconomically Disadvantaged students increased by 4.79 percentage points, from 12.36% to 17.15%. These gains indicate improved mathematics outcomes for both principally directed groups, although proficiency remains below target.

Metric 1.21 (Mathematics Distance from Standard at RVA): RVA improved by 57.8 points, from 238.1 points below standard to 180.3 points below standard. This substantial improvement indicates that students made progress toward grade-level standards, although overall performance remains significantly below standard. English Learner and low-income student results were not separately reported for RVA.

Metric 1.22 (Mathematics Met or Exceeded Standard at RVA): RVA declined by 1.83 percentage points, from 12.77% to 10.94%. The improvement in Distance from Standard, combined with the decline in the percentage meeting or exceeding standard, indicates mixed mathematics outcomes: students moved closer to proficiency overall, but fewer reached the standard. English Learner and low-income student results were not separately reported.

Overall, the Alternative Education Specialist action demonstrates moderate to strong effectiveness. MHS experienced substantial graduation-rate growth, while RVA demonstrated significant improvement in ELA and mathematics Distance from Standard. Districtwide data also show meaningful academic gains for English Learners and Socioeconomically Disadvantaged students. However, because site-level outcomes at MHS and RVA are not consistently disaggregated for the principally directed groups, the action's specific effect on English Learners and low-income students cannot be fully isolated. Continued monitoring should include site-level graduation, credit completion, attendance, and academic outcomes disaggregated by English Learner and low-income status.

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.

Action #1.3 The description was changed to remove specific diagnostic assessments and added LREBG designation.

Action #1.8 This action may be partially funded through LREBG and measured by metrics 1.8, 1.9, 2.1, 2.4, and 2.5.

Action #1.9 - LREBG designation added.

Action #1.10 This action may be partially funded through LREBG, and other funding opportunities to be determined, and measured by metrics 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.

Action #1.17 LREBG designation added.

Action #1.15 This action may be partially funded through LREBG and measured by metric 1.3.

Metric 1.28 was updated to include Science data using points, instead of DFS. This metric will also be added to Action 1.11.

Substantive changes to funding in actions 1.4, 1.5, 1.6, 1.9, 1.10, 1.14, and 1.15 to better align with supports and services provided within the actions.

Although several metrics have met or exceeded their established targets, the District has elected to maintain the same targets for the subsequent year to promote stability, continuous improvement, and sustained performance over time. As a small school district, year-to-year

fluctuations in student enrollment and assessment participation can have a significant impact on overall outcomes and subgroup performance. Maintaining current targets allows the District to monitor the consistency of gains, ensure that improvements are sustained across multiple years, and remain focused on closing persistent achievement gaps among student groups. This approach reflects the District's commitment not only to attaining desired outcomes, but also to ensuring that progress is equitable, durable, and embedded within district systems and practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support Professional Learning Communities PLC	ROWUSD will utilize the Professional Learning Community (PLC) process to support student learning ensure equity, and maintain a strong focus on quality instruction, principally directed at English Learners, Foster Youth, and low-income students as measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.	$832,386.00	Yes
1.2	Instructional Technology	ROWUSD will continue to utilize instructional technology to enhance grade-level and content standards aligned teaching and student learning, principally directed at English Learners, and low-income students, as measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.	$241,989.00	Yes
1.3	Establish Formative Assessment Practices	Teachers will utilize a diverse array of assessment tools, including Interim Assessment Blocks (IABs), assessments aligned with grade-level and content standards, and diagnostic assessments like iReady assessments, ESGI, STAR, Lexia and AVANT, to comprehensively gauge student progress and performance on grade-level and content area standards mastery in alignment with the district assessment calendar. They will review and revise consistent procedures for ongoing progress monitoring, leveraging formative assessment data to pinpoint students in need of intervention and/or enrichment. This process will assist teachers with adapting instructional activities to provide inclusion, equity, and access to foster achievement for all students as measured by ELA and mathematics assessments aligned with grade-level and content standards, iReady, and CAASPP scores. By analyzing student performance data as measured by iReady and CAASPP, educators will be equipped to tailor their instructional	$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
		approaches to meet the diverse needs of students and facilitate their academic growth and success as measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22. LREBG Action: Funding to be determined based on new allocation when received.		
1.4	Credit Recovery	ROWUSD will continue to offer credit recovery opportunities at the high school and continuation school for students in grades 9-12 with options to include on-site credit recovery programs throughout the school year and virtual components tailored for credit-deficient students to increase the graduation rate and college and career readiness, principally directed to English Learners, and low-income students as measured by 1.5, 1.8, 1.10, 1.15, 1.16, 1.17, 1.18, 1.19. 1.20, 1.21, 1.22.	$737,541.00	Yes
1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	ROWUSD will sustain and broaden opportunities for arts, music, athletics, and other electives and extracurricular clubs through support with access to elective courses, instructional resources, and enrichment, to actively engage students and foster a greater sense of belonging and connectedness within the school community, principally directed for English Learners, and Low-Income Students as measured by metric 2.1.	$1,109,036.00	Yes
1.6	English Learner Goal Setting Supports	The district will facilitate English Learner and Long-Term English Learners (LTELs) goal-setting and encouragement workshops and support for students and families to actively promote student efficacy, enhance understanding of reclassification processes and requirements, and bolster motivation among English learners, principally directed at English Learners, as measured by 1.1 and 1.2.	$62,310.00	Yes
1.7	Site Language Assistant Supports	The district will maintain language assistants at each school to support English learners and Long-Term English Learners with language acquisition and promote family engagement to increase English language development and academic intervention programs, all tailored to support	$182,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners' and Long-Term English Learners' academic and social growth, principally directed at English Learners as measured by 1.1 and 1.2.		
1.8	Secondary Counselor Support	The district will maintain a minimum of 1 middle school and 2 high school counselors at the secondary level to ensure that students have equal access to all curriculum and resources for the purpose of providing support via counseling and placing students in intervention as needed to increase in-school connectedness, principally directed at English Learners, and low-income students, as measured by 1.8, 1.9, 2.1, 2.4, and 2.5 LREBG Action: Funding to be determined based on new allocation when received.	$282,649.00	Yes
1.9	AVID	The district remains committed to offering AVID classes to both middle and high school students, ensuring the continuation of all training modules, and providing annual workshops and summer institutes to uphold staff certification. We aim to foster inclusivity by encouraging participation from EL reclassified, low SES, foster, and homeless students who meet the AVID requirements. By extending this opportunity to a diverse range of students, as measured 1.5, 1.8, and 1.12. LREBG Action: Funding to be determined based on new allocation when received.	$178,830.00	No
1.10	Teachers on Special Assignment (TOSA)-Implementation of Standards Development and Support	The district is committed to maintaining two Teachers on Special Assignment (TOSA's) to bolster the focus on the implementation of grade-level content area standards through best first instruction of the guaranteed and viable curriculum for students in grades TK-12, for the purpose of supporting student learning outcomes as measured by CAASPP performance, iReady performance, graduation rates, and college and career indicators as measured by metrics 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22.	$170,100.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Action: Funding to be determined based on new allocation when received.		
1.11	Professional Development Support	The district will provide two professional development days (non-student attendance days) integrated into the calendar, to provide dedicated time for teachers to acquire and apply strategies essential for best first instruction, cultivate and bolster a culture of professional learning that is both relevant and responsive, deeply rooted in school and district objectives, and informed by student achievement data to support student learning outcomes, principally directed at English Learners, and low-income students, as measured by 1.8, 1.10, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.25 and 1.28.	$183,064.00	Yes
1.12	Professional Development for English Learners and Long Term English Learners	The district will provide professional development and training opportunities integrated into the PLC calendar to equip teachers with strategies that support both English Learners (ELs) and the distinct linguistic and academic needs of Long-Term English Learners (LTELs). These opportunities will focus on effective designated and integrated ELD instruction, scaffolding techniques, and re-engagement strategies for LTELs who may face persistent language acquisition and academic barriers. The professional learning will be intentionally aligned to school and district goals and grounded in student achievement data, with an emphasis on culturally and linguistically responsive practices. This action is principally directed at English Learners and Long-Term English Learners, as measured by Metrics 1.1 and 1.2.	$94,532.00	Yes
1.13	School Library and Literacy Support	The district is committed to maintaining school libraries, essential for fostering diverse learning environments and embracing digital media resources within a holistic resource center framework for students in grades K 12. To ensure the effective management and development of these vital resources, a dedicated Library Media Specialist will be provided for the purpose of coordinating library services and spearheading the creation of comprehensive site and district library and media plans, providing equitable access to quality literary materials for all students. Libraries are readily accessible to both students and families, emphasizing	$327,696.00	No

Action #	Title	Description	Total Funds	Contributing
		the fundamental importance of reading and promoting equitable access to reading materials. The impact of these efforts will be measured by student performance on the Accelerated Reader program, providing valuable insights into the effectiveness of our initiatives in promoting literacy and fostering a culture of reading.		
1.14	Rim Virtual Academy (RVA) alternative schooling support	The district is committed to providing Rim Virtual Academy (RVA), catering to students in grades TK-12 who seek alternative schooling options. With a growing number of families expressing interest in non-traditional educational pathways, RVA offers an innovative solution to meet their needs. By expanding enrollment opportunities within the academy, we aim to sustain district-wide enrollment and attendance metrics, with student attendance and participation rates serving as key measures of success.	$729,924.00	No
1.15	Summer School: Credit recovery, advancement and extended school year support	The district will provide two, sessions of summer school for targeted students at all levels K-12: Grade (A-G and D/F) and credit recovery learning loss mitigation. Priority enrollment for EL, SES, foster, students with disabilities, and students experiencing homelessness who demonstrated learning loss. Grade-level offerings will be dependent on funding and available staff. This action will be measured by metric 1.3. LREBG Action: Funding to be determined based on new allocation when received.	$311,887.00	No
1.16	High Impact Tutoring and Interventions	ROWUSD will craft high-impact tutoring opportunities and interventions at each school site aimed at bolstering content area grade-level standards-aligned student learning outcomes, principally directed at English Learners, and low-income students, as measured by 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22 LREBG Action: Funding to be determined based on new allocation when received.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	Career Technical Education (CTE) College and Career support	The district is committed to offering Career Technical Education (CTE) classes for high school students, designed to establish robust college and career pathways to equip students with the practical skills and knowledge necessary for diverse postsecondary educational opportunities, principally directed at English Learners, Foster Youth and low-income students as measured by 1.5, 1.25, 2.1 and 2.5. Partial LREBG Action: Partial funding towards 1 CTE Course for MHS students, to be determined based on new allocation when received.	$735,029.00	Yes
1.18	Districtwide English Learner Specialist Support	The district will provide a districtwide English Learner Specialist who will oversee the academic progress of English learners and Long Term English Learners across the district including language acquisition programs and professional development opportunities for paraprofessionals, actively engaging in the District English Learner Advisory Committee (DELAC), and coordinating all aspects of the English Language Proficiency Assessments for California (ELPAC) testing, principally directed at English Learners and Long Term English Learners as measured by 1.1 and 1.2.	$30,028.00	No
1.19	Alternative Education Specialist (MHS and RVA) Support	The district will provide an Alternative Education Specialist to support assigned programs and activities related to student discipline, attendance, and instruction at Mountain High School and Rim Virtual Academy, principally directed at English Learners, and low-income students as measured by 1.5, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22	$181,302.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Facilitate a safe and positive school climate	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

* All students and educational partners are provided a high-quality physical environment where they enjoy safe, respected, positive connections and experiences

This year more than ever the social and emotional well-being of our staff and students is paramount. As we recover from the effects of the pandemic, social distancing, health struggles, financial uncertainties, and a myriad of other psychological impacts we know we must create positive climates that help our educational partners feel safe and well cared for. Some of our ongoing needs in this area include improvements in attendance rate, suspension rate, chronic absenteeism rate and the climate and culture as measured by the Kelvin participation and favorability ratings by students, staff and families as indicated below:

2023-2024
92.1% district attendance rate.

2023 Suspension rates district-wide
All Students: Yellow, 5.4%
EL: Green, 3.3%
SWD: Yellow, 7.4%
SED: Yellow, 5.8%
ToMR: Orange, 4.4%
HY: Green, 4.4%
FY: Orange, 9.7%
HI: Green, 3.5%
WH: Yellow, 5.8%

2023 Chronic Absenteeism district-wide:
All Students: Yellow, 38.2%

EL: Yellow, 39.2%
SWD: Yellow, 41.3%
SED: Yellow, 41.8%
ToMR: Red, 42.5%
HY: Red, 70.6%
FY: Orange, 42.1%
HI: Yellow, 42%
WH: Yellow, 34.5%

23-24 End of the Year Kelvin Climate Pulses:
Participation Rate
Students: 47%
Staff: 57%
Families:15%
Favorable Feedback:
Students: 72%
Staff: 79%
Families: 74%

1. Continue to focus on the implementation of Mutli-Tiered Systems of Support (MTSS) Positive Behavior Interventions and Supports (PBIS) at all schools to create welcoming and caring communities of learners.
2. Provide mental health and ongoing social-emotional support.
3. Ongoing monitoring of student attendance including consistent implementation of SART and SARB protocols to increase district attendance rate.
4. Decrease the number of suspensions and expulsions.
5. Update and coordinate each school's comprehensive safety plan. Provide training to staff as needed and communicate the plans to the community.
6. Develop a comprehensive deferred maintenance plan and improve the physical appearance of our schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Kelvin Climate Pulses Participation Percentage Rate for students, staff, and families	23-24 End of the Year Kelvin Climate Pulses: Participation Rate Students: 47%	24-25 End of the Year Kelvin Climate Pulses: Participation Rate	25-26 End of the Year Kelvin Climate Pulses: Participation Rate	Participation Rate Students: 60% Staff: 100% Families: 50%	Participation Rate Students: Increased 14% Staff: Increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Favorable Feedback Percentage Rate for students, staff, and families	Staff: 57% Families:15% Favorable Feedback: Students: 72% Staff: 79% Families: 74%	Students: 48% Staff: 55% Families:10% Favorable Feedback: Students: 72% Staff: 78% Families: 76%	Students: 61% Staff: 64% Families:32% Favorable Feedback: Students: 71% Staff: 76% Families: 81%	Favorable Feedback: Students: 80% Staff: 90% Families: 80%	Families:Increased 17% Favorable Feedback: Students: Reduced 1% Staff: Reduced 3% Families: Increased 7%
2.2	District-wide annual attendance District percentage rate based LCFF Calculator	LCFF Calculator 23-24 92.1% district attendance rate.	LCFF Calculator 24-25 91.45% district attendance rate.	LCFF Calculator 25-26 92.83% district attendance rate.	Strive for 95%	Increased by 0.73%
2.3	Care Solace Usage: Data to support social emotional needs by maintaining or increasing family and staff awareness of the system of counseling support. Number of inquiries received. Number of communications saved.	Care Solace 23-24 180 Inquiries received. 1171 communications saved.	Care Solace 24-25 90 Inquiries received. 440 communications saved.	Care Solace 25-26 2 Inquiries received. 48 communications saved.	200 Inquiries received 1500 communications saved	Inquiries reduced by 178. Communications saved reduced by 1123.
2.4	Suspension rates district-wide Color Indicator and Percent of students who were suspended at least once	2023 All Students: Yellow, 5.4% EL: Green, 3.3% SWD: Yellow, 7.4% SED: Yellow, 5.8% ToMR: Orange, 4.4%	2024 All Students: Orange, 7.2% EL: Red, 8.4% LTEL: Orange, 7.8% SWD: Red, 9.3%	2025 All Students: Yellow, 5% EL: Green, 4% LTEL: Yellow, 5.3%	All Students: Green, 4% EL: Blue, 0.3% LTEL: Green, 5% SWD: Green, 3% SED: Green, 2% ToMR: Yellow, 1% HY: Blue, 1%	All Students: Maintained Yellow, Reduced rate by 0.4 % EL: Maintained Green, Increased rate by 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	HY: Green, 4.4% FY: Orange, 9.7% HI: Green, 3.5% WH: Yellow, 5.8% 2024 LTEL: Orange, 7.8%	SED: Red, 8.2% ToMR: Orange, 5.7% HY: Red, 10.1% FY: Yellow, 4.8% HI: Red, 6.9% WH: Orange, 7.6%	SWD: Orange, 8.6% SED: Yellow, 5.6% ToMR: Orange, 5.7% HY: Yellow, 5.3% FY: Red, 18.8% HI: Yellow, 4.8% WH: Yellow, 5.2%	FY: Yellow, 6% HI: Blue, 0.5% WH: Green, 2.8%	LTEL: Improved to Yellow, Reduced by 2.5% SWD: Reduced to Orange, Increased rate by 1.2% SED: Improved to yellow, reduced rate by 0.2% ToMR: Maintained Orange, Increased rate by 1.3% HY: Reduced to yellow, Increased rate by 0.9% FY: Reduced to Red, Increased rate by 9.1% HI: Reduced to Yellow, Increased rate by 1.3% WH: Maintained Yellow , Reduced rate by 0.6%
2.5	Suspension Rate by School Site: Color Indicator and Percent of students who were suspended at least once California School Dashboard	2023 Suspension Rate by School Site: CHE: All Students: Red, 3.7% EL: No percentage or color indicator reported, < 11 students. SWD: Red, 6.9% SED: Red, 4.4% ToMR:No percentage or color indicator reported, < 11 students.	2024 Suspension Rate by School Site: CHE: All Students: Orange, 4.2% EL: Gray, 6.7% < 30 students. SWD: Red, 10.4% SED: Orange, 5.3% ToMR: Gray, 4%,	2025 Suspension Rate by School Site: CHE: All Students: Green, 2.2% EL: Gray, 0% < 30 students. SWD: Yellow, 3.1% SED: Green, 2.1% ToMR: No	CHE: All Students: Orange, 2% EL: 2% SWD: Orange, 4% SED: Orange, 1% ToMR: 2% HY: 2% FY: 2% HI: Green, 0% WH: Orange, 1% LAE:	CHE: All Students: Improvement to Green, Reduced by 1.5% EL: Gray, No Baseline Data, 0% SWD: Improved to Yellow, Reduced 3.8% SED: Improvement to Green, reduced by 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 1% WH: Red, 5.1% LAE: All Students: Yellow, 0.7% EL: Blue, 0% SWD: Orange, 1.3% SED: Yellow, 0.7% ToMR: No percentage or color indicator reported, < 11 students. HY:No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green, 0.5% WH: Green, 0.5% MPH: All Students: Red, 12.4% EL: Orange,11.4% SWD: Red, 14% SED: Orange, 12.1% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or	< 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Orange, 4.5% WH: Yellow, 4.1% LAE: All Students: Green, 0.7% EL: Orange, 3.5% SWD: Orange, 2.4% SED: Orange, 1.1% ToMR: Gray, 0%, < 30 students. HY: Gray, 0%, < 30 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 0.9% WH: Blue, 0.5% MPH: All Students: Red, 14.1% EL: Red, 22% LTEL: Yellow, 10.8%	percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green, 1.9% WH: Green, 2.1% LAE: All Students: Yellow, 1% EL: Green, 2% SWD: Green, 1.9% SED: Yellow, 1.1% ToMR: Gray, 0%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Orange, 1.3% WH: Yellow, 0.9% MPH: All Students: Yellow, 11.2%	All Students: Blue, 0% EL: Blue, 0% SWD: Yellow, 0% SED: Green, 0% ToMR: 0% HY: 0% FY: 0% HI: Blue, 0% WH: Blue, 0% MPH: All Students: Orange, 10% EL: Yellow, 7% LTEL: Yellow, 7% SWD: Orange, 10% SED: Yellow, 8% ToMR: 10% HY: 10% FY: 10% HI: Yellow, 6% WH: Orange, 10% MHS: All Students: Yellow, 11% EL: 11% LTEL: 11% SWD: 11% SED: Yellow, 13% ToMR: 11% HY: 11% FY: 11% HI: 11% WH: Orange, 20%	ToMR: Gray, No Baseline Data, NA HY: NA FY: NA HI: Improved to Green, Increased 0.9% WH: Improvement to Green, Reduced 3% LAE: All Students: Maintained Yellow, Increased 0.3% EL: Reduced to Green, Increased 2% SWD: Increased to Green, Increased 0.6% SED: Maintained Yellow, Increased .4% ToMR: Gray, NA HY: Gray, NA FY: NA HI: Reduced to Orange, Increased .8% WH: Reduced to Yellow, Increased 0.4% MPH: All Students: Improved to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Orange, 10.1% WH: Red, 14.4% MHS: All Students: Orange, 13.6% EL: No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator reported, < 11 students. SED: Orange, 17.5% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: Red, 25.8% RHS: All Students: Green, 4.9% EL: Green, 1.2% SWD: Yellow, 6.1 %	SWD: Orange, 12.1% SED: Red, 16.7% ToMR: Gray, 22.2%, < 30 students. HY: Gray, 25%, < 30 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 13.5% WH: Red, 14.3% MHS: All Students: Red, 15.6% EL: No percentage or color indicator reported, < 11 students. LTEL: No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator reported, < 11 students. SED: Red, 18.8% ToMR: No percentage or color indicator reported, < 11	EL: Green, 5.4% LTEL: < 30 students, Gray, 7.1%, SWD: Red, 19.6% SED: Yellow, 12.3% ToMR: Gray, 16.7%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 10.5% WH: Yellow, 11.6% MHS: All Students: Green, 4.8% EL: No percentage or color indicator reported, < 11 students. LTEL: No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator	RHS: All Students: Blue, 1% EL: Blue, 0% LTEL: Yellow, 2.5% SWD: Green, 2% SED: Blue, 2% ToMR: Yellow, 0% HY: 1% FY: 1% HI: Blue, 0% WH: Green, 3% RVA: All Students: Blue, 0% EL: Blue, 0% LTEL: Blue, 0% SWD: Blue, 0% SED: Blue,0% ToMR: Blue, 0% HY: Blue, 0% FY: Blue, 0% HI: Blue, 0% WH: Blue, 0% VOE: All Students: Blue, 0% EL: Blue, 0% SWD: Yellow, 3% SED: Blue, 0% ToMR: Blue, 0% HY: Blue, 0% FY: Blue, 0%	Yellow, Reduced 1.2% EL: Improved to Green, Reduced 6% LTEL: < 30 students, Yellow to Gray, Reduced 3.7% SWD: Maintained Red, Increased 5.6% SED: Improved to Yellow, Increased 0.2% ToMR: No Baseline Data, NA HY: No Baseline Data, NA FY: NA HI: Improved to Yellow, Increased 0.4% WH: Improved to Yellow, Reduced 2.8% MHS: All Students: Improved to Green, Reduced 8.8% EL: NA LTEL: NA SWD: NA SED: Improved to Green, Reduced

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: Green, 5.5% ToMR: Orange, 2.9% HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green, 2.6% WH: Yellow, 6.7% RVA: All Students: Blue, 0% EL:No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator reported, < 11 students. SED: Blue, 0% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Blue, 0% WH: Blue, 0% VOE: All Students: Green, 2.7% EL: Green, 1.5% SWD: Orange, 6.5%	students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Gray, 16.7%, 36 students. WH: Gray, 15.4%, <30 students RHS: All Students: Orange, 8% EL: Orange, 5.1% LTEL: Orange, 5.1% SWD: Orange, 8.7% SED: Orange, 8.1% ToMR: Gray, 4.0%, <30 students HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 7.1% WH: Orange, 9.1%	reported, < 11 students. SED: Green, 2.2% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green, 2.9% WH: < 30 students, Gray, 15.4% RHS: All Students: Green, 4.8% EL: Green, 4.5% LTEL: Yellow, 4.9% SWD: Green, 5% SED: Green, 5.6% ToMR: Gray, 4.5%, <30 students HY: Gray, 0%, < 30 students. FY: No percentage or color indicator reported, < 11	HI: Green, 0% WH: Green, 1%	15.3% ToMR: NA HY: NA FY: NA HI: Improved to Green, No Baseline Data, 2.9% WH: < 30 students, Red to Gray, 15.4%, RHS: All Students: Maintained Green, Reduced 0.1% EL: Maintained Green, Increased 3.3% LTEL: Improved to Yellow, Reduced 0.2% SWD: Improved to Green, Reduced 1.1% SED: Maintained Green, Increased by 0.1% ToMR: < 30 students Orange to Gray, Increased 1.6% HY: NA FY: NA HI: Maintained Green, Increased 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: Green, 2.8% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Green,1.4% WH: Yellow, 3.9% 2024 Suspension Rate by School Site: MPH: LTEL: Yellow, 10.8% MHS: LTEL: No percentage or color indicator reported, < 11 students. RHS: LTEL: Orange, 5.1% RVA: LTEL: No percentage or color indicator reported, < 11 students.	RVA: All Students: Blue, 0% EL:No percentage or color indicator reported, < 11 students. LTEL: No percentage or color indicator reported, < 11 students. SWD: Gray, 0% < 30 students. SED: Blue, 0% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Blue, 0% WH: Blue, 0% VOE: All Students: Red, 5.0% EL: Orange, 4.3% SWD: Red, 11.7%	students. HI: Green, 4.7% WH: Green, 5.1% RVA: All Students: Blue, 0% EL:No percentage or color indicator reported, < 11 students. LTEL: No percentage or color indicator reported, < 11 students. SWD: Gray, 0% < 30 students. SED: Blue, 0% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Blue, 0% WH: Blue, 0% VOE: All Students:		WH: Improved to Green, Reduced 1.6% RVA: All Students: Maintained Blue, Maintained 0% EL: NA LTEL: NA SWD: Gray, NA SED: Maintained Blue, Maintained 0% ToMR: NA HY: NA FY: NA HI: Maintained Blue, Maintained 0% WH: Maintained Blue, Maintained 0% VOE: All Students: Reduced to Yellow, Increased 1% EL: Reduced to Orange, Increased 3.5% SWD: Maintained Orange, Increased 3.8% SED: Reduced to Yellow, Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: Red, 5.3% ToMR: Gray, 0%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 5.2% WH: Orange, 5.4%	Yellow, 3.7% EL: Orange, 5% SWD: Orange, 10.3% SED: Yellow, 4.2% ToMR: Gray, 3.6%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 4% WH: Yellow, 3.4%		1.4% ToMR: NA HY: NA FY: NA HI: Reduced to Yellow, Increased 2.6% WH: Maintained Yellow, Reduced 0.5%
2.6	Chronic absenteeism district-wide Color Indicator and Percent of chronically absent students: California School Dashboard	2023 Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SWD: Yellow, 41.3% SED: Yellow, 41.8% ToMR: Red, 42.5% HY: Red, 70.6% FY: Orange, 42.1% HI: Yellow, 42% WH: Yellow, 34.5% 2024 Chronic Absenteeism district-wide:	2024 Chronic Absenteeism district-wide: All Students: Yellow, 28.4% EL: Yellow, 28% LTEL: Orange, 33.3% SWD: Yellow, 35.7% SED: Yellow, 32% ToMR: Orange, 37.2% HY: Orange, 42.6% FY: Green, 6.7% HI: Yellow, 29.1%	2025 Chronic Absenteeism district-wide: All Students: Red, 30.5% EL: Orange, 27.2% LTEL: Orange, 30% SWD: Red, 39.6% SED: Red, 34.2% ToMR: Orange, 33.8% HY: Red, 57.1% FY: Gray, 36.4%, < 30 students. HI: Red, 33.5% WH: Red, 27.7%	All Students: Green, 33% EL: Green, 30% LTEL: Green, 33% SWD: Green, 40% SED: Green, 35% ToMR: Orange, 35% HY: Orange, 60% FY: Yellow, 40% HI: Green, 35% WH: Green, 40%	All Students: Reduced to Red, Reduced 7.7% EL: Reduced to Orange, Reduced 12% LTEL: Maintained Orange, Reduced 3.3% SWD: Reduced to Red, Reduced 1.7% SED: Reduced to Red, Reduced 7.6% ToMR: Improvement to Orange, Reduced by 8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: Orange, 33.3%	WH: Yellow, 27.4%			HY: Maintained Red, Reduced by 13.5% FY: Gray due to fewer than 30 students; reduced by 5.7% HI: Reduced to Red, Reduced by 8.5% WH: Reduced to Red, Reduced by 6.8%
2.7	Chronic absenteeism by school site: Color Indicator and Percent of students who were chronically absent California School Dashboard	2023 Chronic Absenteeism by School Site: CHE: All Students: Orange, 32.1% EL: No percentage or color indicator reported, < 11 students. SWD: Orange, 31.9% SED: Yellow, 38% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 39% WH: Yellow, 26.9%	2024 Chronic Absenteeism by School Site: CHE: All Students: Yellow, 22.9% EL: Gray, 35.7%, < 30 students. SWD: Orange, 26.9% SED: Yellow, 26.3% ToMR: Gray, 39.1% < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students.	2025 Chronic Absenteeism by School Site: CHE: All Students: Red, 22.5% EL: Gray, 30.8%, < 30 students. SWD: Red, 40.3% SED: Red, 27.4% ToMR: Gray, 15.8% < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 25.5% WH: Red, 21.2%	CHE: All Students: Yellow, 22% EL: Yellow, 22% SWD: Yellow, 22% SED: Green, 28% ToMR: 22% HY: Yellow, 22% FY: Yellow, 22% HI: Orange, 29% WH: Green, 17% LAE: All Students: Green, 29% EL: Orange, 36% SWD: Yellow, 37% SED: Green, 25% ToMR: 29% HY: Yellow, 29% FY: Yellow, 29% HI: Yellow, 29% WH: Green, 19%	CHE: All Students: Reduced to Red, Reduced 9.6% EL: Gray, No Baseline Data, NA SWD: Reduced to Red, Increased 8.4% SED: Reduced to Red, Reduced 10.6% ToMR: Gray, No Baseline Data, NA HY: NA FY: NA HI: Remained Red, Reduced 13.5% WH: Reduced to Red, Reduced 5.7% LAE: All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LAE: All Students: Yellow, 34.2% EL: Red, 46.7% SWD: Orange, 47.4% SED: Yellow, 35.1% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Orange, 39.5% WH: Yellow, 29.7% MPH: All Students: Red, 41.5% EL: Red, 44.9% SWD: Orange, 45.6% SED: Red, 45.4% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 40.6% WH: Red, 42% MHS:	HI: Orange, 23.8% WH: Yellow, 20% LAE: All Students: Yellow, 27% EL: Orange, 28.1% SWD: Orange, 35.7% SED: Yellow, 28.7% ToMR: Gray, 36.4%, < 30 students. HY: Gray, 54.5%, < 30 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 28.2% WH: Yellow, 25.6% MPH: All Students: Yellow, 31.4% EL: Orange, 29.3% LTEL: Orange, 33.3% SWD: Orange, 42.3% SED: Yellow, 37.8% ToMR: Gray, 33.3%, < 30 students.	LAE: All Students: Orange, 26.2% EL: Yellow, 20% SWD: Orange, 31.4% SED: Orange, 28% ToMR: Gray, 36.4%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Orange, 27% WH: Red, 25.4% MPH: All Students: Red, 39.9% EL: Orange, 25% LTEL: Gray, 32.1%, < 30 students. SWD: Red, 47.6% SED: Red, 44.4% ToMR: Gray, 47.8%, < 30 students. HY: No percentage or color indicator reported, < 11	MPH: All Students: Orange, 36% EL: Orange, 35% LTEL: Orange 30% SWD: Yellow, 35% SED: Orange, 36% ToMR: Yellow, 36% HY: Yellow, 36% FY: Yellow, 36% HI: Orange, 30% WH: Orange, 32% MHS: All Students: Yellow, 30% EL: Yellow, 25% LTEL: Yellow, 25% SWD: Yellow, 25% SED: Yellow, 25% ToMR: Yellow, 25% HY: Yellow, 25% FY: Yellow, 25% HI: Yellow, 25% WH: Yellow, 25% RHS: All Students: Yellow, 30% EL: Yellow, 25% LTEL: Yellow, 25%	Reduced to Orange, Reduced 8% EL: Improvement to Yellow, Reduced 26.7% SWD: Maintained Orange, Reduced 16% SED: Reduced to Orange, Reduced 7.1% ToMR: NA HY: NA FY: NA HI: Maintained Orange, Reduced 12.5% WH: Reduced to Red, Reduced 4.3% MPH: All Students: Maintained Red, Reduced 1.6% EL: Improvement to Orange, Reduced 19.9% LTEL: < 30 students, Orange to Gray, Reduced 1.2% SWD: Reduced to Red, Increased 2% SED: Maintained Red, Reduced

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students. ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students. RHS: All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students.	HY Gray, 29.2, < 30 students. FY: No percentage or color indicator reported, < 11 students. HI:Yellow, 28.8% WH Yellow, 34.1% MHS: All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students. LTEL: No data SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students. ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator	students. FY: No percentage or color indicator reported, < 11 students. HI:Red, 40.2% WH: Red, 39.8% MHS: All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students. LTEL: No data SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students. ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11	SWD: Yellow, 25% SED: Yellow, 25% ToMR: Yellow, 25% HY: Yellow, 25% FY: Yellow, 25% HI: Yellow, 25% WH: Yellow, 25% RVA All Students: Blue,0% EL: Blue, 0% LTEL: Blue, 0% SWD: Blue, 0% SED: Blue, 0% ToMR: Blue, 0% HY: Blue, 0% FY: Blue, 0% HI: Blue, 0% WH: Blue, 0% VOE: School All Students: Green, 40% EL: Yellow, 18% SWD: Yellow, 33% SED: Green, 38% ToMR: Yellow, 40% HY: Yellow, 40% FY: Yellow, 40% HI: Green, 40% WH: Green, 29%	1.0% ToMR: NA HY: NA FY: NA HI: Maintained Red, Reduced 0.4% WH: Maintained Red, Reduced 2.2% MHS: All Students: NA EL: NA LTEL: No data SWD: NA SED: NA ToMR: NA HY: NA FY:NA HI: NA WH:NA RHS: All Students: NA EL: NA LTEL: NA SWD: NA SED: NA ToMR: NA HY: NA FY: NA HI: NA WH: NA RVA All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students. ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students. RVA All Students: Blue,1.3% EL: No percentage or color indicator reported, < 11 students. SWD: No percentage or color indicator reported, < 11 students. SED: Blue, 1.9% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students.	reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students. RHS: All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students. LTEL: No data SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students.	students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students. RHS: All Students: No percentage or color indicator reported, < 11 students. EL: No percentage or color indicator reported, < 11 students. LTEL: No data SWD: No percentage or color indicator reported, < 11 students. SED: No percentage or color indicator reported, < 11 students. ToMR: No		Maintained Blue, Reduced 1.3% EL: NA LTEL: NA SWD: NA SED: Maintained Blue, Reduced 1.9% ToMR: NA HY: NA FY: NA HI: NA WH: Maintained Blue, Reduced 2.3% VOE: All Students: Reduced to Red, Reduced 12.8% EL: Reduced to Red, Increased 10.2% SWD: Reduced to Red, Reduced 1.6% SED: Reduced to Red, Reduced 12.1% ToMR: NA HY: NA FY: NA HI: Reduced to Red, Reduced 11% WH: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: Blue, 2.3% VOE: All Students: Yellow, 45.2% EL: Orange, 27.7% SWD: Orange, 42.7% SED: Yellow, 47.7% ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 50.5% WH: Yellow, 39% 2024 Chronic Absenteeism by School Site: MPH: LTEL: Orange, 33.3% MHS: LTEL: No data RHS:	ToMR: No percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students. RVA All Students: Blue,0.0% EL: No percentage or color indicator reported, < 11 students. LTEL: No data SWD: Gray, 0%, < 30 students. SED: Blue, 0% ToMR: No percentage or color indicator	percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: No percentage or color indicator reported, < 11 students. WH: No percentage or color indicator reported, < 11 students. RVA All Students: Blue,0.0% EL: No percentage or color indicator reported, < 11 students. LTEL: No data SWD: No percentage or color indicator reported, < 11 students. SED: Blue, 0% ToMR: No		Yellow, Reduced 15.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: No data RVA LTEL: No data	reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Gray, 0%, < 30 students. WH: Blue, 0% VOE: All Students: Yellow, 32.7% EL: Red, 27.5% SWD: Orange, 37.9% SED: Yellow, 34.1% ToMR: Gray, 40.7%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Yellow, 35.7% WH: Yellow, 29.3%	percentage or color indicator reported, < 11 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Blue, 0% WH: Blue, 0% VOE: All Students: Red, 32.4% EL: Red, 37.9% SWD: Red, 41.1% SED: Red, 35.6% ToMR: Gray, 38.5%, < 30 students. HY: No percentage or color indicator reported, < 11 students. FY: No percentage or color indicator reported, < 11 students. HI: Red, 39.5% WH: Yellow, 23.7%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	High School Dropout Rates Percentage Rate District-wide Percentage Rate Rim of the World High School (RHS) Percentage Rate Mountain High School (MHS) CALPADS	2023 Districtwide dropout rate: 0.9% RHS dropout rate: 1.5% MHS dropout rate:16.9%	2024 Districtwide dropout rate: 1.05% RHS dropout rate: 1.7% MHS dropout rate: 28.6%	2025 Districtwide dropout rate: 0.76% RHS dropout rate: 1.05% MHS dropout rate: 20.5%	Reduce the high school dropout rates District-wide: 0.5% RHS: 1% MHS: 15%	Districtwide dropout rate: Reduced by .14% RHS dropout rate: Reduced by .45% MHS dropout rate: Increased by 3.6%
2.9	Middle School Dropout Rates Percentage Rate Mary Putnam Henck Intermediate School (MPH) Dataquest	2023 MPH dropout rate: 0.5%	2024 MPH dropout rate: 0%	2025 MPH dropout rate: 0%	Reduce the middle school dropout rate to 0%	MPH dropout rate: Reduced by .5%
2.10	Expulsion Rate District-wide Percentage Rate Dataquest	Dataquest 2023 District-wide Expulsion Rate: 0.03%	Dataquest 2024 District-wide Expulsion Rate: 0%	Dataquest 2025 District-wide Expulsion Rate: 0%	Lower the District-wide expulsion rate by 50% to .015%	District-wide Expulsion Rate: Reduced by .03%
2.11	Facilities in good repair District overall rating and percentage Facilities Inspection Tool (FIT)	FIT 2023 District overall rating is good at 97.07%.	FIT 2024 District overall rating is good at 97.07%.	FIT 2025 District overall rating is good at 98.09%.	To achieve an overall district rating of exemplary at 99% or above	Improved overall rating by 1.02%

Goal Analysis [2025-26]

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

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

The District demonstrated strong overall implementation of Goal 2 during the 2025–26 school year. Nine of the ten actions were implemented substantially as planned. Action 2.10 was partially implemented and represents a substantive difference from the adopted plan.

Action 2.10 (Saturday School) was partially implemented due to lower-than-anticipated student and family participation. Approximately 26% of the planned opportunities had been implemented by midyear, and several sessions were canceled during the first half of the year. In response, sites incorporated more engaging and interactive activities, which contributed to improved participation during the second half of the year. By year-end, the District implemented [insert final number or percentage] of the planned Saturday School opportunities.

Notable successes included the refinement and consistent use of site-specific MTSS plans and student-level supports through Actions 2.1 and 2.2, continued transportation services addressing the District's geographically expansive service area through Action 2.3, and support for safe and functional facilities through Action 2.4. Health aide services, child nutrition services, and wellness center supports provided through Actions 2.5, 2.7, and 2.8 were available throughout the year, ensuring student access to essential services.

Action 2.9 provided continued access to Care Solace's referral and care-navigation services as planned. Although the action was implemented, referral and service-utilization activity was lower than in prior years. The District is reviewing outreach, referral procedures, family awareness, and potential overlap with site-based mental-health supports to strengthen access and utilization.

The primary implementation challenge involved participation in Action 2.10. The District responded by adjusting program activities to better reflect student interests and improve engagement. Overall, the District implemented the substantial majority of Goal 2 actions as intended and used implementation evidence to refine services during the year.

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

Action 2.1: Estimated Actual Expenditures were lower than Budgeted Expenditures because the District paid a three-year Kelvin service invoice in a prior year. That prior payment covered services for the 2025–26 school year; therefore, no additional Kelvin expenditure was incurred during the current reporting period. Services continued as planned, and the prepaid agreement will remain in effect for two additional years.

Action 2.2: There was a material difference in estimated actuals higher than budgeted expenditures due to higher-than-projected administrative personnel costs, including salary increases.

Action 2.4: There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures, with actual costs exceeding the budget because facilities projects initiated or carried over from the prior year were completed and expensed during the summer. The percentage variance was particularly significant because the amount originally budgeted for this action was comparatively small.

Action 2.8: There was a material difference in estimated actuals higher than budgeted expenditures due to higher-than-projected counselor personnel costs, including negotiated salary increases.

Action 2.10 Saturday School: There was a material difference between budgeted and actual expenditures due to lower-than-anticipated student and family participation during the first half of the school year. As a result, several planned Saturday School sessions were canceled, and approximately 26% of the planned Saturday School opportunities were implemented by mid-year. The reduced number of sessions resulted in lower expenditures than originally budgeted for staffing and program implementation.

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

As Rim evaluated the effectiveness of the actions and services for this goal.

Action 2.1: Multi-Tiered Systems of Support (MTSS) / Positive Behavior Interventions Supports (PBIS)
Contributing: Yes (EL, FY, SED)

Aligned Metrics: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 2.1 (Kelvin Climate Pulse): Student participation increased by 14%; Staff participation increased by 7%; Family participation increased by 17%. However, student favorable feedback decreased by 1% (72% to 71%); staff favorable feedback decreased by 3% (79% to 76%); family favorable feedback increased by 7% (74% to 81%). During student-focused educational partner consultation meetings conducted as part of the LCAP development process, students expressed a desire for increased communication and awareness regarding school clubs, activities, leadership opportunities, and extracurricular events. Student feedback indicated that improved outreach and consistent communication may strengthen school connectedness, increase student engagement and participation, and positively influence school climate and educational partner perception data in the 2026–2027 school year. In response, the district will continue to explore strategies to improve communication systems and expand opportunities for student involvement to support engagement, belonging, and positive school culture outcomes.

Metric 2.2 (District-wide Annual Attendance): Increased by 0.73% from baseline (92.1% to 92.83%). This modest improvement indicates that MTSS supports are contributing to slightly improved attendance for all students, though the district remains below the 95% target.

Metric 2.4 (Suspension Rate District-wide): All Students maintained Yellow with a reduced rate of 0.4% (5.4% to 5.0%). English Learners (EL) maintained Green but increased rate by 0.7% (3.3% to 4%); LTEL improved to Yellow with a reduced rate of 2.5%; Students with Disabilities (SWD) reduced to Orange but increased rate by 1.2% (7.4% to 8.6%); Socioeconomically Disadvantaged (SED) improved to Yellow with a reduced rate of 0.2% (5.8% to 5.6%); Two or More Races (ToMR) maintained Orange with an increased rate of 1.3% (4.4% to 5.7%); Homeless (HY) reduced to Yellow with an increased rate of 0.9% (4.4% to 5.3%); Foster Youth (FY) reduced to Red with a significantly increased rate of 9.1% (9.7% to 18.8%); Hispanic (HI) reduced to Yellow with an increased rate of 1.3% (3.5% to 4.8%); White (WH) maintained Yellow with a reduced rate of 0.6% (5.8% to 5.2%).

The Foster Youth suspension rate increase of 9.1% to Red is a critical concern and indicates that MTSS/PBIS frameworks are not effectively addressing the behavioral and social-emotional needs of this student group. EL students also saw a slight increase despite maintaining Green status.

Metric 2.5 (Suspension Rate by School Site):

CHE: All Students improved to Green with a 1.5% reduction; SWD improved to Yellow with a 3.8% reduction; SED improved to Green with a 2.3% reduction; White improved to Green with a 3% reduction. EL data unavailable (<30 students).
LAE: All Students maintained Yellow with a 0.3% increase; EL reduced to Green with a 2% increase; SWD improved to Green with a 0.6% increase; SED maintained Yellow with a 0.4% increase.
MPH: All Students improved to Yellow with a 1.2% reduction; EL improved to Green with a 6% reduction; SWD maintained Red with a 5.6% increase; SED improved to Yellow with a 0.2% increase; Hispanic improved to Yellow with a 0.4% increase; White improved to Yellow with a 2.8% reduction.
MHS: All Students improved to Green with an 8.8% reduction; SED improved to Green with a 15.3% reduction. This is a significant improvement for SED students at the continuation school.
RHS: All Students maintained Green with a 0.1% reduction; EL maintained Green with a 3.3% increase; SWD improved to Green with a 1.1% reduction; Hispanic maintained Green with a 2.1% increase; White improved to Green with a 1.6% reduction.
RVA: All Students maintained Blue at 0%; SED maintained Blue at 0%.
VOE: All Students reduced to Yellow with a 1% increase; EL reduced to Orange with a 3.5% increase; SWD maintained Orange with a 3.8% increase; SED reduced to Yellow with a 1.4% increase; Hispanic reduced to Yellow with a 2.6% increase.
The site-level data shows strong improvement at CHE and MHS, but concerning increases at VOE across multiple unduplicated student groups (EL, SWD, SED, Hispanic). MPH shows improvement for EL students but a significant increase for SWD (+5.6%).

Metric 2.6 (Chronic Absenteeism District-wide): All Students reduced to Red but reduced rate by 7.7% (38.2% to 30.5%); EL reduced to Orange with a 12% reduction (39.2% to 27.2%); LTEL maintained Orange with a 3.3% reduction (33.3% to 30%); SWD reduced to Red with a 1.7% reduction (41.3% to 39.6%); SED reduced to Red with a 7.6% reduction (41.8% to 34.2%); ToMR improved to Orange with an 8.7% reduction (42.5% to 33.8%); Homeless (HY) maintained Red with a 13.5% reduction (70.6% to 57.1%); Foster Youth (FY) improved to Green with a 5.7% reduction (42.1% to 36.4%); Hispanic reduced to Red with an 8.5% reduction (42% to 33.5%); White reduced to Red with a 6.8% reduction (34.5% to 27.7%).

Chronic absenteeism shows meaningful improvement across all unduplicated student groups. EL students showed the strongest improvement (-12%), and FY improved from Orange to Green (-5.7%). However, all groups except FY remain at Orange or Red performance levels, indicating continued need despite progress.

Metric 2.7 (Chronic Absenteeism by School Site):

CHE: All Students reduced to Red with a 9.6% reduction; SED reduced to Red with a 10.6% reduction; SWD reduced to Red with an 8.4% increase; Hispanic remained Red with a 13.5% reduction; White reduced to Red with a 5.7% reduction.
LAE: All Students reduced to Orange with an 8% reduction; EL improved to Yellow with a 26.7% reduction; SWD maintained Orange with a

16% reduction; SED reduced to Orange with a 7.1% reduction; Hispanic maintained Orange with a 12.5% reduction; White reduced to Red with a 4.3% reduction.
MPH: All Students maintained Red with a 1.6% reduction; EL improved to Orange with a 19.9% reduction; SWD reduced to Red with a 2% increase; SED maintained Red with a 1% reduction; Hispanic maintained Red with a 0.4% reduction; White maintained Red with a 2.2% reduction.
MHS: All student group data unavailable due to small group size (<11 students).
RHS: All student group data unavailable due to small group size (<11 students).
RVA: All Students maintained Blue with a 1.3% reduction; SED maintained Blue with a 1.9% reduction; White maintained Blue with a 2.3% reduction.
VOE: All Students reduced to Red with a 12.8% reduction; EL reduced to Red with a 10.2% increase; SWD reduced to Red with a 1.6% reduction; SED reduced to Red with a 12.1% reduction; Hispanic reduced to Red with an 11% reduction; White maintained Yellow with a 15.3% reduction.
Notable improvements include EL at LAE (-26.7%), EL at MPH (-19.9%), and White at VOE (-15.3%). However, EL at VOE increased by 10.2%, and SWD at CHE increased by 8.4%, indicating that MTSS supports are not consistently reaching all unduplicated groups at all sites.

Overall, MTSS/PBIS is showing effectiveness in reducing chronic absenteeism across most student groups and improving suspension rates at several sites. However, the Foster Youth suspension rate increased to Red, and inconsistent results for SWD and EL at certain sites indicate that the tiered intervention system requires strengthening for these specific populations.

Action 2.2: Monthly MTSS or PBIS Meetings and Support
Contributing: Yes (EL, SED)

Aligned Metrics: 1.15–1.22, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 2.1 (Kelvin Climate Pulse): Student favorability decreased by 1%; Family favorability increased by 7%. Monthly meetings are supporting improved family engagement, but have not yet translated into improved student perceptions for EL and SED students.

Metric 2.2 (District-wide Attendance): Increased by 0.73% from baseline. Regular data review during monthly meetings contributes to attendance monitoring and intervention for EL and LI students.

Metric 2.4 (Suspension Rate District-wide): All Students reduced by 0.4%; SED reduced by 0.2%; EL increased by 0.7%. Monthly meetings provide a forum for reviewing discipline data, though results for EL students indicate a need for more targeted behavioral supports discussed in these meetings.

Metric 2.5 (Suspension Rate by Site): As detailed in Action 2.1, results vary by site. The monthly meeting structure supports coordination; effectiveness depends on site-level implementation.

Metric 2.6 (Chronic Absenteeism District-wide): All Students reduced by 7.7%; EL reduced by 12%; SED reduced by 7.6%. Monthly meetings

facilitate early identification of attendance patterns and coordinated intervention for EL and SED students.

Metric 2.7 (Chronic Absenteeism by Site): EL at LAE reduced by 26.7%; EL at MPH reduced by 19.9%. Monthly data review appears particularly effective for identifying and supporting EL attendance at these sites.

Metrics 1.15–1.22 (CAASPP ELA and Math): As detailed in Goal 1, academic gains are evident across most student groups. Monthly MTSS meetings support academic progress monitoring and intervention coordination. All Students improved by +9.0 DFS in ELA and +13.8 DFS in Math; EL improved by +16.7 DFS in ELA and +17.2 DFS in Math; SED improved by +12.9 DFS in ELA and +13.1 DFS in Math.

The monthly meeting structure is contributing to improved attendance and academic outcomes for EL and SED students, though suspension data for EL students and the overall student favorability decline suggest that behavioral intervention strategies discussed in these meetings need refinement.

Action 2.3: Transportation
Contributing: Yes (EL, FY, SED)

Aligned Metrics: 2.2, 2.6, 2.7

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 2.2 (District-wide Attendance): Increased by 0.73% from baseline (92.1% to 92.83%).

Metric 2.6 (Chronic Absenteeism District-wide): All Students reduced by 7.7%; EL reduced by 12%; SED reduced by 7.6%; FY improved from Orange to Green with a 5.7% reduction (42.1% to 36.4%); Homeless reduced by 13.5% (70.6% to 57.1%). The significant improvement for Foster Youth (-5.7%, moving to Green) and Homeless students (-13.5%) suggests that transportation is a critical factor in reducing barriers to attendance for these highly mobile and vulnerable populations.

Metric 2.7 (Chronic Absenteeism by Site): CHE reduced by 9.6%; LAE reduced by 8%; VOE reduced by 12.8%. Elementary sites, where students are most dependent on transportation, show meaningful reductions in chronic absenteeism for EL, FY, and SED students.

Transportation is a foundational service for this mountain community and is demonstrating moderate effectiveness in reducing chronic absenteeism, particularly for Foster Youth, Homeless, and EL students. The geographic challenges of the district (spanning from Green Valley Lake to Crestline with no sidewalks and weather-related hazards) make this action essential for equitable access.

Action 2.4: Facilities
Contributing: No

Aligned Metric: 2.11 (Facilities in Good Repair)

This action demonstrates effectiveness in making progress toward the goal:

Metric 2.11 (Facilities Inspection Tool): Improved overall rating by 1.02% from baseline (97.07% to 98.09%). The district is approaching its target of 99% exemplary rating.
Well-maintained facilities provide a stable, safe environment that supports all other climate and engagement efforts. The improvement from baseline indicates continued attention to facility quality.

Action 2.5: Health Aides
Contributing: Yes (EL, FY, SED)

Aligned Metrics: 2.2, 2.6, 2.7

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 2.2 (District-wide Attendance): Increased by 0.73% from baseline. Health aides address immediate health needs that might otherwise result in students being sent home or missing school, who may have limited access to healthcare in the mountain community.

Metric 2.6 (Chronic Absenteeism District-wide): All students reduced by 7.7%; EL reduced by 12%; SED reduced by 7.6%; FY improved to Green with a 5.7% reduction; SWD reduced by 1.7%. Health aides contribute to keeping students in school by addressing health concerns on-site, particularly benefiting unduplicated students who may face barriers to accessing medical care.

Metric 2.7 (Chronic Absenteeism by Site): Improvements across elementary sites (CHE -9.6%, LAE -8%, VOE -12.8%) where health aides provide direct daily support. EL at LAE improved by 26.7%, and SED at VOE improved by 12.1%.

Health aides are contributing to reduced chronic absenteeism by addressing health-related barriers to attendance for EL, FY, and SED students. The limited healthcare access in the mountain area makes this service particularly important for unduplicated student groups.

Action 2.6: Foster Youth and Low-Income Liaison
Contributing: Yes (FY, SED) – Limited

Aligned Metrics: 2.1, 2.6, 2.7

This action demonstrates moderate effectiveness in making progress toward the goal:

Metric 2.1 (Kelvin Climate Pulse): Family favorability increased by 7% (74% to 81%). The liaison's family outreach and coordination of basic needs services may be contributing to improved family perceptions of school support.

Metric 2.6 (Chronic Absenteeism District-wide): Foster Youth (FY) improved from Orange to Green with a 5.7% reduction (42.1% to 36.4%); SED reduced by 7.6% (41.8% to 34.2%). The improvement for Socioeconomically Disadvantaged students and Foster Youth is notable and suggests the liaison's case management approach is effectively addressing attendance barriers for this group.

Metric 2.7 (Chronic Absenteeism by Site): Site-level Foster Youth data were largely unavailable because of small student-group sizes. Among Socioeconomically Disadvantaged students, chronic absenteeism decreased at CHE by 10.6 percentage points, LAE by 7.1 points, MPH by 1.0 point, RVA by 1.9 points, and VOE by 12.1 points. When considered with Metric 2.6, which shows districtwide reductions of 5.7 percentage points for Foster Youth, improving from Orange to Green, and 7.6 percentage points for Socioeconomically Disadvantaged students, these results provide evidence of moderate effectiveness. The liaison's cross-site coordination, family outreach, case management, and connection of students to basic-needs resources appear to be helping reduce attendance barriers for both Foster Youth and low-income students. However, the absence of site-level Foster Youth data limits the District's ability to evaluate effectiveness consistently across individual schools.

Action 2.7: Child Nutrition Support
Contributing: No

Principally Directed Student Groups: Low-Income Students

Aligned Metrics: 1.15, 1.16, 1.19. and 1.20

This action demonstrates limited indirect effectiveness in making progress toward the goal. Although daily meal access establishes an important condition for learning, the available academic metrics do not directly measure the effect of nutrition services.

Metrics 1.15 and 1.16 (Districtwide ELA): Socioeconomically Disadvantaged students improved by 12.9 points in Distance from Standard and by 5.43 percentage points in the percentage meeting or exceeding standard. These gains are consistent with improved learning conditions for low-income students.

Metrics 1.19 and 1.20 (Districtwide Mathematics): Socioeconomically Disadvantaged students improved by 13.1 points in Distance from Standard and by 4.79 percentage points in the percentage meeting or exceeding standard. These results provide indirect evidence of academic progress for low-income students.

Child Nutrition Support is funded through the universal school meal program and therefore has no direct LCAP expenditure. The action ensures that Foster Youth and low-income students have access to daily meals and helps remove hunger as a barrier to attendance, engagement, and learning. However, because the aligned academic outcomes are influenced by multiple actions and Foster Youth data are largely unavailable, the action's effectiveness is limited and indirect for low-income students and cannot be determined for Foster Youth from the current metrics. Future evaluation should include meal participation or access data, attendance, and academic outcomes disaggregated for Foster Youth and Socioeconomically Disadvantaged students.

Action 2.8: Wellness Center
Contributing: No

Aligned Metric: 2.1 (Kelvin Climate Pulse – student connectedness)

This action demonstrates limited measurable effectiveness based on available metric data:

Metric 2.1 (Kelvin Climate Pulse): Student favorable feedback decreased by 1% (72% to 71%). While the wellness center provides critical social-emotional and mental health support, the slight decline in student favorability suggests that the center's impact on overall student perceptions of connectedness has not yet been captured in the survey data.
The wellness center serves as a safe space for students seeking mental health support and assistance with issues such as bullying. While the metric shows a slight decline, the center's value may be better reflected in individual student outcomes and the reduction in suspension rates at RHS (maintained Green, -0.1%) where the center is located.

Action 2.9: Mental Health Support Through Care Solace
Contributing: No

Aligned Metric: 2.3 (Care Solace Usage)

This action demonstrates declining effectiveness in making progress toward the goal:

Metric 2.3 (Care Solace Usage): Inquiries reduced by 178 from baseline (180 to 2); Communications saved reduced by 1,123 from baseline (1,171 to 48). This dramatic decline in usage is significantly below the target of 200 inquiries and 1,500 communications saved.
The substantial reduction in Care Solace utilization raises concerns about the effectiveness and relevance of this partnership. The decline may indicate: (1) decreased awareness of the service among families and staff, (2) successful integration of school-based mental health supports that reduce the need for external referrals, or (3) a disconnect between the service and the community's needs. The district has noted that this partnership is currently under review. Given that the service was prepaid for three years, no additional costs will be incurred, but the data suggests this action is not currently meeting its intended purpose.

Action 2.10: Saturday School
Contributing: Yes (English Learners, Foster Youth, and Socioeconomically Disadvantaged Students)

Aligned Metrics: 2.2, 2.6, and 2.7

This action demonstrates moderate effectiveness in making progress toward the goal.

Metric 2.2 (Districtwide Attendance): The districtwide attendance rate increased by 0.73 percentage points, from 92.1% to 92.83%. Saturday School provided students with opportunities to recover attendance and receive additional academic support.

Metric 2.6 (Districtwide Chronic Absenteeism): Chronic absenteeism decreased by 7.7 percentage points for all students, from 38.2% to 30.5%. Results also improved for each principally directed groups: English Learners decreased by 12 percentage points, from 39.2% to 27.2%; Foster Youth decreased by 5.7 percentage points, from 42.1% to 36.4%, and improved from Orange to Green; and Socioeconomically Disadvantaged students decreased by 7.6 percentage points, from 41.8% to 34.2%. These disaggregated results provide evidence that the District’s attendance-recovery and intervention strategies, including Saturday School, are supporting improved attendance outcomes for the principally directed student groups.

Metric 2.7 (Chronic Absenteeism by Site): Site-level outcomes varied by student group. Chronic absenteeism among English Learners decreased by 26.7 percentage points at LAE and by 19.9 points at MPH but increased by 10.2 points at VOE. Among Socioeconomically Disadvantaged students, chronic absenteeism decreased at CHE by 10.6 points, LAE by 7.1 points, MPH by 1.0 point, RVA by 1.9 points, and VOE by 12.1 points. Site-level Foster Youth data were generally unavailable because of small student-group sizes. These results demonstrate progress for Socioeconomically Disadvantaged students across multiple sites and mixed outcomes for English Learners. The lack of site-level Foster Youth data limits the District's ability to determine the action's effectiveness for that group at individual schools.

Saturday School was only partially implemented during the first half of the year because of lower-than-anticipated student and family participation, with approximately 26% of planned opportunities implemented by midyear. Sites subsequently incorporated more engaging and interactive activities, which contributed to improved participation during the second half of the year. Overall, the districtwide reductions in chronic absenteeism for English Learners, Foster Youth, and Socioeconomically Disadvantaged students support a determination of moderate effectiveness. Continued monitoring should include Saturday School participation, attendance recovered, and subsequent attendance outcomes disaggregated by each principally directed student group.

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.

Action 2.4: Facilities: Planned funding increased from $4,244 to $68,071. During the prior year, Estimated Actual Expenditures substantially exceeded the original budget because facilities projects initiated or carried over from the previous year were completed during the summer. The increased allocation provides a more realistic budget for anticipated repairs, maintenance, cleaning, and facility needs necessary to maintain safe, clean, and welcoming school environments.

Action 2.8: Wellness Center: Planned funding increased from $14,707 to $152,137. The adjustment reflects higher personnel costs, including salary increases, and the resources needed to maintain and expand wellness supports at RHS, MHS, and MPH. The increased allocation is intended to provide students with more consistent access to counseling, social-emotional support, and safe spaces for addressing mental health, bullying, and school-connectedness needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	ROWUSD will integrate social-emotional learning as well as academic interventions and enrichment into its Multi-Tiered Systems of Support (MTSS) or Positive Behavior Interventions and Supports (PBIS) frameworks at all school sites, fostering inclusive and supportive learning environments, inclusive of GATE and other intervention and enrichment opportunities for students, principally directed at English Learners, Foster	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth, and low-income students, as measured by 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7.		
2.2	Monthly MTSS or PBIS Meetings and Support	ROWUSD will convene monthly district and site meetings focused on Multi-Tiered Systems of Support (MTSS) or Positive Behavior Interventions and Supports (PBIS) to support student academic, and behavioral needs for the purpose of providing tiered academic and behavioral interventions and supports, is principally directed at English Learners, and low-income students, as measured by 1.15 - 1.22, 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7.	$35,230.00	Yes
2.3	Transportation	The district will offer district-wide transportation services for all students to encourage student attendance and bolster parent-community involvement, principally directed at English Learners, Foster Youth, and low-income students as measured by 2.2, 2.6, and 2.7. Parent and community involvement are bolstered when parents and guardians are relieved of the logistical challenges and time constraints of getting their children to and from school, freeing them to engage more fully in their children's education and school community.	$2,602,285.00	Yes
2.4	Facilities	The district is committed to providing clean and well-maintained facilities, with a particular focus on ensuring restroom facilities are in excellent condition. Our goal is to create a safe and welcoming environment where students feel a sense of pride in their campus. Facility managers will oversee routine repairs and establish cleaning schedules to uphold these standards. We recognize that when students feel safe and comfortable in their school environment, they are more likely to attend regularly and engage fully in their learning experiences, as evidenced by improvements in student attendance rates. This action is for all students.	$68,071.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Health Aides	The District will provide health aide support to all students to address access to student health and wellness, we will provide health aids at both elementary and secondary levels, principally directed at English Learners, Foster Youth, and low-income students as measured by 2.2, 2.6, and 2.7.	$379,205.00	Yes
2.6	Foster Youth and Low Income Liaison	The district will maintain the role of the LEA foster youth liaison to develop enhanced strategies for monitoring students' basic needs, including food, supplies, emotional support, and health care, principally directed at Foster Youth and low-income students, as measured by 2.1, 2.6, and 2.7.	$116,475.00	Yes
2.7	Child Nutrition Support	The district will provide nutrition services tailored to meet the needs of low-income and foster youth students, ensuring that every student has access to daily meals necessary for learning and functioning effectively in the school environment, principally directed at low-income students as measured by 1.15, 1.16, 1.19. and 1.20.	$0.00	No
2.8	Wellness Center	The district is committed to maintaining a wellness center dedicated to providing social-emotional and mental health support for students in need. This center will serve as a safe space where students can seek assistance and guidance anonymously, particularly for addressing issues such as bullying or requesting mental health support as measured by students' reported feelings of connectedness through the KELVIN pulse surveys. These surveys will provide valuable feedback on the impact of the wellness center in fostering a sense of belonging and support. This action is for all students.	$152,137.00	No
2.9	Mental Health Support Through Care Solace	The district is committed to maintaining a partnership with Care Solace to ensure that our students and community have access to mental health support and resources whenever needed. Care Solace offers referrals to families, students, and staff, connecting them with the appropriate services to address their social-emotional needs effectively as measured by the	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		number of referrals and "warm hand-offs" facilitated through Care Solace as well as the number of inquiries received and communications saved.		
2.10	Saturday School	ROWUSD will offer Saturday School opportunities aimed at addressing both the social-emotional and academic needs of students to provide additional support and resources to students who may require it, promoting their overall well-being and academic success, principally directed at English Learners, Foster Youth, and low-income students, as measured by 2.2, 2.6 and 2.7.	$57,724.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage family and community * All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

We know the value of partnering with our families and other educational partners to facilitate a community of learning support for our students. We have developed a Portrait of a Graduate that outlines the traits our students need for success and affirms that all educational partners play an integral role in helping students achieve that vision.

Based on input from surveys, advisory groups, and school site discussions, we identified the following areas of need:
1 Ensure families and community members receive timely information about district and site decisions and events.
2 Provide opportunities for parents and community members to engage in meaningful decision-making.
3 Foster a shared sense of ownership and pride in district and student success.
4 Strengthen student involvement in community-based organizations and service projects.
5 Establish consistent forums for students and community members to express ideas and concerns and help shape solutions.
6 Increase the percentage of parents attending school and district-sponsored activities and events.

This goal is supported by actions such as expanding communication platforms, hosting engagement forums, and offering collaborative planning opportunities. We will monitor progress through metrics such as family participation rates in school climate surveys, the percentage of families listed as contactable in Aeries, and rubric-based ratings of parent engagement from school site councils and leadership teams.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	End of the Year Family Climate Pulses Percentage of Families Participation.	23-24 Participation Rate Families: 15% Favorable Feedback Families: 74%	24-25 Participation Rate Families:10%	25-26 Participation Rate Families:32%	Participation Rate Families: 50% Favorable Feedback: Families: 80%	Participation Rate Families: Increased by 17% Favorable Feedback

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Families Favorable Feedback. Kelvin Survey		Favorable Feedback Families: 76%	Favorable Feedback Families: 81%		Families: Improved by 7%
3.2	Parent Engagement Progress reported on average according to the local indicator rubric: 1 Exploration and Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability NA LCAP Local Indicator Survey	23-24 Building Relationships 4 -Full Implementation. Building Partnerships 4 -Full Implementation. Seeking Input 4 -Full Implementation.	24-25 Building Relationships 3 - Initial Implementation Building Partnerships 3 - Initial Development Seeking Input 3 - Initial Implementation	25-26 Building Relationships 4 - Full Implementation Building Partnerships 4 - Full Implementation Seeking Input 3 - Initial Implementation	Building Relationships 5 Full Implementation and Sustainability Building Partnerships 5 Full Implementation and Sustainability Seeking Input 5 Full Implementation and Sustainability	Building Relationships maintained 4 Full implementation Building Partnerships maintained 4 Full implementation. Seeking Input reduced from 4 Full implementation to 3 Initial Implementation.
3.3	District PTA membership Rates to include parents of unduplicated students and students with disabilities. Total number of PTA memberships district-wide Total number of volunteer hours recorded. 5th District PTA Data	23-24 444 PTA memberships districtwide 10,069 volunteer hours recorded.	24-25 402 PTA memberships districtwide 9,212 volunteer hours recorded.	25-26 386 PTA memberships districtwide 7,851 volunteer hours recorded.	Increase membership and volunteer hours to 550 PTA memberships districtwide 12,200 volunteer hours recorded.	PTA Memberships reduced by 58. Volunteer hours reduced by 2,218 hours recorded.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Parents/Guardians who are contactable in AERIES. The percent of parents who are contactable in AERIES. AERIES Student Information System	23-24 97% of our parents/guardians are contactable in AERIES.	24-25 97% of our parents/guardians are contactable in AERIES.	25-26 95.8% of our parents/guardians are contactable in AERIES.	98% of parents/guardians contactable in AERIES.	Reduced by 1.2% of our parents/guardians are contactable in AERIES.
3.5	Parent/Guardian Communication Number of Parent Square posts sent to parents/guardians and families. Number of Direct Messages between parents/guardians and school staff within Parent Square. Parent Square Communication Platform.	Parent Square 23-24 955 posts to parents/guardians and families on Parent Square 4,332 Direct Messages between parents/guardians and school staff within Parent Square.	Parent Square 24-25 1,114 posts to parents/guardians and families on Parent Square 6,066 Direct Messages between parents/guardians and school staff within Parent Square.	Parent Square 25-26 810 posts to parents/guardians and families on Parent Square 8069 Direct Messages between parents/guardians and school staff within Parent Square.	1,000 posts to families on Parent Square 4,500 Direct Messages between parents and school staff within Parent Square.	Decreased posts to parents/guardians and families on Parent Square by 145. Increased Direct Messages between parents/guardians and school staff within Parent Square by 3,737.

Goal Analysis [2025-26]

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

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

The District substantially implemented Goal 3 during the 2025–26 school year. Actions 3.1 (Parent Engagement, Surveys, and Workshops) and 3.3 (Communication with Families through ParentSquare) were implemented as planned. Action 3.2 (Resources for Parents of Students with Disabilities) was partially implemented. Educational Services and Special Services collaborated with EV SELPA to identify family needs, develop informational resources, and plan ongoing family-support opportunities. However, the planned resources and related expenditure

were not completed within the reporting period due to staff capacity and implementation timelines. This represents a substantive difference between the planned action and actual implementation.

Notable successes included the District's collaboration with educational partners to strengthen family engagement, communication, and the relevance of available supports. Family survey results reflected increased favorable perceptions, and ParentSquare supported expanded two-way communication between families and staff. The primary implementation challenge was completing all planned components of Action 3.2 within the reporting period. The District will use this experience to inform the continued development and dissemination of resources that help families understand and navigate special education programs, Section 504 plans, and available community supports.

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

Action 3.2: Resources for Parents of Students with Disabilities: Estimated Actual Expenditures were $2,000 below Budgeted Expenditures. The District budgeted $2,000 for this action; however, the planned resources and related expenditures were not completed within the reporting period due to staff capacity and implementation timelines. Consequently, no Estimated Actual Expenditure was reported. The variance corresponds with the partial implementation of the action and does not reflect a change in its intended purpose.

No other material differences between Budgeted Expenditures and Estimated Actual Expenditures were identified for Goal 3.

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

Action 3.1: Parent Engagement, Surveys, and Workshops
Contributing: No

Aligned Metrics: 3.1, 3.2, 3.3, 3.5 (Kelvin Climate Pulse family participation and favorability, Parent Engagement Rubric, PTA Membership, Parent Square communications)

This action demonstrates mixed to moderate effectiveness in making progress toward the goal:

Metric 3.1 (Family Climate Pulse – Participation): Family participation increased by 17% from baseline (15% to 32%). This is a significant improvement in the number of families engaging with the survey process, indicating that outreach efforts and workshops are successfully reaching more families, including families of EL, FY, SED, and SWD students.

Metric 3.1 (Family Climate Pulse – Favorable Feedback): Family favorability increased by 7% from baseline (74% to 81%), exceeding the Year 3 target of 80%. This indicates that families, including those of unduplicated students and students with disabilities, are increasingly satisfied with the district's engagement efforts and feel positively connected to their schools.

Metric 3.2 (Parent Engagement Rubric): Building Relationships maintained at 4 (Full Implementation); Building Partnerships maintained at 4 (Full Implementation); however, Seeking Input reduced from 4 (Full Implementation) to 3 (Initial Implementation). The decline in "Seeking Input" is a concern, as it suggests that while the district maintains strong relationships and partnerships, the mechanisms for actively

soliciting and incorporating parent feedback may have weakened from baseline. This is particularly important for families of EL, FY, SED, and SWD students whose voices are essential to equitable decision-making.

Metric 3.3 (PTA Membership and Volunteer Participation): Districtwide PTA membership decreased by 58 members, from 444 at baseline to 386. Recorded volunteer hours decreased by 2,218 hours, from 10,069 to 7,851. These outcomes remained below the Year 3 targets of 550 PTA memberships and 12,200 volunteer hours. The decline in PTA membership and volunteer hours indicates that improved survey participation and family favorability did not translate into increased formal involvement in PTA activities or school-based volunteer opportunities. While this action increased some forms of engagement, it was less effective in increasing sustained, activity-based family participation. The District should examine barriers to PTA membership and volunteering, including scheduling, awareness, accessibility, and the availability of varied participation opportunities.

Metric 3.5 (Parent Square Communications): Posts to parents/guardians decreased by 145 from baseline (955 to 810); however, Direct Messages between parents/guardians and school staff increased by 3,737 from baseline (4,332 to 8,069). The significant increase in direct messaging suggests that communication is becoming more personalized and two-way, which may better serve families of EL, FY, SED, and SWD students who benefit from individualized outreach. The decrease in general posts may reflect a shift toward more targeted, meaningful communication rather than broad announcements.

Overall, this action is demonstrating effectiveness in increasing family engagement and satisfaction. The 17% increase in participation and 7% increase in favorability are strong indicators of progress. The decline in "Seeking Input" on the rubric warrants attention to ensure families of unduplicated students and students with disabilities continue to have meaningful opportunities to influence decision-making.

Action 3.2: Resources for Parents of Students with Disabilities
Contributing: No

Aligned Metrics: CAASPP performance in ELA and mathematics for Students with Disabilities (1.15, 1.16, 1.19, and 1.20)

This action demonstrates limited measurable effectiveness because it was only partially implemented during the 2025–26 school year. Educational Services and Special Services collaborated with EV SELPA to identify family needs, develop informational content, and plan future engagement opportunities. However, the planned expenditure and associated parent resources were not completed by the time the LCAP Annual Update was finalized. As a result, the District cannot yet fully evaluate whether the action improved families' understanding of special education services or strengthened their ability to support student outcomes.

Metric 1.15 (ELA Distance from Standard for SWD—Districtwide): Students with Disabilities improved by 4.8 points, from 119.1 points below standard to 114.3 points below standard. Although performance remained Red, the reduction in Distance from Standard represents modest academic improvement.

Metric 1.16 (ELA Met or Exceeded Standard for SWD—Districtwide): Students with Disabilities increased by 1.71 percentage points, from 8.96% to 10.67%, demonstrating incremental growth in ELA achievement.

Metric 1.19 (Mathematics Distance from Standard for SWD—Districtwide): Students with Disabilities improved by 4.3 points, from 153.2 points below standard to 148.9 points below standard. Although performance remained Red, the result reflects modest progress toward grade-level standards.

Metric 1.20 (Mathematics Met or Exceeded Standard for SWD—Districtwide): Students with Disabilities increased by 3.17 percentage points, from 3.5% to 6.67%, representing growth in the percentage of students meeting or exceeding mathematics standards.

The academic improvements for Students with Disabilities are positive; however, they cannot be attributed to Action 3.2 because the planned resources and family-support components were not fully completed during the reporting period. Accordingly, the action's effectiveness cannot yet be conclusively determined. The District will complete and disseminate the planned resources, continue developing parent-support and engagement opportunities, and monitor participation, family feedback, resource use, and student outcomes to evaluate the action's effect more directly.

Action 3.3: Communication with Families through Parent Square
Contributing: No

Aligned Metrics: 3.4, 3.5 (Parents contactable in AERIES, Parent Square communications)

This action demonstrates mixed effectiveness in making progress toward the goal:

Metric 3.4 (Parents/Guardians Contactable in AERIES): Reduced by 1.2% from baseline (97% to 95.8%). This decline indicates that the district has slightly fewer families with current contact information in the student information system, which may impact the ability to reach families of EL, FY, SED, and SWD students through Parent Square and other communication channels. The district remains below its 98% target.

Metric 3.5 (Parent Square Posts): Decreased by 145 posts from baseline (955 to 810). While this represents fewer broadcast communications, it may reflect a strategic shift toward more targeted messaging rather than a decline in communication effort.

Metric 3.5 (Parent Square Direct Messages): Increased by 3,737 from baseline (4,332 to 8,069). This nearly doubling of direct messages represents a significant increase in personalized, two-way communication between families and school staff.

The shift from broadcast posts to direct messaging suggests that communication is becoming more personalized and responsive to individual family needs. However, the decline in contactable parents in AERIES (-1.2%) is a concern, as it may indicate that some families, potentially the most vulnerable, are becoming harder to reach. This is particularly important for Foster Youth families, whose contact information may change frequently, and for EL families who may face language barriers in updating their information.

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.

Based on reflection on the partial implementation of Action 3.2 during the 2025–26 school year, the District revised and expanded the action for the coming year to establish clearer deliverables and strengthen support for families of students with disabilities.

Action 3.2 will include the development of a resource packet for families of students who are newly identified for special education programs or Section 504 plans. The packet will provide guidance before, during, and after identification and include resources from EV SELPA, Inland Regional Center, autism-support organizations, and other community partners. The District will also develop a parent support team and mentor program, organize Parent University opportunities to provide information and training, and collaborate with community partners such as Mountain Counseling. Resources will be centralized on the District website to improve families' access to information and services.

The action was also updated to identify Metrics 1.15, 1.16, 1.19, and 1.20 as measures of longer-term effectiveness. These metrics will monitor ELA and mathematics outcomes for Students with Disabilities and help the District assess whether strengthened family-school partnerships, advocacy supports, and access to resources are associated with improved student learning over time. No changes were made to the overall Goal 3 statement or its established target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement, Surveys and Workshops	The district will provide parent engagement, surveys, and workshops for the purpose of providing learning opportunities for families (including EL, FY, SED and SWD) on topics of interest as reported on the surveys, engaging families, determining parent satisfaction, and eliciting ideas for improvement of parent involvement activities and attendance as measured by parent participation and favorable input on each KELVIN climate pulse, and the number of parent square communications.	$43,628.00	No
3.2	Resources for Parents of Students with Disabilities	The district will create a resource packet for new special education parents in the district, providing support before, during, and after identification for special education programs or 504 plans. Resources will include information and supports from organizations such as the SELPA, Inland Regional Center, and Autism support agencies. The district will also develop a parent support team and mentor program to help families navigate the special education system and better understand available	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		services and supports. In addition, the district will organize "Parent Universities," such as PTA-sponsored evenings focused on providing information, training, and support for families of students with disabilities. Furthermore, the district will collaborate with community resources such as Mountain Counseling to ensure families have access to additional support when needed. To streamline access to community resources, information regarding these services will be provided on the district website, ensuring parents know where to turn for assistance and support. The effectiveness of this action will be measured through student learning outcomes in English Language Arts and Mathematics for Students with Disabilities, as reflected in Metrics 1.15 (ELA Distance from Standard), 1.16 (ELA Percent Met/Exceeded Standard), 1.19 (Mathematics Distance from Standard), and 1.20 (Mathematics Percent Met/Exceeded Standard). While this action is principally focused on strengthening family engagement, communication, and advocacy supports for parents of students with disabilities, improvements in these academic indicators will help inform the efficacy of Action 3.2 by demonstrating whether enhanced family-school partnerships and access to resources contribute to improved student learning outcomes over time.		
3.3	Communication with Families through Parent Square	The district will continue to enhance communication with families and encourage greater parent engagement. The district will leverage Parent Square as a primary communication tool. Through Parent Square, parents will receive timely updates and information regarding school and district-related activities, ensuring they remain informed and engaged in their child's education. This action will be measured by Parent Square messages sent each school year and is for all students.	$35,107.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	MHS Equity Multiplier Focus Goal: Social-Emotional and Academic Engagement and Achievement Support: By June 2027, Mountain High School will improve academic engagement and achievement, suspension rate, and graduation rate with a specific focus on Socioeconomically Disadvantaged students. Through expanded social-emotional and mental health services, attendance supports, credit recovery, and targeted academic intervention, MHS will strengthen students' well-being, persistence, and successful completion of high school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

Mountain High School is the District's identified Equity Multiplier school. Goal 4 was developed in response to site-level performance data and educational-partner input demonstrating a need to improve school climate, academic engagement, and graduation outcomes, with a specific focus on Socioeconomically Disadvantaged students.

On the 2024 California School Dashboard, the MHS suspension rate was 15.6% for all students and 18.8% for Socioeconomically Disadvantaged students. The graduation rate was 57.9% for all students and 59.4% for Socioeconomically Disadvantaged students. These outcomes demonstrated a need for coordinated social-emotional, behavioral, academic, and graduation supports.

MHS demonstrated substantial improvement on the 2025 Dashboard. The suspension rate declined to 4.8% for all students and 2.2% for Socioeconomically Disadvantaged students. Graduation increased to 71.8% for all students and 72.7% for Socioeconomically Disadvantaged students. Although MHS had no student group at the Red performance level in 2025, continued focused support is needed to sustain improved suspension outcomes and further strengthen graduation, academic engagement, and persistence. In particular, the graduation rate for Socioeconomically Disadvantaged students remains below the established intended outcome.

Educational partners—including students, families, staff, the site administrator, community members, and the School Site Council—identified mental health access, social-emotional support, trauma-informed practices, school connectedness, attendance, motivation, credit recovery, academic intervention, and individualized graduation planning as priorities. Students and families emphasized that emotional well-being, consistent attendance, positive relationships, and individualized academic support directly affect students' ability to engage in learning and remain on track for graduation.

The District also identified staffing challenges that affected the consistency of mathematics instruction and student support during the past two years. These disruptions may have contributed to gaps in academic engagement and achievement, particularly for Socioeconomically Disadvantaged students. Addressing these needs through relevant professional development, instructional resources, and targeted intervention is an essential component of the Focus Goal.

Research supports an integrated approach that combines social-emotional learning, mental health services, educator training, and targeted academic intervention. These strategies can improve school climate, reduce exclusionary discipline, strengthen student engagement, and increase persistence toward graduation. Accordingly, Goal 4 aligns the following actions:

Action 4.1 provides Wellness Center and mental health services to support student well-being, engagement, graduation, and school climate.
Action 4.2 provides social-emotional learning and mental health professional development to strengthen staff capacity to recognize and respond to student needs.
Action 4.3 provides academic professional development, targeted intervention, and instructional resources to strengthen ELA and mathematics outcomes, academic engagement, and graduation.

Through these coordinated actions, Goal 4 is designed to sustain improvements in suspension rates while strengthening academic engagement, achievement, and graduation outcomes at MHS by June 2027, with a specific focus on Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	MHS Suspension Rate Percentage California School Dashboard	2024 All Students: 15.6% SED: 18.8%	2024 All Students: 15.6% SED: 18.8%	2025 All Students: 4.8% SED: 2.2%	Mountain High School All Students: 3% SED: 2%	All students: Reduced 10.8% SED: Reduced 16.6%
4.2	MHS Graduation Rate Percentage of students graduating at Mountain High School (MHS) California School Dashboard	2024 All Students: 57.9% SED: 59.4%	2024 All Students: 57.9% SED: 59.4%	2025 All Students:71.8% SED: 72.7%	Mountain High School All Students: 75% SED: 80%	All Students: Increased 13.9% SED: Increased 13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	MHS ELA CAASPP English Language Arts academic indicator for MHS students. Percent standard met or exceeded (M/E Standard) California School Dashboard.	2024 All Students: 14.29% SED: 14.29%	2024 All Students: 14.29% SED: 14.29%	2025 All Students: 41.67% SED: 33.33%	Mountain High School All Students: 45% SED: 50%	All Students: Increased 27.38% SED: Increased 19.04%
4.4	MHS MATH CAASPP Mathematics academic indicator for MHS students. Percent standard met or exceeded (M/E Standard) California School Dashboard.	2024 All Students: 0% SED: 0%	2024 All Students: 0% SED: 0%	2025 All Students: 0% SED: 0%	Mountain High School All Students: 15% SED: 20%	All Students: Maintained 0% SED: Maintained 0%

Goal Analysis [2025-26]

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

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

The District implemented Action 4.1 (Social-Emotional Learning Wellness Center) during the 2025–26 school year as planned, with no substantive differences between planned and actual implementation. Action 4.2 (Social-Emotional Learning Professional Development) was not implemented during the reporting period because staff scheduling and capacity constraints limited the District's ability to coordinate and complete the planned training. This represents a substantive difference between planned and actual implementation. Action 4.3 (Academic Support) is a new action for the 2026–27 school year and was not applicable to the 2025–26 implementation period.

A notable success was the Wellness Center's ongoing provision of student support and resources through the District's contract with Mountain Counseling and Training. The primary implementation challenge was coordinating sufficient staff time and scheduling to complete the professional development planned under Action 4.2.

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

Action 4.2: Social-Emotional Learning Professional Development: Estimated Actual Expenditures were $15,000 below Budgeted Expenditures. The District budgeted $15,000 for this action; however, the planned professional development was not implemented during the reporting period because staff scheduling and capacity constraints limited the District's ability to coordinate and complete the training. Consequently, no expenditures were incurred, and the Estimated Actual Expenditure was $0.

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

Action 4.1: Social Emotional Learning (SEL) Wellness Center
Contributing: No (Equity Multiplier – SED Focus)

Aligned Metrics: 4.1, 4.2

This action demonstrates strong effectiveness in making progress toward the goal:

Metric 4.1 (MHS Suspension Rate): All Students reduced by 10.8% from baseline (15.6% to 4.8%); Socioeconomically Disadvantaged (SED) students reduced by 16.6% from baseline (18.8% to 2.2%). These are dramatic improvements that far exceed the Year 3 target of 11% for All Students and 13% for SED. The SED suspension rate of 2.2% represents a reduction of nearly 90% from the baseline rate, indicating that the SEL Wellness Center partnership with Mountain Counseling and Training (MCT) is highly effective in addressing the behavioral and social-emotional needs of socioeconomically disadvantaged students at Mountain High School.

Metric 4.2 (MHS Graduation Rate): All Students increased by 13.9% from baseline (57.9% to 71.8%); SED students increased by 13.3% from baseline (59.4% to 72.7%). Both groups exceeded the Year 3 target of 70% for All Students and 75% for SED (SED is approaching but has not yet met the 75% target). The significant improvement in graduation rates indicates that the social-emotional supports provided through the wellness center are contributing to increased student persistence, engagement, and academic completion for socioeconomically disadvantaged students.

The SEL Wellness Center is demonstrating that when students feel emotionally supported and connected to their school community, they are more likely to stay engaged, avoid disciplinary incidents, and remain on track to graduate. The contract with Mountain Counseling and Training is providing the mental health and social-emotional infrastructure that directly addresses the unique needs of SED students at this Equity Multiplier school. The data strongly supports the research cited in the goal development—that integrated SEL and mental health supports reduce disciplinary incidents and increase graduation rates, particularly for socioeconomically disadvantaged students.

Action 4.2: Social Emotional Learning (SEL) Professional Development

Contributing: No (Equity Multiplier – SED Focus)

Aligned Metrics: 4.1, 4.2

The effectiveness of this action cannot be determined because the planned professional development was not implemented during the 2025–26 reporting period. Staff scheduling and capacity constraints limited the District's ability to coordinate and complete the training.

Metric 4.1 (MHS Suspension Rate): All Students reduced by 10.8% from baseline (15.6% to 4.8%); SED students reduced by 16.6% from baseline (18.8% to 2.2%). Professional development focused on SEL and mental health equips MHS educators with trauma-informed strategies and inclusive practices that directly contribute to reduced suspensions for socioeconomically disadvantaged students. The research cited in the goal indicates that approximately 40 hours of professional development are necessary to begin changing teaching practices, and the dramatic reduction in suspension rates suggests that staff are effectively applying SEL strategies in their interactions with students.

Metric 4.2 (MHS Graduation Rate): All Students increased by 13.9% from baseline (57.9% to 71.8%); SED students increased by 13.3% from baseline (59.4% to 72.7%). When educators are trained in SEL and mental health support, they are better positioned to identify students at risk of disengagement and provide proactive interventions that keep SED students on track toward graduation.

Although these outcomes are positive, they cannot be attributed to Action 4.2 because staff did not receive the planned professional development during the reporting period. The results instead provide baseline context for determining whether future implementation of SEL and mental health professional development contributes to sustaining or improving MHS outcomes.

The action should not be characterized as ineffective because it was not implemented and therefore was not tested. To support future evaluation, the District should establish a feasible training schedule, document staff participation and completion, gather feedback regarding the relevance and application of the training, and monitor changes in staff practices, student connectedness, suspension, and graduation outcomes.

Action 4.3: Academic Support
Contributing: No (Equity Multiplier)

Aligned Metric: 4.2

This is a new action for implementation in the 26-27 school year.

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.

Based on reflections on prior implementation, student outcome data, root-cause analysis, and educational partner input, Mountain High School revised Goal 4 to include academic engagement and achievement in ELA and mathematics, in addition to suspension and graduation outcomes, with a continued focus on Socioeconomically Disadvantaged students. The revised goal establishes a more comprehensive

approach that integrates social-emotional and mental health services, credit recovery, professional learning, and targeted academic intervention to strengthen student well-being, persistence, achievement, and successful completion of high school.

To align the measurable outcomes with the revised goal, the following metrics were added:

Metric 4.3: MHS ELA performance for all students and Socioeconomically Disadvantaged students.
Metric 4.4: MHS mathematics performance for all students and Socioeconomically Disadvantaged students.

Action 4.3: Academic Support was added to provide professional development and instructional resources designed to strengthen academic engagement and student learning outcomes. The action will support targeted academic interventions and continued improvement in graduation rates and will be evaluated through Metrics 4.2, 4.3, and 4.4.

These changes resulted from collaboration with the MHS site administrator, staff, students, families, School Site Council, and LCAP student focus groups. Educational partners identified a continued need to expand academic supports alongside social-emotional and wellness services to address barriers affecting student achievement and graduation, particularly for Socioeconomically Disadvantaged students.

Funding was adjusted within Goal 4 of the LCAP and Goal 1 of the MHS School Plan for Student Achievement to support the revised approach:

Action 4.1: $45,000 for Wellness Center services through a community counseling partnership.
Action 4.2: $15,000 for social-emotional learning and professional development.
Action 4.3: $14,059 for academic professional development, targeted intervention, and instructional resources.

Together, these revisions strengthen alignment among the identified needs, Goal 4 description, measurable outcomes, actions, and expenditures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning (SEL) Wellness Center	Mountain High School will utilize a contract with Mountain Counseling and Training (MCT) to provide support with social emotional learning (SEL), and maintain a strong focus on mental health support to improve pupil engagement: graduation rate and school climate: suspension rate as measured by 4.1 and 4.2.	$54,960.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Social Emotional Learning (SEL) Professional Development	Mountain High School will utilize professional development to provide support with social emotional learning (SEL), and maintain a strong focus on mental health support to improve pupil engagement: graduation rate and school climate: suspension rate as measured by 4.1 and 4.2.	$15,000.00	No
4.3	Academic Support	Mountain High School will provide professional development and instructional resources to support student learning outcomes and maintain a strong focus on graduation rate as measured by metric 4.2, 4.3 and 4.4.	$14,059.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,751,994.00	$388,374.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.475%	0.000%	$0.00	17.475%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support Professional Learning Communities PLC **Need:** The 2023 district CAASPP data on the California School Dashboard reveals significant performance gaps, with the All student group scoring 40.8 points below standard in ELA and 95.3 points below in mathematics. Unduplicated student groups	Professional Development Goal 1 Action 1: Support Professional Learning Communities PLC The district aims to improve student outcomes in ELA and math through best-first instruction, enhanced technology access, and effective teacher collaboration during PLCs. PLCs provide a structure for teachers to review assessment data and implement instructional strategies to support students struggling to meet performance targets,	This action will be measured by 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22. identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	scored even lower: English learners at 104.5 points below standard in ELA and 152.6 points below in math, socioeconomically disadvantaged students at 56.5 points below in ELA and 107.8 points below in math. No data was available for foster youth due to their small number, however, Foster Youth often face unique challenges such as frequent school changes, lack of stable home environments, and emotional trauma, which can significantly impact their academic performance and social well-being. These circumstances necessitate a focused and collaborative approach like the Professional Learning Community (PLC) process, where educators can share strategies, monitor progress, and provide targeted support to meet the specific needs of these students. This highlights a critical need for academic improvement, particularly among these groups. Educational partners identified several critical needs, such as addressing chronic absenteeism, providing social and emotional support, and ensuring fundamental education basics are reinforced as well as giving teachers more time to collaborate to identify and address individual student needs. By addressing these needs through the Professional Learning Community (PLC) process, the district can continue the development of district-wide and school site-specific multi-tiered systems of support (MTSS) to ensure equitable, high-quality	particularly benefiting unduplicated student groups. The district will offer professional development in Universal Design for Learning (UDL), AVID strategies, and ELD instruction, with instructional coaches assisting teachers in the classroom. A formative assessment process will be established to provide accurate data for identifying students needing extra support, especially English learners and LTELs. A comprehensive professional development plan will focus on differentiated instruction and the needs of unduplicated students, with PLC time dedicated to professional learning and data analysis to enhance targeted instruction. PLC guiding questions include: What do we expect students to learn and do? How do we know they have learned it? What do we do if they haven't learned it yet? What do we do if they already know it? Student groups identified for technical assistance include students with disabilities and students with Two or More Races. Students with disabilities performed at 119.1 points below standard in ELA and 153.2 points below standard in math. Students with Two or More Races performed at 42 points below standard in ELA and 106.2 points below standard in math. This action is being provided on an LEA-wide basis, to ensure that all students, regardless of their background, including students with disabilities and students with two or more races have equitable access to high-quality education. Research-based practices have shown that	

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
	instruction and support for English Learners, Foster Youth, and Low-Income Students. **Scope:** LEA-wide	systemic, school-wide approaches to professional development and instructional improvement are more effective than isolated efforts. By implementing the PLC process across the entire district, the benefits of collaborative planning shared resources, and consistent instructional strategies can be maximized. This approach ensures that all schools within the district are aligned in their efforts to support unduplicated student groups, creating a cohesive and unified educational environment that promotes equity.	
1.2	**Action:** Instructional Technology **Need:** The 2023 district CAASPP data, on the California School Dashboard, indicated that the All student group scored 40.8 points below standard in ELA. The unduplicated student group scored lower as compared to all students. English learners scored 104.5 points below standard, and Socioeconomically disadvantaged students scored 56.5 points below standard. In mathematics, the All student group scored 95.3 points below the standard in mathematics. The unduplicated student group scored lower as compared to all students. English learners scored 152.6 points below standard, and Socioeconomically disadvantaged students scored 107.8 points below standard. Our CAASPP data indicates a need for academic improvement, particularly with our unduplicated student groups. This	Educational Partners believe that 1:1 technology will still benefit students and positively impact outcomes for the 2024-25 school year. With the transition to distance learning, we made tremendous strides in meeting our goal of 1:1 technology access for students. The district is continuing this commitment to technology access by expanding technology access for our secondary students to 2:1, with technology checked out for home use and technology access in every secondary core classroom. Maintaining and supporting 1:1 devices provides an opportunity for students to gain access to curricular materials both in and out of the classroom environment. This reduces the barriers that many of our unduplicated experience. Hence, students can obtain homework assignments, and notes, have access to e-books, work on independent and group school projects, complete searches, access relevant research, and share information with their parents. The accessibility of students having their own devices also provides learning opportunities that can be customized to their own learning needs and styles. Continued support of 1:1 devices provides	This action will be measured by 1.4, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	data underscores the significant academic disparities faced by these groups, highlighting the necessity for targeted technological interventions to enhance their learning opportunities and bridge the achievement gap. Educational partners have emphasized the importance of equitable access to technology, noting that many unduplicated students lack devices for home use, which is crucial for distance learning and effective participation in technology-driven assessments. **Scope:** LEA-wide	teachers with the ability to administer a variety of formative assessments and obtain data immediately that can be used to create lessons that address students' needs in a timely manner. Additionally, ensuring students are provided with 1:1 devices our students' technology accessibility to utilize the Interim Assessments (IABs), iReady, curriculum, and Google classroom to be better prepared for CAASPP in the spring. Supporting 1:1 technology will also provide additional access to the core curriculum in ELA and mathematics through the digital platforms embedded in our standards-aligned core curriculum and Google classroom platform. Additional support materials are available on the digital platform and provide a more engaging and interactive learning experience for students which will improve learning and student outcomes. Educational partner feedback underscores the necessity of district-wide implementation to address the digital divide, which became evident during distance learning. Ensuring all students have access to the necessary devices and digital tools both at school and at home is crucial for equitable learning opportunities. By continuing to leverage instructional technology district-wide, ROWUSD can provide a cohesive and inclusive educational experience, supporting the academic growth of English learners, foster youth, and low-income students, and aligning with research-based best practices for educational equity and excellence.	
1.4	**Action:** Credit Recovery	In response to the data, and in order to increase services to our students, we will offer credit	This action will be measured by 1.5, 1.8,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 district CAASPP data, on the California School Dashboard, indicated that the All student group scored 40.8 points below standard in ELA. The unduplicated student group scored lower as compared to all students. English learners scored 104.5 points below standard, and Socioeconomically disadvantaged students scored 56.5 points below standard. In mathematics, the All student group scored 95.3 points below the standard in mathematics. The unduplicated student group scored lower as compared to all students. English learners scored 152.6 points below standard, and Socioeconomically disadvantaged students scored 107.8 points below standard. Our CAASPP data indicates a need for academic improvement, particularly with our unduplicated student groups. These disparities indicate that without targeted support, these students are at a higher risk of falling further behind, reinforcing the necessity of tailored credit recovery programs to address their specific academic needs and promote educational equity. As we looked at the lower academic performance of our students particularly, English learners, and foster students, our educational partners identified a need to provide credit recovery offerings to support our highest-needs students to engage in school	recovery options during the school day for credit-deficient students. Counselors will facilitate the accessibility of course offerings for our unduplicated students to support college and career readiness. This process will also be facilitated at the continuation high school facilitated by the Alternative Education Specialist. The Specialist will meet regularly with students to set goals and monitor student progress toward graduation. For additional support, we will provide an additional counselor to focus on the needs of our alternative programs and at-promise student groups. The aim of broadening access to credit recovery initiatives is to diminish reliance on summer school for credit recovery purposes and ultimately elevate the graduation rate schoolwide. This strategic move is anticipated to have a positive ripple effect on the college and career indicators as measured by CAASPP performance, Graduation rates, A-G course completion rates, and the percent of students taking and passing an AP test with a score of 3 or higher. Credit recovery actions should be offered schoolwide even though they are principally directed towards English Learners (EL) and socioeconomically disadvantaged (SED) students to ensure that all students who need additional support have access to these resources. Offering these programs schoolwide promotes inclusivity and ensures that no student falls through the cracks, regardless of their background. Additionally, a broad implementation can help create a more supportive learning environment	1.10, 1.15, 1.16, 1.17, 1.18, and 1.21 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and increase motivation to complete their high school path. **Scope:** Schoolwide	across the entire district, fostering a culture of academic resilience and success for all students while still prioritizing the needs of the most vulnerable groups.	
1.5	**Action:** Arts, Music, Athletics and other Elective and Extracurricular Supports **Need:** The 2023 district CAASPP data, on the California School Dashboard, indicated that the All student group scored 40.8 points below standard in ELA. The unduplicated student group scored lower as compared to all students. English learners scored 104.5 points below standard, and Socioeconomically disadvantaged students scored 56.5 points below standard. In mathematics, the All student group scored 95.3 points below the standard in mathematics. The unduplicated student group scored lower as compared to all students. English learners scored 152.6 points below standard, and Socioeconomically disadvantaged students scored 107.8 points below standard. As we looked at the lower academic performance of our students particularly, English learners, and socioeconomically disadvantaged students our educational partners identified a need to provide extracurricular activities and elective offerings	To broaden opportunities for extracurricular activities and enrichment classes at the middle and high school levels the district is continuing to expand school-wide electives in arts, music, athletics, and various clubs by offering additional courses and instructional resources. The primary objective is to actively engage Foster Youth, English learners, and Low-Income students in school life and bolster a greater sense of belonging and connectedness within the school community. Research suggests that a wide variety of extracurricular activities and enrichment classes at the middle and high school levels offered district-wide, can significantly benefit students. These programs provide opportunities for students to explore their interests, develop new skills, and connect with peers who share similar passions. This fosters a stronger sense of belonging and connectedness within the school community, which has been linked to improved academic performance, reduced dropout rates, and increased social-emotional well-being for students. By offering these programs district-wide, the Local Education Agency (LEA) ensures equitable access for all students, regardless of their background or socioeconomic status.	This action will be measured by metric 2.1 identified in the action description for Goal 2.

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
	to support our highest-needs students to engage in school and increase motivation to complete their high school path. It was important to our community to maintain options for students to include arts, athletics, music, and clubs to enhance the learning experience. This data indicates a critical need for additional supports, such as art, music, athletics, and other electives and extracurricular activities, to be directed toward these groups to enhance their engagement, provide diverse learning opportunities, and foster a more well-rounded educational experience, ultimately aiming to improve their academic outcomes. **Scope:** LEA-wide		
1.8	**Action:** Secondary Counselor Support **Need:** The 2022-2023 data highlights a critical need for secondary counselor supports to be primarily directed towards English Learners (EL) and socioeconomically disadvantaged students due to their significant achievement gaps. With EL students scoring 104.5 points below standard in ELA and 152.6 points below in mathematics, and socioeconomically disadvantaged students scoring 56.5 and 107.8 points below in these subjects, respectively, targeted counseling support is	Counselors will facilitate the accessibility of course offerings for our unduplicated students to support college and career readiness as well as connectedness to the school environment. This action will be implemented schoolwide at all high schools in the LEA to ensure that all students, particularly English Learners, and low-income students, have equitable access to the full curriculum and necessary resources. By maintaining a minimum of one middle school and two high school counselors, the district aims to provide comprehensive support through academic counseling, timely interventions, and enhanced in-school connectedness. This initiative addresses	The ongoing effectiveness of these actions will be measured by 1.8 and 1.9 as identified in goal 1, and student favorability on the Kelvin survey as indicated in metrics 2.1, 2.4, and 2.5 as identified in goal 2.

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
	essential to address their specific academic and socio-emotional needs. Additionally, given the lower performance of these groups compared to the overall student population, dedicated counseling can help provide tailored academic guidance, intervention strategies, and resources to improve their educational outcomes and close the achievement gap. Educational partners' feedback revealed a critical need for increased counseling support at the secondary level to ensure equitable access to curriculum and resources, particularly for English Learners and low-income students. Partners identified gaps in student support, highlighting the necessity of counselors to provide academic guidance, facilitate interventions, and enhance students' sense of in-school connectedness. **Scope:** Schoolwide	the diverse needs of these vulnerable student groups, promoting their academic success and emotional well-being.	
1.11	**Action:** Professional Development Support **Need:** The 2022-2023 data highlights disparities for EL, LI, in CAASPP proficiency, demonstrating a need for professional development on instructional strategies to increase access to grade-level content area standards and increase student learning outcomes. ELA Disparities district-wide:	Two professional development days (non-student attendance days) have been added to the calendar to facilitate equipping teachers with strategies they can use each day for the best first instruction of the guaranteed and viable curriculum. We want to foster and support a culture of relevant, responsive, and relational professional learning focused on district goals and in response to student achievement data. The district will develop and articulate a professional development plan coordinated across departments and sites with input from teaching and administrative teams. This will strengthen	This action will be measured by 1.8, 1.10, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, and 1.25 identified in the action description for Goal 1. The impact will be measured on the ELA and mathematics CAASPP scores and teacher responses on our

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
	All Students: Orange, -40.8 DFS, 35.53% M/E standard EL: Red, -104.5 DFS, 4.4% M/E standard LI: Orange, -56.5 DFS, 28.93% M/E standard Mathematics disparities district-wide: All Students: Red, -95.3 DFS, 17.50% M/E standard. EL: Red, 152.6 DFS, 1.5% M/E standard LI: Red, -107.8 DFS, 12.36% M/E standard Educational partners' feedback underscored the need for targeted professional development to improve instructional quality and student outcomes, particularly for English Learners, and low-income students. Partners highlighted gaps in student learning and the need for continuous professional growth aligned with district goals and student achievement data. **Scope:** LEA-wide	teachers' capacity to deliver effective instruction, improve instructional practices, and appropriately differentiate and incorporate the elements of high-performing schools. To this end, the district will embark on the development of a comprehensive professional development plan, meticulously coordinated across departments and school sites, with valuable input from teaching and administrative teams. This collaborative effort will enhance teacher capacity, refine instructional methodologies, and ensure adept differentiation, thereby integrating the key components of high-performing schools into our educational framework. This action will be implemented across the Local Educational Agency (LEA) to ensure a consistent and unified approach to improving instructional practices and student learning outcomes. By integrating two professional development days (non-student attendance days) into the calendar, the district provides all teachers with dedicated time to acquire and apply effective teaching strategies. This initiative aims to cultivate a culture of professional learning that is relevant, responsive, and aligned with school and district objectives, as well as informed by student achievement data. Focusing on the needs of English Learners, Foster Youth, low-income students, students with disabilities, and students of two or more races this approach ensures that every teacher is equipped to deliver high-quality, best-first instruction of the Guaranteed and Viable Curriculum (GVC) that supports the academic success of the most vulnerable student	professional development feedback 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
		populations. This action will also improve outcomes for student groups eligible for differentiated assistance.	
1.17	**Action:** Career Technical Education (CTE) College and Career support **Need:** English Learners, foster youth, and low-income students experience academic and access barriers that may limit successful participation in college- and career-readiness pathways. 2023 baseline data demonstrate significant academic and college- and career-readiness gaps for these student groups. In 2023, English Learners performed 104.5 points below standard in ELA, compared with 40.8 points below standard for All Students, and only 4.4% of English Learners met or exceeded the ELA standard, compared with 35.53% of students districtwide. In mathematics, English Learners performed 152.6 points below standard, compared with 95.3 points below standard for All Students, and only 1.5% met or exceeded the mathematics standard, compared with 17.5% districtwide. These data demonstrate that English Learners have substantial academic gaps that may limit access to and successful completion of rigorous CTE coursework without targeted language development, academic scaffolding, counseling, and progress monitoring.	Expanding Career Technical Education (CTE) targets English Learners, Foster Youth, and low-income students by providing practical skills for college or immediate jobs. High school students will have the opportunity to enroll in Career Technical Education (CTE) classes to build college and career pathways for the purpose of providing options for postsecondary educational opportunities. The expected outcomes are an increase in engagement as measured by increased graduation rates and decreased chronic absenteeism. The district is committed to providing Career Technical Education (CTE) classes across all high schools within the LEA to ensure all high school students, especially English Learners, Foster Youth, and low-income students, have access to these valuable programs. This district-wide approach guarantees a level playing field, to build practical skills and gain career-focused knowledge, preparing them for diverse educational pathways beyond high school. This data is driving the district's commitment to provide Career Technical Education (CTE) classes. These programs provide practical skills and knowledge directly connected to careers, potentially addressing these students' needs for clear postsecondary options and equipping them for success in diverse educational paths beyond high school.	This action will be measured by 1.5 graduation rate, 1.25 CTE Pathway Completion as identified in goal 1, as well as 2.1 Kelvin Climate Pulse and 2.5 Chronic Absenteeism identified in goal 2.

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
	Low-income students also demonstrated lower academic and postsecondary-readiness outcomes. In 2023, socioeconomically disadvantaged students performed 56.5 points below standard in ELA, compared with 40.8 points below standard for All Students, and 107.8 points below standard in mathematics, compared with 95.3 points below standard districtwide. Only 28.93% of low-income students met or exceeded the ELA standard, compared with 35.53% for All Students, and only 12.36% met or exceeded the mathematics standard, compared with 17.5% districtwide. In addition, only 20.5% of socioeconomically disadvantaged students were prepared on the College and Career Indicator in 2023, compared with 25.2% of students districtwide, and their graduation rate was 81.8%, compared with 84.8% districtwide. These baseline gaps demonstrate a need to expand equitable access to CTE pathways and remove financial, academic, informational, and logistical barriers that may limit low-income students' participation and completion. For Foster Youth, the 2023 ELA and mathematics outcomes were not publicly reported because fewer than 11 students were included in the applicable student group. However, the absence of reportable achievement data does not establish that no need exists. Foster Youth may experience educational instability, school transitions, interrupted coursework, limited access to consistent academic and career planning, and		

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
	barriers to participation in extended learning, work-based learning, and pathway programs. Educational partner feedback also revealed a need for access to CTE pathways for future success, especially for English Learners, foster youth, and low-income students. **Scope:** Schoolwide		
1.19	**Action:** Alternative Education Specialist (MHS and RVA) Support **Need:** The 2022-2023 data highlights a critical need for an Alternative Education Specialist serving RVA and MHS, primarily directed towards English Learners (EL), and socioeconomically disadvantaged students due to their significant achievement gaps to improve student learning outcomes. With EL students scoring 104.5 points below standard in ELA and 152.6 points below in mathematics, and socioeconomically disadvantaged students scoring 56.5 and 107.8 points below in these subjects respectively as compared to all students 40.8 points below standard in ELA and 95.3 points below standard in Mathematics, targeted alternative education support is essential to address their specific academic and socio-emotional needs. Additionally, given the lower performance of these groups compared to the	The district will provide an Alternative Education Specialist to work with students at Rim Virtual Academy to provide an alternate education opportunity and at Mountain High Continuation High School to facilitate their participation in the Career Tech Ed program at the comprehensive high school, working with students to facilitate credit recovery if needed and monitor attendance data for English Learners, and Low-Income students The Alternative Education Specialist is being implemented specifically at Mountain High School and Rim Virtual Academy aiming to improve student success through intentional support with academics, attendance, and alternate instructional delivery. Additionally, with a 41% graduation rate at Mountain High School, data demonstrates a need for an alternative education specialist to support an increase in the graduation rate. Finally, intake meetings at both school sites will assist with identifying the individual needs of English Learners, and Low-Income students to develop individual plans for increased student learning outcomes and the graduation rate.	This action will be measured by 1.5, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, and 1.22 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	overall student population, dedicated support can help provide tailored academic guidance, intervention strategies, and resources to improve their educational outcomes and close the achievement gap. Educational partner feedback revealed specific academic challenges for students attending these sites struggling with attendance, or needing alternative learning environments, particularly among English Learners, and low-income students. **Scope:** Schoolwide	This data is driving the creation of an Alternative Education Specialist position. This dedicated role will focus on supporting programs at Mountain High School and Rim Virtual Academy, which may serve a higher concentration of these student groups. The specialist will work on improving academics, attendance, and instruction, aiming to create a more supportive environment and improve educational outcomes for these at-risk students. This action is being implemented school-wide to ensure that all students receive the support they need to succeed academically and have equitable access to resources.	
2.1	**Action:** Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS) **Need:** The 2022-2023 data highlights disparities with EL, FY, and LI demonstrate higher rates of chronic absenteeism and suspension rates, indicating a need to provide tiered interventions to support student attendance and social-emotional learning through aligned, impactful, and future-focused actions in Multi-tiered systems of support (MTSS). Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/LI: Yellow, 41.8% FY: Orange, 42.1%	Multi-tiered systems of Support (MTSS) significantly benefit all students, particularly English Learners, Foster Youth, and Low-Income Students. Through tiered interventions, early identification of needs, data-driven decisions, collaboration among educators and families, and a focus on equity, MTSS ensures all students receive the support they need to succeed academically. Implementing this framework district-wide fosters consistency maximizes resources, and allows for targeted strategies to address the specific needs of all student subgroups. The goal is to cultivate a sense of belonging and safety among students, promoting engagement and well-being. Progress will be measured by reductions in suspension rates, as indicated by the California School Dashboard suspension rate indicator, and through feedback gathered from the	This action will be measured by 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7 identified in the action description for Goal 2.

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
	2023 Suspension rates district-wide All Students: Yellow, 5.4% EL: Green, 3.3% SED: Yellow, 5.8% FY: Orange, 9.7% Educational partner feedback revealed a need for stronger social-emotional support, as well as academic interventions and enrichment opportunities, particularly for English Learners, Foster Youth, and low-income students. **Scope:** LEA-wide	KELVIN pulses regarding students' sense of safety and well-being. ROWUSD is implementing a comprehensive approach to student well-being by integrating both social-emotional learning (SEL) and academic interventions/enrichment into its MTSS or PBIS frameworks across all schools within the LEA. This district-wide approach ensures a consistent focus on both academic achievement and social-emotional development for all students. This is particularly important for English Learners, Foster Youth, and low-income students, who may benefit from targeted support in both areas. By creating a unified system across all schools, ROWUSD aims to build inclusive and supportive learning environments where all students can thrive, regardless of location within the LEA. This data is driving ROWUSD to integrate Social-Emotional Learning (SEL) and tiered academic intervention or enrichment opportunities into its existing MTSS or PBIS frameworks across all schools. The district aims to create more inclusive and supportive learning environments. This can be particularly beneficial for these student groups, as SEL programs can help them develop emotional regulation skills, build positive relationships with peers and teachers, and feel more connected to the school community, ultimately leading to a more positive learning experience.	
2.2	**Action:** Monthly MTSS or PBIS Meetings and Support **Need:**	Multi-tiered systems of Support (MTSS) significantly benefit all students, particularly English Learners, and Low-Income Students. Monthly MTSS meetings play a crucial role in this framework, as they provide regular opportunities	This action will be measured by 1.15 - 1.22 identified in the action description for Goal 1 and 2.1, 2.2, 2.4, 2.5, 2.6, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2022-2023 data highlights disparities with EL and SEDdemonstrate higher rates of chronic absenteeism and suspension rates, and an increase in the negative distance from standard on ELA and Mathematics proficiency indicating a need to provide tiered interventions to support student academics, attendance, and social-emotional learning through aligned, impactful and future-focused actions in Multi-tiered systems of support (MTSS). ROWUSD CAASPP ELA District-wide data: All Students: Orange, -40.8 DFS EL: Red, -104.5 DFS SED/LI: Orange, -56.5 DFS ROWUSD CAASPP Mathematics District-wide data: All Students: Red, -95.3 DFS EL: Red, -152.6 DFS SED/LI: Red, -107.8 DFS LCFF Attendance Calculator 23-24 92.1% district attendance rate. Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/LI: Yellow, 41.8% 2023 Suspension rates district-wide All Students: Yellow, 5.4% EL: Green, 3.3% SED: Yellow, 5.8%	for monitoring student progress, reviewing data, and adjusting interventions as needed. These meetings facilitate early identification of needs, data-driven decisions, collaboration among educators and families, and a focus on equity, ensuring all students receive the support they need to succeed academically. Implementing this framework district-wide fosters consistency maximizes resources, and allows for targeted strategies to address the specific needs of all student subgroups. The goal is to cultivate a sense of belonging and safety among students, promoting engagement and well-being. Progress will be measured by reductions in chronic absenteeism rates, suspension rates, an increase in the district attendance rate, and CAASPP ELA and mathematics performance, and through feedback gathered from the KELVIN pulses regarding students' sense of safety and well-being. ROWUSD is implementing monthly district and school-site meetings focused on MTSS or PBIS across the entire Local Educational Agency (LEA) to ensure a coordinated and consistent approach to supporting all students, particularly Foster Youth, English Learners, and low-income students. These district-wide meetings will function as a collaborative forum for sharing best practices and data on tiered interventions, allowing all schools to effectively address the academic and behavioral needs of their student populations. This focus on a unified system ensures that regardless of location within the LEA, all students, especially those who may require more targeted support, will	2.7 identified in the action description for Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners' feedback highlighted a need for more consistent and data-driven interventions to support student success, particularly for English Learners, and low-income students. **Scope:** LEA-wide	benefit from a standardized approach to MTSS or PBIS.	
2.3	**Action:** Transportation **Need:** Disparities of EL, FY, and SED in chronic absenteeism, indicate a need to support access to educational programs through transportation services. The 2023 California School Dashboard identified Rim of the World with a chronic absenteeism rate of 38.2% for all students demonstrating a gap between all students, and that of English Learners, Foster Youth, and Low-Income students. 92.1% district attendance rate. Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/ LI: Yellow, 41.8% FY: Orange, 42.1% Educational partner feedback revealed a need to support student attendance, particularly among English Learners, Foster Youth, and	In order to provide equitable access to school for our students, the district provides home-to-school transportation. In addition, the district has a strive for 95 campaign to maintain a minimum of 95% attendance on all campuses. The district average has dropped to 92%. Rim of the World is geographically located in the mountains above San Bernardino. The district is a rural area with fluctuating weather patterns including snow, ice, dense fog, wind, rain, and sleet. Our district spans several smaller towns from Green Valley Lake to Crestline with winding roads and no sidewalks. For the majority of our students, it is not safe or possible for them to walk to and from school. Many of our student's parents hold jobs off the mountain which creates time conflicts for parents driving their children to school, especially if their children attend more than one campus with varying start and end times. ROWUSD is implementing district-wide transportation for all students, including English Learners, Foster Youth, or low-income students, because it acknowledges that transportation barriers can affect any student's ability to attend	This action will be measured by 2.2, 2.6 and 2.7 identified in the action description for Goal 2.

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
	low-income students, as reliable transportation can be a significant barrier to attendance. By offering district-wide transportation, ROWUSD aims to remove this barrier and encourage regular attendance, ultimately fostering a more positive learning environment for all students. **Scope:** LEA-wide	school. While these specific student groups may benefit more due to potential challenges with personal transportation, providing a universal service ensures equitable access for all. This district-wide approach promotes consistency and removes a hurdle to participation for every student, ultimately fostering a more inclusive and engaged school community where all families can be involved.	
2.5	**Action:** Health Aides **Need:** The 2023 California School Dashboard identified Rim of the World with a chronic absenteeism rate of 38.2% for all students demonstrating disparities between all students, and that of foster youth, and low-income students whose chronic absenteeism rate was higher. This data indicates a need to support student health and well-being through health aides at all school sites to increase attendance and reduce chronic absenteeism for Foster Youth and Low-Income Students. 92.1% district attendance rate. Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/ LI: Yellow, 41.8% FY: Orange, 42.1% We recognize that students' overall health and wellness significantly impact their sense of	As a means of promoting safety and health across the district, health aides are being provided. There is a need for health, nutrition, academic, and social-emotional support to meet the needs of unduplicated student groups and address academic deficits as well as culture/climate. To promote student health and safety across the district, particularly for English Learners, Foster Youth, and low-income students, the district will be providing health aides at all elementary and secondary schools. These health aides will directly address student health and wellness needs. This is crucial as educational partners identified a need for improved access to health services, especially for the student groups mentioned above. Health aides can bridge this gap by providing basic care, ensuring students can stay healthy and focused on learning. They can also play a role in identifying and addressing any underlying health concerns that might be impacting a student's academic performance or social-emotional well-being. The district will be implementing health aide support across the entire Local Educational	This action will be measured by 2.2, 2.6 and 2.7 identified in the action description for Goal 2.

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
	well-being and their ability to attend school regularly. In the mountain area, access to healthcare options is limited, particularly for our low-income and foster youth students. Educational partner feedback highlighted concerns about equitable access to student health services, particularly for English Learners, Foster Youth, and low-income students. **Scope:** LEA-wide	Agency (LEA), at both elementary and secondary schools. While this benefits all students, it specifically targets English Learners, Foster Youth, and low-income students. These groups may face challenges navigating the healthcare system or have limited access to preventative care. By providing health aides at all schools, the district ensures all students have access to basic healthcare and support regardless of location or background. This can improve student attendance by addressing health concerns that might otherwise keep them home, and by offering support to families struggling with health-related issues. Ultimately, a district-wide approach to health aide services fosters a healthier and more engaged student body. These health aids will offer support to families dealing with health-related issues, to positively impact student attendance rates.	
2.10	**Action:** Saturday School **Need:** Disparities of EL, FY, and SED in chronic absenteeism demonstrate a need to provide Saturday school to support attendance, health, and welfare. 2023 Chronic Absenteeism district-wide: All Students: Yellow, 38.2% EL: Yellow, 39.2% SED/ LI: Yellow, 41.8% FY: Orange, 42.1%	Saturday School will be conducted monthly at all levels TK-12 to offer enrichment activities, including the arts and physical education, that support unduplicated students' participation, attendance, enjoyment, and engagement in school. These increased services will support and increase the number of unduplicated disadvantaged students engaged in the learning process so that they will feel connected to school, hence reducing suspensions and chronic absenteeism. The research indicates that as students develop traits of a learner, overall wellness, have basic needs met, and feel safe/welcomed at school, they will perform better academically. The effectiveness of Saturday School sessions will be evaluated through metrics	This action will be measured by 2.2, 2.6 and 2.7 identified in the action description for Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners' feedback revealed a need for additional support and for attendance recovery, particularly for English Learners, Foster Youth, and low-income students. This data is driving ROWUSD to offer Saturday School opportunities. **Scope:** LEA-wide	such as student attendance rates and recovered Average Daily Attendance (ADA). These measurements will provide valuable insights into the impact of Saturday School in supporting students and helping them remain engaged in their education.This action is principally directed to unduplicated students. ROWUSD is offering Saturday School opportunities across the entire Local Educational Agency (LEA) to ensure equitable access to additional academic and social-emotional support for all students. While the program is designed to benefit all, it specifically targets English Learners, Foster Youth, and low-income students who may need extra help. This district-wide approach provides a consistent and accessible option for students across all schools within the LEA. Saturday School can address learning gaps, boost achievement, and foster a sense of belonging by offering a safe space to build relationships and receive emotional support, ultimately promoting overall well-being and academic success for all students regardless of location. These programs can address both the social-emotional and academic needs of students who may be struggling. Saturday School provides a safe and structured environment where students can receive extra help with academics, potentially closing learning gaps and boosting achievement. Additionally, the social-emotional aspect can offer opportunities to build positive relationships with peers and teachers, potentially fostering a stronger sense of belonging and improving the overall well-being of these student groups.	

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
1.6	**Action:** English Learner Goal Setting Supports **Need:** The 2022-2023 data highlights disparities for EL students: ELA Disparities district-wide: All Students: Orange, -40.8 DFS, 35.53% M/E standard EL: Red, -104.5 DFS, 4.4% M/E standard Mathematics disparities district-wide: All Students: Red, -95.3 DFS, 17.50% M/E standard. EL: Red, -152.6 DFS, 1.5% M/E standard These disparities highlight the necessity for targeted goal-setting supports to help EL and LTEL students bridge the achievement gap and improve their academic outcomes. Despite the absence of specific data on Long-Term English Learners (LTELs), existing academic disparities for EL students highlight the need for targeted goal-setting supports to improve language proficiency and academic outcomes. Additionally, these supports foster social and emotional well-being, promote equity, and ensure compliance with educational standards.	Facilitate English learner goal-setting and encouragement workshops for students and families to actively promote student efficacy, enhance understanding of reclassification processes and requirements, and bolster motivation among English learners. These workshops will be led by EL support staff at each school site and will receive additional guidance and support from the district's EL specialist. By empowering English learners through these workshops, we aim to foster a sense of ownership over their educational journey and facilitate successful transitions as measured by the reclassification rate and the English Learner Progress Indicator (ELPI). In response, the district will implement goal-setting and encouragement workshops, along with support for both students and families, to address these issues. This initiative aims to actively promote student efficacy, clarify reclassification requirements, and boost motivation among ELs, with progress measured by specific district metrics 1.1 and 1.2.	This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partners' feedback highlighted that English Learners (ELs) and Long-Term English Learners (LTELs) face challenges in setting clear academic goals, understanding reclassification processes, and maintaining motivation. They also emphasized the need for greater family engagement and support to enhance students' self-efficacy. **Scope:** Limited to Unduplicated Student Group(s)		
1.7	**Action:** Site Language Assistant Supports **Need:** The 2022-2023 data highlights disparities for EL students: ELA Disparities district-wide: All Students: Orange, 40.8 DFS, 35.53% M/E standard EL: Red, 104.5 DFS, 4.4% M/E standard Mathematics disparities district-wide: All Students: Red, 95.3 DFS, 17.50% M/E standard. EL: Red, 152.6 DFS, 1.5% M/E standard These disparities highlight the urgent need for targeted language assistant support to address the academic challenges faced by EL and LTEL students, improve their language proficiency, and enhance their overall academic performance.	The district will maintain language assistants at each school to support English learners and promote family engagement. Student portfolios will continue to track progress and be shared with parents/guardians during conferences. Quarterly intake meetings will review reclassification criteria and set goals for progress and improvement. Develop and improve interventions in English Language Development and academic intervention programs, all tailored to support English learners' academic and social growth. This action is limited to English Learners. This action is being implemented to address the specific needs of English Learners (ELs) and Long-Term English Learners (LTELs) who require additional support in language acquisition and greater family engagement to enhance their overall academic and social development. By maintaining language assistants at each school, the district aims to provide targeted language	This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Despite the absence of specific data on Long-Term English Learners (LTELs), existing academic disparities for EL students highlight the need for site language assistant support to improve language proficiency and academic outcomes. Additionally, these supports foster social and emotional well-being, promote equity, and ensure compliance with educational standards. Feedback from educational partners revealed that English Learners (ELs) and Long-Term English Learners (LTELs) require more targeted support for language acquisition and stronger family engagement to improve their English language development and academic performance. Specifically, partners noted that the presence of language assistants at each school significantly aids these students' language learning and helps integrate families into the educational process, fostering a supportive environment for academic and social growth. **Scope:** Limited to Unduplicated Student Group(s)	support, facilitate effective communication between the school and families, and encourage active participation in academic intervention programs. This comprehensive approach is designed to ensure that ELs and LTELs receive the necessary resources and support to thrive, with progress monitored through district metrics 1.1 and 1.2. Consequently, the district will maintain language assistants at each school to address these needs, focusing on enhancing ELs' and LTELs' language skills and participation in academic intervention programs, with success measured by district metrics 1.1 and 1.2.	
1.12	**Action:** Professional Development for English Learners and Long Term English Learners **Need:** The 2022-2023 data highlights disparities for EL students in CAASPP proficiency, demonstrating a need for professional	The district will provide professional development and training opportunities integrated into the PLC calendar for teachers to acquire and apply strategies essential for best first instruction for English Learners (EL) and Long Term English Learners (LTEL) to cultivate and bolster a culture of professional learning that is both relevant and responsive, deeply rooted in school and district	This action will be measured by 1.1, and 1.2 identified in the action description for Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	development on instructional strategies to increase access to grade-level content area standards and increase student learning outcomes. ELA Disparities district-wide: All Students: Orange, -40.8 DFS, 35.53% M/E standard EL: Red, -104.5 DFS, 4.4% M/E standard Mathematics disparities district-wide: All Students: Red, -95.3 DFS, 17.50% M/E standard. EL: Red, -152.6 DFS, 1.5% M/E standard In the absence of specific data for long-term English learners, there is a clear need for professional development tailored to this group. Long-term English learners often face persistent language barriers and unique cultural and linguistic challenges that can significantly impact their academic performance. Educators who are trained to address these specific needs can better support these students in overcoming obstacles and improving their language proficiency and overall academic success. Educational partners' feedback highlighted a critical need for targeted professional development to improve instructional practices for English Learners (EL) and Long Term English Learners (LTEL). Partners emphasized that teachers require more effective strategies for initial instruction to better support these students' unique needs.	objectives, and informed by student achievement data. Our aim is to equip teachers with strategies they can use each day to provide equity and access to the best first instruction of the guaranteed and viable curriculum for EL and LTELs. We want to foster and support a culture of relevant, responsive, and relational professional learning focused on district goals and in response to student achievement data. The district will develop and articulate a professional development plan coordinated across departments and sites with input from teaching and administrative teams. This will strengthen teachers' capacity to deliver effective instruction, improve instructional practices, and appropriately differentiate and incorporate the elements of high-performing schools. This collaborative effort will enhance teacher capacity, refine instructional methodologies, and ensure adept differentiation, thereby integrating the key components of high-performing schools into our educational framework.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	They also identified a gap in professional learning that is relevant and responsive to both school and district objectives and informed by student achievement data. **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** Foster Youth and Low Income Liaison **Need:** Disparities for FY and SED in chronic absenteeism demonstrate a need to provide a liaison for support to provide support with attendance, health, and welfare. 2023 Chronic Absenteeism district-wide: All Students: Yellow, 38.2% SED/LI: Yellow, 41.8% FY: Orange, 42.1% Educational partner feedback revealed concerns about the well-being of Foster Youth and low-income students, particularly regarding access to basic needs. **Scope:** Limited to Unduplicated Student Group(s)	The district is committed to enhancing support for foster youth and low-income students by maintaining the Foster Youth and Low-Income Liaison role. The liaison will coordinate essential services, including social/emotional support, personal hygiene, food, and basic needs, across the district. By connecting students with resources and providing family outreach on health, nutrition, and mental health services, the liaison fosters a supportive environment. The liaison's work will be measured by increased student reports of safety and connection on the Kelvin survey and reduced absenteeism. While focusing on foster youth, the liaison also benefits low-income students by addressing needs like food insecurity, school supplies, and healthcare. Feedback from educational partners highlighted the necessity for a comprehensive approach to meeting these needs districtwide. The district prioritizes this position to proactively support students' well-being, ensuring consistent support and fostering a stable, positive learning environment for foster youth and low-income students across the LEA.	This action will be measured by 2.1, 2.6, and 2.7 identified in the action description for Goal 2. The anticipated outcome of these efforts is twofold: first, an increase in the percentage of students reporting a sense of connection and safety at school as reported on the Kelvin survey, and second, a reduction in chronic absenteeism rates.

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.

NA

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.

Rim of the World USD receives concentration grant add-on funding and uses it to retain staff providing direct services at Mountain High School and Rim Virtual Academy, both of which enroll more than 55% unduplicated students. Funds support positions such as the Alternative Education Specialist, school counselor, and wellness staff, as described in Goal 1, Action 19; Goal 1, Action 8; and Goal 2, Actions 8 and 9. Due to limited comparison schools, the district prioritized these sites based on high needs in credit recovery, chronic absenteeism, and mental health. The funding helps sustain direct services where additional staffing is most needed, with effectiveness measured through graduation rates, attendance, and student access to support services.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	32,915,288.00	5,751,994.00	17.475%	0.000%	17.475%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,641,577.00	$1,179,972.00	$102,200.00	$217,115.00	$10,140,864.00	$8,433,881.00	$1,706,983.00

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	Support Professional Learning Communities PLC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$778,316.00	$54,070.00	$832,386.00				$832,386.00	
1	1.2	Instructional Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$170,683.00	$71,306.00	$241,989.00				$241,989.00	
1	1.3	Establish Formative Assessment Practices	All	No			All Schools	Ongoing	$0.00	$165,000.00		$165,000.00			$165,000.00	
1	1.4	Credit Recovery	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Rim High School, Mountain High Continuation School and Rim Virtual Academy 9-12	Ongoing	$685,258.00	$52,283.00	$737,541.00				$737,541.00	
1	1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$692,840.00	$416,196.00	$634,823.00	$474,213.00			$1,109,036.00	
1	1.6	English Learner Goal Setting Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$47,310.00	$15,000.00	$62,310.00				$62,310.00	
1	1.7	Site Language Assistant Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$182,680.00	$0.00	$182,680.00				$182,680.00	

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	1.8	Secondary Counselor Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MPH, RHS, MHS and RVA 6-12	Ongoing	$282,649.00	$0.00	$232,649.00	$50,000.00			$282,649.00	
1	1.9	AVID	All	No			Specific Schools: MPH and RHS	Ongoing	$178,830.00	$0.00		$15,000.00		$163,830.00	$178,830.00	
1	1.10	Teachers on Special Assignment (TOSA)-Implementation of Standards Development and Support	All	No			All Schools	Ongoing	$170,100.00	$0.00		$170,100.00			$170,100.00	
1	1.11	Professional Development Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$183,064.00	$0.00	$183,064.00				$183,064.00	
1	1.12	Professional Development for English Learners and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$94,532.00	$0.00	$94,532.00				$94,532.00	
1	1.13	School Library and Literacy Support	All	No			All Schools	Ongoing	$287,654.00	$40,042.00	$327,696.00				$327,696.00	
1	1.14	Rim Virtual Academy (RVA) alternative schooling support	All	No			Specific Schools: RVA	Ongoing	$698,588.00	$31,336.00	$729,924.00				$729,924.00	
1	1.15	Summer School: Credit recovery, advancement and extended school year support	All Students with Disabilities	No			All Schools	Ongoing	$311,605.00	$282.00	$96,990.00	$191,640.00		$23,257.00	$311,887.00	
1	1.16	High Impact Tutoring and Interventions	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.17	Career Technical Education (CTE) College and Career support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHS, MHS and RVA	Ongoing	$735,029.00	$0.00	$705,029.00	$30,000.00			$735,029.00	
1	1.18	Districtwide English Learner Specialist Support	All	No			All Schools	Ongoing	$30,028.00	$0.00	$0.00			$30,028.00	$30,028.00	
1	1.19	Alternative Education Specialist (MHS and RVA) Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: RVA, MHS	Ongoing	$181,302.00	$0.00	$181,302.00				$181,302.00	
2	2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	

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
						Low Income										
2	2.2	Monthly MTSS or PBIS Meetings and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$35,230.00	$0.00	$35,230.00				$35,230.00	
2	2.3	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,137,784.00	$464,501.00	$2,602,285.00				$2,602,285.00	
2	2.4	Facilities	All	No			All Schools	Ongoing	$0.00	$68,071.00	$68,071.00				$68,071.00	
2	2.5	Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$353,650.00	$25,555.00	$379,205.00				$379,205.00	
2	2.6	Foster Youth and Low Income Liaison	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$111,488.00	$4,987.00	$116,475.00				$116,475.00	
2	2.7	Child Nutrition Support	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.8	Wellness Center	All	No			Specific Schools: RHS, MHS, MPH	Ongoing	$49,937.00	$102,200.00	$49,937.00		$102,200.00		$152,137.00	
2	2.9	Mental Health Support Through Care Solace	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.10	Saturday School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$35,324.00	$22,400.00	$57,724.00				$57,724.00	
3	3.1	Parent Engagement, Surveys and Workshops	All	No			All Schools	Ongoing	$0.00	$43,628.00	$43,628.00				$43,628.00	
3	3.2	Resources for Parents of Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.3	Communication with Families through Parent Square	All	No			All Schools	Ongoing	$0.00	$35,107.00	$35,107.00				$35,107.00	
4	4.1	Social Emotional Learning (SEL) Wellness Center	All Socioeconomically Disadvantaged (SED)	No			Specific Schools: Mountain High School	Ongoing	$0.00	$54,960.00		$54,960.00			$54,960.00	

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
4	4.2	Social Emotional Learning (SEL) Professional Development	All Socioeconomically Disadvantaged (SED)	No			Specific Schools: Mountain High School	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	4.3	Academic Support	All	No			Specific Schools: Mountain High School	Ongoing	$0.00	$14,059.00		$14,059.00			$14,059.00	

2026-27 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
32,915,288.00	5,751,994.00	17.475%	0.000%	17.475%	$7,288,224.00	0.000%	22.142 %	**Total:**	$7,288,224.00
								LEA-wide Total:	$4,975,706.00
								Limited Total:	$455,997.00
								Schoolwide Total:	$1,856,521.00

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	Support Professional Learning Communities PLC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$832,386.00	
1	1.2	Instructional Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$241,989.00	
1	1.4	Credit Recovery	Yes	Schoolwide	English Learners Low Income	Specific Schools: Rim High School, Mountain High Continuation School and Rim Virtual Academy 9-12	$737,541.00	
1	1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$634,823.00	
1	1.6	English Learner Goal Setting Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$62,310.00	
1	1.7	Site Language Assistant Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$182,680.00	

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	1.8	Secondary Counselor Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: MPH, RHS, MHS and RVA 6-12	$232,649.00	
1	1.11	Professional Development Support	Yes	LEA-wide	English Learners Low Income	All Schools	$183,064.00	
1	1.12	Professional Development for English Learners and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$94,532.00	
1	1.17	Career Technical Education (CTE) College and Career support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHS, MHS and RVA	$705,029.00	
1	1.19	Alternative Education Specialist (MHS and RVA) Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: RVA, MHS	$181,302.00	
2	2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
2	2.2	Monthly MTSS or PBIS Meetings and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$35,230.00	
2	2.3	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,602,285.00	
2	2.5	Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,205.00	
2	2.6	Foster Youth and Low Income Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$116,475.00	
2	2.10	Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,724.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,145,094.00	$9,763,732.00

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**	Support Professional Learning Communities PLC	Yes	$842,435.00	841,654.00
1	**1.2**	Instructional Technology	Yes	$241,766.00	226,322.00
1	**1.3**	Establish Formative Assessment Practices	No	$185,144.00	162,808.00
1	**1.4**	Credit Recovery	Yes	$664,908.00	649,774.00
1	**1.5**	Arts, Music, Athletics and other Elective and Extracurricular Supports	Yes	$968,158.00	1,181,796.00
1	**1.6**	English Learner Goal Setting Supports	Yes	$37,492.00	36,187.00
1	**1.7**	Site Language Assistant Supports	Yes	$171,735.00	153,030.00
1	**1.8**	Secondary Counselor Support	Yes	$205,059.00	216,879.00
1	**1.9**	AVID	No	$277,229.00	171,223.00
1	**1.10**	Teachers on Special Assignment (TOSA)-Implementation of Standards Development and Support	No	$472,543.00	349,275.00
1	**1.11**	Professional Development Support	Yes	$189,218.00	211,625.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Professional Development for English Learners and Long Term English Learners	Yes	$94,609.00	81,273.00
1	1.13	School Library and Literacy Support	No	$291,664.00	283,010.00
1	1.14	Rim Virtual Academy (RVA) alternative schooling support	No	$967,760.00	873,845.00
1	1.15	Summer School: Credit recovery, advancement and extended school year support	No	$144,090.00	225,120.00
1	1.16	High Impact Tutoring and Interventions	No	$0.00	0.00
1	1.17	Career Technical Education (CTE) College and Career support	Yes	$755,732.00	636,433.00
1	1.18	Districtwide English Learner Specialist Support	No	$33,635.00	36,438.00
1	1.19	Alternative Education Specialist (MHS and RVA) Support	Yes	$178,160.00	177,247.00
2	2.1	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	Yes	$15,000.00	4,477.00
2	2.2	Monthly MTSS or PBIS Meetings and Support	Yes	$29,303.00	42,546.00
2	2.3	Transportation	Yes	$2,729,685.00	2,410,632.00
2	2.4	Facilities	No	$4,244.00	174,020.00
2	2.5	Health Aides	Yes	$345,989.00	330,018.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Foster Youth and Low Income Liaison	Yes	$100,395.00	111,316.00
2	**2.7**	Child Nutrition Support	No	$0.00	0.00
2	**2.8**	Wellness Center	No	$14,707.00	25,635.00
2	**2.9**	Mental Health Support Through Care Solace	No	$0.00	0.00
2	**2.10**	Saturday School	Yes	$36,540.00	20,955.00
3	**3.1**	Parent Engagement, Surveys and Workshops	No	$54,614.00	50,089.00
3	**3.2**	Resources for Parents of Students with Disabilities	No	$2,000.00	0.00
3	**3.3**	Communication with Families through Parent Square	No	$31,181.00	35,105.00
4	**4.1**	Social Emotional Learning (SEL) Wellness Center	No	$45,099.00	45,000.00
4	**4.2**	Social Emotional Learning (SEL) Professional Development	No	$15,000.00	0.00

2025-26 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)
5,459,282.00	$7,223,443.00	$7,332,164.00	($108,721.00)	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	Support Professional Learning Communities PLC	Yes	$842,435.00	841,654.00		
1	1.2	Instructional Technology	Yes	$241,766.00	226,322.00		
1	1.4	Credit Recovery	Yes	$664,908.00	649,774.00		
1	1.5	Arts, Music, Athletics and other Elective and Extracurricular Supports	Yes	$594,987.00	1,181,796.00		
1	1.6	English Learner Goal Setting Supports	Yes	$37,492.00	36,187.00		
1	1.7	Site Language Assistant Supports	Yes	$171,735.00	153,030.00		
1	1.8	Secondary Counselor Support	Yes	$205,059.00	216,879.00		
1	1.11	Professional Development Support	Yes	$189,218.00	211,625.00		
1	1.12	Professional Development for English Learners and Long Term English Learners	Yes	$94,609.00	81,272.00		
1	1.17	Career Technical Education (CTE) College and Career support	Yes	$755,732.00	636,433.00		
1	1.19	Alternative Education Specialist (MHS and RVA) Support	Yes	$178,160.00	177,247.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.1**	Multi-Tiered Systems of Support (MTSS)/ Positive Behavior Interventions Supports (PBIS)	Yes	$6,000.00	4,477.00		
2	**2.2**	Monthly MTSS or PBIS Meetings and Support	Yes	$28,733.00	42,546.00		
2	**2.3**	Transportation	Yes	$2,729,685.00	2,410,632.00		
2	**2.5**	Health Aides	Yes	$345,989.00	330,018.00		
2	**2.6**	Foster Youth and Low Income Liaison	Yes	$100,395.00	111,317.00		
2	**2.10**	Saturday School	Yes	$36,540.00	20,955.00		

2025-26 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)
31,279,959.00	5,459,282.00	0%	17.453%	$7,332,164.00	0.000%	23.440%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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