



# LCAP

LOCAL CONTROL AND  
ACCOUNTABILITY PLAN

**2026-27**

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Prepared By:  
**Rocklin Unified School District**





## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rocklin Unified School District

CDS Code: 31 75085 0000000

School Year: 2026-27

LEA contact information:

Roger Stock

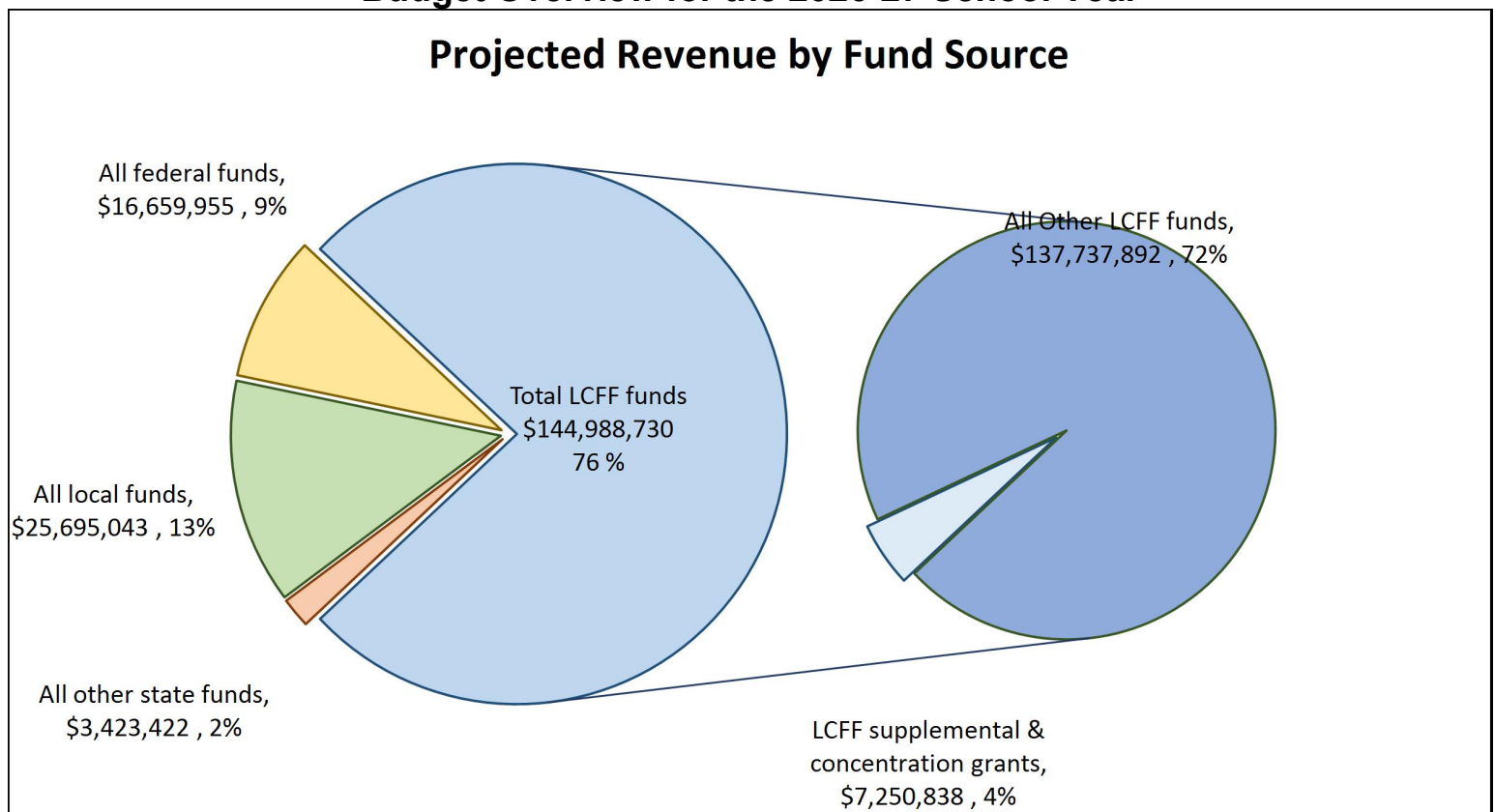
Superintendent

rstock@rocklinusd.org

916-624-2428

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

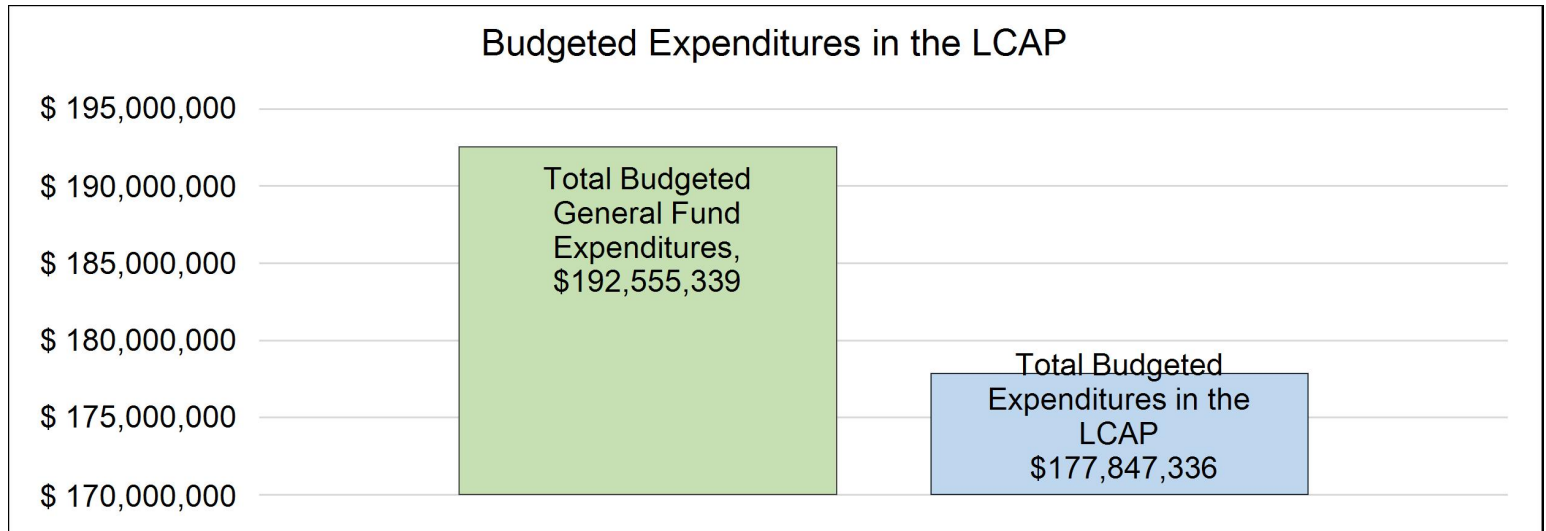


This chart shows the total general purpose revenue Rocklin Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rocklin Unified School District is \$190,767,150, of which \$144,988,730 is Local Control Funding Formula (LCFF), \$3,423,422 is other state funds, \$25,695,043 is local funds, and \$16,659,955 is federal funds. Of the \$144,988,730 in LCFF Funds, \$7,250,838 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 Rocklin 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: Rocklin Unified School District plans to spend \$192,555,339 for the 2026-27 school year. Of that amount, \$177,847,336 is tied to actions/services in the LCAP and \$14,708,003 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

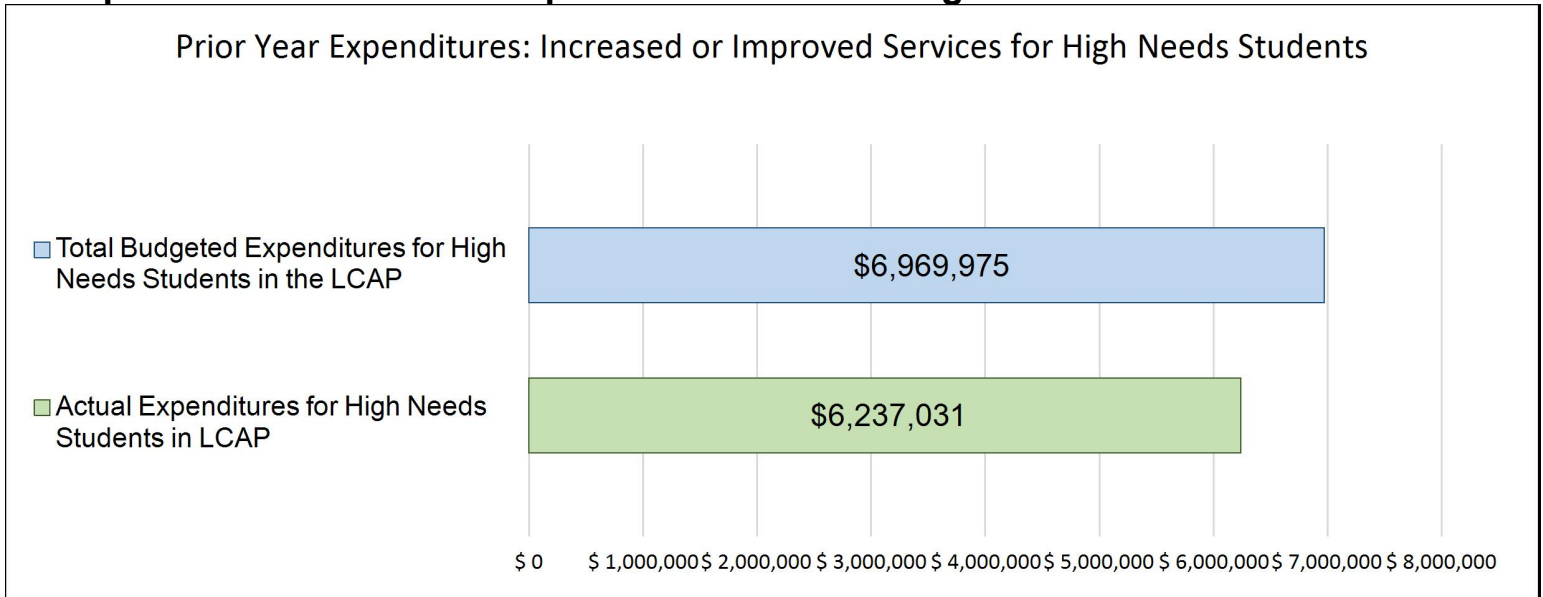
Facilities and Deferred Maintenance (\$86,000), Charter and Other Third Party Expenses (\$776,000), Other Special Education Expenses (\$446,000), STRS State Offset (\$8.2 million), Other Grant Related Expenses (\$237,000), Other Transportation (\$279,000), Other Operating Costs (\$4.7 million).

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

In 2026-27, Rocklin Unified School District is projecting it will receive \$7,250,838 based on the enrollment of foster youth, English learner, and low-income students. Rocklin Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rocklin Unified School District plans to spend \$8,131,943 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 Rocklin 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 Rocklin 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, Rocklin Unified School District's LCAP budgeted \$6,969,975 for planned actions to increase or improve services for high needs students. Rocklin Unified School District actually spent \$6,237,031 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$732,944 had the following impact on Rocklin Unified School District's ability to increase or improve services for high needs students:

Although actual expenditures for increasing or improving services for high-needs students were less than originally budgeted in 2025–26, nearly all planned actions were implemented as intended. The differences were largely due to cost savings (i.e., software, contracts, and supplies), staffing vacancies, or use of alternative funding sources (i.e., Title II, Title IV, or grants). In all cases, services for unduplicated students, including academic supports, mental health services, tutoring, and transportation, remained in place or were supplemented through other resources. These savings are reinvested into 2026–27 services to continue supporting student outcomes.



# 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
Rocklin Unified School District	Roger Stock Superintendent	rstock@rocklinusd.org 916-624-2428

## 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.

Our District...

The Rocklin Unified School District is located in historic Placer County where the community is family oriented and semi-rural. Rocklin grew as a town because of an extensive granite quarrying industry and was a division point on the Southern Pacific Railroad. Situated in a region of gently rolling low ridges and oak dotted valleys, it was a winter setting for Indian camps as well as the permanent Chinese colony plus the Finnish, Spanish, and English settlers. In the days between 1864 and 1908, approximately 50% of the population was of Finnish origin. Early newspaper accounts pinpoint the Rocklin School District being formed in August 1866. The first school was located on the Ray Johnson Ranch in the area of Fourth Street near what is now the ballpark. By 1881, there were 132 pupils enrolled with a staff of two teachers. In April 1885, a new school was built when the old school burned. The new school had four rooms, three teachers, and 180 students. By 1899, the teaching staff had grown to four. Just fifty some years later, in 1952, there were 2,000 residents in the community with a school enrollment of 370 students, nine teachers and one principal/teacher. The District was 11.5 square miles. Thirty-four years later, in 1986, there were three schools in the elementary district. High school students attended Del Oro High School in Placer Union High School District and Roseville High School in the Roseville Joint Union High School District. On April 8, 1986, a unification election was held in the community. This election was successful, and on July 1, 1987, the unification was effective. Since that time, there has been rapid change and growth in the community and in the District. The District is now approximately 19 square miles. In 1991, Cobblestone Elementary School was opened. One year later, Antelope Creek School began operations and Breen Elementary commenced mid-year in March 1995. School year 1993-94 was a special year for the Rocklin Unified School District as Rocklin High School opened its doors to a freshman class, the future class of 1997. Each year thereafter, one grade level was added. In spring 1997, Rocklin Unified School District graduated the first Senior Class of Rocklin High School. In 1996-97, the District opened a Continuation High School. In 1999: Twin Oaks Elementary School

opened its doors to 500 students and Granite Oaks Middle School opened. The winter of 2000 brought a new campus and home for the Rocklin Alternative Education Center. In the fall of 2000 Spring View Middle School opened after extensive modernization and build-out. In the fall of 2001, Valley View Elementary and Sierra Elementary schools opened and in the fall of 2002, Rock Creek Elementary opened. The district's second high school, Whitney High, and the district's tenth elementary school, Ruhkala Elementary opened in the fall of 2005. The district's eleventh elementary school, Sunset Ranch, opened in the fall of 2010. In 2013 the District's Independent Study Program was converted into a dependent charter school "Rocklin Independent Charter Academy" (RICA). In 2020, RICA was converted back to the Rocklin Alternative Education Center (RAEC), which offers independent study to students in grades 7-12. Rocklin Virtual campus was also opened as a virtual learning option for students in 2020 and remains open as a virtual independent study option for students in grades TK-6. The 2022-23 school year marked the opening of the last elementary school in Rocklin Unified, Quarry Trail, which provides a dual language program.

Rocklin Unified School District is recognized for its commitment to the optimum development of each learner and to the belief that all students can learn. Students acquire basic skills and develop their own special capabilities. The District provides a strong and balanced instructional program with a major emphasis on academics. The elected Board of Trustees has a clear vision as to the attributes of quality education and is committed to continuous dialogue with parents, staff, and the community to ensure that continuous improvement is a reality in Rocklin Unified. These Trustees individually and collectively are open and responsive to the needs of all students. Meaningful involvement of employees and parents is highly valued by the District. Advisory committees are encouraged and active at all levels of the operation.

#### Our Students...

The Rocklin Unified School district serves approximately 11,606 students from Transitional Kindergarten through twelfth grade. As displayed on the California School Dashboard in fall of 2024, 21.7% are socioeconomically disadvantaged, 5.6% are English Learners, and 0.2% are Foster Youth. Through the engagement of educational partners and strategic planning throughout the district, actions and services have been implemented and monitored in order to meet and exceed the needs of all student groups academically, behaviorally, socially, and emotionally. With the three LCAP goals focusing efforts on academic excellence, tiered support systems, safety, and adult professional capacity, students in Rocklin graduate college and career ready.

#### Our Staff...

The Rocklin Unified School District is served by a five member Board of Trustees and led by a Superintendent and a cabinet consisting of one Deputy Superintendent of Business and Operations, an Associate Superintendent of Elementary Education and Education Services, an Associate Superintendent of Secondary Education and Education Services, an Associate Superintendent of Human Resources, a Senior Director of Facilities, Maintenance and Operations, a Chief Technology Officer, a Director of Special Education and Support Programs, and a Chief of Communications and Community Engagement. Each elementary school has a principal. Both middle schools have a principal and assistant principal. Both high schools have a principal and three assistant principals. Victory High School has a principal who also serves as administrator to the Rocklin Alternative Education Center.

The teaching staff in Rocklin Unified is one of the finest in the state. The instructional staff has developed a challenging, innovative, and integrated curriculum which reflects the most advanced educational ideas. It is dedicated to addressing the unique needs of the District's students in order to prepare them for the twenty-first century. In addition to the classroom instructor, there is the complement of support staff that includes resource specialists, counselors, psychologists, behavior specialists, a mental health specialist, behaviorists, secretaries,

clerks, a librarian, library aides, nutrition services personnel, bus drivers, maintenance staff, custodians, a district nurse, licensed vocational nurses, health aides, interpreters, instructional assistants, behavior aides, noon duties, crossing guards, and computer technicians.

## Reflections: Annual Performance

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

### GREATEST AREAS OF STRENGTH

The 2025 Dashboard provides each district, school, and student group with performance colors (blue, green, yellow, orange, red) on a gauge/dial, with blue indicating the highest performance and red indicating the lowest. Performance colors are determined based on a combination of “status” (current year performance) and “change” (current year performance compared with prior year performance). Based on a review of performance on the California Dashboard state indicators most recently published in the December 2025 Dashboard, RUSD is most proud of the following:

- RUSD student performance was High (Green) on 4 state academic performance indicators, including English Language Arts (ELA), Mathematics, Science, and English Learner Progress.
- For English Language Arts, Mathematics, and Science indicators, performance for student groups was all, or almost all, High (Green) and Very High (Blue) at the following schools with 3 or more numerically significant student groups: Breen, Cobblestone, Quarry Trail, Sierra, Sunset Ranch, Valley View, and Granite Oaks.
- RUSD continues to have the highest graduation rate in the region. “All Student” performance was “Very High” (Blue) on the Graduation Rate Indicator.
- Graduation rate was Very High (Blue) and High (Green) at the District level for all students and 7 of 9 numerically significant student groups.
- “All Student” performance was Very High (Blue) for the Graduation Rate Indicator at Rocklin High and Whitney High. Rocklin High had High (Green) and Very High (Blue) performance levels for 5 of 5 numerically significant student groups. Whitney High had High (Green) and Very High (Blue) performance levels for 6 of 6 numerically significant student groups.
- For the College/Career Indicator, “All Student” performance was Very High (Blue) for RUSD. Rocklin High and Whitney High both had “All Student” performance of Very High (Blue), and performance for student groups was all, or almost all, High (Green) and Very High (Blue) at Whitney High School. Whitney High School had 4 of 6 student groups in High (Green) or Very High (Blue), while Rocklin High School had 2 of 6 student groups in Very High (Blue).
- The Chronic Absenteeism Indicator reflects a continued decrease in chronically absent students in grades TK–8. Last year, chronic absenteeism decreased an additional 0.4%, with a current status of 7.8% of TK–8 students being chronically absent.
- The English Learner Progress Indicator, which represents English learner progress on the English Language Proficiency Assessments for California (ELPAC), shows RUSD in the High (Green) performance level, with 64.1% making progress. This represents a 6.8% increase over 2024 performance and a 9.5% increase over the last two years. Long-term English learners are also showing strong improvement, with 62.9% making progress, representing a 5.4% increase over 2024 performance.

The achievement gap continues to persist; however, Reclassified Fluent English Proficient students performed similarly to English-only students in both ELA and mathematics. For the English Language Arts and Mathematics indicators, performance for Reclassified English learners was at the High level. Students with disabilities (SWDs), who comprise approximately 953 students, or 16% of test takers, continued to make gains in ELA and maintained progress in Mathematics. Socioeconomically disadvantaged students (SED), who comprise 1,552

students, or 27% of test takers, showed significant progress in both Mathematics and ELA.

During the 2025-26 school year, RUSD's educational partners, including students, families, and staff, identified the following as areas of greatest success:

- Teachers and staff are highly effective.
- Student and parent perception of safety at school is high.
- Students and families have access to materials and technology.
- Parents/guardians report students are connected to school.
- Students believe staff will respond to behavioral incidents.
- Schools encourage active partnerships with parents in education.
- Facilities are in good repair.

Greatest progress as identified by 2025-26 LCAP outcomes are as follows:

- Math Improvement (LCAP Goal 1) - At the inception of this goal four years ago, RUSD anticipated a multi-phased improvement plan spanning 5–7 years. The work began with the development of a shared vision and identification of high-leverage areas for improvement through the use of a continuous improvement model. In 2021–22, the first year of this goal, the District utilized the continuous improvement model to conduct a systems investigation through a district math steering committee. The second year of implementation focused on identified high-leverage areas, including the development and refinement of intervention structures, as well as the use of evidence-based practices in intervention settings to close achievement gaps. The third year (2023–24) deepened the district's focus on professional development for Tier I instructional strategies and the addition of supplemental, research-based instructional strategies/programs (i.e., Building Fact Fluency and Building Thinking Classrooms). The fourth year (2024–25) prioritized professional development focused on building number sense (grades K–2), fractions and decimals (grades 3–6), Building Thinking Classrooms, and lesson study to improve fraction instruction and student outcomes (grades 3–5). Additionally, professional learning opportunities in these focus areas were extended to Special Education teachers and instructional aides through collaboration between math and Special Education instructional coaches. In the fifth year (2025–26), teachers continued the implementation of research-based instructional strategies. Elementary and secondary math common assessments were refined, including alignment to curriculum, revised common assessments, and CAASPP preparedness. RUSD remains High on the CA Dashboard for the “All Student” group. On the Measures of Academic Progress (MAP) assessment, socioeconomically disadvantaged students, students with disabilities, and English learner students met or exceeded Year 1 expected outcomes by increasing the percent (%) of students meeting or exceeding math standards.
- Social-emotional and Behavioral Supports (LCAP Goal 2) - In 2025–26, RUSD demonstrated measurable progress on key indicators aligned with Goal 2. The percentage of parents/guardians agreeing or strongly agreeing that their student feels safe at school remained high at 92.9%, sustaining a significant increase (+7.1%) from the inception of the goal five years ago. Suspension rates decreased overall from baseline levels for several student groups, including English learners (down from 3.5% to 2.6%), socioeconomically disadvantaged students (down from 5.3% to 4.1%), and students experiencing homelessness (down from 9.9% to 6.6%), while foster youth suspensions increased slightly (from 8.7% to 9.4%). Staff perceptions of well-functioning MTSS systems decreased from Year 1 but remain above baseline levels, with 68.3% of staff agreeing or strongly agreeing that their site has a well-functioning MTSS in behavior (up from 67.9% at baseline, but down from 75.8% in Year 1) and 79.6% reporting a well-functioning MTSS in social-emotional wellness (up from 74.6% at baseline, but equal to 79.6% in Year 1). The California Healthy Kids Survey reflected early signs of improvement in student wellness, with reductions in reported chronic sadness for 5th, 6th, 7th, and 11th

graders and increases in optimism across all grade levels surveyed. Additionally, “Breaking Down the Walls” or “Every 15 Minutes” were successfully implemented at five secondary schools to build empathy and connection. The Parent University Series was not implemented during the 2025-26 school year due to low engagement during spring 2025. This series will be brought back during the 2026-28 school year. Although continued work is needed to meet long-term targets, these outcomes indicate progress in establishing supportive systems that foster student safety, connectedness, and well-being.

- College & Career Readiness (within LCAP Goal 3: Maintenance of Programs) - In the 2025–26 LCAP, Goal 3 reflects a maintenance of progress goal; therefore, significant change was not anticipated. However, between spring 2023 and spring 2025, RUSD demonstrated growth across multiple College and Career Readiness indicators. The percentage of 12th-grade students completing a CTE pathway increased from 30.9% to 39.4%, and the College and Career Indicator increased from 62.6% to 73.6%. Graduation rates remained strong, increasing from 94.7% to 97.5% (Very High performance), with socioeconomically disadvantaged students improving from 87.8% (Medium) to 94.5% (High). Additionally, AP enrollment increased for all student groups, with the percentage of socioeconomically disadvantaged students enrolled in AP courses rising from 22.1% to 25.6%, and the total number of AP tests taken increasing from 1,808 to 2,193. The English Learner Progress Indicator improved from 54.5% (Low) to 64.1% (High). Over the past five years, RUSD has experienced a 19% increase in English learner enrollment (totaling 610 students in fall 2025) and proactively added staff to meet student needs. The district launched its 4th Annual Back to School Fair for English learner students, students experiencing homelessness, and foster youth, providing school supplies, hygiene kits, technology, books, connections with community organizations, and translation support for Aeries Data Confirmation.

RUSD will continue to build on this progress by maintaining actions aligned to Dashboard and local indicators within Goal 3, while enhancing efforts in three key areas: early literacy, attendance, and meeting the unique learning needs of students (including English learners and students with disabilities). Additionally, college and career readiness will be added as an increased area of focus. Despite this progress, RUSD plans to refine the metrics used to measure success in this area and further examine how the district prepares students for college and career. Expanding Goal 3 to include this additional focus area will support stronger alignment of resources to student needs, sustain progress, and improve the monitoring of effectiveness over time.

## GREATEST AREAS OF NEED

Based on a review of performance on the California Dashboard state indicators most recently published in December 2025, RUSD identified the following areas of need:

- On the English Language Arts state indicator, students experiencing homelessness, students with disabilities, and African American students were in the Low (Orange) performance level, and long-term English learners were in the Very Low (Red) performance level.
- On the Mathematics state indicator, students with disabilities were in the Low (Orange) performance level, and long-term English learners and students experiencing homelessness were in the Very Low (Red) performance level.
- On the Science state indicator, students with disabilities and students experiencing homelessness were in the Low (Orange) performance level.
- On the Suspension state indicator, English learners, American Indian, and Pacific Islander student suspension rates were in the Low (Orange) performance level, and foster youth and African American student suspension rates were in the Very Low (Red) performance level.

- On the Chronic Absenteeism state indicator, students experiencing homelessness, students with disabilities, African American students, and Hispanic students were in the Low (Orange) performance level.
- RUSD remains in Differentiated Assistance because, on two state indicators, Chronic Absenteeism and Suspension, one numerically significant student group (students experiencing homelessness) received the lowest performance level of Very High (Red) on the 2024 Dashboard. If progress continues to improve in 2026, RUSD will no longer qualify for Differentiated Assistance.

Local interim metrics indicate overall progress in student achievement, but persistent achievement gaps remain for specific student groups. In English Language Arts (ELA), MAP assessment results for grades 3–8 show that four student groups demonstrated growth, one declined, and overall performance for all students increased slightly. Achievement gaps continue to be evident in both ELA and math when comparing student groups, including socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and students experiencing homelessness, to the “all student” group. Despite these gaps, five-year longitudinal data shows progress in narrowing some disparities. For example, from spring 2025 to spring 2026, the percentage of all students in grades 3–8 meeting or exceeding proficiency on the MAP math assessment declined slightly from 66.7% to 66.1%. During the same period, socioeconomically disadvantaged students improved slightly from 49.6% to 49.8%, students with disabilities declined from 33.3% to 28.7%, and English learners improved by 5%. When comparing current performance to the original 2020–21 LCAP baseline, students with disabilities increased by 1%, socioeconomically disadvantaged students increased by 19%, while English learners improved by 6%. Additionally, although College and Career Readiness (within LCAP Goal 3: Maintenance of Progress) was included in the annual progress review, RUSD will further examine how the district prepares students for college and career through a continuous improvement approach and will refine the metrics used to measure progress in this area. The 2026–27 LCAP will include an expanded area of focus within Goal 3 to better align resources to identified student needs, sustain areas of progress, and monitor effectiveness over time. Specific data indicating a need for this focused analysis include:

- the percentage of all students meeting UC/CSU A–G requirements decreased from 70.6% to 68.9%. During the same period, the percentage of socioeconomically disadvantaged students meeting A–G requirements decreased from 49.4% to 41.2%.
- A gap of 23.9% exists between the percentage of all students graduating and those meeting College/Career Indicator criteria on the CA Dashboard. This gap is more pronounced for student groups, including socioeconomically disadvantaged students (42.8%), English learners (63.0%), and students with disabilities (58.0%).
- socioeconomically disadvantaged students experience measurable gaps in academic outcomes and access to advanced and career technical education opportunities when compared to the all student group, including a 21.9% gap on the College/Career Indicator, a 15% gap in Advanced Placement (AP) course enrollment, and a 17.1% gap in CTE pathway completion.

During the 2025–26 school year, RUSD's educational partners, including students, families, and staff, identified the following as areas of greatest need:

- Early literacy/phonics.
- Student connectedness.
- Supporting students with high behavioral needs.
- Systematic access to Tier II interventions.
- Derogatory language, cyber-bullying and online safety.
- Meaningful participation and academic choice.
- College and career readiness

(Note: This section will remain static for the 2024-27 LCAP cycle. Progress towards 2023 Dashboard outcomes are represented below.) The state indicators for which performance for any student group was in the Very Low (Red) performance level at the District or school level include Academic (ELA and math), Chronic Absenteeism, Suspensions and College/Career indicators. Performance levels in the Very Low (Red) range did not exist for the Graduation rate indicator on the 2023 CA Dashboard.

- On the English Language Arts and mathematics state indicators, students with disabilities were Very Low (Red) at Granite Oaks Middle School. (Addressed in Actions 1.1 and 3.4)
- On the Chronic Absenteeism state indicator, socio-economically disadvantaged students and students with two or more races were Very Low (Red) at Parker Whitney Elementary. English learners were Very Low (Red) at Rock Creek Elementary. At Ruhkala Elementary, the "all student," Hispanic, and socio-economically disadvantaged student groups were Very Low (Red). Socio-economically disadvantaged students were Very Low (Red) at Valley View Elementary. Hispanic students were Very Low (Red) at Spring View Middle School. (Addressed in Action 3.3)
- On the Suspension rate state indicator, American Indian, foster youth and students experiencing homelessness were Very Low (Red) at the District level. English learners, socio-economically disadvantaged students, students with disabilities, and students who are white or in the two or more races student groups were Very Low (Red) at Rock Creek Elementary. Socio-economically disadvantaged students were Very Low (Red) at Spring View Middle School. At Whitney High School, English learners and students with disabilities were Very Low (Red). (Addressed in Actions 2.2 and 2.3)
- On the College/Career state indicator, students with disabilities were Very Low at the District level, Rocklin High School, and Whitney High School. At Victory High School, the "all student," Hispanic, and socio-economically disadvantaged student groups, and students who are white were Very Low. (Addressed in Actions 1.1 and 3.4)

#### Progress Towards Addressing 2023 California Dashboard

Significant progress was achieved across multiple state indicators from the 2023 to the 2025 Dashboard, moving several student groups out of the Very Low (Red) performance level.

- For English Language Arts and Mathematics, Granite Oaks Middle School initially saw students with disabilities improve from Very Low (Red) in 2023 to Medium (Yellow) in 2024, however this student group returned to Very Low (Red) in 2025.
- For Chronic Absenteeism, Parker Whitney Elementary's socio-economically disadvantaged students moved from Very Low (Red) to Medium (Yellow), and students with two or more races improved to Medium (Yellow). At Rock Creek Elementary, English learners advanced to High (Orange). Ruhkala Elementary showed broad improvement: "all students" went from Very Low (Red) to High (Green), Hispanic students to Low (Orange), and socio-economically disadvantaged students to High (Green). Valley View Elementary's socio-economically disadvantaged students improved to High (Orange). Spring View Middle School, initially saw Hispanic students improve from Very Low (Red) in 2023 to Medium (Yellow) in 2024, however this student group returned to Very Low (Red) in 2025.
- For Suspension Rate, at the District level, foster youth initially improved from Very High (Red) in 2023 to Low (Green) in 2024, however this student group returned to Very High (Red) in 2025. American Indian students improved to Medium (Orange). Students experiencing homelessness went from Very High (Red) to Medium (Yellow). At Rock Creek Elementary, English learners advanced to Very Low (Blue), socio-economically disadvantaged students and students with disabilities advanced to Low (Green), while students who are white improved to Medium (Yellow). Spring View Middle School's socio-economically disadvantaged students initially made a significant jump to High (Green) in 2024, however this student group returned to High (Orange) in 2025. At Whitney High School, English learners improved to Low (Green) and students with disabilities improved to High (Orange).

- For College/Career, students with disabilities at the District level and Rocklin High School improved from Very Low (Red) to Medium (Yellow). At Whitney High School, students with disabilities improved from Very Low (Red) to High (Green). At Victory High School, white students initially advanced from Very Low (Red) to Low (Orange) in 2024, however this student group returned to Very High (Red) in 2025. Hispanic students and the socio-economically disadvantaged student group at Victory High School did not generate a performance color in 2025 due to having fewer than 30 students.

## ADDRESSING PERFORMANCE GAPS

To address the performance gaps identified above, RUSD’s current LCAP reflects a continuation of the prior three-year plan, representing five years of sustained focus on established goals, with ongoing refinement of actions to better meet student needs. Goal 1 continues to prioritize mathematics achievement, with an emphasis on improving outcomes for unduplicated student groups. Goal 2 sustains a TK–12 system of social-emotional and behavioral supports, including actions to reduce suspensions, expand access to mental health services, strengthen substance-use prevention efforts, and increase student connectedness. To maintain coherence across multiple state and local priorities while preserving a focused approach, Goal 3 remains primarily a maintenance of progress goal, with revisions to strengthen implementation and outcomes. This goal emphasizes continuous improvement in three key areas: (1) early literacy, (2) attendance, and (3) serving the unique learning needs of all students. Beginning in the 2026–27 school year, RUSD will expand Goal 3 to include an additional focus area: (4) College and Career Readiness, in order to more intentionally align resources, monitor progress, and address identified gaps in student preparedness for postsecondary opportunities.

RUSD annually reviews and updates its analysis of the California School Dashboard, LCAP outcomes, and educational partner perception data to guide continuous improvement. Based on the 2023 Dashboard, including areas where “all students” or particular student groups at the district or school-site level received a Very Low (Red) performance level, along with LCAP outcomes and input from educational partners, RUSD identified the following needs and next steps to strengthen student outcomes and close performance gaps:

### Goal 1 (Mathematics)

- Improve math outcomes for all students and decrease gaps for socio-economically disadvantaged students, students living in homelessness, students with disabilities, English learners, foster youth, African American students, and Pacific Islander students.
- Continue and improve targeted intervention/extensions and choice, with specific focus on mathematics.
- Improve and increase direct services and supports for students experiencing homelessness, foster youth and English learners.

To address the identified needs for Goal 1, RUSD will:

- Provide professional learning on Tier I mathematics curriculum and instructional strategies to all elementary and middle school teachers (Actions 1.1, 1.2 and 1.7).
- Identify and implement common course specific essential skills or common assessments in all secondary math courses (Action 1.3).
- Continue intervention, every day math and credit recovery options, with a focus on mathematics (Action 1.1).
- Provide professional learning for EL cohort teachers in high-leverage practices for English learner students (Action 1.7).
- Improve and implement targeted tutoring services for students experiencing homelessness, foster youth and English learners (Action 1.6).

### Goal 2 (Social-emotional, Mental Health and Behavioral Supports)

- Decrease suspension and chronic absenteeism rates for all student groups, including American Indian, foster youth and students experiencing homelessness, socio-economically disadvantaged students, English learners, students with disabilities, and students who are white or two or more races.
- Decrease negative peer interactions, including instances of bullying and derogatory language.
- Increase student connectedness and engagement.
- Continue and increase behavior and mental health supports, substance abuse prevention resources, and parent education/information.
- Increase Tier III behavior support services.

To address the identified needs for Goal 2, RUSD will:

- Implement and refine referral processes and associated professional development in order to target behavioral and social-emotional interventions for students, with priority access given to unduplicated students (Action 2.3).
- Increase personnel and resources (including curriculum) at sites to implement behavioral and social-emotional multi-tiered system of supports (Action 2.2).
- Implement a family education series to increase partnerships and communication between school and home related to social-emotional and behavioral topics (Action 2.8).
- Expand the current bullying-prevention program and digital citizenship lessons (Action 2.6).
- Extend behavioral support frameworks to high schools, focusing on reducing the disproportionately high number of referrals and suspensions among unduplicated pupils (Action 2.2).
- Sustain Behavior Analyst positions and behavior support assistants to serve unduplicated students (Action 2.3).
- Increase training and coaching for Tier II/III PBIS teams (Action 2.3).

Goal 3 (Maintain and Enhance District and State Priorities):

- Improve ELA for all students and decrease gaps for students with disabilities, students experiencing homelessness, socio-economically disadvantaged students, English learners, and African American students.
- Improve students meeting College and Career Readiness and decrease gaps for English learners, students experiencing homelessness, students with disabilities, socio-economically disadvantaged students, and students who are African American, Filipino, Hispanic, two or more races, and white.
- Decrease chronic absenteeism rates for all student groups, including socio-economically disadvantaged students, English Learners, students with two or more races, and Hispanic students.
- Continue to provide high-quality, relevant professional learning opportunities and meaningful collaboration for all staff with a focus on behavior support, trauma, social-emotional learning, mental health, early literacy skills, and English language development.
- Continue credit recovery options for students.
- Maintain/enhance CTE Pathways.
- Maintain access to technology for unduplicated student groups.

To address the identified needs for Goal 3, RUSD will:

- Implement targeted attendance improvement strategies, including use of attendance data analytics dashboards to identify students at risk of chronic absenteeism and provide interventions (Action 3.3).

- Continue investing in high quality professional learning opportunities aligned to the District’s Professional Development plan (Action 3.1).
- Continue implementation of a multi-tiered system of support in English Language Arts, expand intervention options for unduplicated students, and implement early phonics-based ELA programs (Actions 3.4 and 3.5).
- Expand implementation of English Language Development, including supports for newcomer English learner youth, and increase connections between school and home through continued implementation of liaisons for English learner families (Actions 3.7, 3.8, and 3.9).
- Expand College/Career Readiness improvement efforts (credit recovery courses, summer school, additional intervention sections) to increase A-G percentages, CTE completers, and other College/Career readiness indicators for all students and decrease gaps for unduplicated students (Actions 3.6, 3.14, 3.15, 3.16, and 3.22).

The Rocklin Unified School District will spend the remaining Learning Recovery Emergency Block Grant (LREBG) funds over two years. Based on the needs assessment, which identified persistent achievement gaps and the need for targeted academic support for socioeconomically disadvantaged students, English learners, and students with disabilities, the district will implement additional instructional supports through a continuous improvement approach. To address this need, the district will utilize LREBG funds over a two-year period to support an instructional coach focused on Tier II interventions, including supports for students with disabilities, and to fund a portion of intervention instructional aide salaries. These supports will be embedded within the district’s Multi-Tiered System of Supports (MTSS), specifically within Action 1.1 (Academic Supports in Mathematics) and Action 3.4 (Academic Supports in English Language Arts), to strengthen Tier I instruction, enhance targeted Tier II/III interventions, and improve student outcomes.

## Reflections: Technical Assistance

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

On the 2024 CA School Dashboard, Rocklin Unified School District was identified for Differentiated Assistance based on the performance of students experiencing homelessness in Priority 5: Pupil Engagement (Graduated Rate, Chronic Absenteeism) and Priority 6: School Climate (Suspension Rate). District data indicated that students experiencing homelessness experienced significantly higher rates of chronic absenteeism and suspension than their peers, resulting in reduced access to instruction and increased risk for negative academic and long-term life outcomes.

In 2024-2025, District staff engaged in ongoing collaboration and coaching with Placer County Office of Education partners to examine root causes, review implementation data, and develop targeted improvement strategies. The district implemented four primary improvement strategies focused on strengthening systems of support for students experiencing homeless:

Students experiencing homelessness were added as a standing agenda item during monthly Tier II Intervention Team meetings to ensure regular review of attendance, behavior, and academic concerns to facilitate timely connection to supports.

Transition processes between elementary and middle school and between middle and high school were strengthened to improve communication regarding student needs and ensure continuity of services.

To further strengthen our support systems, site administrators proactively analyze historical attendance and suspension data to establish positive connections and implement individualized supports for students experiencing homelessness at the start of the school year.

High school assistant principals and counselors received retraining regarding expectations for monitoring, supporting, and connecting students experiencing homelessness to available services and interventions.

Throughout Year 1 (2024-25), implementation was monitored by reviewing running agendas for Tier II intervention meetings to ensure students experiencing homelessness were discussed at least monthly. Progress was tracked through the use of transition documents for students moving from 6th to 7th grade and the facilitation of transition meetings by high school assistant principals for those students entering 9th grade. Furthermore, the District data team monitored implementation by analyzing suspension and chronic absenteeism data from the 2024-2025 school year to provide sites with specific student lists for immediate support. District leads collaborated with site administrators and counselors to assess consistency, identifying a need for additional training on definitions, identification, and resource allocation. The 2025 Dashboard data showed improvement for these student groups. Evidence suggests improved systems for identifying and monitoring students experiencing homelessness and increased collaboration among staff responsible for supporting these students. Sites utilized individualized student lists to link those with prior suspendable offenses or chronic absenteeism to supports at the start of the 2025-26 school year. Communication during school transitions improved through the use of adapted templates and the sharing of intervention information. Additionally, the District strengthened staff awareness by providing role-specific retraining for high school assistant principals and counselors.

Based on Year 1 findings, the district will continue refining its systems to increase consistency across all sites. Future efforts will focus on strengthening accountability for Tier II intervention processes by following up with sites that have not yet documented student discussions in meeting agendas. The District will enhance real time monitoring of attendance and discipline data utilizing our data analytics tool. The District also plans to calibrate suspension codes and discipline practices districtwide to ensure consistency and a focus on prevention. Other key initiatives include implementing an Integrated Systems Framework, continuing attendance improvement work, and expanding sustainable staff training in regards to supporting youth experiencing homelessness with the training being tailored to specific staff roles. These adjustments are intended to further reduce chronic absenteeism and suspensions.

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Councils (includes Principals, parents/guardians, teachers, students and other school personnel)	How: Site principals presented and gathered input via survey. When: Various dates between January and March 2026
Site Faculty (includes teachers, other school personnel and administrators)	How: The Educational Services team and site principals presented at professional development days and staff meetings and gathered input. When: Various dates between August 2025 and April 2026
Students - California Healthy Kids Survey	How: Grades 5, 6, 7, 8, 9, and 11 completed the survey. There were 4,230 student responses. When: December 2025
Students	How: Superintendent, directors, principals, and teachers engaged with students around school connectedness, learning, and fairness at select elementary (1), middle (1) and high school sites (2). 2025-26 Schools: Antelope Creek and Breen Elementary Schools, Granite Oaks Middle School, Whitney and Victory High School; Student Board Representatives - Presentation, discussion, and consultation When: Various dates throughout the 2025-26 school year
Parent/Guardian	How: District survey via email with 1,294 responses. When: January 2026
Staff	How: District survey via email with 449 responses. When: January 2026
Foster and Homeless Youth Advisory Committee (includes site and district administrators, parents/guardians, and certificated, classified, and clerical staff)	How: Consultation and discussion. When: April 16, 2026

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (includes parents/guardians of English learner students)	How: Consultation and discussion. The draft LCAP was presented to the District English Learner Advisory Committee during the May meeting. No additional input was received requiring the Superintendent to respond in writing. When: September 2025, February and April 2026
District Leadership Team (includes site and district administrators)	How: Consultation, discussion, and survey. The draft LCAP was presented to the District Leadership Team during the May meeting. When: Various dates between September 2025 and May 2026
LCAP Parent/Guardian Advisory Committee (includes current parents/guardians and parents representing unduplicated student groups)	How: Consultation, discussion, and survey. The draft LCAP was presented to the Parent/Guardian Advisory Committee during the April meeting. No additional input was received requiring the Superintendent to respond in writing. When: January 2026, February 2026, April 2026
LCAP Staff Committee (includes representatives from RTPA/CSEA, site and district administrators, teachers and other school personnel)	How: Consultation, discussion, and survey. The draft LCAP was presented to the Staff Advisory Committee during the April meeting. When: January 2026, February 2026, April 2026
SELPA	How: Consultation and discussion. When: February 2026
Board of Trustees	How: Presentation, discussion, and approval. When: Various dates throughout the 2025-26 school year
	The LCAP was presented for Public Hearing at the regularly scheduled Board of Trustees meeting on May 2, 2026. Superintendent Roger Stock responded to public comments and questions in writing before the LCAP was presented to the Board of Trustees for approval on June 10, 2026.

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

Engaging educational partners is an integral part of the RUSD LCAP development process, and Rocklin Unified School District has continued to gather valued input from key educational partners. The process for soliciting educational partner input included a variety of methods, such as meetings, online surveys, and public feedback via phone, email, and School Board meeting comments. This feedback has been used to develop programs and meet the needs of students, including informing the drafting of the Local Control and Accountability Plan, which will position RUSD to continue as a leader in educational excellence and guide efforts to make progress in closing achievement gaps. RUSD consulted with the educational partners listed above as part of the planning process in the development of the 2026–27 LCAP. (Note: engagement prior to the 2024–25 school year is not included; however, it was used in the development of the LCAP.)

Feedback from educational partners was gathered and analyzed to identify ideas and overarching trends. The goals, actions, services,

expenditures, and metrics within the LCAP are informed by input from students, families, staff, and community members, including representative members of unduplicated student groups (socioeconomically disadvantaged students, foster youth, and English learners). The needs below provide a summary of this input.

Parents/Guardians expressed the following needs:

- continued high expectations in all areas in RUSD (academics, standards-aligned instruction, social-emotional competencies, climate and culture, safety, facilities, enrichment opportunities)
- continued social-emotional and mental health support for students
- continued opportunities for student collaboration and choice in learning
- expanded access to rigorous college and career readiness opportunities, including equitable access to honors, AP, CTE, and dual enrollment courses
- continued opportunities for family engagement, including parent/guardian education (and consideration of how to reduce barriers for participation for all families)
- access to academic, social-emotional, and behavior interventions, especially for unduplicated student groups
- increased communication regarding available services and supports (MTSS models), specifically academic, social-emotional, and behavioral interventions

Staff expressed the following needs:

- ongoing and increased access to behavior support personnel and interventions, especially for students displaying Tier III level behaviors
- continued district-wide focus and cohesion across sites and grade spans
- ongoing collaboration across grade levels and departments, including horizontal and vertical alignment, sharing of best practices, and use of data to guide discussions
- ongoing professional development aligned to the District Professional Development Plan, with time for collaboration and opportunities for choice
- ongoing access to social-emotional and behavioral supports for students
- access to academic, social-emotional, and behavioral interventions, especially for unduplicated student groups
- increased communication regarding district-wide programs, assessments, opportunities, and events

Students expressed the following perceptions and experiences during student forums (held in winter 2025-26):

- high levels of connection to adults and peers at school, and a desire to expand connection opportunities to include non-sport clubs and school-wide events
- high levels of physical safety
- physical security, emotional well-being, and consistent safety drills contribute to an overall sense of safety
- appreciation for the accessibility of teachers, particularly in mathematics, and a desire for more opportunities for collaborative learning and differentiated pacing
- acknowledgment that positive and healthy staff-to-student and peer-to-peer relationships contribute to safe, respectful school cultures

Parents/Guardians and staff representative of our unduplicated student groups (English Learners, Foster Youth, Socioeconomically Disadvantaged) expressed the following needs:

- ongoing, varied communication between school and home
- increased direct outreach to parents/guardians regarding available services and supports
- sustained access to high-quality educational programs, including core instruction and interventions
- ongoing access to basic education-related services, including internet access and student devices
- increased access to targeted supports for students (i.e., tutoring, English Language Development, mental health services)
- increased awareness of social-emotional needs and access to student social-emotional supports, especially for newcomer English learner students
- increased professional development for staff on trauma-informed practices

Overarching Themes:

Mathematics achievement and growth

Feedback from all educational partners underscored the need for a sustained focus on improving mathematics achievement. While educators and parents/guardians recognized RUSD's comparatively strong overall performance, they also pointed to ongoing challenges, including persistent achievement gaps among student groups such as socioeconomically disadvantaged students, students experiencing homelessness, African American students, and students with disabilities. Recommendations included continuing the use of high-leverage practices at targeted grade levels where they have shown a positive impact, expanding professional development for all elementary teachers in Tier I math instructional strategies, providing training for Integrated I and II teachers, and maintaining intervention programs in grades 1–8 and Everyday Mathematics classes at the high school level.

Social-emotional and behavioral supports and services

Across all educational partners, the most prominent overarching theme was the continued need for expanded and streamlined social-emotional and behavioral supports for students. Feedback emphasized improving communication to students and families about available resources and strengthening referral systems to ensure timely access to services. Educational partners consistently highlighted the importance of sustaining behavior services for students and providing staff with professional development in areas such as teaching behavior skills, restorative practices, and trauma-informed approaches. Staff specifically stressed the need to maintain RUSD's investment in support personnel with expertise in behavioral interventions. Feedback pointed to the importance of integrating social-emotional practices into daily instruction, rather than delivering isolated social-emotional lessons, and ensuring targeted interventions for students who need additional support. There was also a clear call to enhance the identification of students requiring social-emotional support through a robust referral process and to provide staff with ongoing training in implementing social-emotional curricula, integrating social-emotional skills, and delivering interventions. Specific behavioral priorities included continuing to strengthen tiered supports through Positive Behavior Interventions and Supports (PBIS), improving family communication to reinforce skills at home, and expanding interventions for students demonstrating Tier III behavioral needs.

Focus, cohesion and communication

The need to focus the District and build cohesion across programs and school sites emerged as a key theme in many advisory sessions. Educational partners linked this theme to several priorities: (1) maintaining strong connections between District and site-level goals, (2) improving communication to families and staff about District programs, (3) providing focused professional development to ensure programs

are implemented with fidelity, and (4) establishing accountability for making progress and evaluating the effectiveness of interventions. Additional feedback emphasized the importance of measuring the impact of TK–12 programs and developing more efficient and effective ways to assess student learning and growth. Staff also highlighted the need to narrow the District’s annual focus and ensure professional development is aligned to these targeted priorities.

### Student Connectedness and School Culture

Educational partners, including students, identified improving student connectedness as a key need. Staff and parents/guardians emphasized the importance of addressing learning gaps, reducing disproportionate suspension rates, and closing gaps in students’ school experiences. Feedback supported continuing trauma-informed training for staff, as well as expanding parent/guardian outreach and education. Students specifically highlighted the need for more education for both students and staff about bullying and the use of derogatory language or hate speech targeting individual or group characteristics. They also expressed a desire for more opportunities, both during the school day and through extracurricular activities, to connect with peers outside their usual social circles.

RUSD remains committed to including educational partners in the development and refinement of the LCAP. During this LCAP revision, educational partner input significantly influenced the plan, from decisions about goal areas to decisions about specific services.

Goal 1: Educational partners emphasized the importance of sustaining focus in mathematics and deepening implementation by expanding successful instructional pilots (i.e., Building Thinking Classrooms) into broader districtwide practices, while embedding these approaches into other content areas over time. Therefore, Goal 1 will remain unchanged and will reflect only slight revisions to actions.

- Continue implementation of MTSS with an academic focus, using math as a foundation for aligned instructional strategies (Identified by parents/guardians, staff; Action 1.1)
- Sustain professional development aligned to the District’s comprehensive plan, with an emphasis on instructional coherence, student discourse, and the use of math to support instructional shifts in other content areas (Identified by staff; Action 1.2)
- Maintain districtwide data system, eduClimber, and provide training to ensure educators can make data-informed decisions (Identified by all educational partners; Action 1.4)
- Continue targeted tutoring for unduplicated students in math and ELA (Identified by parents/guardians and staff of unduplicated students; Action 1.6)
- Increase collaborative time for site-based and cross-site PLCs (Identified by staff and students; Actions 1.2, 1.3, 1.4)
- Sustain K–12 professional development efforts that support evidence-based instruction (Identified by staff; Actions 1.2, 3.1)

Goal 2: This goal continues as a direct result of educational partner input identifying the need for sustained behavioral and social-emotional supports for students, while also acknowledging the need for increased access to mental health supports and student connectedness. The actions in this goal build on the successful programs already established in RUSD and expand these efforts by ensuring each school has a robust system of social-emotional and behavioral support services available at the Tier I (services and instruction for all students), Tier II (intervention or small group services), and Tier III (individualized services) levels.

- Maintain counseling positions across all elementary and secondary schools, ensuring access to SEL support for all students, including 1:1 and group interventions (Identified by parents/guardians, students, and staff; Action 2.1)
- Expand schoolwide social-emotional learning (SEL) and Positive Behavior Interventions and Supports (PBIS) implementation, ensuring each site has the capacity to provide Tier I, Tier II, and Tier III supports (Identified by staff and families; Action 2.2)

- Expand behavior support staff districtwide and behavior response teams at elementary sites to ensure every school has trained personnel to support behavioral emergencies (Identified by staff, administrators, and families of students with Tier III needs; Action 2.3)
- Continue Parent University sessions and family engagement workshops, with a focus on removing barriers to participation and meeting the needs of all families (Identified by parents/guardians and unduplicated student families; Action 2.10)

Goal 3: To sustain successful LCAP actions across various state and district priorities while maintaining focus and cohesion, educational partners expressed strong support for keeping Goal 3 as a maintenance goal, with the understanding that some areas require targeted enhancements. Based on educational partner feedback, the District will engage in continuous improvement in four key areas under Goal 3: (1) college and career readiness, (2) early literacy, (3) attendance, and (4) meeting the unique learning needs of all students. Educational partners and Education Services staff will evaluate progress in these enhanced focus areas each year and will adjust the goal as needed once sufficient progress is achieved. Reflecting this feedback, Goal 3 will remain a broad goal.

#### Continuing LCAP Actions

Based on educational partner input (including parents/guardians, staff, and students), analysis of California School Dashboard outcomes, and other local measures, it is clear that many of the 2025–26 LCAP actions are aligned to identified needs. Continued implementation and revision to increase positive outcomes for students is planned for 2026–27. Examples of continuing actions that are specifically affirmed by educational partners include:

- Maintain alignment of elementary math assessments with grade reporting periods to better measure, communicate, and support math instruction, while continuing to implement MTSS in academic areas and providing schools with funding for materials and instructional aides to deliver interventions and supports (Actions 1.1, 3.4, 3.6)
- Professional development (PD) for staff based on the comprehensive PD plan, expanded to include Artificial Intelligence (Actions 1.2, 1.7, 3.1)
- Transportation services for students in need (socioeconomically disadvantaged students, students experiencing homelessness, and foster youth) (Actions 3.18, 3.19)
- Outreach to elicit feedback from students, staff, families, and community partners (Actions 3.21, 3.23)
- Implementation of Social-Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS), while expanding staff capacity to deliver effective Tier II and Tier III interventions (Actions 2.2, 2.3)
- Elementary counselors to provide 1:1 counseling, small group interventions, and classroom-wide presentations (Action 2.1)
- Implementation of multiple Parent University sessions annually, while continuing family nights and parenting classes (Action 2.10)
- English Language Development (integrated and designated) – Feedback emphasized maintaining support personnel to deliver Designated English Language Development (ELD) and assist newcomer English learner students, providing continued support for TK–1st grade teachers to deliver integrated and designated ELD, maintaining bilingual instructional aide staffing, continuing professional development for teachers on best practices to meet the needs of English learners during core instruction, and maintaining family liaison outreach to better engage English learner families (Actions 1.7, 3.7, 3.8, 3.9)
- Newcomer English learner support – Feedback emphasized the importance of continuing support for students new to the country by implementing a welcome/intake interview during or shortly after enrollment, ensuring access to Tier II and Tier III social-emotional and behavioral (SEB) interventions as needed, maintaining access to technology at secondary schools, and providing professional learning and support for classroom teachers and school staff (Actions 3.8, 3.9)

- Phonemic Awareness/Phonics Instruction – Based on feedback from staff and parents/guardians, supplemental instructional programs and practices aligned to the science of reading will continue in all K–2 classrooms to support phonemic awareness, phonics, vocabulary, fluency, and comprehension (Action 3.5)

#### Changing/Expanding LCAP Actions

As a result of feedback, including parent/guardian and staff survey results, the following services identified in the 2025–26 LCAP will be expanded or enhanced:

- Credit recovery - Based on an analysis of credit recovery programs, a more focused set of options will be offered. RUSD will continue to provide summer school credit recovery and maintain Victory High School (Action 3.14)
- Tutoring services - Expand and increase tutoring options before, during, and after the school day for unduplicated students, including socioeconomically disadvantaged students, English learners, and foster youth (Action 1.6)
- Tier II/III Social-emotional and Behavioral Supports - Feedback emphasized the need to increase support staff positions on Behavior Response Teams, ensure all schools have a multidisciplinary implementation team to identify and monitor students needing Tier II and III supports, explore a classroom-based intervention pilot to strengthen PBIS practices, and increase substance use prevention resources and interventions on secondary campuses (Action 2.3)
- College and Career Readiness - Historical data and feedback indicate a need to engage in a continuous improvement process to strengthen college and career readiness systems. The district will investigate emerging strands, including achievement gaps, key transition points in the K–12 continuum, 21st century skills, modern pathways, guidance and advising systems, AI literacy, data systems, graduate readiness, and early foundations (Action 3.15)
- Elimination of barriers to college access - Feedback included utilizing College & Career Technicians to identify and eliminate barriers for target student groups (Action 3.15)
- Attendance improvement - Feedback emphasized improving communication with families about the importance of attendance and continued use of attendance data to target interventions and incentives (Action 3.3)
- Data system to progress monitor programs (eduClimber) - Feedback emphasized maintaining a clear data system to identify successes, gaps, and inequities, as well as expanding professional development for staff on its use (Action 1.4)

#### Metrics

Feedback from educational partners emphasized the importance of continuing to disaggregate metrics by student group to increase transparency around gaps in student achievement and survey data. As a result, metrics across all goal areas will continue to be disaggregated to the greatest extent possible, including for socioeconomically disadvantaged students, English learners, foster youth, and students experiencing homelessness. Additionally, some educational partners requested that growth measures for academic achievement be maintained to more accurately reflect year-to-year changes in student performance.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	RUSD will promote the math achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness, by implementing high-leverage practices to improve student outcomes.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

At the inception of Goal 1 (Math Improvement) four years ago, RUSD anticipated improvement in mathematics to take many years. The focus in the first year (2021-22) was on shifting the district towards a continuous improvement model and completing a systems investigation in mathematics. The second year of implementation (2022-23) focused on strengthening intervention strategies to close achievement gaps. The third year (2023-24) deepened the district's focus to professional development for Tier I instructional strategies and adding supplemental, research-based instructional strategies/programs (ie, Building Fact Fluency and Building Thinking Classrooms). The fourth year (2024–25) deepened the district’s focus on strengthening Tier I instruction through targeted professional development and the implementation of lesson study. The fifth year (2025–26) focused on sustaining implementation of these strategies and practices to ensure consistency and long-term impact across all schools.

Analysis of student data from the prior 3-year LCAP cycle, specifically California Assessment of Student Performance and Progress (CAASPP) scores from the spring 2024 assessment, indicate high overall results for all students in math. RUSD remains high on the CA Dashboard. Student groups, including socio-economically disadvantaged students, students with disabilities and English Learner students, met or exceeded year 3 expected outcomes by increasing the percent (%) of students meeting/exceeding Math standards on the Measures of Academic Progress (MAP) assessment. Additionally, the % of English Learner students who passed Integrated I increased 16% and the % of students with disabilities who passed Integrated II increased 30%. Additionally, work was completed to create standards aligned math universal screeners for K-6th grade and common assessments for Integrated I. Feedback from teachers was and will continue to be used for future implementation. Performance gaps for student groups exist, specifically for socioeconomically disadvantaged students, students experiencing homelessness, students with disabilities, current English learners, African American students, Hispanic students, American Indian students and Pacific Islander students. Local indicators, including the MAP assessment, also showed students missing yearly growth targets.

In order to build upon the progress over the prior 3-year LCAP, RUSD remains committed to a broad mathematics goal, which allows for focused attention on mathematics, but also allows for multiple points of data to track and show growth. Additionally, input across all LCAP

educational partner groups identified math and math supports as an overarching theme (see Engaging Educational Partners section above). This goal is written as a broad goal with the intention of raising student achievement of all students and closing performance gaps.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), TOM (Students of two or more races), and NT (Non-traditional School Site, Victory High School).

\* = Student group size 10 or less students. Data not displayed for privacy.

Additionally, all results in the section below are attached in Appendix 1.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Achievement Increase the percentage of students meeting and exceeding math standards on the CAASPP Summative Assessment (Grades 3-8 &amp; 11) for each student group based on previous year data by 2% by spring 2027 and 4% for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth).</p> <p>Source: CAASPP Math Scores</p>	<p>Spring 2023 results:</p> <p>ALL - 59.3%</p> <p>SWD - 25.8%</p> <p>SED - 41.1%</p> <p>EL - 26.5%</p> <p>HY - 21.7%</p> <p>AA - 33.7%</p> <p>PI - 42.9%</p> <p>H/L - 48.4%</p>	<p>Spring 2024 results:</p> <p>ALL - 59.4%</p> <p>SWD - 25.9%</p> <p>SED - 45.4%</p> <p>EL - 26.6%</p> <p>HY - 21.1%</p> <p>AA - 37.0%</p> <p>PI - 31.3%</p> <p>H/L - 47.6%</p>	<p>Spring 2025 results:</p> <p>ALL - 60.3%</p> <p>SWD - 25.8%</p> <p>SED - 43.4%</p> <p>EL - 28.7%</p> <p>HY - 15.5%</p> <p>AA - 42.7%</p> <p>PI - *</p> <p>H/L - 48.0%</p>	<p>Desired Outcome for 2026-2027 results:</p> <p>ALL - 61.3%</p> <p>SWD - 29.8%</p> <p>SED - 45.1%</p> <p>EL - 30.5%</p> <p>HY - 25.7%</p> <p>AA - 35.7%</p> <p>PI - 44.9%</p> <p>H/L - 50.4%</p>	<p>ALL +0.1</p> <p>SWD +0.1</p> <p>SED +4.3</p> <p>EL +0.1</p> <p>HY -0.6</p> <p>AA +3.3</p> <p>PI -11.6</p> <p>H/L -0.8</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	<p>Achievement Increase the percentage of students in grades 3-8 meeting or exceeding math proficiency on MAP by 3% by spring of 2027.</p> <p>Source: Local Interim Assessment</p> <p>*Student group size 10 or less. **Student group size less than 30 students.</p> <p>Note: This metric is a progress monitoring measure allowing staff to track progress towards the District's 5-year goal of increasing the number of students meeting or exceeding standard by 5% for all students and 10% for targeted student groups (EL, SED, SWD, H/FY) as measured by the CAASPP.</p>	<p>Spring 2024 results: ALL - 65.0% AA - 44.3% PI - 41.7%** H/L - 53.2% SED - 46.2% SWD - 33.4% EL - 33.1% FY - * HY - 25.0%</p>	<p>Spring 2025 results: ALL - 66.7% AA - 52.2% PI - * H/L - 54.8% SED - 49.6% SWD - 33.3% EL - 29.4% FY - * HY - 18.5%</p>	<p>Spring 2026 results: ALL - 66.1%*** AA - 49.2%*** PI - * H/L - 56.6%*** SED - 49.8%*** SWD - 28.7%*** EL - 34.4%*** FY - 25.0%*** HY - 15.8%***</p>	<p>Desired Outcome for 2026-2027 results: ALL - 68.0% AA - 47.3% PI - 44.7% H/L - 56.2% SED - 49.2% SWD - 36.4% EL - 36.1% FY - -- HY - 28.0%</p>	<p>ALL +1.7% AA +7.9% PI * H/L +1.6% SED +3.4% SWD -0.1% EL -3.7% FY * HY -6.5%</p>
1.3	<p>Growth Increase the percentage of target students (socio-economically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing</p>	<p>Grades 3-6 Spring 2024 results: ALL - 80.1%** SED - 75.7%** SWD - 68.6%** EL - 75.3%** FY - * HY - 69.7%** AA - 81.8%**</p>	<p>Grades 3-6 Spring 2025 results: ALL - 81.2% SED - 77.5% SWD - 69.7% EL - 68.3% FY - * HY - 64.5%</p>	<p>Grades 3-6 Spring 2026 results: ALL - 64.7% SED - 59.4% SWD - 53.6% EL - 61.9% FY - * HY - 39.1%</p>	<p>Grades 3-6 Desired Outcome for 2026-2027 results: ALL - -- SED - 81.7% SWD - 74.6% EL - 81.3% FY - --</p>	<p>Grades 3-6 ALL +1.1% SED +1.8% SWD +1.1% EL -7.0% FY * HY -5.2% AA -5.6% H/L +0.8%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>homelessness) exceeding their math growth targets on MAP by 6% by spring of 2027.</p> <p>Source: Local Interim Assessment</p> <p>Grades 3-6 Fall to Spring Grades 7-8 Fall to Spring</p> <p>*Student group size 10 or less.</p> <p>**Adjusted Baseline and Desired Outcome to reflect only students who had a growth target. Updated 7th and 8th grade to reflect Fall to Spring assessment.</p> <p>Beginning in 2023-24, NWEA updated their algorithm on the MAP assessment in order to utilize an item selection process more closely aligned with the grade level of the student. This change resulted in inflated growth metrics as compared to prior years. RUSD does not consider year-over-year</p>	<p>H/L - 75.6%** PI - *</p> <p>Grades 7-8 Spring 2024 results: ALL - 63.9%** SED - 60.8%** SWD - 58.2%** EL - 63.8%** FY - * HY - 52.9%** AA - 56.5%** H/L - 64.7%** PI - *</p>	<p>AA - 76.2% H/L - 76.4% PI - *</p> <p>Grades 7-8 Spring 2025 results: ALL - 64.5% SED - 62.4% SWD - 59.4% EL - 64.3% FY - * HY - * AA - 70.0% H/L - 57.3% PI - *</p>	<p>AA - 63.9% H/L - 59.8% PI - *</p> <p>Grades 7-8 Spring 2026 results: ALL - 51.8% SED - 50.3% SWD - 41.8% EL - 50.0% FY - * HY - * AA - 35.0% H/L - 49.7% PI - *</p>	<p>HY - 75.7% AA - 87.8% H/L - 81.6% PI - --</p> <p>Grades 7-8 Desired Outcome for 2026-2027 results: ALL - -- SED - 66.8% SWD - 64.2% EL - 69.8% FY - -- HY - 58.9% AA - 62.5% H/L - 70.7% PI - --</p>	<p>PI *</p> <p>Grades 7-8 ALL +0.6% SED +1.6% SWD +1.2% EL +0.5% FY * HY * AA +13.5% H/L -7.4% PI *</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	comparisons to be reliable.					
1.4	<p>By June 2027, all 9-12 grade students at comprehensive sites will increase their proficiency in course level skills by improving the spring course pass rate as follows:</p> <p>Integrated 1: From Pass rate of 85% * to 86%</p> <p>Integrated 2: From Pass rate of 85% * to 89%</p> <p>Integrated 3: Maintain Pass rate &gt; 92%</p> <p>Each year after June 2026, RUSD anticipates making 0.5% growth each year.</p> <p>Source: Aeries Gradebook/eduClimber</p> <p>Integrated __1 = I - 1  Integrated __2 = I - 2  Integrated __3 = I - 3</p> <p>Note: Percent of students passing Integrated I includes students taking integrated I at comprehensive high school sites and does</p>	<p>Baseline -</p> <p>ALL -</p> <p>I - 1 85%</p> <p>I - 2 85%</p> <p>I - 3 97%</p> <p>EL -</p> <p>I - 1 77%</p> <p>I - 2 68%</p> <p>I - 3 *</p> <p>SED -</p> <p>I - 1 72%</p> <p>I - 2 70%</p> <p>I - 3 96%</p> <p>SWD -</p> <p>I - 1 75%</p> <p>I - 2 82%</p> <p>I - 3 96 %</p>	<p>2023-24 results:</p> <p>ALL -</p> <p>I - 1 91%</p> <p>I - 2 92%</p> <p>I - 3 99%</p> <p>EL -</p> <p>I - 1 73%</p> <p>I - 2 91%</p> <p>I - 3 *</p> <p>SED -</p> <p>I - 1 81%</p> <p>I - 2 89%</p> <p>I - 3 99%</p> <p>SWD -</p> <p>I - 1 94%</p> <p>I - 2 92%</p> <p>I - 3 100 %</p>	<p>2024-25 results:</p> <p>ALL -</p> <p>I - 1 92%</p> <p>I - 2 90%</p> <p>I - 3 96%</p> <p>EL -</p> <p>I - 1 79%</p> <p>I - 2 84%</p> <p>I - 3 *</p> <p>SED -</p> <p>I - 1 84%</p> <p>I - 2 84%</p> <p>I - 3 93%</p> <p>SWD -</p> <p>I - 1 90%</p> <p>I - 2 84%</p> <p>I - 3 100 %</p>	<p>Desired Outcome for 2026-2027 results:</p> <p>ALL -</p> <p>I - 1 86%</p> <p>I - 2 89%</p> <p>I - 3 &gt;90%</p> <p>EL -</p> <p>I - 1 86%</p> <p>I - 2 89%</p> <p>I - 3 &gt;90%</p> <p>SED -</p> <p>I - 1 86%</p> <p>I - 2 89%</p> <p>I - 3 &gt;90%</p> <p>SWD -</p> <p>I - 1 86%</p> <p>I - 2 89%</p> <p>I - 3 &gt;90%</p>	<p>ALL -</p> <p>I - 1 +6.0%</p> <p>I - 2 +7.0%</p> <p>I - 3 +2.0%</p> <p>EL -</p> <p>I - 1 -4.0%</p> <p>I - 2 +23.0%</p> <p>I - 3 *</p> <p>SED -</p> <p>I - 1 +9.0%</p> <p>I - 2 +19.0%</p> <p>I - 3 +3.0%</p> <p>SWD -</p> <p>I - 1 +19.0%</p> <p>I - 2 +10%</p> <p>I - 3 +4.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	not include students who took this course in 8th grade.  *Student group size 10 or less.					
1.5	Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in mathematics” on the LCAP Survey by 1% each year.  Source: Staff LCAP Survey	2023-24 results: 88.0%	2024-25 results: 87.0%	2025-26 results: 82.9%	Desired Outcome for 2026-2027 results: >90.0%	decrease -1.0

## 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.

Overall, the actual implementation of the actions within Goal 1 closely aligned with the plan, and staff were able to implement the majority of actions as intended during the 2025-26 school year. Professional learning, data analysis, and instructional strategies were prioritized to improve mathematics outcomes, with a focus on strengthening Tier I instruction and expanding intervention supports for unduplicated students.

Actions implementation highlights include:

- Action 1.1 (Academic Supports in Mathematics – MTSS): The district sustained implementation of MTSS in mathematics during the 2025-26 school year, with a continued focus on strengthening Tier I instruction and expanding Tier II and III interventions. Staff prioritized enrollment of unduplicated students in intervention courses and supports to ensure equitable access to additional instructional time. Across tiers, student achievement and demographic data were consistently used to guide intervention placement and resource allocation. Students identified for additional support received targeted instruction, differentiated strategies, and increased learning time to address gaps and promote academic growth.
- Action 1.2 (Professional Development/Program Specialists): Professional learning continued to align with the California Mathematics Framework and district priorities, with Program Specialists and instructional coaches supporting implementation. Building Thinking

Classrooms (BTC) expanded through multiple cohorts, and teachers engaged in ongoing professional development during district training days and RUSD Learns sessions. New teachers received targeted onboarding in core curriculum (Bridges), and cross-site collaboration opportunities were provided to strengthen instructional consistency and shared understanding of effective practices. Additionally, the district contracted with Graham Fletcher to support teacher capacity in developing conceptual understanding through problem-based mathematics instruction, with an emphasis on productive struggle, student discourse, and the use of high-quality tasks.

- Action 1.3 - Common Assessments and Essential Skills: Common assessment practices were implemented and refined across grade levels. Elementary teachers transitioned to using Bridges unit assessments multiple times per year and received training on analyzing results to monitor progress by standard and essential skill. At the secondary level, teachers continued using common assessments established in prior years, with ongoing refinement and plans to pilot SBAC Interim Assessments to further strengthen alignment and data use. MAP assessments remained in use for grades 3–8.
- Action 1.5 (Research-based Instructional Practices): Implementation of research-based instructional strategies continued, with a focus on refining practices introduced in prior years. Building Thinking Classrooms strategies were embedded in classroom instruction, supported by coaching and collaboration. Additional professional learning emphasized priority mathematical concepts, including number sense and fractions, as well as alignment to assessment expectations and instructional shifts outlined in the California Mathematics Framework.
- Action 1.6 - Targeted Tutoring: The district expanded and refined targeted tutoring supports, maintaining a districtwide after-school tutoring program delivered by certificated and classified staff. Tutoring prioritized unduplicated students and included both in-person and virtual options to increase access. Students also had access to on-demand virtual tutoring services, and progress monitoring systems were used to track student outcomes. Partnerships, including collaboration with Sierra College, were implemented to provide additional academic support opportunities and extend services during the school day.
- Action 1.7 (Linguistic Math Supports for EL Students): Linguistic supports for English learners were implemented through integrated instructional strategies and professional learning. Teachers incorporated strategies to support academic vocabulary development and mathematical discourse within core instruction. Ongoing professional learning and coaching supported staff in embedding these strategies within Tier I instruction, with a focus on increasing access to rigorous mathematics content for English learners.

Actions not implemented as planned include:

- Action 1.4 (Strengthen Data Analysis): While eduClimber continued to be used across the district to monitor student performance and support instructional decision-making, implementation was inconsistent within professional learning communities (PLCs). Although some sites and teams engaged in regular data analysis practices, additional training and support are needed to ensure consistent and effective use of data within PLC structures. Strengthening staff capacity to analyze data, apply findings to instructional planning, and monitor the progress of unduplicated student groups will be a continued focus in the upcoming 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.

The majority of the estimated actual expenditures for Goal 1 do not demonstrate material differences from the budgeted expenditures.

Instances where material differences do exist include:

- Action 1.1 - Academic Supports in Mathematics (MTSS): Budgeted Expenditures were projected at \$774,827 and Estimated Actual Expenditures are projected at \$602,300. The material difference in expenditures for this action was due to a planned instructional coaching position that remained vacant. The position was intentionally left unfilled to avoid disrupting a classroom teaching assignment after the school year had begun. The responsibilities associated with this role were absorbed by educational services staff, ensuring continuity of services and support. This action was implemented as planned.
- Action 1.2 - Program Specialists/Professional Development: Budgeted Expenditures were projected at \$191,279 and Estimated Actual Expenditures are projected at \$218,216. The material difference in expenditures for this action was due to variance in employee salaries, including a negotiated settlement agreement with labor partners that resulted in increased personnel costs for positions supporting this action. This action was implemented as planned.
- Action 1.6 - Targeted Tutoring: Budgeted Expenditures were projected at \$15,000 and Estimated Actual Expenditures are projected at \$27,139. The material difference in expenditures for this action was due to an increase in tutoring contracts with Varsity Tutors and the expansion of in-district tutoring programs to increase access for students, particularly unduplicated student groups. This action was implemented as planned.

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

The implementation of actions within Goal 1 has continued to advance the District’s goal of increasing students’ academic achievement in mathematics, particularly for students with performance gaps. Measures of Academic Progress (MAP), CAASPP Math, and common assessment data continue to serve as the primary mechanisms used to monitor student achievement and inform instructional decisions. As a multi-year focus area, the District anticipates that sustained implementation will be necessary to achieve significant long-term gains; however, measurable progress was observed in 2025–26 across multiple student groups. Actions are classified as effective or somewhat effective, with supporting implementation and quantitative data provided as justification for each rating. No actions were identified as ineffective. (Note: A more comprehensive documentation of the implementation of actions is included above in the “description of overall implementation” section.)

**EFFECTIVE ACTIONS**

**Tier I Math Instruction, Professional Learning, MTSS, and Targeted Supports**

- Actions 1.1 (Academic Supports in Mathematics – MTSS), 1.2 (Professional Development/Program Specialists), 1.5 (Research-based Instructional Practices), 1.6 (Targeted Tutoring)
- Implementation Evidence: Throughout 2025–26, the district sustained and refined Tier I mathematics instruction through ongoing professional learning, coaching, and collaborative planning. Teachers engaged in district professional development, RUSD Learns sessions, and coaching cycles focused on conceptual understanding, problem-based learning, and student discourse. Building Thinking Classrooms (BTC) expanded across cohorts, and the partnership with Graham Fletcher supported teacher capacity in facilitating high-quality tasks, productive struggle, and student-centered discourse. Instruction increasingly reflected alignment to the California Mathematics Framework, with a focus on conceptual understanding and student engagement. MTSS structures were consistently implemented, with staff using data to prioritize unduplicated students for targeted supports and monitor progress across tiers. Targeted tutoring expanded access to additional academic support through in-person and virtual options, increasing opportunities for students, particularly unduplicated student groups, to receive supplemental instruction aligned to classroom learning. Educational partners emphasized the importance of sustaining the district’s focus on high-quality Tier I mathematics

instruction, continuing aligned professional learning, and maintaining consistent MTSS implementation to ensure targeted supports remain effective for unduplicated student groups.

- Quantitative Evidence: Metric 1.1 (CAASPP Math): All students +1.0%, SED +2.3%, EL +2.2%, African American +9.0%, SWD 0.0%. Metric 1.4 (Integrated Math Grades): Integrated I - All +7%, EL +2%, SED +12%, SWD +15%; Integrated II - All +5%, EL +16%, SED +14%, SWD +2%.
- Next Steps: In 2026-27, the district will continue expanding professional learning, deepening implementation of BTC and problem-based strategies, and strengthening Tier I supports. Additional focus will be placed on improving outcomes for students with disabilities and increasing the impact of targeted supports through stronger alignment between tutoring and core instruction.

#### Linguistic Math Supports for English Learners

- Action 1.7 (Linguistic Math Supports for EL Students)
- Implementation Evidence: Linguistic supports were embedded within Tier I instruction and professional learning, with teachers incorporating strategies to support academic vocabulary development and mathematical discourse. Coaching and professional learning supported the integration of these strategies into daily instruction, increasing access to rigorous content for English learners. Educational partners emphasized the importance of sustaining the integration of linguistic supports within Tier I mathematics instruction, continuing professional learning to strengthen academic language development and student discourse, and ensuring English learners have consistent access to rigorous, grade-level content with structured supports, particularly at the high school level.
- Quantitative Evidence: Metric 1.1 (CAASPP Math): EL +2.2%; Metric 1.4 (Integrated Math Grades): Integrated I EL +2%, Integrated II EL +16%.
- Next Steps: The district will continue to expand targeted professional learning focused on supporting English learners in mathematics, with an emphasis on strengthening language development within core instruction and monitoring access and outcomes.

#### SOMEWHAT EFFECTIVE ACTIONS

##### Common Assessments

- Action 1.3 (Common Assessments and Essential Skills)
- Implementation Evidence: Common assessment practices were implemented across grade levels, including Bridges unit assessments at the elementary level and common assessments at the secondary level. Teachers engaged in collaborative review of assessment data; however, variability in implementation and continued refinement of assessment alignment and scoring practices impacted overall effectiveness. Educational partners emphasized the importance of sustaining the use of aligned common assessments, particularly the transition to Bridges unit assessments at the elementary level, while continuing to refine secondary common assessments. Feedback also highlighted the need to strengthen the consistent use of assessment data to inform instruction, support student growth, and improve coherence in reporting to families.
- Quantitative Evidence: Metric 1.3 (MAP Growth Math): All Students Grades 3-6 -16.5%, All Students Grades 7-8 -12.7% (Note: Due to changes in the assessment's scoring algorithm in recent years, RUSD does not consider year-over-year comparisons represented in Metric 1.3 to be reliable. Spring 2026 results reflect a return to historical growth patterns following a period of elevated gains.)
- Next Steps: In 2026-27, the district will continue refining common assessments, strengthening alignment to essential standards, and increasing staff capacity to use assessment data within PLCs.

### Strengthening Data Analysis (PLCs)

- Action 1.4 (Strengthen Data Analysis)
- Implementation Evidence: While eduClimber remained a primary data system, consistent and effective use within PLCs varied across sites. Some teams engaged in strong data practices, while others require additional support to analyze data and apply findings to instruction and intervention planning. Educational partners emphasized the importance of strengthening consistent data use within PLCs, including building staff capacity to analyze eduClimber data and apply it to instruction and intervention planning. Feedback highlighted the need for continued training and clearer structures to support implementation across sites.
- Quantitative Evidence: Metric 1.5 (Staff LCAP Survey – MTSS in Math): decrease of 5.1%.
- Next Steps: The district will embed professional learning focused on data use within PLCs, including structured protocols and coaching to strengthen data-informed decision-making and MTSS implementation.

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.

Following the analysis of data and input from educational partners, most notably department teams, PD Committee and LCAP advisory committee, most actions/services will continue with a focus on implementation, reflection and refinement to continually improve positive student outcomes.

No changes were made to Goal 1 language or metrics for the 2026-27 school year.

Changes to Goal 1 actions include:

- Action 1.3 (Common Assessments and Essential Skills): This action will change slightly to focus on implementing and responding to revised assessments in grades 7-12 initiated during the 2025-26 school year.
- No other actions had substantive changes; however, additional next steps for each action are outlined in the description of effectiveness above.

**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	Academic Supports in Mathematics (MTSS)	Fully implement Multi-Tiered System of Supports (MTSS) with a focus on strong implementation of Tier I (core instruction) and strategies that promote inclusive and accessible environments, as well as Tier II (strategic) and Tier III (intensive) interventions in mathematics. Priority access to Tier II and Tier III interventions will be given to unduplicated students (socio-economically disadvantaged students, English learners,	\$702,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and foster youth). Create and communicate an MTSS flowchart to parents/guardians.		
<b>1.2</b>	Professional Development & Program Specialists	Provide professional learning on Tier I mathematics curriculum and instructional strategies in alignment with the new mathematics framework for all math teachers, with a targeted focus in 4th grade, 5th grade, and Integrated I and II. Professional learning will be supported by Program Specialists and instructional coaches in alignment with the RUSD Professional Development Plan. Training will focus on: <ul style="list-style-type: none"> <li>• building teachers knowledge of conceptual progressions</li> <li>• providing mentorship to new staff</li> <li>• identifying specific engagement strategies to ensure access to curriculum for unduplicated students (socio-economically disadvantaged students, English learners, and foster youth)</li> </ul>	\$283,064.00	Yes
<b>1.3</b>	Common Assessments & Essential Skills	Implement and refine grade/course specific common assessments and essential skills. Continue to use student progress monitoring data to guide instruction.		No
<b>1.4</b>	Strengthen Data Analysis	Assessment data will be analyzed utilizing a district-wide data analytics tool (eduClimber) and professional learning communities will strategically utilize data, including student work samples, to collaborate and share best practices for improving student learning with particular emphasis on closing performance gaps for unduplicated students.	\$217,589.00	Yes
<b>1.5</b>	Research-based Instructional Practices	Implement and refine the implementation of research-based instructional methods by focusing on mathematics, then extend these methodologies to encompass additional academic disciplines (ie, Building Thinking Classrooms).		No

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Targeted Tutoring	Implement targeted tutoring services for all students with priority access for unduplicated students identified for Tier II and Tier III support. Identify and work to eliminate barriers to student participation.	\$20,000.00	Yes
<b>1.7</b>	Linguistic Math Supports for English Learner Students	Implement specific linguistic-based approaches and associated professional development to target and support the success of English Learners in breaking down math problems and utilizing academic vocabulary.		Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	RUSD will embed a system of social-emotional, mental health, and behavioral supports in order to increase student engagement and connectedness and develop healthy, respectful, self-aware, resilient, and high functioning individuals.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

RUSD remains committed to supporting the whole child by addressing students’ social-emotional, mental health, and behavioral needs to ensure they are prepared to learn. For 2024–25, the goal was updated based on educational partner input gathered over the prior three-year LCAP cycle, including feedback from students, staff, and families, which identified the need for sustained behavioral and social-emotional supports, greater access to mental health services, and increased efforts to strengthen student connectedness. The goal has been reviewed and updated annually to address current year and historical needs.

Analysis of student data from the prior 3-year LCAP cycle, specifically the California Healthy Kids Survey (CHKS) indicates actionable levels of chronic sadness, students who have considered suicide and students who do not feel connected to school, specifically at the secondary level. Rates on many key indicators have not changed significantly over the last three years. Key findings from the 2023-24 data review included:

- 14% to 18% of 5th and 6th graders indicate they have experienced frequent sadness.
- 26% to 30% of 7th, 9th and 11th graders indicate they have experienced social-emotional distress. This percentage increases to 40% for students at Victory High School.
- 28% to 34% of 7th, 9th and 11th graders indicate they have experienced chronic sadness/hopelessness in the past 12 months. The percentage of Hispanic/Latino students is between 4% to 6% higher than “All Students.” This percentage increases to 55% for students at Victory High School.
- 14% of 7th, 9th and 11th graders indicate they have considered suicide within the past 12 months. This percentage increases to 34% for students at Victory High School. Although key indicators on the CHKS indicate RUSD has more progress to make in this area, 5-year data shows progress/stabilization of students who have considered suicide.

LCAP survey results from parents/guardians and staff during the prior three-year LCAP cycle also highlighted the need for additional personnel, instruction, resources, and interventions to support students’ social-emotional well-being, mental health, and behavioral needs. Educational partners participating in the LCAP advisory committees voiced similar needs. Key input from the 2023-34 data review included the following:

- 18% of all respondents on the LCAP staff survey stated they “strongly disagree/disagree” their “school/department has a well-functioning MTSS for students in behavior” and 14% of staff stated “unknown.”
- 11% of all respondents on the LCAP staff survey stated they “strongly disagree/disagree” their “school/department has a well-functioning MTSS for students in social-emotional/wellness” and 14% of staff stated “unknown.”
- 9% of all respondents on the LCAP parent/guardian survey stated they “strongly disagree/disagree” their “student feels connected to school” and 1% of parents/guardians stated “unknown.”
- Input across all LCAP educational partner groups identified social-emotional and behavioral supports as overarching themes (see Educational Partner Engagement section above).

This goal is written as a broad goal with specific growth targets identified across a wide range of metrics. The choice to include a broad goal was made to allow for growth across multiple social-emotional and behavioral domains. Metrics include:

- decrease in chronic sadness
- increase in self-awareness
- increase in safety as reported by parents and students
- decrease in suspensions
- increase in interventions and support services
- decrease in chronic absenteeism
- increase in school connectedness

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include ALL (All Students), EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), TOM (Students of two or more races), and NT (Non-traditional School Site, Victory High School)

\* = Student group size 10 or less students. Data not displayed for privacy.

Additionally, all results in the section below are attached in Appendix 1.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Decrease the % of students who indicate they have experienced chronic sadness/hopelessness	2023-24 results: 5th - 14%* 6th - 18%* 7th - 28% 9th - 29%	2024-25 results: 5th - 13%* 6th - 17%* 7th - 26% 9th - 31%	2025-26 results: 5th - 13%* 6th - 14%* 7th - 25% 9th - 28%	Desired Outcome for 2026-2027: 5th - 8%* 6th - 12%* 7th - 22%	5th -1 6th -1 7th -2 9th +2 11th -5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>in the past 12 months on the California Healthy Kids Survey (Students in grades 5, 6, 7, 9, and 11) by 2% each year.</p> <p>Source: California Healthy Kids Survey (CHKS)</p> <p>*Slightly different response (ie, experienced frequent sadness)</p> <p>NT=Non-traditional</p>	<p>11th - 34%</p> <p>NT - 55%</p>	<p>11th - 29%</p> <p>NT - 40%</p>	<p>11th - 29%</p> <p>NT - Results not Available</p>	<p>9th - 23%</p> <p>11th - 28%</p> <p>NT - 49%</p>	<p>NT -15</p>
2.2	<p>Increase the % of students by 2% each year who select "pretty much true" or "very much true" when asked 3 questions related to optimism on the California Healthy Kids Survey. Questions include: 1) Each day I look forward to having a lot of fun, 2) I usually expect to have a good day, and 3) Overall, I expect more good things to happen to me than bad things.</p> <p>Source: CHKS (Students in grades 7, 9, and 11)</p>	<p>2023-24 results:</p> <p>7th - 55%</p> <p>9th - 49%</p> <p>11th - 44%</p> <p>NT - 32%</p>	<p>2024-25 results:</p> <p>7th - 56%</p> <p>9th - 51%</p> <p>11th - 49%</p> <p>NT - 39%</p>	<p>2025-26 results:</p> <p>7th - 60%</p> <p>9th - 54%</p> <p>11th - 50%</p> <p>NT - Results not Available</p>	<p>Desired Outcome for 2026-2027:</p> <p>7th - 61%</p> <p>9th - 55%</p> <p>11th - 51%</p> <p>NT - 38%</p>	<p>7th +1</p> <p>9th +2</p> <p>11th +5</p> <p>NT +7</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	NT=Non-traditional					
2.3	Increase the % of parent/guardians agreeing and strongly agreeing “my student feels safe at school” on the LCAP Survey with the goal of reaching 100%.  Source: LCAP Parent/Guardian Survey	2023-24 results: 93.5%	2024-25 results: 93.2%	2025-26 results: 92.9%	Desired Outcome for 2026-2027: 100%	decrease -0.3
2.4	Decrease by at least 0.3% each year with the goal of a very low suspension rate of less than 0.5% and maintain student groups at the same level as all students.  Decrease and maintain the expulsion rate below 0.5%.  Source: CA Dashboard - Suspension Rate Indicator	2022-23 results: ALL - 3.3% EL - 3.5% FY - 8.7% HY - 9.9% SED - 5.3% SWD - 5.9% AA - 9.0% AI - 10.8% A - 1.7% F - 2.1% H/L - 3.6% PI - 5.7% TOM - 2.8% W - 3.4%  2022-23 Expulsion Rate: 0.00%	2023-24 results: ALL - 2.5% EL - 2.1% FY - 2.7% HY - 10.5% SED - 4.1% SWD - 5.4% AA - 8.1% AI - 2.5% A - 0.8% F - 0.7% H/L - 2.9% PI - 0% TOM - 2.5% W - 2.6%  2023-24 Expulsion Rate: 0.00%	2024-25 results: ALL - 2.6% EL - 2.6% FY - 9.4% HY - 6.6% SED - 4.1% SWD - 4.4% AA - 9.6% AI - 4.3% A - 1.0% F - 1.7% H/L - 2.9% PI - 5.3% TOM - 2.4% W - 2.8%  2024-25 Expulsion Rate: 0.01%	Desired Outcome for 2026-2027: ALL - 2.4% EL - 2.6% FY - 7.8% HY - 9.0% SED - 4.4% SWD - 5.0% AA - 8.1% AI - 9.9% A - 0.8% F - 1.2% H/L - 2.7% PI - 4.8% TOM - 1.9% W - 2.5%  2026-27 Expulsion Rate: <0.05%	ALL -0.8 EL -1.4 FY -6.0 HY +0.6 SED -1.2 SWD -0.5 AA -0.9 AI -8.3 A -0.9 F -1.4 H/L -0.7 PI -5.7 TOM -0.3 W -0.8  Expulsion Rate: unchanged
2.5	Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in	2023-24 results: 67.9%	2024-25 results: 75.8%	2025-26 results: 68.3%	Desired Outcome for 2026-2027: 100%	increase +7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the area of Behavior” on the LCAP Survey with the goal of reaching 100%.  Source: LCAP Staff Survey					
2.6	Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in the area of social-emotional/wellness” on the LCAP Survey with the goal of reaching 100%.  Source: LCAP Staff Survey	2023-24 results: 74.6%	2024-25 results: 83.7%	2025-26 results: 79.6%	Desired Outcome for 2026-2027: 100%	increase + 9.1%
2.7	Decrease the chronic absenteeism rate by 1% each year and decrease student group gaps as compared to all students.  Source: CALPADS 14.1/14.2 Reports (DataQuest)	2022-23 results: All - 13.6% EL - 17.8% SED - 25.1%	2023-24 results: All - 9.7% EL - 13.6% SED - 19.3%	2024-25 results: All - 9.4% EL - 11.3% SED - 18.5%	Desired Outcome for 2026-2027: All - 10.6% EL - 14.8% SED - 22.1%	All -3.9 EL -4.2 SED -5.8

## 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.

Implementation during the 2025–26 school year reflects continued refinement of systems, increased alignment across sites, and expanded access to supports for students. Overall, the actual implementation of the actions within Goal 2 closely matched the plan and staff were able to effectively implement actions consistent with the plan.

Actions implementation highlights include:

- Action 2.1 (Counselors): Elementary counseling programs expanded Tier I social-emotional supports, delivering classroom lessons across all sites focused on topics such as friendships, bullying prevention, digital citizenship, and self-regulation. Counselors also provided Tier II supports through small group and individual counseling based on PBIS team recommendations and staff or parent referrals, with an emphasis on developing coping skills, emotional regulation, and positive peer interactions. At the secondary level, counseling services supported both students' social-emotional needs and college and career readiness. Counselors provided individual and group counseling, crisis response, and coordination with site-based intervention teams to address student well-being and behavioral needs. In addition, counselors collaborated with College and Career Technicians to support postsecondary planning, including access to college and financial aid resources, with targeted outreach and supports for unduplicated student groups.
- Actions 2.4 (Campus Culture/Student Connectedness), 2.5 (SEB Coordination), 2.6 (Digital Citizenship and Bullying/Cyberbullying Prevention): PBIS implementation continued across all elementary, middle, and Victory High School sites, with multiple schools earning recognition from the California PBIS Coalition. Elementary sites sustained integration of SEL within PBIS frameworks, with ongoing refinement of practices and data use. Secondary schools continued to strengthen Tier I SEB supports through teacher leaders, program specialists, and site-based teams, with increased consistency in the use of restorative practices and strategies to support student behavior and engagement. Bullying prevention and digital citizenship lessons were delivered across grade levels, and secondary sites continued development of Tier I instructional supports focused on student behavior, harmful language, and school climate. Mental health awareness efforts, including visible resources and messaging, were implemented across campuses to increase student awareness of available supports.
- Action 2.7 (School-based Mental Health Support): School-based mental health services were provided through partnerships with Wellness Together and Placer County Office of Education (PCOE). Students received individual and group counseling services, with a focus on prioritizing unduplicated student groups. These services expanded access to mental health supports and were integrated within site-based MTSS structures to ensure coordination of care and support for students with identified needs.

Actions not implemented as planned include:

- Actions 2.2 (Integrated Social-Emotional and Behavioral (SEB) Supports) and 2.3 (Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process): While key components of these actions were implemented, including PBIS practices, intervention teams, and site-based referral processes, a single, multidisciplinary team structure to review and coordinate Tier II and Tier III interventions was not implemented consistently across school sites as planned. Although district-level work has begun to establish this structure, implementation at the site level has not yet occurred district-wide. As a result, variation exists across schools in how student needs are reviewed and how interventions are coordinated. Establishing consistent multidisciplinary teams and aligned referral processes will be a focus in the 2026-27 school year to strengthen system coherence and effectiveness.

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 majority of the estimated actual expenditures for Goal 2 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 2.1 - Counselors: Budgeted Expenditures were projected at \$819,394 and Estimated Actual Expenditures are projected at \$679,652. The material difference in expenditures for this action was due to a settlement agreement for salary increases with labor partners, resulting in increased personnel costs. Additionally, Rocklin Unified received a competitive grant that offset costs associated with social-emotional and behavioral services during the current fiscal year. As a result, expenditures for this action equivalent to a 0.5 FTE counselor were not incurred as originally budgeted. Savings will be reinvested in Goal 2 actions in the 2026–27 school year. This action was implemented as planned.
- Action 2.2 - Integrated Social-Emotional and Behavioral (SEB) Supports: Budgeted Expenditures were projected at \$212,755 and Estimated Actual Expenditures are projected at \$156,531. The material difference in expenditures for this action was due to lower-than-anticipated costs for professional learning and training activities, as well as salary variances associated with the additional hour of supervision at each elementary school. This action was implemented as planned.
- Action 2.3 - Tier II and Tier III Social-emotional Behavioral Interventions, including Substance Abuse Prevention: Budgeted Expenditures were projected at \$303,420 and Estimated Actual Expenditures are projected at \$344,517. The material difference in expenditures for this action was due to a combination of factors, including an increase of personnel costs related to an increase in students exhibiting Tier II and Tier III behavior. In addition, variances reflect adjustments to personnel costs resulting from negotiated salary increases with labor partners. Costs for on-campus substance abuse prevention programs are incorporated into counseling and administrative salaries included in Actions 2.1 and 3.1. This action will be a continued focus during the 2026–27 school year.
- Action 2.9 - Community Engagement & Education: Budgeted Expenditures were projected at \$5,000 and Estimated Actual Expenditures are projected at \$0. The material difference in expenditures for this action was due to reduced implementation of planned parent engagement events based on low participation during the 2024–25 school year. As a result, fewer events were held in 2025–26, and events that were conducted were provided at no cost to the district, resulting in lower associated expenditures. This action will be a focus during the 2026–27 school year.

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

The implementation of actions within Goal 2 has continued to advance the District’s goal of enhancing students’ social-emotional wellness by expanding access to social-emotional and behavioral supports in schools. California Healthy Kids Survey (CHKS) data, suspension and behavior data, attendance data, and local survey data are the primary mechanisms used to monitor student wellness and are connected to academic outcomes. As a multi-year focus area, the District anticipates that sustained implementation and continued refinement of systems will be necessary to achieve long-term outcomes, however measurable progress was observed in 2025–26 across multiple indicators. Actions are classified as effective or somewhat effective, with supporting implementation and quantitative data provided as justification for each rating. No actions were identified as ineffective. (Note: A more comprehensive documentation of the implementation of actions is included above in the “description of overall implementation” section.)

## EFFECTIVE ACTIONS

### Counseling and Mental Health Supports

- Actions 2.1 (Counselors) and 2.7 (School-based Mental Health Support)
- Implementation Evidence: Counseling and school-based mental health services expanded access to Tier I, Tier II, and Tier III supports across elementary and secondary sites. Students received classroom-based instruction in social-emotional skills, as well as small group and individual counseling services. Partnerships with Wellness Together and PCOE increased access to mental health supports, including individual and group services, with prioritization of unduplicated student groups. These services were integrated within site-based MTSS structures and contributed to increased access to care and support for students. Educational partners emphasized the importance of sustaining the elementary counseling program and exploring opportunities to expand access, recognizing its role in providing timely Tier I and Tier II social-emotional and behavioral supports. Feedback also highlighted the need to strengthen access to mental health services, ensure consistent implementation of supports across sites, and improve communication with families to promote student well-being and connectedness.
- Quantitative Evidence: Metric 1.1 (CAASPP Math): All students +1.0%, SED +2.3%, EL +2.2%, AA +9.0%; Metric 2.1 (CHKS Chronic Sadness): Grade 5 -1%, Grade 6 -4%, Grade 7 -3%, Grade 9 -1%, Grade 11 -5%; Metric 2.2 (CHKS Optimism): Grade 7 +5%, Grade 9 +5%, Grade 11 +6%; Metric 2.4 (Suspension Rate): -0.7%; Metric 2.7 (Chronic Absenteeism): All students -4.2%, EL -6.5%, SED -6.6%; Metric 3.1 (CAASPP ELA): All Students -0.7%, SED -0.4%, EL -1.5%, SWD 0.0%, AA +1.6%.
- Next Steps: In 2026-27, RUSD will continue to sustain and refine counseling and mental health services, with a focus on strengthening coordination and ensuring consistent access across all sites.

### Schoolwide SEB Systems and Campus Culture

- Actions 2.4 (Campus Culture/Connectedness), 2.5 (SEB Coordination), 2.6 (Digital Citizenship and Bullying/Cyberbullying Prevention)
- Implementation Evidence: PBIS and SEL systems continued to be implemented across all sites, with increased alignment of Tier I practices and ongoing focus on student connectedness and school climate. Schools implemented lessons and activities focused on bullying prevention, digital citizenship, and positive school culture. Staff survey data indicates increased confidence in SEB systems, reflecting improved alignment and implementation of MTSS practices related to student behavior and wellness. Digital citizenship and bullying prevention lessons were delivered at all schools, though additional education and reporting improvements are needed.
- Quantitative Evidence: Metric 2.1 (CHKS Chronic Sadness): Grade 5 -1%, Grade 6 -4%, Grade 7 -3%, Grade 9 -1%, Grade 11 -5%. Metric 2.2 (CHKS Optimism): Grade 7 +5%, Grade 9 +5%, Grade 11 +6%; Metric 2.5 (Staff LCAP Survey-MTSS Behavior ) +0.4%; Metric 2.6 (Staff LCAP Survey-MTSS SEL) +5.0%; Metric 2.4 (Suspension Rate) All students -0.7%, EL -0.9%, SED -1.2%, SWD -1.5%, HY -3.3%.
- Next Steps: In 2026-27, RUSD will continue strengthening Tier I SEB practices, with a focus on increasing consistency across sites and further integrating student voice and engagement strategies.

## SOMEWHAT EFFECTIVE ACTIONS

### Tier II/III Behavior Systems and Intervention Structures

- Actions 2.2 (Integrated SEB Supports), 2.3 (Tier II/III SEB Interventions and Referral Process)
- Implementation Evidence: Elementary Behavior Response Teams (BRTs) and Tier II intervention teams continued to implement formal behavior response protocols, and secondary teams continued to strengthen coordination of interventions; however,

districtwide consistency in referral processes and the implementation of a single multidisciplinary team structure is still emerging. In Fall 2025, the district documented 2,703 secondary student support interactions through Wellness Together, representing a change from 2,599 in Fall 2024. Among these, 943 were classified as interventions, and collaborative consultation efforts included 1,340 synchronous contacts and 420 asynchronous contacts with families, school staff, and community-based organizations. Additionally, 233 students were formally referred to Wellness Together services in Fall 2025, with 195 students (83.69%) receiving, initiating, or currently engaged in services, continuing trends in service connection rates observed in prior years. Overall, data indicate continued access to Tier II/III mental health supports and ongoing outreach efforts are necessary. Educational partner feedback emphasized the need to expand access to Tier II/III interventions, improve consistency in implementation across sites, and strengthen communication with families about available services.

- Quantitative Evidence: Metric 2.1 (CHKS Chronic Sadness): Grade 5 -1%, Grade 6 -4%, Grade 7 -3%, Grade 9 -1%, Grade 11 -5%; Metric 2.2 (CHKS Optimism): Grade 7 +5%, Grade 9 +5%, Grade 11 +6%; Metric 2.4 (Suspension Rate): All students -0.7%, EL -0.9%, SED -1.2%, SWD -1.5%, HY -3.3%; however, Foster Youth (+0.7%) and African American students (+0.6%) increased; Metric 2.5 (Staff LCAP Survey - MTSS in Behavior): +0.4%; Metric 2.6 (Staff LCAP Survey-MTSS SEL) +5.0%
- Next Steps: In 2025–26, RUSD will align Tier II team structures for more consistent interventions across schools. The district will expand substance use prevention resources and revise bullying prevention procedures. Planned efforts include curriculum updates, enhanced education on reporting and follow-up, staff training, and greater awareness of social media impacts on student well-being.

### Community Engagement

- Action 2.9 (Community Engagement and Education)
- Implementation Evidence: Parent engagement opportunities were provided at each school site; however, participation levels at districtwide events in spring 2025 were lower than anticipated, resulting in fewer events being implemented during the 2025–26 school year. Participation varied by site and event type, indicating a need to better align engagement opportunities with family needs and preferences. Educational partners noted the importance of increasing awareness of events, offering flexible scheduling options, and expanding communication strategies, including translation and multiple outreach methods. Outreach efforts and engagement strategies require continued refinement to increase participation and strengthen partnerships with families.
- Quantitative Evidence: Metric 3.12 (Family Engagement Participation) -1.7% (86.8% to 85.1%)
- Next Steps: In 2026-27, RUSD will expand outreach strategies to increase parent participation, including targeted communication to underrepresented families, flexible scheduling of events, and offering virtual and in-person options. The district will also broaden Parent University topics based on family feedback, collaborate with community partners to co-host events, and explore childcare and translation support to reduce participation barriers.

### Case Management

- Action 2.10 (Case Management)
- Implementation Evidence: Case management services continued through partnership with Placer County Office of Education, supporting foster youth, students experiencing homelessness, and other students with identified needs. The District Homeless Foster Advisory Committee met one time, and the District's Homeless Differentiated Assistance team met monthly. Both groups provided actionable feedback to strengthen coordination of services and outreach efforts. Educational partner input continued to emphasize the importance of sustaining and expanding case management supports to address barriers to attendance, behavior, and academic success.

- Quantitative Evidence: Metric 1.1 (CAASPP Math) All students +1.0%, SED +2.3%, EL +2.2%, African American +9.0%; Metric 2.7 (Chronic Absenteeism) All students -4.2%, EL -6.5%, SED -6.6%. Metric 3.1; Metric 3.1 (CAASPP ELA) All students -0.7%, SED -0.4%, EL -1.5%, African American +1.6%; Metric 2.4 (Suspension Rates) Foster Youth +0.7%, Homeless Youth -3.3%, SED -1.2%; Metric 3.9 (Graduation Rate) All Students +2.8%, SED +6.7%, SWD +11.7%, EL +12.8%.
- Next Steps: In 2026–27, the district will continue to strengthen case management supports by increasing coordination between district staff, school sites, and county partners to proactively address attendance, behavior, and academic needs. The district will expand early identification and intervention for at-risk students, strengthen follow-up systems, and further integrate case management within Tier II intervention teams. Additional focus will be placed on increasing outreach to families of foster and homeless youth and continuing to gather input from the Homeless Foster Advisory Committee to guide improvement efforts.

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.

Following the analysis of data and input from educational partners, most notably the LCAP parent/guardian advisory committee and LCAP staff advisory committee, all actions/services will continue with a focus on implementation, reflection and refinement to continually improve positive student outcomes.

No changes were made to Goal 2 language or metrics for the 2026-27 school year.

Changes to Goal 2 actions include:

- Actions 2.3b (Elementary School-based Behavior Response Teams (BRT)): These actions will change slightly to focus on enhancing the programs developed or sustained during the 2025-26 school year.
- No other actions had substantive changes; however, additional next steps for each action are outlined in the description of effectiveness above.

**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	Counselors	Target TK-12 counseling services for unduplicated students, including Tier II outreach and support to increase successful transition to college and career. Explore opportunities to increase counseling services TK-12.	\$918,344.00	Yes
2.2	Integrated Social-Emotional and	Implement Positive Behavior Interventions & Supports (PBIS) consistently across all elementary and middle schools to fidelity. Extend behavioral support frameworks to high schools, focusing on reducing the	\$206,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Behavioral (SEB) Supports	<p>disproportionately high number of referrals and suspensions among unduplicated pupils. This action encompasses professional development in trauma-informed care, substance-use prevention, and restorative practices.</p> <ul style="list-style-type: none"> <li>• 2.2a) - Tier I Social-emotional Learning - Ensure time and capacity to develop and implement on-campus, integrated and explicit Tier I SEL practices.</li> <li>• 2.2b) - Tier I SEB Team - Ensure all schools have a multi-disciplinary implementation team (Behavior and SEL specific or as an integrated behavior/PBIS and SEL team).</li> </ul>		
<b>2.3</b>	Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process	<p>Increase available Tier II and Tier III social-emotional and behavioral (SEB) interventions for students, including substance abuse interventions (at secondary sites). Increase staff capacity to implement interventions through providing professional development. Implement and refine referral processes to identify students and provide unduplicated students priority access to interventions.</p> <ul style="list-style-type: none"> <li>• 2.3a) - Tier II/III SEB Team - Ensure all schools have a multi-disciplinary implementation team to identify, refer, and monitor progress of students needing access to Tier II and III social-emotional, mental health, and behavioral interventions.</li> <li>• 2.3b) - Elementary School-based Behavior Response Teams (BRT) - Each elementary school will sustain a multi-disciplinary behavior response team (BRT). The BRT will implement a clear, actionable protocol for responding to student behavior emergencies.</li> </ul>	\$732,222.00	Yes
<b>2.4</b>	Campus Culture/Student Connectedness	<p>Increase student connectedness through integration of social-emotional learning in the classroom and during campus programs. Increase student interactions outside of common groups (ie, clubs, student activities). At the middle and high school level, maintain and expand community-building activities on campus and increase the capacity of activities directors and leadership teachers to focus on campus culture and engagement.</p>		No

Action #	Title	Description	Total Funds	Contributing
2.5	Social-emotional Behavioral (SEB) Coordination	Provide centralized and site-based coordination of TK-12 social-emotional learning and behavior (SEB) supports, including Tier I and II team coaching, in order to increase consistency across sites and improve academic, social-emotional, and behavioral outcomes for unduplicated students.	\$176,725.00	Yes
2.6	Digital Citizenship and Bullying/Cyberbullying Prevention	Sustain and monitor an action plan to reduce instances of harassment, hate speech, bullying, and cyber-bullying. This plan includes: revising district procedures, enhancing bully prevention and digital citizenship curricula, parent and student education on reporting and follow-up processes, staff training and student education around bully/harassment prevention and response, and broadens awareness of the effects of electronic devices and social media on adolescents' social-emotional health.		No
2.7	School-based Mental Health Support	Maintain school-based mental health support and skill development provided by community partnerships and RUSD counselors for students experiencing mental health challenges at all sites.	\$401,167.00	Yes
2.8	Staff SEL	Implement strategies and associated professional development to increase teacher, staff, and administrator capacity to develop and teach social-emotional competencies and promote student and staff social-emotional wellbeing.		No
2.9	Community Engagement & Education	Maintain and promote family engagement activities (e.g., Parent University, Family Nights) to boost student resilience and social-emotional wellbeing, including collaboration with community partners for parent education opportunities. Inform students, parents, and staff about school-based mental health and counseling programs, including benefits and how to access services.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Case Management	Provide case management support to students and families needing Tier III supports (Foster Youth, Homeless Youth, Low-Income, Attendance Concerns, etc.). Case management of foster youth and students experiencing homelessness will include the implementation of Individualized Success Plans to meet academic, social, emotional, and behavioral needs. Continue the District Foster and Homeless Youth Advisory Committee.		Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	RUSD will maintain, monitor and enhance existing programs that support district and state priorities, specifically focusing on continuous improvement in the areas of college and career readiness, early literacy, attendance and serving the unique learning needs of all students.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (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.**

To sustain previously successful LCAP actions across a range of state and district priorities while maintaining focus and cohesion, RUSD remains committed to keeping Goal 3 as a broad goal, recognizing that while many programs will be maintained, certain priority areas require enhancement. Based on analysis of state and local data and educational partner feedback, the district is committed to three key areas for continuous improvement: (1) early literacy, (2) attendance, and (3) meeting the unique learning needs of all students. An additional focus area will be incorporated beginning in the 2026–27 school year. RUSD will engage in a continuous improvement process to further examine how the district prepares students for college and career, including refining metrics used to measure progress and success. Expanding Goal 3 to include this focus area will strengthen alignment of resources to student needs, sustain areas of progress, and enhance the district’s ability to monitor effectiveness over time.

Other actions embedded within this goal will allow the district to maintain and monitor progress while focusing implementation efforts on the actions covered by goals 1 and 2. Key findings from the prior 3-year LCAP cycle data review indicating the need for a broad goal include:

- Student data from the California Assessment of Student Performance and Progress (CAASPP) scores indicate high overall results for all students in English Language Arts, with declining scores for elementary aged students. Additional performance gaps for student groups exist, specifically for socioeconomically disadvantaged students, students experiencing homelessness, students with disabilities, current English learners, and African American students. During the school-day, intervention programs will continue to be targeted to meet these students’ needs with additional interventions and supports for unduplicated pupils, including 1:1 tutoring in the subjects of need. Local indicators, including the Measure of Academic Progress (MAP) assessment, also showed student achievement is declining. In order to address this, a new action was written to bring in additional phonics and phonemic awareness

instruction in grades K and 1. Initial pilot data from 88 classrooms during the 2023-24 school year shows promising results.

Additional local data includes:

- UC/CSU entrance requirements shows the percentage of students meeting A-G readiness is growing for all students and 7 of 12 student groups increased.
- The percentage of students who completed a CTE pathway is increasing yearly.
- The percentage of students passing AP exams with a score of 3 or higher is increasing yearly for all students and student groups.
- 100% of students have access to standards aligned materials.

Prior 3-year LCAP survey results from parents/guardians and staff also indicated strengths in the area of basic services and a need to continue providing interventions and services to support students in English Language Arts. Educational partners participating in the LCAP advisory committees voiced similar needs. Key input from the prior 3-year LCAP data review included the following:

-96% of all respondents on the LCAP parent/guardian survey stated they “strongly agree/agree” to the statement, “I am involved in my student's education.”

- 61-87% of all respondents on the LCAP staff and parent/guardian survey stated their “school has clean and well-maintained facilities and property.”
- 90% of all respondents on the LCAP staff survey stated they “strongly agree/agree” their “school/department has a well-functioning MTSS for students in English Language Arts.”

This goal remains a broad goal with specific growth targets identified across a wide range of metrics. The choice to include a broad goal was made to allow for monitoring progress across multiple district and state priorities, while also focusing on specific areas within the goal for improvement. Additionally, the goal was also written to monitor and enhance programs where performance gaps exist. As a continuous improvement district, many metrics continue to focus on improving student outcomes, specifically for students with identified performance gaps, while maintaining high quality programs. Metrics include:

- increase the percentage of students meeting and exceeding ELA standards
- increase percentage of students meeting UC/CSU A-G requirements
- increase percentage of students completing CTE pathways
- maintain graduation rates
- maintain standards-aligned curriculum
- maintain facilities in good or exemplary condition
- maintain parent/guardian involvement

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), TOM (Students of two or more races), and NT (Non-traditional School Site, Victory High School).

\* = Student group size 10 or less students. Data not displayed for privacy.

Additionally, all results in the section below are attached in Appendix 1.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Achievement Increase the percentage of students meeting and exceeding ELA standards on the CAASPP Summative Assessment (Grades 3-8 &amp; 11) for each student group based on previous year data by 2% and 4% for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth).</p> <p>Source: DataQuest</p> <p>*Student group size 10 or less.</p>	<p>2023 results: ALL - 66.6% SWD - 29.5% SED - 49.1% EL - 20.2% HY - 31.7% AA - 47.1% AI - * PI - 42.9% H/L - 58.3%</p>	<p>2024 results: ALL - 65.2% SWD - 28.9% SED - 51.2% EL - 14.7% HY - 25.4% AA - 45.1% AI - 60.0% PI - 25.0% H/L - 55.7%</p>	<p>2025 results: ALL - 65.9% SWD - 29.5% SED - 48.7% EL - 18.7% HY - 23.2% AA - 48.7% AI - 65.0% PI - * H/L - 56.7%</p>	<p>Desired Outcome for 2026-2027: ALL - 68.6% SWD - 33.5% SED - 53.1% EL - 24.2% HY - 35.7% AA - 49.1% AI - -- PI - 44.9% H/L - 60.3%</p>	<p>ALL -1.4% SWD -0.6% SED +2.1% EL -5.5% HY -6.3% AA -2.0% AI +60.0% PI -17.9% H/L -2.6%</p>
3.2	<p>Growth Increase the percentage of students who meet or exceed their projected MAP RIT growth in ELA (Grades 3-8) with the goal of 85% of students meeting their projected growth target.</p>	<p>Grades 3-6 Winter 2024 results: ALL - 56.9% SED - 55.5% SWD - 54.8% EL - 56.7% FY - * HY - 59.3% AA - 65.4%</p>	<p>Grades 3-6 Winter 2025 results: ALL - 61.7% SED - 57.6% SWD - 49.3% EL - 61.2% FY - * HY -31.6%</p>	<p>Grades 3-6 Winter 2026 results: ALL - 61.4% SED - 58.4% SWD - 57.3% EL - 58.3% FY - * HY - *</p>	<p>Grades 3-6 Desired Outcome for 2026-2027: All - 85.0% SED - 85.0% SWD - 85.0% EL - 85.0% FY - 85.0% HY - 85.0%</p>	<p>Grades 3-6 ALL +4.8% SED +2.1% SWD -5.5% EL +4.5% FY * HY -27.7% AA -5.4% H/L +3.2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: Local Interim Assessment, eduClimber</p> <p>Grades 3-6: Winter to Winter Growth Grades 7-8: Fall to Spring Growth</p> <p>*Student group size 10 or less. **Adjusted Baseline and Desired Outcome to reflect only students who had a growth target.</p>	<p>H/L - 55.9% PI - *</p> <p>Grades 7-8 Spring 2024 results: All - 47.2% SED - 44.6% SWD - 39.0% EL - 42.6% FY - * HY - 27.8% AA - 39.1% H/L - 41.6% PI - *</p>	<p>AA - 60.0% H/L - 59.1% PI - *</p> <p>Grades 7-8 Spring 2025 results: All - 50.5% SED - 47.4% SWD - 44.6% EL - 54.5% FY - * HY - * AA - 26.3% H/L - 47.8% PI - *</p>	<p>AA - 52.0% H/L - 58.7% PI - *</p> <p>Grades 7-8 Spring 2026 results: All - 58.8% SED - 59.0% SWD - 50.0% EL - 54.5% FY - * HY - * AA - 50.0% H/L - 60.4% PI - *</p>	<p>AA -85.0% H/L -85.0% PI - 85.0%</p> <p>Grades 7-8 Desired Outcome for 2026-2027: All - 85.0% SED - 85.0% SWD - 85.0% EL - 85.0% FY -85.0% HY -85.0% AA -85.0% H/L -85.0% PI - 85.0%</p>	<p>PI - *</p> <p>Grades 7-8 All +3.3% SED +2.8% SWD +5.6% EL +11.9% FY * HY * AA -12.8% H/L +6.2% PI *</p>
3.3	<p>Increase the percentage of students meeting UC/CSU A-G requirements for all students and each student group by 5%, with a minimum of 50% meeting requirements.</p> <p>Source: CALPADS 1.23 Report</p> <p>*Student group size 10 or less.</p>	<p>2022-23 results: ALL - 70.6% SED - 49.4% HY - * EL - * SWD - 15.2% H/L - 55.0% A - 86.2% AA - 72.7% W - 72.5% TOM - 68.9%</p>	<p>2023-24 results: ALL - 72.1% SED - 55.1% HY - * EL - * SWD - 17.6% H/L - 68.5% A - 86.4% AA - 54.5% W - 69.7% TOM - 72.0%</p>	<p>2024-25 results: ALL - 68.9% SED - 41.2% HY - * EL - * SWD - 20.9% H/L - 57.9% A - 83.3% AA - 52.2% W - 69.8% TOM - 63.2%</p>	<p>Desired Outcome for 2026-2027: ALL - 75.6% SED - 54.4% HY - 50.0% EL - 50.0% SWD - 50.0% H/L - 60.0% A - 91.2% AA - 77.7% W - 77.5% TOM - 73.9%</p>	<p>ALL +1.5% SED +5.7% HY * EL * SWD +2.4% H/L +13.5% A +0.2% AA -18.2% W -2.8% TOM +3.1%</p>
3.4	<p>Increase the percentage of 12th grade students who complete a CTE pathway by 3% each year.</p>	<p>2022-23 results: 30.9%</p>	<p>2023-24 results: 38.0%</p>	<p>2024-25 results: 39.4%</p>	<p>Desired Outcome for 2026-2027: 39.9%</p>	<p>increase +7.1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS 3.14 Report/eduClimber					
3.5	Show growth by increasing the status on the College and Career Indicator by 1% each year.  Source: CA Dashboard College and Career Indicator	2022-23 results: 62.6%	2023-24 results: 71.8%	2024-25 results: 73.6%	Desired Outcome for 2026-2027: 65.6%	increase +9.2%
3.6	Increase the percentage of students enrolled in AP courses for each student group with a % lower than "All Students" by 2% each year.  Source: AP Course Access and Passing Rates	2022-23 results: ALL - 36.8% SED - 22.1% AA - 26.7% H/L - 28.9% W - 34.2% TOM - 33.5%	2023-24 results: ALL - 38.8% SED - 23.4% AA - 26.2% H/L - 29.3% W - 34.7% TOM - 35.5%	2024-25 results: ALL - 41.2% SED - 25.6% AA - 21.0% H/L - 32.3% W - 37.7% TOM - 39.2%	Desired Outcome for 2026-2027: ALL - -- SED - 28.1% AA - 32.7% H/L - 34.9% W - 40.2% TOM - 39.5%	ALL +2.0% SED +1.3% AA -0.5% H/L +0.4% W +0.5% TOM +2.0%
3.7	Increase the number of AP Tests taken for each student group with a number lower than "All Students".  Source: AP Course Access and Passing Rates	2022-23 results: ALL - 1808 SED - 69 A - 587 AA - 17 H/L - 271 W - 760 TOM - 123	2023-24 results: ALL - 1992 SED - 92 A - 720 AA - 13 H/L - 292 W - 736 TOM - 159	2024-25 results: ALL - 2193 SED - 114 A - 772 AA - 27 H/L - 295 W - 830 TOM - 167	Desired Outcome for 2026-2027: ALL - -- SED - >69 A - >587 AA - >17 H/L - >271 W - >760 TOM - >123	ALL +184 SED +23 A +133 AA -4 H/L +21 W -24 TOM +36
3.8	Increase the percentage of students passing with a score of 3 or above for each student group with a % lower than "All	2022-23 results: ALL - 80% SED - 77% H/L - 78% W - 80% TOM - 79%	2024-25 results: ALL - 80% SED - 75% H/L - 73% W - 82.6% TOM - 76.1%	2024-25 results: ALL - 86.0% SED - 80.7% H/L - 84.4% W - 86.3% TOM - 88.6%	Desired Outcome for 2026-2027: ALL - -- SED - 83% H/L - 84% W - 86%	ALL 0.0% SED -2.0% H/L -5.0% W +2.6% TOM -2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students” by 2% each year.  Source: AP Course Access and Passing Rates				TOM - 85%	
3.9	Maintain or increase the Graduation Rate Indicator in the High or Very High performance category and all student groups in the same level or within 1 level of All Students.  Source: CA Dashboard - Graduation Rate Indicator - pulled data from CA Dashboard  VH = Very High H = High M = Medium L = Low NC = No Color	2022-23 results: ALL - 94.7% (H) EL - 75.8% (NC) SED - 87.8% (M) SWD - 76.9% (L) HY - 80.8% (M) AA - 71.0% (NC) A - 96.6% (VH) F - 100.0% (VH) H/L - 96.6% (VH) W - 95.4% (VH) TOM - 90.0% (M)	2023-24 results: ALL - 96.6% (VH) EL - 88.9% (H) SED - 92.0% (H) SWD - 85.0% (H) HY - 90.9% (H) AA - 100.0% (NC) A - 96.1% (VH) F - 97.4% (VH) H/L - 95.9% (VH) W - 96.9% (VH) TOM - 97.4% (VH)	2024-25 results: ALL - 97.5% (VH) EL - 88.6% (M) SED - 94.5% (H) SWD - 88.6% (H) HY - 82.8% (L) AA - 95.8% (NC) A - 99.1% (VH) F - 96.3% (VH) H/L - 97.1% (VH) W - 97.4% (VH) TOM - 100.0% (VH)	Desired Outcome for 2026-2027: ALL - H/VH EL - H/VH SED- H/VH SWD - H/VH HY -H/VH AA - H/VH A - H/VH F - H/VH H/L - H/VH W - H/VH TOM - H/VH	ALL +1.9% EL +13.1% SED +4.2% SWD +8.1% HY +10.1% AA +29.0% A -0.5% F -2.6% H/L -0.7% W +1.5% TOM +7.4%
3.10	Maintain or increase the English Learner Progress Indicator in the High or Very High performance category.  Source: CA Dashboard English Learner Indicator  VH = Very High H = High M = Medium	2023 results: 54.5% (L)	2024 results: 57.3% (H)	2025 results: 64.1% (H)	Desired Outcome for 2026-2027: H/VH	increase +2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	L = Low					
3.11	Maintain 100% access to standards-aligned instructional materials.  Source: School Accountability Report Card	2024 results: 100%	2025 results: 100%	2025-26 results: 100%	Desired Outcome for 2026-2027: 100%	no change
3.12	Increase the % of parents/guardians who strongly agree or agree to the statement, "My school encourages me to be an active partner with the school in educating my child" by 2% each year.  Source: Parent/Guardian LCAP Survey	2023-2024 results: 86.8%	2024-2025 results: 86.4%	2025-26 results: 85.1%	Desired Outcome for 2026-2027: 92.8%	decrease -0.4%
3.13	Maintain the % of parents/guardians who strongly agree or agree to the statement, "I am involved in my student's education" above 90%.  Source: Parent/Guardian LCAP Survey	2023-24 results: 95.8%	Discontinued question.	Discontinued question.	Desired Outcome for 2026-2027: >90%	Discontinued metric.
3.14	Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool.	2023-24 results: Met	2024-25 results: Met	2025-26 results: Met	Desired Outcome for 2026-2027: Met	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Facilities Inspection Tool					
3.15	On the California Healthy Kids Survey (students in grades 5, 6, 7, 9, and 11) maintain above 95% and increase the % of students indicating they feel safe at school.  Source: California Healthy Kids Survey (CHKS)	2023-24 results: 5th grade - 88% 6th Grade - 83% 7th Grade - 68% 9th Grade - 70% 11th Grade - 78%	2024-25 results: 5th grade - 85% 6th Grade - 81% 7th Grade - 67% 9th Grade - 73% 11th Grade - 78%	2025-26 results: 5th grade - 87% 6th Grade - 85% 7th Grade - 72% 9th Grade - 81% 11th Grade - 77%	Desired Outcome for 2026-2027: 5th grade - >95% 6th Grade - >95% 7th Grade - >95% 9th Grade - >95% 11th Grade - >95%	5th grade -3.0 6th Grade -2.0 7th Grade -1.0 9th Grade +3.0 11th Grade 0.0

## 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.

Overall, the actual implementation of the actions within Goal 3 closely aligned with the plan. The district sustained a broad range of programs and services while continuing to refine priority areas, including early literacy, attendance, and meeting the unique learning needs of all students. Implementation and outcome data indicate continued progress in several areas, including graduation rate, College/Career Indicator (CCI), English Learner Progress Indicator (ELPI), and Career Technical Education (CTE) completion, while other areas, such as English Language Arts achievement and A-G completion, reflect the need for continued focus and refinement.

Actions implementation highlights include:

- Action 3.1 - Retain Highly Qualified Staff/High Quality Professional Development: RUSD continued to prioritize recruitment, retention, and professional learning aligned to district priorities. Professional development focused on early literacy, mathematics, social-emotional learning, and strategies to support diverse learners, including English learners and students with disabilities. Staff engaged in district professional development days, PLC collaboration, coaching, and targeted training sessions. Implementation supported increased alignment of instructional practices across sites and continued development of staff capacity to meet student needs.
- Action 3.2 - Implement Standards and Aligned Instructional Materials: The district sustained and refined implementation of research-based instructional materials aligned to state standards, with a continued focus on early literacy and instructional coherence. In grades K–2, foundational skills programs (Heggerty, UFLI Foundations, and Reading Horizons Discovery) supported Science of Reading practices, with professional learning focused on strengthening instructional delivery and consistency across classrooms.

Elementary implementation of NGSS-aligned science curriculum (Inspire Science) continued, and preparation for Bridges 3rd Edition mathematics curriculum remained underway. At the secondary level, the district engaged a pilot team to explore English Language Arts curriculum options for grades 6–8 to strengthen alignment to standards and improve literacy outcomes. Across grade spans, the district continued to refine implementation and increase consistency in the use of instructional materials.

- Action 3.3 - Attendance Improvement: The district maintained implementation of its Attendance Improvement Plan, including the use of Attendance Liaisons, data monitoring through eduClimber, and targeted outreach to families. Short-Term Independent Study (STIS), family communication, and coordinated supports across departments continued to reduce barriers to attendance. Increased SARB referrals also led to improved outcomes. While progress was observed for several student groups, attendance remains an area of continued focus.
- Actions 3.4 (Academic Supports in English Language Arts), 3.5 (Phonemic Awareness/Phonics Instruction), and 3.6 (Site-based Supplemental Interventions): RUSD continued to strengthen MTSS implementation in English Language Arts. Elementary sites refined foundational skills instruction and used assessment data to identify students for Tier II and III supports. Secondary sites maintained intervention courses, including credit recovery and targeted support classes. While MAP Growth in ELA demonstrated gains at the elementary level, CAASPP ELA results were mixed, indicating the need for continued refinement of instructional practices and supports.
- Actions 3.7 (English Learner Services), 3.8 (Newcomer English Learner Supports), and 3.9 (English Learner Family Engagement): In 2025-26, RUSD continued to expand and refine supports for English learners through professional learning, increased staffing, and enhanced family engagement. Implementation included ongoing ELD training, newcomer supports, expanded translation services, and targeted outreach through English Learner Advisory Committee meetings at the district and school level and family events.
- Action 3.9 (Kindergarten & TK): RUSD implemented full-day Kindergarten at all 12 elementary schools and expanded Transitional Kindergarten (TK) to include students turning 4 by September 1, offering 25 extended-day and 10 classes for students with disabilities serving TK. Monthly TK teacher meetings supported collaboration and professional development focused on social-emotional and play-based learning, while Kindergarten teachers received training on foundational skills, the Science of Reading, and number sense development.
- Action 3.10 (Special Education Programs): In 2025–26, the Special Education Department prioritized curriculum- and content-focused professional learning to strengthen staff capacity to meet diverse student needs. Teachers and instructional aides participated in targeted training on program-specific curricula, instructional strategies, trauma-informed practices, behavior management, mathematics, and Nonviolent Crisis Intervention (NCI). New staff engaged in onboarding and received ongoing coaching support. Quarterly meetings with teacher leads supported communication, alignment, and continuous improvement across programs.
- Actions 3.13 (Increased Course Access), 3.14 (Credit Recovery and Summer School), 3.15 (College and Career Services), and 3.16 (Strengthen CTE Pathways): In 2025-26, the district sustained and expanded efforts to increase access to rigorous coursework and postsecondary pathways. Summer programs focused on credit recovery, with transportation and meals provided. College and Career Technicians at both high schools developed targeted supports for unduplicated students and offered a specialized Sierra College presentation for EL families. RUSD also continued strengthening CTE pathways and programs across all secondary campuses. Continuous improvement in the areas covered by these actions will be a focus during the 2026-27 school year.
- Actions 3.18 (Transportation) and 3.19 (Transportation for Unduplicated Students): Paid transportation services continued for non-qualifying students, while free transportation remained available for eligible students. Ongoing collaboration among site, education services, and transportation staff has reduced barriers and improved access for foster youth, homeless students, socioeconomically disadvantaged students, and Victory High School students.

- Actions 3.12 (Technology Loan Program), 3.17 (Safety Partnerships), 3.20 (Facilities), 3.21 (Monitoring and Communication), 3.22 (Expanded Learning Opportunities Program), and 3.23 (LCAP Administration) were implemented as planned (fully implemented).

Actions not implemented as planned include:

- Action 3.6 - Site-based Supplemental Interventions: While site-based intervention systems were implemented, continued refinement of processes, including alignment of intervention entry and exit criteria and consistent implementation across sites, remains an area for improvement. For example, RUSD had planned to implement the revised Student Study Team (SST) process but kept it in the pilot phase, with full implementation now planned for 2026-27. Additional focus on strengthening systems and ensuring consistency across sites will continue in 2026-27.

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 majority of the estimated actual expenditures for Goal 3 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 3.1 - Retain Highly Qualified Staff/High Quality Professional Development: Budgeted Expenditures were projected at \$92,599,734 and Estimated Actual Expenditures are projected at \$95,450,444. The material difference in expenditures for this action was due to a settlement agreement for salary increases with labor partners, resulting in increased personnel costs for associated positions.
- Action 3.2 - Implement Standards Aligned Instructional Materials: Budgeted Expenditures were projected at \$1,488,420 and Estimated Actual Expenditures are projected at \$2,161,378. The material difference in expenditures for this action was due to the purchase of AP Psychology curriculum and higher curriculum costs for middle English Language Arts materials.
- Action 3.3 - Attendance Improvement: Budgeted Expenditures were projected at \$5,000 and Estimated Actual Expenditures are projected at \$554. The material difference in expenditures for this action was due to cancellation of the attendance improvement workgroups planned for December 2025 and May 2026. Attendance improvement activities were transferred to pre-existing meetings. Attendance improvement activities occurred without the expense of the workgroup. This action was implemented as planned.
- Action 3.4 - Academic Supports in English Language Arts (MTSS): Budgeted Expenditures were projected at \$417,459 and Estimated Actual Expenditures are projected at \$452,877. The material difference in expenditures for this action was due to variance in employee salaries, including a negotiated settlement agreement with labor partners that resulted in increased personnel costs for positions supporting this action. This action was implemented as planned.
- Action 3.7 - English Learner Supports: Budgeted Expenditures were projected at \$1,528,153 and Estimated Actual Expenditures are projected at \$1,437,497. The material difference in expenditures for this action was due to variance in employee salaries, including a negotiated settlement agreement with labor partners that resulted in increased personnel costs for positions supporting this action. This action was implemented as planned.
- Action 3.12 - Technology Loan Program: Budgeted Expenditures were projected at \$22,000 and Estimated Actual Expenditures are projected at \$13,980. The material difference in expenditures for this action was due to fewer hotspot device loans than anticipated.
- Action 3.16 - Strengthen CTE Pathways: Budgeted Expenditures were projected at \$596,984 and Estimated Actual Expenditures are projected at \$1,657,567. This action was implemented as planned and additional materials were purchased due to an increase in state allocated Career Technical Education funds.

- Action 3.18 - Transportation: Budgeted Expenditures were projected at \$1,114,717 and Estimated Actual Expenditures are projected at \$1,331,405. The material difference in expenditures for this action was due to an increased number of students riding the bus with fee-based bus passes. Ridership of unduplicated pupils decreased (see Action 3.19).
- Action 3.19 - Transportation for Targeted Students: Budgeted Expenditures were projected at \$1,185,403 and Estimated Actual Expenditures are projected at \$888,955. The material difference in expenditures for this action was due to a decreased number of unduplicated students utilizing transportation and change in fuel and mileage costs.
- Action 3.21 - Monitoring and Communication: Budgeted Expenditures were projected at \$358,787 and Estimated Actual Expenditures are projected at \$385,454. The material difference in expenditures for this action was due to a settlement agreement for salary increases with labor partners, resulting in increased personnel costs for associated positions and increased marketing costs for school programs.
- Action 3.22 - LCAP Administration: Budgeted Expenditures were projected at \$255,726 and Estimated Actual Expenditures are projected at \$236,768. The material difference in expenditures for this action was due to a vacancy in associated positions. This action was implemented as planned prior to the vacancy.

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

The implementation of actions within Goal 3 has continued to support the District's efforts to maintain and refine programs aligned to state and local priorities. Many metrics in Goal 3 are tracked on the CA School Dashboard. On the CA School Dashboard districts, schools, and student groups receive performance colors (blue, green, yellow, orange, red) on a gauge/dial, with blue indicating the highest performance and red indicating the lowest performance. Performance colors are determined based on a combination of "status" (current year performance) and "change" (current year performance compared with prior year performance). In 2025–26, the district focused on sustaining systems while deepening implementation in priority areas, including early literacy, attendance, and meeting the unique needs of all students. Actions are classified as effective or somewhat effective, with supporting implementation and quantitative data provided as justification for each rating. No actions were identified as ineffective. (Note: A more comprehensive documentation of the implementation of actions is included above in the "description of overall implementation" section.)

## EFFECTIVE ACTIONS

### Academic Interventions and Supports

- Actions 3.4 (Academic Supports ELA MTSS), 3.5 (Phonemic Awareness/Phonics), 3.13 (Increased Course Access), 3.14 (Credit Recovery and Summer School), 3.15 (College and Career Services), 3.16 (Strengthen CTE Pathways)
- Implementation Evidence: The district continued to strengthen MTSS in English Language Arts, including expanded foundational skills instruction and targeted interventions. Secondary systems supporting credit recovery, A–G completion, and college and career readiness were maintained and refined. Increased access to advanced coursework, dual enrollment, and CTE pathways remained a priority, aligned to educational partner feedback emphasizing early literacy and postsecondary readiness. Educational partners highlighted the importance of early literacy, college/career readiness, and expanding access to academic supports for underperforming groups. Feedback reinforced the need to sustain interventions, increase counselor monitoring of A–G progress, and enhance outreach to underrepresented groups.
- Quantitative Evidence: Metric 3.1 (CAASPP ELA) All Students -0.7%, SED -0.4%, SWD 0.0%, EL -1.5%, H/L -1.6%, AA +1.6%; Metric 3.2 (MAP Growth ELA Grades 3–6) All Students +4.5%, SED +2.9%, SWD +2.5%, EL +1.6%; Metric 3.3 (A–G Completion) All Students -1.7%, SED -8.2%, SWD +5.7%, H/L +2.9%; Metric 3.4 (CTE Pathway Completion) +8.5%; Metric 3.5 (College and

Career Indicator) +11.0%; Metric 3.6 (AP Enrollment) All Students +4.4%, SED +3.5%, H/L +3.4%, AA -5.7%; Metric 3.7 (AP Tests Taken) All Students +385, SED +45, H/L +24, AA +10; Metric 3.8 (AP Course Access and Passing Rates) All Students +6.0%, SED +3.7%, H/L +6.4%; Metric 3.9 (Graduation Rate) All Students +2.8%, SED +6.7%, SWD +11.7%, EL +12.8%

- Next Steps: In 2026-27, the district will continue to strengthen early literacy through expanded foundational skills instruction and targeted interventions. At the secondary level, efforts will focus on improving A–G completion rates for unduplicated student groups, increasing access to rigorous coursework, and strengthening systems to monitor student progress toward college and career readiness. Additionally, RUSD will engage in a continuous improvement process to further examine how the district prepares students for college and career, including refining metrics used to measure progress and success.

#### Standards and Instructional Materials

#### Standards and Instructional Materials

- Action 3.2 (Implement Standards and Aligned Instructional Materials)
- Implementation Evidence: Successfully implemented new K-2 foundational skills instructional materials and 3-6 grade NGSS-aligned science curriculum. Instructional materials were implemented with increasing consistency, with continued focus on early literacy and alignment across grade levels. A pilot team was engaged to explore ELA curriculum options for grades 6–8. Educational partners supported maintaining high-quality, standards-aligned instructional materials across all grade levels, emphasizing the need for curriculum that promotes academic rigor while ensuring access for English learners, students with disabilities, and unduplicated students.
- Quantitative Evidence: Metric 3.11 (Standards-Aligned Materials) maintained in all classrooms
- Next Steps: In 2026-27, the district will continue to monitor fidelity of newly implemented curriculum through embedded coaching and professional learning, while planning for outcome-based evaluations to assess instructional material impact on student achievement. Additionally, the district will pilot Designated ELD curriculum and K-12 mathematics curriculum.

#### Attendance and Access

- Actions 3.3 (Attendance Improvement), 3.18 (Transportation), and 3.19 (Transportation for Unduplicated Students)
- Implementation Evidence: Attendance supports included individualized TK–K outreach, Short-Term Independent Study (STIS), attendance liaisons, and strengthened SARB referrals, contributing to chronic absenteeism reductions. Transportation ensured access for unduplicated, foster, and homeless students. Educational partners emphasized the importance of communication with families about attendance and continued transportation services for unduplicated pupils.
- Quantitative Evidence: Metric 2.7 (Chronic Absenteeism) all students -4.2% (13.6% to 9.4%), EL -6.5%, SED -6.6%
- Next Steps: In 2026-27, the district will continue targeted attendance improvement strategies, including sustained use of attendance data analytics dashboards to identify and support students at risk of chronic absenteeism. Targeted interventions will be implemented to specifically improve attendance among students experiencing homelessness. The district will re-engage the Attendance Improvement Leadership Team to align strategies across schools, while evaluating the impact of attendance liaisons and Short-Term Independent Study practices. Transportation supports will continue for unduplicated, foster, and homeless students, with an emphasis on reducing barriers and improving coordination.

#### Site-based Supplemental Interventions, Expanded Learning, and Monitoring

- Actions 3.6 (Site-Based Supplemental Interventions), 3.21 (Monitoring) 3.22 (Expanded Learning Opportunities), 3.23 (LCAP Administration)

- Implementation Evidence: Although the SST process remained in pilot phase, Tier I, II, and III site-based interventions were implemented to support MTSS across grade levels, providing flexibility for schools to tailor interventions to student needs. Expanded Learning Opportunities programs provided after-school and summer services supporting unduplicated students. Monitoring systems were maintained to track program effectiveness and measure outcome and achievement gaps. Educational partners emphasized the importance of expanding tutoring options, enhancing family communication about available services, sustaining funding for intervention resources, and reinforcing data systems to monitor progress.
- Quantitative Evidence: Metric 1.1 (CAASPP Math) All Students +1.0%, SED +2.3%, EL +2.2%, SWD 0.0%; Metric 1.2 (MAP Math) -0.6%, SWD -4.6%, SED +0.2%, EL +5.0%; Metric 1.3 (MAP Growth Math) -16.5%, SWD -16.1%, SED -18.1%, EL -6.4%; Metric 2.4 (Suspension Rate) -0.7% (3.3% to 2.6%); Metric 2.7 (Chronic Absenteeism) All Students -4.2%, EL -6.5%, SED -6.6%; Metric 3.1 (CAASPP ELA) All Students -0.7%, SED -0.4%, EL -1.5%, SWD 0.0%; Metric 3.9 (Graduation Rate) All Students +2.8%, SED +6.7%, SWD +11.7%, EL +12.8% (Note: Due to changes in the assessment's scoring algorithm in recent years, RUSD does not consider year-over-year comparisons represented in Metric 1.3 to be reliable. Spring 2026 results reflect a return to historical growth patterns following a period of elevated gains.)
- Next Steps: In 2026-27, the district will fully implement the revised Student Study Team (SST) process districtwide, including comprehensive staff training, coaching, and monitoring of fidelity. Permanent six-hour instructional aide positions will be sustained at all elementary schools, with aides delivering high-quality, research-based interventions as part of the MTSS model under the guidance of MTSS lead teachers. Intervention team capacity will be expanded to ensure timely data-driven student identification and support. Additionally, family communication about the Expanded Learning Opportunities Program will be enhanced, and the use of data systems like eduClimber will be strengthened to support program monitoring and progress tracking.

#### Technology Access

- Action 3.12 (Technology Loan Program)
- Implementation Evidence: Maintained device availability for unduplicated students; mid-year monitoring showed 10 out of 30 hotspot devices and 71 out of 80 Chromebooks actively loaned out. The program ensured equitable access for unduplicated students and maintained a process for ongoing support. Educational partners emphasized maintaining access to devices and connectivity for unduplicated students.
- Quantitative Evidence: No quantitative data was collected during the 2025-26 school year.
- Next Steps: In 2026-27, the district will maintain device access for unduplicated students and explore additional supports to address ongoing home technology troubleshooting and connectivity challenges. Monitoring of device use and replacement needs will continue to ensure students maintain equitable access to learning.

#### Safety Partnerships

- Action 3.17 (Safety Partnerships)
- Implementation Evidence: Safety partnerships with law enforcement and emergency services were maintained to support campus security and preparedness. Educational partners emphasized the importance of reinforcing physical and emotional safety through partnerships, safety drills, and ongoing collaboration with the Rocklin Police Department.
- Quantitative Evidence: Metric 3.12 (Parent/Guardian LCAP Survey - Active Partnership) -1.7%; Metric 3.15 (CHKS Safety) 5th -1%, 6th +2%, 7th +4%, 9th +11%, 11th -1%

- Next Steps: In 2026-27, the district will continue strong partnerships with law enforcement and first responders, including retaining 3 School Resource Officers, and ensure safety protocols and training are consistently implemented.

## SOMEWHAT EFFECTIVE ACTIONS

### Professional Development and Staffing

- Actions 3.1 (Retain Highly Qualified Staff), 3.1a (AI Integration)
- Implementation Evidence: Strong recruitment and retention efforts continued, however full implementation of professional learning was limited by the impacts of ongoing labor negotiations. Despite substitute shortages limiting PD days, progress was made in this area to increase the number of available substitutes. Educational partners emphasized the importance of aligning PD to targeted district priorities and strengthening coherence across sites.
- Quantitative Evidence: Metric 1.1 (CAASPP Math) All Students +1.0%, SED +2.3%, SWD 0.0%, EL +2.2%; Metric 3.1 (CAASPP ELA) All Students -0.7%, SED -0.4%, SWD 0.0%, EL -1.5%, HY -8.5%
- Next Steps: In 2026-27, the district will implement the updated Professional Development Plan, aligning training opportunities to district priorities and educator needs, including strengthening Tier I ELA and math instruction, implementing behavior and SEL strategies, supporting English learners and students with disabilities, and integrating AI tools to enhance planning, assessment, and student engagement. Alternative professional learning models, including asynchronous modules and coaching, will be expanded. Additionally, the district will engage in a continuous improvement process to examine college and career readiness systems, including identifying areas of strength and opportunity, refining success metrics, and aligning professional learning to support improved student outcomes in this area.

### English Learner Supports

- Actions 3.7 (EL Services), 3.8 (Newcomer Supports), 3.9 (EL Family Engagement)
- Implementation Evidence: Expanded supports for English learners and newcomer students continued, including professional learning and family engagement efforts. Targeted professional development was expanded at six elementary sites and for secondary teachers, with a focus on strengthening integrated and designated ELD instruction and improving access to core content. Educational partners prioritized expanding support for English learners and newcomer students, including increased professional development for teachers in ELD strategies, expanded family liaison outreach, and stronger newcomer supports such as intake processes and translated resources to improve communication with families.
- Quantitative Evidence: Metric 3.10 (EL Progress) 64.1% (High performance level); Metric 1.1 (CAASPP Math) EL +2.2% (26.5% to 28.7%); Metric 3.1 (CAASPP ELA) EL -1.5% (20.2% to 18.7%). Long-Term English Learners (LTELs) demonstrated a 62.9% progress rate on the English Learner Progress Indicator (ELPI), above the state target of 50%.
- Next Steps: In 2026–27, the district will expand professional learning focused on strengthening instructional practices for English learners and newcomer students during core instruction, extending this work to the remaining six elementary sites and across content areas at the secondary level. Staff will continue to analyze English Learner Progress Indicator (ELPI) and CAASPP data, including outcomes for Long-Term English Learners (LTELs), to identify areas of need and inform instructional adjustments. In addition, the district will further enhance family engagement efforts to strengthen partnerships with English learner families.

### Programs for Students with Disabilities

- Action 3.10 (Special Education Programs)

- Implementation Evidence: Provided targeted professional learning for special education staff, expanded coaching supports, continued professional collaboration, and established foundational structures for implementing research-based curriculum and interventions. Educational partners emphasized sustaining specialized professional development and coaching for special education staff and improving alignment between general and special education.
- Quantitative Evidence: Metric 1.1 (CAASPP Math) +0.0% (25.8% to 25.8%); Metric 3.1 (CAASPP ELA) +0.0% (29.5% to 29.5%); Metric 3.3 (A-G Completion) +5.7% (15.2% to 20.9%); Metric 3.9 (Graduation Rate) +11.7% (76.9% to 88.6%); Metric 3.5 (College & Career Indicator) +26% (4.6% to 30.6%)
- Next Steps: In 2026-27, the district will continue to strengthen curriculum and instruction within special education through ongoing professional learning and coaching, led collaboratively by Educational Services and Special Education leadership. Efforts will focus on increasing consistency of implementation across sites, strengthening alignment between general and special education, and monitoring academic and postsecondary outcomes for students with disabilities.

### Early Learning

- Action 3.11 (Kindergarten and Transitional Kindergarten)
- Implementation Evidence: The district continued to expand and refine early learning programs, including full-day Transitional Kindergarten aligned to the state's phased implementation timeline. Monthly TK teacher collaboration meetings were sustained, with an increased focus on aligning instructional practices across sites. Professional development emphasized foundational literacy, including Science of Reading-aligned practices, early numeracy, and developmentally appropriate instruction. The TK Learning Continuum continued to be used to monitor student progress and inform instruction, with increased attention to consistency of implementation and alignment to kindergarten readiness expectations. Educational partners emphasized the importance of sustaining full-day TK and Kindergarten programs, continuing structured collaboration for teachers, and ensuring professional learning remains aligned to early literacy, numeracy, and developmental needs to support school readiness.
- Quantitative Evidence: No direct academic metric reported in Year 2 for TK/K outcomes; progress monitored through local assessments and formative tools.
- Next Steps: In 2026-27, monthly collaboration among TK teachers will continue, along with targeted professional development in play-based learning and early literacy and numeracy. The district will monitor local assessment data to evaluate student readiness outcomes and inform instructional practices.

### Facilities

- Action 3.20 (Facilities)
- Implementation Evidence: Facilities were maintained in good repair throughout the year, meeting state standards. Educational partners emphasized the importance of continuing to prioritize facility safety, cleanliness, and improvement to support student learning environments.
- Quantitative Evidence: Metric 3.14 (Facilities Condition) maintained 100% good/exemplary
- Next Steps: In 2026-27, the district will continue to maintain safe and well-kept facilities and explore potential upgrades and safety enhancements to support learning environments.

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.

Following analysis of data and input from educational partners, all actions and services will continue, with a focused enhancement in three priority areas while maintaining implementation across all other components of Goal 3. An additional area of enhancement, College and Career Readiness, will be incorporated, as outlined in the Annual Performance section above. Actions and services will continue to be adjusted through an ongoing cycle of monitoring and continuous improvement to ensure alignment with identified student needs.

Goal 3 language will be updated for the 2026–27 school year to include this additional focus on college and career readiness. This refinement is informed by trends in outcome data, including declines in A–G completion rates, persistent gaps between graduation and College/Career Indicator outcomes, and disparities in access to advanced coursework and career pathways for student groups such as socioeconomically disadvantaged students, English learners, and students with disabilities.

Changes to Goal 3 actions include:

- Action 3.4 (Academic Supports in English Language Arts (ELA)): This action will continue to be implemented, with Learning Recovery Emergency Block Grant funding used to support a portion of the salaries for associated positions.
- Action 3.6 (Site-Based Supplemental Interventions): This action will continue to be implemented, with Learning Recovery Emergency Block Grant funding used to support a portion of the salaries for associated positions.
- Action 3.23 (LCAP Administration): This action will continue to be implemented. Additional language and funding will be incorporated to support the district’s efforts to engage in a continuous improvement process focused on college and career readiness systems, including identifying areas of strength and opportunity, refining success metrics, and aligning professional learning to improve student outcomes in this area.
- No other actions had substantive changes; however, additional next steps for each action are outlined in the description of effectiveness above.

**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	Retain Highly Qualified Staff/High Quality Professional Development	Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation. Plan deep and ongoing professional development that focuses on learning and implementation in classrooms. Utilize collaborative learning structures (ie, coaching, lesson study, instructional rounds, and team teaching). Improve teachers' understanding and integration of Artificial Intelligence (AI) in the classroom to improve instructional practices and student learning outcomes.	\$96,591,784.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Implement Standards and Aligned Instructional Materials	Implement California State Standards by providing new and replacement instructional materials, with a continued focus on Mathematics, English Language Arts, History Social Studies/Science, and Science.	\$2,884,864.00	No
3.3	Attendance Improvement	Implement and monitor a multi-tiered system of support for attendance, including increased communication with parents about importance of attendance, utilization of attendance data to target specific interventions/incentives, and ensuring customer service and support through attendance offices to students and parents/guardians.	\$5,000.00	Yes
3.4	Academic Supports in English Language Arts (MTSS)	Maintain full implementation of Multi-Tiered System of Supports (MTSS) at elementary sites with a focus on planning and implementation of Tier I (core instruction) and strategies that promote inclusive and accessible environments, as well as Tier II (strategic) and Tier III (intensive) interventions in English Language Arts, with priority access to interventions given to unduplicated students. Continue to support the implementation of interventions at Spring View Middle School to increase learning outcomes for unduplicated students.	\$479,271.00	Yes
3.5	Phonemic Awareness/Phonics Instruction	Improve early literacy outcomes by identifying and fully implementing phonemic awareness and phonics instruction aligned to science of reading for all TK through third-grade students in the district.	\$105,000.00	Yes
3.6	Site-based Supplemental Interventions	Ensure the academic, behavioral, and social-emotional development of every student through the implementation and enhancement of targeted interventions under the MTSS umbrella. Site-based supplemental allocations are designed to provide flexibility, allowing elementary and middle schools to tailor their interventions to meet the unique needs of their student populations across all tiers of the MTSS framework. <ul style="list-style-type: none"> <li>3.6a) Pre-referral Process - Implement student study team and special education referral processes utilizing consistent K-12 data-tracking process.</li> </ul>	\$1,174,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>3.6b) Quality First Instruction &amp; Academic/Behavioral Interventions - Create a more inclusive school culture through the implementation of Quality First Instruction (actions 1.1 and 3.4) and targeted academic and behavior interventions and supports.</li> </ul>		
<b>3.7</b>	English Learner Services	Implement research-based academic and linguistic approaches to target and support the success of TK-12 English Learners (EL) across all subject areas, including implementation of focused data talks for EL cluster teachers. Identify and expand staff to provide site-based professional learning, Designated English Language Development and support newcomer EL students. Provide training to all EL cluster teachers in integrated and designated ELD.	\$1,657,726.00	Yes
<b>3.8</b>	Newcomer English Learner Supports	Investigate and implement strategies and associated professional development to meet the needs of newcomer English learner students. Create a “newcomer kit” to support students, families, and teachers new to the country, including implementing an intake questionnaire. In alignment with action 2.5, ensure newcomer youth have access and participate in Tier II and III social-emotional behavioral (SEB) interventions, as needed. Provide support to classroom teachers and school staff (including counselors, office staff and instructional aides) on supporting the needs of newcomer English learner students.		No
<b>3.9</b>	English Learner Family Engagement	Support English learners through connections with English learner families, including: targeted outreach, inclusion on site-based committees, family nights, and family liaisons.	\$15,000.00	Yes
<b>3.10</b>	Special Education Programs	Strengthen and maintain a continuum of high quality special education programs, differentiated to meet students' needs as identified in Individual Education Plans. Recruit and retain high-quality special education teachers and instructional assistants. Support special education staff in implementing research-based curriculum by providing ongoing training and coaching for staff.	\$43,350,923.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.11</b>	Kindergarten & TK	Support early learning through full-day Kindergarten and Transitional Kindergarten (TK) at all sites to close achievement gaps between unduplicated students and their peers by providing a solid foundation of learning to all young children. Per state guidelines, TK will be expanded each year through 2025-26. TK classes will have a clearly defined curriculum and pedagogy that is developmentally appropriate for RUSD's youngest learners.		No
<b>3.12</b>	Technology Loan Program	Continue Technology Loan Program providing scholarships for the Technology Protection Program and immediate/interim devices with internet access to targeted students in need, specifically unduplicated students to ensure connectivity and access.	\$22,000.00	Yes
<b>3.13</b>	Increased Course Access	Monitor and maintain the number of unduplicated students enrolled in and completing dual enrollment and Advanced Placement courses through counselor outreach.		No
<b>3.14</b>	Credit Recovery and Summer School	Continue and refine summer school, credit recovery courses, and mid-year intervention programs for high school students, specifically to improve learning outcomes for unduplicated students. Expand summer school at elementary sites as part of Expanded Learning Opportunities Program.	\$317,799.00	Yes
<b>3.15</b>	College and Career Services	Identify all students who are not on track for achieving college/career readiness criteria and/or graduation and eliminate system barriers.		No
<b>3.16</b>	Strengthen CTE Pathways	Strengthen CTE pathways that increase college/career readiness.	\$712,625.00	No
<b>3.17</b>	Safety Partnerships	Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to support safety across the district.	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.18</b>	Transportation	Provide safe and efficient transportation for all students.	\$1,440,104.00	No
<b>3.19</b>	Transportation for Unduplicated Students	Continue providing safe and efficient transportation for unduplicated students.	\$1,217,165.00	Yes
<b>3.20</b>	Facilities	Continue providing safe, well maintained facilities and explore additional school facility safety enhancements and upgrades.	\$20,924,909.00	No
<b>3.21</b>	Monitoring and Communication	Identify and implement a system to regularly monitor and communicate progress of existing programs and move actions needing more focus to focus/broad goals, as necessary. Monitoring will focus first on actions serving only unduplicated students (i.e., Action 3.4 - English Learner Services) to measure effectiveness. Monitoring may be broadened to measure other actions (i.e., Action 3.16 - Credit Recovery and Summer School), specifically to identify if and where disproportionate outcomes exist and determine plans to close performance gaps.	\$372,019.00	No
<b>3.22</b>	Expanded Learning Opportunities Program	Implement and monitor the Expanded Learning Opportunities Program for unduplicated students. Program will offer a nine-hour instructional day for students in grades TK-6 and 30 intersession days.	\$2,299,492.00	No
<b>3.23</b>	LCAP Administration	Support implementation of LCAP goals through provision of administrative/operational services and engagement with educational partners (including indirect cost allocation).	\$313,491.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## 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.

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.

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

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.

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**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
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## 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.

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.

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

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.

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**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
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# 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
\$7,250,838	\$0

## 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
5.421%	0.350%	\$457,415.00	5.771%

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	<p><b>Action:</b> Academic Supports in Mathematics (MTSS)</p> <p><b>Need:</b> CAASPP rates show performance gaps for unduplicated students in mathematics.</p> <p>All Students: 60.3% English Learner: 28.7% Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p>	<p>RUSD will implement Multi-Tiered System of Supports (MTSS) with implementation of Tier I (core instruction), Tier II (strategic) and Tier III (intensive) interventions in mathematics. Students are selected for interventions based on academic need as demonstrated by universal screener assessments, including MAP, CAASPP, local common assessments, and math grades. Priority access to Tier II and Tier III interventions and intervention courses (middle and high school only) is given to unduplicated students (socio-</p>	<p>RUSD will monitor CAASPP Math (Metric 1.1) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding math programs and implementation of MTSS in mathematics.</p>

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
	<p>Educational partners identified the need to invest in interventions which prioritize unduplicated students.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>economically disadvantaged students, English learners, and foster youth).</p> <p>Implementing multi-tiered systems of support (MTSS) in mathematics enhances student achievement, particularly for low-income and English learner students. MTSS significantly improves math outcomes by providing tailored interventions. Investing in MTSS ensures targeted support and equitable academic success (Fuchs et al., 2010).</p>	
<p><b>1.2</b></p>	<p><b>Action:</b> Professional Development &amp; Program Specialists</p> <p><b>Need:</b> CAASPP rates show performance gaps for unduplicated students in mathematics.</p> <p>All Students: 60.3% English Learner: 28.7% Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p> <p>Educational partners identified the need to invest in interventions which prioritize unduplicated students and associated professional development for staff.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b></p>	<p>Through focused work of program specialists, RUSD will provide professional learning on Tier I mathematics curriculum and instructional strategies in alignment with the new mathematics framework for all math teachers, with a targeted focus in 4th grade, 5th grade, and Integrated I and II. Program specialists will also facilitate providing mentorship to new staff and identifying specific engagement strategies to ensure access to curriculum for unduplicated students (socio-economically disadvantaged students, English learners, and foster youth). Program Specialists will also work with counselors and intervention teams to ensure unduplicated students are prioritized for interventions included in action 1.1.</p> <p>Providing oversight and administrators to lead MTSS in mathematics ensures effective implementation and increases student achievement, especially for low-income and English learner students. A study by Balu et al. (2015) found that strong leadership in MTSS significantly boosts math performance. Investing in</p>	<p>RUSD will monitor CAASPP Math (Metric 1.1) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding math programs implementation of MTSS in mathematics and related professional development.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	dedicated leaders guarantees consistent, high-quality support.	
1.4	<p><b>Action:</b> Strengthen Data Analysis</p> <p><b>Need:</b> CAASPP rates and local indicators (MAP and common assessments) show performance gaps for unduplicated students in mathematics.</p> <p>CAASPP Math (grades 3-8 &amp; 11): All Students: 60.3% English Learner: 28.7% Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p> <p>MAP Math (grades 3-8): All Students: TBD% English Learner: TBD% Socio-economically Disadvantaged: TBD% Homeless Youth: TBD%</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>RUSD will implement a data analytics tool (eduClimber) and 60% of a data, assessment and evaluation specialist to maintain eduClimber, load/download assessment data, verify accuracy, and run site and district reports. Additionally, site-based professional learning community teams will receive training on how to strategically utilize data from eduClimber to collaborate and share best practices for improving student learning with particular emphasis on closing performance gaps for unduplicated students.</p> <p>Providing a data analytics tool and a database administrator enhances student achievement, particularly for low-income and English learner students, by enabling data-driven decision-making. Effective data use improves instructional practices and student outcomes. Investing in these resources ensures targeted support and academic success (Lai and McNaughton, 2016).</p>	<p>RUSD will monitor CAASPP Math (Metric 1.1) and MAP Math (Metric 1.2) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding use of data analytics tool (eduClimber) and associated professional development.</p>
2.1	<p><b>Action:</b> Counselors</p> <p><b>Need:</b></p>	RUSD will implement a TK-12 counseling program. In order to decrease the student to counselor ratio and increase services for unduplicated students, therefore increasing student outcomes, RUSD utilizes supplemental	RUSD will monitor suspension rates and CAASPP measures (Metrics 2.4, 1.1 and 3.1) for unduplicated students.

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
	<p>Suspension rates, CAASPP ELA, and CAASPP math show disproportionate outcomes for discipline/suspension and academic outcomes for socio-economically disadvantaged students, foster youth, and homeless youth.</p> <p>Suspension rates  All Students: 2.6%  Socio-economically Disadvantaged: 4.1%  Foster Youth: 9.4%  Homeless Youth: 6.6%</p> <p>CAASPP ELA  All Students: 65.9%  English Learner: 18.7%  Socio-economically Disadvantaged: 48.7%  Homeless Youth: 23.2%</p> <p>CAASPP math  All Students: 60.3%  English Learner: 28.7%  Socio-economically Disadvantaged: 43.4%  Homeless Youth: 15.5%</p> <p>Educational partners resoundingly identified the need to invest in counselors to meet the Tier I, II, and III social-emotional, behavioral, and academic needs of students.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b></p>	<p>funding to provide a robust counseling program at the elementary school level that has one counselor for every 2 schools, RUSD utilizes supplemental funding to provide 5.5 elementary counselors. Schools with higher unduplicated percentages receive more counseling time and unduplicated students receive prioritized access to counseling programs. Elementary counselors provide 1:1 ongoing counseling sessions, student check-ins, group counseling, classroom lessons, support for students with Tier II and III behavioral needs, and are members of the site PBIS Tier II and/or III teams.</p> <p>Counseling programs in elementary, middle, and high schools improve outcomes for low-income, foster youth, and English learner students by providing essential support. Schools with lower counselor-to-student ratios have better academic achievement, attendance rates, and lower disciplinary issues. Additionally, school counselors play a critical role in supporting student success, especially for vulnerable student populations such as low-income, foster youth, and English learner students (Lapan et al., 2012).</p>	<p>Additionally, RUSD will monitor CA Healthy Kids Survey data (Metrics 2.1 and 2.2).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p><b>Action:</b> Integrated Social-Emotional and Behavioral (SEB) Supports</p> <p><b>Need:</b> Suspension rates and local indicators (PBIS SWIS data) show disproportionate rates of discipline/suspension for socio-economically disadvantaged students, homeless youth, students with disabilities, and students with the following races/ethnicities: African American. Although foster youth outcomes were not disproportionate in 2024 for suspension, this student group is still closely monitored.</p> <p>All Students: 2.6% Socio-economically Disadvantaged: 4.1% Foster Youth: 9.4% Homeless Youth: 6.6% Students with Disabilities: 4.4% African American: 9.6%</p> <p>Educational partners identified the need to invest in effective Tier I social-emotional and behavioral strategies for all students.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>RUSD will implement Positive Behavior Interventions &amp; Supports (PBIS) consistently across all elementary and middle schools and extend behavioral support frameworks to high schools, focusing on reducing the disproportionately high number of referrals and suspensions among unduplicated pupils. Additionally, education services staff will ensure time and capacity to develop and implement on-campus, integrated and explicit Tier I SEL practices. All schools have a multi-disciplinary implementation team (Behavior and SEL specific or as an integrated behavior/PBIS and SEL team). Associated supplemental funds will be used to contract with PCOE for additional PBIS training, provide funding to SEB site teams to implement Tier I practices effectively and with fidelity, and provide two release sections at the comprehensive high schools to ensure capacity for implementation of effective school-wide SEL.</p> <p>Providing Tier I social emotional learning (SEL) enhances student outcomes, especially for low-income and English learner students, by fostering a supportive and inclusive school environment. Durlak et al. (2011) found that SEL programs significantly improve social behavior, reduce emotional distress, and boost academic performance. Additionally, implementing Tier I Positive Behavioral Interventions and Supports (PBIS) improves student outcomes, particularly for low-income, foster youth, and English learner students, by creating a positive and consistent school climate. PBIS reduces disciplinary issues</p>	<p>RUSD will monitor suspension rates (Metric 2.4) for unduplicated students and any student with disproportionate outcomes to the all student group. Additionally, RUSD will monitor CA Healthy Kids Survey data (Metrics 2.1 and 2.2) and MTSS implementation (Metrics 2.5 and 2.6)</p> <p>Additionally, RUSD will review SWIS data annually and seek feedback from students, parents and staff regarding Tier I social-emotional and behavioral programs, supports and associated professional development.</p>

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 enhances academic performance (Bradshaw et al., 2010).	
2.3	<p><b>Action:</b> Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process</p> <p><b>Need:</b> Suspension rates and local indicators (PBIS SWIS data) show disproportionate rates of discipline/suspension for socio-economically disadvantaged students, homeless youth, students with disabilities, and students with the following races/ethnicities: African American. Although foster youth outcomes were not disproportionate in 2024 for suspension, this student group is still closely monitored.</p> <p>All Students: 2.6% Socio-economically Disadvantaged: 4.1% Foster Youth: 9.4% Homeless Youth: 6.6% Students with Disabilities: 4.4% African American: 9.6%</p> <p>Educational partners identified the need to invest in effective Tier II and III social-emotional and behavioral interventions for students with Tier II and III needs.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>RUSD will implement Positive Behavior Interventions &amp; Supports (PBIS) Tier II interventions consistently across all elementary and middle schools. Middle and high school sites will work to increase available Tier II and Tier III social-emotional and behavioral (SEB) interventions for students, including substance abuse interventions and strengthen a multi-disciplinary implementation team to identify, refer, and monitor progress of students needing access to Tier II and III social-emotional, mental health, and behavioral interventions. Each elementary school will establish a multi-disciplinary behavior response team (BRT). Additionally, education services staff will ensure capacity and resources to develop and implement Tier II social-emotional and behavioral interventions. Associated supplemental funds will be used to contract with PCOE for additional PBIS training (Tier III for sites displaying readiness on the annual Tiered Fidelity Inventory), provide funding to SEB site teams to implement Tier II practices effectively and with fidelity, employ three behavior support assistants and 33% of a behavior analyst to support site teams in the implementation of Tier III intervention plans.</p> <p>Providing Tier II and III behavioral interventions increases student outcomes for low-income, foster youth, and English learner students by addressing individual needs. Targeted interventions reduce behavioral issues and improve academic performance (Eber et al., 2009). Additionally, a study by Horner et al. (2009) shows that targeted</p>	<p>RUSD will monitor suspension rates (Metric 2.4) for unduplicated students and any student with disproportionate outcomes to the all student group. Additionally, RUSD will monitor CA Healthy Kids Survey data (Metrics 2.1 and 2.2) and MTSS implementation (Metrics 2.5 and 2.6).</p>

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
		PBIS reduces disciplinary incidents and enhances academic performance. Investing in these supports ensures equitable success and a positive school climate.	
2.5	<p><b>Action:</b> Social-emotional Behavioral (SEB) Coordination</p> <p><b>Need:</b> Suspension rates and local indicators (PBIS SWIS data) show disproportionate rates of discipline/suspension for socio-economically disadvantaged students, homeless youth, students with disabilities, and students with the following races/ethnicities: African American. Although foster youth outcomes were not disproportionate in 2024 for suspension, this student group is still closely monitored.</p> <p>All Students: 2.6% Socio-economically Disadvantaged: 4.1% Foster Youth: 9.4% Homeless Youth: 6.6% Students with Disabilities: 4.4% African American: 9.6%</p> <p>Educational partners identified the need to have coordination at a district level to provide support to site teams in the implementation of Tier I, II, and III social-emotional behavior practices. Educational partners also identified the need to continue looking for opportunities to expand services for unduplicated students.</p>	<p>RUSD education services staff will coordinate all activities within goal 2, specifically Action 2.2 and 2.3, to ensure implementation to fidelity at each school and ensure unduplicated students have prioritized access to Tier II and III interventions. The Program Specialist of Community Schools and Integrated Supports will be an integral member of the leadership team guiding the implementation and monitoring of social-emotional, mental health and behavioral support services. Additionally, the Program Specialist of Community Schools and Integrated Supports, will seek grant opportunities to increase available social-emotional, mental health and behavioral services in schools, with a focus on increasing services for unduplicated students. This action will primarily be funded through grant funds, however associated supplemental funds for this action will cover the remainder of the salary and benefits of this position.</p> <p>Having a consistent, focused educator oversee social-emotional and behavioral programs ensures effective implementation across school sites, improving outcomes for low-income, foster youth, and English learner students. Well-managed programs significantly enhance social skills and academic performance (Domitrovich et al., 2008). Additionally, well-implemented PBIS reduces behavioral issues and improves academic performance (Horner et al., 2009).</p>	RUSD will monitor suspension rates (Metric 2.4) for unduplicated students and any student with disproportionate outcomes to the all student group. Additionally, RUSD will monitor CA Healthy Kids Survey data (Metrics 2.1 and 2.2) and MTSS implementation (Metrics 2.5 and 2.6).

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
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>		
2.7	<p><b>Action:</b> School-based Mental Health Support</p> <p><b>Need:</b> Suspension rates, CAASPP ELA, and CAASPP math show disproportionate outcomes for discipline/suspension and academic outcomes for socio-economically disadvantaged students, foster youth, and homeless youth. Although foster youth outcomes were not disproportionate in 2024 for suspension, this student group is still closely monitored.</p> <p>Suspension rates All Students: 2.6% Socio-economically Disadvantaged: 4.1% Foster Youth: 9.4% Homeless Youth: 6.6%</p> <p>CAASPP ELA All Students: 65.9% English Learner: 18.7% Socio-economically Disadvantaged: 48.7% Homeless Youth: 23.2%</p> <p>CAASPP math All Students: 60.3% English Learner: 28.7%</p>	<p>RUSD will implement school-based mental health support and skill development provided by community partnership at all secondary schools. English learners, foster youth, and socio-economically disadvantaged youth will receive priority access to this school-based service and remaining spots may be used by other students referred by the school team for the service.</p> <p>Having school-based mental health counselors improves outcomes for low-income, foster youth, and English learner students by addressing mental health needs directly. Providing access to mental health services in schools significantly improves students' emotional and behavioral well-being, which in turn enhances their academic performance. The study highlights that such services are particularly beneficial for low-income, foster youth, and English learner students, as they help reduce behavioral issues and support better learning outcomes (Reback, R., 2010).</p>	<p>RUSD will monitor suspension rates and CAASPP measures (Metrics 2.4, 1.1 and 3.1) for unduplicated students. Additionally, RUSD will monitor CA Healthy Kids Survey data (Metrics 2.1 and 2.2).</p>

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
	<p>Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p> <p>Educational partners identified the need to maintain the investment in mental health school-based counseling to meet the needs of students requiring Tier III mental health interventions.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> Schoolwide</p>		
2.9	<p><b>Action:</b> Community Engagement &amp; Education</p> <p><b>Need:</b> Educational partners, including parents/guardians, identified the need to maintain the investment in parent education related to student social-emotional, behavioral and mental health issues.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>RUSD will implement family engagement activities (e.g., Parent University, Family Nights), with the goal of increasing partnerships with families and boosting student resilience and social-emotional well-being. RUSD will work with community partners and local organizations to implement this action. For parenting/behavior management classes, RUSD will ensure classes are at schools with highest unduplicated student percentages and target outreach to these students' families. Additionally the district will inform students, parents, and staff about school-based mental health and counseling programs, including benefits and how to access services.</p> <p>Providing parent and family education improves student outcomes for low-income, foster youth, and English learner students by fostering supportive school-to-home partnerships. A study by Jeynes (2012) found that parental involvement</p>	<p>In addition to attendance data from parent/family engagement activities, RUSD will monitor parent engagement as reported on the annual LCAP survey (Metric 3.12)</p>

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
		programs significantly boost academic achievement and social skills.	
3.3	<p><b>Action:</b> Attendance Improvement</p> <p><b>Need:</b> Chronic absenteeism rates show gaps for unduplicated students.</p> <p>All Students: 9.4% English Learner: 11.3% Socio-economically Disadvantaged: 18.5% Foster Youth: 26.7% Homeless Youth: 31.5%</p> <p>Educational partners identified the need to maintain focus on increasing attendance, particularly for unduplicated student groups, as a top priority for the 2026-27 school year.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>RUSD will implement and monitor a multi-tiered support system for attendance, continuing the TK-12 attendance campaign with enhanced communication to families about its importance. Schools will use the district's data analytics tool, eduClimber, to track attendance data and target specific interventions and incentives. Data team meetings will focus on interventions for chronic absenteeism, and ongoing attendance interventions will be enforced, including increased accountability measures such as letters, parent meetings, and School Attendance Review Board (SARB) involvement.</p> <p>Implementing robust attendance protocols and improvement campaigns increases student outcomes for low-income, foster youth, and English learner students by reducing absenteeism and promoting consistent learning. Improved attendance is directly linked to higher academic achievement (Gottfried, 2010).</p>	In addition to monitoring local data on attendance dashboards through eduClimber, RUSD will monitor chronic absenteeism rates (Metric 2.7).
3.4	<p><b>Action:</b> Academic Supports in English Language Arts (MTSS)</p> <p><b>Need:</b> CAASPP rates show performance gaps for unduplicated students in ELA.</p>	RUSD will implement Multi-Tiered System of Supports (MTSS) with implementation of Tier I (core instruction), Tier II (strategic) and Tier III (intensive) interventions in ELA. Students are selected for interventions based on academic need as demonstrated by universal screener assessments, including MAP, CAASPP, and local common assessments. Priority access to Tier II	RUSD will monitor CAASPP ELA (Metric 3.1) for unduplicated students. Additionally, RUSD will monitor the local assessment, Core Phonics Survey.

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	<p>All Students: 65.9% English Learner: 18.7% Socio-economically Disadvantaged: 48.7% Homeless Youth: 23.2%</p> <p>Educational partners identified the need to invest in interventions which prioritize unduplicated students.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and Tier III interventions and intervention courses (middle and high school only) is given to unduplicated students (socio-economically disadvantaged students, English learners, and foster youth).</p> <p>Providing MTSS in ELA enhances student outcomes, especially for low-income, foster youth, and English learner students. MTSS improves reading achievement, specifically in reading fluency and comprehension (Vaughn et al., 2010).</p>	<p>Additionally, RUSD will seek feedback from students, parents and staff regarding ELA programs and implementation of MTSS in ELA.</p>
<p><b>3.5</b></p>	<p><b>Action:</b> Phonemic Awareness/Phonics Instruction</p> <p><b>Need:</b> CAASPP rates show performance gaps for unduplicated students in ELA.</p> <p>All Students: 65.9% English Learner: 18.7% Socio-economically Disadvantaged: 48.7% Homeless Youth: 23.2%</p> <p>Educational partners identified the need to invest in stronger Tier I instruction at the kindergarten, 1st, and 2nd grade levels to ensure all students, with a focus on unduplicated students, are reading in 3rd grade and are well-prepared to take the comprehensive CAASPP assessment.</p>	<p>RUSD will implement explicit phonemic awareness and phonics instruction aligned to the science of reading, including ensuring schools are implementing strong fluency, vocabulary, and comprehension components. Programs will be implemented in all kindergarten, 1st, and 2nd grade classrooms districtwide. Supplemental funds will be used in addition to site-based funding to ensure schools with highest percentages of socio-economically disadvantaged students receive specialized instructional materials.</p> <p>Research highlights that strong early literacy programs significantly improve reading skills, particularly in kindergarten and first grade students. Effective phonics instruction can prevent reading failure, which is crucial for setting a strong foundation for future academic success. Early intervention, especially for low-income, foster youth, and English learner students, is critically</p>	<p>RUSD will monitor CAASPP ELA (Metric 3.1) for unduplicated students. Additionally, RUSD will monitor the local assessment, Core Phonics Survey.</p> <p>Additionally, RUSD will seek feedback from staff regarding phonemic awareness and phonics programs and implementation.</p>

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
	<p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> LEA-wide</p>	<p>important to ensure equitable educational outcomes (Torgesen, J. K., 2004).</p>	
<p><b>3.6</b></p>	<p><b>Action:</b> Site-based Supplemental Interventions</p> <p><b>Need:</b> Suspension rates, CAASPP ELA, and CAASPP math show disproportionate outcomes for discipline/suspension and academic outcomes for socio-economically disadvantaged students, foster youth, and homeless youth.</p> <p>Suspension rates All Students: 2.6% Socio-economically Disadvantaged: 4.1% Foster Youth: 9.4% Homeless Youth: 6.6%</p> <p>CAASPP ELA All Students: 65.9% English Learner: 18.7% Socio-economically Disadvantaged: 48.7% Homeless Youth: 23.2%</p> <p>CAASPP math All Students: 60.3% English Learner: 28.7% Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p>	<p>RUSD will provide supplemental funds to elementary and middle schools to ensure funding for site-based decision making. Schools will utilize funds to implement academic, behavioral, and social-emotional development programs with all interventions prioritizing the needs of unduplicated student groups. Site-based implementation will be implemented in alignment with Actions 1.1, 2.2, 2.3, and 3.4. Additional supplemental funding will be provided to high schools to purchase supplemental instructional materials to be used to meet the needs of unduplicated students during first instruction and/or during Tier II/III interventions.</p> <p>Multi-tiered systems of support improve student outcomes. Research highlights that MTSS frameworks, which integrate academic and behavioral interventions, significantly enhance both academic performance and behavior in students. Through the MTSS framework, schools provide universal supports to address the diverse needs of all students, particularly benefiting low-income, foster youth, and English learner students (McIntosh et al., 2011).</p>	<p>RUSD will monitor suspension rates and CAASPP measures (Metrics 2.4, 1.1 and 3.1) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding implementation of MTSS in ELA, math, and social-emotional behavioral programs.</p>

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
	<p>Educational partners identified the need to ensure local site-based decision making in order to provide flexibility, allowing elementary and middle schools to tailor interventions to meet the unique needs of their student populations across all tiers of the MTSS framework.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> Schoolwide</p>		
<p><b>3.11</b></p>	<p><b>Action:</b> Kindergarten &amp; TK</p> <p><b>Need:</b> CAASPP ELA and CAASPP math show disproportionate academic outcomes for socio-economically disadvantaged students, foster youth, and homeless youth.</p> <p>CAASPP ELA All Students: 65.9% English Learner: 18.7% Socio-economically Disadvantaged: 48.7% Homeless Youth: 23.2%</p> <p>CAASPP math All Students: 60.3% English Learner: 28.7% Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p>	<p>After assessing the needs of RUSD's low-income, foster youth and English learners, District staff, in conjunction with educational partners, have determined that these students need continued access to high quality early-learning programs. RUSD will address this need by continuing to extend the instructional day and providing students a robust early education with strong emphasis on literacy and numeracy development. RUSD is committed to full-day kindergarten programs to close achievement gaps between young children from minority and low-income families and their peers and by providing a solid foundation of learning to children from all backgrounds to increase all students' academic, social, and emotional success. Likewise, the District's support of resources for transitional kindergarten (TK) and expanded Universal TK ensures all children are better prepared to succeed academically and emotionally in later grades, so they are less likely to be placed in special education or held back in</p>	<p>RUSD will monitor CAASPP measures (Metrics 1.1 and 3.1) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from parents and staff regarding early learning (kindergarten and transitional kindergarten) programs.</p>

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
	<p>Educational partners identified the need to sustain full-day kindergarten programs and extended-day transitional kindergarten programs to ensure unduplicated students have access to strong foundational academic and social-emotional learning.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b></p>	<p>later grades (National Education Association, 2006). These services are being provided to all students on a school-wide basis at each elementary school. RUSD anticipates that unduplicated pupils will benefit significantly more than their peers, therefore increasing academic, social, and emotional outcomes and decreasing performance gaps in later grades.</p>	
<p><b>3.14</b></p>	<p><b>Action:</b> Credit Recovery and Summer School</p> <p><b>Need:</b> Graduation rates show performance gaps for unduplicated students in mathematics.</p> <p>All Students: 97.5% English Learner: 88.6% Socio-economically Disadvantaged: 94.5% Homeless Youth: 82.8%</p> <p>Educational partners identified the need to invest in credit recovery options which prioritize unduplicated students.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b></p>	<p>RUSD will implement secondary summer school programs for students needing credit recovery. Unduplicated students in need will be scheduled first to ensure access to programs aimed to boost graduation rates and recoup lost credits. RUSD will also sustain five teachers at Victory High School (VHS) and ensure students receive content-based mathematics instruction within the continuation high school setting.</p> <p>Providing credit recovery summer school programs improves student outcomes for low-income, foster youth, and English learner students by enabling them to catch up and stay on track for graduation. A study by Balfanz et al. (2010) found that such programs significantly reduce dropout rates and increase academic achievement. Additionally, credit recovery programs, particularly those offered during the summer, play a crucial role in helping at-risk students, including low-income, foster youth, and English learner students, catch up on missed credits and stay on track for graduation.</p>	<p>RUSD will monitor Graduation rates (Metric 3.9) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding credit recovery programs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.23	<p><b>Action:</b> LCAP Administration</p> <p><b>Need:</b> Academic outcomes, in addition to Absenteeism, Suspension and Graduation rates show performance gaps for unduplicated students.</p> <p>Suspension rates All Students: 2.6% Socio-economically Disadvantaged: 4.1% Foster Youth: 9.4% Homeless Youth: 6.6%</p> <p>CAASPP ELA All Students: 65.9% English Learner: 18.7% Socio-economically Disadvantaged: 48.7% Homeless Youth: 23.2%</p> <p>CAASPP math All Students: 60.3% English Learner: 28.7% Socio-economically Disadvantaged: 43.4% Homeless Youth: 15.5%</p> <p>Chronic Absenteeism All Students: 9.4% English Learner: 11.3% Socio-economically Disadvantaged: 18.5% Foster Youth: 26.7% Homeless Youth: 31.5%</p>	<p>RUSD will ensure unduplicated student needs are at the forefront of decision making by providing central coordination of LCAP actions. Site-based liaisons for homeless and foster youth, school staff, classroom teachers, and school administrators work directly with Directors of Educational Services to implement research-based practices in order to meet the needs of students and families and close achievement gaps. Although programs overseen at the district level serve all students, RUSD anticipates that unduplicated pupils will benefit significantly more than their peers due to the targeted outreach focused on needs presented by the unduplicated student group, therefore increasing academic and wellness outcomes and decreasing performance gaps.</p> <p>Effective monitoring and use of student achievement data significantly improve instructional practices and academic performance. By systematically collecting and analyzing data, educators can identify areas needing improvement, tailor interventions, and ensure programs meet students' needs. This approach is particularly beneficial for low-income, English learners, and foster youth, as it promotes accountability and continuous program enhancement to support equitable educational outcomes (Hamilton et al., 2009).</p>	<p>RUSD will monitor the CAASPP, Absenteeism, Suspension and Graduation rates (Metrics 1.1, 2.4, 2.7, 3.1, 3.9) for unduplicated students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding district programs via multiple modalities, including survey, committee, and student forums.</p>

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
	<p>Graduation rates  All Students: 97.5%  English Learner: 88.6%  Socio-economically Disadvantaged: 94.5%  Homeless Youth: 82.8%</p> <p>Educational partners identified the need to invest in ongoing support and case management for RUSD's most vulnerable populations. Additionally, educational partners want to ensure ongoing collaboration regarding district programs through comprehensive educational partner engagement.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b>  LEA-wide</p>		

**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	<p><b>Action:</b>  Targeted Tutoring</p> <p><b>Need:</b></p>	RUSD will provide 1:1 tutoring to foster youth and students living in homelessness based on a demonstrated academic need. Small group tutoring services will be available to English	RUSD will monitor CAASPP ELA (Metric 3.1) and CAASPP Math (Metric 1.1) for students in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>CAASPP rates show performance gaps for unduplicated students in mathematics.</p> <p>All Students: 60.3%  English Learner: 28.7%  Socio-economically Disadvantaged: 43.4%  Homeless Youth: 15.5%</p> <p>Educational partners identified the need to increase tutoring for unduplicated students and seek ways to reduce barriers.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b>  Limited to Unduplicated Student Group(s)</p>	<p>learners and socio-economically disadvantaged students based on a demonstrated academic need. Tutoring will be available via RUSD certificated or classified staff or through a partnership with a 3rd-party agency.</p> <p>Previous tutoring programs implemented in RUSD school settings showed an increase in student performance. Additionally, providing low-income and English learner students with access to free tutoring enhances academic achievement, and closes educational gaps (Cheung &amp; Slavin 2016).</p>	<p>homelessness and socio-economically disadvantaged students.</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding the tutoring program.</p>
1.7	<p><b>Action:</b>  Linguistic Math Supports for English Learner Students</p> <p><b>Need:</b>  CA Dashboard English Learner Progress Indicator: High (Green)</p> <p>Educational partners identified the need to increase training for teachers and classified staff working with English learner students in cluster classes.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>RUSD will embed strategies to improve outcomes for English learner (EL) students within mathematics professional development for teachers and classified staff.</p> <p>Providing training for teachers of EL students improves instructional quality and student outcomes. A study by Goldenberg (2013) found that professional development for teachers significantly enhances EL students' language proficiency and academic performance. Investing in teacher training supports diverse learners.</p>	<p>RUSD will monitor the English learner progress indicator on the CA Dashboard (Metric 3.10).</p> <p>Additionally, RUSD will seek feedback on the annual staff professional development needs survey.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>2.10</b></p>	<p><b>Action:</b> Case Management</p> <p><b>Need:</b> Academic outcomes, in addition to Absenteeism, Suspension and Graduation rates show performance gaps for foster youth and students living in homelessness.</p> <p>CAASPP Math All Students: 60.3% Homeless Youth: 15.5%</p> <p>CAASPP ELA All Students: 65.9% Homeless Youth: 23.2%</p> <p>Suspension rates All Students: 2.6% Foster Youth: 9.4% Homeless Youth: 6.6%</p> <p>Chronic Absenteeism All Students: 9.4% Foster Youth: 26.7% Homeless Youth: 31.5%</p> <p>Graduation rates All Students: 97.5% Homeless Youth: 82.8%</p> <p>Educational partners identified the need to invest in ongoing support and case</p>	<p>RUSD will implement case-management for foster and homeless youth district-wide. Centralized support through the Director of Innovation, School Programs, and Accountability and an administrative assistant also ensures students and families are linked with community-based organizations to provide for students' basic needs(housing, food, and mental healthcare). School-site liaisons maintain regular, direct contact with families. Additionally, RUSD will continue the District Foster and Homeless Youth Advisory Committee.</p> <p>Providing case management for foster and homeless youth enhances student outcomes by offering tailored support and resources. Case management significantly improves academic performance and stability for these students (Day et al., 2012).</p>	<p>RUSD will monitor the CAASPP, Absenteeism, Suspension and Graduation rates (Metrics 1.1, 2.4, 2.7, 3.1, 3.9) for foster youth and students living in homelessness.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>management for RUSD's most vulnerable populations.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
3.7	<p><b>Action:</b> English Learner Services</p> <p><b>Need:</b> CAASPP rates show performance gaps for English learner students in ELA and mathematics.</p> <p>ELA: All Students: 65.9% English Learner: 18.7%</p> <p>Mathematics: All Students: 60.3% English Learner: 28.7%</p> <p>Educational partners identified the need to maintain and increase English language development staff.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b></p>	<p>RUSD will provide English language development (integrated and targeted) through English language development staff, including certificated teachers and classified instructional assistants. The program will be coordinated and supervised by a Coordinator of ELD. EL program staff will also be responsible for running English Language Advisory Committee (ELAC) meetings and participating in the District English Language Advisory Committee (DELAC). Additionally, program staff administers the English Language Proficiency Assessments for California (ELPAC).</p> <p>Providing specialized educators for English learner students boosts student achievement by delivering targeted instruction. Specialized teaching significantly improves EL students' language acquisition and academic performance. Investing in skilled educators ensures equitable learning opportunities and academic success (Saunders and Goldenberg, 2010).</p>	<p>RUSD will monitor CAASPP ELA (Metric 3.1) and CAASPP Math (Metric 1.1) for English learner students. RUSD will also monitor the English learner progress indicator on the CA Dashboard (Metric 3.10).</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding the EL program.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.9	<p><b>Action:</b> English Learner Family Engagement</p> <p><b>Need:</b> CAASPP rates show performance gaps for English learner students in ELA and mathematics.</p> <p>ELA: All Students: 65.9% English Learner: 18.7%</p> <p>Mathematics: All Students: 60.3% English Learner: 28.7%</p> <p>Educational partners identified the need to maintain and increase outreach to families of English learner students.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>RUSD will implement parent liaisons through instructional aide and translation position extra time. These liaisons are available to site-based outreach, but also run bi-weekly family virtual sessions for families of newcomer students. Topics discussed during calls include: academic programs, college/career transition, tutoring/intervention programs, and community-based organizations (ie, sports, community events, etc.).</p> <p>Providing parent outreach to English learner families enhances student achievement by fostering family engagement and support. A study by Jeynes (2012) shows that parental involvement positively impacts academic performance, particularly in reading and math. Effective outreach bridges gaps, empowering families to support their children's education.</p>	<p>RUSD will monitor CAASPP ELA (Metric 3.1) and CAASPP Math (Metric 1.1) for English learner students. RUSD will also monitor the English learner progress indicator on the CA Dashboard (Metric 3.10).</p> <p>Additionally, RUSD will seek feedback from students, parents and staff regarding the EL family outreach.</p>
3.12	<p><b>Action:</b> Technology Loan Program</p> <p><b>Need:</b> Educational partner input indicated 3rd-6th grade students need access to devices at home in order to access school and</p>	<p>RUSD will provide hotspots to TK-12th grade students living in homelessness and chromebooks to any unduplicated student in grades TK-6 who indicates a need (or whose teacher reaches out on their behalf).</p>	<p>RUSD will monitor MAP ELA (Metric 3.2) and MAP Math (Metric 1.2) for students in homelessness and socio-economically disadvantaged students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>homework. Additionally, TK-12th grade students' families need access to the internet.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Providing low-income families with technology boosts academic performance and digital literacy by ensuring equal access to online learning resources (Education Week, 2020).</p>	<p>Additionally, RUSD will seek feedback from students, parents and staff regarding the technology loan program.</p>
<p><b>3.19</b></p>	<p><b>Action:</b> Transportation for Unduplicated Students</p> <p><b>Need:</b> Chronic absenteeism rates show gaps for unduplicated students.</p> <p>All Students: 9.4% English Learner: 11.3% Socio-economically Disadvantaged: 18.5% Foster Youth: 26.7% Homeless Youth: 31.5%</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>RUSD will provide transportation services at a free/reduced rate to all unduplicated students in order to increase access to school.</p> <p>Transporting low-income students via school buses improves attendance and access to higher-quality schools, boosting academic outcomes (Urban Institute, 2018).</p>	<p>RUSD will monitor Chronic Absenteeism rates (Metric 2.7) for unduplicated students.</p> <p>Additionally, RUSD will monitor ridership and aims to keep ridership of unduplicated students at or above the percentage of total unduplicated students (&gt;24%).</p>

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.

According to the minimum proportionality percentage calculation of 5.6%, services provided in RUSD for foster youth, English learners, and low-income students (including students experiencing homelessness) have been increased and improved as compared to services provided to all students accordingly and are described below:

- Priority access to academic interventions and support courses during the school day for targeted students. Students will be identified by site teams through the use of data tools and analysis of common assessments, supported by the District data, assessment and evaluation specialist. (Goal 1, Actions 1, 3, 4 and Goal 3, Actions 4, 5 and 6) \$2,046,088
- Refined and improved services to English learners through increased school-to-home communication and Targeted and Integrated English Language Development supported by highly-qualified support teachers to improve students' access to core instruction in all content areas. (Goal 3, Actions 7, 8, and 9) \$1,521,500
- Professional development in specific linguistic-based approaches to increase achievement of English learners in mathematics. (Goal 1, Action 7) \$0
- Individualized support for foster youth, English learners and students experiencing homelessness through targeted tutoring to address academic needs. (Goal 1, Action 6) \$20,000
- Provide professional development, materials, and improved intervention programs to ensure unduplicated students receive behavioral and social emotional supports (Tier I) and priority access to interventions (Tier II) and individualized supports (Tier III) that result in increased/improved academic, social-emotional, behavioral, and attendance outcomes. (Goal 2, Actions 2, 3, 4, 5, 7, and 8 and Goal 3, Action 3) \$1,515,651
- Provide free transportation removing the barriers to attendance for unduplicated students. (Goal 3, Action 19) \$1,217,163
- Refined and increased counseling support for unduplicated students at the elementary and secondary levels to increase access to mental health services and successful transition and college/career goals. (Goal 2, Action 1) \$900,232
- Increased technology and internet access for targeted students in need. (Goal 3, Action 12) \$22,000
- Increased and improved credit recovery programs with priority access for unduplicated students (Goal 3, Action 14) \$257,186
- Refine and improve progress monitoring tools and professional development focusing on continuous improvement provided by our Program Specialists to ensure targeted students receive effective first instruction (Tier I) and priority intervention services (Tier II) that results in increased/improved academic outcomes for targeted students. (Goal 1, Action 2 and 5, and Goal 3, Action 21) \$281,064
- Provide meaningful and relevant parent/guardian education with priority access for families of targeted students. (Goal 2, Action 9) \$5,000
- Provide direct services to unduplicated students and oversight, administrative, and operational support of LCAP goals implemented to increase/improve services for unduplicated students. (Goal 2, Action 10 and Goal 3, Action 22) \$313,491

These specific actions and services quantitatively and qualitatively exceed the minimum proportionality rate to improve the educational program for targeted students.

### **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.

RUSD does not receive additional concentration grant add-on funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# 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	133,756,840	7,250,838	5.421%	0.350%	5.771%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$153,139,998.00	\$21,435,163.00	\$0.00	\$3,272,175.00	\$177,847,336.00	\$148,711,677.00	\$29,135,659.00

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	Academic Supports in Mathematics (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$652,504.00	\$50,000.00	\$702,504.00				\$702,504.00	
1	1.2	Professional Development & Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$283,064.00	\$0.00	\$281,064.00			\$2,000.00	\$283,064.00	
1	1.3	Common Assessments & Essential Skills	All	No			All Schools	ongoing								
1	1.4	Strengthen Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$132,589.00	\$85,000.00	\$217,589.00				\$217,589.00	
1	1.5	Research-based Instructional Practices	All	No			All Schools	ongoing								
1	1.6	Targeted Tutoring	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$6,000.00	\$14,000.00	\$20,000.00				\$20,000.00	
1	1.7	Linguistic Math Supports for English Learner Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing								
2	2.1	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$858,344.00	\$60,000.00	\$900,232.00			\$18,112.00	\$918,344.00	
2	2.2	Integrated Social-Emotional and Behavioral (SEB) Supports	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$51,705.00	\$155,250.00	\$206,955.00				\$206,955.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.3	Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$732,222.00	\$0.00	\$732,222.00				\$732,222.00	
2	2.4	Campus Culture/Student Connectedness	All	No			All Schools	ongoing								
2	2.5	Social-emotional Behavioral (SEB) Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$176,725.00	\$0.00	\$176,725.00				\$176,725.00	
2	2.6	Digital Citizenship and Bullying/Cyberbullying Prevention	English Learners, Foster Youth, Low Income, Chronically Absent Students	No			All Schools	ongoing								
2	2.7	School-based Mental Health Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AC, BR, CS, GOMS, PW, QT, RE, RU, RC, SE, SVMS, SR, TO, VV TK-12	ongoing	\$0.00	\$401,167.00	\$394,749.00			\$6,418.00	\$401,167.00	
2	2.8	Staff SEL	All	No			All Schools	ongoing								
2	2.9	Community Engagement & Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.10	Case Management	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing								
3	3.1	Retain Highly Qualified Staff/High Quality Professional Development	All	No			All Schools	ongoing	\$94,123,568.00	\$2,468,216.00	\$91,958,684.00	\$4,234,855.00		\$398,245.00	\$96,591,784.00	
3	3.2	Implement Standards and Aligned Instructional Materials	All	No			All Schools	ongoing	\$0.00	\$2,884,864.00		\$2,884,864.00			\$2,884,864.00	
3	3.3	Attendance Improvement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	

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			Low Income										
3	3.4	Academic Supports in English Language Arts (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$479,271.00	\$0.00	\$337,337.00	\$141,934.00			\$479,271.00	
3	3.5	Phonemic Awareness/Phonics Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AC, BR, CS, PW, QT, RC, RE, RU, SE, SR, TO, VV K-1	ongoing	\$0.00	\$105,000.00	\$105,000.00				\$105,000.00	
3	3.6	Site-based Supplemental Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	ongoing	\$926,884.00	\$247,710.00	\$683,658.00	\$279,289.00		\$211,647.00	\$1,174,594.00	
3	3.7	English Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$1,447,385.00	\$210,341.00	\$1,539,066.00			\$118,660.00	\$1,657,726.00	
3	3.8	Newcomer English Learner Supports	All	No			All Schools	ongoing								
3	3.9	English Learner Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
3	3.10	Special Education Programs	Students with Disabilities	No			All Schools	ongoing	\$37,165,005.00	\$6,185,918.00	\$28,012,847.00	\$12,820,983.00		\$2,517,093.00	\$43,350,923.00	
3	3.11	Kindergarten & TK	All	No			Specific Schools: AC, BR, CS, PW, QT, RC, RE, RU, SE, SR, TO, VV TK, K	ongoing								
3	3.12	Technology Loan Program	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$22,000.00	\$22,000.00				\$22,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.13	Increased Course Access	All	No			All Schools	ongoing								
3	3.14	Credit Recovery and Summer School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, RHS, VHS 9-12	ongoing	\$307,799.00	\$10,000.00	\$257,186.00	\$60,613.00			\$317,799.00	
3	3.15	College and Career Services	All	No			Specific Schools: RHS, WHS, VHS 9-12	ongoing								
3	3.16	Strengthen CTE Pathways	All	No			Specific Schools: GOMS, SVMS, RHS, WHS, VHS	ongoing	\$162,544.00	\$550,081.00		\$712,625.00			\$712,625.00	
3	3.17	Safety Partnerships	All	No			All Schools	ongoing	\$0.00	\$300,000.00		\$300,000.00			\$300,000.00	
3	3.18	Transportation	All	No			All Schools	ongoing	\$2,136,076.00		\$1,440,104.00				\$1,440,104.00	
3	3.19	Transportation for Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,217,165.00	\$1,217,165.00				\$1,217,165.00	
3	3.20	Facilities	All	No			All Schools	ongoing	\$8,087,216.00	\$12,837,693.00	\$20,924,909.00				\$20,924,909.00	
3	3.21	Monitoring and Communication	All	No			All Schools	ongoing	\$322,625.00	\$49,394.00	\$372,019.00				\$372,019.00	
3	3.22	Expanded Learning Opportunities Program	Limited to Unduplicated Student Group(s)	No			Specific Schools: AC, BR, CS, PW, QT, RC, RE, RU, SE, SR, TO, VV TK-6	ongoing	\$376,660.00	\$1,922,832.00	\$2,299,492.00				\$2,299,492.00	
3	3.23	LCAP Administration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$263,491.00	\$50,000.00	\$313,491.00				\$313,491.00	

# 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
133,756,840	7,250,838	5.421%	0.350%	5.771%	\$8,131,943.00	0.000%	6.080 %	<b>Total:</b>	\$8,131,943.00
								<b>LEA-wide Total:</b>	\$3,983,119.00
								<b>Limited Total:</b>	\$2,813,231.00
								<b>Schoolwide Total:</b>	\$1,335,593.00

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	Academic Supports in Mathematics (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$702,504.00	
1	1.2	Professional Development & Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,064.00	
1	1.4	Strengthen Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,589.00	
1	1.6	Targeted Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.7	Linguistic Math Supports for English Learner Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.1	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,232.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Integrated Social-Emotional and Behavioral (SEB) Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,955.00	
2	2.3	Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$732,222.00	
2	2.5	Social-emotional Behavioral (SEB) Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,725.00	
2	2.7	School-based Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AC, BR, CS, GOMS, PW, QT, RE, RU, RC, SE, SVMS, SR, TO, VV TK-12	\$394,749.00	
2	2.9	Community Engagement & Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.10	Case Management	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		
3	3.3	Attendance Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.4	Academic Supports in English Language Arts (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$337,337.00	
3	3.5	Phonemic Awareness/Phonics Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AC, BR, CS, PW, QT, RC, RE, RU, SE, SR, TO, VV K-1	\$105,000.00	
3	3.6	Site-based Supplemental Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$683,658.00	
3	3.7	English Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,539,066.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	English Learner Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
3	3.12	Technology Loan Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$22,000.00	
3	3.14	Credit Recovery and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, RHS, VHS 9-12	\$257,186.00	
3	3.19	Transportation for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,217,165.00	
3	3.23	LCAP Administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$313,491.00	

# 2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$164,877,486.00	\$183,804,824.00

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	Academic Supports in Mathematics (MTSS)	Yes	\$774,827	\$602,300
1	1.2	Professional Development & Program Specialists	Yes	\$191,279	\$218,216
1	1.3	Common Assessments & Essential Skills	No	inc. in one.one	inc. in one.one
1	1.4	Strengthen Data Analysis	Yes	\$123,616	\$120,449
1	1.5	Research-based Instructional Practices	No	inc. in one.one	inc. in one.one
1	1.6	Targeted Tutoring	Yes	\$15,000	\$27,139
1	1.7	Linguistic Math Supports for English Learner Students	Yes	inc. in three.two	inc. in three.two
2	2.1	Counselors	Yes	\$819,394	\$679,652
2	2.2	Integrated Social-Emotional and Behavioral (SEB) Supports	Yes	\$212,755	\$156,531
2	2.3	Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process	Yes	\$303,420	\$344,517
2	2.4	Campus Culture/Student Connectedness	No	inc. in two.two	inc. in two.two

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	2.5	Social-emotional Behavioral (SEB) Coordination	Yes	\$28,878	\$30,255
2	2.6	Digital Citizenship and Bullying/Cyberbullying Prevention	No	inc. in three.one	inc. in three.one
2	2.7	School-based Mental Health Support	Yes	\$313,007	\$324,409
2	2.8	Staff SEL		inc. in two.two	inc. in two.two
2	2.9	Community Engagement & Education	Yes	\$5,000	\$0
2	2.10	Case Management	Yes	inc. in three.twentythree	inc. in three.twentythree
3	3.1	Retain Highly Qualified Staff/High Quality Professional Development	No	\$92,599,734	\$108,463,743
3	3.2	Implement Standards and Aligned Instructional Materials	No	\$1,488,420	\$2,161,378
3	3.3	Attendance Improvement	Yes	\$5,000	\$554
3	3.4	Academic Supports in English Language Arts (MTSS)	Yes	\$417,459	\$457,341
3	3.5	Phonemic Awareness/Phonics Instruction	Yes	\$48,000	\$48,591
3	3.6	Site-based Supplemental Interventions	Yes	\$1,054,345	\$1,094,083
3	3.7	English Learner Services	Yes	\$1,528,153	\$1,437,497

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Newcomer English Learner Supports		inc. in three.seven	inc. in three.seven
3	3.9	English Learner Family Engagement	Yes	\$10,000	\$9,971
3	3.10	Special Education Programs	No	\$40,373,824	\$41,088,717
3	3.11	Kindergarten & TK	No	inc. in three.one	inc. in three.one
3	3.12	Technology Loan Program	Yes	\$22,000	\$13,980
3	3.13	Increased Course Access	No	inc. in three.one	inc. in three.one
3	3.14	Credit Recovery and Summer School	Yes	\$306,237	\$291,473
3	3.15	College and Career Services	No	inc. in three.one	inc. in three.one
3	3.16	Strengthen CTE Pathways	No	\$596,984	\$1,657,567
3	3.17	Safety Partnerships	No	\$260,000	\$262,486
3	3.18	Transportation	No	\$1,114,717	\$1,331,405
3	3.19	Transportation for Unduplicated Students	Yes	\$1,185,403	\$888,955
3	3.20	Facilities	No	\$18,178,418	\$19,229,993
3	3.21	Monitoring and Communication		\$358,787	\$385,454
3	3.22	Expanded Learning Opportunities Program	No	\$2,287,103.00	\$2,241,400

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.23	LCAP Administration	Yes	\$255,726	\$236,768

# 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)
\$6,694,446.00	\$6,969,975.00	\$6,237,031.00	\$732,944.00	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	Academic Supports in Mathematics (MTSS)	Yes	\$774,827.00	\$602,300.00		
1	1.2	Professional Development & Program Specialists	Yes	\$166,279.00	\$167,181.00		
1	1.4	Strengthen Data Analysis	Yes	\$123,616.00	\$120,449.00		
1	1.6	Targeted Tutoring	Yes	\$15,000.00	\$27,139.00		
1	1.7	Linguistic Math Supports for English Learner Students	Yes				
2	2.1	Counselors	Yes	\$802,808.00	\$662,681.00		
2	2.2	Integrated Social-Emotional and Behavioral (SEB) Supports	Yes	\$212,755.00	\$156,531.00		
2	2.3	Tier II and Tier III Social-emotional Behavioral Interventions and Referral Process	Yes	\$303,420.00	\$314,517.00		
2	2.5	Social-emotional Behavioral (SEB) Coordination	Yes	\$28,878.00	\$30,255.00		
2	2.7	School-based Mental Health Support	Yes	\$303,007.00	\$314,409.00		
2	2.9	Community Engagement & Education	Yes	\$5,000.00	\$0.00		
2	2.10	Case Management	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Attendance Improvement	Yes	\$5,000.00	\$554.00		
3	3.4	Academic Supports in English Language Arts (MTSS)	Yes	\$257,291.00	\$288,866.00		
3	3.5	Phonemic Awareness/Phonics Instruction	Yes	\$48,000.00	\$48,591.00		
3	3.6	Site-based Supplemental Interventions	Yes	\$825,602.00	852,800.00		
3	3.7	English Learner Services	Yes	\$1,408,737.00	\$1,287,430.00		
3	3.9	English Learner Family Engagement	Yes	\$10,000.00	\$9,971.00		
3	3.12	Technology Loan Program	Yes	\$22,000.00	\$13,980.00		
3	3.14	Credit Recovery and Summer School	Yes	\$216,626.00	213,654.00		
3	3.19	Transportation for Unduplicated Students	Yes	\$1,185,403.00	\$888,955.00		
3	3.23	LCAP Administration	Yes	\$255,726.00	\$236,768.00		

# 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)
130,534,311	\$6,694,446.00	0.000%	5.128%	\$6,237,031.00	0.000%	4.778%	\$457,415.00	0.350%

# 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](mailto: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, Statutes 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 #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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:

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

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

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

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

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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

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

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

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

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

California Department of Education  
November 2024

Local Control and Accountability Plan (LCAP)  
Metrics At-a-Glance

The results below are also reported in the Measuring and Reporting Results sections of the LCAP.



**Key**

Terms within the document reflect education-related vocabulary. Two frequently used terms include achievement and growth. *Achievement* metrics below show the percentage of students meeting or exceeding grade level standards. *Growth* metrics below show the percentage of students meeting or exceeding their identified growth target during the identified window of time. Growth targets are automatically set for students based on national norms of anticipated growth of similar students.











Abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI (American Indian students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Pacific Islander students), W (White students), and TOM (Students of two or more races). LTEL (Long-Term English Learners).

**Goal 1**

RUSD will promote the mathematics achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness, by engaging in continuous improvement to identify high-leverage practices that improve student outcomes.

CA Dashboard - Mathematics Indicator							
Student Group	Status	# of Students	Level	Student Group	Status	# of Students	Level
All	19.7 Above Standard	5,837	 Green	AA	23.7 Below Standard	73	 Green
				AI	57.8	21	**

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

EL (inc. Current & Reclassified)	22.3 Below Standard	606	 Green		Below Standard		
Current EL	58.7 Below Standard	285	--	A	68.2 Above Standard	627	 Green
Reclassified EL	10.0 Above Standard	321	--	F	33.9 Above Standard	200	 Green
LTEL	132.3 Below Standard	35	 Red	H/L	8.5 Below Standard	1,154	 Yellow
FY	118.3 Below Standard	15	**	PI	*	7	**
HY	96.4 Below Standard	56	 Red	TOM	26.7 Above Standard	542	 Green
SED	21.0 Below Standard	1,557	 Green	W	19.5 Above Standard	3,022	 Green
SWD	62.1 Below Standard	953	 Orange				

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

<p>* less than 11 students - data not displayed for privacy                  **less than 30 students (15 for homeless/foster) - no performance level/color                  --data not reported for this student group</p>	
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Metric/Indicator	Data					
<p>1.1                      Achievement                      Increase the percentage of students meeting and exceeding <b>math</b> standards on the CAASPP Summative Assessment (Grades 3-8 &amp; 11) for each student group based on previous year data by data by 2% by spring 2027 and 4% for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth).</p> <p><b>Source:</b> CAASPP Math Scores</p>	Student Group	Baseline Spring 2023	Year 1 Outcome Spring 2024	Year 2 Outcome Spring 2025	Year 3 Outcome Spring 2026	Desired Outcome for 2025–2026
	ALL	59.3%	59.4%	60.3%		61.3%
	SWD	25.8%	25.9%	25.8%		29.8%
	SED	41.1%	45.4%	43.4%		45.1%
	EL	26.5%	26.6%	28.7%		30.5%
	HY	21.7%	21.1%	15.5%		25.7%
	AA	33.7%	37.0%	42.7%		35.7%
	PI	42.9%	31.3%	*		44.9%
	H/L	48.4%	47.6%	48.4%		50.4%

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

Metric/Indicator	Data					
<p>1.2 Achievement Increase the percentage of students in grades 3-8 meeting or exceeding math proficiency on MAP by 3% by spring of 2027.</p> <p><b>Source:</b> Local Interim Assessment</p> <p>*Student group size 10 or less. **Student group size less than 30 students. ***Results are pulled using 2020 Norms</p> <p>Note: This metric is a progress monitoring measure allowing staff to track progress towards the District's 5-year goal of increasing the number of students meeting or exceeding standard by 5% for all students and 10% for targeted student groups (EL, SED, SWD, H/FY) as measured by the CAASPP.</p>	Student Group	Baseline Spring 2024	Year 1 Outcome Spring 2025	Year 2 Outcome Spring 2026	Year 3 Outcome Spring 2027	Desired Outcome for 2026–2027
	All	65.0%	66.7%	66.1%***		68.0%
	AA	44.3%	52.2%	49.2%***		47.3%
	PI	41.7%**	*	*		44.7%
	H/L	53.2%	54.8%	56.6***		56.2%
	SED	46.2%	49.6%	49.8%***		49.2%
	SWD	33.4%	33.3%	28.7%***		36.4%
	EL	33.1%	29.4%	34.4%***		36.1%
	FY	*	*	25.0%***		--
	HY	25.0%	18.5%	15.8%***		28.0%

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

Metric/Indicator	Data					
<p>1.3 Growth Increase the percentage of target students (socio-economically disadvantaged students, students with disabilities, English learner students, foster youth and students experiencing homelessness) exceeding their <b>math growth targets</b> on MAP by 6% by spring of 2027.</p> <p><b>Source:</b> Local Interim Assessment</p> <p>Grades 3-6 Fall to Spring Grades 7-8 Fall to Spring</p> <p>*Student group size 10 or less.</p> <p>**Adjusted Baseline and desired target to reflect only students who had a growth target. Updated 7th and 8th grade to reflect Fall to Spring assessment.</p> <p>Beginning in 2023-24, NWEA updated their algorithm on the MAP assessment in order to utilize an item selection process more closely aligned with the grade level of the student. This change resulted in inflated growth metrics as compared to prior years. RUSD does not consider year-over-year comparisons to be reliable. Spring 2026 results reflect a return to historical growth patterns following a period of elevated gains.</p>	Student Group Grades 3-6	Baseline Spring 2024	Year 1 Outcome Spring 2025	Year 2 Outcome Spring 2026	Year 3 Outcome Spring 2027	Desired Outcome for 2026–2027
	ALL	80.1%**	81.2%	64.7%		--
	SED	75.7%**	77.5%	59.4%		81.7%
	SWD	68.6%**	69.7%	53.6%		74.6%
	EL	75.3%**	68.3%	61.9%		81.3%
	FY	*	*	*		--
	HY	69.7%**	64.5%	39.1%		75.7%
	AA	81.8%**	76.2%	63.9%		87.8%
	H/L	75.6%**	76.4%	59.8%		81.6%
	PI	*	*	*		--
	Student Group Grades 7-8	Baseline Spring 2024	Year 1 Outcome Spring 2025	Year 2 Outcome Spring 2026	Year 3 Outcome Spring 2027	Desired Outcome for 2026–2027
	ALL	63.9%**	64.5%	51.8%		--
	SED	60.8%**	62.4%	50.3%		66.8%

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

SWD	58.2%**	59.4%	41.8%		64.2%
EL	63.8%**	64.3%	50.0%		69.8%
FY	*	*	*		--
HY	52.9%**	*	*		58.9%
AA	56.5%**	70.0%	35.0%		62.5%
H/L	64.7%**	57.3%	49.7%		70.7%
PI	*	*	*		--

Metric/Indicator	Data					
<p>1.4 By June 2026, all 9-12 grade students at comprehensive sites will increase their proficiency in course level skills by improving the spring course pass rate as follows:</p> <p>Integrated 1: From Pass rate of 85% * to 86% Integrated 2: From Pass rate of 85% * to 89% Integrated 3: Maintain Pass rate &gt; 92%</p> <p>Each year after June 2026, RUSD anticipates making 0.5% growth each year.</p> <p><b>Source:</b> Aeries Gradebook/eduClimber</p> <p>Integrated 1 = I - 1 Integrated 2 = I - 2 Integrated 3 = I - 3</p>	Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2025-2026
	ALL	I - 1 85% I - 2 85% I - 3 97%	I - 1 91% I - 2 92% I - 3 99%	I - 1 92% I - 2 90% I - 3 96%		I - 1 86% I - 2 89% I - 3 >90%
	EL	I - 1 77% I - 2 68% I - 3 *	I - 1 73% I - 2 91% I - 3 *	I - 1 79% I - 2 84% I - 3 *		I - 1 86% I - 2 89% I - 3 >90%
	SED	I - 1 72% I - 2 70% I - 3 96%	I - 1 81% I - 2 89% I - 3 99%	I - 1 84% I - 2 84% I - 3 93%		I - 1 86% I - 2 89% I - 3 >90%

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

<p>Note: Percent of students passing Integrated I includes students taking integrated I at comprehensive high school sites and does not include students who took this course in 8th grade.</p> <p>*Student group size 10 or less.</p>	SWD	I - 1 75%	I - 1 94%	I - 1 90%		I - 1 86%
		I - 2 82%	I - 2 92%	I - 2 84%		I - 2 89%
		I - 3 96 %	I - 3 100 %	I - 3 100 %		I - 3 >90%

Metric/Indicator	Data				
<p>1.5 Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in mathematics” on the LCAP Survey by 1% each year.</p> <p><b>Source:</b> LCAP Staff Survey</p>	<p>Baseline 2023-24</p>	<p>Year 1 Outcome 2024-2025</p>	<p>Year 2 Outcome 2025-2026</p>	<p>Year 3 Outcome 2026-2027</p>	<p>Desired Outcome for 2026–2027</p>
	88.0%	87.0%	82.9%		>90.0%

**Goal 2**

RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.

Metric/Indicator	Data											
<p>2.1 Decrease the % of students who indicate they have experienced chronic sadness/hopelessness in the past 12 months on the California Healthy Kids Survey (Students in grades 5, 6, 7, 9, and 11) by 2% each year.</p> <p><b>Source:</b> California Healthy Kids Survey (CHKS)</p> <p>*Slightly different response (ie, experienced frequent sadness)</p>	<table border="1"> <thead> <tr> <th data-bbox="814 436 987 591">Student Group</th> <th data-bbox="987 436 1173 591">Baseline 2023-2024</th> <th data-bbox="1173 436 1350 591">Year 1 Outcome 2024-2025</th> <th data-bbox="1350 436 1526 591">Year 2 Outcome 2025-2026</th> <th data-bbox="1526 436 1703 591">Year 3 Outcome 2026-2027</th> <th data-bbox="1703 436 1881 591">Desired Outcome for 2026–2027</th> </tr> </thead> </table>	Student Group	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026–2027					
Student Group	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026–2027							
	5th	14%*	13%*	13%*		8%*						
	6th	18%*	17%*	14%*		12%*						
	7th	28%	26%	25%		22%						
	9th	29%	31%	28%		23%						
	11th	34%	29%	29%		28%						
	Non-Traditional	55%	40%	Not Reported		49%						

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

Metric/Indicator	Data					
<p>2.2 Increase the % of students by 2% each year who select "pretty much true" or "very much true" when asked 3 questions related to optimism on the California Healthy Kids Survey. Questions include: 1) Each day I look forward to having a lot of fun, 2) I usually expect to have a good day, and 3) Overall, I expect more good things to happen to me than bad things.</p> <p><b>Source:</b> CHKS (Students in grades 7, 9, and 11)</p>	Student Group	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026-2027
	7th	55%	56%	60%		61%
	9th	49%	51%	54%		55%
	11th	44%	49%	50%		51%
	Non-Traditional	32%	39%	Not Reported		38%

Metric/Indicator	Data				
<p>2.3 Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%.</p> <p><b>Source:</b> LCAP Parent/Guardian Survey</p>	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026-2027
	93.5%	93.2%	92.9%		100%

Appendix 1 - Addendum to Measuring and Reporting Results Sections of the LCAP

Metric/Indicator	Data					
<p>2.4 Decrease by at least 0.3% each year with the goal of a very low suspension rate of less than 0.5% and maintain student groups at the same level as all students.</p> <p>Decrease and maintain the expulsion rate below 0.5%.</p> <p><b>Source:</b> CA Dashboard - Suspension Rate Indicator</p>	Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026–2027
	ALL	3.3%	2.5%	2.6%		2.4%
	EL	3.5%	2.1%	2.6%		2.6%
	FY	8.7%	2.7%	9.4%		7.8%
	HY	9.9%	10.5%	6.6%		9.0%
	SED	5.3%	4.1%	4.1%		4.4%
	SWD	5.9%	5.4%	4.4%		5.0%
	AA	9.0%	8.1%	9.6%		8.1%
	AI	10.8%	2.5%	4.3%		9.9%
	A	1.7%	0.8%	1.0%		0.8%
	F	2.1%	0.7%	1.7%		1.2%
	H/L	3.6%	2.9%	2.9%		2.7%
	PI	5.7%	0%	5.3%		4.8%
	TOM	2.8%	2.5%	2.4%		1.9%
W	3.4%	2.6%	2.8%		2.5%	

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Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027
0.00%	0.00%	0.1%		< 0.05%

Metric/Indicator	Data				
2.5 Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in the area of Behavior” on the LCAP Survey with the goal of reaching 100%.  <b>Source:</b> LCAP Staff Survey	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026-2027
	67.9%	75.8%	68.3%		100%








Metric/Indicator	Data				
2.6 Increase the percentage of staff agreeing and strongly agreeing “my school/department has a well-functioning MTSS in the area of Social-Emotional/Wellness” on the LCAP Survey with the goal of reaching 100%.  <b>Source:</b> LCAP Staff Survey	Baseline 2023-24	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026-2027
	74.6%	83.7%	79.6%		100%

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Metric/Indicator	Data											
<p>2.7 Decrease the chronic absenteeism rate by 1% each year and decrease student group gaps as compared to all students.</p> <p><b>Source:</b> CALPADS 14.1/14.2 reports (DataQuest)</p>	<table border="1"> <thead> <tr> <th data-bbox="806 261 999 443">Student Group</th> <th data-bbox="999 261 1178 443">Baseline 2022-2023</th> <th data-bbox="1178 261 1352 443">Year 1 Outcome 2023-2024</th> <th data-bbox="1352 261 1528 443">Year 2 Outcome 2024-2025</th> <th data-bbox="1528 261 1705 443">Year 3 Outcome 2025-2026</th> <th data-bbox="1705 261 1904 443">Desired Outcome for 2026-2027</th> </tr> </thead> </table>	Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027					
Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027							
	ALL	13.6%	9.7%	9.4%		10.6%						
	EL	17.8%	13.6%	11.3%		14.8%						
	SED	25.1%	19.3%	18.5%		22.1%						

**Goal 3**



RUSD will maintain, monitor and enhance existing programs that support district and state priorities.


CA Dashboard - ELA Indicator							
Student Group	Status	# of Students	Level	Student Group	Status	# of Students	Level
All	33.2 Above Standard	5,824	 Green	AA	10.1 Below Standard	76	 Orange
EL (inc. Current & Reclassified)	25.1 Below Standard	590	 Yellow	AI	2.1 Below Standard	21	**
Current EL	81.5 Below Standard	268	--	A	68.4 Above Standard	621	 Green
Reclassified EL	21.9 Above Standard	322	--	F	55.5 Above Standard	200	 Green
LTEL	76.3 Below Standard	35	 Red	H/L	11.5 Above Standard	1,156	 Green
FY	95.7 Below Standard	15	**	PI	*	7	**

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HY	61.3 Below Standard	56	 Orange	TOM	43.8 Above Standard	542	 Green
SED	6.8 Below Standard	1,552	 Yellow	W	31.6 Above Standard	3,010	 Green
SWD	46.6 Below Standard	953	 Orange				

**CA Dashboard - Graduation Indicator**

Student Group	Status	# of Students	Level
All	97.5%	1,031	 Blue
EL (inc. Current & Reclassified)	88.6%	44	 Yellow
Current EL			--

Student Group	Status	# of Students	Level
AA	95.8%	24	**
AI	*	6	**
A	99.1%	106	 Blue

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Reclassified EL			--				
LTEL	85.7%	21	**	F	96.3%	54	Blue
FY	*	4	**				
HY	82.8%	29		H/L	97.1%	171	Blue
			Orange	PI	*	3	**
SED	94.5%	271		TOM	100.0%	75	
			Green				Blue
SWD	88.6%	114		W	97.4%	575	
			Green				Blue

\* less than 11 students - data not displayed for privacy  
 \*\*less than 30 students (15 for homeless/foster) - no performance level/color  
 --data not reported for this student group

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Metric/Indicator	Data					
<p>3.1 Achievement Increase the percentage of students meeting and exceeding ELA standards on the CAASPP Summative Assessment (Grades 3-8 &amp; 11) for each student group based on previous year data by 2% and 4% for students in targeted student groups (English learners, students with disabilities, socioeconomically disadvantaged, homeless, and foster youth).</p> <p>Source: DataQuest</p>	Student Group	Baseline 2023	Year 1 Outcome 2024	Year 2 Outcome 2025	Year 3 Outcome 2026	Desired Outcome for 2026–2027
	ALL	66.6%	65.2%	65.9%		68.6%
	SWD	29.5%	28.9%	29.5%		33.5%
	SED	49.1%	51.2%	48.7%		53.1%
	EL	20.2%	14.7%	18.7%		24.2%
	HY	31.7%	25.4%	23.2%		35.7%
	AA	47.1%	45.1%	48.7%		49.1%
	AI	*	60.0%	65.0%		--
	PI	42.9%	25.0%	*		44.9%
	H/L	58.3%	55.7%	56.7%		60.3%

Metric/Indicator	Data					
<p>3.2 Growth Increase the percentage of students who meet or exceed their projected <b>MAP RIT growth</b> in ELA (Grades 3-8) with the goal of 85% of students meeting their projected growth target. (**reflecting only students who had a growth target)</p>	Student Group Grades 3-6	Baseline Winter 2024	Year 1 Outcome Winter 2025	Year 2 Outcome Winter 2026	Year 3 Outcome Winter 2027	Desired Outcome for 2026–2027
	ALL	56.9%**	61.7%	61.4%		85%

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<p><b>Source:</b> Local Interim Assessment, eduClimber</p> <p>Grades 3-6: Winter to Winter Growth Grades 7-8: Fall to Spring Growth</p> <p>*Student group size 10 or less. **Adjusted Baseline and Desire Outcome to reflect only students who had a growth target.</p>	SED	55.5%**	57.6%	58.4%		85%
	SWD	54.8%**	49.3%	57.3%		85%
	EL	56.7%**	61.2%	58.3%		85%
	FY	*	*	*		85%
	HY	59.3%**	31.6%	*		85%
	AA	65.4%**	60.0%	52.0%		85%
	H/L	55.9%**	59.1%	58.7%		85%
	PI	*	*	*		85%
	<b>Student Group Grades 7-8</b>	<b>Baseline Spring 2024</b>	<b>Year 1 Outcome Spring 2025</b>	<b>Year 2 Outcome Spring 2026</b>	<b>Year 3 Outcome Spring 2027</b>	<b>Desired Outcome for 2026–2027</b>
	ALL	47.2%	50.5%	58.8%		85%
	SED	44.6%	47.4%	59.0%		85%
	SWD	39.0%	44.6%	50.0%		85%
	EL	42.6%	54.5%	54.5%		85%
	FY	*	*	*		85%
	HY	27.8%	*	*		85%
	AA	39.1%	26.3%	50.0%		85%
	H/L	41.6%	47.8%	60.4%		85%

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	PI	*	*	*		85%
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Metric/Indicator	Data					
<p>3.3 Increase the percentage of students meeting UC/CSU A-G requirements for all students and each student group by 5%, with a minimum of 50% meeting requirements.</p> <p><b>Source:</b> CALPADS 1.23 Report</p> <p>*Student group size 10 or less.</p>	Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026–2027
	ALL	70.6%	72.1%	68.9%		75.6%
	SED	49.4%	55.1%	41.2%		54.4%
	HY	*	*	*		50.0%
	EL	*	*	*		50.0%
	SWD	15.2%	17.6%	20.9%		50.0%
	H/L	55.0%	68.5%	57.9%		60.0%
	A	86.2%	86.4%	83.3%		91.2%
	AA	72.7%	54.5%	52.2%		77.7%
	W	72.5%	69.7%	69.8%		77.5%
	TOM	68.9%	72.0%	63.2%		73.9%

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Metric/Indicator	Data				
<p>3.4 Increase the percentage of 12th grade students who complete a CTE pathway by 3% each year.</p> <p><b>Source:</b> CALPADS 3.14 Report/eduClimber</p>	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027
	30.9%	38.0%	39.4%		39.9%

Metric/Indicator	Data				
<p>3.5 Show growth by increasing the status on the College and Career Indicator by 1% each year.</p> <p><b>Source:</b> CA Dashboard College and Career Indicator</p>	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027
	62.6%	71.8%	73.6%		65.6%

Metric/Indicator	Data					
<p>3.6 Increase the percentage of students enrolled in AP courses for each student group with a % lower than “All Students” by 2% each year.</p>	Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027
<p>3.7 Increase the number of AP Tests taken for each student group with a number lower than “All Students.”</p>	ALL	36.8%	38.8%	41.2%		--
	SED	22.1%	23.4%	25.6%		28.1%

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3.8  
 Increase the percentage of students passing with a Score of 3 or above for each student group with a % lower than “All Students” by 2% each year.

**Source:** AP Course Access and Passing Rates

AA	26.7%	26.2%	21.0%		32.7%
H/L	28.9%	29.3%	32.3%		34.9%
W	34.2%	34.7%	37.7%		40.2%
TOM	33.5%	35.5%	39.2%		39.5%

Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027
ALL	1808	1992	2193		--
SED	69	92	114		>69
A	587	720	772		>587
AA	17	13	27		>17
H/L	271	292	295		>271
W	760	736	830		>760
TOM	123	159	167		>123

Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026-2027
ALL	80%	80%	86.0%		--
SED	77%	75%	80.7%		83%
H/L	78%	73%	84.4%		84%

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	W	80%	82.6%	86.3%		86%
	TOM	79%	76.1%	88.6%		85%

Metric/Indicator	Data					
<p>3.9 Maintain or increase the Graduation Rate Indicator in the High or Very High performance category and all student groups in the same level or within 1 level of All Students.</p> <p><b>Source:</b> CA Dashboard - Graduation Rate Indicator</p> <p>VH = Very High H = High M = Medium L = Low NC = No Color</p>	Student Group	Baseline 2022-2023	Year 1 Outcome 2023-2024	Year 2 Outcome 2024-2025	Year 3 Outcome 2025-2026	Desired Outcome for 2026–2027
	ALL	94.7% H	96.6% VH	97.5% VH		H/VH
	EL	75.8% NC	88.9% H	88.6% M		H/VH
	SED	87.8% M	92.0% H	94.5% H		H/VH
	SWD	76.9% L	85.0% H	88.6% H		H/VH
	HY	80.8% L	90.9% H	82.8% L		H/VH
	AA	71.0% NC	100% NC	95.8% NC		H/VH
	A	96.6% VH	96.1% VH	99.1% VH		H/VH
	F	100.0%	97.4%	96.3%		H/VH

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		VH	VH	VH		
H/L	96.6% VH	95.9% VH	97.1% VH			H/VH
W	95.4% VH	96.9% VH	97.4% VH			H/VH
TOM	90.0% M	97.4% VH	100.0% VH			H/VH

Metric/Indicator	Data				
<p>3.10 Maintain or increase the English Learner Progress Indicator in the High or Very High performance category.</p> <p><b>Source:</b> CA Dashboard English Learner Indicator</p> <p>VH = Very High H = High M = Medium L = Low</p>	Baseline 2023	Year 1 Outcome 2024	Year 2 Outcome 2025	Year 3 Outcome 2026	Desired Outcome for 2026–2027
	54.5% L	57.3% H	64.1% H		VH/H

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Metric/Indicator	Data				
<p>3.11 Maintain 100% access to standards-aligned instructional materials.</p> <p><b>Source:</b> School Accountability Report Card</p>	<p>Baseline 2023-2024</p>	<p>Year 1 Outcome 2024-2025</p>	<p>Year 2 Outcome 2025-2026</p>	<p>Year 3 Outcome 2026-2027</p>	<p>Desired Outcome for 2026-2027</p>
	100%	100%	100%		100%

Metric/Indicator	Data				
<p>3.12 Increase the % of parents/guardians who strongly agree or agree to the statement, “My school encourages me to be an active partner with the school in educating my child” by 2% each year.</p> <p><b>Source:</b> Parent/Guardian LCAP Survey</p>	<p>Baseline 2023-2024</p>	<p>Year 1 Outcome 2024-2025</p>	<p>Year 2 Outcome 2025-2026</p>	<p>Year 3 Outcome 2026-2027</p>	<p>Desired Outcome for 2026-2027</p>
	86.8%	86.4%	85.1%		92.8%

Metric/Indicator	Data				
<p>3.13 Maintain the % of parents/guardians who strongly agree or agree to the statement, “I am involved in my student's education” above 90%.</p> <p><b>Source:</b> Parent/Guardian LCAP Survey</p>	<p>Baseline 2023-2024</p>	<p>Year 1 Outcome 2024-2025</p>	<p>Year 2 Outcome 2025-2026</p>	<p>Year 3 Outcome 2026-2027</p>	<p>Desired Outcome for 2026-2027</p>
	95.8%	Discontinued question	Discontinued question		>90.0%

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Metric/Indicator	Data				
<p>3.14 Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool.</p> <p><b>Source:</b> Facilities Inspection Tool</p>	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026–2027
	Met	Met	Met		Met

Metric/Indicator	Data					
<p>3.15 On the California Healthy Kids Survey (Students in grades 5, 6, 7, 9, and 11) maintain above 95% and increase the % of students indicating they feel safe at school.</p> <p><b>Source:</b> California Healthy Kids Survey (CHKS)</p>	Student Group	Baseline 2023-2024	Year 1 Outcome 2024-2025	Year 2 Outcome 2025-2026	Year 3 Outcome 2026-2027	Desired Outcome for 2026–2027
	5th Grade	88%	85%	87%		>95%
	6th Grade	83%	81%	85%		>95%
	7th Grade	68%	67%	72%		>95%
	9th Grade	70%	73%	81%		>95%
	11th Grade	78%	78%	77%		>95%